



EUROPEAN MASTERS IN HEALTH PROMOTION
INDUCTION COURSE FOR TRAINERS

GRANT AGREEMENT no SI2.241342 (2000CVF3-403)

FINAL REPORT

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This Project has received financial support from the European Commission.

Neither the European Commission nor any person acting on its behalf is liable for any use made of the following information.

EXECUTIVE SUMMARY

Introduction

The European Commission has funded the European Masters in Health Promotion Feasibility Study (EUMAHP) within the wider framework of improving public health and health promotion training in the European Union. The EUMAHP project aimed at exploring interest and develop a dedicated programme of health promotion at postgraduate level.

Within the framework of the EUMAHP Feasibility Study an Induction Course for Trainers was carried out.

Aims

The aims of the Induction Course for Trainers was to strengthen and progress the strategy and the implementation of the EUMAHP, by:

- introducing the future health promotion trainers and supervisors of the EUMAHP into the core curricula of the EUMAHP, the quality measures incorporated the teaching and learning methods adopted, and the delivery strategy of the EUMAHP Programme.
- testing out the above aspects of the EUMAHP Programme, with the future trainers and supervisors in the member states.
- obtaining feedback from experienced trainers from a range of Member States as to the practical implementation of EUMAHP in their countries and fine-tune EUMAHP procedures and processes accordingly.

Outcomes

The outcome of the Induction Course for Trainers is the production of two documents, EUMAHP Core Modules and EUMAHP Course Delivery Package.

These reflect the philosophy of a European Masters in Health Promotion, based on the experiences of all EUMAHP members and teaching experts, after a consensus building procedure.

The EUMAHP Course is of great interest of all involved countries, and the infrastructure suggested for its development ensures strategic development, continuity, and sustainability of postgraduate training in health promotion with a European dimension.

1. INTRODUCTION

The European Masters in Health Promotion (EUMAHP) Consortium has been established to set up a feasible programme network for the development and implementation of a Pan European Masters Programme in Health Promotion. As part of this project the core curricula, the quality assurance/benchmarking, the teaching and learning methods, and the delivery of the course were to be developed. A need thus emerged to test the above work, together with the future trainers who will deliver the EUMAHP, within a practical workshop setting. This was considered essential, in order to build in the expected sustainability for EUMAHP, in the future distribution and dissemination. A common understanding of the core knowledge base, the methodology and the delivery aspects is essential for an effective future dissemination through all the member states. The abilities of the trainers in health promotion reflect their cumulative experiences from different cultures, education systems and activities.

2. AIM AND OBJECTIVES

The overall aim of the Induction Course for Trainers was the strengthening and the implementation of the European Masters in Health Promotion (EUMAHP) Programme.

This overall aim gave rise to the following objectives:

1. To introduce to the future health promotion trainers and supervisors of the EUMAHP into the core curricula of the EUMAHP, the quality measures incorporated the teaching and learning methods adopted, and the delivery strategy of the EUMAHP Programme.
2. To test out the above aspects of the EUMAHP Programme, with the future trainers and supervisors in the member states.
3. To obtain feedback from experienced trainers from a range of Member States as to the practical implementation of EUMAHP in their countries and fine-tune EUMAHP procedures and processes accordingly.

3. PLANNING ARRANGEMENTS

An Executive Planning Group consisting of the partners of the project (Y. Tountas, GR, J.K.Davies, U.K., E. Goepel, D, M.A. Modolo/L. Briziarelli, I, M. Barry, IE) was formed with the task of preparing the Scientific Planning Meetings, as well as discussing and further developing the working papers (draft of EUMAHP Core Modules as first circulated at Lisbon EUMAHP Meeting, and draft EUMAHP Delivery Package).

3.1 Santander Meeting

An informal meeting was organised in Santander during the IUHPE Conference (10-13 May 2000) to discuss the progress of the work. Present were L. Briziarelli, I, J.K. Davies, U.K., M.A. Modolo I, D. Triantafyllou (on behalf of Y. Tountas), Gr.

While there were no news from the E.C. regarding funding, it was decided to go on with the actual work and establish provisional dates for the Scientific Meetings to be held in Athens (June 2000) and Perugia (July 2000). The dates depended on the time when contractual agreement is received. Effective work for the organisation of the Course as well as quick turnaround of the findings was emphasised as necessary for the success of this project.

3.2 Athens Meeting

After the Santander Meeting verbal communication with the E.C. gave reassurance that the project was approved for funding, so the first Scientific Meeting was organised in Athens on 24-25 June 2000. Its aim was to finalize the programme of the Induction Course, and clarify the organisational logistics required for its implementation.

Partners present: Yannis Tountas, GR
Elpida Pavi, GR
Pania Karnaki, GR
Lamberto Briziarelli, I
John K. Davies, U.K.

Apologies received from: Margaret Barry, IE
Eberhard Goepel, D

Agenda

1. Aims and objectives of Santorini Workshop
2. Current status of arrangements regarding EC contract and planning, budget, etc.
3. Current status regarding venue arrangements for Workshop
4. Participants attending/to be invited
5. Outline of initial draft programme, roles and responsibilities
6. Discussion of attachments - Delivery Strategy and Course Handbook
7. Future planning arrangements
8. Any Other Business

The aims and objectives of the Santorini Course were discussed and the arrangements and programme development were set accordingly, so that the aims are met.

A major point was that arrangements should ensure that Course participants contribute substantially to the development of EUMAHP Course Content and Delivery. Thus, it was decided that all participants should study the working papers prior to Course attendance and that they make a presentation of the situation in their countries regarding postgraduate education in Health Promotion.

Furthermore, the selection of Course participants should serve the objectives of the project, so, apart from the EUMAHP members it was decided to invite 10 experts in the field of Health Promotion training, and members of other European Networks or Courses. Such a wide participation would ensure sharing of experience and future sustainability of the EUMAHP Course.

As there was no indication of the amount of funding approved, arrangements relating to cost/budget were subject to alterations if EC changed significantly the budget.

Extensive discussion took place on the working papers (Draft Course Content and draft Course Delivery Package). Amendments were proposed before the papers were sent to the Course participants.

Organisational logistics regarding venue arrangements and facilities, and accommodation were discussed.

Furthermore, the roles and responsibilities of Executive Planning Group members, and participants were decided (chairpersons, rapporteurs, facilitators). The Draft Programme of the Santorini Induction Course formulated.

Finally, the tasks of each partner were decided.

3.3 Draft Programme

Monday 4-9-2000

9:00 – 11:00 Introduction (EUMAHP background – EUMAHP Induction Course)

Objectives of EUMAHP

Objectives of Induction Course

Methods of work (group work, plenary sessions)

Roles of participants

Organisational issues

11:30 – 14:00 10minutes presentations from each participant regarding:

- very brief info on what is going on in their country regarding the postgraduate courses in Health Promotion
- description of the structure of their own course
- their reaction/attitudes towards EUMAHP

17:30 – 19:00 Group work. Subject: *Structure of EUMAHP, how this idea can be implemented/applied/transferred in their situation.*

Formation of 3 groups according to level of development of postgraduate courses in H.P. in their country.

19:30 – 20:30 Group work: 3 groups (Continue)

Tuesday 5-9-2000

9:00 – 11:00 Group work: 3 groups (Continue)

11:30 – 14:00 Plenary session. Rapporteurs from each of 3 groups present their groups' discussion / conclusions.

17:30 – 19:00 Group work. Subject: *Content of EUMAHP Course Core Modules*
- Formation of 4 groups, each one to discuss each of the modules of the EUMAHP Course:

M1 – Foundations of H.P.

M2 – H.P. Practice

M3 – Research Methods

M4 – H.P. Placement/European dimension.

Dissertation

19:30 – 20:30 Group work: M1, M2, M3, M4/Dissertation groups (Continue)

Wednesday 6-9-2000

9:00 – 11:00 Plenary session: Discussion of M1 – Foundations of H.P.

11:30 – 14:00 Plenary session: Discussion of M2 – H.P. Practice
M3 – Research Methods

Thursday 7-9-2000

9:00 – 11:00 Plenary session: Discussion of M4 – H.P. Placement/European dimension. (Feedback from Bordeaux)

11:30 – 14:00 Group work. Subject: *Discussion of relevant issues*
Formation of 4 groups, each one to discuss each of the issues concerning the EUMAHP Course:

I1 – Accreditation/Credit transfer

I2 – Language/Textbooks/Material/Method/
Dissertation

I3 – Network/Faculty

I4 – Quality assurance (external examiners etc.)

17:30 – 19:00 Group work: I1, I2, I3, I4 (Continue)

19:30 – 20:30 Group work: I1, I2, I3, I4 (Continue)

Friday 8-9-2000

9:00 – 11:00 Plenary session: Rapporteurs of I1, I2, I3, and I4 make their presentations.

11:30 – 14:00 Discussion of Phase II of EUMAHP: Future prospects, proposal submission to DG V/F/3 Resources

17:30 – 19:00 Summary of Induction Course - Recommendations

19:30 – 20:30 Summary of Induction Course – Recommendations (Continue)
End of Induction Course.

Saturday 9-9-2000

9:30 – 14:00 Meeting of Steering Group of the Induction Course: production of draft 'Induction Course Final Report' which will complement the EUMAHP Final Report.

EUMAHP : Induction Course, 3 – 10 September 2000, Santorini, Greece

DRAFT PROGRAMME

	SUNDAY 3 – 9 – 00	MONDAY 4 – 9 – 00 Chair: Y. Tountas	TUESDAY 5 – 9 – 00 Chair: M. Barry	WEDNESDAY 6 – 9 – 00 Chair: L. Briziarelli	THURSDAY 7 – 9 – 00 Chair: E. Goepel	FRIDAY 8 – 9 – 00 Chair: J.K. Davies
9:00 – 11:00		Introduction - Objectives (EUMAHP, Course) - Methods of work - Roles - Organisational issues	Groupwork: 3 groups (continue)	Plenary session. M1	Plenary session. M4/feedback from Bordeaux, Dissertation	Plenary session. Presentations from 4 rapporteurs. Conclusions
11:00 – 11:30	C o f f e e B r e a k					
11:30 – 14:00		10' presentations by participants - H.P. courses in their country - structure of own course - attitude to EUMAHP	Plenary session. Presentations from 3 rapporteurs. Conclusions.	Plenary session. M2, M3	Groupwork: 4 groups for the issues I1, I2, I3, I4	EUMAHP Phase II (future prospects) Resources
14:00 – 17:30	S w i m / L u n c h / S i e s t a B r e a k					
17:30 – 19:00		Groupwork: 3 groups according to level of development of H.P. postgraduate courses	Groupwork: 4 groups for the modules M1, M2, M3, M4/Dissertation		Groupwork: 4 groups (continue)	Summary. Recommendations.
19:00 – 19:30	C o f f e e B r e a k					
19:30 – 20:30	20:30 Welcome cocktail/dinner	Groupwork: 3 groups (continue)	Groupwork: 4 groups (continue)		Groupwork: 4 groups (continue)	Summary. Recommendations. (continue)

3.4 Revised Programme

After the Athens Meeting, communication received from the E.C. indicated that there was a 50% cut of the budget. This dictated a substantial change in the number of Course participants which was reduced from 25 to 12.

As a result, the programme was revised so that instead of 4 groups, participants would work in 2 groups.

EUMAHP : Induction Course, 3 – 10 September 2000, Santorini, Greece

REVISED DRAFT PROGRAMME

	SUNDAY 3 – 9 – 00	MONDAY 4 – 9 – 00 Chair: Y. Tountas	TUESDAY 5 – 9 – 00 Chair: M. Barry	WEDNESDAY 6 – 9 – 00 Chair: L. Briziarelli	THURSDAY 7 – 9 – 00 Chair: E. Goepel	FRIDAY 8 – 9 – 00 Chair: J.K. Davies
9:00 – 11:00		Introduction - Objectives (EUMAHP, Course) - Methods of work - Roles - Organisational issues	Groupwork: 2 groups (continue)	Plenary session. M1	Plenary session. M4/feedback from Bordeaux, Dissertation	Plenary session. Presentations from 2 rapporteurEs. Conclusions
11:00 – 11:30	C o f f e e B r e a k					
11:30 – 14:00		10' presentations by participants - H.P - attitude EUMAHP	Plenary session. Presentations from 2 rapporteurs. Conclusions.	Plenary session. M2, M3	Groupwork: 2 groups for the issues I1, I2, I3, I4	EUMAHP Phase II (future prospects) Resources
14:00 – 17:30	S w i m / L u n c h / S i e s t a B r e a k					
17:30 – 19:00		Groupwork: 2 groups according to level of development of H.P. postgraduate courses	Groupwork: 2 groups for the modules M1, M2, M3, M4/Dissertation		Groupwork: 2 groups (continue)	Summary. Recommendations.
19:00 – 19:30	C o f f e e B r e a k					
19:30 – 20:30	20:30 Welcome cocktail/dinner	Groupwork: 2 groups (continue)	Groupwork: 2 groups (continue)		Groupwork: 2 groups (continue)	Summary. Recommendations. (continue)

4. WORKING PAPERS AND QUESTIONS

4.1 EUMAHP Core Modules

Module Title	Foundations of Health Promotion
Credit	15 ECTS -Double Module
Prerequisites	Capacity to study at Masters Level
Type	Both full time and part time students will pursue this double module. The first part of the module is delivered intensively just prior to the start of the first semester. The second part is delivered extensively during the first semester. Both parts of the module must be taken in the order specified. Key theoretical issues raised in Part I will be revisited extensively during Part II.
Rationale	Students need a basis in health studies in order to understand health promotion, which is not just about process and method. This integrative module explores and explains the foundations of health promotion theory and practice with emphasis on the new public health agenda. Students are encouraged through discussion and enquiry to develop an understanding of the conceptual, theoretical and philosophical frameworks that underpin health promotion, particularly from their own personal perspectives.
Aims	<ul style="list-style-type: none">• to develop an understanding of the concepts and related determinants of health• to consider approaches to, and models of, health promotion within the context of public health and the relationship between them; and relate these to the personal viewpoints of the student• to examine the inter-relationship between conceptual frameworks and approaches to policy initiatives, such as Health for All, Our Healthier Nation and related European directives• to introduce students to the European context of health promotion• to examine the concept of need and relate it critically to health in society

- to explore organisational infrastructures and in particular the role of intersectoral alliances in promoting health
- to develop an understanding of the practical competencies involved in planning and managing health promotion projects
- to examine the effectiveness and efficiency of health promotion practice

Learning Outcomes

On completion of this double module students will be able to :

- demonstrate an awareness of the various issues, including sociological, philosophical, ideological, ethical, and social psychological, influencing both lay and professional concepts and determinants of health
- demonstrate an understanding of the theories, values and models underpinning approaches to health promotion and new public health
- explore, reflect on and clarify their own understanding of the concepts and principles underpinning health promotion and new public health
- identify the relationship between health promotion and health education, and relate these in practice
- produce a personal development plan
- demonstrate an understanding of the European dimension of health promotion from a variety of perspectives, including culturally, historically, economically and politically

Content

The general theme of each session is indicated below.

Syllabus

Part I

Intensive session 1

Setting the Scene – Introductions, expectations, parameters, setting the double module in context of learning needs and styles, concepts and determinants of health, health promotion and new public health, inequalities in health

Intensive session 2

Philosophical issues in Health Promotion and New Public Health
An introduction to philosophical and ethical issues

Perspectives on Health Promotion and New Public Health

Intensive session 3

Environmental Perspectives

Intensive session 4

Bio-Medical Perspectives

Intensive session 5

Psychological Perspectives

Intensive session 6

Sociological Perspectives

Intensive session 7

Health Promotion and the New Public Health : History and Ideology

- a review of policy development and underlying approaches

Intensive session 8

Models and Approaches - theory underpinning practice

Intensive session 9

Health Promotion Practice - Key Settings and the European Dimension

Intensive session 10

Summary and Review - module experiences

Discussion and feedback / personal learning contracts

Preparation for Part 2.

Part II

Extensive session 1

Ethical Issues 1

Extensive session 2

Ethical Issues 2

Extensive session 3

Health Measurement and Needs Assessment

Extensive session 4

Psychological Issues 1

Extensive session 5

Psychological Issues 2

Extensive session 6

Political Issues

Extensive session 7

Intersectoral Approaches and Organisational Infrastructures

Extensive session 8
Working with the Community

Extensive session 9
Competencies

Extensive session 10
Management and Planning

Extensive session 11
Working in Key Settings

Extensive session 12
Research and Evaluation

Extensive session 13
The Way Ahead- Current National & European Issues?

Teaching and Learning

The module will use a range of teaching approaches. Part I will consist of an intensive period when students will experience key lecture sessions with opportunity to reflect on and discuss detailed and often complex conceptual information through a variety of group work. This intensive period will give students an opportunity to meet each other and communicate socially. This is essential to build their respect and confidence in each other and build positive group ethos, to assist collaborative work later. Students will be required to produce a Personal Development Plan immediately following Part I. It will be negotiated with tutors as a form of Learning Contract at the beginning of Semester 1. The emphasis will be on student reflection and presentation of seminar material, which will be assessed. Students will be guided in their choice of seminar and will receive tutorial support towards its organization. All students should prepare themselves adequately for participation in seminar discussions.

Part II will run extensively over the first semester. There will be ample opportunity for students to revisit and reflect on the material presented and discussed during Part I. As well as formal lecture input emphasis will be given to student prepared and led seminars. Titles for seminars will be issued early on in Part I. Students will be required to consult with their tutor and negotiate with the Course Leader, in the light of their Personal Development Plan, which seminar they will organize. Clear guidelines will be given to students regarding the nature and importance of this seminar. They will have freedom to organize the seminar and ensure their student colleagues participate by ensuring they raise questions for discussion.

Assessment

In addition to producing their Personal Development Plan,(which will not be formally assessed), students will be formally assessed on their seminar paper (2000 words) which will be negotiated with the Course Leader prior to their seminar ie reflecting appropriate course content and adopting a critical perspective. (It will be worth 25% of the module). At the end of the module students will be required to produce a 3000 word assignment, which will build on the seminar and will be negotiated with the tutor against specific criteria.

Module Title	Health Promotion Practice
Credit	7.5 ECTS credits
Prerequisites	Foundations of Health Promotion ; Research Methods
Type	Full time: extensive, delivered as 2 hour sessions throughout semester Part time: extensive, delivered as for full time
Aims	<ul style="list-style-type: none">• to identify different theoretical models and to relate these to specific programme development• to reflect on current research in curriculum design and programme development• to design specific programme strategies relevant to the students' own professional experience• to review current health promotion and health education programmes and material from a local, national and European context• to reflect on the desirability and potential for evaluation in health promotion and health education• to experience practical aspects of programme design, including appropriate technology• to extend the group ethos in a collaborative project

Learning Outcomes

On completion of the module, students will be able to:

- apply earlier concepts and ideas in a practical setting
- develop their own skills of negotiation, delegation and collaborative planning
- gain an overview of the way in which media is to be used to promote health in a wider European context
- develop an understanding of and will experience a range of evaluation techniques in health promotion

Content

The module will provide students with guidance on all aspects of health promotion planning, design, implementation and evaluation. Key lectures will introduce the following elements:

- application of theory to practice particularly focusing on programme planning and development
- skills of negotiation, delegation and collaborative planning
- communication strategies, especially mass media
- evaluation techniques
- modern communication techniques and information technology
- community development
- Both full time and part time students will experience this module together. It will provide opportunities for exchange and sharing of ideas among professionals from a range of backgrounds. Students will work together in small groups towards development of a health promotion programme by formal presentation, which will be evaluated by their peers, course tutors and other professionals.

Teaching and Learning

This module will develop an integrated group work format, whereby students will be required to work towards a formal presentation. (Students will be allocated designated classroom time, supported by tutors, to contribute towards this work). Following an initial introduction, students will negotiate with each other the allocation of tasks within an appropriate group membership. Key lectures will focus on the critical analysis of health

promotion and health education programme development within a practical framework.

Assessment

Assessment will be shared between tutors, peers and professionals from appropriate work contexts.

Formative Assessment:

Students will reflect on the experience of working on the collaborative project and will develop criteria for the assessment of the final presentation by their peers. This presentation will be assessed against those criteria and alongside a reflective journal developed by the group.

Summative Assessment:

Students will be required to write a critical essay setting their above presentation into a national and European context with the focus on programme development and the implications within a practical setting (3000 words).

Module Title	Research Methods
Level	Masters
Credit rating	7.5 ECTS Credits
Prerequisites	None
Type	Extensive
Aims	<p>The aims of the module are:</p> <ul style="list-style-type: none">• to explore and analyse critically theoretical issues relating to research;• to provide course members with an understanding of the potentialities and limitations of both quantitative and qualitative research;• to enable course members to develop specific research skills in the collection and analysis of data and in the presentation of research findings.

Learning outcomes/objectives

By the end of the module the students will be able to:

- understand the different methodological approaches used in the social sciences and their theoretical underpinnings;
- select and employ appropriate methods to collect and analyse both quantitative and qualitative data;
- present the findings of both quantitative and qualitative analysis in an appropriate style;
- critically evaluate both quantitative and qualitative research;
- understand some of the methodological debates pertinent to the social sciences.

Content

The syllabus begins with a discussion of methodological issues in the social sciences, including an analysis of different approaches to social research and the underlying principles of research design. This is followed by a detailed examination of the research process, including the identification of viable research problems, the selection of a research strategy appropriate to the research questions, data collection, data analysis and presentation of research findings. The design and implementation of a range of data collection methods including questionnaires, participant observation and structured and unstructured interviewing are addressed, and sampling methods and the issues of representativeness and the generalisation of research findings are discussed. Techniques for the analysis, validation and interpretation of both quantitative and qualitative data are then considered. The module concludes with a critique of different styles of research, a critical evaluation of current examples of social research and a discussion of methodological issues relating to the combination of different styles of research.

Teaching and learning strategies

Lectures (12 hours), workshops (12 hours) and directed independent study (66 hours including assessment)

Learning support

Module Title	Health Promotion Placement
Level	Masters Level
Credit rating	7.5 ECTS
Prerequisites	Foundations of Health Promotion ; Research Methods
Type	<p>Full time: During the year will be delivered by an introductory day, followed by a two week visit to another European country other than their own, and a culminative evaluation day</p> <p>Part time: Normally, during the first two years, will be extensive, delivered as an intensive introductory day followed by a two week visit to a different European country other than their own, and a culminative, intensive evaluation day.</p>
Aims	<ul style="list-style-type: none"> • To allow the development of theory in a practical setting in a European context which is different from the students own • To allow the student to identify and develop their own desired outcomes from their selected placement and to formulate a learning contract to be agreed with the Course Leader • To ensure that the placement outcomes are congruent with and enhance, the overall course aims.
Learning outcomes/objectives	<p>By the end of the module the students should be able to:</p> <ul style="list-style-type: none"> • students will relate the comparative theoretical elements of the course in a functional way in an alternative health promotion setting • students will be equipped to work professionally in Europe because of their broadened knowledge base • students will have identified prior outcomes through their learning contract and will be able to successfully evaluate the experience with their peers against negotiated criteria developed within the context of the overall course aims
Content	<p>Both full and part time students will, at the commencement of Semester 2, attend an intensive introductory day. This will provide an opportunity for students to:</p> <p>gain an insight into the overall aims of the placement</p>

develop their own ideas with others

draw up a checklist of their own needs and objectives

discuss ideas from a resource base

develop a personal chronological framework with tutors

Students will be encouraged to find a placement experience which will enhance their previous experience and provide an opportunity to explore in a practical context, the ideas which might underpin their dissertation.

Students will either spend a minimum of 10 consecutive working days or an extended equivalent period in their placement context. The nature of this experience will be negotiated initially between the student and the placement, but will be agreed in consultation with course tutors. The Course Leader will provide documentation and advice to support the student in confirming their placement. The costs of travel, accommodation, insurance and incidentals will be covered by the student.

Students will keep a reflective diary and a dossier of notes from their placement experience which they will share with their peers and which will inform the final written evaluation.

Full time students will engage in their placement during semester 2 and will attend the culminative day at the end of the semester. Part time students will undertake their placement during the summer vacation following semester 2 or during the following Christmas vacation and will attend the culminative evaluative day at the beginning of semester 4.

Teaching and learning strategies

The introductory day will provide an opportunity for both full time and part time students to share ideas and experiences within a discursive framework. The culminative day will provide full time students with an opportunity to evaluate the placement with their peers in the context of the whole course. Part time students will similarly evaluate with their peers in a framework of negotiation and reflection.

Learning support

Text

Assessment

Assessment will be shared between tutors and peers. Students will make a presentation to their peers during the final intensive day, based on their learning contract. This will address criteria, which

have been previously negotiated from the module aims in consultation with their peers and the Course Leader. The extent to which proposed outcomes were realised will be highlighted. The presentation will contribute one third towards the final assessment for this module. Students will provide an overview of the placement experience, which draws on material from their reflective diaries and their field notes. Students will write a summary evaluative report based on and incorporating their basic criteria which provides a critical analysis of their placement (maximum 3000 words).

Brief description of module and/or aims

A self-directed learning module giving students both professional and personal outcomes from a European placement.

4.2 EUMAHP Delivery Package

INTRODUCTION

The expected results of the EUMAHP Project include:

1. An exemplary training scheme as a flexible framework with core curriculum based on European quality criteria
2. An in-depth review of postgraduate education and training in Member States
3. A set of preferred learning outcomes and procedures for quality assurance
4. Initial pre-testing aspects of curriculum delivery and practice
5. A gain in knowledge, skills and competency among professionals concerned with post-graduate training
6. Establishment of comprehensive networks among institutions of higher education

PROGRESS AND ACHIEVEMENTS

What has been achieved so far:

- There is interest, capacity and commitment across Europe for the development of a European Masters Programme for Health Promotion
- A EUMAHP Consortium forms the embryo of a Pan-European Network for Health Promotion Training based ideologically on the shared values and the principles of participation, empowerment and equity, and on the theoretical framework offered by the Ottawa Charter for Health Promotion
- The basic structure of the EUMAHP core framework has been drawn up and core modules highlighted, including the European dimension
- Work has begun on the development of a benchmarking system to ensure continuous quality assurance of the programme

- A review of both current health promotion curricula and literature has been carried out to identify best practice
- A Student Summer School has been planned and will be held from 17 – 22 August in Bordeaux to pre-test the European Perspectives Module, one of the key elements of the EUMAHP core curricula
- Networking has been initiated with potential partner-institutions in central and eastern Europe, European agencies and networks concerned with health promotion practice and other EC funded sister projects, in particular the European Masters in Public Health Nutrition
- Discussions regarding open and distance learning delivery are continuing
- An induction workshop for EUMAHP trainers has been funded by EC and will be held in Santorini from 3-8 September 2000

PROPOSED EUMAHP COURSE/ PROGRAMME/ FRAMEWORK DEVELOPMENT AND DELIVERY

It is proposed that the framework for EUMAHP delivery could consist of:

1) **The EUMAHP Network** which should be jointly owned and organised by interested universities or institutions of higher education within Europe who meet the EUMAHP criteria and join the Network as partner agencies. Applicant institutions will need to apply and meet the explicit pre-requisites for entry – the ability to award degrees (or being linked to degree awarding universities), deliver modules related to the EUMAHP core curriculum and meet specific Q.A. criteria. To demonstrate commitment at institutional level to EUMAHP, a formal ‘Expression of Interest’ from the applicant institution will need to be signed by their Vice Chancellor/Director/Dean or equivalent. In the longer-term the desirability of each partner institution contributing a subscription to maintain the EUMAHP Network should be considered.

2) **EUMAHP Faculty Board** will be formed by a revolving membership of EUMAHP Network members, who are elected by partner institutions for an annual term of office (balanced to ensure all parts of Europe are represented), and the EUMAHP secretariat as ex-officio members. The Board Chair will be elected by, and from within, existing Board Members. Most of the work of the Board will be carried out virtually by electronic communication – additionally, meetings and their regularity will depend on future resources. This will also be a factor influencing the number of Board members. The function of the EUMAHP Board will be to ensure effective and efficient co-ordination of the EUMAHP Programme, including responsibility for rigorous quality assurance standards, decision making with regard to applicant institutions, course accreditation into the EUMAHP Programme, external examination procedures, reviewing new modules, updating existing modules and literature, approving elective modules, ensuring adequate links between modules, trouble-shooting, staff development, etc. The Board may wish to form sub-groups to delegate specific tasks. They will also through the EUMAHP Secretariat regularly

communicate with EUMAHP Network members, specifically through web-site and electronic means.

EUMAHP Partner Institutions will form the EUMAHP Network. Membership will be open to any institution of higher education that applies, signs the 'Expression of Interest', and meets, or agrees to work towards meeting, the EUMAHP Programme entry criteria. There will be various categories of membership depending on the applicant's stage of development, for example

- institutions with existing courses who can join immediately
- institutions who have relevant courses
- institutions that are currently developing, or planning to develop, new Masters courses in health promotion

4) **The EUMAHP Course** consists of a flexible, modular framework formed from a number of proposed compulsory core modules, a cross-curricular European dimension, a research project based dissertation and a series of approved elective modules all based on Q.A. benchmarking. A course/programme handbook will be developed to include for example details on the following issues:

- Aims and objectives
- Pre-requisites for student entry
- Curriculum and modular structure – compulsory aspects, electives, timescale
- Modules – including outline, learning objectives
- Programme Credits – equivalent ECTS (including dissertation, modules)
- Dissertation guidelines
- Integration of concepts across modules especially wider health promotion and European perspectives.

5) **EUMAHP Core Curriculum**

It is proposed that the core curriculum consists of compulsory modules, elective modules and a research-based dissertation (90 ECTS)

The proposed compulsory modules are

Foundations of Health Promotion	(15 ECTS)
Research Methods	(7.5 ECTS)
Health Promotion Practice	(7.5 ECTS)
European Perspectives	(7.5 ECTS)
European Placement	(7.5 ECTS)
Dissertation	(30 ECTS)

The proposed electives (5 ECTS) are open but will probably include

Transcultural Studies
Health Psychology
Health Economics
Alternative Therapies
Ethics of Health
Comparative Health Policy
Sociology of Health & Illness
(ECTS credits are indicated only for illustration)

Within the EUMAHP Course Handbook the following details will be given for each proposed core and elective module:

- Title, EUMAHP code, credit, prerequisites, type (full-time or part-time), delivery format (Intensive, extensive, distance/open learning, etc), aims, learning outcomes, content, teaching and learning, assessment, indicative reading.

6) Course Delivery

Students will enroll with an approved EUMAHP Consortium/Partner Institution to undertake a EUMAHP approved post-graduate/Masters level award issued by that Institution related to Health Promotion, Health Education, Public Health, ie having a substantial health promotion content and rationale. EUMAHP Course Delivery Partner institutions will continue to award their own degrees (there is no possibility in the short term of some European body awarding degrees centrally). But they will undertake to credit modules from fellow EUMAHP partner institutions as contributing to their own award and in addition acknowledge a EUMAHP 'Certificate', issued by the EUMAHP Faculty Board, to those students completing the award using EUMAHP modules and dissertation.

The student will then pursue a series of compulsory modules and elective modules which have been agreed by the EUMAHP Faculty Board in conjunction with the host/partner institution. This will then be followed by an approved dissertation.

PRACTICAL PILOT/DEMONSTRATIONS

In order to complete the feasibility phase of the project, key aspects of EUMAHP will be piloted and tested out by means of a Student Summer School and a Trainers Induction Workshop.

Pilot 1 European Student Summer School

EUMAHP is jointly organising (with a sister EC-funded Masters in Public Health Nutrition Network) and testing out a 'European Perspectives' module with students in the form of a European Summer School to be held in Bordeaux during August 2000. The European Perspectives module will be closely monitored and evaluated with students and findings fed back to be included in the EUMAHP Induction Workshop and the final report of EUMAHP Phase 1.

Pilot 2 EUMAHP Induction Workshop for Trainers

In order to demonstrate, evaluate and obtain feedback on the draft EUMAHP Course Curricula and Delivery Processes, the EC has agreed to fund a EUMAHP Induction Workshop. Participants will consist of EUMAHP Consortium members, together with experts in post-graduate teaching and learning. The proposal has been co-ordinated and submitted by the EUMAHP Consortium member from Greece through the University of Athens, jointly with EUMAHP members from Ireland, Germany, Italy and the UK.

The central objectives of the Induction Workshop are:

- to introduce non-EUMAHP participants to its proposed core curricula, its quality measures, its teaching and learning methods and its proposed delivery strategy
- to test out and discuss the above aspects with non-EUMAHP stakeholders

- to obtain feedback and advice regarding the content and practical implementation of the proposed EUMAHP Programme, in order to evaluate and fine-tune EUMAHP procedures and processes.

THE ESTABLISHMENT OF A EUROPEAN NETWORK FOR TRAINING AND RESEARCH IN HEALTH PROMOTION

Currently there is no European network concerned with the academic development of health promotion, focussing on theory and practice in relation to both training and research. In the longer term, an expanded EUMAHP Consortium could form the basis of such a network, which could be entitled ‘The European Network for Training and Research in Health Promotion’ or ‘The European Network for Health Promotion Development’. If this goal is felt desirable then there is an ongoing need to create an infrastructure of partner universities/institutions of higher education across Europe concerned with these academic aspects of health promotion.

We currently have the basis of such a network/institute.

4.3 Questions for the Preparation of Country Presentations

Please read the attached draft papers –

A European Masters Programme in Health Promotion Delivery Package

European Masters Programme in Health Promotion Core Modules

and provide your written response to the following questions in as much detail as appropriate. You should be prepared to distribute your paper and speak to its main points at the morning session of the workshop on 4 September. Please give your views preferably from the perspective of your country (and of course from your experience of the course or courses you know best) and its current state of development in terms of postgraduate education and training in health promotion - consider also courses in health education and public health, where in the case of the latter, there is a substantial health promotion (Ottawa Charter) content.

1. Are there one or more current post graduate courses who could join the EUMAHP programme:
 - with minor adaptation
 - with substantial adaptation

Please give practical details. If not :

2. Are there plans in your country in the near future to develop a postgraduate course(s) that could join the EUMAHP programme? Please give details.
3. Would the institutions in 1 be interested in joining EUMAHP in principle?
4. Would these institutions be prepared to demonstrate commitment and sign a formal ‘Expression of Interest’? Would they be likely to contribute a subscription to actively participate in the EUMAHP programme?

5. What are your views on the role, function and practicability of the proposed EUMAHP Faculty Board?
6. With regard to the core curriculum of EUMAHP what are your views on its relevance to your current understanding of health promotion from both your own country and from a European perspective?
7. How does the practical delivery of EUMAHP relate to the current situation in your country – for example in relation to ECTS credits, quality standards, etc. Also in relation to an additional ‘certificate’ or EUMAHP endorsement to relevant existing degrees? What about current teaching and learning delivery methods, distance learning, and European staff and student inter-change?
8. Would you or other colleagues you know of, be interested in joining a European Network for Training & Research in Health Promotion? What benefits, if any, do you feel such a network could offer?
9. Consider in detail the European perspective on health promotion – how does this differ from country based education and training – is it relevant to the future development of the field of health promotion? In what way and why?
10. The EUMAHP programme can only work appropriately if all potential/interested partner universities in Europe clearly indicate their support and elaborate how it can be implemented within their own university structures. In a very practical way how can EUMAHP be integrated into current or planned courses in your university or the university you know best?

There will be opportunity to discuss the details of the proposed core modules in Santorini, but please examine them from your own country experience; consider in particular their flexibility of content to your own courses, relevant support literature and learning materials, web-sites, curriculum support materials, etc.

5. IMPLEMENTATION OF SANTORINI INDUCTION COURSE

5.1 Participants

EUMAHP MEMBERS

Yannis Tountas	(Greece):	<i>Project Manager and Member of Executive Planning Group</i>
Elpida Pavi	(Greece):	<i>Assistant Project Manager</i>
John K Davies	(UK):	<i>Member of Executive Planning Group and Course Facilitator</i>
Lamberto Briziarelli	(Italy):	<i>Member of Executive Planning Group and Course Facilitator</i>
Eberhard Goepel	(Germany):	<i>Member of Executive Planning Group and Course Facilitator</i>
Bengt Lindstrom	(Sweden)	
Rosana Peiro	(Spain)	

INVITED EXPERTS

Leo Bari• (UK)
Bryony Brooks (UK): *Course Facilitator*
Per Isaksson (Sweden)
Panagiota Karnaki (Greece)
Giuseppe Masanotti (Italy)

SECRETARIAL SUPPORT

Efrosini Mouzakitou (Greece)

5.2 Working Practices at Course

The steering group (J.K.Davies, E. Goepel, L. Brizziarelli, B. Brooks, Y. Tountas, E. Pavi, P. Karnaki) met on Sunday before the first day of the Induction Course to discuss working practices and organisational issues.

It was considered highly important that EUMAHP members not present in Santorini were informed and could participate in the on going work that was being conducted. It was thus decided that each day after the end of the evening session EUMAHP members not present were e-mailed the product of the day's work. Comments were invited and all feedback received was to be discussed the following day. This strategy was actually implemented and it produced important comments from participants not present, which were taken into account when making conclusions and drafting the final documents.

Participants were divided in two groups according to country representation. Each group was responsible to select their rapporteur who would report group's discussion at the plenary sessions.

Group A:

L. Baric, L. Briziarelli, B. Brooks, Y. Tountas, P. Karnaki, P. Isaksson

Group B:

J.K. Davies, E. Pavi, G. Masanotti, B. Lindstrom, E. Goepel

5.3 Final Programme

The programme was also examined and finalised, in the light of the need to present the feedback from the Bordeaux Summer School, and the European Credit Transfer System.

The final implemented programme is as follows:

EUMAHP : Induction Course, 4 – 9 September 2000, Santorini, Greece

FINAL PROGRAMME

	MONDAY 4 – 9 – 00 Chair: Y. Tountas	TUESDAY 5 – 9 – 00 Chair: B. Lindstrom	WEDNESDAY 6 – 9 – 00 Chair: L. Briziarelli	THURSDAY 7 – 9 – 00 Chair: E. Goepel	FRIDAY 8 – 9 – 00 Chair: J.K. Davies
9:00	Introduction - Objectives (EUMAHP, Course) - Methods of work - Roles - Organisational issues - Feedback from Bordeaux	Groupwork M1 (continue)	Groupwork M3	Groupwork M4	Plenary I1,I2,I3,I4. Conclusions Issues on how to involve other EUMAHP countries
10:00		Plenary M1	Plenary M3	Plenary M4	
11:00					
11:00 – 11:30	C o f f e e B r e a k				
11:30 – 14:00	10' presentations by participants - Discussion	Groupwork M2	Groupwork M4	Introduction to ECTS (11:30 – 12:00) Groupwork: 2 groups for the issues I1, I2, I3, I4	EUMAHP Phase II (future prospects) Resources
14:00 – 17:30	S w i m / L u n c h / S i e s t a B r e a k				
17:30 – 19:00	Delivery – introduction. Groupwork M1 (in 2 groups according to country representation)	Plenary M2		Groupwork: (continue) (17:30 – 18:30) Plenary	Summary. Recommendations.
19:00 – 20:00	F o r m u l a t i o n o f f e e d b a c k t o o t h e r E U M A H P m e m b e r s C o f f e e B r e a k				

5.4 General Introduction

The Induction Course for Trainers began with a general introduction of the philosophy, background, and the achievements of EUMAHP. The Introduction continued with a statement of the objectives of the Induction Course, the expected outcomes and a discussion of the programme, and the way groupwork and plenary sessions were to be conducted. All participants agreed that involving the other EUMAHP members not present by e-mail was very important.

An update was presented about the recent Bordeaux Summer School which was held in collaboration with the European Masters of Public Health Nutrition having as main priority to pretest aspects of the European perspectives module (European Dimension in H.P module). Conclusions emphasized the importance of collaboration and networking, which is ongoing and strong in the Public Health Nutrition domain but not strong enough in the Health Promotion movement. The EMPHN workshop was insightful, developed a sense of belonging among participants and was positive in that it built on a diversity of cultures since it brought together students from a plethora of countries. A discussion followed on how the two networks could cooperate in the future.

The Introduction to the Induction course ended with a presentation of the conclusions made recently at the Fifth Global Health Promotion Conference organised by the WHO in Mexico. Reference was made to the importance of shifting from health promotion towards healthy public policies and a discussion followed about the relevance of these issues for EUMAHP.

5.5 Country Presentations

Course participants, based on the Questions already forwarded to them, gave presentations, the summaries of which are as follows:

Greece: Health promotion is relevantly new in Greece and as a consequence no postgraduate courses are offered in this area. The representative of Greece gave an overview of the university departments that give health promotion and health education courses. The Department of Hygiene and Epidemiology, Medical School of the University of Athens offers a Masters Course in Preventive Medicine and is planning for the near future to offer a new Masters Programme in Health Promotion influenced by a synchronized attempt by the Ministry of Health and Ministry of Education to develop health promotion in Greece. This Masters programme will link with EUMAHP.

Italy: In Italy more emphasis is given to health promotion with the creation of a Health Promotion Unit in the Ministry of Health and a similar Unit in the Ministry of Education. Concerning postgraduate activities related to health promotion there is Masters in Health Education, which can easily be adapted to the EUMAHP criteria, offered by the University of Perugia, and also some qualification courses in community health promotion and public health.

Germany: The development of health promotion in Germany has always strongly been influenced by the World Health Organisation (WHO) and other international organisations and initiatives. Currently, in Germany there are 8 Masters of Public Health of which only two are social science oriented, with health promotion as one area of specialisation. Information about the EUMAHP has been provided to all of these universities which have all answered with expressions of interest. With substantial adaptation it is possible for many of these universities to take up the EUMAHP course. The success of the course in Germany will very much be determined by the quality of the core curriculum and the provided study material. In countries like Germany where no established courses exist, the course will help to develop academic standards and to advance in practice, while according to the German representative, on the European level EUMAHP can make an important contribution to the consensus building process about appropriate forms of health promoting policies.

United Kingdom: In the UK, health promotion and health education postgraduate courses are well established. All universities which offer existing health promotion/health education courses both at postgraduate and undergraduate level, have been notified of the existence of EUMAHP. From the responses it became evident that some universities could join EUMAHP immediately, others need minor adaptations and others require significant modifications.

Spain: Health promotion is of a high priority in Spain thus there is much interest in the EUMAHP course. There is a Department of Public Health in the Ministry of Health, and Public Health Schools that offer continuous education in this area. Spanish universities offer six Masters in Public Health some of which offer specialisation in Health Promotion. The University of Alicante offers a Master in Health Promotion by distance learning with specialisation in health promotion and health policy. The University of Valencia offers a Diploma in Health Promotion and several health promotion courses.

Sweden: In Sweden central role in postgraduate education in the area of health plays the Nordic School of Public Health with the participation of Iceland, Norway, Sweden and Denmark while collaboration started with Finland, Latvia, Lithuania, Estonia, and St. Petersburg. The Nordic School of Public Health is interdisciplinary in its approach and it practices an international orientation. There are 15 graduate Schools of Public Health in Sweden which offer Masters in Health Promotion and in general Health Promotion is seen in a very positive way. A European perspective in postgraduate health promotion studies is taken highly into consideration, thus postgraduate schools view positively the possibility of creating a European Masters in Health Promotion.

5.6 Groupwork on Core Modules and Delivery of EUMAHP

Following the general introduction, groupwork began in order to examine the EUMAHP core modules and the delivery issues. Groupwork was based on the working papers distributed to all participants before the Santorini Course.

The work of each group concerned extensive and detailed examination of the content of each core module and of the delivery issues (language, textbooks and other reading material, student exchange, credit transfer, institute accreditation). During the plenaries the two rapporteurs presented the conclusions for each group. Extensive and lengthy discussion then followed, after which consensus was reached. The revised modules were communicated by e-mail to EUMAHP participants not present in Santorini, and their suggestions and comments received were taken into account in the final version of each core module.

5.7 EUMAHP Phase II and Future Prospects

The future of EUMAHP was discussed at length regarding countries' interest in continuing their involvement. Discussion focussed on how to ensure sustainability and active involvement of EUMAHP members/partners. Quality assurance, and partner institutions accreditation process were identified as major issues. Also, strategic development of EUMAHP accredited partner institutions was stressed. Issues discussed and agreed are incorporated in the EUMAHP Delivery Package (Appendix II).

6. FINAL OUTCOME AND CONCLUSIONS

The outcome of the Induction Course is the final versions of the EUMAHP Core Modules and EUMAHP Delivery Package presented in Appendix II. They represent the EUMAHP philosophy, which has incorporated the views of all EUMAHP members and invited experts, regarding the content and the mode of delivery. The EUMAHP, as specified in these two documents, is perceived as feasible to implement, possible to be further developed, and sustainable. All countries have expressed real interest for the EUMAHP to be implemented. However, the pace of countries involvement depends on their ability to implement EUMAHP immediately, after modifications of their existing courses or after substantial modifications of their courses. This will be the task of the EUMAHP infrastructure proposed to be developed. Finally, support for Phase II EUMAHP implementation was agreed.

APPENDIX I:

List of Participants

APPENDIX I: List of Participants

EUMAHP Members

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APPENDIX II:

Final EUMAHP Core Modules and EUMAHP Delivery Package

APPENDIX IIa: EUMAHP Core Modules



A

EUROPEAN MASTERS

PROGRAMME

IN

HEALTH PROMOTION

CORE MODULES

Foundations of Health Promotion

Credit: 20 ECTS credits (Double Module)¹

Prerequisites: Capacity to study at Masters level according to regulations relevant in each country

Type: Both full-time and part-time students will pursue this double module. Both parts of the module must be taken in the order specified. The sections of the module can be delivered intensively, extensively or by distance learning format.

Rationale: The module will provide students with a basis in health studies so that they can understand health promotion, which is not just about process and method. This integrative module explores and explains the foundations of health promotion theory and practice originated in the WHO Ottawa Charter for Health Promotion and with emphasis on a new European public health agenda. Students are encouraged, through discussion and enquiry, to develop an understanding of the conceptual, theoretical and philosophical frameworks that underpin health promotion, particularly from their own personal perspectives.

Aims:

- to develop an understanding of the concepts, and their related determinants, of health within their historical / cultural context
- to consider approaches to, and models of, health promotion and health education within the context of public health and the relationship between them, and relate these to the personal viewpoints of the student
- to examine the inter-relationship between conceptual frameworks and approaches to policy initiatives, such as Health 21 and related regional, national and Pan-European strategies
- to introduce students to the context of health promotion in Europe
- to examine the concepts of equity and need and relate them to health in society
- to explore organisational infrastructures and in particular the role of intersectoral alliances in promoting health
- to develop an understanding of the practical competencies involved in planning and managing health promotion projects
- to reflect on the effectiveness and efficiency of health promotion

¹ These numerical values are under active discussion, and their flexibility (particularly related to learning outcomes) will be closely monitored in Phase 2, in order to meet the needs of different countries.

Learning Outcomes

On completion of this double module students will be able to:

- demonstrate an awareness of philosophical, ecological, biomedical, psychological, sociological, political and ethical issues influencing both lay and professional concepts and determinants of health. They should be able to make use of other disciplinary, professional and lay contributions to health promotion including both scientific and practical aspects.
- demonstrate an understanding of the theories, values and models underpinning approaches to health promotion
- relate health to quality of life and saluto-genetic determinants
- demonstrate an understanding of new approaches to facilitating health gain, investment for health and accountability
- explore, clarify and reflect on their own understanding of the concepts and principles underpinning health promotion
- identify the relationship between health promotion and health education, and relate these in practice, within the context of health and public policies
- demonstrate an understanding of the European dimension of health promotion to include historical, cultural, economical and political perspectives

Content

Section I: Theoretical Foundations and Conceptual Approaches

Setting the Scene – Introduction to the module (and the EUMAHP Course) and its parameters, including students' expectations, setting the module within the context of their learning needs and styles

Philosophical Issues in Health Promotion, Human Rights and a New Public Health Agenda

An introduction to philosophical and ethical issues

Basic epistemologies for Health Promotion:

Environmental Perspectives

Bio-Medical Perspectives

Psychological Perspectives

Sociological Perspectives

Health Promotion: History and Ideology

- a review of policy development and underlying approaches

Models and approaches - theories underpinning models for practice

The key settings approach

Introducing the European Dimension of Health Promotion

Section 2: Theoretical Foundations for Health Promotion Practice

Ethical issues in health decision making

Approaches to health and disease measurement for health needs assessment

Social-psychological issues: the role of health education in health promotion

Political issues: healthy public policy and the politics of health - striving for equity

The multi – level and intersectoral approaches of the Ottawa Charter for Health

Promotion:

- Developing personal skills
- Strengthening community actions
- Reorienting health services
- Developing supportive environments
- Building healthy public policy

Evidence base for health promotion, quality and effectiveness

Participatory methods of assessment and dissemination

Introducing new research approaches to health promotion

The way ahead- Health promotion in current local, regional, national & European policies

Teaching and Learning

The module will use a range of teaching approaches. Students will experience key lecture sessions with the opportunity to reflect on and discuss detailed and often complex conceptual information through a variety of work in groups and individually. The module should use a broad range of teaching and learning methods emphasizing student centered approaches and problem - based learning. Case studies and examples of good practice from EUMAHP partners in other European countries should be included.

A list of indicative reading and self - study material supportive for the objectives of the module will be put together by the local Course Leader.

Assessment

The students have to show evidence that they learned and understood the contents of all subjects of the module.

Appropriate ways of assessment will be developed by the local Course Leader in line with their institutional regulations and the common objectives of the EUMAHP course.

Health Promotion Practice

Credit: 10 ECTS credits

Prerequisites: Foundations of Health Promotion

Type: This module can be delivered intensively, extensively or by distance learning format

Rationale: Health promotion practice should enable students to empower people to take responsibility for, and improve their health. It requires consideration and provision of appropriate resources and skills and is based on Ottawa Charter for Health Promotion action areas as elaborated in relevant European policies.

Aims

- to review health and public policies, health promotion and health education programmes and relevant material from many countries and particularly from local, regional, national, and European contexts
- to identify different theoretical concepts and models and to relate these to specific programme development
- to reflect on current research in programme development
- to acquire knowledge and skills of appropriate ways of assessing health promotion programmes, including policy development and health education approaches
- to build personal and group capacities for collaborative projects including skills in communication, networking and alliance building

Learning Outcomes

On completion of the module, students will be able to:

- demonstrate competence in the use of relevant information and communication strategies for health promotion, health education and policy development in a wider European context
- apply health promotion concepts and ideas in a practical setting.
- become competent in practical aspects of programme design, implementation and assessment
- design specific programme strategies, relevant to the students' own professional experience, including resources and implications

- develop their own skills of negotiation, delegation and collaborative project planning
- demonstrate competence in the use of assessment techniques in health promotion

Content

The module will provide students with guidance on all aspects of health promotion planning, design, implementation and assessment and will emphasize the following:.

- Application of theory to practice particularly focusing on programme planning and development
- Skills of negotiation, delegation and collaborative planning, including advocacy, networking and lobbying
- Communication strategies, including personal communication techniques and information technologies
- Community development through participative actions
- Assessment techniques

Teaching and Learning

The module will use a range of teaching approaches, and a broad range of teaching and learning methods emphasizing student centered approaches and problem - based learning. Case studies and examples of good practice from the EUMAHP partners in other European countries should be included. A list of indicative reading and self - study material as well as skills training workshops will support the objectives of the module, as facilitated by the local Course Leader.

Assessment

The students have to show evidence that they have learned and understood the contents of all subjects within the module and apply them in terms of programme planning and design. Appropriate ways of assessment will be developed by the local Course Leader in line with their institutional regulations and the common objectives of the EUMAHP course.

Research Basics in Health Promotion

Credits: 10 ECTS Credits

Prerequisites: Foundations of Health Promotion

Type: The module can be delivered intensively, extensively or by distance learning format

Aims:

The aims of the module are:

- to explore and critically analyse theoretical issues relating to research, including the study of health resources, needs and problems, together with health promotion solutions and developmental options
- to ensure that students understand the various paradigms underpinning approaches to research
- to provide course members with an understanding of the potentialities and limitations of both quantitative and qualitative research, and participatory action research projects
- to enable course members to develop specific research skills including designing, planning, collecting, analysing data and disseminating research findings

Learning outcomes

By the end of the module the students will be able to:

- understand the different methodological approaches to health promotion research and their related theories
- combine/apply different methods used both in epidemiology and in social research
- select and employ appropriate methods to collect and analyse both quantitative and qualitative data
- use existing software in the field of research and statistics
- present and disseminate the findings of both quantitative and qualitative analysis in an appropriate style (such as reports, scientific papers, etc.)
- critically evaluate both quantitative and qualitative research and participatory action research approaches
- use research skills in the assessment of health promotion interventions including evaluation, quality assessment, and audit

Content

The module begins with a discussion of methodological issues in the health and social sciences, including an analysis of different approaches to health and social research and the underlying principles of research design. This is followed by a detailed examination of the research process, including the identification of viable research problems, the selection of a research strategy appropriate to research questions, data collection, data analysis and presentation of research findings. The design and implementation of a range of data collection methods including questionnaires, participant observation and structured and unstructured interviewing are addressed, and sampling methods and the issues of representativeness and the generalisation of research findings are discussed. Techniques for the analysis, validation and interpretation of quantitative, qualitative and participatory action data are then considered. The module concludes with a critique of different styles of research, a critical evaluation of current examples of health and social research and a discussion of methodological issues relating to the combination of different research approaches.

Teaching and learning strategies

Lectures, workshops, directed independent study, and computer assisted learning methods

Assessment

Assessment is based on the production of a research design proposal

Learning support

Availability and use of computer facilities and appropriate software are a necessary requirement

The European Dimension of Health Promotion

Credits: 20 ECTS credits

Prerequisites: Foundations of Health Promotion; Research Basics in Health Promotion; Appropriate language skills

Type: The module will consist of a student self-directed learning experience. It can consist of a European placement, European internship and/or attendance at a EUMAHP ‘summer school’ and, where appropriate, will be supported by distance learning approaches. Students will be required to spend at least two weeks (during the course) carrying out work on this module in another European country than their own.

Rationale: Although the EUMAHP Course the European dimension is stressed in all core modules, in addition, this specific module allows the student to:

- personally experience the European dimension in practice
- develop their own perceptions of the European dimension, and to understand social, cultural, political diversities and commonalities within the health promotion framework.

Aims:

- to allow the application of theories in a practical setting in a different European context
- to allow the student to identify and develop outcomes from their selected European programme in agreement with their Course Leader
- to ensure that their European programme outcomes are congruent with and enhance, the overall course aims with regard to the European dimension
- to allow the students to identify the “state of the art” of health promotion in Europe (including comparison, contrast and commonalities of networks, policies, training, politics and delivery systems for health promotion).

Learning outcomes

- By the end of the module students will be able to:
- relate the comparative theoretical elements of the course in a functional way to a different European context than their own
- work in Europe based on their broadened knowledge base
- achieve personal and professional outcomes through their learning experience, and assess and compare this with that of their peers

Content

The European programme will provide an opportunity for students to:

- gain an insight into the overall aims of their European programme
- draw up a specific checklist of their own needs and objectives for their European programme
- develop a personal framework within an agreed time scale with the Course Leader for their European programme. Students will be encouraged to choose between, or combine, the 3 following options: placements, internships or summer school, in order to enhance their previous experience and provide an opportunity to explore in a practical context the ideas which might underpin their dissertation.
- The European Programme could include one or more of the following examples:
 - an organised health promotion course in another European country (approved by EUMAHP and their Course Leader) which could include EUMAHP Summer School, ETC (European Training Consortium) international course, European Masters in Public Health Nutrition, etc.
 - placement / internship: a period of work or study at another EUMAHP partner university, a European organisation eg European Commission, European Network of Health Promotion Agencies, International Union for Health Promotion & Education, WHO/European Regional Office, European Public Health Alliance, etc.
 - working at a European research or documentation centre, e.g. European Foundation for the Improvement of Living and Working Conditions (Dublin), etc.
 - working at EU specialised centres e.g. European Drugs Agency (Lisbon), etc.
 - working at local, regional, nation health promotion agency
 - carrying out a research project which may contribute to their dissertation and to utilize comparative European data, and in particular the primary collection of data in another country, etc
- actively participate in the EUMAHP Student Discussion Group

Teaching and learning strategies

The EUMAHP Course Leader will act as a facilitator to support the development of the student in completing this self-directed learning. Distance learning mechanisms will also support delivery of this module at both preparatory and follow-up stages.

Learning support

Although English will be used as a common working language, each EUMAHP student will be assisted to learn at least one other European language, and therefore preparatory language courses will be offered wherever possible. A dedicated EUMAHP web-site will be used as a key resource, combined with a EUMAHP student discussion group on internet. All common EUMAHP materials will be in

English (as the working language) and will be translated into all other national languages to meet the needs of students from all European countries. A focus on internet-based materials will be encouraged.

Assessment

Students will provide an overview of their European experiences, which will be discussed with their peers in a workshop setting. Students will write a summary evaluative report, which provides a critical analysis of their European Dimension in Practice. Assessment will be shared between tutors and peers in accordance with the local regulations, but should include a 3,000 word report (in English) produced by the student.

EUMAHP is based around a common core health promotion curriculum, consisting of the above four modules which will be shared by all training courses within the EUMAHP Programme. This core will be complemented by elective modules and a research-based dissertation.

APPENDIX IIb: EUMAHP Delivery Package



A
EUROPEAN MASTERS
PROGRAMME
IN
HEALTH PROMOTION
DELIVERY PACKAGE

EUMAHP Programme, Development and Delivery

Introduction

The Phase I EUMAHP feasibility study which has come to end, has demonstrated that there is interest, capacity and commitment across Europe for the development of a European Masters Programme in Health Promotion. In order to move forward the implementation of EUMAHP (Phase II) an assessment of the current and potential interest for active participation in the practical delivery of the total EUMAHP Programme will be carried out. In the first instance, the current EUMAHP Consortium Members will be consulted via questionnaire to ascertain their active commitment to the practical delivery of the EUMAHP Programme and whether they will join the EUMAHP Network, and/or Board. This will be in preparation for the Phase II bid to the EC Public Health Programme. Furthermore, EUMAHP development and delivery issues are described in detail.

EUMAHP Questions

A questionnaire will be sent to all current EUMAHP Consortium members and contacts in each of the nine EU Accession Countries. It will ask if they are interested to be involved in Phase 2 of EUMAHP and actively play a contributing role. If they are interested to work and actively participate, they can decide to contribute by joining the EUMAHP Network as a National EUMAHP Resource Person and/or as a member of the EUMAHP Board. If they are not, they will be asked to provide the name, designation, institution and e-mail address of a colleague in their country who is actively interested in health promotion post-graduate education who would wish to act in this role.

EUMAHP Network

The EUMAHP Network will be formed by National Resource Persons from each Member State. They will act as national contact points, actively promoting the work of the EUMAHP Programme and raising awareness within their country of EUMAHP course opportunities and potential for collaboration. EUMAHP National Resource Persons will also act as communication points with the EUMAHP Board and Secretariat and agree to spend the equivalent of 10 days a year on this task. Much of their work will be accomplished by electronic communication, but opportunities for an annual conference will be explored. Their role will be monitored and reviewed by the EUMAHP Board after one year.

EUMAHP Board

The function of the EUMAHP Board will be to ensure effective and efficient co-ordination of the EUMAHP Programme, according to ECTS regulations as specified in the accreditation section. This will include responsibility for:

- quality assurance standards
- decision making with regard to applicant institutions,
- course accreditation into the EUMAHP Programme,
- external examination procedures,

- review of new modules,
- the update of existing modules and literature,
- the approval of elective modules,
- to ensure adequate links between modules and other related EUMAHP activities.

The EUMAHP Board will consist of the following people:

- Course Leaders offering postgraduate courses containing the full EUMAHP core curriculum,
- Course Leaders offering postgraduate courses which are in the process of adaptation to include the EUMAHP Core curriculum
- Course Leaders actively preparing new courses which will include the EUMAHP core curriculum

The Board will establish working links with those colleagues from European networks and agencies offering related ECTS credits for either the EUMAHP core or electives.

Course Leaders joining the EUMAHP Board will be required to declare their credentials², agree certain quality standards and provide a Letter of Interest signed by the Dean or other responsible senior representative of their university/higher education institution, who will endorse the Course Leader formally on behalf of their institution. In some cases higher education institutions will be encouraged to work together to share contributing modules, provided that one institution is formally nominated as the degree awarding body.

The Board will run for two years in the first instance and hold two business meetings each year. It will develop its own organisational procedures and carry out its responsibilities through time-limited working groups with specific tasks (e.g. summer school, curriculum development (core modules, elective modules, dissertation), teaching material, quality assurance, organisation of staff/student exchange, etc.).

EUMAHP Coordination Centre/Secretariat

The EUMAHP Co-ordination Centre/Secretariat will actively facilitate Phase 2 of the EUMAHP Programme and closely monitor and evaluate its future progress. It will act as a link between the EUMAHP Board, the EUMAHP Network, the EC and other relevant agencies. It will be based in Brighton for the next two years of Phase 2 in order to build upon the experience already gained. It will ensure the Board's work is carried out efficiently and provide support to the working practices of the Board, including provision of databases of courses and interested colleagues. After two years a decision will be made by the EUMAHP Board regarding the future location of the Secretariat.

² According to the ECTS Users' Guide, produced by EC (31/3/98), appropriate and interested institutions will have to sign a mutual agreement to provide details of their credentials in the form of ECTS credits, information package on their institution's facilities and course organisation, and a transcript of records and appropriate learning agreement.

EUMAHP Course

The course consists of a flexible, modular framework formed from a number of compulsory core modules, a cross-curricular European dimension, a research project based dissertation and a series of approved elective modules which fulfil the ECTS criteria. A course handbook will include details of the following issues:

- Aims, objectives and learning outcomes of both the EUMAHP course and its constituent modules
- Pre-requisites for student entry
- Curriculum and modular structure – compulsory aspects, electives, timescale
- Modules – including module outlines, learning objectives
- Programme credits – equivalent ECTS (including dissertation, modules)
- Dissertation guidelines

EUMAHP Accreditation Process

The EUMAHP Programme will be open to all relevant institutions, which comply with its criteria. In the first instance, a group of partner institutions will form the EUMAHP Board as an Inter-University Academic Consortium for Health Promotion. Under the auspices of the EC/ECTS system, the Board will provide a EUMAHP Masters Course, according to agreed rules, syllabus and content (see specified ECTS Credit System). Other appropriate institutions can apply once they can provide the EUMAHP core curriculum and its associated ECTS credits.

According to the ECTS Users' Guide, produced by EC (31/3/98), appropriate and interested institutions will have to sign a mutual agreement to provide details of their credentials in the form of ECTS credits, information package on institution's facilities and course organisation, transcript of records and learning agreement.

ECTS Credit System

It is proposed that, building upon previous agreement, the EUMAHP Course Modules should consist of the following:

Compulsory Core

- | | |
|--|---------|
| - Foundations of Health Promotion | 20 ECTS |
| - Research Basics in Health Promotion | 10 ECTS |
| - Health Promotion Practice | 10 ECTS |
| - The European Dimension of Health Promotion | 20 ECTS |

Elective Modules

- | | |
|---------------------|---------|
| - Elective Modules* | 30 ECTS |
|---------------------|---------|

- | | |
|---------------------|---------|
| <u>Dissertation</u> | 30 ECTS |
|---------------------|---------|

TOTAL	<u>120 ECTS</u>
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The elective modules are open choice modules, which can reinforce the students' interest in policy, research and/or practice. They can consist of any combination of modules (from 5 ECTS credits to 10 ECTS credits) which together form 30 ECTS credits in total.

EUMAHP Student Network

From initial enrolment students are encouraged to use the EUMAHP European Perspectives web-site, developed by Eberhard Goepel to communicate actively with

fellow EUMAHP students. This acts as a useful aid to establishing effective contacts in other Member States and in particular support the European Dimension module.

Course Delivery

The EUMAHP Co-ordination Centre/Secretariat will actively facilitate Phase 2 of the EUMAHP Programme and closely monitor and evaluate its future progress. It will act as a link between the EUMAHP Board, the EUMAHP Network, the EC and other relevant agencies. It will be based in Brighton for the next two years of Phase 2 in order to build upon the experience already gained. It will ensure the Board's work is carried out efficiently and provide support to the working practices of the Board, including provision of databases of courses and interested colleagues. After two years a decision will be made by the EUMAHP Board regarding the future location of the Secretariat.

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