

Faculty of Life Sciences

Module Handbook

Master of Public Health

Module Handbook

Master of Public Health

setting out details of the Course-Specific Course and Examination
Regulations for the Master of Public Health degree course issued on
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Faculty of Life Sciences
Department of Health Sciences

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University of Applied Sciences Hamburg
Faculty of Life Sciences/ Department of Health Sciences
Ulmenliet 20, 21033 Hamburg
Tel.: +49.40.42875-0
www.haw-hamburg.de

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Master of Public Health

There is growing national and international demand for highly trained professionals within the changing field of public health. This Master of Public Health degree course is ideally suited to professionals aiming to attain academic knowledge and skills in evidence-based practice, empirical research and the implementation of research findings, to the end of designing and improving public health policies and practices at regional, national and global level.

Covering a standard duration of three semesters, this Master of Public Health degree course falls into two parts. The first entails the study of 10 modules over two semesters (60 CP in total), exploring the determinants of health and major health problems from a global and interdisciplinary perspective. In the second part, comprising the third and final semester and worth 30 CP, students complete their Master thesis, examining a relevant public health topic of individual interest to them.

During the Master of Public Health, students acquire the ability to identify and engage with the natural, technical and social determinants of health and of the management of illness. Graduates of the course are aware of the key influences on health at population level, among which are the health system in place, healthcare delivery structures, healthcare funding, the political and societal context, and population-level health behaviours. The degree course provides them with the capacity to develop potential solutions for improving the health of the society in which they work.

Overview of degree course

First part of course	<p style="text-align: center;"> Principles of public health Statistical methods Epidemiology Qualitative research methods and ethics Evidence-based public health </p>	1st semester
	<p style="text-align: center;"> Environmental and occupational health Health promotion and disease prevention Leadership and public health programme planning Health policy and management Health economics </p>	2nd semester
Second part of course	<p>Master thesis</p>	3rd semester

Please note: This table shows an example of the sequence of modules for students who commence their degree course in a summer semester. The order of the first and second semesters is reversed for students embarking on the course in a winter semester.

Assessments: types and forms of assessment

Written examination

A written examination is completed under supervision. Students must complete the set questions on their own, either without the use of study aids or with the use of specified study aids only. Written examinations last at least 60 and no longer than 240 minutes.

Presentation

A presentation is an oral talk lasting between 15 and 45 minutes, given on the basis of a written outline prepared by the student and followed by a facilitated discussion. Presentations should not be read out from a script; students should be able to speak spontaneously. Students must submit digital or hard copies of any presentation slides and diagrams/charts/images used to the examiner. Their written outline, which they must also submit to the examiner, should summarise their key findings and conclusions.

Certificate for exercises

A certificate for exercises is awarded once a student has successfully solved theoretical tasks set by the examiner in written form and has demonstrated his or her knowledge of the subject in a colloquium or presentation. Colloquia shall last at least 15 and no more than 45 minutes. The written work must be submitted by a deadline set by the examiner; the latest deadline shall be the end of the lecture time in which the student took the class (application tasks/*Übung*).

Portfolio examination

The portfolio examination is a special type of assessment consisting of a maximum of three different types of examination, such as a written examination, coursework/exercises to be completed during the semester, and an oral examination. The overall workload associated with the portfolio examination, and its level of difficulty, shall not exceed those associated with other forms of assessment. The member of academic staff responsible for delivering the class/module shall determine the weighting of each component for the calculation of an overall grade for the portfolio examination.

Regulations for assessments

As a general rule, modules are assessed each semester. Students who are unsuccessful in the examination/assessment may resit it a maximum of twice. Pursuant to the provisions of Section 23 subsection 5 APSO-INGI, if a written examination or formal assessment is graded as 'unsuccessful', the student concerned may apply to redeem it by undergoing an oral assessment for the failed written assessment; each student may take a maximum of three such oral assessments in total in any given degree course and a maximum of one for any given module. Students shall make their application for oral assessment to the professor responsible for the module.

If a student has to withdraw from an examination due to illness, he or she may resit the examination at the end of the following semester.

Master of Public Health: Modules

Master of Public Health	
Principles of public health	
Module number	1
Module coordinator	Prof. Amena Almes Ahmad
Duration of module / semester(s) / frequency	One semester/ 1 st or 2 nd semester/ every semester
Credits (CP) / SWS	6 CP / 4 SWS
Workload	18 semester weeks (including examination period); 72 h in-class time, 108 h self-study
Type of module	Required module
Required/recommended prior knowledge/skills	None
Language of instruction	English
Learning/competency outcomes	<p>Specialist competencies (knowledge and understanding)</p> <p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • discuss basic definitions, models and concepts of health and disease and their practical implications • describe the principal population-based approaches to health and distinguish them from approaches based on the individual • identify major public health trends and challenges • understand the influence of the social, economic and political context on public health <p>Methodological competencies (use, application and generation of knowledge)</p> <p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • view population health issues through a public health lens • analyse and evaluate public health activities in a variety of social, regional, cultural and systemic contexts, applying the public health action cycle • critically reflect upon health issues at global, national and community level <p>Social competencies (communication and cooperation)</p> <p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • engage actively in the learning process • participate in group discussions on international public health topics and share information and experiences contextualised by their national/regional background

	<ul style="list-style-type: none"> • collaborate equally and effectively with students from other professions, regions and cultures in group activities • prepare and present information on public health issues to the group • apply interactive and engaging presentation techniques <p>Professional competencies (scientific identity, professional actions)</p> <p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • identify and note underlying determinants and drivers of population health • identify public health problems at an early stage and develop solutions with a preventive focus at group/population level • acknowledge the differences in population groups with respect to culture, gender, age, religion, occupational, educational or socio-economic background and consequently the need for targeted solutions • identify the relationship between public health and other professions (inter-professionalism)
<p>Content</p>	<p>Introduction to public health</p> <ul style="list-style-type: none"> • Historic evolution and distinguishing features of public, population and individual health • Determinants of the health of individuals, groups and populations • Major strategies on and approaches to public health, including universal health coverage; elements and functions of health systems; roles of principal public health stakeholders in global health • Achievements and challenges of public health and trends of population health, with reference to students' backgrounds <p>Contemporary public health issues</p> <ul style="list-style-type: none"> • Global context of public health, including epidemiological transition and disease burden • Major trends and drivers of population health including demography, social and economic structures, equity, health policy and politics • Population groups with elevated health risks • Case studies in the health workforce
<p>Applicability</p>	<p>This module provides the foundations for further modules in the degree course, including 'Evidence-based public health', 'Health promotion and disease prevention', and 'Environmental and occupational health'.</p>
<p>Requirements for the award of credit points</p>	<p>Standard form of assessment: Presentation (graded); other possible form of assessment: Portfolio examination</p> <p>At the beginning of classes, the member of academic staff delivering the module shall announce the type of assessment that will be used.</p>

Component courses	Introduction to public health Contemporary health issues
Type of classes; media used	Seminar-style class (lecture, presentation, self-study, group work, excursion)
Recommended reading	<p><u>Please ensure you are working from the current edition in each case.</u></p> <p>Merson, M. H., Black, R. E., & Mills, A. J. (2011). Global health. Jones & Bartlett Publishers.</p> <p>Carrin, G., Buse, K., Heggenhougen, K., & Quah, S. R. (Eds.). (2010). Health systems policy, finance, and organization. Academic Press</p> <p>Guest, C., Ricciardi, W., Kawachi, I., & Lang, I. (Eds.). (2013). Oxford handbook of public health practice. OUP Oxford.</p> <p>Rosen, G. (2015). A history of public health. JHU Press.</p> <p>Baum, F. (2016). The new public health (No. Ed. 4). Oxford University Press.</p> <p>Marmot, M., & Wilkinson, R. (Eds.). (2005). Social determinants of health. OUP Oxford.</p> <p>Beaglehole, R., & Bonita, R. (Eds.). (2009). Global public health: a new era. Oxford University Press.</p>

Master of Public Health	
Statistical methods	
Module number	2
Module coordinator	Prof. Dr. Ralf Reintjes
Duration of module / semester(s) / frequency	One semester/ 1 st semester/ every summer semester
Credits (CP) / SWS	6 CP / 4 SWS
Workload	18 semester weeks (including examination period); 72 h in-class time, 108 h self-study
Type of module	Required module
Required/recommended prior knowledge/skills	None
Language of instruction	English
Learning/competency outcomes	<p>Specialist competencies (knowledge and understanding) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • understand key definitions of statistics as a science and basic statistical concepts • explain the central role of sampling variability in statistical inference <p>Methodological competencies (use, application and generation of knowledge) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • run univariate and bivariate analysis • create tables and charts • use computer-based statistical programs • relate their own findings and statistical findings from the literature to each other <p>Social competencies (communication and cooperation) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • think and analyse critically • find, evaluate and use relevant information • solve problems <p>Professional competencies (scientific identity, professional actions) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • apply statistical reasoning and methods to the addressing, analysis and solution of problems in public health

<p>Content</p>	<p>Basic statistics</p> <ul style="list-style-type: none"> • Key definitions of statistics as a science • Basic statistical concepts such as frequencies, distributions, uni- and bivariate analysis, confidence interval, significance, statistical test, correlation • Parametric vs non-parametric statistical tests • Introduction to a computer-based statistical program <p>Biostatistics</p> <ul style="list-style-type: none"> • Sample size and power calculation • Introduction to regression analysis • Survival analysis (e.g. Cox regression, Kaplan-Meier)
<p>Applicability</p>	<p>This module provides the foundations for further modules in the degree course, including 'Epidemiology' and 'Evidence-based public health'.</p>
<p>Requirements for the award of credit points</p>	<p>Standard form of assessment: Written examination (graded)</p>
<p>Component</p>	<p>Basic statistics Biostatistics</p>
<p>Type of classes; media used</p>	<p>Seminar-style class (lecture, presentation, case scenario, computer practice)</p>
<p>Recommended reading</p>	<p><u>Please ensure you are working from the current edition in each case.</u></p> <p>Field, A. (2017). Discovering statistics using IBM SPSS statistics: North American edition. Sage.</p> <p>Privitera, G. J. (2018). Research methods for the behavioral sciences. Sage Publications.</p> <p>Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). Applied multiple regression/correlation analysis for the behavioral sciences. Routledge.</p>

Master of Public Health	
Epidemiology	
Module number	3
Module coordinator	Prof. Dr. Ralf Reintjes
Duration of module / semester(s) / frequency	One semester/ 1 st semester/ every summer semester
Credits (CP) / SWS	6 CP / 4 SWS
Workload	18 semester weeks (including examination period); 72 h in-class time, 108 h self-study
Type of module	Required module
Required/recommended prior knowledge/skills	None
Language of instruction	English
Competencies gained / Learning/competency outcomes	<p>Specialist competencies (knowledge and understanding) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • understand all relevant quantitative study designs and their explanatory power • explain the epidemiological principles of screening and calculate and interpret measures of screening tests' validity and performance • describe basic principles in infectious disease transmission and surveillance systems used for health protection • describe the major non-communicable diseases and key components of their aetiology <p>Methodological competencies (use, application and generation of knowledge) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • calculate and interpret measures of disease frequency, association and impact and interpret commonly used summary measures of population health • recognise confounding, selection bias and information bias in epidemiological studies and discuss means of minimising their effects • use routinely collected data to describe the patterns of a disease in the community <p>Social competencies (communication and cooperation) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • organise themselves in working groups • discuss a public health topic in depth

	<ul style="list-style-type: none"> • present epidemiological findings in written form <p>Professional competencies (scientific identity, professional actions)</p> <p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • perform basic critical appraisal of randomised controlled trials, cohort studies and case-control studies • conduct an epidemiological study, including writing a study protocol, conducting data management, reporting and presenting the findings and recommending evidence-based interventions to decision-makers
Content	<p>Basic epidemiology</p> <ul style="list-style-type: none"> • History and major definitions of epidemiology as a science • Concepts, terms, theories and methodologies, such as ecological, cross sectional, case control, cohort studies, randomised controlled trials and intervention study designs • Measures of association and impact • Introduction to sources of error in study designs (bias, confounding) and strategies for avoiding them <p>Epidemiology for public health practice</p> <ul style="list-style-type: none"> • Overview of non-communicable diseases • The principles, key content, validity and applications of standardised data collection instruments for measuring health outcomes, e.g. KAP, QOL, SF36, GHQ, FINBALT • Major national and international population survey and surveillance systems and the application of their findings • Use of epidemiology in public health emergencies, e.g. disease outbreaks and pandemics
Applicability	The module teaches basic epidemiological concepts and methods and establishes the background for their application ('Health promotion and disease prevention', 'Occupational and environmental health'). Further, the module forms a basis for students' understanding and evaluation of evidence-based measures in the health field ('Evidence-based public health').
Requirements for the award of credit points	Standard form of assessment: Presentation (graded); other possible form of assessment: Portfolio examination At the beginning of classes, the member of academic staff delivering the module shall announce the type of assessment that will be used
Component courses	Basic Epidemiology Epidemiology for Public Health Practice
Type of classes; media used	Seminar-style class (lecture, presentation, self-study, case scenario, computer practice)
Recommended reading	<u>Please ensure you are working from the current edition in each case.</u> Celentano, David & Szklo Moyses. (2018). Gordis Epidemiology. Amsterdam: Elsevier.

	<p>Rothmann, Kenneth J., Greenland, Sander & Lash Timothy L. (2014) Modern Epidemiology. Philadelphia: Wolters Kluwer Lippincott.</p> <p>Webb, Penepole, Bain, Chris & Page Andrew. (2019) Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge: Cambridge University Press.</p> <p>Haveman-Nies, Annemien & Van Oers, J.A.M. (Ed.) (2017) Epidemiology in Public Health practice. Wageningen: Wageningen Academic Publishers.</p> <p>Bouter et al. (2018). Textbook of Epidemiology. Springer Nature.</p> <p>Hawker et al. Communicable Disease Control and Health Protection Handbook. 4th ed. Wiley 2019</p> <p>Selected recent research articles from scientific journals</p>
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Master of Public Health	
Qualitative research methods and ethics	
Module number	4
Module coordinator	Prof. Dr. Zita Schillmöller
Duration of module / semester(s) / frequency	One semester/ 1st semester/ every summer semester
Credits (CP) / SWS	6 CP / 4 SWS
Workload	18 semester weeks (including examination period); 72 h in-class time, 108 h self-study
Type of module	Required module
Required/recommended prior knowledge/skills	None
Language of instruction	English
Learning/competency outcomes	<p>Specialist competencies (knowledge and understanding) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • identify key approaches to, and concepts of, qualitative methods • explain the main methodologies, data collection methods and methods of analysis frequently used in public health practice • recognise significant aspects of the history of ethics, including historical examples of misuse of public health principles for political purposes • reflect upon ethical theories and concepts of central relevance to public health <p>Methodological competencies (use, application and generation of knowledge) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • develop, plan and implement a qualitative research study • apply methods for ensuring the validity of qualitative research • implement good ethical practices, including aspects of data handling, confidentiality, informed consent, security, privacy and disclosure • identify ethical aspects of specific public health interventions, strategies and policies <p>Social competencies (communication and cooperation) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • critically discuss ethical issues regarding public health (research), considering different points of view

	<ul style="list-style-type: none"> • apply project management methods to the conduction of a research study <p>Professional competencies (scientific identity, professional actions) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • present and justify a research approach in a transparent form • reflect on their own underlying ethical and moral beliefs and those of other people
Content	<p>Qualitative public health research</p> <ul style="list-style-type: none"> • Principles of qualitative research • Strengths and weaknesses of various qualitative methodologies • Qualitative research methods, e.g. individual interviews, focus groups, participatory methods • Sampling strategies • Types of analysis <p>Public health ethics</p> <ul style="list-style-type: none"> • Ethical principles and theories of public health, e.g. utilitarianism, egalitarianism, paternalism, autonomy, non-discrimination, human rights • Ethical challenges on micro-, meso- and macro-levels • Case studies in health care, bioethics etc. • Ethical implications of public health research
Applicability	The module focuses on ethical concepts that are of relevance for research and practice in the field of public health. The understanding of qualitative research methods is essential to the proper assessment of evidence-based measures ('Evidence-based public health').
Requirements for the award of credit points	Standard form of assessment: Portfolio examination (graded)
Component courses	Qualitative public health research Public health ethics
Type of classes; media used	Seminar-style class (lecture, presentation, self-study, discussion, group work, case study, excursion)
Recommended reading	<p><u>Please ensure you are working from the current edition in each case.</u> Howitt, Dennis. (2019). Introduction to Qualitative Methods in Psychology. Prentice Hall Harlow.</p> <p>Creswell, J. W., & Poth, C. N. (2016). Qualitative inquiry and research design: Choosing among five approaches. Sage publications.</p> <p>Mastroianni, Anna C, Jeffrey P Kahn, and Nancy E Kass. (2019). The Oxford Handbook of Public Health Ethics. Oxford University Press.</p> <p>Bayer, R, Lawrence, OG & Jennings, B (eds.) (2007). Public Health ethics. Theory, policy, and practice, Oxford University Press, New York.</p> <p>Bradley, P & Burls A (eds.) (2000). Ethics in public and community health, Routledge, London.</p>

	<p>Dawson, A (ed.) (2011). Public Health Ethics. Key Concepts and Issues in Policy and Practice, Cambridge University Press, New York.</p> <p>Harris, DM (2011). Ethics in Health Services and Policy: A Global Approach, Jossey-Bass, San Francisco.</p>
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Master of Public Health	
Evidence-based public health	
Module number	5
Module coordinator	Prof. Dr. Zita Schillmöller
Duration of module / semester(s) / frequency	One semester/ 1st semester/ every summer semester
Credits (CP) / SWS	6 CP / 4 SWS
Workload	18 semester weeks (including examination period); 72 h in-class time, 108 h self-study
Type of module	Required module
Required/recommended prior knowledge/skills	None
Language of instruction	English
Learning/competency outcomes	<p>Specialist competencies (knowledge and understanding) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • appreciate the epistemology of research and its influence on methodological choices in public health research practice • define evidence-based medicine and evidence-based practice and outline the unique characteristics of evidence-based public health (EBPH) • describe the EBPH Framework • outline a literature search strategy incorporating the most important literature databases in the field <p>Methodological competencies (use, application and generation of knowledge) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • assess which research questions, in which contexts, require the application of a specific research method • assess the evidence available for design flaws and sound conclusion using critical appraisal tools • apply key concepts to searching and evaluating the public health literature • conduct a (systematic) literature review <p>Social competencies (communication and cooperation) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • critically discuss the EBPH concept and its implications for practice • apply peer review methods to critically reflect on the research process

	<ul style="list-style-type: none"> present the findings of their literature review based on main characteristics of the design and in a manner appropriate to the audience <p>Professional competencies (scientific identity, professional actions)</p> <p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> critically evaluate the role and contribution of various research methods in public health adhere to general principles for authorship when writing/publishing in the scientific context
Content	<p>Evidence-based public health</p> <ul style="list-style-type: none"> Introduction to research for health practice Evidence-based practice and critical appraisal Quantitative/qualitative research: principles, techniques and critique Mixed methods: principles, techniques and critique <p>Literature searches</p> <ul style="list-style-type: none"> Reviewing primary sources, e.g. empirical research reports, theoretical articles, literature review articles, reports on professional standards and practices Concepts of meta-analysis and meta-synthesis Managing literature searches Analysing the relevant literature Presenting the results of a literature review Intellectual property/plagiarism
Applicability	The module revisits key elements of the modules 'Statistical methods', 'Epidemiology' and 'Qualitative Research Methods and Ethics', discussing them in relation to their practical research-based application.
Requirements for the award of credit points	Standard form of assessment: Portfolio examination (graded)
Component courses	Literature searches and Scientific Methods Evidence-based Public Health
Type of classes; media used	Seminar-style class (lecture, presentation, self-study, group work, discussions)
Recommended reading	<p><u>Please ensure you are working from the current edition in each case.</u></p> <p>Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.</p> <p>Creswell, J. W., & Clark, V. L. P. (2017). Designing and conducting mixed methods research. Sage publications</p> <p>Bazeley, P. (2017). Integrating analyses in mixed methods research. Sage.</p> <p>Jacobsen, K. H. (2020). Introduction to health research methods: A practical guide. Jones & Bartlett Publishers.</p>

	<p>Brownson, R. C., Baker, E. A., Deshpande, A. D., & Gillespie, K. N. (2017). Evidence-based public health. Oxford university press.</p> <p>Bettany-Saltikov, J. (2012). How to do a systematic literature review in nursing: a step-by-step guide. McGraw-Hill Education (UK).</p>
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Master of Public Health	
Environmental and occupational health	
Module number	6
Module coordinator	Prof. Dr. Andre Klussmann
Duration of module / semester(s) / frequency	One semester/ 2 nd semester/ every winter semester
Credits (CP) / SWS	6 CP / 4 SWS
Workload	18 semester weeks (including examination period); 72 h in-class time, 108 h self-study
Type of module	Required module
Required/recommended prior knowledge/skills	None
Language of instruction	English
Learning/competency outcomes	<p>Specialist competencies (knowledge and understanding) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • define the basic concepts, principles and methods of risk estimation • identify levels of and trends in the most significant environmental and occupational exposures and their relationship to public health • discuss the impact of climate change on public health <p>Methodological competencies (use, application and generation of knowledge) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • critically analyse the impact of environmental and occupational factors on public health • conduct a study addressing environmental and occupational exposures • interpret environmental and occupational impacts on health to the end of developing a coherent strategy for preventing and managing hazards that pose risks to human health and safety <p>Social competencies (communication and cooperation) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • cooperate effectively in teams with other students • apply project management methods to the conduction of a research study • present their findings in a manner appropriate to the target group. <p>Professional competencies (scientific identity, professional actions)</p>

	<p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • clearly distinguish between scientific knowledge, assumptions and uncertainties • effectively communicate health-related issues to clients, staff, management and experts
Content	<p>Occupational health</p> <ul style="list-style-type: none"> • Occupational health, ergonomics and risk factors at work • Anthropometry – measurement, application of data, national and international data sources • Work-related musculoskeletal disorders and risk assessment of physical exposures at work • Environmental conditions at work and risk assessment of selected exposures • Practical application of selected aspects of occupational health (excursion or laboratory-based event) <p>Environment and health</p> <ul style="list-style-type: none"> • Health problems related to the environment • Environmental and health impacts of contaminants, e.g. air, soil, water • Fine particulate matter and its impact on human and environmental health • Pesticides, heavy metals and nitrates: water as a health risk
Applicability	<p>This module gives an overview of links between the environment and health, focusing on the assessment and management of environmental factors that can potentially affect health to the end of preventing disease and creating environments supportive to health.</p>
Requirements for the award of credit points	<p>Standard form of assessment: Paper (graded); other possible form of assessment: Portfolio examination</p> <p>At the beginning of classes, the member of academic staff delivering the module shall announce the type of assessment that will be used</p>
Component courses	<p>Occupational health</p> <p>Environment and health</p>
Type of classes; media used	<p>Seminar-style class (lecture, presentation, self-study, group work, project-based work, case study)</p>
Recommended reading	<p><u>Please ensure you are working from the current edition in each case.</u></p> <p>Gatchel, Robert J., Schultz, Izabela Z. (2012). Handbook of Occupational Health and Wellness (Eds.), Springer.</p> <p>Leal Filho, W. Azeiteiro, U. A., Santos, F. (Eds). (2016). Climate Change and Health. Springer, Berlin.</p> <p>D. W. Moeller (2005). Environmental Health. Harvard University Press, Cambridge, MA. USA. – Available as an e-book on the EMIL platform</p>

Master of Public Health	
Health promotion and disease prevention	
Module number	7
Module coordinator	Wiebke Bendt, M.Sc.
Duration of module / semester(s) / frequency	One semester/ 2 nd semester/ every winter semester
Credits (CP) / SWS	6 CP / 4 SWS
Workload	18 semester weeks (including examination period); 72 h in-class time, 108 h self-study
Type of module	Required module
Required/recommended prior knowledge/skills	None
Language of instruction	English
Learning/competency outcomes	<p>Specialist competencies (knowledge and understanding) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • discuss indicators, determinants, trends and interventions in lifestyle and health behaviour • describe health promotion principles and methods as applied to the addressing of key factors influencing health • identify and apply principles for strengthening the capacity of communities to enhance their health and wellbeing <p>Methodological competencies (use, application and generation of knowledge) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • analyse the health behaviours of populations and population sub-groups, e.g. adolescents, the elderly, males/females, those at social disadvantage, other distinct social, cultural and/or religious groups, and understand the need to invest in health promotion measures for these groups • develop, implement and evaluate health promotion strategies based on theories, evidence and the principles of social justice and equity <p>Social competencies (communication and cooperation) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • lead on and support collaborative relationships • network and communicate with communities and stakeholders • apply project management methods to the development of a health promotion project <p>Professional competencies (scientific identity, professional actions)</p>

	<p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • design concepts on a theoretical basis • make professional use of their awareness of social justice issues • promote social justice to address health inequalities
Content	<p>Health behaviours and lifestyles</p> <ul style="list-style-type: none"> • Determinants of health behaviour • Trends and interventions in lifestyles and health behaviours, e.g. physical activity, dietary habits, drug abuse, sexual behaviour, etc. • Principles of public health nutrition and diet-related diseases • Access to and take-up of healthcare in diverse populations <p>Health promotion and disease prevention</p> <ul style="list-style-type: none"> • Significant aspects of the history of health promotion theory and practice, including significant health promotion charters • Concepts and theories applied in health promotion, e.g. behavioural change, participation/empowerment, capacity building, salutogenesis, social marketing • The planning of models, methods and strategies of health promotion and prevention, focusing on concepts and theories
Applicability	<p>This module explores concepts, theories and interventions that seek to promote behavioural change at individual and societal levels, emphasising the design of health-promotion activities on the basis of theories and of available evidence and leading to further planning and implementation (Leadership and public health programme planning).</p>
Requirements for the award of credit points	<p>Standard form of assessment: Presentation (graded); other possible form of assessment: Portfolio examination</p> <p>At the beginning of classes, the member of academic staff delivering the module shall announce the type of assessment that will be used.</p>
Component courses	<p>Health behaviours and lifestyles</p> <p>Health promotion and disease prevention</p>
Type of classes; media used	<p>Seminar-style class (lecture, presentation, self-study, group work, project-based work, case study)</p>
Recommended reading	<p><u>Please ensure you are working from the current edition in each case.</u></p> <p>Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2008). Health behavior and health education: theory, research, and practice. John Wiley & Sons.</p> <p>Tones, K., & Green, J. (2004). Health promotion: planning and strategies. Sage.</p> <p>Naidoo, J., & Wills, J. (2009). Foundations for Health Promotion. Elsevier Health Sciences.</p> <p>Buttriss, J., Welch, A., Kearney, J. M., Lanham-New, S., & Nutrition Society (Great Britain) (Eds.). (2017). Public health nutrition (Second edition). John Wiley & Sons, Inc.</p>

	<p>Marks, D., Murray, M., & Estacio, E. V. (2018). Health psychology: Theory, research & practice (5th edition). Sage.</p> <p>Ogden, J. (2010). The psychology of eating: From healthy to disordered behavior (2nd ed). Wiley-Blackwell.</p> <p>Ogden, J. (2012). Health psychology: A textbook (5th edition). Open University Press.</p> <p>Shepherd, R., & Raats, M. (Eds.). (2006). The Psychology of Food Choice. CAB International.</p>
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Master of Public Health	
Leadership and public health programme planning	
Module number	8
Module coordinator	Wiebke Bendt, M.Sc.
Duration of module / semester(s) / frequency	One semester/ 2 nd semester/ every winter semester
Credits (CP) / SWS	6 CP / 4 SWS
Workload	18 semester weeks (including examination period); 72 h in-class time, 108 h self-study
Type of module	Required module
Required/recommended prior knowledge/skills	None
Language of instruction	English
Learning/competency outcomes	<p>Specialist competencies (knowledge and understanding) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • understand the challenges associated with leadership and management roles in complex health systems • comprehend the phenomenon of change, its internal and external drivers • outline principles and methods of the development, planning, implementation and evaluation of public health programmes • reflect upon the limitations of evaluation in knowledge-building and decision-making <p>Methodological competencies (use, application and generation of knowledge) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • practise conflict management, shared responsibility and cultural sensitivity • identify, adapt and use principles, processes and tools for the evaluation of public health projects/programmes • assess the context in which evaluation is used and its significance to the choice of approach and the role of the evaluator <p>Social competencies (communication and cooperation) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • critically reflect on their own personal values and vision and their potential impact on their role as a leader

	<ul style="list-style-type: none"> work effectively in complex situations, demonstrating negotiation, conflict management, networking, collaboration, cooperation, intercultural and interdisciplinary skills <p>Professional competencies (scientific identity, professional actions)</p> <p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> demonstrate leadership and motivate people, communities and organisations to engage in processes of change and support learning and development processes apply the principles of systems thinking to public health programme planning, implementation, and evaluation in the context of organisational, community, and policy initiatives apply principles of effective communication
Content	<p>Leadership and (health) communication</p> <ul style="list-style-type: none"> The fundamental theories underlying communication Leadership styles, team roles, conflict management Change management: organisational culture, motivators, customer satisfaction and profit Intercultural intelligence <p>Programme planning and evaluation</p> <ul style="list-style-type: none"> Evaluation theory and its application Planning models, methods and strategies of project development Planning and handling evaluation design, data collection, analysis, and the dissemination of findings
Applicability	The module addresses the implementation of health promotion interventions and builds on the theoretical foundations of the module 'Health promotion and disease prevention'. Students' critical reflection on their own ideas and actions is an essential component of this module.
Requirements for the award of credit points	Standard form of assessment: Portfolio examination (graded)
Component courses	Leadership and (health) communication Programme planning and evaluation
Type of classes; media used	Seminar-style class (lecture, presentation, self-study, group work, project-based work, case study)
Recommended reading	<p><u>Please ensure you are working from the current edition in each case.</u></p> <p>De Bono, S., van der Heijden, B., Remme, J., & Jones, S. (2008). Leadership, change and responsibility. Meyer & Meyer Verlag.</p> <p>Gosling, J., Sutherland, I., & Jones, S. (2012). Key concepts in leadership. Sage.</p> <p>Gosling, J., & Mintzberg, H. (2003). The five minds of a manager. Harvard business review, 81(11), 54-63.</p> <p>Rooke, D. and Torbert, W. (2005) 'The Seven Transformations of Leadership', Harvard Business Review, April, 83(4): 66-76.</p>

	<p>Morrison, I. (2000). Health care in the new millennium: Vision, values, and leadership. San Francisco.</p> <p>Tones, K., & Green, J. (2004). Health promotion: planning and strategies. Sage.</p>
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Master of Public Health	
Health policy and management	
Module number	9
Module coordinator	Prof. Dr. York Zoellner
Duration of module / semester(s) / frequency	One semester/ 2 nd semester/ every winter semester
Credits (CP) / SWS	6 CP / 4 SWS
Workload	18 semester weeks (including examination period); 72 h in-class time, 108 h self-study
Type of module	Required module
Required/recommended prior knowledge/skills	None
Language of instruction	English
Learning/competency outcomes	<p>Specialist competencies (knowledge and understanding)</p> <ul style="list-style-type: none"> • On successful completion of this module, students will be able to ...:identify the schools of thought of management theory embedded in elements of public health policy • pinpoint the various interests reflected in the positions of key stakeholder groups in policy formation • outline principles of project management <p>Methodological competencies (use, application and generation of knowledge)</p> <ul style="list-style-type: none"> • On successful completion of this module, students will be able to ...:compare the organisation, structure and function of healthcare, public health and regulatory systems across national and international settings • apply advanced policy and management concepts to the analysis of health systems • critically analyse contemporary developments affecting health systems • apply principles of project management • Professional competencies (scientific identity, professional actions) On successful completion of this module, students will be able to ...:debate the role of different understandings of equity alongside other objectives in informing health policy and policy change • advocate for political, social or economic policies and programmes that will improve health in diverse populations

<p>Content</p>	<p>Health policy</p> <ul style="list-style-type: none"> • Policy definitions and instruments • Key health challenges, current political strategies, including strengths and weaknesses • Comparison of health policies in different countries • Specific issues in global and European public health • Decision-making methodologies <p>Health and project management</p> <ul style="list-style-type: none"> • Philosophical concepts and ethical considerations in healthcare management: The concept of justice • Systematic comparative analysis of healthcare systems: Theoretical approaches • Management of healthcare systems in different countries • Healthcare funding and resource allocation • Human resource management and capacity building in public health systems • Performance assessment in healthcare systems: Opportunities and limitations • Project management
<p>Applicability</p>	<p>The module examines the evolution of different health systems and their relationship to social norms and health policy. It will actively promote discussion and the sharing of ideas with relevant actors from health systems.</p>
<p>Requirements for the award of credit points</p>	<p>Standard form of assessment: Portfolio examination (graded); other possible forms of assessment: Written examination, presentation At the beginning of classes, the member of academic staff delivering the module shall announce the type of assessment that will be used.</p>
<p>Component courses</p>	<p>Health policy Health and project management</p>
<p>Type of classes; media used</p>	<p>Seminar-style class (lecture, presentation, self-study, discussion, group work, case study, excursion)</p>
<p>Recommended reading</p>	<p><u>Please ensure you are working from the current edition in each case.</u> Walshe, K., & Smith, J. (Eds.). (2011). Healthcare management. McGraw-Hill Education (UK). Esping-Andersen, G. (1990). The three worlds of welfare capitalism. Princeton University Press. John Wiley & Sons. Beaglehole, R., Beaglehole, R., & Bonita, R. (Eds.). (2009). Global public health: a new era. Oxford University Press. Birn, A. E., Pillary, Y., & Holtz, T. H. (2010). Textbook of international health: Global health in a dynamic world. Merson, M. H., Black, R. E., & Mills, A. J. (2011). Global health. Jones & Bartlett Publishers.</p>

	Goodwin, N., Gruen, R., & Iles, V. (2005). Managing health services. McGraw-Hill Education (UK).
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Master of Public Health	
Health economics	
Module number	10
Module coordinator	Prof. Dr. York Zoellner
Duration of module / semester(s) / frequency	One semester/ 2 nd semester/ every winter semester
Credits (CP) / SWS	6 CP / 4 SWS
Workload	18 semester weeks (including examination period); 72 h in-class time, 108 h self-study
Type of module	Required module
Required/recommended prior knowledge/skills	None
Language of instruction	English
Learning/competency outcomes	<p>Specialist competencies (knowledge and understanding) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • recognise the interdependencies between micro- and macro-economic issues in global health • understand the role of risk and uncertainty in health and healthcare • distinguish between average and incremental analysis • interpret key indicators, both at technology and whole-system level <p>Methodological competencies (use, application and generation of knowledge) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • apply policy and economic concepts to the analysis of contemporary issues in public health and healthcare • assess, and formulate proposals for improving, structures and processes for the mitigation of market failure effects in healthcare • apply the concepts learned quantitatively to case studies on topics such as the effectiveness and cost-effectiveness of public health interventions <p>Social competencies (communication and cooperation) On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • formulate context- and setting-specific policies for the funding and distribution of healthcare • balance health equity issues in a considered manner

	<ul style="list-style-type: none"> distinguish clearly between evidence-based and interest-driven arguments in discussions around healthcare resources <p>Professional competencies (scientific identity, professional actions)</p> <p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> help shape a country's health system by providing input on governance issues identify gaps in existing health systems and propose appropriate reform measures set up suitable monitoring and regulatory frameworks for population health improvement serve as a competent analyst, decision-maker and leader in the field of public health and healthcare
Content	<p>Health economics</p> <ul style="list-style-type: none"> Fundamental micro- and macro-economic concepts and tools Interdependencies between economics and health Economic analysis as applied to various healthcare goods and 'bads' Production and cost of healthcare Economic evaluation, health technology assessment (HTA): case studies <p>Healthcare organisation</p> <ul style="list-style-type: none"> Governance in healthcare; stakeholders, structures, processes Comparative analysis of a range of healthcare systems with respect to various indicators Demand for, and supply of, health insurance Allocation of scarce healthcare resources: case study
Applicability	The module explores the application of economic theory to the challenges of healthcare funding, provider remuneration, and the distribution of healthcare goods and services and the assessment of their cost-effectiveness.
Requirements for the award of credit points	Standard form of assessment: Written examination (graded)
Component courses	Health economics Healthcare organisation
Type of classes; media used	Seminar-style class (lecture, presentation, self-study, discussion, group work, case study)
Recommended reading	<p><u>Please ensure you are working from the current edition in each case.</u></p> <p>Morris, S, Devlin, N & Parkin, D 2012, Economic analysis in health care, 2nd edn, John Wiley & Sons, Wiley.</p> <p>Folland S, Goodman AC & Stano M 2012, The Economics of Health and Health Care, 7th edn, Pearson Higher Education.</p>

Master of Public Health	
Master thesis	
Module number	11
Module coordinator	Prof. Dr. Ralf Reintjes
Duration of module / semester(s) / frequency	One semester/ 3 rd semester/ every semester
Credits (CP) / SWS	30 CP
Workload	900 h (6 months)
Type of module	Required module
Required/recommended prior knowledge/skills	Students must have completed all required modules from the first part of the degree course before progressing to their Master thesis. Exceptions shall be at the discretion of the Examinations Committee.
Language of instruction	English Submission of your thesis in a language other than English requires the prior approval of the Examinations Committee.
Learning/competency outcomes	<p>Methodological competencies (use, application and generation of knowledge)</p> <p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • systematically approach and analyse an academic topic, incorporating the identification of relevant issues in public health • research relevant and current literature, identify a the research gap and formulate an appropriate research question • develop and implement a suitable research design for the purpose of responding to the research question • document the research process and critically interpret its results/findings in the context of public health research <p>Social competencies (communication and cooperation)</p> <p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • work independently and conduct professional and target group-specific communication, e.g. with cooperation partners and respondents • proactively seek advice in the event of questions, problems and conflict • communicate with an academic audience/readership <p>Professional competencies (scientific identity, professional actions)</p> <p>On successful completion of this module, students will be able to ...</p> <ul style="list-style-type: none"> • integrate theoretical scientific knowledge and methodology into public health research

	<ul style="list-style-type: none"> • present their own research in the field in line with academic standards • complete a piece of academic work within the specified timeframe
Content	The Master thesis is a comprehensive theoretical, empirical and/or experimental exploration of a specific topic, which requires prior approval by the Chair of the Examinations Committee.
Applicability	The aim of the thesis is for students to demonstrate their capacity to apply scientific methods and generate scientific findings. Students independently explore a topic taken from the field of work associated with their degree course, addressing the issue in interdisciplinary contexts and independently expanding and further developing their academic knowledge.
Requirements for the award of credit points	Form of assessment: Certificate for exercises (non-graded) and Master thesis (graded)
Component courses	Thesis colloquium Master thesis
Type of classes; media used	Thesis colloquium Supervision
Recommended reading	<p><u>Please ensure you are working from the current edition in each case.</u></p> <p>Lindsay, D. (2011). Scientific writing: Thinking in words (No. 651.7 LINs). CSIRO Pub.</p> <p>Glasman-Deal, H. (2010). Science research writing for non-native speakers of English. World Scientific.</p> <p>Potochnik, A., Colombo, M., & Wright, C. (2018). Recipes for science: an introduction to scientific methods and reasoning. Routledge.</p> <p>Galvan, J. L., & Galvan, M. C. (2017). Writing literature reviews: A guide for students of the social and behavioral sciences. Taylor & Francis.</p>

Overview of modules and required courses

No	Module	Courses/classes
1	Principles of public health	Introduction to public health
		Contemporary health issues
2	Statistical methods	Basic statistics
		Biostatistics
3	Epidemiology	Basic epidemiology
		Epidemiology for public health practice
4	Qualitative research methods and ethics	Qualitative public health research
		Public Health Ethics
5	Evidence-based public health	Literature searches and scientific methods
		Evidence-based public health
6	Environmental and occupational health	Occupational health
		Environment and health
7	Health promotion and disease prevention	Health behaviours and lifestyles
		Health Promotion and disease prevention
8	Leadership and public health programme planning	Leadership and (health) communication
		Programme planning and evaluation
9	Health policy and management	Health policy
		Health and project management
10	Health economics	Health economics
		Healthcare organisation

Academic staff

Professors

Prof. Amena Ahmad

Prof. Dr. Dr. Walter Leal

Prof. Dr. Andre Klusmann

Prof. Dr. Ralf Reintjes

Prof. Dr. Joachim Westenhöfer

Prof. Dr. York Zoellner

Lecturers

Wiebke Bendt, M.Sc.

External lecturers

Dr. Adedeji Adegunle, MPH

Kenneth Asang, MPH

Jorge Asprino, MPH

Dr. Alison Hann

Dr. Maria Noftz, MPH

Ricardo Strauss, MPH

Preeti Vishnani, MPH

