



ACG213/6: Aprobación de la propuesta de modificación del Plan de estudios del Máster Universitario Erasmus Mundus en Excelencia en Salud Pública / Erasmus Mundus Master In European Public Health por la Universidad de Granada; Ecole Des Hautes Études en Santé Publique Ehesp; Université de Liège; Université de Rennes 1; Universiteit Maastricht; University College Dublin, National University of Ireland, DU; University of Sheffield y Uniwersytet Jagiellonski (Rama de Ciencias de la Salud).

- Aprobado en la sesión ordinaria del Consejo de Gobierno de 2 de octubre de 2023



PROPUESTA DE MODIFICACIÓN DEL Máster Universitario Erasmus Mundus en Excelencia en Salud Pública / Erasmus Mundus Master in European Public Health por la Universidad de Granada; Ecole Des Hautes Etudes en Santé Publique Ehesp; Université de Liège; Université de Rennes 1; Universiteit Maastricht; University College Dublin, National University of Ireland, DU; University of Sheffield y Uniwersytet Jagiellonski

2023-2024

(modificaciones abril 2023 y julio 2023)

1. Descripción de la modificación

A continuación, se describen los cambios propuestos. Todos ellos se reflejan en el correspondiente apartado de la memoria:

Plan de Estudios: Université de Liège - Primer año Salud Pública

Incorporación de nuevas asignaturas:

- Health technology assesment et évaluation médico-économique, Asignatura Elegible, 4ECTS
- La santé des socio-écosystèmes, Asignatura Elegible, 2 ECTS
- De la recherche à l'action en nutrition de Santé publique, Asignatura Elegible, 4ECTS
- Education et communication, Asignatura Elegible, 3 ECTS
- Transition numérique dans le domaine du soin de la santé, Asignatura Elegible, 4ECTS
- Interculturalité et santé, Asignatura Elegible, 2 ECTS

Extinción de asignaturas:

- Conception et analyse de messages multimédias: applications et santé
- Méthodes d'évaluation et de prévention en psychologie de la santé
- Enquêtes épidémiologiques appliquées à la nutrition

Modificación en el título de asignaturas:

- Stratégie de lutte contre les inégalités sociales de santé et littératie de santé
Pasa a llamarse: Stratégie de lutte contre les inégalités sociales de santé



Plan de Estudios: University College Dublin - Primer año Salud Pública

Incorporación de nuevas asignaturas:

- SDGs in Action I: Population Health and Wellbeing, Asignatura Obligatoria, 5ECTS
- SDGs in Action II: Protecting the Planet, Asignatura Obligatoria, 5ECTS
- Introduction to Genetic epidemiology, Asignatura Elegible, 5ECTS
- Advanced Epidemiology, Asignatura Elegible, 5ECTS
- Health Technology Assesment, Asignatura Elegible, 5ECTS

Extinción de asignaturas:

- International Health” and “International Health II
- Introduction to Environmental Health and Science
- Nutritional Epidemiology

Modificación en el título de asignaturas:

- Fundamentals of Epidemiology
Pasa a llamarse: Principles of Epidemiology
- Applied research Methods and Data Management
Pasa a llamarse: Applied research Methods and Data Management, Analysis and Reporting
- Health Economics and Management
Pasa a llamarse: Principles of Health Care and Management
Y pasa a ser asignatura elegible
- Design and Analysis of Clinical Trials
Pasa a llamarse: Clinical Trials



Plan de Estudios: EHESP - Paris - Segundo año Salud Medioambiental y Ciencias de la Salud Laboral

Incorporación de nuevas asignaturas:

- Concepts, Methods and design in Epidemiology, Asignatura Elegible, 3ECTS

Extinción de asignaturas:

- Introduction to Multi Level Analysis
- Modelling of infectious diseases module
- Infectious Disease Epidemiology
- Chronic Disease Epidemiology

Modificación en el título de asignaturas:

- Occupational Health
Pasa a llamarse: Occupational Health within Public Health

Plan de Estudios: EHESP - Paris - Segundo año Promoción y Prevención de la Salud

Incorporación de nuevas asignaturas:

- Introduction, Asignatura Obligatoria, 0 ECTS

Modificación en distribución de ECTS de asignaturas:

- Setting un and management of health prevention and promotion projects
Pasa de 6 ECTS a 7 ECTS
- Research methods applied to health prevention and promotion
Pasa de 3 ECTS a 8 ECTS
- Improved knowledge of methods and evaluation
Pasa de 7 ECTS a 3 ECTS
- Dissertation and Placement
Pasa de 20 ECTS a 18 ECTS

Plan de Estudios: Université de Rennes 1- Segundo año Ley y Salud

Modificación en el reparto de créditos:

- Ethics and People's Right, Asignatura Obligatoria
Pasa a tener 5 ECTS
- Ethics and decision in Health, Asignatura Obligatoria
Pasa a tener 5 ECTS



European Master in Public Health EUROPUBHEALTH+

First year foundation course: Core competences in Public Health



**School of Health and Related Research
The University of Sheffield
30 Regent Street, Sheffield S14DA
United Kingdom**

European Master in Public Health (Europubhealth+)

Core competences in Public Health

The present document details the content of the first year foundation course of the **Europubhealth+** programme delivered by the SchARR – The University of Sheffield, in English. For the second year of the Europubhealth+ programme, seven different specialisations are delivered by the consortium: *Advanced Biostatistics* or *Epidemiology* or *Environmental and Occupation Health Sciences* at EHESP Paris; *Health Promotion and Prevention* at EHESP Rennes; *Health Law* at Rennes 1 University (France); *Leadership in European Public Health* at Maastricht University (The Netherlands); *Governance of Health Systems in Transition* at Jagiellonian University Medical College of Krakow (Poland), *Health Services Management* at EASP – University of Granada (Spain).

I. PRESENTATION

The foundation course lasts two semesters and students get 57 ECTS for core and elective modules. A mandatory integration module worth 3 ECTS is organized by the EHESP School of Public Health in Rennes (France) at the end of the academic year.

The foundation course in Sheffield has been specifically designed for students from any educational background. It is suited for anyone who is interested in any aspect of public health but will be particularly relevant to those considering a future career in public health, either in the UK or internationally. Many students on the course have professional backgrounds and will bring their experience to the course, and the course is popular amongst those with clinical backgrounds in medicine, dentistry, pharmacy and nursing, for example. Other students come from a wide range of non clinical backgrounds, such as geography, social care or information sciences and a key feature of the course is that it is suited to anyone and does not require specialist clinical knowledge.

II. QUALIFICATIONS OF THE GRADUATE

This course covers the broad range of knowledge and skills required for public health practice in both the UK and internationally. Through a selection of core modules and a wide range of options, students will systematically gain an understanding of key concepts, and learning outcomes that relate to:

- how public health principles apply to professional practice
- how the research process applies to public health practice
- public health approaches to protect and promote the public's health
- health service organisations, management and economics
- broader influences on health and health care provision

III. REQUIREMENTS FOR GRADUATION

In order to graduate, students must pass all modules at SchARR and validate all mandatory credits (including the dissertation) during the second year of the programme in the partner university as well as both integration modules organized at EHESP in Rennes.

STUDY PLAN

Core competences in Public Health University of Sheffield

Name of the module	Class form	M/ F	Credit form	ECTS
Mandatory core modules				
Keys issues in Global Public Health https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/HAR675	Lectures seminars	M	Mark	7,5 ECTS (15 UK credits)
Introduction to Research Methods https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/HAR6030	Lectures seminars	M	Mark	7,5 ECTS (15 UK credits)
Introduction to Statistics and Critical Appraisal https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/HAR6035	Lectures seminars	M	Mark	7,5 ECTS (15 UK credits)
Health Needs Assessment, Planning and Evaluation https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/HAR6041	Lectures seminars	M	Mark	7,5 ECTS (15 UK credits)
Epidemiology https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/har619	Lectures seminars	M	Mark	7,5 ECTS (15 UK credits)
Optional Modules (3 to be chosen among:)				
Qualitative Research Design and Analysis <i>semester 2</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/har6531	Lectures Seminars tutorials	F	Mark	7,5 ECTS (15 UK credits)
Confronting Public Health Problems <i>semester 2</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/har6522	Lectures Seminars computer-based activities	F	Mark	7,5 ECTS (15 UK credits)
Communicable Disease Control <i>semester 2</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/HAR685	Lectures	F	Mark	7,5 ECTS (15 UK credits)
Leading and Managing Health Services <i>semester 2</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/har682	Lectures	F	Mark	7,5 ECTS (15 UK credits)
Contemporary Health Psychology and Behaviour Change <i>semester 2</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/har680	Lectures seminars	F	Mark	7,5 ECTS (15 UK credits)
Disaster and Emergency Management <i>semester 1</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/har686	Lectures computer-based activities	F	Mark	7,5 ECTS (15 UK credits)
Economic Evaluation and Healthcare Financing <i>semester 2</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/har687	Lectures tutorials Computer- based activities	F	Mark	7,5 ECTS (15 UK credits)
Further Statistics For Health Science Researchers <i>Semester 2</i>	Lectures	F	Mark	7,5 ECTS (15 UK credits)

https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/har6045				
Health Promotion <i>semester 2</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/HAR6021	Lectures seminars	F	Mark	7,5 ECTS (15 UK credits)
Public Health Informatics <i>semester 2</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/HAR655	Lectures Seminars exercices	F	Mark	7,5 ECTS (15 UK credits)
Sociology of Health and Illness <i>semester 2</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/HAR6016	Discussion forums	F	Mark	7,5 ECTS (15 UK credits)
Systematics Reviews and Critical Appraisal Techniques <i>semester 2</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/HAR6501	Lectures work shops	F	Mark	7,5 ECTS (15 UK credits)
Using Policy to Strengthen Health Systems <i>semester 2</i> https://www.sheffield.ac.uk/scharr/prospective_students/masters/modules/HAR697	Lectures group work discussions	F	Mark	7,5 ECTS (15 UK credits)
Integration Module at EHESP Rennes – France	Seminar	M	Mark	3 ECTS

F – Facultative, M – Mandatory

Total number of credits : 60 ECTS (120 UK credits)

**European Master in Public Health
EUROPUBHEALTH+**

**Foundation course:
Core competences in Public Health**



**Escuela Andaluza de Salud Pública - Universidad de Granada
Campus Universitario de Cartuja, Cuesta del Observatorio
GRANADA, SPAIN**

European Master in Public Health (Europubhealth+)

Core competences in Public Health

El primer año del Master Europubhealth+ es el curso introductorio de competencias básicas en Salud Pública y se imparte en la Escuela Andaluza de Salud Pública – Universidad de Granada (España). En el segundo año del master Europubhealth+ pueden elegirse entre las seis especialidades disponibles que se imparten en las Universidades que componen el Consorcio:

1. Bioestadística y Epidemiología Avanzada en la EHESP Paris (Francia)
2. Salud Medioambiental Ciencias de Salud Laboral en la EHESP Paris (Francia)
3. Promoción de la Salud en la EHESP Rennes (Francia)
4. Ley, Salud y Ética en la Universidad de Rennes 1 (Francia)
5. Liderazgo en Salud Pública en Europa en la Universidad de Maastricht (Holanda)
6. Economía y Gobernanza de los Sistemas de Salud en Transición en la Jagiellonian University Medical College de Cracovia (Polonia)

I. PRESENTACIÓN

El curso introductorio de competencias básicas en Salud Pública se impartirá en dos semestres y los estudiantes conseguirán 57 ECTS cuando finalicen y aprueben todos los módulos obligatorios. Al final de cada año académico se organiza un módulo internacional de integración por la EHESP Rennes (Francia) y los estudiantes obtendrán 3 ECTS por cada uno de ellos.

El curso introductorio de competencias básicas en salud pública está dirigido a estudiantes de diferentes perfiles académicos. Está dirigido a cualquier profesional interesado en la Salud Pública y especialmente a aquellas personas que están considerando comenzar su carrera profesional en la Salud Pública tanto a nivel nacional como a nivel internacional.

La combinación de participantes que poseen cierta experiencia profesional en el campo de la medicina, odontología, farmacia y enfermería, la gestión de servicios de salud la cooperación internacional con la de los participantes recién graduados, pero con interés y práctica manifiesta en el amplio ámbito de la salud pública constituye un nodo de atractivos que se valoran como más positivos por las generaciones de graduados en este máster. Su diseño y metodologías permite el acceso a una variedad amplia de personas con formación tan variada como: geografía, economía, derecho, ciencias sociales o ciencias de la información, etc., además de las más próximas como enfermería, medio ambiente, psicología, farmacia o medicina.

II. OBJETIVOS

Objetivo General

El objetivo principal es capacitar a los alumnos para que con su trabajo mejoren la salud tanto de grupos específicos de población como de la población en general.

Objetivos Específicos

Al finalizar la actividad se espera que los participantes sean capaces de:

Desarrollar tareas relacionadas con diseño, la planificación, ejecución, asesoramiento y evaluación de programas de prevención y promoción de la salud o la gestión de los servicios sociales y sanitarios y de los centros que prestando dichos servicios.

Reconocer la metodología, herramientas de análisis y los conocimientos conceptuales necesarios para identificar los aspectos esenciales de la salud pública.

III. EVALUACIÓN

Para finalizar con éxito el master y obtener el Título del Master Europubhealth el alumnado deberá aprobar los módulos obligatorios 57 ECTS, impartidos por la Escuela Andaluza de Salud Pública, los módulos obligatorios de segundo año (30 ECTS), aprobar sus prácticas y trabajo Fin de Master (27), además de los dos módulos internacionales (6 ECTS) organizados por EHESP en Rennes.

European Master in Public Health (Europubhealth+)

Core competences in Public Health

The present document details the content of the first year foundation course of the Europubhealth+ programme delivered by the Escuela Andaluza de Salud Publica – The University of Granada. For the second year of the Europubhealth+ programme, six different specialisations are delivered by the consortium: Advanced Biostatistics and Epidemiology or Environmental and Occupation Health Sciences at EHESP Paris; Health promotion and prevention at EHESP Rennes; Law, Health and Ethics at Rennes 1 University (France); Leadership in European Public Health at Maastricht University (The Netherlands); Governance of Health Systems in Transition at Jagiellonian University Medical College of Krakow (Poland).

I. PRESENTATION

The foundation course lasts two semesters and students get 57 ECTS for core and elective modules. A mandatory integration module worth 3 ECTS is organized by the EHESP School of Public Health in Rennes (France) at the end of the academic year.

The foundation course in Granada has been specifically designed for students from any educational background. It is suited for anyone who is interested in any aspect of public health but will be particularly relevant to those considering a future career in public health, either in Spain or internationally. Many students on the course have professional backgrounds and will bring their experience to the course, and the course is popular amongst those with clinical backgrounds in medicine, dentistry, pharmacy and nursing, for example. Other students come from a wide range of non clinical backgrounds, such as geography, social care or information sciences and a key feature of the course is that it is suited to anyone and does not require specialist clinical knowledge.

II. QUALIFICATIONS OF THE GRADUATE

This course covers the broad range of knowledge and skills required for public health practice in both the UK and internationally. Through a selection of core modules and a wide range of options, students will systematically gain an understanding of key concepts, and learning outcomes that relate to:

- how public health principles apply to professional practice
- how the research process applies to public health practice
- public health approaches to protect and promote the public's health
- health service organisations, management and economics
- broader influences on health and health care provision

III. REQUIREMENTS FOR GRADUATION AND OBTAINING PROFESSIONAL TITLE

In order to graduate, students must pass all modules at Escuela Andaluza de Salud Publica and validate all mandatory credits (including the dissertation) during the second year of the programme in the partner university as well as both integration modules organized at EHESP in Rennes.

STUDY PLAN
Core competences in Public Health
University of Granada

Name of the subject	Class form	M/F	Credit form (Mark Pass/Fail)	Number of teaching hours	ECTS
Mandatory core modules					55
Mod.1 Introduction to Public Health: public health systems and policies <i>Introducción a la Salud Pública: Sistemas y Políticas de Salud</i>	Lectures Seminar	M	Mark	200	8
Mod.2 Research methods in public health <i>Métodos de Investigación en Salud Pública</i>	Lectures Seminar	M	Mark	425	17
Mod.3 Health Services Management <i>Gestión de Servicios de salud</i>	Lectures Seminar	M	Mark	425	17
Mod.4 Health Promotion <i>Promoción de salud otion</i>	Lectures Seminar	M	Mark	250	10
Thesis Preparation <i>Preparación de Trabajo de Investigación</i>	Lectures Seminar	M	Mark	75	3
Optional modules (1 to be chosen among)					2
Advanced qualitative methods Curso avanzado sobre Métodos de investigación Cualitativa	Lectures Seminar	F	Mark	50	2
Advanced Multivariate Regression Analysis Curso Avanzado sobre Regresión Multivariante	Lectures Seminar	F	Mark	50	2
Environmental Health Salud Medio ambiental	Lectures	F	Mark	50	2
Integration Module at EHESP in Rennes – France	Seminar	M	Mark	30	3

F– facultative, M – mandatory

Total number of teaching hours: 1425

Total number of ECTS: 60

Module title	Introducción a la Salud Pública: Sistemas y Políticas de Salud
Faculty	EASP
Conducting unit	Alberto Fernández Ajuría
Teaching Language	Spanish
Aim of the course	Identificar e integrar los conceptos fundamentales vinculados al concepto de salud pública, salud global y de los sistemas de salud.
Learning outcomes	<ol style="list-style-type: none"> 1. Identificar e integrar los conceptos fundamentales vinculados al concepto de salud pública, sus consecuencias en la práctica de la salud pública y en el desempeño de la profesión sanitaria. 2. Analizar desde una perspectiva histórica la evolución de los principales retos de la salud pública en el siglo XXI. 3. Utilizar las herramientas básicas de evaluación de necesidades de salud. 4. Utilizar las herramientas básicas para la intervención comunitaria en salud pública. 5. Utilizar las metodologías básicas para el análisis y evaluación de políticas de salud. 6. Describir y analizar los conceptos de salud y enfermedad desde la perspectiva de los determinantes sociales de la salud y las desigualdades en salud. 7. Utilizar distintas perspectivas para el análisis de los sistemas de salud: sociológica, económica, jurídica, política. 8. Describir las competencias, responsabilidades y funciones de los profesionales de salud pública y de los servicios sistemas sanitarios y analiza su desempeño. 9. Identificar e Integrar los conceptos fundamentales de la Ética en Salud Pública <p>Competencias Transversales:</p> <ol style="list-style-type: none"> 1. Manejar los recursos TIC disponibles en la EASP a nivel de usuario: Campus Virtual EASP, editor de texto, hoja de cálculo, editor de presentaciones. 2. Realizar búsquedas documentales y bibliográficas básicas sobre temas de salud pública, políticas y sistemas de salud. 3. Identifica y aplica las actitudes para trabajar en equipo de forma eficaz y competente. 4. Redactar un documento de síntesis en temas de salud pública, políticas y sistemas de salud. 5. Presentar los resultados del trabajo grupal en público
Assessment methods	<p>La evaluación de la adquisición de competencias en este módulo se llevará a cabo a través de los siguientes instrumentos:</p> <p>Trabajo grupal 1. Conceptos, funciones, competencias y responsabilidades en Salud Pública. Presentación pública de resultados.</p> <p>Criterios de evaluación de las habilidades de comunicación pública de resultados: Claridad de ideas: se comprenden adecuadamente los contenidos de la presentación. Seguridad: no manifiesta nerviosismo ni le tiembla la voz cuando habla. La postura del cuerpo y extremidades es relajada. Capacidad de profundización en el contenido presentado: añade información a la presentada en las diapositivas, sin necesidad de recurrir a notas en papel Coherencia de la presentación: utilizan nexos de unión adecuados entre las distintas diapositivas. Duración de la presentación: se ajusta al tiempo inicialmente previsto, manteniendo una velocidad adecuada a lo largo de toda la presentación. Posición: mantiene dinamismo durante la presentación y señala los objetos requeridos en la transparencia. Agilidad y pertinencia de respuestas: es capaz de responder de forma rápida, pertinente y clara a las preguntas realizadas por el alumnado y el profesorado que participa en la exposición.</p> <p>Trabajo grupal 1. Conceptos, competencias y servicios de Salud Pública. Elaboración y presentación de un documento escrito.</p> <p>Criterios de evaluación de las habilidades de comunicación escrita de resultados: Fundamentación: es capaz de fundamentar las elecciones conceptuales plasmadas en el documento. Concreción: se ajusta a la extensión máxima sugerida para el documento (dos páginas). Claridad y precisión: expresa las ideas de forma clara y precisa. Bibliografía utilizada: referencia correctamente la documentación consultada, pertinencia, actualidad y relevancia de la documentación consultada. Capacidad de referenciación de documentación.</p>

	<p><u>Trabajo grupal 2.</u> Retos de la salud pública en el siglo XXI. Comunicación de resultados a través de un póster.</p> <p>Criterios de evaluación de la comunicación escrita y la defensa del póster: Contenido: aspectos científicos de la investigación: problema importante y/o novedoso en salud; objetivos claros y específicos, metodología apropiada, resultados ordenados, seleccionados y bien presentados. Conclusiones válidas que contestan a cada objetivo apoyándose en resultados. Continente: el cartel que debe ser atractivo a la vista, con buena proporción y distribución del texto con respecto a las aportaciones gráficas (diagramas, tablas, figuras, fotos). Se acepta un toque de creatividad del autor. Defensa: la presentación y defensa del póster frente a evaluadores y colegas. Dominio de la comunicación oral con capacidad de respuesta a las dudas y preguntas planteadas.</p> <p><u>Trabajo individual 2.</u> Descripción y análisis de los sistemas de salud. Criterios de evaluación del trabajo escrito.</p> <p>Originalidad: analiza las funciones del sistema sanitario desde una perspectiva original e innovadora. Concreción: se ajusta a la extensión máxima sugerida para el documento (diez páginas). Claridad y precisión: expresa las ideas de forma clara y precisa. Bibliografía utilizada: referencia correctamente la documentación consultada. pertinencia, actualidad y relevancia de la documentación consultada. Capacidad de referenciación de documentación.</p> <p><u>Trabajo Individual sobre ética. Análisis de un caso</u> <u>Evaluación final</u> de conocimientos. Cuestionario genera de conocimientos. Además, se recogerán las aportaciones del alumnado a través de: La evaluación de la calidad de la docencia.</p>
Classes / Workload	200
Number of ECTS	8
Teaching & learning methods	Clases teóricas Seminarios prácticos Sesiones de debate Presentaciones por pares
Course topics	Introducción a la Salud Pública; conceptos, funciones, retos y responsabilidades Análisis de Sistemas de Salud Análisis de políticas de salud Ética en salud pública. Teorías de la Justicia y salud Competencias transversales Sociología, Antropología y Salud Pública Regulación de los Sistemas de Salud Financiación de los sistemas de Salud Producción de los servicios de Salud Salud, enfermedad y Equidad en el siglo XXI La Salud como derecho Teorías de la Justicia y Salud Las Políticas de Salud

Module title	Métodos de Investigación en Salud Pública
Faculty	EASP
Conducting unit	Marina Lacasaña Navarro
Teaching language	Spanish
Aim of the course	Adquirir competencias básicas para interpretar, aplicar y generar conocimiento científico en Salud Pública.
Learning outcomes	El alumno demuestra poseer competencias básicas (conocimientos, habilidades y actitudes) en el ámbito de la salud pública, desde una perspectiva multidisciplinar sobre: <ol style="list-style-type: none"> 1. El proceso de investigación científica. 2. Los principales métodos y técnicas de análisis de la información, tanto cualitativos como cuantitativos. 3. Los principales diseños (incluidos los epidemiológicos) de investigación científica.
Assessment methods	<p>La Evaluación de los alumnos tendrá carácter de evaluación continuada.</p> <p>En cada uno de las Unidades o Bloques Temáticos que componen el módulo, los alumnos podrán entregar, si lo desean, debidamente resueltos, antes de la correspondiente clase de revisión temática, los ejercicios propuestos por el profesor.</p> <p>Dichos ejercicios serán devueltos a los alumnos, debidamente corregidos, dentro de los 4 días posteriores a la fecha oficial de entrega.</p> <p>La calificación final del módulo se establecerá atendiendo a las siguientes reglas:</p> <p>La prueba final del módulo, individual y objetiva – multi respuesta -, tiene una ponderación del 70% en la calificación final es del 70% (Para quienes no entreguen todos los ejercicios correspondientes a las unidades temáticas, la prueba final tendrá una ponderación del 90%).</p> <p>La resolución de los ejercicios propuestos en cada bloque temático, cuyo peso en la calificación final del módulo es del 20% (para quienes entreguen todos los ejercicios correspondientes a las unidades o bloques temáticos que configuran el módulo).</p> <p>La participación en clase, la puntualidad en la asistencia y la actitud positiva y colaboradora en la actividad académica, cuyo peso en la calificación final del módulo es del 10%.</p> <p>Con independencia de lo anterior, quienes entreguen todos los ejercicios de todos los bloques temáticos, dentro del plazo y con la forma establecidos, y hayan conseguido en todos una nota igual o superior a 50 (SUFICIENTE), tendrán garantizada la calificación global en el Módulo de, al menos, SUFICIENTE.</p> <p>Además, se recogerán las aportaciones del alumnado a través de: La evaluación de la calidad de la docencia.</p>
Classes Workload	425
Number of ECTS	17
Teaching & learning methods	<p>Exposiciones teóricas</p> <p>Lectura dirigida.</p> <p>Resolución individual de ejercicios.</p> <p>Análisis grupal.</p> <p>La actividad estará apoyada por la utilización de recursos audiovisuales (ordenador, proyector, video), paneles de trabajo, foros de trabajo virtual y otros recursos disponibles en el Campus Virtual.</p>
Course topics	<p>Metodología de investigación científica y salud pública.</p> <p>Estadística y análisis de datos.</p> <p>Epidemiología.</p> <p>Investigación cualitativa.</p>

Module title	Gestión de Servicios Sanitarios
Faculty	EASP
Conducting unit	María Inmaculada García Romera y María Araceli Caro Martínez
Teaching Language	Spanish
Aim of the course	Obtener competencias en gestión, conocer los modelos de gestión sanitaria, conocer los procedimientos básicos de gestión, adaptados a las características de la cultura sanitaria.
Learning outcomes	<p>Demostrará competencias en gestión, conocerá los modelos de gestión sanitaria, conocerá procedimientos de gestión, conocerá características de la cultura sanitaria, podrá gestionar el tiempo, conocerá elementos de la gestión emocional centrada en la resistencia a la presión y demostración de madurez y equilibrio.</p> <p>Demostrará capacidad para tomar decisiones en condiciones de incertidumbre, capacidad de liderazgo, actitud de aprendizaje y mejora continua, capacidad de crítica, creatividad y de uso de las nuevas tecnologías.</p> <p>Demostrará capacidad de trabajar en equipo, gestionar conflictos reconociendo conceptualmente su abordaje, sabrá los aspectos claves sobre motivación y gestión de personas, habilidades sociales de comunicación oral y escrita.</p> <p>Conocerá y demostrará capacidad de buscar, seleccionar, analizar y sintetizar información, capacidad de observación del contexto, capacidad de planificar y definir objetivos, capacidad de gestionar proyectos, implantación de cambios, proponer alternativas innovadoras</p>
Assessment methods	<p>La evaluación del Módulo será resultado de la valoración de los siguientes aspectos.</p> <p>A.- Revisión de la información y valoración crítica de la misma (20 puntos)</p> <ol style="list-style-type: none"> 1. Resumen de prensa (grupal): 05 puntos. 2. Blog. (individual): 15 puntos <p>B.- Informe para un debate (20 puntos)</p> <ul style="list-style-type: none"> - Tema 1.- 10 puntos - Tema 2.- 10 puntos <p>C.- Análisis de Organizaciones (20 puntos).</p> <ol style="list-style-type: none"> 1. Modelos de Organización (grupal) <p>C.- Valoración de caso (20 puntos)</p> <ol style="list-style-type: none"> 1. Informe individual: 25 puntos. 2. Presentación grupal: 5 puntos. <p>D.- Evaluación externa (10 puntos):</p> <ol style="list-style-type: none"> 1. Evaluación objetiva continuada: 5 puntos 2. Valoración tutorial (individual): 5 puntos <p>E.- Informe final individual de Análisis de trabajo de grupo. (10 puntos)</p> <p>Es indispensable haber asistido a más del 90% de las actividades programadas. Los retrasos no son criterio de exclusión pero sí de penalización en la calificación final en el caso de ser reiterados. Además, se recogerán las aportaciones del alumnado a través de: La evaluación de la calidad de la docencia.</p>
Classes / Workload	425
Number of ECTS	17
Teaching & learning methods	Clases teóricas, Talleres prácticos, Curso virtual, Visitas a centros, Elaboración de informes de revisión Role playing, Resolución de casos, Discusión en plenario
Course topics	<p>Planificación estratégica</p> <p>La organización sanitaria</p> <p>Las mentalidades directivas</p> <p>Planificación y ejecución de proyectos organizacionales</p> <p>Marco General de la gestión de servicios de salud.</p> <p>Teoría de la organización, caracterización de las organizaciones sanitarias y sociosanitarias. Dirección estratégica y sistemas de gestión, sistemas de información para la gestión de los servicios de salud.</p> <p>Financiación de centros y proveedores sanitarios, control de gestión.</p> <p>Gestión de la calidad, evaluación externa y sistemas internos de calidad en las organizaciones. Gestión de los recursos humanos.</p> <p>Gestión clínica y gestión de procesos asistenciales, efectividad y gestión de recursos.</p> <p>Desafíos actuales en Gestión Sanitaria.</p>

	Promoción de Salud
Faculty	EASP
Conducting unit	Mariano Hernán García
Teaching Language	Spanish
Aim of the course	Conocerá el marco y conceptos claves de promoción de salud y saber utilizarlo para interpretar los problemas de salud pública más relevantes y ser capaz de diseñar intervenciones básicas de promoción de la salud
Learning outcomes	<p>Conocerá el marco y conceptos claves de promoción de salud y saber utilizarlo para interpretar los problemas de salud pública más relevantes.</p> <p>Analizará los problemas de salud de grupos poblacionales concretos y de sus determinantes desde la óptica de promoción de salud.</p> <p>Identificar sobre el terreno las necesidades de salud de una comunidad y proponer intervenciones con perspectiva de activos en salud y de reducción de desigualdades.</p> <p>Formulará un programa orientado a intervenir sobre un problema de salud que incorpore e integre los conceptos básicos de la promoción de salud.</p> <p>Adquirirá habilidades relevantes desde el marco de la promoción de salud para proponer desarrollar estrategias de promoción de salud, con posibilidad de generar cambios duraderos y evaluables ante problemas o situaciones relacionadas con la salud pública.</p> <p>Identificará instrumentos, habilidades y criterios claves para evaluar una intervención en promoción de salud.</p>
Assessment methods	<p>a) Asistencia, participación y aportación en las sesiones de los participantes.</p> <p>b) Aportaciones individuales al trabajo grupal realizado durante el módulo.</p> <p>c) Actitud, interés y esfuerzo de trabajo durante el desarrollo del módulo.</p> <p>d) Valoración de la adquisición de conocimientos realizada mediante una evaluación tipo test.</p> <p>e) Trabajo individual con defensa al final del módulo</p>
Classes / Workload	250
Number of ECTS	10
Teaching & learning methods	<p>Introducciones teóricas con soporte audiovisual.</p> <p>Debates en gran grupo.</p> <p>Trabajos en pequeños grupos.</p> <p>Talleres de entrenamiento mediante juegos de roles.</p> <p>Síntesis integrativas.</p> <p>Trabajos individuales.</p> <p>Revisión documental.</p> <p>Intercambio de experiencias</p>
Course topics	<p>Conceptos claves de promoción de salud y salud comunitaria</p> <p>La evaluación de necesidades y recursos y principios del diseño de Intervenciones en Promoción de Salud.</p> <p>Intervenciones en Promoción de Salud</p> <p>Evaluación en Promoción de salud</p> <p>Comunicación y Promoción de salud</p>

Module title	Preparación de Trabajo de Investigación
Faculty	EASP
Conducting unit	Isabel Ruiz Pérez
Teaching Language	Spanish
Aim of the course	Desarrollar la propuesta de investigación para la elaboración del trabajo de investigación tutelada. Escribir un protocolo de investigación
Learning outcomes	Desarrollar la propuesta de investigación para la elaboración del trabajo de investigación tutelada. Escribir un protocolo de investigación
Assessment methods	Cumplimiento de tareas y calidad de la propuesta de protocolo de investigación para el TFM
Classes / Workload	75
Number of ECTS	3
Teaching & learning methods	Seminarios y tutorías individualizadas
Course topics	Desarrollo de un protocolo de investigación que será utilizado para la elaboración del Trabajo Fin de Master a desarrollar en el segundo año del Master en la universidad de destino elegida.

Module title	Curso Avanzado sobre Regresión Multivariante
Faculty	EASP
Conducting unit	Ricardo Ocaña Riola
Teaching Language	Spanish
Aim of the course	Ser capaz de realizar un análisis multivariante básico
Learning outcomes	Reconocerá los pasos para realizar un análisis multivariante. Interpretará correctamente los resultados obtenidos de un análisis multivariante. Manejará recursos básicos del paquete estadístico estudiado, en el análisis multivariante.
Assessment methods	El módulo se desarrollará en varias sesiones presenciales en las que se llevarán a cabo actividades teórico-prácticas, análisis estadístico de datos y discusión de casos reales. Adicionalmente, cada asistente realizará diferentes lecturas y casos prácticos durante la fase no presencial. Durante las clases presenciales todos los asistentes dispondrán de un ordenador personal para la gestión de bases de datos, análisis estadístico de la información y elaboración de informes
Classes / Workload	50
Number of ECTS	2
Teaching & learning methods	Sesiones en formato taller, especialmente dirigidas al proceso de desarrollo de un trabajo de investigación en el marco del módulo VI del Master de Salud Pública, la participación y exposición de ideas y dudas de los participantes será el elemento central. Las técnicas docentes utilizadas serán. <ul style="list-style-type: none"> • Exposiciones teóricas breves. • Desarrollo de ejercicios. • Debates en plenario. • Análisis de casos (ejemplos) Se considera el desarrollo de un ejercicio individual y la lectura de documentación de apoyo, con un tiempo estimado de dedicación del alumno de 5 horas. Los participantes tendrán disponible en el campus virtual del Master de Salud Pública y Gestión Sanitaria, información complementaria, para profundizar (textos y artículos sobre este abordaje metodológico)
Course topics	Análisis multivariante Práctica con profesionales de la salud Pública o Gestión Sanitaria

Module title	Curso avanzado sobre Métodos de Investigación Cualitativa
Faculty	EASP
Conducting unit	Juan Manuel Jiménez Martín
Teaching Language	Spanish
Aim of the course	Aplicar de forma práctica los procedimientos metodológicos y de análisis básicos en investigación cualitativa.
Learning outcomes	<p>Aplicará los conceptos básicos de la metodología de investigación cualitativa durante la formulación y desarrollo de un protocolo de investigación.</p> <p>Seleccionará una técnica de recogida de información analizando su utilidad en la búsqueda de información.</p> <p>Reconocerá los pasos para realizar análisis de contenido y seleccionará una forma de presentación de resultados a partir de información de carácter cualitativa</p> <p>Manejará recursos básicos del programa informático Nudist Vivo como herramienta de apoyo para el análisis de información cualitativa.</p>
Assessment methods	<p>Sesiones en formato taller, especialmente dirigidas al proceso de desarrollo de un trabajo de investigación en el marco del módulo VI del Master de Salud Pública, la participación y exposición de ideas y dudas de los participantes será el elemento central. Las técnicas docentes utilizadas serán.</p> <ul style="list-style-type: none"> • Exposiciones teóricas breves. • Desarrollo de ejercicios. • Debates en plenario. • Análisis de casos (ejemplos) <p>Se considera el desarrollo de un ejercicio individual y la lectura de documentación de apoyo, con un tiempo estimado de dedicación del alumno de 5 horas.</p> <p>Los participantes tendrán disponible en el campus virtual del Master de Salud Pública y Gestión Sanitaria, información complementaria, para profundizar (textos y artículos sobre este abordaje metodológico)</p>
Classes / Workload	50
Number of ECTS	2
Teaching & learning methods	<p>Sesiones en formato taller, especialmente dirigidas al proceso de desarrollo de un trabajo de investigación en el marco del módulo VI del Master de Salud Pública, la participación y exposición de ideas y dudas de los participantes será el elemento central. Las técnicas docentes utilizadas serán.</p> <ul style="list-style-type: none"> • Exposiciones teóricas breves. • Desarrollo de ejercicios. • Debates en plenario. • Análisis de casos (ejemplos) <p>Se considera el desarrollo de un ejercicio individual y la lectura de documentación de apoyo, con un tiempo estimado de dedicación del alumno de 5 horas.</p> <p>Los participantes tendrán disponible en el campus virtual del Master de Salud Pública y Gestión Sanitaria, información complementaria, para profundizar (textos y artículos sobre este abordaje metodológico)</p>
Course topics	<p>Investigación cualitativa</p> <p>Análisis multivariante</p> <p>Práctica con profesionales de la salud Pública o Gestión Sanitaria</p>

Module title	Curso avanzado sobre Salud Ambiental (opcional)
Faculty	Escuela Andaluza de Salud Pública
Conducting unit	Marina Lacasaña Navarro (EASP) Antonio Hernández Jerez (Universidad de Granada)
Teaching Language	Español
Aim of the course	Facilitar al alumnado el conocimiento del papel de la epidemiología ambiental como una herramienta metodológica que permiten abordar los problemas prioritarios en salud pública asociados con los contaminantes ambientales. Orientar y capacitar al alumnado que desee continuar su formación en el ámbito de la salud ambiental.
Learning outcomes	<ol style="list-style-type: none"> 1. Comprender los marcos teóricos más utilizados en salud ambiental 2.- Adecuar los principios básicos de epidemiología a los problemas de salud de origen ambiental. 3.- Conocer los diferentes tipos de biomarcadores y su uso en epidemiología ambiental. 4.- Conocer alternativas metodológicas para el diseño de proyectos de investigación en salud ambiental, haciendo especial énfasis en contaminantes químicos prioritarios desde el punto de vista de la salud pública. 5.- Conocer las técnicas estadísticas más utilizadas en epidemiología ambiental y el tratamiento de los datos procedentes de investigaciones ambientales. 6.- Desarrollar competencias necesarias para el abordaje crítico de las publicaciones y le ayudar a desarrollar una opinión técnica sobre los resultados.
Assessment methods	Participación activa tanto en las sesiones teóricas impartidas por el profesor como en las actividades/ ejercicios propuestos en este módulo. Asimismo, cada asistente realizará diferentes lecturas críticas de la literatura tanto a nivel individual como grupal, que serán defendidos por los alumnos frente a todo el grupo y dirigidos por el profesor.
Classes / Workload	50
Number of ECTS	2
Teaching & learning methods	Este módulo se desarrollará a través de sesiones presenciales teóricas y prácticas conducidas por el profesor con la participación activa de los alumnos. De cada tema el alumno dispondrá de lecturas obligatorias, deberá realizar ejercicios y una lectura crítica de un artículo de investigación en base a una serie de criterios metodológicos que se indicarán previamente. Este último punto se desarrollará como trabajo grupal Los participantes tendrán disponible en el campus virtual del Master de Salud Pública y Gestión Sanitaria, lecturas complementarias para profundizar.
Course topics	<p>Marcos teóricos de la salud ambiental</p> <p>Diseños epidemiológicos aplicados a la salud ambiental</p> <p>Test estadísticos aplicados a la investigación en salud ambiental</p> <p>Biomarcadores de exposición, efecto y susceptibilidad</p> <p>Lectura crítica</p>



European Master in Public Health EUROPUBHEALTH+

1^{ère} année :

« Compétences de base en Santé Publique »



Université de Liège
Département de Santé Publique – Faculté de Médecine
Belgique

European Master in Public Health (Europubhealth+)

Compétences de base en santé publique

Le présent document détaille le contenu des cours de la première année du Master Europubhealth+ dispensé par le Département de santé publique de l'Université de Liège (Belgique) en français. Pour la deuxième année du Master Europubhealth+, sept spécialisations différentes sont proposées par le consortium : “Advanced Biostatistics and Epidemiology” or “Environmental and Occupation Health Sciences” à l’EHESP Paris (France); “Leadership in European Public Health” à l’Université de Maastricht (Pays-Bas); “Governance of Health Systems in Transition” à l’Université Jagiellone de Cracovie (Pologne), “Gestión de servicios de salud” à l’EASP– Université de Granada (Espagne), “Promotion de la Santé et Prévention” à l’EHESP Rennes; “Droit de la Santé” à la Faculté de Droit et de Sciences Politiques de l’Université Rennes 1 (France).

I. PRÉSENTATION

Le cours en compétences de base en Santé Publique de première année dure deux semestres et les étudiants y obtiennent 57 ECTS pour les modules obligatoires et optionnels. Un module intégratif obligatoire de 3 ECTS est organisé par l'EHESP à Rennes (France) à la fin de l'année universitaire.

La santé publique est un domaine scientifique multidisciplinaire. S'appuyant sur des connaissances biologiques et médicales, la Santé publique appuie ses analyses et ses interventions sur une variété de disciplines quantitatives et qualitatives. Ainsi, l'épidémiologie, les biostatistiques et l'analyse économique sont utilisées en santé publique pour explorer ce qui détermine les problèmes de santé et leur impact sur la population. Les sciences humaines et les sciences de la gestion sont également essentielles pour comprendre les facteurs démographiques, sociaux et culturels qui expliquent les comportements de santé et pour définir des stratégies d'intervention appropriées pour les publics cibles.

Si la santé publique est à la pointe de la prévention des maladies et de la promotion de la santé pour tous, elle est aussi un outil essentiel pour promouvoir une répartition optimale des ressources dans le domaine de la médecine curative. La santé publique est à l'interface de tous les grands problèmes de santé, des nombreuses sciences qui permettent de les comprendre et des réponses que la société et les décideurs publics y apportent.

II. LES QUALIFICATIONS DU DIPLÔMÉ

A la fin de cette première année de Master, les élèves seront en mesure de :

- Démontrer l'acquisition de connaissances multidisciplinaires en santé publique ;
- Analyser les principaux enjeux/situations de santé publique, comprendre et mettre en œuvre les connaissances des spécialistes en santé publique (interventions, programmes ou politiques de santé publique) ;
- Comprendre comment mener des recherches sur les questions et les stratégies de santé publique ;
- Analyser et interpréter les données sur la santé ;
- Adopter diverses stratégies de communication en fonction du contexte ;
- Évaluer de façon critique les connaissances de chaque module et intégrer la compréhension des différents modules.

III. LES EXIGENCES POUR L'OBTENTION DU DIPLÔME

Pour obtenir le double diplôme Europubhealth+, les étudiants doivent valider tous les crédits obligatoires des universités d'accueil de première et de deuxième année, ainsi que les deux modules intégratifs délivrés par l'EHESP à Rennes à la fin de chaque année.

PLAN DU PROGRAMME
Compétences de base en santé publique
Université de Liège

Semestre 1

Nom du module	Méthode	O/F	Méthode Validation	Crédits ECTS
Modules obligatoires				50 ECTS
Biostatistique <u>STAT0730-2 (uliege.be)</u>	Cours magistral, apprentissage vidéo.	O	Note	5 ECTS
Modèles organisationnels et économiques des systèmes de santé ECON2304-1	Cours magistral	O	Note	5 ECTS
Introduction Générale à la Santé publique SANT0740-2	Cours magistral	O	Notes	4 ETC
Approche critique de l'evidence based public health METO1021-1	Cours magistral	O	Note	5 ECTS
Droit, législation et réglementation dans le secteur des soins de santé LEGI1005-1	Cours magistral	O	Note	5 ECTS
Enjeux sociétaux et éthiques de la santé SANT4008-1	Cours magistral	O	Note	3 ECTS
Santé des populations SANT4009-1	Cours magistral	O	Note	3 ECTS
Principes de communication en Santé publique SANT1001-2	Cours magistral	O	Note	3 ETC
Analyse de l'action publique en santé SANT4040-1	Cours magistral,	O	Note	4 ECTS
Epidémiologie SANT4011-1	Cours magistral	O	Note	4 ECTS
Gestion stratégique des organisations de santé GEST7057-1	Cours magistral	O	Note	4 ECTS
Méthodologie de la recherche METO1022-1	Cours magistral, travaux pratiques	O	Note	4 ECTS

Modules au choix:		O		8 ECTS min
Stratégies de lutte contre les inégalités sociales de santé <u>SANT0013-1 (uliege.be)</u>	Cours magistral		Note	2 ECTS
Conception et analyse de messages multimédias— Applications en santé <u>SANT3002-1 (uliege.be)</u>	Cours magistral, travail personnel		Note	3 ECTS
Méthodes d'évaluation et de prévention en psychologie de la santé <u>PSYC0056-2 (uliege.be)</u>	Cours magistral		Note	3 ECTS
Enquêtes épidémiologiques appliquées à la nutrition <u>EPID0005-1 (uliege.be)</u>	Cours magistral		Note	2 ECTS
One-Health et approches intégratives de la Santé	Cours magistral		Note	3 ECTS

SANT4012-1				
Promotion de la santé et de ses déterminants SANT4013-1	Cours magistral		Note	3 ECTS
Méthodes de recherche qualitative METO1023-1	Cours magistral, travaux préparatoires		Note	3 ECTS
Changement d'attitude et influence sociale PSYC5894-1 (uliege.be)	Cours magistral		Note	3 ECTS
Health technology assesment et évaluation médico-économique SANT4014-1	Cours magistral		Note	4 ECTS
La santé dans les socio-écosystèmes SANT4024-1	Cours magistral		Note	2 ECTS
De la recherche à l'action en nutrition de Santé publique NUTR1006-1	Cours magistral		Note	4 ECTS
Education et communication PEDA4060-1	Cours magistral		Note	3 ECTS
Transition numérique dans le domaine des soins de santé SANT4019-1	Cours magistral		Note	4 ECTS
Interculturalité et Santé SANT4023-1	Cours magistral		Note	2 ECTS
Module intégratif (EHESP à Rennes – France)	Travaux de groupe	O	Note	3 ECTS

F – Facultatif, O – Obligatoire

Nombre total de crédits à acquérir: **60 ECTS.**



European Master in Public Health EUROPUBHEALTH+

1st year foundation course:

“Core competences in Public Health”



**University College Dublin
School of Public Health, Physiotherapy and Sport Sciences
Belfield, Dublin 4
Ireland**

European Master in Public Health (Europubhealth+)

Core competences in Public Health

The present document details the content of the first year foundation course of the **Europubhealth+** programme delivered by the School of Public Health, Physiotherapy and Sport Sciences of The University College Dublin (Ireland). For the second year of the Europubhealth+ programme, seven different specialisations are offered by the consortium: *Advanced Biostatistics and Epidemiology* or *Environmental Health Sciences* at EHESP Paris (France); *Health promotion and prevention* at EHESP Rennes (France); *Health Law* at Rennes 1 University (France); *Leadership in European Public Health* at Maastricht University (The Netherlands); *Governance of Health Systems in Transition* at Jagiellonian University Medical College in Krakow (Poland), *Health Services Management* at EASP – University of Granada (Spain).

I. PRESENTATION

The foundation course lasts two semesters and students get **57 ECTS** for core and elective modules. A mandatory integration module worth **3 ECTS** is organized by the EHESP School of Public Health in Rennes (France) at the end of the academic year.

II. QUALIFICATIONS OF THE GRADUATE

The UCD Masters in Public Health (MPH) is an internationally recognised degree which provides education and training in the core disciplines of Public/Population Health i.e. Epidemiology, Biostatistics, Environmental Health, Health Education & Behavioural Sciences, Health Services Administration (Council on Education in Public Health, CEPH). These skills are increasingly important in light of the challenges of providing appropriate, equitable and cost-effective health services in the 21st Century. The perspectives and skills acquired are important to both employers and employees in Public Health.

Following successful completion of the course, the postgraduate student will have acquired the following:

- Knowledge of the factors influencing health status.
- The epidemiological skills of study design and analysis.
- A proper understanding of the Public Health function.
- Ability to work as an active team member in planning, implementing, monitoring and evaluating health policy.
- Skills to assess the health status of populations.
- Critical appraisal and effective problem-solving attributes.
- An understanding of the organisation and financing of Health Services and their impact on population health.
- The capacity to integrate a range of disciplines effectively.

III. REQUIREMENTS FOR GRADUATION

In order to graduate from the Europubhealth+ double-degree programme, students must validate all mandatory credits at both first and second year host universities, as well both integration modules delivered by EHESP in Rennes.

STUDY PLAN

Core competences in Public Health

Semester 1

No	Name of the subject	Class form	M/F	Credit form (Mark/Pass/Fail)	Credits (ECTS)
Core modules					
PHPS40010	Principles of Epidemiology https://hub.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40010&MAJR=X498	Lectures Group Presentations	M	Mark	5
PHPS40190	Biostatistics I https://hub.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40190&MAJR=X498	Lectures Tutorials Statistical Workshops	M	Mark	5
PHPS40750	Applied Research Methods & Data Management, Analysis & Reporting https://hub.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40750	Lectures Computer Laboratory Practicals	M	Mark	5
PHPS40200	Communicable Disease Epidemiology https://hub.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40200&MAJR=X498	Lectures Group Presentations	M	Mark	5
PHPS40430	SDGs in Action 1: Population Health & Wellbeing https://sisweb.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40430	Lectures Individual and Group Presentations	M	Mark	5
PHPS40860	Principles of Health Care Financing & Management https://hub.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40860	Lectures Debates	M	Mark	5
Elective modules (to be chosen among:)					
PHPS40450	Risk Perception, Communication & Behaviour Change https://sisweb.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40450&MAJR=X299	Lectures	F	Mark	5
PHPS40980	Introduction to Knowledge Synthesis, Systematic Reviews & Meta-Analysis https://sisweb.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40980	Lectures	F	Mark	5
	Nutritional Epidemiology https://sisweb.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40050&MAJR=X299	Lectures	F	Mark	5
	International Health I https://sisweb.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40430&MAJR=X498	Lectures	F	Mark	5
	International Health II https://sisweb.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40650&MAJR=X498	Lectures	F	Mark	5
	Introduction to Environmental Health & Science https://sisweb.ucd.ie/osis/IW_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40650&MAJR=X498	Blended / Workshops	M	Mark	5

	NU.P_PUBLISH?p_tag=MODULE&MODULE=OSH40150&MAJR=X498				
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Semester 2

Core modules					
PHPS40370	Non-Communicable Disease Epidemiology https://sisweb.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40370&MAJR=X498	Lectures Group Presentations	M	Mark	5
PHPS40300	Health Promotion https://sisweb.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40300&MAJR=X498	Blended Lectures	M	Mark	5
PHPS40040	Public Health Practice and Policy https://sisweb.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=P_HPS40040&MAJR=X498	Lectures	M	Mark	5
PHPS40850	Sociology & Social Epidemiology https://sisweb.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40850&MAJR=X498	Blended Lectures	M	Mark	5
PHPS40650	SDGs in Action II: Protecting the Planet https://hub.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40650	Lectures, Group Presentations	M	Mark	5
Elective modules (to be chosen among:)					
PHPS40050	Nutritional Epidemiology https://sisweb.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40050&MAJR=X299	Lectures	F	Mark	5
PHPS40230	One Health https://sisweb.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=P_HPS40230&MAJR=X498	Lectures	F	Mark	5
PHPS40460	Biostatistics II https://sisweb.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40460&MAJR=X845	Lectures Online Statistical Support	F	Mark	5
PHPS50010	Graduate Teaching Assistant https://sisweb.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS50010	Group work UG Tutoring Practicum	F	Mark	5
PHPS40970	Clinical Trials https://sisweb.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40970	Lectures	F	Mark	5
PHPS40880	Introduction to Genetic Epidemiology https://hub.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS40880	Lectures	F	Mark	5
PHPS41110	Advanced Epidemiology https://hub.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS41110	Lectures Practicals Group Presentations	F	Mark	5
PHPS41120	Health Technology Assessment https://hub.ucd.ie/osis!/W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=PHPS41120	Lectures	F	Mark	5

F – Facultative, M – mandatory to graduate

Total number of credits: **60 ECTS min.**



European Master in Public Health EUROPUBHEALTH+

Specialization: Leadership in European Public Health



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

European Master in Public Health (Europubhealth+)

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, at the Andalusian School of Public Health - University of Granada (Spain) in Spanish, at the University College Dublin (Ireland) in English, at the University of Sheffield (United Kingdom) in English, or at the University of Liège (Belgium) in French.

I. PRESENTATION

The master's programme Governance and Leadership in European Public Health will train you to become a health professional with a well-defined outlook. After you have completed the programme, you'll be able to conduct independent research and formulate effective and appropriate health policies by putting forward arguments and supporting data from a comparative, often cross-border point of view.

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. QUALIFICATIONS OF THE GRADUATE

Europubhealth+ aims at providing future leaders and decision makers in public health with skills and competencies required in order to address contemporary global public health challenges. Europubhealth+ graduates will be capable of working towards managing sustainable and equitable health systems at the local, national and international levels. Thanks to the seven different specialisations offered, Europubhealth+ graduates can work as public health experts in the private or public sector at a global, national or local level. They also have access to a large professional network through the six Europubhealth+ universities' partnerships and collaborations around the world.

III. 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).

STUDY PLAN
Leadership in European Public Health

<https://www.maastrichtuniversity.nl/education/master/master-european-public-health/why-this-programme>

Name of the subject	Class form	M/F	Credit form (Mark Pass/Fail)	Number of teaching hours	ECTS
Mandatory Modules					36
Introduction to Governance and leadership in European Public Health https://www.maastrichtuniversity.nl/meta/366186/introduction-governance-and-leadership-european-public-health	Lectures Work in group PBL	M	Mark	12	5
Measuring and Comparing Health in Europe – Quantitative and Qualitative Approaches https://www.maastrichtuniversity.nl/meta/366864/measuring-and-comparing-health-europe-%E2%80%93-quantitative-and-qualitative-approaches	Lectures Work in group PBL	M	Mark	12	5
Identifying and assessing good and best practices in health https://www.maastrichtuniversity.nl/meta/370738/identifying-and-assessing-good-and-best-practices-health	Lectures Presentations PBL	M	Mark	12	5
Europe as one zone: European Health Law & Policies: The Translation of Evidence into Norms https://www.maastrichtuniversity.nl/meta/368732/europe-one-zone-european-health-law-policies-translation-evidence-norms	Lectures Work in group PBL	M	Mark	12	5
Public health leadership (strand) https://www.maastrichtuniversity.nl/meta/367738/public-health-leadership-strand	Lectures Presentations Work in group	M	Mark	12	6
Diffusion, Implementation and Quality Assurance of Health Innovations in Europe https://www.maastrichtuniversity.nl/meta/369740/diffusion-implementation-and-quality-assurance-health-innovations-europe	Lectures Work in group PBL	M	Mark	12	5
Public Health Law and Governance https://www.maastrichtuniversity.nl/meta/403155/public-health-law-and-governance	Lectures Presentations Work in group	F	Mark	12	5

	PBL				
The EU, Enlargement and Global Health https://www.maastrichtuniversity.nl/meta/366712/eu-enlargement-and-global-health	PBL Lectures Training	F	Mark	12	3
Research Methods / Dissertation and placement https://www.maastrichtuniversity.nl/meta/368918/research-met https://www.maastrichtuniversity.nl/meta/369832/research-project-and-masters%E2%80%99-thesis-hods					21
Integration Module (at EHESP in Rennes – France)	Seminar	M	-	30	3

F – facultative, M – mandatory

Total number of hours : 480 hours.

Total number of ECTS: 60



European Master in Public Health EUROPUBHEALTH+

Specialization: Environmental and Occupational Health Sciences

**EHESP School of Public Health
MSH Paris Nord
20 avenue George Sand
93200 La Plaine-St-Denis
FRANCE**



European Master in Public Health (Europubhealth+) Environmental and Occupational Health Sciences

The present document details the content of the second year specialization of the **Europubhealth+** programme delivered in Paris by the EHESP School of Public Health. For the first year of the Europubhealth+ programme, a foundation course with the core competences in public health is delivered at the University College Dublin (Ireland) or the University of Sheffield (United Kingdom) in English, at the Andalusian School of Public Health - University of Granada (Spain) in Spanish, or at the University of Liège (Belgium) in French.

I. PRESENTATION

The specialization course lasts two semesters and students get 30 ECTS for taught modules and 27 ECTS for the dissertation work and related placement (A 4-month practical placement is mandatory during semester 2). A mandatory EPH+ Joint Integration module worth 3 ECTS is organized by the EHESP School of Public Health in Rennes (France) at the end of the academic year.

The specialisation provides students and young professionals wishing to design their career in public health with high level of qualification which enhances intellectual approach to the subject. It offers basic and advanced schemes of study involving knowledge, skills and techniques which can variously be applied to different public health issues and in the context of health services agencies or health & environmental organizations in the public or private sector, in developed or developing countries. The specialisation is both a professional qualification and a contributor to generic skills in research. It provides traditional core courses and options with an innovative approach to developing public health agendas in different contexts including crisis situations. The international teaching staff comprises outstanding lecturers from European & North American universities and research institutions.

In general, the EOHS specialisation aims to train professionals to identify risks run by the general population en large, consumers or workers exposed to nuisances and hazardous agents, and to propose measures designed to abate exposures and health impacts. It embraces a broad range of disciplines and viewpoints (from individual vulnerability factors to public policies) in order to stimulate the students' capacity to develop a consistent and cross-cutting problem solving approach.

II. QUALIFICATIONS OF THE GRADUATE

The aim of the specialisation is to train young professionals to identify health problems of a population, analyze the resources needed to preserve and improve population health, and progressively become a new generation of decision makers in health. To achieve this, the EHESP pedagogy stresses an inter-disciplinary approach, consisting in placing students in realistic problem contexts from which they utilize various professional skills and methodologies. The course encourages a degree of specialisation according to the students' career objectives

Graduates of the EOHS specialisation are able to:

- Apply analysis skills and techniques to assess and understand an environmental or occupational health problem
- Discuss the basic biological concepts that allow to identify the hazardous potency of chemical, physical or (micro)biological agents and to evaluate the exposure-response relationships
- Describe the principles of exposure and risk assessment for nuisances and hazards related to the environment or to occupational settings
- Discuss various risk management and risk communication approaches in relation to issues of environmental or occupational hazards and nuisances.

III. REQUIREMENTS FOR GRADUATION

In order to graduate, students must get an overall average of at least 10/20 to obtain all mandatory credits of the second year specialization. Students must also pass all mandatory credits during the first year of the programme in the partner university (Dublin, Sheffield, Granada or Liège) as well as both joint integration modules organized at EHESP in Rennes.

STUDY PLAN
Environmental and Occupational Health Sciences

Name of the subject	Class form	M/ F	Credit form	Teaching hours	ECTS
Mandatory modules					24
Advanced Core module- Environmental and Occupational Health Sciences https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-206-2019.pdf	Lecture Homework	M	Mark	30	3
Occupational Health within public health https://mph.ehesp.fr/wp-content/uploads/2022/09/Syllabus-occupational-health-module-M2_21082022.pdf	Lecture In class exercise	M	Mark	30	3
GIS and Environmental Health https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-Major-233-2019-2020.pdf	Lecture & lab Group work	M	Mark	30	3
Impact Assessment in Environmental Health https://mph.ehesp.fr/wp-content/uploads/2022/09/Syllabus-HIA-module-217-2022.pdf	Lecture & lab Discussion	M	Mark	30	3
Critical windows of exposures and vulnerability https://mph.ehesp.fr/wp-content/uploads/2018/07/Syllabus-234-2018-2019.pdf	Lecture & lab Case study	M	Mark	30	3
Planetary Health https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-total-Major-232.pdf	Lecture	M	Mark	30	3
Advanced Core module- Epidemiology https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-Module_203Epi_2019-2020.pdf	Lecture Dicussion Case study	M	Mark	30	3
Advanced Core module- Biostatistics https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Core_ISB_204-2019.pdf	Lecture Exercise Project based learning	M	Mark	30	3

2 elective modules to be chosen among :					6
Introduction to R https://mph.ehesp.fr/wp-content/uploads/2021/10/Syllabus_module-215-21-22_au-4-juin.pdf	Lecture Lab		Mark	30	3
Concepts, Methods and design in Epidemiology	Lecture Lab		Mark	30	3
HPM Managing community program implementation https://mph.ehesp.fr/wp-content/uploads/2021/10/HPM-228-syllabus-2022_au-17-juin.docx.pdf	Lecture Group Discussion		Mark	30	3
HPM Health Care Management https://mph.ehesp.fr/wp-content/uploads/2021/11/Syllabus-Module-226-21-22_-V1.0-2021-11-23.pdf	Lecture Discussion Computer		Mark	30	3
SUPRA OPTIONAL modules:		F	Pass/Fail		Not credited
Advanced core module in Social & Behavioural Sciences https://mph.ehesp.fr/wp-content/uploads/2020/07/Syllabus_S_BSPH_Core202_2020-1.pdf Advanced core module in Health Policy and Management https://mph.ehesp.fr/wp-content/uploads/2020/05/Syllabus-Core-205-HPM.pdf Introduction to R https://mph.ehesp.fr/wp-content/uploads/2021/10/Syllabus_module-215-21-22_au-4-juin.pdf EPI Analysis in Epidemiology (I) https://mph.ehesp.fr/wp-content/uploads/2022/12/Syllabus-modules-224-225_2022-23.pdf EPI Analysis in Epidemiology (II) https://mph.ehesp.fr/wp-content/uploads/2022/12/Syllabus-modules-224-225_2022-23.pdf Perinatal and pediatric epidemiology https://mph.ehesp.fr/wp-content/uploads/2020/09/Syllabus_module238-2021.pdf ISB Spatial statistical analysis https://mph.ehesp.fr/wp-content/uploads/2022/10/Syllabus_Module-231_22-23.pdf Introduction to Multi-Level Analysis					

https://mph.ehesp.fr/wp-content/uploads/2021/11/Syllabus-Major-230-2021-2022-with-competences-tb.pdf Modelling of infectious diseases module https://mph.ehesp.fr/wp-content/uploads/2020/09/Syllabus-major-229-2020-2021.pdf Infectious Disease Epidemiology https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-Module-Minor-210_2019.pdf Chronic Disease Epidemiology https://mph.ehesp.fr/wp-content/uploads/2018/07/Syllabus-minor211-SITE.pdf					
Dissertation and placement	-	M	Mark	-	27
Integration Module (at EHESP in Rennes – France)	Seminar	M	Mark	30	3

F – facultative, M – mandatory to graduate

Total number of teaching hours: 300

Total number of ECTS: 60

➔ For full description of each module and overall planning, please click on each link in the table above or go to: <https://mph.ehesp.fr/year-2/>



European Master in Public Health EUROPUBHEALTH+

Specialization: Advanced Biostatistics and Epidemiology

**EHESP School of Public Health
MSH Paris Nord
20 avenue George Sand
93200 La Plaine-St-Denis
FRANCE**



European Master in Public Health (Europubhealth+)

Advanced Biostatistics and Epidemiology

The present document details the content of the second year specialization of the **Europubhealth+** programme delivered in Paris by the EHESP School of Public Health. For the first year of the Europubhealth+ programme, a foundation course with the core competences in public health is delivered at the University College Dublin (Ireland) or the University of Sheffield (United Kingdom) in English, at the Andalusian School of Public Health - University of Granada (Spain) in Spanish, or at the University of Liège (Belgium) in French language.

I. PRESENTATION

The specialization course lasts two semesters and students get 30 ECTS for taught modules and 27 ECTS for the dissertation work and related placement ((A 4-month practical placement is mandatory during semester 2). A mandatory integration module worth 3 ECTS is organized by the EHESP School of Public Health in Rennes (France) at the end of the academic year.

The specialisation provides students and young professionals wishing to design their career in public health with high level of qualification which enhances intellectual approach to the subject. Its offers basic and advanced schemes of study involving knowledge, skills and techniques which can variously be applied to different public health issues and in the context of health services agencies or health & environmental organizations in the public or private sector, in developed or developing countries. The specialisation is both a professional qualification and a contributor to generic skills in research. It provides traditional core courses and options with an innovative approach to developing public health agendas in different contexts including crisis situations.

II. QUALIFICATIONS OF THE GRADUATE

The aim of the specialisation is to train young professionals to identify the health problems of a population, analyze the resources needed to preserve and improve population health, and progressively become a new generation of decision makers in health. To achieve this, the EHESP pedagogy stresses an inter-disciplinary approach, consisting in placing students in realistic problem contexts from which they utilize various professional skills and methodologies. The MPH encourages a degree of specialisation according to the students' career objectives.

Epidemiology is one of the pillars of public health. Epidemiologists study the distribution and determinants of disease in human populations; they also develop and test ways to prevent and control disease. The discipline covers the full range of disease occurrence, including genetic and environmental causes for both infectious and noninfectious diseases. Increasingly, epidemiologists view causation in the broadest sense, as extending from molecular factors at the one extreme, to social and cultural determinants at the other. This course introduces students to the theory, methods, and body of knowledge of epidemiology and provides an integrated approach to the disciplines of Epidemiology.

If not all students decide to become "biostatisticians", knowledge of biostatistics is required in almost every field of public health and its applications. Therefore, all students have to develop solid knowledge base in biostatistics. This course will present the most fundamental methods used in biostatistics including applied learning exercises by means of computer-based live examples with STATA software® during all lectures, exercises within small working groups as well as project-based learning.

III. REQUIREMENTS FOR GRADUATION

In order to graduate, students must get an overall average of at least 10/20 to obtain all mandatory credits of the second year specialization. Students must also pass all mandatory credits during the first year of the programme in the partner university (Dublin, Sheffield, Granada or Liège) as well as both joint integration modules organized at EHESP in Rennes.

STUDY PLAN
Advanced Biostatistics and Epidemiology

Option 1: Concentration in Epidemiology

Name of the subject	Class form	M/ F	Credit form	Teaching hours	ECTS
Mandatory Modules					18
Advanced Core module Epidemiology https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Module_203Epi_2019-2020.pdf	Lecture Discussion	M	Mark	30	3
Advanced Core module Biostatistics https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Core_ISB_204-2019.pdf	Lecture Exercise Project based learning	M	Mark	30	3
Advanced Core module – Environmental and occupational health sciences https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-206-2019.pdf	Lecture Case study Homework	M	Mark	30	3
Analysis in Epidemiology (I) https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Major-224-225-Analysis-in-Epidemiology-II-Dec-2019-Jan-2020.pdf	Lecture & lab	M	Mark	30	3
Analysis in Epidemiology (II) https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Major-224-225-Analysis-in-Epidemiology-II-Dec-2019-Jan-2020.pdf	Lecture & lab	M	Mark	30	3
Design and Methods in Epidemiology https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-Module-223_2019_2020.pdf	Lecture Discussion In class exercise	M	Mark	30	3
4 elective modules to be chosen among:					12
Infectious Disease Epidemiology https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-Module-Minor-210_2019.pdf	Lecture Discussion Exercise		Mark	30	3
Chronic Disease Epidemiology https://mph.ehesp.fr/wp-content/uploads/2018/07/Syllabus_minor211-SITE.pdf	Lecture Discussion Exercise		Mark	30	3
Minor A ISB Multidimensional &	Lecture		Mark	30	3

multivariate statistical methods https://mph.ehesp.fr/wp-content/uploads/2019/08/Minor214_Syllabus_2019-2020.pdf	Discussion Computer lab Conference				
Introduction to R: computing, graphics for statistics & Epidemiology https://mph.ehesp.fr/wp-content/uploads/2019/05/Syllabus_minor_215_2019-2020.pdf	Lecture & lab Exercise		Mark	30	3
Perinatal & Pediatric Epidemiology https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_module238-2020.pdf	Lecture		Mark	30	3
Multi-level Analysis https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Major-230_2019-2020-docx.pdf	Lab Exercise Homework		Mark	30	3
SUPRA OPTIONAL modules:		F	Pass/Fail		Not credited
Modeling of infectious diseases https://mph.ehesp.fr/wp-content/uploads/2019/07/Syllabus_major-229_2019-2020.pdf GIS & Environmental Health https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-Major-233-2019-2020.pdf Spatial statistical analysis https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Major231_2020.pdf (...)					
Dissertation and placement	-	M	Mark	-	27
Integration Module (at EHESP in Rennes – France)	Seminar	M	Mark	30	3

Option 2: Concentration in Biostatistics

Name of the subject	Class form	M/ F	Credit form	Teaching hours	ECTS
Mandatory Modules					21
Advanced Core module Epidemiology https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Module_203Epi_2019-2020.pdf	Lecture Discussion	M	Mark	30	3
Advanced Core module Biostatistics https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Core_ISB_204-2019.pdf	Lecture Exercise Project based learning	M	Mark	30	3
Advanced Core module – Environmental and occupational health sciences https://mph.ehesp.fr/wp-	Lecture Homework Case study	M	Mark	30	3

content/uploads/2019/06/Syllabus-206-2019.pdf					
Introduction to R: computing, graphics and statistics https://mph.ehesp.fr/wp-content/uploads/2019/05/Syllabus_minor_215_2019-2020.pdf	Lecture & lab Exercise	M	Mark	30	3
Minor A ISB Multidimensional & multivariate statistical methods https://mph.ehesp.fr/wp-content/uploads/2019/08/Minor214_Syllabus_2019-2020.pdf	Lecture Discussion Computer lab Conference	M	Mark	30	3
Modeling of infectious diseases https://mph.ehesp.fr/wp-content/uploads/2019/07/Syllabus_major-229_2019-2020.pdf	Lecture Exercise Reading	M	Mark	30	3
Spatial statistical analysis https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Major231_2020.pdf	Lecture Case study	M	Mark	30	3
3 elective modules to be chosen among :					9
Design and Methods in Epidemiology https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-Module-223_2019_2020.pdf	Lecture & lab Group work		Mark	30	3
Analysis in Epidemiology (I) https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Major-224-225-Analysis-in-Epidemiology-II-Dec-2019-Jan-2020.pdf	Lecture & lab Homework		Mark	30	3
Analysis in Epidemiology (II) https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Major-224-225-Analysis-in-Epidemiology-II-Dec-2019-Jan-2020.pdf	Lecture & lab Homework		Mark	30	3
Multi-level Analysis https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_Major-230_2019-2020-docx.pdf	Lab Exercise Homework		Mark	30	3
GIS & Environmental Health https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-Major-233-2019-2020.pdf	Lecture & lab Group work		Mark	30	3

SUPRA OPTIONAL modules:		F	Pass/Fail		Not credited
Infectious Disease Epidemiology https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus-Module-Minor-210_2019.pdf Chronic Disease Epidemiology https://mph.ehesp.fr/wp-content/uploads/2018/07/Syllabus_minor211-SITE.pdf Perinatal and Pediatric Epidemiology https://mph.ehesp.fr/wp-content/uploads/2019/06/Syllabus_module238-2020.pdf (...)					
Dissertation and placement		M			27
Integration Module (at EHESP in Rennes – France)	Seminar	M	Mark	30	3

Total number of hours: 300

Total number of ECTS: 60

→ For full description of each module and overall planning, please click on each link in the table above or go to: <https://mph.ehesp.fr/year-2/>



European Master in Public Health EUROPUBHEALTH+

Specialization: Health Law

Faculté de Droit, Université Rennes 1
Ecole des Hautes Etudes en Santé Publique
Rennes, France



European Master in Public Health (Europubhealth+) **Droit de la Santé**

Le présent document détaille le contenu de la spécialisation de deuxième année du Master européen en Santé Publique EUROPUBHEALTH+ délivrée par l'Université Rennes 1 en collaboration avec l'EHESP. La première année du Master EUROPUBHEALTH+ permet aux étudiants d'acquérir les connaissances de base en santé publique et est délivrée par l'Université de Sheffield (Royaume-Uni) en anglais, par l'Ecole Andalouse de Santé Publique - Université de Grenade (Espagne) en espagnol., par l' Université de Dublin (Irlande) en anglais ou par la Faculté de médecine – Université de Liège (Belgique) en français.

I. PRESENTATION

Cette spécialisation est organisée sur deux semestres à l'issue desquels l'étudiant acquiert 31 ECTS pour les modules obligatoires, 26 ECTS pour le stage et le mémoire et 3 ECTS pour le module intégratif Europubhealth+ organisé à l'EHESP. Elle permet aux étudiants et aux professionnels de disposer des connaissances fondamentales dans le domaine du droit de la santé, mais également d'aborder des matières complémentaires comme l'économie et le financement de la santé, la protection des droits fondamentaux et la réflexion éthique.

Elle vise à donner aux étudiants en formation initiale et aux professionnels en formation continue les connaissances indispensables à la compréhension du fonctionnement du système de santé et à la prise en charge des personnes malades ou à protéger. Elle permet de se spécialiser dans le domaine du droit des professionnels et des établissements de santé et repose sur le droit de la santé et vise à offrir des débouchés professionnels auprès des organismes publics et privés chargés de l'organisation ou du financement des soins, des professionnels et établissements prestataires de soins, des organismes d'assurances de santé et des ordres des professions de santé.

II. QUALIFICATIONS ACQUISES

L'étudiant (e) est capable de:

- utiliser les outils du conseil et du contentieux en droit médical et hospitalier, en droit sanitaire et social,
- garantir le respect des règles d'exercice des professions de santé,
- garantir le respect des droits des usagers du système de santé,
- repérer et prévenir les conflits entre usagers et établissements, patients et professionnels de santé,
- développer les techniques et outils de la mise en oeuvre des politiques dans le domaine de la prévention et des soins,
- accompagner les établissements et services de santé dans leurs démarches,
- accompagner les employeurs publics et privés dans leurs démarches de recrutement,
- assurer la veille juridique en droit de la santé,
- rédiger, modifier et assurer le suivi des contrats liant la structure avec différents partenaires et différents règlements intérieurs des établissements.
-

III. MODALITES DE VALIDATION DU DIPLOME

Pour valider le diplôme, il faut avoir la moyenne sur l'ensemble des modules (10/20). Les étudiants n'ayant pas obtenu une moyenne globale de 10/20 à la suite de la première session des examens sont convoqués pour une seconde session d'oraux. Ils doivent repasser les épreuves pour lesquelles ils n'ont pas obtenu 10/20.

L'étudiant doit aussi avoir validé tous les modules de sa première année à Sheffield, Dublin, Grenade ou Liège ainsi que les deux modules intégratifs Europubhealth+ organisés à l'EHESP à Rennes.

STUDY PLAN

Health Law

<https://www.ehesp.fr/en/programs/degreesdiploma-programs/master-of-law-health-and-ethics/>

Semester 1

Name of the subject	Class form	M/F	Credit form (Mark Pass/Fail)	Number of teaching hours	ECTS
Mandatory Modules					30
Organization of health and social care sectors <i>Organisation des secteurs de la santé et du social</i>	Lectures Tutorial Works	M	Mark	49	9
Health economics, finance and determinants <i>Economie, financement et déterminants de la santé</i>	Lectures Tutorial Works	M	Mark	28	5
Ethics and health <i>Ethique et santé</i>	Lectures Tutorial Works	M	Mark	17h30	3
Internship and methodology <i>Stage et méthodologie</i>	-	M	Mark	10h30+internship	13

Semester 2

Mandatory Modules					27
Responsibility <i>Responsabilité</i>	Lectures Tutorial Works	M	Mark	42	4
Ethics and People's Right <i>Ethique et droit des personnes</i>	Lectures Tutorial Works	M	Mark	59h30	5
Ethics and decisions in Health <i>Ethique et décisions en santé</i>	Lectures Tutorial Works	M	Mark	52h30	5
Thesis and internship <i>Mémoire et stage</i>	-	M	Mark	3h30	13
Integration Module (at EHESP in Rennes – France)	-	M	Mark	-	3

F – facultative, M – mandatory

Total number of mandatory hours: **262h30**

Total number of ECTS: 60

Titre du module	Organisation des secteurs de la santé et du social
Faculté	Université Rennes 1 et EHESP
Département	Droit
Langue d'enseignement	Français/Anglais
Objectif du cours	<p>1) Cette UE doit permettre aux étudiants d'approfondir leurs connaissances et savoirs dans trois directions :</p> <ul style="list-style-type: none"> ○ Modalités d'intervention de l'Etat dans le domaine de la santé ○ Organisation sanitaire et sociale au niveau national et territorial ○ Statut des établissements de santé et des établissements sociaux et médico-sociaux, missions de ces établissements et modalités et densité de la coopération entre ces structures dans un contexte de diminution des ressources <p>2) Les interventions de l'Etat et le régime des établissements concernés ne peuvent être appréhendés qu'au regard des engagements européens de la France (question du service public par rapport au droit de l'UE) et du droit international, ce qui justifie un enseignement dédié à ces problèmes</p> <p>3) Enfin dans un contexte de mondialisation, il apparaît opportun de comparer le système sanitaire français à d'autres modèles afin d'en cerner les avantages et les limites. Dans un objectif de meilleure maîtrise de la langue anglaise les modèles étrangers seront présentés et discutés en anglais.</p>
Compétences acquises	Acquisition des outils et techniques de mise en oeuvre d'une stratégie de santé au niveau national et international
Methodes d'évaluation	Contrôle des connaissances et cas pratiques – Notes sur 20
Type d'enseignement / Nombre d'heures	52h
Nombre d'ECTS	9
Méthodes d'enseignement et d'apprentissage	Analyse des sources de droit et mises en situation
Sujets abordés	Gouvernance de la santé ; organisation, gestion et coopération des établissements de santé ; politiques de santé au niveau local, national, européen et international

Titre du module	Economie, financement et déterminants de la santé
Faculté	Université Rennes 1 et EHESP
Département	Droit
Langue d'enseignement	Français
Objectif du cours	<p>1) L'UE doit permettre aux étudiants d'acquérir des savoirs et d'approfondir leur capacité d'analyse dans les domaines suivants :</p> <ul style="list-style-type: none"> ○ Enjeux, mécanismes et procédures de financements des établissements sanitaires, sociaux et médico-sociaux dans une approche problématique et non technique. ○ Economie de la santé : approche macro-économique (théorie de l'agence appliquée à la santé) ○ Protection sociale et régulation sociale : les mécanismes de financement de la protection sociale et de la régulation, les conditions financière et économique d'un système de santé pérenne. <p>2) L'enseignement académique (macro-économie) est complété et éclairé par des travaux d'application (micro-économie) sur des thématiques de santé ex obésité, vieillissement. L'objectif est d'amener les étudiants à questionner les organisations de soins, à travers le prisme de l'économie de la santé</p> <p>3) Le choix d'une part de prendre en compte les cours sur les déterminants de santé dispensés en M1 et d'autre part, de ne pas aborder les relations, propres au système français entre les professionnels de santé et l'Assurance Maladie, a été opéré afin de centrer les enseignements sur une approche européenne intégrée.</p>
Compétences acquises	Acquisition des mécanismes de financement de la protection sociale et des établissements sanitaires et médico-sociaux
Methodes d'évaluation	Contrôle des connaissances et de la compréhension des mécanismes dans les différents domaines ; Note sur 20
Type d'enseignement / Nombre d'heures	34h
Nombre d'ECTS	5
Méthodes d'enseignement et d'apprentissage	Analyse du cadre législatif et juridique ; Mises en application et étude de cas
Sujets abordés	Approche macro-économique, contrainte financière des établissements,

Titre du module	Ethique et santé
Faculté	Université Rennes 1 et EHESP
Département	Droit
Langue d'enseignement	Français/Anglais
Objectif du cours	<p>Cette UE a deux objectifs :</p> <ul style="list-style-type: none"> ○ D'une part la distinction entre la norme juridique et l'éthique ○ D'autre part l'évaluation de l'importance de l'introduction de l'éthique à tous les niveaux de décision et d'intervention dans le secteur de la santé et du social, <p>Pour ce faire, un enseignement permet de cerner les définitions et éléments de distinction, des conférences offrent à des praticiens ou des universitaires la possibilité d'évoquer la mise en œuvre pratique et d'échanger avec les étudiants sur les enjeux et limites de l'éthique en pratique, particulièrement sur des thèmes d'actualité.</p>
Compétences acquises	Capacité à interroger l'éthique en complément ou en l'absence de la réponse juridique
Méthodes d'évaluation	Interrogation orale notée sur 20
Type d'enseignement / Nombre d'heures	26h
Nombre d'ECTS	3
Méthodes d'enseignement et d'apprentissage	Préconisation de lecture d'ouvrages interrogeant la dimension éthique d'un problème de santé; restitution en commun. Conférences et rencontres avec des professionnels pour échanger sur les pratiques.
Sujets abordés	La prise en charge du handicap dans la société, la santé mentale, le vieillissement de la population, les nouvelles technologies de la santé.

Titre du module	Responsabilité
Faculté	Université Rennes 1 et EHESP
Département	Droit
Langue d'enseignement	Français
Objectif du cours	Cette unité a pour objet la maîtrise des concepts fondamentaux et des régimes de responsabilité applicables à l'activité des établissements et des professionnels de santé, responsabilité indemnitaire (responsabilité civile ou administrative) ainsi que les règles procédurales subséquentes.
Compétences acquises	Conseiller les victimes d'accidents médicaux, les professionnels et établissements de santé ainsi que les assureurs sur les mécanismes et procédures mobilisables.
Méthodes d'évaluation	Ecrit, commentaire d'une décision de justice, note sur 20
Type d'enseignement / Nombre d'heures	40h
Nombre d'ECTS	4
Méthodes d'enseignement et d'apprentissage	Etude des règles de droit et analyse de cas. Analyse des méthodes des juges et des organismes de conciliation. Analyse des résultats
Sujets abordés	Responsabilité médicale, risques médicaux, assurance et solidarité nationale

Titre du module	Ethique et droit des personnes
Faculté	Université Rennes 1 et EHESP
Département	Droit
Langue d'enseignement	Français
Objectif du cours	L'objectif de cette unité est d'une part l'approfondissement des droits et des obligations de la personne humaine en tant que malade ou personne vulnérable face aux prestations de soins, d'autre part l'approfondissement des droits et obligations des professionnels de santé dans leurs relations avec les patients, avec les autres professions et avec les institutions.
Compétences acquises	Défense des droits des malades et organisation des différents recours Défense des professions de santé et gestion des recours.
Methodes d'évaluation	Contrôle des connaissances et cas pratiques, notes sur 20
Type d'enseignement / Nombre d'heures	40h
Nombre d'ECTS	4
Méthodes d'enseignement et d'apprentissage	Analyse des règles et des voies de recours Déroulement d'une expertise médicale Méthodes des différents juges et organismes de résolution des différends
Sujets abordés	Droits et obligations des malades et personnes vulnérables, représentation des usagers du système de santé, éthique et déontologie des professions de santé

Titre du module	Ethique et décisions en santé
Faculté	Université Rennes 1 et EHESP
Département	Droit
Langue d'enseignement	Anglais/Français
Objectif du cours	Cette UE poursuit plusieurs objectifs : <ul style="list-style-type: none"> ○ Interrogation sur les pratiques, les modes de prise de décision au regard de la spécificité du sujet, patient ou usager du système de santé. ○ Analyse des questions de la propriété et de l'usage de l'information médicale, de l'open data ; ○ Analyse de la légitimité de l'intervention publique en matière de prévention, Analyse des contraintes qui pèsent sur les décisions économiques tant au niveau individuel que collectif, ○ Etude du lien entre les modalités de fonctionnement d'une organisation de santé et l'objectif d'une prise en charge de qualité. ○ Approfondissement de l'anglais par étude et discussion de cas en anglais
Compétences acquises	Pratique de l'anglais, Grille d'analyse de la démarche éthique
Methodes d'évaluation	Contrôle des connaissances, restitution en groupe, note sur 20
Type d'enseignement / Nombre d'heures	64h
Nombre d'ECTS	6
Méthodes d'enseignement et d'apprentissage	Analyse des règles éthiques et juridiques applicables. Analyse de cas pratiques Discussion sur des problèmes éthiques
Sujets abordés	Choix éthiques et économiques, utilisation des données de santé, développement de la

	qualité
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Titre du module	Stage et mémoire
Faculté	Université Rennes 1 et EHESP
Département	Droit
Langue d'enseignement	Français
Objectif du cours	<p>UE4 (semestre 1): Cette unité d'enseignement permet l'acquisition d'une expérience professionnelle en milieu hospitalier, en administration de la santé ou dans un établissement ou structure du champ concerné : établissements de santé ou sanitaires et sociaux, médico-sociaux, conseils des ordres professionnels, compagnies d'assurances, associations caritatives, cabinets d'avocats, organisme d'indemnisation des victimes. Elle vise aussi à former à la recherche documentaire dans le domaine du droit et à identifier et problématiser des thèmes de mémoire pour les étudiants.</p> <p>UE8 (semestre 2): Cette unité permet soit de prolonger le stage commencé au premier semestre, soit de découvrir un nouvel organisme et d'acquérir une nouvelle expérience professionnelle.</p> <p>Elle est aussi consacrée à la rédaction du mémoire d'une soixantaine de pages sur un sujet en lien avec le stage et à préparer la soutenance devant un jury. Cette unité de méthodologie doit aussi permettre la maîtrise des exercices juridiques basiques comme la lecture et l'analyse de texte ou d'arrêt et la dissertation.</p>
Compétences acquises	Rédaction d'un travail à partir d'une problématique. Capacité à résoudre la problématique et synthèse de la documentation utilisée.
Méthodes d'évaluation	Evaluation du mémoire par un jury et soutenance publique, évaluation du stage par le responsable de celui-ci, note sur 20
Type d'enseignement / Nombre d'heures	
Nombre d'ECTS	26
Méthodes d'enseignement et d'apprentissage	Méthodologie du mémoire, recherche documentaire, différentes étapes de la réflexion, de l'analyse de la documentation et construction des éléments de réponse. Suivi individuel de l'étudiant par le responsable du mémoire
Sujets abordés	Comment identifier une problématique et construire la réponse



European Master in Public Health EUROPUBHEALTH+

Specialization: Health Promotion and Prevention



**Ecole des Hautes Etudes en Santé Publique
Avenue du Professeur Leon Bernard
35043 Rennes (France)**

European Master in Public Health (Europubhealth+)

Promotion de la santé et Prévention

Le présent document détaille le contenu de la spécialisation de deuxième année du Master européen en Santé Publique EUROPUBHEALTH+ délivrée par l'Université Rennes 1 en collaboration avec l'EHESP. La première année du Master EUROPUBHEALTH+ permet aux étudiants d'acquérir les connaissances de base en santé publique et est délivrée par l'Université de Sheffield (Royaume-Uni) en anglais, par l'Ecole Andalouse de Santé Publique - Université de Grenade (Espagne) en espagnol., par l' Université de Dublin (Irlande) en anglais ou par la Faculté de médecine – Université de Liège (Belgique) en français.

I. PRESENTATION

La promotion de la santé et la prévention constituent un champ de pratiques professionnelles et de recherches multidisciplinaires qui constituent pour l'essentiel à agir sur les facteurs cognitifs, comportementaux, sociaux et environnementaux, qui affectent la santé des individus et des populations, ou qui interviennent dans la constitution des inégalités de santé tout au long de la vie. Une formation de 2e cycle universitaire en ce domaine doit permettre à de futurs professionnels d'acquérir des compétences théoriques, méthodologiques et pratiques solides en matière d'élaboration, d'administration et d'évaluation de services ou de programmes d'interventions en santé publique dont le principal objectif est d'améliorer la santé des individus et populations, ainsi que de contribuer à réduire les inégalités de santé.

II. QUALIFICATIONS ACQUISES

Ce parcours vise pour l'essentiel à former des chargés d'études et de projets dans le champ de la prévention et de la promotion de la santé. Les étudiants peuvent être amenés à travailler autant pour le secteur public et parapublic (Agences régionales de santé, collectivités territoriales, organisations internationales) que pour le secteur privé ou caritatif (associations, fondations, mutuelles).

A l'issue de cette formation, les étudiants devraient être notamment capables :

- de mobiliser les principaux concepts, théories et modèles issus de différentes disciplines et qui sont mobilisés dans le champ de la promotion de la santé et de la prévention,
- d'identifier la nature et les causes des principaux déterminants sociaux, écologiques et comportementaux qui affectent la santé des individus et des populations,
- d'expliquer comment les facteurs socio-économiques, psychosociaux, politiques et environnementaux interagissent les uns avec les autres pour produire des inégalités de santé,
- de mettre en œuvre les principales étapes et procédures dans la conception, l'implémentation et l'évaluation des programmes et des politiques – au-delà du seul secteur sanitaire, dans une perspective intersectorielle – destinés à améliorer la santé des individus et des populations, ainsi qu'à réduire les inégalités de santé,
- d'appliquer une démarche fondée sur les preuves dans le développement et la mise en œuvre des programmes ou des services en promotion de la santé et en prévention,
- d'identifier et d'appliquer des principes éthiques dans le développement et la mise en œuvre des programmes ou des services en promotion de la santé et en prévention.

III. MODALITES DE VALIDATION DU DIPLOME

Pour valider le diplôme, il faut avoir la moyenne sur l'ensemble des modules (10/20). Les étudiants n'ayant pas obtenu une moyenne globale de 10/20 à la suite de la première session des examens sont convoqués pour une seconde session d'oraux. Ils doivent repasser les épreuves pour lesquelles ils n'ont pas obtenu 10/20. L'étudiant doit aussi avoir validé tous les modules de sa première année à Sheffield, Dublin, Grenade ou Liège ainsi que les deux modules intégratifs Europubhealth+ organisés à l'EHESP à Rennes.

PLAN d'ETUDES

Health Promotion and Prevention

<https://www.ehesp.fr/en/programs/degreesdiploma-programs/master-in-health-promotion-and-prevention/>

Name of the subject	Class form	M/F	Credit form (Mark Pass/Fail)	Number of teaching hours	ECTS
Mandatory Modules					57
Introduction	Lectures	M	-	28	0
Modern-day challenges in Health promotion and prevention <i>Enjeux contemporains de la promotion de la santé et de la prévention</i>	Lectures Tutorial work	M	Mark	42	6
Intervention strategies and methods in health prevention and promotion <i>Stratégies et modes d'intervention en prévention et promotion de la santé</i>	Lectures Tutorial work	M	Mark	35	3
Setting up and management of health prevention and promotion projects <i>Montage et conduit de projets en prévention et promotion de la santé</i>	Lectures Tutorial work	M	Mark	63	7
Research methods applied to health prevention and promotion <i>Méthodes de recherches appliquées à la prévention et promotion de la santé</i>	Lectures Tutorial work	M	Mark	70	8
Improved knowledge of health prevention and promotion strategies <i>Approfondissement des stratégies en prévention et promotion de la santé</i>	Lectures Tutorial work	M	Mark	32	7
Improved knowledge of health prevention and promotion themes <i>Approfondissements thématiques en prévention et promotion de la santé</i>	Lectures Tutorial work	M	Mark	63	6
Improved knowledge of methods and evaluation <i>Approfondissements en méthode et évaluation</i>	Lectures Tutorial work	M	Mark	66	7
Dissertation and Placement <i>Mémoire et stage</i>	Tutorial work	M	Mark	31	18
Integration Module EHESP Rennes -France	Seminar	M	Mark	-	3

F – facultative, M – mandatory

Total teaching hours : 350

Total of ECTS: 603

SYLLABUS DES UE

Semestre 9 :

UE01 : Enjeux contemporains en promotion de la santé et prévention (PSP)

Responsable de l'UE : Jocelyn Raude

Crédits UE : 6

Coefficient UE : 10%

Langue d'enseignement : français et/ou anglais

Forme d'enseignement : Cours magistraux et TD

Cours Magistraux	T. P.	T. D.	Projet	Stage
60				

MODULES & OBJECTIFS : l'unité d'enseignement comprend 5 modules différents :

S9-UE01-M1 : Promotion de la santé et prévention : épistémologie, histoire, et concepts

Responsables module : Christine Ferron et Jocelyn Raude

• **Objectifs** :

- Identifier les principaux enjeux épistémologiques de la PSP
- Identifier les grandes étapes historiques qui ont marquées la constitution du champ de la PSP au sein de la santé publique
- Définir les principaux concepts et notions utilisés dans le champ de la PSP

• **Contenu des enseignements** :

- Les bases épistémologiques de la promotion de la santé et de la prévention
- Les principaux éléments d'histoire en matière de théorie et de pratique en PSP, notamment les chartes de promotion de la santé (Ottawa) ;
- Les principales définitions dans le champ de la PSP: Éducation à la santé; protection de la santé; prévention des maladies; les types de prévention: Primaire, Secondaire et Tertiaire ; prévention active et prévention passive, etc.

• **Intervenants** :

Jocelyn Raude, PhD, HDR, Maître de conférences des universités, département des sciences humaines et sociales (EHESP), chercheur à l'IRD ;
Christine Ferron, PhD, Fédération nationale d'éducation et de promotion

• **Modalité de contrôle des connaissances** :

Examen écrit (modalité susceptible d'évolution)

Responsable module : Marion Porcherie

• **Objectifs :**

- Concevoir des approches multimodales en promotion de la santé et soutenir leur utilisation
- Plaider pour promouvoir des approches multimodales en promotion de la santé
- Différencier les stratégies populationnelles et les stratégies par milieux de vie
- Expliciter les enjeux relatifs aux usages des stratégies populationnelles et par milieux de vie
- Définir des stratégies multimodales pour intervenir sur la santé des populations

• **Contenu des enseignements :**

Séquence 1 : Approches populationnelles et par milieux de vie : intérêt et enjeux en santé des populations

- Définition de l'approche populationnelle et usage en politiques publiques, limites et enjeux : Approches universelles et approches ciblées en promotion de la santé ; Approches populationnelles et âges clé de la vie ; Utilisation en politiques publiques : préconisation de l'OMS, usage actuel en France et à l'international
- Définition de l'approche par milieux de vie : usage en politiques publiques et enjeux : Modèles écologiques ; Exemples d'approches écologiques ; Utilisation en politiques publiques : préconisation de l'OMS, usage actuel en France et à l'international

Séquence 2 : Intérêt des approches croisées par populations et milieux de vie : exemples d'applications en promotion de la santé

- Hôpitaux promoteurs de santé
- Intervention en milieu scolaire
- Jeunes et action en milieux de loisir
- Les villes promotrices de santé pour la santé des habitants
- L'insertion des personnes handicapées en milieux du travail

S9-UE01-M3 : Enjeux contemporains par facteurs de risque et pathologies

Responsable module : Karine Gallopel-Morvan

• **Objectifs :**

A la fin de ce module, les étudiants doivent avoir acquis des compétences et des savoir-faire indispensables pour :

- 1) Comprendre les principaux enjeux contemporains de santé publique en termes de maladies non transmissibles (MNT), enjeux discutés en septembre 2011 lors du 1er Sommet spécial de l'assemblée générale sur le problème des MNT des Nations Unies ;
- 2) Connaître l'environnement des MNT : les facteurs de risques associés et les stratégies de prévention « evidence-based » proposées pour tenter de les réduire ;
- 3) Analyser de manière critique les recommandations proposées par les acteurs de la santé publique (dans le monde, en Europe, en France) pour lutter contre les maladies non transmissibles (e.g., stratégie mondiale pour l'alimentation, l'exercice physique et la santé, PNNS, convention-cadre de l'OMS pour la lutte antitabac, etc.).

• **Contenu des enseignements :**

Présentation des maladies non transmissibles (MNT) identifiées par l'OMS¹ comme la principale cause de décès dans le monde (plus de 63% de la totalité des décès annuels : plus de 36 millions de personnes) : **maladies cardiovasculaires, cancers, maladies respiratoires, diabète et les facteurs de risque associés : le tabagisme, la sédentarité, le mésusage de l'alcool, et la malnutrition.**

Les enseignements seront dispensés et structurés autour de conférences sur les facteurs de risque associés aux MNT (tabagisme, sédentarité, la malnutrition, mésusage de l'alcool) et proposées par des experts dans le domaine (3h30 pour chaque conférence).

S9-UE01-M4 : Psychologie et sociologie appliquées à la promotion de la santé et la prévention

Responsables module : Aymery Constant et Jocelyn Raude

• **Objectifs :**

- Identifier les principaux concepts, modèles et théories issus de la psychologie et de la sociologie qui sont mobilisés dans la pratique et la recherche en prévention et promotion de la santé.
- Identifier les principaux déterminants psychologiques et sociologiques de la santé et les mécanismes à travers lesquels ils affectent le bien-être physique et mental des individus et des populations.
- Expliquer comment les facteurs culturels, économiques, politiques, comportementaux et environnementaux interagissent les uns avec les autres pour produire des inégalités sociales de santé.

• **Contenu des enseignements :**

- Les facteurs internes associés à la santé : locus de contrôle, attitudes et perceptions du risque, auto-efficacité, personnalité, stress et anxiété.
- Les facteurs externes associés à la santé : normes et valeurs sociales, soutien social, phénomènes d'influence et réseaux sociaux.
- Les facteurs socioéconomiques associés à la santé : cohésion et exclusion sociale, pauvreté, genre, accès aux ressources et biens matériels en lien avec la santé.

Responsables module : Christine Ferron et William Sherlaw

• **Objectifs :**

- Mobiliser les principaux concepts et théories pertinents pour la promotion de la santé, tels que l'équité en santé, la justice sociale et les droits humains.
- Connaître les aspects les plus significatifs de l'histoire de l'éthique, notamment les exemples de mésusage des principes de santé publique à des fins politiques.
- Identifier les questions éthiques dans l'élaboration des stratégies de promotion de la santé et de prévention des maladies.
- Valoriser les individus en tant que personnes, reconnaître et tenir compte des croyances et des préférences exprimées par les personnes
- Promouvoir l'égalité et la diversité des valeurs, ainsi que la capacité de la population à prendre des décisions éclairées en matière de santé

• **Contenu des enseignements :**

1. La définition de l'éthique en santé publique et les principales théories associées

- Qu'est-ce que l'éthique, quelle est sa portée, quelle est sa relation au champ juridique et scientifique ? En quoi diffère-t-elle des théories de la psychologie morale ?
- Les Droits fondamentaux, les chartes et les conventions éthiques
- Les principales théories de l'éthique de la santé publique et leurs fondements historiques et conceptuels
- Les théories du contrat social, les approches égalitaires, les notions de priorité et de suffisance, le libertarianisme
- Les théories conséquentialistes et non conséquentialistes
- Le principalisme, la bioéthique selon Beauchamps et Childress ; les notions d'autonomie, de bienfaisance, de non-malfaisance, et de justice sociale
- L'éthique hippocratique
- La théorie de la vertu, les apports de l'éthique du féminisme
- La théorie des Capabilités (Sen, Nussbaum et Venkatapuram)
- L'apport de Nancy Fraser : réduire ou célébrer les différences

2. La définition des valeurs

- Qu'est-ce qu'une valeur ? Les trois principaux types de valeurs : subjectives, instrumentales et intrinsèques.
- Les valeurs à l'œuvre et les conflits de valeurs éventuels : études de cas dans différents domaines des champs sanitaire et social.

3. Les termes du débat éthique en santé publique et en promotion de la santé

- Qu'est-ce que la santé ? Les différentes façons de définir la santé et les valeurs qui y sont associées ; l'importance morale de la santé.
- Différence, inégalité et inéquité de santé ; les déterminants sociaux de la santé
- Les questions éthiques soulevées par les pratiques et politiques de promotion de la santé : exploration et identification à partir de l'expérience des étudiants ou de leurs lectures
- Comment développer un positionnement éthique ? Comment mettre en œuvre une délibération éthique et une attitude réflexive ? Comment expliquer sa propre pratique en faisant référence à des théories éthiques et à leurs valeurs sous-jacentes ?

4. Les nouveaux enjeux éthiques

- Comment prendre en compte les personnes vulnérables, et les groupes minoritaires ?

UE02 : Stratégies et modes d'intervention en prévention et promotion de la santé

Responsable de l'UE : Aymery Constant

Crédits UE : 3

Coefficient UE : 10%

Langue d'enseignement : français

Forme d'enseignement : Cours magistraux

Cours Magistraux	T. P.	T. D.	Projet	Stage
30				

MODULES & OBJECTIFS : l'unité d'enseignement comprend 5 modules différents :

S9-UE02-M1 : Stratégies éducatives : éducation pour la santé, éducation thérapeutique

Responsable module : Christine Ferron

• **Objectifs :**

A la fin de ce module, les étudiants doivent avoir acquis des compétences et des savoir-faire indispensables pour mettre en œuvre une démarche éducative en éducation pour la santé et en éducation thérapeutique à partir de :

- La connaissance des principaux concepts
- La capacité à définir des objectifs éducatifs
- L'utilisation de méthodes et outils pédagogiques

• **Contenu des enseignements :**

- La place de l'éducation pour la santé et de l'éducation thérapeutique dans le champ de la promotion de la santé
- Les différentes conceptions de l'éducation pour la santé et de l'éducation thérapeutique
- Les objectifs poursuivis dans le cadre des démarches éducatives en santé
- Le déroulé d'un programme éducatif et les méthodes pédagogiques
- Les outils pédagogiques (mises en situation)

S9-UE02-M2 : Stratégies et méthodes de changement de comportement

Responsables module : Aymery Constant et Jocelyn Raude

• **Objectifs :**

- Identifier les principaux concepts, modèles et théories issus des sciences, humaines et sociales qui sont mobilisés dans la pratique et la recherche sur les changements de comportement.
- Identifier les étapes et les procédures qui interviennent dans la conception et la mise en œuvre des programmes et des interventions qui visent à promouvoir des comportements favorables à la santé.
- Appliquer des approches fondées sur les preuves dans la conception et l'évaluation des programmes et des interventions qui visent à promouvoir des comportements favorables à la santé.

• **Contenu des enseignements :**

- Épidémiologie comportementale : le rôle des comportements et des modes de vie sur la santé des individus et des populations.
- Les approches motivationnelles : les principales techniques de changement comportemental, le modèle COM-B, l'appel à la peur, l'approche par les pairs.
- Les approches environnementales : l'utilisation des nudges et des affordances pour favoriser les comportements de santé.

S9-UE02-M3 : Marketing social, communication et plaidoyer

Responsable module : Karine Gallopel-Morvan

- **Objectifs :** A la fin de ce module, les étudiants doivent avoir acquis des compétences et des savoir-faire indispensables pour :
 - Définir différents outils « innovants » en France que les acteurs de santé ont mobilisés ces dernières années (plaidoyer, marketing social, communication)
 - Identifier les limites et l'intérêt de ces outils au service des acteurs de santé publique ;
 - Identifier les étapes qui interviennent dans la mise en œuvre de ces différents outils (stratégie, plan d'actions, évaluation).
- **Contenu des enseignements :**
 - Définition, intérêt et limites du marketing social, du plaidoyer et de la communication pour la santé publique
 - Exemples de mobilisation de ces outils par des acteurs de santé publique

S9-UE02-M4 : Stratégies communautaires

Responsable module : Eric Breton

- **Objectifs :**
 - Identifier les situations pour lesquelles des stratégies d'amélioration de la santé des populations locales par la mise en réseau et la mobilisation des populations sont nécessaires.
 - Identifier les principaux enjeux méthodologiques et éthiques associés aux stratégies en santé communautaire
 - Intégrer les actions de mobilisations des communautés dans une vision stratégique globale en santé des populations.
- **Contenu des enseignements :**
 - Perspective systémique et théorie de la complexité en santé des populations.
 - Stratégies de mobilisation des populations et planification des interventions.
 - Illustrations par des expériences françaises et étrangères
 - Travail en petit groupe sur des documents phares en santé communautaire.

S9-UE2-M5 : Empowerment et participation

Responsable module : Eric Le Grand

- **Objectifs :**
 - Identifier les principaux concepts, modèles et théories portant sur l'empowerment et la participation
 - Identifier les étapes et les procédures qui interviennent dans la conception et la mise en œuvre des programmes et des interventions qui visent l'empowerment et la participation
 - Identifier les enjeux, leviers et limites de programmes et interventions fondés sur l'empowerment et la participation selon différents contextes et milieux de vie.
 - Identifier les postures des professionnels et les outils, méthodes favorisant la participation et l'empowerment
- **Contenu des enseignements :**
 - Définition, intérêt et limites de la participation et de l'empowerment.
 - Exemples d'interventions fondées sur ces approches selon différents milieux.
 - Apport sur les outils, postures, et méthodes évaluatives fondées sur la participation et l'empowerment

UE03 : Projets en promotion de la santé et prévention

Responsable de l'UE : Marie-Renée Guével

Crédits UE : 6

Coefficient UE : 10%

Langue d'enseignement : français

Forme d'enseignement : Cours magistraux et TD

	Cours Magistraux	T. P.	T. D.	Projet	Stage
S9-UE3-M1	20				
S9-UE3-M2	4		4		
S9-UE3-M3				30	

• **Modalité de contrôle des connaissances :**

Commune aux trois modules. Semestre 1 : Pré-rapport écrit noté sur 10 - Semestre 2 : Rapport par groupe écrit noté sur 10 + Soutenance orale par groupe notée sur 10 (modalités susceptible d'évolution)

• **Note :**

Les étudiants sont invités à **considérer les enseignements dispensés dans le cadre de cette UE comme un ensemble indissociable**, les modules théoriques et d'outils (modules 1 et 2) devant servir d'appui méthodologique au module de mise en pratique (module 3).

Il s'agira également de **s'appuyer sur les apports des autres UE et modules du master**, en particulier :

- l'UE Enjeux contemporains en PSP permettant de situer le sujet travaillé vis-à-vis des enjeux actuels de la PSP ;
- l'UE Méthodes de recherche en PSP afin de mobiliser les outils de recueil et d'analyse de données et de revue de la littérature permettant de réaliser l'analyse de situation, d'étayer l'argumentaire et d'envisager l'évaluation du projet ;
- les UE concernant les stratégies et modes d'intervention permettant d'identifier les stratégies et modes d'intervention les plus adaptés en regard des priorités et objectifs issus de l'analyse de situation ;
- le module Ethique permettant de questionner les dimensions éthiques de la démarche du projet et du projet en lui-même ;
- et, les modules autour de la communication et de plaidoyer permettant de mobiliser les techniques les plus pertinentes.

Responsable module : Marie-Renée Guével

• **Objectifs :**

- Acquérir les bases théoriques de la planification et de la démarche projet en promotion de la santé et prévention ;
- Appréhender les principes de la conduite de projet appliqués à la promotion de la santé et prévention, notamment la participation, l'empowerment et la prise en compte des inégalités ;
- Identifier les outils et les méthodes d'aide à la planification en promotion de la santé et prévention ;
- Développer une réflexion personnelle sur les enjeux de la planification, de la démarche et de la conduite de projet en promotion de la santé et prévention, en particulier concernant la prise en compte de l'iniquité et des inégalités.

• **Contenu des enseignements :**

Définition, intérêts et spécificités de la planification en promotion de la santé et prévention

Les grandes composantes de la démarche projet :

- *Analyse de la situation et mise en lien avec les données existantes (s'appuyer également sur l'UE Enjeux contemporains en PSP et l'UE Méthodes de recherche) ;*
- *Définition des priorités, objectifs et actions (s'appuyer également sur les UE concernant les stratégies et modes d'intervention) ;*
- *Mise en œuvre ;*
- *Évaluation (s'appuyer également sur l'UE Méthodes de recherche) ;*
- *Diffusion et valorisation.*

Les outils de la conduite de projet appliqués à la promotion de la santé et prévention :

- *Mobiliser les ressources humaines* : construction d'une équipe projet, animation d'équipe, animation de réseaux ;
- *Mobiliser, soutenir et engager les parties-prenantes* y compris les populations concernées, travailler en partenariat dans une perspective intersectorielle, participative et émancipatrice, accompagner le changement ;
- *Gérer les ressources financières* : réponse aux appels à projet, gestion budgétaire ;
- *Piloter la mise en œuvre du projet* : se donner les outils pour assurer un suivi ;
- *Communiquer* : au sein de l'équipe projet, en direction des parties prenantes, en direction des financeurs et institutionnels et de la population (s'appuyer également sur les modules sur la communication, le plaidoyer) ;
- *Avoir une analyse critique du projet* : identifier les forces et les faiblesses du projet, s'assurer de la qualité des actions, s'assurer de la prise en compte des inéquités et des inégalités sociales de santé (s'appuyer également sur le module éthique).

Les outils et les méthodes de planification en Promotion de la santé et Prévention.

• **Intervenants :**

Marie-Renée Guével, PhD, Maîtresse de conférences des universités, enseignant-chercheur, département des sciences humaines et sociales (SHS - EHESP) ;

Professionnels du champ de la promotion de la santé et prévention et Professionnels de la gestion de projet.

S9-UE03–M2 : Mobilisation des données probantes & interventions complexes

Responsable module : Jean-Philippe Regnaud

• **Objectifs :**

- Connaître les méthodes et outils d'analyse critique d'informations pour sélectionner les données et interventions probantes les plus adaptées aux différents contextes que ce soit dans une perspective de recherche, d'observation ou d'intervention ;
- Savoir hiérarchiser les informations disponibles et les critiquer en appliquant une démarche d'analyse justifiée (concevoir une grille d'analyse, savoir utiliser une grille de lecture existante) ;
- Appréhender les enjeux des interventions complexes en promotion de la santé ;
- Comprendre l'applicabilité et la transférabilité des interventions vers la pratique.

• **Contenu des enseignements :**

- Enjeux de l'utilisation des données probantes en promotion de la santé ;
- Type de données probantes, notions de « preuve » et de graduation ;
- Méthodes pour évaluer l'efficacité d'une intervention en santé publique (critères importants, types d'études et de rapports) ;
- Analyse critique de données et d'articles reportant des interventions probantes : concepts et outils ;
- Applicabilité et transférabilité des interventions complexes : définition, critères, outils méthode d'analyse et d'adaptation.

S9-UE03–M3 : Construction d'un projet de promotion de la santé

Responsable module : Marie-Renée Guével

• **Objectifs :**

- S'approprier de façon opérationnelle les apports théoriques en promotion de la santé et prévention ;
- Appliquer les principes de la planification et de la conduite de projet à un projet de promotion de la santé et prévention ;
- Travailler en collaboration avec un partenaire.

• **Contenu des enseignements :**

- Présentation des sujets et des partenaires ;
- Construction d'un projet :
 - *analyse de la situation et mise en lien avec les données existantes*
 - *définition des priorités, objectifs et actions*
 - *proposition de mise en œuvre*
 - *proposition d'un protocole d'évaluation*
 - *diffusion et valorisation*

UE04 : Méthodes de recherche appliquées à la PSP

- **Note** : Cette UE est orientée acquisitions d'outils qui permettront aux étudiant-e-s d'être autonome au semestre 2 sur leurs travaux de recherche. En Santé Publique, les profils des étudiant-e-s sont hétérogènes et donc nous faisons l'hypothèse que tout le monde doit acquérir les bases. Celles et ceux qui se sentent déjà à l'aise sur certains outils peuvent en profiter pour aider leurs collègues.

- **Savoir et savoir-faire associés** : Dans ce premier semestre, il s'agit d'apprendre à analyser des données issues de la littérature (les rechercher, identifier les textes pertinents, la nature des documents et leurs sources), collecter et analyser des données quantitatives et qualitatives.

1/ Objectifs :

S09-UE4 – M1 - Méthodes de Recherche de littérature	Analyser des données issues de la littérature. Initiation à la réalisation et à la lecture des revues systématiques.
S09-UE4 – M2 –Méthodes qualitatives	Méthodes de collecte et d'analyse de matériaux qualitatifs
S09-UE4 – M3 – Méthodes Quantitatives	Méthodes d'analyse de matériaux quantitatifs.

2/ Contenu des enseignements

UE	
S09-UE4 – Méthodes de recherche qualitatives et quantitatives et Revue systématique de la littérature	L'enseignement est composé de 3 composantes essentielles de la recherche. La recherche de littérature, les méthodes qualitatives et quantitatives. Ces composantes sont essentielles pour tout professionnel de santé publique parce qu'elles permettent de mieux appréhender les travaux de recherche. Les travaux de recherche permettent de nourrir les exemples particuliers que l'on rencontre en tant que professionnel de la santé publique par des exemples existant dans la recherche. Ainsi, cela permet d'avoir une attitude réflexive sur ce que l'on fait.
Modules	
S09-UE4 – M1 - Méthodes de Recherche de littérature,	Connaitre et comprendre les bénéfices et limites des revues systématiques. Maîtriser les différentes étapes d'une revue systématique. Connaitre les logiciels spécifiques (Revman, Open meta analysis) pour réaliser une revue systématique.
	Savoir analyser et critiquer une revue systématique.
S09-UE4 – M2 –Méthodes qualitatives	Sur la base de cours magistraux et de travaux dirigés, les étudiants seront initiés à la collecte (notamment entretien et observation) et à l'analyse de données qualitatives.
S09-UE4 – M3 – Méthodes Qualitatives ou Quantitatives	Sur la base de cours magistraux et de travaux dirigés, les étudiants verront les tests statistiques, les analyses factorielles, les méthodes de régression et la construction de questionnaires.

UE05 : Posture réflexive, compétences et insertion professionnelle

Responsable de l'UE : Marie-Renée Guével

S10-UE05-M1 : Construire son projet professionnel

Responsable module : Marie-Renée Guével

- **Objectifs :**
 - Reconnaître ses compétences acquises, à développer ou en cours de développement (en lien avec une fiche de poste) ;
 - Présenter son parcours et ses compétences à l'écrit et à l'oral ;
 - Repérer les ressources qui permettent d'avoir accès aux offres d'emploi ;
 - Se créer et mobiliser son réseau (dont utiliser les réseaux sociaux professionnels) ;
 - Identifier les lieux de stage potentiels et d'insertion professionnelle future ;
 - Développer ses compétences transversales de management.
- **Contenu des enseignements :**
 - Préparer sa recherche de stage et d'emploi - présentation du centre documentation ; présentation des bases et outils pour rechercher un stage ou un emploi ; présentation des bourses pour stage à l'étranger ; réseautage ;
 - Identifier et mettre en valeur ses compétences – CV, lettre de motivation et entretiens de recrutement ;
 - Se préparer à la prise de poste – comment appréhender et se repérer dans son nouvel environnement professionnel ?
 - En option (mais fortement recommandé) : Conférences professionnelles.

S10-UE05-M2 : Élaborer sa problématique en lien avec son stage et son mémoire

Responsable module : Alis Sopadzhiyan, enseignante-chercheure, EHESP

- **Objectifs :**
 - **Parcours recherche** : Construire un objet de recherche et une problématique, produire son matériau de recherche, prendre en compte les spécificités de l'objet d'étude dans l'enquête de terrain, analyser et restituer les matériaux de recherche en prenant en compte les questions de déontologie et d'éthique et les normes académiques en vigueur ;
 - **Parcours professionnel** : Comprendre les objectifs d'une mission professionnelle, les situer dans un contexte, choisir les modalités d'opérationnalisation adaptées et en évaluer la pertinence, questionner ses compétences et sa posture professionnelle en se basant à la fois sur les matériaux recueillis pour la réalisation de la mission et sur l'expérience de son immersion sur le lieu de stage.
- **Contenu des enseignements :**
 - Présentation des parcours Recherche et Professionnel – Présentation du cahier des charges des deux parcours ;
 - Apports magistraux sur la démarche de recherche et la démarche de problématisation ;
 - Séminaires d'accompagnement à la construction de sa problématique par parcours.

UEA02 : Approfondissement thématiques en promotion de la santé et prévention (PSP)

Responsable de l'UE : Jocelyn Raude

Crédits UE : 6

Coefficient UE : 10%

Langue d'enseignement : français et/ou anglais

Forme d'enseignement : Cours magistraux et TD

Cours Magistraux	T. P.	T. D.	Projet	Stage
		60		

MODULES & OBJECTIFS : l'unité d'enseignement comprend 3 modules différents :

S10-UEA02-M1 : Intervenir en situation d'urgences

• **Objectifs :**

- Comprendre et utiliser dans une situation d'urgence la méthode d'intervention COMBI de l'OMS.
- Examiner de manière critique les différentes composantes à intégrer dans l'élaboration et la mise en œuvre d'une stratégie de communication en situation de crise sanitaire.
- Comprendre quelles expertises doivent intervenir, pourquoi, comment, où et quand dans les processus de gestion de crise.
- Proposer un programme d'intervention COMBI basé sur une analyse des problèmes, des obstacles et des opportunités qui caractérisent une situation d'urgence spécifique

• **Contenu des enseignements :**

Les enseignements seront dispensés et structurés autour d'une étude de cas interactive permettant l'acquisition – par leur utilisation dans une situation d'urgence semi-fictive – des concepts et des procédures développées dans le cadre de la méthode COMBI (Communication for Behavioural Impact ou Communiquer pour agir sur les comportements) de l'OMS.

S10-UEA02-M2 : Urbanisme et santé

• **Objectifs :**

- Savoir analyser une situation-problème en santé-environnement urbain
- Savoir inventorier et comparer des expériences de résolution du problème en prévention et promotion en environnement urbain
- Savoir concevoir une démarche en prévention et promotion de la santé en environnement urbain
- Savoir utiliser des approches de promotion de la santé qui soutiennent l'empowerment, la participation, le travail en partenariat et l'équité pour créer des environnements et des lieux de vie promoteurs de santé
- Savoir utiliser des stratégies et des techniques de plaidoyer qui reflètent les principes de la promotion de la santé
- Savoir développer des partenariats fructueux par le biais d'un travail collaboratif, en servant d'intermédiaire entre différents intérêts sectoriels
- Contribuer à l'apprentissage organisationnel et en équipe pour faire progresser l'action en promotion de la santé
- Identifier les déterminants de la santé qui ont un impact sur l'action en promotion de la santé
- Savoir élaborer un plan d'action réalisable qui tienne compte des contraintes au niveau des ressources et se référant aux besoins et aux atouts existants

• **Contenu des enseignements :**

- Aménagement urbain et santé publique (définition, historique)
- Les pratiques de mobilité et la santé
- Analyse d'une situation-problème en environnement urbain

S10-UEA02-M3 : Vaccinologie

- **Objectifs :**

- To be familiar with principal vaccines and vaccination programs, including their risk-benefit profile
- To understand how data on vaccine-preventable diseases, vaccines and vaccination programs are produced and used in evidence-based decision making; and to be able to interpret such data
- To situate vaccination programs in the societal context and explain vaccine hesitancy and opposition to vaccination from different sociological and psychological models
- To situate vaccination programs with regard to good practice in public health, identify obstacles and opportunities for improvement
- To be familiar with global aspects of vaccination, role of international actors, with differences between countries and with the manufacturer perspective

- **Contenu des enseignements :**

- Biomedical background : a) Theoretical principals of vaccine protection and review of major vaccines; b) Specific aspects: vaccination and epidemics, vaccine safety
- Methods for studying disease burden and vaccine efficacy, and for evaluating vaccine program impact: study types and examples (incl. CEA, EBM)
- Vaccination in the societal context: inequalities; obligation; population preferences, motivation for vaccination and hesitancy; prism of implementation science
- Sociological and psychological models for vaccine hesitancy and opposition to vaccination
- Vaccination in the global perspective: WHO (EPI, polio), GAVI approach, differences between countries in decision making, schedules and acceptance, manufacturers, markets

S10-UEA02-M4 : Santé mentale et addictions

- **Objectifs :**

- o S'approprier les concepts et les pratiques dans le champ de la promotion de la santé mentale et de la prévention des addictions : santé mentale positive, rétablissement, entraide entre pairs, usage nocif de substances toxiques et dépendance, réduction des risques...
- o Identifier les conséquences individuelles et collectives des conduites addictives
- o Savoir évaluer les besoins et les stratégies de prévention à développer selon les publics, l'environnement et les problématiques identifiées
- o Identifier les domaines et les leviers d'action en promotion de la santé mentale : lutte contre la stigmatisation, développement des compétences psycho-sociales, identification des liens entre conditions de vie et santé mentale, prévention du suicide...

- **Contenu des enseignements :**

- Connaissances de base concernant les problèmes de santé mentale, identifier des préconceptions courantes
- L'organisation du soin et de l'accompagnement en santé mentale en France
- Promotion de la santé mentale dans la communauté : identification et analyse d'actions
- Épidémiologie des addictions : définitions, prévalence, conséquences psychologiques, comportementales, sanitaires et sociales.
- La prise en charge des addictions en France et en Europe : prévention primaire, secondaire et tertiaire
- Comment aller plus loin dans la prévention et la réduction des risques liées aux Addictions

S10-UEA02-M5 : Santé globale

- **Objectifs :**

- Cadrage autour de l'émergence du concept, développer un regard critique de la notion
- Cerner les jeux d'échelles spatiales et temporelles entre acteurs locaux et acteurs internationaux, acteurs institutionnels, publics et privés
- Identifier les enjeux qui gravitent autour de cette notion à travers des exemples concrets.

• **Objectifs :**

- Animer une dynamique collective dans la perspective de faciliter la coopération entre les acteurs d'un territoire
- Analyser les changements entraînés par un projet de parcours sur les pratiques, les organisations, les outils et les cultures professionnelles.
- Déterminer un dispositif d'appui aux acteurs pour faciliter ces changements
- Décrire l'évolution des soins primaires dans une perspective d'organisation territoriale, les principaux leviers et conditions de réussite.

• **Contenu des enseignements :**

- Les principes d'une discussion experte : exploration et argumentation de qualité
- Les concepts sous-jacents : échelle d'inférence, schémas mentaux...
- Les principes d'une décision à plusieurs : matrice de priorisation...
- La grille d'analyse OMOG
- Les leviers pour mobiliser des acteurs : initiatives réussies, leaders, retours d'information, partage d'expérience, apprentissage expérientiel...
- Différents types de dispositifs d'appui : collaborative, facilitation, communauté d'apprentissage...
- Les maisons de santé pluriprofessionnelles, les équipes de soins primaires, les plateformes territoriales d'appui, les communautés professionnelles de territoire
- Le programme PACTE Santé Territoire
- Les autres leviers pour favoriser la structuration des soins primaires

UEA03 : Approfondissement en méthode et évaluation

- Intitulé UE : S10-UEA3 – Approfondissement en méthode et évaluation
- Savoir et savoir-faire associés : Pratique de la recherche, question de recherche

1/Objectifs :

Cette UE est construite autour de 5 domaines d'approfondissement qui représentent 70 heures de cours dont 20 heures de travail individuel. Parmi ces cinq domaines, deux sont les méthodes qualitatives et quantitatives. L'étudiant-e choisit entre les deux, c'est l'option majeure.

Trois font l'objet de 12h de CM qui sont obligatoires pour tous les étudiant-te-s et ont lieu en début de semestre (décembre). A l'issue des 12 heures, des projets électifs sont présentés. L'étudiant-e ordonne alors, selon ses préférences, ces 3 domaines. L'un de ces domaines sera son projet mineur.

Le projet majeur, consiste en 22 heures de CM/TD/TP. Le projet mineur, consiste en 16 heures de CM/TD/TP.

Le/la responsable choisit si les 22 h (majeures) ou 16 h (mineures) sont du CM et/ou du TD/TP. Pendant les heures de TD/TP l'étudiant-e travaille en autonomie sur son projet. Le/la chargé-e de TP/TD est disponible soit en présentiel, soit par téléphone pendant ces heures.

L'évaluation pour l'option majeure est un écrit court pour début janvier, un oral fin février et un écrit fin mars. Pour la mineure, en fonction du domaine choisi c'est un travail individuel ou collectif.

Attention : Pour l'option MB1 (Evaluation d'impact sur la santé), les cours CM obligatoires auront lieu avec les étudiants du master Ppasp en décembre.



**European Master in Public Health
EUROPUBHEALTH+**

**Specialization:
Governance of Health System in Transition**



**Institute of Public Health
Jagiellonian University Medical College
Grzegorzeczka 20, 31-531 Krakow
Poland**

European Master in Public Health (Europubhealth+)

Governance of health system in transition

The presented program of the specialization **Governance of health system in transition** is designated for the second year international students of the **Europubhealth Plus** programme who completed their first year at University of Sheffield (England), at the Andalusian School of Public Health - University of Granada (Spain), at the University College of Dublin (Ireland) or at the University of Liège (Belgium).

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. QUALIFICATIONS OF THE GRADUATE

The goal of the master studies is education enabling graduates to undertake positions mentioned below, as well as to undertake further post-graduate training in epidemiology, economy, health care management, journalism, pedagogic etc or doctoral studies for professional improvement:

- member of health care programs development team,
- leader of health care programs,
- head of organization and methodical units in health care systems,
- head of units for prevention and health promotion in health care administration and health care provider institutions,
- independent professional in health care administration, governmental and self-governmental institutions, health insurance institutions and non-governmental organizations.

III. REQUIREMENTS FOR GRADUATION AND OBTAINING PROFESSIONAL TITLE

The main condition for graduation is to obtain all mandatory credits and passing all examinations for mandatory subjects included in the program, passing practical placement, obtaining in total 120 ECTS, including ECTS obtained during first year of the program in partner university (Sheffield, Granada, Dublin or Liège) and submitting master thesis along with passing master examination.

STUDY PLAN

Governance of health system in transition

<https://izp.wnz.cm.uj.edu.pl/en/education/europubhealth-plus/>

Semester 1

Name of the course	Class form	M/F	Credit form Mark / Pass or Fail	Number of teaching hours	ECTS
Mandatory Modules					29
Introduction to governance in health system	Practical classes	M	Mark	22	3
Health systems goals and performance in transition	Practical classes/seminars	M	Mark	14	2
Financial resources for health	Practical classes	M	Mark	16	2
Human resources for health	Practical classes	M	Mark	18	2
Change management and leadership	Practical classes	M	Mark	18	2
Economic burden of diseases	Lectures/ computer laboratory	M	Mark	6/12	3
Health technology assessment and rational pharmaceutical policy	Practical classes	M	Mark	30	4
Market and economic incentives in health care	Practical classes	M	Mark	18	2
New public management in health care	Practical classes	M	Mark	10	1
Projections of health care expenditure and revenue	practical classes in computer laboratory	M	Mark	16	2
Coordinated/managed care	Practical classes	M	Mark	16	2
Health impact assessment in all policies	Practical classes	M	Mark	12	2
Qualitative and quantitative research methods	Lectures/ practical classes	M	Mark	3/15	2

M- mandatory, F- facultative

Total number of mandatory hours (without self-education): 226

Total number of ECTS: 29

Semester 2

Name of the course	Class form	M/F	Credit form Mark / Pass or Fail	Number of teaching hours	ECTS
Dissertation and Placement					28
Integration module - at EHSP in Rennes (France)	Seminar	M	-	30	3

M- mandatory, F- facultative

Total number of ECTS: 60

Introduction to governance in health system

Faculty	Faculty of Health Sciences
Department conducting module	Health Policy and Management Department Health Economics and Social Security Department Epidemiology and Population Studies Department Information Studies Department
Course unit title	Introduction to governance in health system
Language of instruction	English
Aim of the course	The purpose of the course is to deliver to the students the information about the important role that governance plays in the health sector, detailing how governance is synergistic but different with management and leadership approaches, and ultimately contributes to the highest attainable level of health system performance and good health outcomes for beneficiaries. There will be introduced the key governance terms, concepts, and definitions, and students will useful gain an understanding of how governance works in the public sector and within civil society organizations.
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. is aware of the contemporary challenges to policy-making in health. 2. understands principles and values of good governance in health and correctly identify its features <p>Abilities - student:</p> <ol style="list-style-type: none"> 3. is able to identify various situational constrains and determinants of policy-making in health 4. is able to adequately propose governance tools in dealing with those issues 5. is able to relate theoretical and normative aspects of governance to various real-life cases of decision-making <p>Social skills - student:</p> <ol style="list-style-type: none"> 6. is able to clearly present own views and opinions on governance in health 7. can engage in a constructive critique and consideration of any relevant health policy issue 8. is able to express engagement and willingness to explore the subject further <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W11, K_W12, K_W13 - medium level, K_W04, K_W06, K_W07, K_W10 - advanced level • in the abilities: K_U03, K_U05, K_U16 - advanced level • in social competences: K_K04 - advanced level
Assessment methods and criteria, course grading	<p>Students are required to be prepared and participate actively on classes. The final course grade will be composed of:</p> <ul style="list-style-type: none"> • 20% oral power point presentation • 70% final exam • 10% activity during classes <p>Final Exam: questions will be related to the obligatory reading material as well as to the content presenting during the classes. Grades will be determined by the percentage achieved.</p>
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2

Semester	3
Type of studies	full-time
Teacher responsible	<u>dr Iwona Kowalska – Bobko</u> mgr Michał Zabdyr-Jamróż dr Roman Topór-Mądry dr hab. Christoph Sowada dr hab. Barbara Niedźwiecka
Name of examiner	dr Iwona Kowalska – Bobko mgr Michał Zabdyr-Jamróż
Mode of delivery	practical classes
Prerequisites	knowledge of basic concepts of health and social policy, English language skills at a level, which enables to efficiently utilize scientific literature and participate actively in seminars.
Type of classes and number of hours taught directly by an academic teacher	practical classes - 22
Number of ECTS credits allocated	3
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • participation in contact activities (seminars): 22 hours – 1 ECTS • preparation for seminars – 17 hours- 0,6 ECTS • preparation of a presentation: 35 hours – 1,4 ECTS
Teaching & learning methods	The detailed structure of the course is based on the topics listed above. Each meeting starts with a lecture, which introduces the topic and presents the main problems. The second part of the seminar serves for discussing case studies and applying alternative theoretical models. Class sessions will consist of a variety of activities including: small group discussions, presentations, in-class exercises, and case study analysis.
Form and conditions for the award of a credit	<p>The module will complete with an oral examination. The final assessment is based on 3 elements: passing the oral exam 70%, oral presentation 20%, activity during classes 10%.</p> <p>Participation in the classes is obligatory - 10% absence in classes is allowed, as a general rule. Pre-requisites for exam entry: appropriate presence and active involvement in seminars, preparation of the oral presentation.</p> <p>Assessment of each of 3 elements contributing to the final grade:</p> <p>1) Active participation:</p> <ul style="list-style-type: none"> • very good – highly active involvement in seminars, discussions and group work as well as excellent team work and 100% presence throughout the course; • good plus – highly active involvement in seminars, discussions and group work, combined with 100% presence throughout the course; • good – moderately intensive involvement in seminars, discussions and group work; • sufficient plus – basic involvement in seminars, discussions and group work, combined with 100% presence throughout the course; • sufficient – only basic involvement in seminars, discussions and group work. <p>2. Oral presentations:</p> <ul style="list-style-type: none"> • very good – excellent form and content of presentation, good timing, influential discussion with the audience; • good plus – credible form, content and timing of presentation, formative discussion with the audience;

	<ul style="list-style-type: none"> • good – appropriate form, content and timing of presentation, formative discussion with the audience; • sufficient plus – acceptable form and content of presentation and big effort to involve the audience into a discussion; • sufficient – acceptable form and content of presentation, weak efforts to involve the audience into a discussion. <p>3) Oral exam: Round Table discussion:</p> <ul style="list-style-type: none"> • very good: 91-100% of points; highly active involvement in the discussions, excellent timing, influential discussion with the audience; • good plus: 84-90% of points; highly active involvement in the discussion, very good timing, influential discussion with the audience; • good: 77-83% of points; very active involvement in the discussion, good timing, influential discussion with the audience; • sufficient plus: 70-76% of points; acceptable involvement in the discussion, good timing, discussion with the audience; • sufficient: 60-69% of points: acceptable involvement in the discussion, weak efforts to involve the audience into a discussion.
Course topics	<ol style="list-style-type: none"> 1. Concept of governance (WHO, European Commission and leading governmental health national agencies) 2. Determinants of health (demographic, epidemiological, economic, social, technological, health systems) 3. Evidence based policy-making (information resources) 4. State – market – society (economic determinants of health and market vs. state dilemma) 5. Models of health systems in transition (coordination models of health system) 6. Political context (centralization, decentralization, globalization, political systems) 7. Multi-level systemic legislation 8. Social values in healthcare (human rights, solidarity, equality, inclusion, autonomy, people's voice, liquid modernity) 9. New modes of health policy-making (good governance, stewardship, participatory governance, models of policy-making and models of democracy)
Recommended and required reading	<ul style="list-style-type: none"> • USAID Health Governance: Concepts, Experience, and Programming Options, February 2008, http://www.healthsystems2020.org/content/resource/detail/1914/ • UNDP and Governance: Experiences and Lessons learned, Management Development and Governance Division, Lessons-Learned Series No. 1, 16.06. 2006 http://www.pogar.org/publications/other/undp/governance/lessonslearned-e.pdf • COMMISSION OF THE EUROPEAN COMMUNITIES, EUROPEAN GOVERNANCE. A WHITE PAPER, COM (2001) 428 final, Brussels, 25.7.2001, http://ec.europa.eu/governance/index_en.htm • REGULATION (EC) No 1081/2006 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 5 July 2006 on the European Social Fund and repealing Regulation (EC) No 1784/1999, http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:210:0012:0018:EN:PDF • COUNCIL DECISION of 6 October 2006 on Community strategic guidelines on cohesion (2006/702/EC)

http://slimak.onet.pl/_m/specjalne/fundusze/sww20072013_en2.pdf.

- Kaufmann D., Kraay A., Mastruzzi M., Governance Matters VII: Aggregate and Individual Governance Indicators, 1996-2007, World Bank Policy Research Working Paper No. 4654, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1148386
- Anello E. (2008), A Framework for Good Governance in the Public Pharmaceutical Sector, Working draft for field testing and revision, WHO, Department of Essential Medicines and Pharmaceutical Policies, October 2008
- Ritsatakis A. (2000), Learning from the past, looking to the future, Exploring health policy development in Europe, Edited by: Anna Ritsatakis, Ruth Barnes, Evert Dekker, Patsy Harrington, Simo Kokko, Peter Makara, WHO regional publications. European series; No. 86, WHO 2000, pp. 347-388
- Wismar M., Lahtinen E., Stahl T., Ollila E., Leppo K. (2006), Introduction, Health in All Policies. Prospects and potentials, edited by Timo Stahl, Matthias Wismar, Eero Lahtinen, Eeva Ollila, Kimmo Leppo, Ministry of Social Affairs and Health, Finland, European Observatory on Health Systems and Policies

Health Systems goals and performance in transition

Faculty	Faculty of Health Sciences
Department conducting module	Health Policy and Management Department
Course unit title	Health systems goals and performance in transition
Language of instruction	English
Aim of the course	This course presents a comparative analysis of the origin, structure, and organization of health care systems goals in the global, European and country perspective as well as the global ideas of the public health operation and the concepts of HiAP and Universal Health Care Coverage. The course should expand students understanding of health care systems by observing systemic differences rooted in history, culture, social, economic and political factors. Models of organizing and delivering health care will be presented and why and how these models have been adopted and adapted by each country resulting in health service delivery systems that are unique to each country.
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. identifies specific health system strengths and weaknesses, employing comparative analysis as a research tool 2. compares the health system performance of the different health care systems 3. recognizes differences in health systems of the industrialized countries in this class <p>Abilities - student:</p> <ol style="list-style-type: none"> 4. is able to evaluate the health system performance of several industrialized nations 5. is able to identified, evaluated, and discussed the strengths and weaknesses of these various national health systems 6. can better assess the health care systems by putting it into a broader perspective <p>Social skills - student:</p> <ol style="list-style-type: none"> 7. uses some strategy formulating methods in the social environment <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: - K_W04, K_W06, K_W07, K_W10, K_W11, K_W12, K_W13 - advanced level • in the abilities: K_U03, K_U05, K_U16 - advanced level • in social competences: K_K04 - advanced level
Assessment methods and criteria, course grading	<p>Students are required to be prepared and participate actively on classes. The final course grade will be composed of:</p> <ul style="list-style-type: none"> • 20% oral power point presentation • 70% final exam • 10% activity during classes <p>Final Exam: questions will be related to the obligatory reading material as well as the content of the classes. Grades will be determined by the percentage achieved.</p>
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time

Teacher responsible	dr Iwona Kowalska- Bobko Michał Zabdyr-Jamróż
Name of examiner	dr Iwona Kowalska – Bobko
Mode of delivery	practical classes/seminars
Prerequisites	basic knowledge of health policy, English language skills at a level, which enables to efficiently utilize scientific literature and participate actively in seminars
Type of classes and number of hours taught directly by an academic teacher	practical classes/seminars - 14
Number of ECTS credits allocated	2
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • participation in contact activities (seminars): 14 hours – 0,5 ECTS • preparation for seminars: 15 hours – 0,5 ECTS • preparation of a presentation: 25 hours - 1 ECTS
Teaching & learning methods	Class sessions will consist of a variety of activities including small group discussions, presentations, in-class exercises, and case study analysis.
Form and conditions for the award of a credit	<p>The module will complete with an oral examination. The final assessment is based on 3 elements: passing the oral exam 70%, oral presentation 20%, activity during classes 10%.</p> <p>Participation in the classes is obligatory - 10% absence in classes is allowed, as a general rule. Pre-requisites for exam entry: appropriate presence and active involvement in seminars, preparation of the oral presentation.</p> <p>Assessment of each of 3 elements contributing to the final grade:</p> <p>1) Active participation:</p> <ul style="list-style-type: none"> • very good – highly active involvement in seminars, discussions and group work as well as excellent team work and 100% presence throughout the course; • good plus – highly active involvement in seminars, discussions and group work, combined with 100% presence throughout the course; • good – moderately intensive involvement in seminars, discussions and group work; • sufficient plus – basic involvement in seminars, discussions and group work, combined with 100% presence throughout the course; • sufficient – only basic involvement in seminars, discussions and group work. <p>2. Oral presentations:</p> <ul style="list-style-type: none"> • very good – excellent form and content of presentation, good timing, influential discussion with the audience; • good plus – credible form, content and timing of presentation, formative discussion with the audience; • good – appropriate form, content and timing of presentation, formative discussion with the audience; • sufficient plus – acceptable form and content of presentation and big effort to involve the audience into a discussion; • sufficient – acceptable form and content of presentation, weak efforts to involve the audience into a discussion. <p>3) Oral exam: Round Table discussion:</p> <ul style="list-style-type: none"> • very good: 91-100% of points; highly active involvement in the discussions, excellent timing, influential discussion with the audience; • good plus: 84-90% of points; highly active involvement in the discussion,

	<p>very good timing, influential discussion with the audience;</p> <ul style="list-style-type: none"> • good: 77-83% of points; very active involvement in the discussion, good timing, influential discussion with the audience; • sufficient plus: 70-76% of points; acceptable involvement in the discussion, good timing, discussion with the audience; • sufficient: 60-69% of points: acceptable involvement in the discussion, weak efforts to involve the audience into a discussion.
Course topics	<ol style="list-style-type: none"> 1. Global Health Care Systems Goals: <u>Millennium Development Goals</u> (MDGs) 2. Health regulations, role for health care systems goals: global and European 3. Supporting, implementing and monitoring health systems goals on global and European level. The concepts of public health operations (functions, activities) and Health System Performance Assessment (HSPA) 4. Interrelationships of health and social systems. Challenges on the local, national and European levels. The concepts of HiAP and Universal Health Care Coverage 5. Main contemporary trends towards universal systemic coverage of health needs: perspectives on the formal grounds 6. Health systems performance: global administrative law, public health surveillance and networks 7. Health system goals in Poland
Recommended and required reading	<ul style="list-style-type: none"> • Reid T.R. (2010), <i>The Healing of America: A Global Quest for Better, Cheaper and Fairer Health Care</i>, Penguin • OECD (2015) <i>Health at a Glance 2015: OECD Indicators</i>, OECD Publishing, Paris, http://dx.doi.org/10.1787/health_glance-2015-en • Marmor T., Freeman R., Okma K. et al. (eds.) (2009), <i>Comparative Studies & the Politics of Modern Medical Care</i>, Yale University Press, New Haven • Włodarczyk W.C., Mokrzycka A., Kowalska I.(2012), <i>Efforts to Improve the Health Systems</i>, Difin, Warszawa • Marmor T., Freeman R., Okma K. (2005), <i>Comparative Perspectives and Policy Learning in the World of Health Care. Journal of Comparative Policy Analysis</i>, Vol. 7, No. 4, pp. 331 – 348, December 2005 <p>Websites: information about health policy in the industrialized countries</p> <ul style="list-style-type: none"> • Commonwealth: http://www.cmwf.org/topics/topics.htm?attrib_id=12009 • Kaiser Family Foundation: http://www.globalhealthfacts.org • Kaiser Family Foundation: http://www.globalhealthreporting.org • European Observatory on Health Systems and Policies: http://www.euro.who.int/observatory

Financial resources for health

Faculty	Faculty of Health Sciences
Department conducting module	Health Economics and Social Security Department
Course unit title	Financial resources for health
Language of instruction	English
Aim of the course	The aim of this module is to provide students with knowledge on health care funding and to enhance students' ability to analyze and evaluate health care funding systems.
Course objectives and learning outcomes	<p>Knowledge – student:</p> <ol style="list-style-type: none"> 1. presents the elements of health care funding system and its objectives 2. explains different methods of health care funding (public and private) and their basic characteristics 3. presents the concept of universal health coverage (UHC) and the measures for achieving UHC 4. presents the evidence on the performances of different health care funding methods <p>Abilities - student:</p> <ol style="list-style-type: none"> 5. is able to comprehensively analyze and evaluate and present health care funding system based on defined criteria 6. is able to perform a critical evaluation of different health care funding methods 7. is able to find and select an adequate literature and data <p>Social competences - student:</p> <ol style="list-style-type: none"> 8. is able to work effectively in multicultural groups, shows openness to different opinions and values which drive health care funding systems and is aware of the need for independent learning 9. understands and uses ethical principles in health care <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W14 - medium level, K_W12, K_W31 - advanced level • in the abilities: K_U18 - basic level, K_U05, K_U15 - medium level, K_U21, K_U22 - advanced level • in social competencies: K_K10 - basic level, K_K06, K_K08 - medium level, K_K02, K_K11 - advanced level
Assessment methods and criteria, course grading	To complete the module student is required to prepare and submit the essay on a given topic. The essay is also to be presented orally by the student. The activity of the student during class tasks and discussions will be also evaluated. Effect 1-7: evaluation of essay, presentation and class tasks Effects 8-9: monitoring student's activity during seminars.
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time
Teacher responsible	<u>dr Marzena Tambor</u> dr hab. C. Sowada
Name of examiner	dr Marzena Tambor
Mode of delivery	practical classes

Prerequisites	basic knowledge of health economics, English language skills at a level, which enables to efficiently utilize scientific literature and participate actively in seminars.
Type of classes and number of hours taught directly by an academic teacher	practical classes - 16
Number of ECTS credits allocated	2
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • participation in contact activities (seminars): 16 hours – 0,6 ECTS • preparation for seminars: 12 hours – 0,4 ECTS • preparation of essay and presentation: 25 hours - 1 ECTS
Teaching & learning methods	Interactive lecture, group work, presentations and discussions
Form and conditions for the award of a credit	<p>The evaluation of the essay will take into account: students' knowledge and understanding of a given topic, ability to gather and analyze a broad range of relevant data, ability to critically evaluate gathered evidence, appropriate use of terminology, logical structure of the essay and clear reasoning, writing skills (max. 15 points)</p> <p>Scores:</p> <ul style="list-style-type: none"> - sufficient (dst) - 9-10 points - sufficient plus (+ dst) – 11 points - good (db) - 12-13 points - good plus (+ db) – 14 points - very good (bdb) - 15-16 points <p>The evaluation of the presentation will take into account: student's knowledge and understanding of a given topic, ability to gather and analyze a broad range of relevant data, ability to critically evaluate gathered evidence, appropriate use of terminology, logical structure of the presentation and clear reasoning, presenting skills (max. 15 points)</p> <p>Scores:</p> <ul style="list-style-type: none"> - sufficient (dst) - 9-10 points - sufficient plus (+ dst) – 11 points - good (db) - 12-13 points - good plus (+ db) – 14 points - very good (bdb) - 15-16 points <p>The evaluation of the class work will take into account student's readiness to participated in discussions and class tasks, demonstrated during class work student's knowledge, skills and social competences (max. 15 points)</p> <p>Scores:</p> <ul style="list-style-type: none"> - sufficient (dst) - 9-10 points - sufficient plus (+ dst) – 11 points - good (db) - 12-13 points - good plus (+ db) – 14 points - very good (bdb) - 15-16 points <p>Final grade: weighted average of the scores from: written assignment (individual essay) (60% of the final grade), oral presentation (20% of the final grade), class work (20% of the final grade)</p>
Course topics	<ol style="list-style-type: none"> 1. Funding of health care – objectives, functions and models 2. Funding methods: <ol style="list-style-type: none"> a) taxes (NHS) b) social health insurance c) private health insurance d) out- of-pocket payments e) other - international help, employers, MSA 3. Health Funding and universal coverage

	4. Fiscal performance, international statistics
Recommended and required reading	<ul style="list-style-type: none"> • Mossialos E., Dixon A., Figueras J., Kutzin J. (eds.) (2002), Funding health care: options for Europe, European Observatory on Health Care Systems Series. Open University Press, Buckingham - Philadelphia • The World Health Report. Health Systems Financing (2000), The path to Universal coverage, WHO • Pavlova M., Tambor M., van Merode G.G., Groot W. (2010), Are patient payments an effective policy tool? Review of theoretical and empirical evidence, <i>Zeszyty Naukowe Ochrony Zdrowia Zdrowie Publiczne i Zarządzanie</i> 2010/1. pp. 29-36 • Thomson S., Mossialos E. (2009), Private Health Insurance in the European Union. Final report prepared for the European Commission, Directorate General for Employment, Social Affairs and Equal Opportunities. London: LSE Health and Social Care London School of Economics and Political Science • Kutzin J., Cashin C., Jakab M. (eds.) (2010), Implementing health financing reform: lessons from countries in transition. Copenhagen: World Health Organization Regional Office for Europe, on behalf of the European Observatory on Health Systems and Policies • Thomson S., Foubister T., Kutzin J., Permanand G., Bryndová L. (2009), Addressing financial sustainability in health systems. Copenhagen: World Health Organization, on behalf of the European Observatory on Health Systems and Policies

Human resources for health

Faculty	Faculty of Health Sciences
Department conducting module	Health Policy and Management Department
Course unit title	Human resources for health
Language of instruction	English
Aim of the course	The main goal of this module is to present to the students current information regarding the health care market and practical tools of human resources management. On the basis of acquired theoretical knowledge in the area of Human Resources Management and skills connected with this knowledge, students obtain the fundamentals of the proper management of health care staff.
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. explains, compares and digest the rules of creation and implementation of the public health strategy and health politics in the field of human resources for health at the regional, national and international levels 2. knows, categorises, justifies the principles and rules for effective and efficient human resources management <p>Abilities - student:</p> <ol style="list-style-type: none"> 3. proposes and plans solutions to various problems in the field of human resources for health <p>Social competencies - student:</p> <ol style="list-style-type: none"> 4. is able to work and cooperate in a group <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W04, K_W20 - advanced level • in the abilities: K_U04 - advanced level • in social competencies: K_K11 - advanced level
Assessment methods and criteria, course grading	<p>Effect 1: written examination (multiple choice test) Effect 2: written examination (multiple choice test), Effect 3: student's presentation (prepared in pairs) Effect 4: group work (during lessons) Final rating: 70% - written exam, 30% - presentation prepared by students (students will prepare presentation on current problems of Human resources for health in their country).</p> <p>Assessment of Effects 1-2: Results of the final written exam (multiple choice test):</p> <ol style="list-style-type: none"> 2 - students wrote the test below 60% of the test, 3 - student wrote the test on 60-70% 3,5 – student wrote the test on 71-79% 4 - student wrote a test on 80-86% 4,5 - student wrote a test on 87-93% 5 - student wrote the test more than 93% <p>Assessment of Effect 3:</p> <ol style="list-style-type: none"> 2 - Student is not able to propose any solutions of the problems. 3 – Student is able to propose limited solutions of the problems 4 – Student is able to propose different solutions of the problems 5 - Student is able to propose different solutions of the problems and can define the limitations and advantage of particular solutions.

	<p>Assesmet of Effect 4:</p> <p>2 - Student does not work and cooperate in a group</p> <p>3 -Student is able to work and cooperate in a group but only in limited scope, his/her activity is limited</p> <p>4 - Student is able active work and cooperate in a group</p> <p>5 - Student is able active work and active cooperate in a group and takes the lead in the group</p>
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time
Teacher responsible	<p><u>dr Alicja Domagała</u></p> <p>dr Marcin Kautsch</p> <p>dr hab. Katarzyna Czabanowska</p>
Name of examiner	dr Alicja Domagała
Mode of delivery	practical classes
Prerequisites	basic knowledge of health care management
Type of classes and number of hours taught directly by an academic teacher	practical classes - 18
Number of ECTS credits allocated	2
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • preparation to classes, self-work: 25 hours - 1 ECTS • participation in the seminar and written examination: 25 hours - 1 ECTS
Teaching & learning methods	<p>Seminars are performed with the assistance of audio-visual presentations with elements of discussion on presented issues. Seminars include small group work, brainstorming, case-studies, discussion and presentations prepared by students. Presentations concern topics of human resources for health in Poland as well as interesting example from other European Union countries. Independent learning includes hours engaged with essential reading of recommended literature for discussions during seminars and preparation of visual presentations.</p>
Form and conditions for the award of a credit	<p>Participation in the classes is obligatory.</p> <p>The module will complete with a written examination whilst single classes will be credited based on the student presence, activity and ability to solve case studies during the classes and computer laboratory.</p> <p>Final assessment: 70% - written exam, 30% - presentation prepared by students (students will prepare presentation focused on current problems of Human resources for health in their country).</p> <p>Scores for the final assessment:</p> <ul style="list-style-type: none"> - sufficient (3,0) - 60-70% - sufficient plus (3.5) - 71-79% - good (db) - 80-86% - good plus (4,5) - 87-92% - very good (5,0) - 93-100%
Course topics	<ol style="list-style-type: none"> 1. Human resources for health: definition, characteristics, international comparison 2. The concept and scope of the labour market of health sector 3. Employment of medical staff (trends, shortages). Human resources planning

	<ol style="list-style-type: none"> 4. Education for health. Training and professional development 5. Motivation of health care personnel: incentives for health professional, financial and non-financial incentives, effective incentive scheme 6. Migration of health care workers - scale and reasons worldwide 7. The key international initiatives on Human Resources for Health (e.g. WHO Human Resources Framework, Global Health Workforce Alliance)
Recommended and required reading	<ul style="list-style-type: none"> • Buchan J., Perfilieva G. (2015), <i>Making Progress Towards Health Workforce Sustainability in the WHO European Region</i>, WHO Regional Office for Europe, Copenhagen 2015 • European Union, (2012), <i>EU level Collaboration on Forecasting Health Workforce Needs, Workforce Planning and Health Workforce Trends – A Feasibility Study</i>, May 2012 • Malgieri A., Michelutti P., Van Hoegaerden M. (eds) (2015), <i>Handbook on Health Workforce Planning Methodologies Across EU Countries</i>, DO52, Release 1, Bratislava • Ono T., Lafortune G., Schoenstein M. (2013), <i>Health Workforce Planning in OECD Countries: A Review of 26 Projection Models from 18 Countries</i>, <i>OECD Health Working Papers</i>, No. 62, OECD Publishing • World Health Organization (2014), <i>A Universal Truth: No Health Without a Workforce</i> • World Health Organization (2010), <i>Models and tools for health workforce planning and projections</i>, Human Resources for Health Observer, 3, 2010 • Other documents prepared and distributed by lecturers.

Change management and leadership

Faculty	Faculty of Health Sciences
Department conducting module	Health Policy and Management Department
Course unit title	Change management and leadership
Language of instruction	English
Aim of the course	Organizations are nowadays subjects of constant change. This is in order to adjust their operations to the evolving environment as well as due to the internal organizations' forces. To successfully master these changes the proper knowledge and skills are necessary. The aim of this course is to learn the nature and mechanisms of such changes as well as to understand the major management problems of organizational change.
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. identifies the specificity of planning, and managing in changing organizational environment, especially oriented towards HRM, leadership and communication 2. knows the basic tools to diagnose the necessity of organizational change and rules of preparing the plan of such change <p>Abilities - student:</p> <ol style="list-style-type: none"> 3. is able to collect the relevant data and show them in a form of a presentation containing description and background explanation of the methodology chosen, as well as a plan of introducing change in the organization 4. is able to evaluate the actions undertaken in the area of organizational change, and propose relevant solutions. <p>Social competencies - student:</p> <ol style="list-style-type: none"> 5. can work in a team analyzing the need and preparing the plan of organizational change <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge - K_W04, K_W09 - basic level, K_W06 – medium level, K_W31 – advanced level • in the abilities – K_U17 – basic level, K_U07 – medium level, K_U08, K_U22 – advanced level • in the social competencies - K_K01, K_K06 – basic level, K_K02, K_K08, K_K11 – medium level
Assessment methods and criteria, course grading	<p>Evaluation of the written project prepared in small group and its presentations (60-70%)</p> <p>Evaluation of students' activity during the course (preparation to the courses, participation in the discussions) (20%)</p> <p>Evaluation of written essays prepared according to the lecturer's requirements (10-20%)</p>
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time
Teacher responsible	dr Stojgniew Sitko
Name of examiner	dr Stojgniew Sitko
Mode of delivery	practical classes

Prerequisites	basic knowledge in management and in human resources management / psychology
Type of classes and number of hours taught directly by an academic teacher	practical classes - 18
Number of ECTS credits allocated	2
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> seminar: 18 hours - 0,6 ECTS preparation of project and presentation: 35 hours – 1.4 ECTS
Teaching & learning methods	<ul style="list-style-type: none"> Seminar lectures presenting the basics of change management Discussions based on the materials indicated by a lecturer Work on the group project Individually prepared cases' analysis and their presentations
Form and conditions for the award of a credit	<p>Evaluation of the:</p> <ul style="list-style-type: none"> group project preparation and presentation, written essay and preparation of individual presentation, activity during the discussions. <p>Evaluation of above elements will take into account: students' knowledge and understanding of a given topic, ability to gather as well as to analyze relevant data and to critically evaluate it, appropriate use of terminology, logical structure of the essay and/or presentation and clear reasoning. Both – a group project and individually written essay with presentations will be scored with max. 15 points, these responding to the following grades:</p> <p>Sufficient (dst) = 9-10 points Sufficient plus (+ dst) = 11 points Good (db) = 12-13 points Good plus (+ db) = 14 points Very good (bdb) = 15-16 points</p>
Course topics	<ol style="list-style-type: none"> System changes as a current health sector challenge, basic terms and approaches of change management and leadership, 8 steps of change management, introduction to project preparation and presentation Establishing a sense of urgency, finding and empowering of a leader Creating a guiding coalition, stakeholders management and leaders role Developing of good vision and strategy Leaders function in communicating the changed vision Empowering broad-base action; How leaders make a “change infection” to spread? Generating short-term wins Consolidating gains and producing more change, anchoring new approaches in culture Organizational change managed and lead properly – summary
Recommended and required reading	<ul style="list-style-type: none"> Kotter J.P., Cohen D.S. (2002), The Heart of Change, Harvard Business School Press, Boston Kurt Lewin. Change Mngement Model, http://www.change-management-coach.com/kurt_lewin.html Gleicher's Formula: A Scientific Approach to Change, http://www.brighthubpm.com/change-management/122241-gleichers-formula-a-scientific-approach-to-change/ On Death and Dying By Elisabeth Kübler-Ross, http://selfdefinition.org/afterlife/Elizabeth-Kubler-Ross-On-Death-and-Dying.pdf

Economic burden of diseases

Faculty	Faculty of Health Sciences
Department conducting module	Health Economics and Social Security Department
Course unit title	Economic burden of diseases
Language of instruction	English
Aim of the course	<p>The aim of the module is to familiarize students with the modern approach of evidence based health policy development to help them to learn about methods and tools of assessment of the burden of diseases to the societies at the country, regional and global level.</p> <p>After completing the course students will be able to use available data sources to assess a burden of particular disease on society, to calculate the burden of selected diseases in various units of measurement and to present properly results by: gender, age groups and geographical regions; to use actual results of Global Burden of Disease (GBD) study for benchmarking health systems of selected countries, and to identify the main public health problems in different countries and regions.</p>
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. enumerates and defines comprehensively approaches to assessment and presentation disease burden to the societies 2. lists and characterizes main units of measurement the disease burden (expressing: years of life lost, quality of life reduction, disability caused by disease, costs from different perspectives, economic growth reduction, other) and describes techniques of their calculation and presentation 3. describes main stages in GBD study methodology development and critically evaluates the methods used for generic DALY calculation and the methodology applied in the latest version of the Global Burden of Disease Study 2010 (GBD 2010) 4. knows the method of using GBD results for benchmarking the health systems of selected countries <p>Abilities - student:</p> <ol style="list-style-type: none"> 5. is able to identify and utilize available data sources to assess the burden of selected chronic non-communicable disease to the society 6. is capable to calculate main indicators of disease burden presenting time lost (with and without quality of life consideration) and to carry out cost of illness study from different perspectives 7. can use the published results of the GBD 2010 study to formulate an opinion on the major health problems of selected countries and globally 8. using diabetes mellitus or mental illness as an example the student is able to describe an economic impact of chosen diseases in the selected country and to present examples of disease prevention studies <p>Social skills – student:</p> <ol style="list-style-type: none"> 10. is capable to compare the consequences of the diseases and to detect major health problems in selected country, using the appropriate tools for assessing disease burden on a society 11. is able to motivate decision-makers to use effectively data generated in the health system and by the Global Institutions for ongoing assessment of disease burden in a country and for health policy evaluation <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W02 - medium level, K_W07, K_W09, K_W15, K_W31-

	<p>advanced level</p> <ul style="list-style-type: none"> • in the abilities: K_U15 - basic level, K_U14, K_U26 - medium level, K_U01, K_U02, K_U05, K_U22 - advanced level • in social competencies: K_K02, K_K09 - medium level, K_K10 - advanced level
<p>Assessment methods and criteria, course grading</p>	<p>To complete the module student is required to prepare and submit the project on a burden of a selected disease in a given country. The results of the project are also to be presented orally by the student during a special session. Electronic files (: in MS Word, MS Excel) have to be handed over three days before evaluation. The PowerPoint file can be submitted during the day of presentation. Activity during the discussions will be also evaluated.</p> <p>Effect 1: Mark sufficient (3.0): Student enumerates main approaches to assessment of disease burden to societies, however is not able to describe the listed approaches. Mark good (4.0): Student enumerates all main approaches to assessment of disease burden to societies, and describes them, although not completely. Mark very good (5.0): Student enumerates and describes comprehensively all approaches to assessment and presentation of the disease burden to the societies.</p> <p>Effect 2: Mark sufficient (3.0): Student lists and characterizes main units of disease burden measurement, but is not able to characterize them. Mark good (4.0): Student lists main units of disease burden measurement, but is not able to describe the techniques of their calculation. Mark very good (5.0): Student has an extensive knowledge on units of disease burden measurement and on techniques of their calculation and presentation.</p> <p>Effect 3: Mark sufficient (3.0): Student lists stages of the GBD study methodology development, but is not able to describe them. Mark good (4.0): Student lists and describes main stages of the GBD study methodology development, but is not able to critically evaluate the methods used for calculation generic DALY and present version of DALY measurement. Mark very good (5.0): describes main stages in GBD study development and critically evaluates the methods used for calculation generic DALY and latest version of DALY measurement.</p> <p>Effect 4: Mark sufficient (3.0): Student knows that the results of the presented GBD study can be used for comparing health systems of different countries, but is not able to define the method. Mark good (4.0): Student knows that the results of the presented GBD study can be used for comparing health systems of different countries and briefly describes the method of performing it, but is not able to define the steps of performing it. Mark very good (5.0): Student knows the method of utilizing GBD results for benchmarking the health systems of selected countries and comprehensively describes it.</p> <p>Effect 5: Mark sufficient (3.0): Student is able identify some of available data sources to assess the burden of selected non-communicable disease to the society, but is not able to utilize the available data. Mark good (4.0): Student is able identify most of available data sources, but is not able properly to use them for burden of selected non-communicable disease assessment.</p>

Mark very good (5.0): is able to identify and utilize all available data sources to assess the burden of selected chronic non-communicable disease to the society.

Effect 6:

Mark sufficient (3.0): Student is capable to calculate only indicators of disease burden measuring duration of time lost due to disease but is not able to calculate indicators of disease burden considering also quality of life and is not able to carry out costs-of-illness study.

Mark good (4.0): Student is able to calculate indicators measuring disease burden in time lost (considering both duration and quality of life reduction due to the disease), but is not able properly to carry out cost- of-illness study from different perspectives.

Mark very good (5.0): Student is able properly to calculate main indicators of disease burden presenting time lost (with and without quality of life consideration) and to carry out cost-of-illness study from different perspectives.

Effect 7:

Mark sufficient (3.0): Student superficially knows the most recent published results of the GBD study and is not able to formulate an opinion on the major health problems of selected country.

Mark good (4.0): Student knows the published results of the GBD study, but formulates an incomplete opinion on the major health problems of selected country.

Mark very good (5.0): Student knows and uses the published results of the GBD study and is able to formulate a complete opinion on the major health problems of selected countries and globally.

Effect 8:

Mark sufficient (3.0): Student is partly able to present economic impact of diabetes mellitus or mental illness in selected country, and is not able to recall an example of published disease prevention studies

Mark good (4.0): Student is able to describe in details an example of economic impact of diabetes mellitus or mental illness in selected country, but is not able to recall an example of published disease prevention studies

Mark very good (5.0): Student is able to describe in details an example of economic impact of diabetes mellitus or mental illness in selected country, and is able to present examples of published disease prevention studies

Effect 9:

Mark sufficient (3.0): Student is partly able to compare the consequences of the diseases, and is not able to formulate major health problems in selected country.

Mark good (4.0): Student is able to compare the consequences of the diseases based on the objective tools for assessing disease burden on society, however is only partly able to detect major health problems in selected country.

Mark very good (5.0): is capable to compare the consequences of the diseases, to detect and properly present major health problems in selected country, based on the objective tools for assessing disease burden on society.

Effect 10:

Mark sufficient (3.0): Student is able to a limited extend to formulate message to decision makers for using data generated in the health system for health policy assessment, and is not able to show arguments and properly explain them.

Mark good (4.0): Student is able to formulate key messages for using data generated in the health system for disease burden identification and health policy assessment, can show arguments, but is not able to explain them properly.

Mark very good (5.0): Student is able to formulate key messages for using data generated in the health system for disease burden identification and health policy assessment, creates strong economic arguments, and is able to explain them properly.

Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time
Teacher responsible	dr Katarzyna Kissimova-Skarbek
Teacher responsible	dr Katarzyna Kissimova-Skarbek
Mode of delivery	lectures and practical classes in the computer laboratory
Prerequisites	Basic knowledge on health economics, mathematics and epidemiology
Type of classes and number of hours taught directly by an academic teacher	lectures – 6 computer laboratory - 12
Number of ECTS credits allocated	3
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> seminar: 18 hours - 1 ECTS preparation for seminars: 8 hours – 0.4 ECTS preparation of project and presentation: 28 hours – 1.6 ECTS
Teaching & learning methods	lectures, case studies, practical exercises, project development containing complex burden of selected chronic non-communicable disease identification, oral presentation of the project's results at specially arranged seminar
Form and conditions for the award of a credit	<p>The module will complete with a project preparation and presentation of results whilst single classes will be credited based on the student presence, activity and ability to solve case studies during the computer laboratory.</p> <p>Participation in the classes is obligatory. Student is allowed to miss only one class. In the case of a larger number of absences student must pass the abandoned issues during additional class.</p> <p>Final assessment: project preparation and presentation 80%, activity during classes 20%.</p> <p>The final grade is given according to following scale: 93,0% – 100,0% very good (5,0); 85,0% – 92,9% good plus (4,5); 77,0% – 84,9% good (4,0); 69,0% – 76,9% fair plus (3,5); 60,0% – 68,9% fair (3,0); 0% – 59,9% fail (2,0).</p>
Course topics	<ol style="list-style-type: none"> Introduction to the issue of economic burden of as a part of economic analysis in health care - scope, perspective and main approaches. Social determinants of chronic diseases Nonmonetary units of measurement the disease burden <ol style="list-style-type: none"> units considering only duration of life (PYLL, PEYLL, SEYLL) units considering duration and quality of life (QALY, DALY) Global Burden of Disease, Injuries and Risk Factors Study. Stages of GDB study methodology development. Sources of data to assess the national burden of disease, injuries and risk factors in DALY The costs of illness: direct costs (medical and non-medical) and indirect costs; Methods of valuing informal care; Costs incurred by patients and their families, the public payer costs and the costs of the disease to the whole society Impact of ill health on economic growth. WHO EPIC model An economic case for prevention of chronic diseases. Burden of diabetes mellitus and its prevention example. Burden of mental illnesses

	7. Using results from the global burden of disease, injuries, and risk factors for benchmarking of health systems
Recommended reading	<ul style="list-style-type: none"> • Aldy E. J. and Viscusi W. K. (2007), Age Differences in the Value of Statistical Life: Revealed Preference Evidence. <i>RFF Discussion Paper 07-05</i>. April 2007. http://www.rff.org/rff/Documents/RFF-DP-07-05.pdf • International Diabetes Federation (2013), <i>IDF Diabetes Atlas</i>, 6th edn. Brussels, Belgium: International Diabetes Federation, www.idf.org/diabetesatlas • Institute for Health Metrics and Evaluation (2016), <i>Global Burden of Disease Study 2010. GBD Compare. Results by cause</i>. Seattle, United States. http://vizhub.healthdata.org/gbd-compare/ • Krol M., Brouwer W. (2014), How to Estimate Productivity Costs in Economic Evaluations. <i>Pharmacoeconomics</i>. April 2014, Volume 32, Issue 4, pp. 335-344 • Rice D.P. (2000). Cost of illness studies: what is good about them? <i>Injury Prevention</i>, Vol. 6, Issue 3, pp. 177-179 • The Global Burden of Disease Study 2010. <i>The Lancet</i>, Volume 380, number 9859, December 15, 2012 – January 4, 2013, pp 2053-2260 • Vos T., Global Burden of Disease Study 2013 Collaborators (2015), Global, regional, and national incidence, prevalence, and years lived with disability for 301 acute and chronic diseases and injuries in 188 countries, 1990–2013: a systematic analysis for the Global Burden of Disease Study 2013. <i>The Lancet</i>, 8 June 2015, http://dx.doi.org/10.1016/S0140-6736(15)60692-4

Health technology assessment and rational pharmaceutical policy

Faculty	Faculty of Health Sciences
Department conducting module	Drug Management Department
Course unit title	Health technology assessment and rational pharmaceutical policy
Language of instruction	English
Aim of the course	<p>The major goal of this module is to provide the student with knowledge, abilities and competencies necessary to understand and detect the problems associated with appropriate utilization and management of pharmaceuticals within health care facilities and systems, as well as to appreciate the role of health technology assessment within contemporary health care systems.</p> <p>Subsequently the student will be better suited to prepare, undertake or participate in interventions aimed to rationalize usage of medicines at various levels of the health care system, as well as to effectively participate in multidisciplinary teams involved in the process of health technologies assessment at its various stages.</p>
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. analyzes, critically assesses and concludes from facts on organization and financing of pharmaceuticals within health care systems, including Poland, some other countries and international setting (to a lesser extent this type of knowledge pertains also to medical devices) 2. knows and categorizes main rules, pertaining to pharmaceutical policy, in local and national context and also from a broader, European or global perspective; characterizes and explains legal regulations, related to local, national and international health policy in the area of pharmaceuticals; and to a lesser extent to medical devices 3. can list the sources of scientific information, which are necessary in performing HTA analyses, and explains their practical applications 4. explains process and steps of scientific research based on HTA; can design and plan the HTA research, justify the application of necessary research tools and methods of data gathering <p>Abilities - student:</p> <ol style="list-style-type: none"> 5. can independently formulate, plan and propose solutions of concrete problems, related to economics and management of pharmaceuticals and medical devices. Student has also skills, which are necessary for implementing procedures, related to undertaking relevant solutions 6. can perform critical analysis and interpretation of scientific publications, expert reports and analyses in area of public health, focusing on provision of pharmaceuticals 7. can perform critical analysis and interpretation of HTA report, as well as draw conclusions based on such report; can participate in preparation of HTA report in its basic and standard form 8. understands meaning of main plots of content of complex texts on concrete and abstract topics. This includes understanding of issues associated with pharmacoconomics, pharmaceutical policy, pharmaceutical pricing and reimbursement policy, provision of pharmaceuticals and medical devices, HTA <p>Social competencies - student:</p> <ol style="list-style-type: none"> 9. is able to independently gather knowledge and expand research skills, utilizing objective sources of information. Student is also aware of the necessity of such activities in his/her own professional career 10. demonstrates engagement in promotion of rational management of

	<p>pharmaceuticals and HTA, as well as shows interest in problems related to pharmaceutical policy (understood as an important element of health policy) and HTA</p> <p>11. is able to work in multidisciplinary team, aiming to solve practical problems in area of pharmaceutical policy and HTA</p> <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W12, K_W13, K_W17, K_W24, K_W27, K_W31 - advanced level • in the abilities: K_U04, K_U15, K_U21, K_U22, K_U23 - advanced level • in social competencies: K_K02, K_K04, K_K11 - advanced level
Assessment methods and criteria, course grading	<p>Effects related to knowledge and abilities: assessment of the final examination results.</p> <p>All effects: monitoring student's activity during seminars, assessment of involvement in a project, preparation of a report and presentation of project's results.</p>
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time
Teacher responsible	<p><u>dr Tomasz Bochenek</u></p> <p>dr Pawel Kawalec</p> <p>mgr Rafał Nowak</p>
Name of examiner	dr Tomasz Bochenek
Mode of delivery	practical classes
Prerequisites	<p>basic knowledge of health economics, health care management, health policy, epidemiology and statistics, health care systems science.</p> <p>English language skills at a level which enables to efficiently utilize scientific literature and participate actively in classes/seminars.</p>
Type of classes and number of hours taught directly by an academic teacher	practical classes - 30
Number of ECTS credits allocated	4
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • participation in contact activities (seminars): 30 hours - 1 ECTS • preparation for seminars: 25 hours - 1 ECTS • realization of project and presentation of its results: 25 hours - 1 ECTS • preparation for exam and participation in it: 30 hours - 1 ECTS
Teaching & learning methods	<p>Presentation of didactic content in form of short lectures.</p> <p>Discussion on issues related to the didactic content, building on the pre-existing students' knowledge, experience and observations.</p> <p>Practical exercises.</p> <p>Development of group projects, followed by presentation of their results on a students' group forum and discussion.</p> <p>Implementation of "e-learning" techniques, tailored to needs and possibilities of a particular group of students, is possible and necessary.</p>
Form and conditions for the award of a credit	<p>Awarding a credit and a final grade is based on 4 elements: active participation in seminars (20%), preparation of a written group report (20%) and its oral presentation (20%), passing a written exam (40%).</p> <p>Assessment of each of 4 elements contributing to the final grade:</p>

	<p>1) Active participation (10% absence in classes is allowed, as a general rule):</p> <ul style="list-style-type: none"> -) very good – highly active involvement in seminars, important input into discussions and group work and excellent team work, combined with 100% presence throughout the course; -) good plus – highly active involvement in seminars, discussions and group work, combined with 100% presence throughout the course; -) good – moderately intensive involvement in seminars, discussions and group work; -) sufficient plus – basic involvement in seminars, discussions and group work, combined with 100% presence throughout the course; -) sufficient – only basic involvement in seminars, discussions and group work. <p>2) Written project report, prepared in teams:</p> <ul style="list-style-type: none"> -) very good – highly appropriate combination of information gathered independently by a team and at seminars, content is highly relevant to a task, reflects in-depth knowledge of facts, excellent assortment and use of bibliography; -) good plus – appropriate combination of information gathered independently by a team and at seminars, content is relevant to a task, reflects correct knowledge of facts, appropriate assortment and use of bibliography; -) good – the goal of a report has been achieved, no major errors occur; -) sufficient plus – research topic is tackled at a rather basic level, with some defects, but a text is fully correct in technical terms; -) sufficient – presents a research topic, which is tackled at a rather basic level, with some defects, there are some technical errors, which are not disqualifying. <p>3) Oral presentation of a project report:</p> <ul style="list-style-type: none"> -) very good – exceptional form and content of presentation, very good timing, proportionate involvement of a whole team, very formative discussion with the audience; -) good plus – very plausible form, content and timing of presentation, proportionate involvement of a whole team, formative discussion with the audience; -) good – appropriate form, content and timing of presentation, proportionate involvement of a whole team, formative discussion with the audience; -) sufficient plus – acceptable form and content of presentation, minor concerns about proportionate involvement of a whole team or efforts to involve the audience into a discussion; -) sufficient – acceptable form and content of presentation, major concerns about proportionate involvement of a whole team, weak efforts to involve the audience into a discussion. <p>4) Written exam (multiple choice / single answer type of questions plus text completion questions):</p> <ul style="list-style-type: none"> -) very good: 91-100% of points; -) good plus: 84-90% of points; -) good: 77-83% of points; -) sufficient plus: 70-76% of points; -) sufficient: 60-69% of points. <p>Pre-requisites for exam entry: appropriate presence and active involvement in seminars, submission of a written project report and its presentation.</p>
Course topics	1. Introduction to the module on rational pharmaceutical policy and Health Technology Assessment (HTA). Subsequent steps of HTA analyses.

	<ol style="list-style-type: none"> 2. Analysis of clinical effectiveness: systematic reviews and meta-analyses of data. Critical assessment of medical literature and overview of Evidence-Based Medicine (EBM) methods. 3. Costs of health care interventions. Types of costs and costing methods. Types and steps of health economic analyses. Introduction to decision modeling (decision trees, Markov modeling). 4. Cost-effectiveness analysis and modeling in HTA. The HTA guidelines in Poland and worldwide. 5. Budget impact analyses and health care system impact analyses in HTA. 6. Role of EBM and HTA in decision making. International overview of HTA applications. HTA agencies and other HTA organizations worldwide. 7. Contemporary pharmaceutical market characteristics. Pharmaceutical policy and its role in health care system governance. Sustainable national pharmaceutical policies and their stakeholders. Risk of fraud and corruption and preventive strategies. 8. Methods and policies of pricing and reimbursement of pharmaceuticals and medical devices. Role of pharmaceutical pricing and reimbursement strategies in health care system governance. 9. Analyses of drug utilization. Rational management of pharmaceuticals in hospitals and other health care settings.
<p>Recommended and required reading</p>	<p>Basic literature:</p> <ul style="list-style-type: none"> • Schweitzer S.O. (2007), Pharmaceutical economics and policy, Oxford University Press, Oxford (selected chapters) • European Observatory on Health, Systems and Policies (2011), Health Systems in Transition, Poland Health System Review, WHO Copenhagen • Dukes MNG et al. (2004), Drugs and money. Prices, affordability and cost containment, IOS Press, Amsterdam • Espin J., Rovira J. (2007), Analysis of differences and commonalities in pricing and reimbursement systems in Europe, EASP, Granada • Mossialos E. et al. (2004), Regulating pharmaceuticals in Europe: striving for efficiency, equity and quality, Open University Press, Berkshire (selected chapters) • Drummond M.F. et al. (2005), Methods for the economic evaluation of health care programmes, Oxford University Press, Oxford - New York (selected chapters) • Agencja Oceny Technologii Medycznych i Taryfikacji (2016) Health Technology Assessment Guidelines, AOTM, Warszawa • National Institute for Health and Technology Assessment (2007) Guide to the methods of technology appraisal, NICE, London • The Cochrane Collaboration (2008) Cochrane Collaboration open learning material for reviewers. Version 1.1., The Cochrane Collaboration (selected chapters) • WHO (2001), How to develop and implement a national drug policy, WHO, Geneva <p>Supplementary literature:</p> <ul style="list-style-type: none"> • Sloan F.A., Hsieh C.R. (2007), Pharmaceutical innovation. Incentives, competition, and cost-benefit analysis in international perspective, Cambridge University Press, Cambridge (selected chapters) • Drummond M., McGuire A. (2002), Economic evaluation in health care. Merging theory with practice, Oxford University Press, Oxford (selected chapters) • Smith M.D. et al. (2003), Health care, cost, quality, and outcomes. ISPOR

book of terms, ISPOR, Princeton

- Stahl J.E. (2008), Modelling methods for pharmacoeconomics and health technology assessment. An overview and guide, *Pharmacoeconomics*, Vol. 26, Issue 2, pp. 131-148
- Orlewska E., Gulacsi L. (2009), Budget-Impact Analyses. A critical review of published studies, *Pharmacoeconomics*, Vol. 27, Issue 10, pp. 807-827
- Strom B.L. (1989), *Pharmacoepidemiology*, Churchill Livingstone, New York, Edinburgh, London, Melbourne (selected chapters)
- Quick J.D. et al. (1997), *Managing drug supply*, Management Sciences for Health, Kumarian Press, New York (selected chapters)
- Other scientific sources, including papers from specialist scientific literature, are recommended or delivered to students before some seminars, depending on individual research topic and project of a student

Market and economic incentives in health care

Faculty	Faculty of Health Sciences
Department conducting module	Health Economics and Social Security Department
Course unit title	Market and economic incentives in health care
Language of instruction	English
Aim of the course	The aim of module is to provide students knowledge concerning possibilities of using market mechanisms in health care sector but also the different market failures which reduce the market efficiency and create different problems in the sector at health care provider level.
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. explains basic categories in economics and organization of health sector 2. explains the different cases of market failures in general and in health sector 3. discusses the different financial/economic instruments used as incentives reducing market failures consequences <p>Abilities - student:</p> <ol style="list-style-type: none"> 4. is able to critically apprise economic discussion concerning the implementation of market mechanism in health sector <p>Social competences - student:</p> <ol style="list-style-type: none"> 5. is aware of the need for independent learning, 6. is able to search for objective sources of knowledge health <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W11 - medium level, K_W14, K_W31 - advanced level • in the abilities: K_U18, K_U22, K_U23 - advanced level • in social competences: K_K01, K_K02 – medium level
Assessment methods and criteria, course grading	Effects 1 - 4: assessment of the final examination results. Effects 4 - 6: monitoring student's activity during seminars.
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time
Teacher responsible	<u>dr hab. Christoph Sowada</u> dr Marzena Tambor
Name of examiner	dr hab. Christoph Sowada
Mode of delivery	practical classes
Prerequisites	basic knowledge of economics and health economics, English language skills at a level, which enables to efficiently utilize scientific literature and participate actively in seminars.
Type of classes and number of hours taught directly by an academic teacher	practical classes - 18
Number of ECTS credits allocated	2
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • participation in contact activities (seminars): 18 hours – 0,6 ECTS • preparation for seminars: 12 hours – 0,4 ECTS • preparation for exam and participation in it: 25 hours - 1 ECTS
Teaching & learning methods	lectures, case studies, practical exercises, lecture based discussion
Form and conditions for the award of a	The module will complete with a written examination (60 minutes)

credit	<p>Scores for the exam:</p> <ul style="list-style-type: none"> • sufficient (dst) - 60-67% • sufficient plus (+ dst) - 68-76% • good (db) - 77-84% • good plus (+ db) - 84-91% • very good (bdb) - 92-100%
Course topics	<ol style="list-style-type: none"> 1. Market and market failures in health care an overview 2. Asymmetric information about health risks – adverse selection 3. Asymmetric information about utilization – moral hazard 4. Asymmetric information about services – induced demand 5. Financial incentives for patients/customers (copayment, bonus malus methods, reimbursement methods) 6. Purchasing of health services 7. Competition among insurers and risk adjustment mechanisms
Recommended and required reading	<ul style="list-style-type: none"> • Maynard A. (ed.) (2005), The Public-Private Mix for Health, Radcliffe Publishing Ltd, Abington • Zweifel P. (2007), The Theory of Social Health Insurance, NOW Publisher, Boston • Kifmann M. (2002), Insuring Premium Risk in Competitive Health Insurance Markets, Mohr Verlag, Tubingen, p. 14-20 • Folland S., Goodman A.C., Stano M. (2007), The Economics of Health and Health Care, Pearson Prentice Hall, Upper Saddle River NJ, in 4th ed. chapter 6, 8-10, 17 - 21

New public management in health care

Faculty	Faculty of Health Sciences
Department conducting module	Health Policy and Management Department
Course unit title	New public management in health care
Language of instruction	English
Aim of the course	The objective of the course is to give an overview of the most important management issues of contemporary public organizations identified in social and health sector. The approach taken has a descriptive rather than a prescriptive nature: the course provides alternative theoretical models and national “best practices”. The lectures cover and give examples from the different fields of the public social and health sector (e.g. health care system, central and local government, economic development, health care management etc.)
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. understands the differences between various sectors (for-profit, non-profit, public) 2. understands the main concepts of performance management, human resource management in the public health sector <p>Abilities - student:</p> <ol style="list-style-type: none"> 3. is able to analyze the environment of public social and health organizations 4. is able to analyze the environment of the public organizations (context), strategy formulation, organizational structure, performance management, human resources management, and information systems management 5. can adopt up-to-date organizational and management theories as well as modern management tools in the organizations of the public social and health sector <p>Social skills - student:</p> <ol style="list-style-type: none"> 6. use some strategy formulating methods in the social environment <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W04, K_W07, K_W20 - medium level, K_W11, K_W16 - advanced level • in the abilities: K_U05, K_U10 – medium level, K_U16 - advanced level • in social competences: K_K04 – advanced level
Assessment methods and criteria, course grading	<p>Students are required to be prepared and participate actively on classes. The final course grade will be composed of:</p> <ul style="list-style-type: none"> • 20% oral power point presentation • 70% final exam • 10%activity during classes <p>Final Exam: questions will be related to the obligatory reading material as well as the content of the classes. Grades will be determined by the percentage achieved.</p>
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time
Teacher responsible	<p><u>dr Iwona Kowalska- Bobko</u> dr Stojgniew Sitko mgr Michał Zabdyr-Jamróż</p>

Name of examiner	dr Iwona Kowalska- Bobko dr Stojgniew Sitko
Mode of delivery	practical classes
Prerequisites	basic knowledge of social policy, decentralization in health care, health care management, health policy, health care systems, English language skills at a level which enables to efficiently utilize scientific literature and participate actively in the seminar
Type of classes and number of hours taught directly by an academic teacher	practical classes - 10
Number of ECTS credits allocated	1
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • participation in contact activities (seminars): 10 hours – 0,4 ECTS • preparation for seminars – 5 hours- 0,2 ECTS • preparation of a presentation: 10 hours – 0,4 ECTS
Teaching & learning methods	The detailed structure of the course is based on the topics listed above. Each meeting starts with a lecture, which introduces the topic and presents the main problems. The second part of the seminar serves for discussing case studies and applying alternative theoretical models. Class sessions will consist of a variety of activities including small group discussions, presentations, in-class exercises, and case study analysis.
Form and conditions for the award of a credit	<p>The module will complete with a written exam. The final assessment is based on 3 elements: passing the written exam 70%, oral presentation 20%, activity during classes 10%.</p> <p>Participation in the classes is obligatory - 10% absence in classes is allowed, as a general rule. Pre-requisites for exam entry: appropriate presence and active involvement in seminars, preparation of the oral presentation.</p> <p>Assessment of each of 3 elements contributing to the final grade:</p> <p>1) Active participation:</p> <ul style="list-style-type: none"> • very good – highly active involvement in seminars, discussions and group work as well as excellent team work and 100% presence throughout the course; • good plus – highly active involvement in seminars, discussions and group work, combined with 100% presence throughout the course; • good – moderately intensive involvement in seminars, discussions and group work; • sufficient plus – basic involvement in seminars, discussions and group work, combined with 100% presence throughout the course; • sufficient – only basic involvement in seminars, discussions and group work. <p>2. Oral presentation:</p> <ul style="list-style-type: none"> • very good – excellent form and content of presentation, good timing, influential discussion with the audience; • good plus – credible form, content and timing of presentation, formative discussion with the audience; • good – appropriate form, content and timing of presentation, formative discussion with the audience; • sufficient plus – acceptable form and content of presentation and big effort to involve the audience into a discussion; • sufficient – acceptable form and content of presentation, weak efforts to involve the audience into a discussion.

	<p>3) Written exam:</p> <ul style="list-style-type: none"> • sufficient (dst) - 60-67% • sufficient plus (+ dst) - 68-76% • good (db) - 77-84% • good plus (+ db) - 84-91% • very good (bdb) - 92-100%
Course topics	<ol style="list-style-type: none"> 1. The Framework and Structures; from Administration to Management, the rationale for Public Administration, theoretical underpinning of the NPM, evaluation, decentralisation and devolved management in health care 2. Accountability and Participation: techniques of implementation 3. Public management and resource allocation - health care sector markets, strategic management, introducing networks 4. Management processes, control and quality management - towards a model of 'positive' performance management
Recommended and required reading	<ul style="list-style-type: none"> • Bovaird T., Löffler, E. (eds) (2009), Public Management and Governance, Routledge, London, Chapter 3, 5, 9, 10, 11 • Pollitt Ch. (2003), The Essential Public Manager, Open University Press, Buckingham - Philadelphia, Chapter 1, 2, 5 • Pollitt Ch, van Thiel S., Homburg V.M.F. (eds) 2007), The New Public Management in Europe. Adaptation and Alternatives, Palgrave, New York • Osborne D., Hutchinson, P. (2004), The Price of Government: Getting the Results We Need in an Age of Permanent Fiscal Crisis, Basic Books, New York • Włodarczyk W.C., Mokrzycka A., Kowalska, I. (2012), Efforts to Improve the Health Systems, Difin, Warszawa <p>Further compulsory reading will be distributed on class or available on the course website</p>

Projections of health care expenditure and revenue

Faculty	Faculty of Health Sciences
Department conducting module	Health Economics and Social Security Department
Course unit title	Projections of health care expenditure and revenue
Language of instruction	English
Aim of the course	The aim of the module is to provide students knowledge concerning the most important factors influencing health care expenditures and revenues in general, and in his/her country particularly. After completing the module the student should be able to construct a simple actuarial model of the social health insurance expenditure and revenue, taking into account their main determinants and to present the results of predictive analysis in the form of a short report.
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. describes the sources of revenues in his/her country and the main factors affecting the level of sector revenues 2. can explain the main determinants of health care expenditures in his/her country <p>Abilities - student:</p> <ol style="list-style-type: none"> 3. finds, evaluates, analyzes and joins information from different sources 5. constructs a model of expenditure and revenue projection, iterprets the results of projection 6. presents results of research in a form of presentation and paper <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W12 - medium level, K_W31 - advanced level • in the abilities: K_U23 - basic level, K_U21, K_U22 - advanced level
Assessment methods and criteria, course grading	<p>Outcomes are checked by presentation and paper (report) prepared by a student on the base of model constructed by them.</p> <p>Final mark depends on the number of points received from the report evaluation. Report is evaluated in terms of:</p> <ul style="list-style-type: none"> - the accuracy and completeness of projections (0-5 points), - the structure of the report (0-5 points) <p>To receive positive assessment, each part has to be rated at least 3 points.</p>
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time
Teacher responsible	dr Ewa Kocot
Name of examiner	dr Ewa Kocot
Mode of delivery	practical classes in computer laboratory
Prerequisites	basic knowledge of economy and health care system financing, basic skills of Excel usage
Type of classes and number of hours taught directly by an academic teacher	practical classes in computer laboratory - 16
Number of ECTS credits allocated	2
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • participation in seminars, a needed data gathering and preparation of a project: 40 hours – 1.5 ECTS • analysis of results and their presentation in the oral and written form: 15 hours – 0.5 ECTS

Teaching & learning methods	<ul style="list-style-type: none"> • presentations • discussions • preparation of prognostic model by students (Excel)
Form and conditions for the award of a credit	<p>To complete the module participation in seminars and preparation of health expenditures/revenues projection for selected country is required. The results of projection have to be presented in the oral form at the seminar and in the written form as a report.</p> <p>Final mark depends on the number of points received from the report evaluation. Report is evaluated in terms of:</p> <p>a) the accuracy and completeness of forecasts (0-5 points), b) the structure of the report (0-5 points)</p> <p>To receive positive assessment, each (a and b) has to be rated at least 3 points.</p> <p>Grading scale:</p> <ul style="list-style-type: none"> • 5.0 (very good) - 9.5-10 points • 4.5 (good plus) -8.5-9 points • 4.0 (good) - 7.5-8 points • 3.5 (sufficient plus) - 6.5-7 points • 3,0 (sufficient) - 6 points
Course topics	<ol style="list-style-type: none"> 1. Projections of expenditure and revenue in health care – theoretical introduction and examples 2. The most important determinants of health care expenditures in selected countries and introducing them to the projection model 3. Sources of revenues of health care system in selected countries and factors influenced the level of revenues - introducing them to the projection model 4. Preparation of health care expenditure and revenue projections for selected countries 5. Students’ presentations of results of projections
Recommended and required reading	<p>Basic literature:</p> <ul style="list-style-type: none"> • European Commission (2014), The 2015 Ageing Report. Underlying Assumptions and Projection Methodologies, European Economy 8/2014 • European Commission (2015), The 2015 Ageing Report. Economic and budgetary projections for the 28 EU Member States (2013-2060), European Economy 3/2015 (part II.2) • Astolfi R., Lorenzoni L., Oderkirk J. (2012), A comparative Analysis of Health Forecasting Methods, OECD Health Working Papers, No. 59, OECD Publishing <p>Supplementary literature:</p> <ul style="list-style-type: none"> • Golinowska S., Kocot E., Sowa A. (2007), Health Expenditure scenarios in the New Member States: Country Report on Poland, ENEPRI Research Report No.47 • Przywara B. (2010), Projecting future health care expenditure at European level: drivers, methodology and main results, European Economy, Economic Papers 417 • OECD (2013), Public spending on health and long-term care: a new set of projections, OECD Economic Policy Papers No.06

Coordinated/managed care

Faculty	Faculty of Health Sciences
Department conducting module	Health Economics and Social Security Department
Course unit title	Coordinated/managed care
Language of instruction	English
Aim of the course	The aim of this course is to provide the student with knowledge, abilities and competencies necessary to understand the complexity of the world of coordinated/managed care institutions and instruments.
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. explains idea of coordinated/managed care 2. explains the different types of managed care organizations 3. explains the role and tasks of managed care service institutions 4. discusses the different managed care interventions/ instruments, their advantages and disadvantages <p>Abilities - student:</p> <ol style="list-style-type: none"> 5. is able to perform a critically evaluation of disease management and case management programs 6. is able to evaluate cost, quality and distribution effects of managed care programs <p>Social competences - student:</p> <ol style="list-style-type: none"> 7. is aware of the need for independent learning, 8. is able to search for objective sources of knowledge health <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W11, K_W12, K_W14, K_W17 - medium level, K_W31 - advanced level • in the abilities: K_U18 – medium level, K_U21, K_U22, K_U23- advanced level • in social competences: K_K01, K_K02 – medium level, K_K08 – advanced level
Assessment methods and criteria, course grading	<p>The module will complete with a presentation and a written examination, whilst single classes will be credited based on the student presence and activity in the discussion</p> <p>Effect 1-6, written examination (60 minutes), presentation prepared by a student, activity during the classes</p> <p>Effect 7-8 presentation prepared by a student, participation in discussion</p>
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time
Teacher responsible	<p><u>dr hab. Christoph Sowada</u></p> <p>dr Marzena Tambor</p> <p>dr Przemysław Szetela (RW 05.12.18)</p> <p>mgr Roksana Dela (RW 05.12.18)</p>
Name of examiner	dr hab. Christoph Sowada
Mode of delivery	Practical classes
Prerequisites	basic knowledge of economics and health economics, English language skills at a level, which enables to efficiently utilize scientific literature and participate actively in seminars
Type of classes and number of hours taught directly by an academic teacher	practical classes - 16
Number of ECTS credits allocated	2

Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • participation in contact activities (seminars): 16 hours – 0,6 ECTS • preparation of the presentation: 20 hours – 0,7 ECTS • preparation for exam and participation in it: 20 hours – 0,7 ECTS
Teaching & learning methods	seminars connected with short lectures, students presentations, discussions
Form and conditions for the award of a credit	<p>Final score: weighted average of the scores for presentation (40%) and exam (60%). Both parts have to be passed with minimum 3,0 (sufficient).</p> <p>Scores for the presentation</p> <ul style="list-style-type: none"> - sufficient (dst) - 9-10 points - sufficient plus (+ dst) – 11 points - good (db) - 12-13 points - good plus (+ db) – 14 points - very good (bdb) - 15-16 points <p>Scores for the exam:</p> <ul style="list-style-type: none"> - sufficient (dst) - 60-67% - sufficient plus (+ dst) - 68-76% - good (db) - 77-84% - good plus (+ db) - 84-91% - very good (bdb) - 92-100%
Course topics	<ol style="list-style-type: none"> 1. What is coordinated care – coordinated care and managed care 2. Insurance/payer oriented managed care organizations and products: Staff-, Group- and Network-HMOs', point of service products 3. Provider oriented managed care organizations and products: independent practice association, preferred provider organizations, provider sponsored organizations, networks, integrated delivery systems, physician hospital organizations 4. Managed care service institutions: managed service organizations, physician practice management organizations 5. Managed care instruments - an overview: <ol style="list-style-type: none"> a) selective contracts, credentialing b) consumer cost-sharing (only short overview, details in other course) c) paying providers (only short overview, details in other course) d) quality and cost assurance: gate keeping, guidelines and clinical pathways, disease management, case management, utilization review and management, quality management e) instruments for evaluation: EBM, HTA (only short overview, details in other course) 6. DMP Disease management programs 7. Case management 8. Performance of managed care – cost effects, quality effects, distribution effects, acceptance
Recommended and required reading	<ul style="list-style-type: none"> • Amelung V.E. (2013) Healthcare Management. Managed Care Organisations and Instruments, Springer Verlag, Berlin Heidelberg • Glied S. (2005), Managed Care, in: Culyer A.J., Newhouse J.P. (ed.), Handbook of Health Economics, vol. 1A, Chapter 13, Elsevier, Amsterdam a.o. • Folland S., Goodman A.C., Stano M. (2004), The Economics of Health and Health Care, Pearson Prentice Hall, Upper Saddle River NJ, in 4th ed. chapter 12 • Donaldson C., Gerard K., Mitton C. (2005), Efficient purchasing in public and private healthcare systems: mission impossible?, in: Maynard A. (ed.) The Public-Private Mix for Health, Radcliffe Publishing Ltd, Abington, pp. 21-42

Faculty	Faculty of Health Sciences
Department conducting module	Health Policy and Management Department Human Nutrition Department Environmental Health Department
Course unit title	Health impact assessment in all policies
Language of instruction	English
Aim of the course	The objective of the course is to develop understanding of the HIA concept, process and tools. The most important is to assess the health determinants, the health impacts of public policy, project interventions or programs, and the potential of HIA to influence policy and decision making to the advantage of public health. The lectures cover and give examples from the different fields of the public sector (e.g. education, environment, nutrition, labor market, social inclusion).
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. knows the HIA approach and its genesis 2. knows the main trends and opinions represented in this context by researchers, public health specialists, key stakeholders (i.e. WHO) <p>Abilities - student:</p> <ol style="list-style-type: none"> 3. is able to indicate pro- and contra – of HIA in different policies (advantages and difficulties) 4. is able to formulate a proposal of a solution for a given particular case (policy, strategy, instruments) 5. is able to indicate methods and bodies/ institutions/organs for cooperation in the field of HIA implementation <p>Social skills - student:</p> <ol style="list-style-type: none"> 6. cooperates due to project work with other students <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_K_W04, K-W06, K_W07, K_W11, KW_13 - advanced level • in the abilities: K_U04, K_U10 - advanced level • in social competences: K_K04 – advanced level
Assessment methods and criteria, course grading	<p>Students are required to be prepared and participate actively on classes. The final course grade will be composed of:</p> <ul style="list-style-type: none"> • 20% oral power point presentation • 70% final exam • 10% activity during classes <p>Final Exam: questions will be related to the obligatory reading material as well as the content of the classes. Grades will be determined by the percentage achieved.</p>
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time
Teacher responsible	<u>dr Iwona Kowalska- Bobko</u> mgr Michał Zabdyr-Jamróż dr Bartosz Balcerzak dr Beata Piórecka dr Alicja Domagała

Name of examiner	dr Iwona Kowalska- Bobko mgr Michał Zabdyr-Jamróż
Mode of delivery	practical classes
Prerequisites	basic knowledge of social and health policy, English language skills at a level which enables to efficiently utilize scientific literature and participate actively in the seminar
Type of classes and number of hours taught directly by an academic teacher	practical classes - 12
Number of ECTS credits allocated	2
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • participation in contact activities (seminars): 12 hours – 0,5 ECTS • preparation for seminars – 15 hours - 0,5 ECTS • preparation of a presentation: 25 hours – 1 ECTS
Teaching & learning methods	The detailed structure of the course is based on the topics listed above. Each meeting starts with a lecture, which introduces the topic and presents the main problems. The second part of the seminar serves for discussing case studies and applying alternative theoretical models. Class sessions will consist of a variety of activities including small group discussions, presentations, in-class exercises, and case study analysis.
Form and conditions for the award of a credit	<p>The module will complete with a written exam. The final assessment is based on 3 elements: passing the written exam 70%, oral presentation 20%, activity during classes 10%.</p> <p>Participation in the classes is obligatory - 10% absence in classes is allowed, as a general rule. Pre-requisites for exam entry: appropriate presence and active involvement in seminars, preparation of the oral presentation.</p> <p>Assessment of each of 3 elements contributing to the final grade:</p> <p>1) Active participation:</p> <ul style="list-style-type: none"> • very good – highly active involvement in seminars, discussions and group work as well as excellent team work and 100% presence throughout the course; • good plus – highly active involvement in seminars, discussions and group work, combined with 100% presence throughout the course; • good – moderately intensive involvement in seminars, discussions and group work; • sufficient plus – basic involvement in seminars, discussions and group work, combined with 100% presence throughout the course; • sufficient – only basic involvement in seminars, discussions and group work. <p>2. Oral presentation:</p> <ul style="list-style-type: none"> • very good – excellent form and content of presentation, good timing, influential discussion with the audience; • good plus – credible form, content and timing of presentation, formative discussion with the audience; • good – appropriate form, content and timing of presentation, formative discussion with the audience; • sufficient plus – acceptable form and content of presentation and big effort to involve the audience into a discussion; • sufficient – acceptable form and content of presentation, weak efforts to involve the audience into a discussion. <p>3. Written exam:</p> <ul style="list-style-type: none"> • sufficient (dst) - 60-67%

	<ul style="list-style-type: none"> • sufficient plus (+ dst) - 68-76% • good (db) - 77-84% • good plus (+ db) - 84-91% • - very good (bdb) - 92-100%
Course topics	<ol style="list-style-type: none"> 1. Introductory issues: explanations of term, definitions, scope, stages of process, data bases 2. HIA - basic models, perspectives of implementation in different policies, perspectives 3. Case studies based on actual proposal, for example: <ol style="list-style-type: none"> a. HIA - environmental health b. HIA and nutrition problems c. HIA: social inclusion and labour market strategies d. d. HIA: education h
Recommended and required reading	<ul style="list-style-type: none"> • Cole B.L., Fielding J.E. (2007), Health impact assessment: A tool to help policy makers understand health beyond health care. <i>Annu. Rev. Public Health</i>, Vol. 28, pp. 393-412 • Fehr R. (1999), Environmental health impact assessment: Evaluation of a 10 step model. <i>Epidemiology</i>, Vol. 10, Issue 5, pp. 618-625 • Harris-Roxas B., Harris E. (2011), Differing forms, differing purposes: A typology of health impact assessment. <i>Environ. Impact Assess. Rev.</i>, Vol. 31, Issue 4, pp. 396-403 • Mindell J.S., Boltong A., Forde I. (2008), A review of health impact assessment frameworks. <i>Public Health</i>, Vol. 122, Issue 11, pp.1177-1187 • Balint J., Boelens P., Debello M. (2003), Health Impact Assessment: SEIC (Sakhalin Energy Investment Company) Phase 2 Development. World Health Organization [online], p. 97-116, in available: http://www.who.int/hia/examples/energy/en/HIA_Chps13_18.pdf [accessed July 29, 2011] • Bennear L.S., Olmstead S.M. (2008), The impacts of “right-to-know:” Information disclosure and the violation of drinking water standards. <i>J. Environ. Econ. Manage</i>, Vol. 56, Issue 2, pp. 117-130 • Bhatia R. (2010), A Guide for Health Impact Assessment. California Department of Public Health. October 2010 [online]. Available: http://www.cdph.ca.gov/pubsforms/Guidelines/Documents/HIA%20Guide%20FINAL%2010-19-10.pdf [accessed Apr. 22, 2011] • Bhatia R., Seto E. (2011), Quantitative estimation in Health Impact Assessment: Opportunities and challenges. <i>Environ. Impact Assess. Rev.</i>, Vol. 31, Issue 3, pp. 301-309 <p>Further compulsory reading will be distributed on class or available on the course website</p>

Qualitative and quantitative research methods

Faculty	Faculty of Health Sciences
Department conducting module	Epidemiology and Population Studies Department
Course unit title	Qualitative and quantitative research methods
Language of instruction	English
Aim of the course	The course provides training in aims and methods of qualitative research as well as in statistical theory and a variety of statistical and computational methods for application in medicine and public health. Students arrive at conclusions about disease and health risks by evaluating and applying mathematical and statistical formulas to the factors that impact health.
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. knows and understands the scenarios where qualitative research should be performed 2. understands the categories of probability, statistical inference and hypothesis testing 3. knows the design and conduct of experimental and epidemiological studies, statistical computation, and data analysis <p>Abilities - student:</p> <ol style="list-style-type: none"> 4. is able to develop research protocol for qualitative research 5. can plan and perform a substantial data analysis project as a culminating experience in quantitative research 6. understands the substance of scientific problems and be able to formulate them qualitatively or quantitatively, as appropriate 7. is able to organize, enter in database and manipulate data in a form ready for analysis 8. chooses appropriate statistical methods and understands the strengths and limitations of different research methods 9. conducts high quality data analysis that can stand review and criticism 10. communicates the work in a clear and logical written report and oral presentation <p>Social competencies - student:</p> <ol style="list-style-type: none"> 11. is able to collaborate and communicate effectively with professionals in related disciplines <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W01, K_W06, K_W27 - medium level • in the abilities: K_U01 - advanced level • in social competencies: K_K08, K_K010 - advanced level
Assessment methods and criteria, course grading	Evaluation of the class and homework assignments for choice of proper statistical procedures to recognize patterns in raw data and to perform statistics. Evaluation of technical reports of computer designed statistical analysis. Evaluation of a final project presented in written form
Type of course unit (mandatory/optional)	optional (mandatory for EPH students)
Year of study (if applicable)	2
Semester	3
Type of studies	full-time
Teacher responsible	dr Krystyna Szafraniec

Name of examiner	dr Krystyna Szafraniec
Mode of delivery	lectures, practical classes
Prerequisites	basic knowledge of epidemiology, base of descriptive and inferential statistics
Type of classes and number of hours taught directly by an academic teacher	lectures - 3 practical classes - 15
Number of ECTS credits allocated	2
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • participation in contact activities (seminars): 18 hours – 0,8 ECTS • preparatory work: text readings 6 hours – 0,2 ECTS • realization of project and presentation of its results: 30 hours - 1,0 ECTS
Teaching & learning methods	Instructional classes and seminars including short review of the concepts of descriptive and inferential statistics, and data-based exercises in computer lab using statistical software
Form and conditions for the award of a credit	<p>A final project in 2-person teams in written form will be required. The goal of the project is to conduct statistical analysis of a population health issue using a dataset. Project is scored from 0 to 40 points; minimum credit requirement is 24 points.</p> <p>Grades:</p> <ul style="list-style-type: none"> • no credit (ndst) - <24 points • sufficient (dst) – 24-27 points • sufficient plus (+ dst) – 28-29 points • good (db) – 30-33 points • good plus (+ db) – 34-35 points • very good (bdb) – 36-40 points
Course topics	<p>I. Qualitative research design</p> <ol style="list-style-type: none"> 1. Concept and goals of qualitative research 2. Data collecting instruments <ul style="list-style-type: none"> - strategies of gathering data (structured and non-structured interviews, focus groups, document analysis, participant observation, case study) - design of the questionnaire 3. Levels of measurement and concept of scaling 4. Type of data, qualitative coding and analysis 5. Validity of qualitative research – criteria for research judging <p>II. Quantitative methods in data analysis</p> <ol style="list-style-type: none"> 1. Quantitative research concepts and instruments for gathering data 2. Data preparation - organizing the data for analysis 3. Descriptive methods to summarize basic features of sample and measures 4. Inferential statistics – concept of confidence interval, measures of association, review of the methods for comparing groups, regression modeling 5. Practical utilization of the statistical methods in computer lab using statistical software and data-based exercises. 6. Structure of final report - method of presenting the results.
Recommended and required reading	<ul style="list-style-type: none"> • Handouts and other materials will be made available in advance to class period • Strauss A.L. (1989), <i>Qualitative Analysis for Social Scientists</i>, Cambridge University Press, Cambridge • Pope C., Ziebland S., Mays N. (2000), <i>Analysing qualitative data</i>, <i>BMJ</i>, Vol. 320, pp. 114–6 • Rosner B. (2010), <i>Fundamentals of biostatistics</i>, Cengage Learning Inc., Boston

Practical placement

Faculty	Faculty of Health Sciences
Unit conducting module	Institute of Public Health
Course unit title	Practical placement
Language of instruction	English
Aim of the course	The student should get acquainted with practical aspects of functioning of the selected health care institutions, be involved in the development of a public health project, gain valuable experience of the public health work arena and observe practices and organizations in order to put them in perspective with his/her learning and employment objectives. Practical placement should also provide student with experience in developing job applications and general career plans, both for short and long terms.
Course objectives and learning outcomes	<p>Knowledge - student:</p> <ol style="list-style-type: none"> 1. can describe the structure and role of the institution in its own environment 2. gets knowledge on the practical functioning of the institution(s) belonging to the health sector 3. gets knowledge in the basic documents related to the institution(s) <p>Abilities - student:</p> <ol style="list-style-type: none"> 4. gets experience in the realization of practical tasks 5. analyses the environment of the institution and its role 6. uses the theory in solving practical problems <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W31 - advanced level • in the abilities: K_U22 - advanced level
Assessment methods and criteria, course grading	The credit is given based on the active participation
Type of course unit (compulsory/optional)	Mandatory for EPH students
Year of study (if applicable)	2
Semester	4
Type of studies	full-time
Teacher responsible	Tomasz Bochenek MD, MPH, PhD (coordinator) Master degree thesis promoters (supervisors) On-site practical placement supervisors
Mode of delivery	Practical placement in health sector institution(s) – practical work
Prerequisites	non
Type of classes and number of hours taught directly by an academic teacher	active observation, practical tasks
Number of ECTS credits allocated	11
Estimation of the student workload needed in order to achieve expected learning outcomes	Realization of tasks included in the program of practical placement: 160 320 hours – (RW 06.06.18), 11 ECTS
Teaching & learning methods	Active observation, practical tasks
Form and conditions for the award of a credit	Document issued from the hosting institution(s) confirming the realization of practical placement, confirmed then by the Coordinator of practical placements.

Course topics	<p>The content of this module depends on institution, where the practical placement is done. The recommended scope includes:</p> <ul style="list-style-type: none"> • introduction to organizational structure and rules of functioning of the institution, • getting acquainted with methods and techniques of work and its documentation, • practical approach to utilization of learned theories and gained knowledge, • performing analysis of institution's environment and its influence on institution's functioning, • observation and participation in selected institution's activities, as agreed with the practical placement supervisor.
Recommended and required reading	Accordingly to needs, the necessary scientific literature is recommended or given to students based on a particular placement.

Master's seminar

Faculty	Faculty of Health Sciences
Unit conducting module	Institute of Public Health
Course unit title	Master's seminar
Language of instruction	English
Aim of the course	The seminar serves to prepare the student to conduct research that demonstrates his/her competence as a first-hand researcher and to write and defend a master degree thesis. After the seminar student should know how to take a position of a scientific researcher, appropriate for a public health professional.
Course objectives and learning outcomes	<p>Knowledge student:</p> <ol style="list-style-type: none"> 1. knows the rules and requirements related to elaboration and defending a master degree thesis <p>Abilities - student:</p> <ol style="list-style-type: none"> 2. can apply the knowledge gained during the studies in his/her own scientific work 3. uses skills on gathering scientific data, critical analysis of scientific papers, running independent necessary statistical analyses 4. can describe own research results and analyse them <p>Learning outcomes for module are corresponding with following learning outcomes for the program:</p> <ul style="list-style-type: none"> • in the knowledge: K_W11 - advanced level • in the abilities: K_U14, K_U15, K_U21 - advanced level
Assessment methods and criteria, course grading	Monitoring of the process (literature research, preparing of research project, statistical analysis, writing the thesis)
Type of course unit (compulsory/optional)	mandatory
Year of study (if applicable)	2
Semester	3-4
Type of studies	full-time
Teacher responsible	Tomasz Bochenek MD, MPH, PhD (coordinator) Master degree thesis promoters (supervisors)
Mode of delivery	seminar
Prerequisites	Readiness to prepare and defend the MPH thesis
Type of classes and number of hours taught directly by an academic teacher	8
Number of ECTS credits allocated	17
Estimation of the student workload needed in order to achieve expected learning outcomes	<ul style="list-style-type: none"> • participation in contact activities (seminars): 8 hours – 0,4 ECTS • preparation of thesis: 415 hours – 16,6 ECTS
Teaching & learning methods	Seminars, individual and group work, discussions. There is a possibility of e-learning methods, tailored to needs and possibilities of particular students.
Form and conditions for the award of a credit	Credit mark on the basis of submitted dissertation
Course topics	<ul style="list-style-type: none"> • Discussion on scientific papers, both on their content and style of writing. • Discussion on selection of appropriate methods of statistical analysis, with utilization of a computer software. • Other methods, relevant to a particular topic of a master degree thesis.

Recommended and required reading

- The Institute of Public Health guidelines on MPH theses preparation
- Other literature is recommended to students based on a particular topic of MPH thesis.



Escuela Andaluza de Salud Pública
CONSEJERÍA DE SALUD



European Master in Public Health EUROPUBHEALTH+

Specialisation: Health Services Management



Escuela Andaluza de Salud Pública - Universidad de Granada
Campus Universitario de Cartuja, Cuesta del Observatorio
GRANADA, SPAIN

STUDY PLAN

Health Services Management University of Granada

Name of the subject	Class form	M/F	Credit form (Mark Pass/Fail)	Number of teaching hours	ECTS
Mandatory core modules					57
Health Policy and Management <i>La gestión de sistemas de Salud</i>	Lectures seminar	M	Mark	75	3
Context Strategy and Health Management <i>Estrategia y organización sanitaria</i>	Lectures seminar	M	Mark	75	3
Health Economics <i>Financiación y control de gestión</i>	Lectures seminar	M	Mark	75	3
Human Resources <i>La dirección de profesionales</i>	Lectures seminar	M	Mark	75	3
Managed Care and Clinical Governance <i>Gestión clínica</i>	Lectures seminar	M	Mark	75	3
Quality Assurance and Total Quality Manangement <i>Gestión de la calidad</i>	Lectures seminar	M	Mark	75	3
Patient safety <i>Seguridad del paciente</i>	Lectures seminar	M	Mark	50	2
Clinical efectivness <i>Efectividad clínica</i>	Lecture seminar	M	Mark	75	3
Ethics in Health Organization <i>Ciudadanía y Ética</i>	Lectures seminar	M	Mark	75	3
Implementation Science <i>El ejercicio de la gestión</i>	Lectures seminar	M	Mark	75	3
Dissertation and Internship <i>Trabajo de Fin de Máster / Prácticas</i>	-	M	Mark	-	27
Integration Module at EHESP in Rennes- France	Seminar	M	Mark	30	3

F – facultative, M – mandatory

Total number of ECTS: 60

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 1: La gestión de sistemas de salud//Health Policy and Management- 3 ECTS

Breve contenido

- Los determinantes de la salud
- Las funciones de los servicios de salud
- La evaluación del desempeño de los servicios sanitarios
- Principios de economía sanitaria
- Los procesos de reforma en los sistemas sanitarios
- Sociología de la salud
- El trabajo en el Campus Virtual de la EASP

Profesorado:

José Ignacio Oleaga Usategui
José Jesús Martín Martín
Sergio Minué Lorenzo

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 2: Estrategia y organización sanitaria // Context, Strategy and Health Management- 3 ECTS

Breve contenido

- Contexto de los sistemas sanitarios
- Planificación Estratégica
- Alternativas organizativas en los sistemas sanitarios

Profesorado:

Sergio Minué Lorenzo
M^a Inmaculada García Romera
Araceli Caro Martínez

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 3 Financiación y control de gestión // Health Economics- 3 ECTS

Breve contenido

- Fundamentos de la financiación de proveedores sanitarios públicos
- Control de gestión y análisis de los costes de la producción sanitaria
- Análisis de la eficiencia y evaluación económica de las organizaciones sanitarias

Profesorado:

Carmen Pérez Romero
José Jesús Martín Martín
Guadalupe Carmona López

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 4: La dirección de profesionales//Human Resources - 3 ECTS

Breve contenido

- Dirección estratégica de profesionales
- Habilidades para dirección de profesionales
- Liderazgo y gestión de equipos de trabajo
- Identificación del talento
- Desarrollo de profesionales: DPO
- Motivación
- Clima y Equipos

Profesorado:

Pilar Navarro Pérez
Joan Carles March Cerdà
M^a Inmaculada García Romera

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 5: Gestión clínica // Managed Care and Clinical Governance- 3 ECTS

Breve contenido

- Fundamentos en Gestión Clínica
- La gestión de los cuidados
- La medición de la producción asistencial
- Motivación e incentivos en las organizaciones

Profesorado:

Sergio Minué Lorenzo
Guadalupe Carmona López
José Jesús Martín Martín

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 6: Gestión de la calidad // Quality Assurance and Total Quality Management - 3 ECTS

Breve contenido

- Metodología para la mejora continua de la calidad
- Gestión por procesos
- Evaluación y acreditación
- Planes de mejora

Profesorado:

Juan José Pérez Lázaro
Elena Corpas Nogales
Isabel Fernández Ruiz

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 7: Seguridad del paciente // Patient Safety 2 ECTS

Breve contenido

- Conceptos generales sobre Seguridad del Paciente
- Metodología para Seguridad del Paciente
- Seguridad del Paciente en ámbitos específicos
- Seguridad del Paciente en el ámbito sanitario público andaluz

Profesorado:

Juan José Pérez Lázaro
Elena Corpas Nogales

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 8: Efectividad clínica // Clinical effectiveness 3 ECTS

Breve contenido

- Asistencia sanitaria basada en la evidencia
- Medicina Basada en la Evidencia y Efectividad Clínica
- Recursos 2.0 en la práctica asistencia

Profesorado:

Sergio Minué Lorenzo
Antonio Montaña Barrientos

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 9: Ciudadanía y Ética // Ethics in Health Organizations- 3 ECTS

Breve contenido

- La orientación a la ciudadanía de los sistemas sanitarios
- Fundamentos de Bioética
- La ética en las organizaciones

Profesorado:

Maite Cruz Piqueras

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 10: El ejercicio de la gestión//Implementation Science - 3 ETCS

Breve contenido

- La comunicación en las organizaciones sanitarias
- El ejercicio de la gestión cotidiana en dirección de organizaciones
- Planes de abordaje para la resolución de conflictos
- La perspectiva de futuro de la gestión sanitaria

Profesorado:

Joan Carles March Cerdá
Cecilia Escudero Espinosa
Sergio Minué Lorenzo

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 11: Trabajo de campo/prácticas // Practical Placement - 11 ECTS

Breve contenido

Entre 3 y 6 meses en la institución colaboradora
El objetivo de esta actividad es facilitar la adquisición de habilidades prácticas relacionadas con la gestión en el escenario real de su desempeño, es decir las propias organizaciones sanitarias.

En este sentido la Escuela Andaluza de Salud Pública dispone de acuerdos de colaboración que permiten la realización de estadias en diferentes modalidades de centros sanitario: atención primaria, hospitales, centros de atención a la emergencia móviles y fijos, centros de salud mental o servicios sociosanitarios.

En función del plan de trabajo del alumno y de sus propios objetivo el trabajo de prácticas puede realizarse en uno u otro lugar.

Profesorado: (en función del centro donde el alumnado realice las prácticas y del número de alumnos que cursen esta especialidad)

Sergio Minué Lorenzo
Joan Carles March Cerdá
Tomás Urda Valcárcel
Miguel Melguizo Jiménez
Maria Inmaculada García Romera
Araceli Caro Martínez
Joaquín Hortal
Nuria Luque Martín
Jaime Jiménez Pernet
Begoña Isaac Martín
Almudena Millán Carrasco
Amelia Martín Barato
Paula Ortega

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 12: Trabajo de Fin de Máster - Thesis work - 17 ECTS

Breve contenido

El trabajo de fin de Máster tiene como objetivo general integrar los diferentes contenidos, teóricos y prácticos, adquiridos a lo largo del desarrollo del curso. En función de la línea de trabajo elegida por el alumno se definirá una pregunta de investigación que permita diseñar un protocolo de investigación que guíe el desarrollo adecuado, mediante la supervisión por un tutor especialmente designado, del trabajo de Fin de Máster. Éste deberá conducir a la realización de un estudio original, ya sea mediante la aplicación de metodologías cuantitativas, cualitativas o mixtas que le habiliten para su publicación en una revista científica revisada por pares.

Profesorado:

Clara Bermúdez Tamayo
Alina Danet Danet
M^a Inmaculada García Romera
Carmen Pérez Romero
Ainhoa Rodríguez García de Cortázar
Antonio Olry de Labry Lima
Sergio Minué Lorenzo
Leticia García Mochón
Jaime Espín Balbino
Pilar Navarro Pérez
Joan Carles March Cerdá
Inmaculada Mateo Rodríguez
Ainhoa Ruiz Azarola
M^a Ángeles Prieto
José Jesús Martín Martín
Plablo Lardelli Claret
Miguel García Martín

ESPECIALIDAD DE SEGUNDO AÑO EN: Gestión de Servicios de Salud

Módulo 13: Módulo Internacional 2º AÑO - 3 ECTS

Breve contenido

El desarrollo de este módulo corresponde a la Coordinación del Máster Escuela de Altos de Estudios de Salud Pública (EHESP), Rennes, Francia. Así como, la asignación de los profesores que impartirán las clases.

MÁSTER DE SALUD PÚBLICA- 2 ° AÑO ESPECIALIZACIÓN EPH - ESPECIALIZACIÓN EN GESTIÓN SANITARIA

MÓDULO	DENOMINACIÓN	CONTENIDOS	Fechas estimadas de clases presenciales	ECTS
Módulo 1	La gestión de sistemas de salud Health Policy and Management	<ul style="list-style-type: none"> • Los determinantes de la salud • Las funciones de los servicios de salud • La evaluación del desempeño de los servicios sanitarios • Principios de economía sanitaria • Los procesos de reforma en los sistemas sanitarios • Sociología de la salud • El trabajo en el Campus Virtual de la EASP 	última semana de septiembre Seminarios y actividad intermódulos	3
Módulo 2	Estrategia y organización sanitaria Context, Strategy, Organization	<ul style="list-style-type: none"> • Contexto de los sistemas sanitarios • Planificación Estratégica • Alternativas organizativas en los sistemas sanitarios 	última semana de octubre Seminarios y actividad intermódulos	3
Módulo 3	Financiación y control de gestión Health Economics	<ul style="list-style-type: none"> • Fundamentos de la financiación de proveedores sanitarios públicos • Control de gestión y análisis de los costes de la producción sanitaria • Análisis de la eficiencia y evaluación económica de las organizaciones sanitarias 	última semana de noviembre Seminarios y actividad intermódulos	3
Módulo 4	La dirección de profesionales Human Resources	<ul style="list-style-type: none"> • Dirección estratégica de profesionales • Habilidades para dirección de profesionales • Liderazgo y gestión de equipos de trabajo • Identificación del talento • Desarrollo de profesionales: DPO • Motivación • Clima y Equipos 	tercera semana de enero Seminarios y actividad intermódulos	3
Módulo 5	Gestión clínica Managed Care and Clinical Governance	<ul style="list-style-type: none"> • Fundamentos en Gestión Clínica • La gestión de los cuidados • La medición de la producción asistencial • Motivación e incentivos en las organizaciones 	la primera semana de febrero Seminarios y actividad intermódulos	3
Módulo 6	Gestión de la calidad Quality Assurance and Total Quality Management	<ul style="list-style-type: none"> • Metodología para la mejora continua de la calidad • Gestión por procesos • Evaluación y acreditación • Planes de mejora 	Módulo virtual (febrero – mayo) Seminarios y actividad intermódulos	3

Módulo 7	Seguridad del paciente Patient Safety	<ul style="list-style-type: none"> • Conceptos generales sobre Seguridad del Paciente • Metodología para Seguridad del Paciente • Seguridad del Paciente en ámbitos específicos • Seguridad del Paciente en el ámbito sanitario público andaluz 	Módulo virtual (febrero – mayo) Seminarios y actividad intermódulos	2
Módulo 8	Efectividad clínica Clinical effectiveness	<ul style="list-style-type: none"> • Asistencia sanitaria basada en la evidencia • Medicina Basada en la Evidencia y Efectividad Clínica • Recursos 2.0 en la práctica asistencia 	la tercera semana de marzo Seminarios y actividad intermódulos	3
Módulo 9	Ciudadanía y Ética Ethics in Health Organizations	<ul style="list-style-type: none"> • La orientación a la ciudadanía de los sistemas sanitarios • Fundamentos de Bioética • La ética en las organizaciones 	la última semana de abril Seminarios y actividad intermódulos	3
Módulo 10	El ejercicio de la gestión Implementation Science	<ul style="list-style-type: none"> • La comunicación en las organizaciones sanitarias • El ejercicio de la gestión cotidiana en dirección de organizaciones • Planes de abordaje para la resolución de conflictos • La perspectivas de futuro de la gestión sanitaria 	última semana de mayo Seminarios y actividad intermódulos	3
Módulo 11 Trabajo de Campo	Trabajo de campo/Practical Placement	Entre 3 y 6 meses en la institución colaboradora	Entre octubre y abril	11
Módulo 12 Trabajo de Investigación	Trabajo de Fin de Master/ Thesis work	Redacción protocolo TFM Aprobación Ética Redacción TFM Defensa/presentación oral TFM Informe escrito TFM	Septiembre-noviembre Fin noviembre Diciembre- Abril Fin de Mayo Fin de Mayo	17
			Suma créditos segundo año en EASP	57
Módulo Internacional			EHESP	3
				60

FOR ANY CORRESPONDENCE

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EUROPUBHEALTH+ | European Master in Public Health Erasmus Mundus Joint Master Degree Modification of academic content for 2023-2024 Academic Year

The syllabus of the EuroPubHealth+ Erasmus Mundus Joint Master Degree (European Master in Public Health), covered by the Grant Agreement n°2019-1496 running from 01/09/2019 to 30/08/2025 and signed with the *Executive Agency for Culture, Education and Audiovisual (EACEA)*, has been recently modified as follows:

First year foundation course - Core Competencies in Public Health, University of Liège (Belgium)

The Master of Public Health Sciences of the University of Liège, on which one of the first year foundation course options of the EuroPubHealth+ Master programme is based, has been modified as follows:

- Five new elective courses are added:**
 - "Health technology assesment et évaluation médico-économique"
 - "La santé des socio-écosystèmes"
 - "De la recherche à l'action en nutrition de Santé publique"
 - "Education et communication"
 - "Transition numérique dans le domaine du soin de la santé"
 - "Interculturalité et santé"
- The following **elective courses are removed:**
 - These courses will not exist anymore in the MPH program: "Conception et analyse de messages multimédias: applications et santé", "Méthodes d'évaluation et de prévention en psychologie de la santé" and "Enquêtes épidémiologiques appliquées à la nutrition".
- Modification in titles** (and ECTS) in order to stick to the content of the courses:
 - "Stratégie de lutte contre les inégalités sociales de santé et littératie de santé" is now entitled "Stratégie de lutte contre les inégalités sociales de santé".

First year foundation course - Core Competencies in Public Health, University College Dublin (Ireland)

The Master of Public Health Sciences of the University College Dublin, on which one of the first year foundation course options of the EuroPubHealth+ Master programme is based, will be modified as follows:

- New courses are added to the syllabus** (core modules and elective courses) :
 - "SDGs in Action I: Population Health and Wellbeing" and "SDGs in Action II: Protecting the Planet" are introduced as core modules.
 - Three new elective courses are created: "Introduction to Genetic epidemiology", "Advanced Epidemiology" and "Health Technology Assesment".

EUROPEAN MASTER IN PUBLIC HEALTH

COORDINATING INSTITUTION EHESP School of Public Health **PARTNER INSTITUTIONS** University of Granada - Andalusian School of Public Health
▪ University of Sheffield ▪ University of Liège ▪ University College Dublin ▪ University of Rennes 1 ▪ Jagiellonian University Medical College in Krakow ▪ Maastricht University **ASSOCIATED PARTNER INSTITUTIONS** Association of Schools of Public Health in the European Region ▪ European Observatory on Health Systems and Policies ▪ Association of Public Health Institutes of the World ▪ Public Health England ▪ Polish National Institute of Public Health ▪ Public Health France ▪ University of Ghana ▪ Karolinska Institute Sweden ▪ Isalud University Argentina ▪ Oswaldo Cruz Foundation Brazil ▪ ESPUM – University of Montreal.



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2. The following courses are **removed**:
 - A. “International Health” and “International Health II”
 - B. “Introduction to Environmental Health and Science”
 - C. Nutritional Epidemiology

3. **Modifications in titles** in order to stick to the content of the courses:
 - A. “Fundamentals of Epidemiology” is now entitled “Principles of Epidemiology”
 - B. “Applied research Methods and Data Management” is now entitled “Applied research Methods and Data Management, Analysis and Reporting”
 - C. “Health Economics and Management” becomes “Principles of Health Care and Management”, an elective course instead of a core module.
 - D. “Design and Analysis of Clinical Trials” is now entitled “Clinical Trials”.

Second year specialisation – Environmental and Occupational Health Science – EHESP School of Public Health (France)

The Master of Public Health of the EHESP School of Public Health, on which one of the second year specialisation course options of the EuroPubHealth+ Master programme is based, has been modified as follows:

1. **The title of a mandatory course is changed**:
 - A. The module 216 “Occupational Health” becomes “Occupational Health within Public Health”

- B. **Four elective courses are removed** from the list:
 - A. “Introduction to Multi Level Analysis”
 - B. “Modelling of infectious diseases module”
 - C. “Infectious Disease Epidemiology”
 - D. “Chronic Disease Epidemiology”

- C. An elective course is **added to the list**:
 - A. “Concepts, Methods and design in Epidemiology”

The number of ECTS credits per module remains unchanged.

Second year specialisation – Health Law – Faculty of Law, University of Rennes and EHESP School of Public Health (France)

The Master of Health Law of the University of Rennes and the EHESP School of Public Health, on which one of the second year specialisation course options of the EuroPubHealth+ Master programme is based, has been modified as follows:

1. **The repartition of ECTS credits is modified**:
 - A. The mandatory module “Ethics and People’s Right” will be granted 5 ECTS credits instead of 4 previously.
 - B. The mandatory module “Ethics and decision in Health” will be granted 5 ECTS credits instead of 6 previously.



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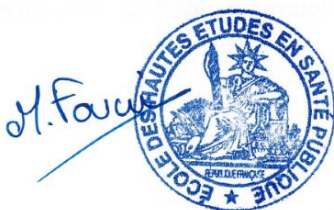
Second year specialisation – Health Promotion and Prevention – EHESP School of Public Health (France)

The Master Health Prevention and Promotion of the EHESP School of Public Health, on which one of the second year specialisation course options of the Europubhealth+ Master programme is based, has been modified as follows:

1. **A new mandatory course is added:**
 - A. “Introduction” (no ECTS credits granted).
2. **The distribution of ECTS credits is modified:**
 - A. The course “Setting up and management of health prevention and promotion projects” will be granted 7 ECTS credits instead of 6 previously.
 - B. The course “Research methods applied to health prevention and promotion” will be granted 8 ECTS credits instead of 3 previously. For this course, 70 teaching hours are now scheduled, instead of 28 previously.
 - C. The course “Improved knowledge of methods and evaluation” will be granted 3 ECTS credits instead of 7 previously. For this course, 32 teaching hours are now scheduled, instead of 66 previously.
 - D. The module “Dissertation and placement” will be granted 18 ECTS credits instead of 20 previously. For this course, 31 teaching hours are now scheduled, instead of 28 previously.

The consortium members formally approved of these modifications during the Europubhealth+ consortium meetings of 22 February and 5 July 2023.

20/07/2023



On behalf of the Europubhealth+ Consortium

Mathilde FOUCRIER

Europubhealth+ Programme Coordinator / EHESP School of Public Health, France



EUROPEAN MASTER IN PUBLIC HEALTH

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