

## IDENTIFICATION

Dr Tiago Correia

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### **Short-bio**

Tiago Correia is Associate Professor of International Health (department of International Public Health and Biostatistics) and researcher (Global Health and Tropical Medicine) at Institute of Hygiene and Tropical Medicine-Nova University of Lisbon (IHMT-UNL). Previous positions include teaching and research activities in other Portuguese and Canadian Universities. His experience includes the coordination of undergraduate and graduate programs and courses, the leadership of and participation in research projects and networks, editorial roles in indexed journals, provision of technical advice to public entities and international agencies, and participation in academic juris and evaluation panels. He is also experienced in science communication with wider audiences. His work has been published in the format of books, chapters, edition of special issues, and peer-reviewed articles. Several prizes and distinctions have awarded his scientific pathway.

## BACKGROUND

### 1. ACADEMIC DEGREES

- 2007-2011: **PhD in Sociology**, ISCTE-Lisbon University Institute, Portugal. Mark: approved with distinction (maximum grade)
  - Thesis on the effects of the corporatization of public hospitals in physicians' performance, commitment to patients and interaction with managers
- 2002-2007: **BA in Sociology and Planning**, ISCTE-Lisbon University Institute, Portugal. Mark: 16 out of 20 (5-years graduation)

### 2. ACADEMIC POSITIONS

- 2019 – present: **Associate Professor of International Health**, Department of International Public Health and Biostatistics, Institute of Hygiene and Tropical Medicine, Nova University of Lisbon, Portugal (IHMT-UNL)
- 2019 – present: **Researcher**, Research Group on Population Health, Policies and Services, Global Health and Tropical Medicine, Nova University of Lisbon, Portugal (GHTM-UNL)
- 2012-2019: **Invited Assistant Professor**, Department of Sociology, School of Sociology and Public Policies, ISCTE- Lisbon University Institute, Portugal
- 2012-2019: **Research Fellow**, Center for Research and Studies in Sociology, School of Sociology and Public Policies, ISCTE- Lisbon University Institute, Portugal
- 2012-2013: **Visiting Fellow**, Department of Epidemiology, Biostatistics and Occupational Health, School of Medicine, McGill University, Canada
- 2011-2012: **Post-doctoral Fellow**, Public Health Research Institute, University of Montreal, Canada
- 2008-2011: **Lecturer**, Egas Moniz High Institute of Health Sciences, Portugal

### 3. SCIENTIFIC POSITIONS

- Since 2020: **Editor-in-Chief**, International Journal of Health Planning and Management
- Since 2020: **Technical-scientific Advisor** to the director, Unesco Ciência LP Center
- Since 2019: **Member of Advisory Board**, European Society for Health and Medical Sociology (ESHMS)
- 2019: **Member of Working Group** on Humanization of Hospital Care, Ministry of Health-Government of Portugal
- Since 2019: **Consultant**, Ethics Committee for Health, Regional Health Administration of Lisbon and Tagus Valley

- 2018: **External Expert**, Commission to review the Basic Health Law of Portugal, Ministry of Health-Government of Portugal
- Since 2017: **Member of the inception group and representative member for sociology**, Portuguese Network on Medical Humanities
- 2017: **Member of Advisory Board**, Spring Report [Annual analysis of the evolution of the Portuguese health system and its determinants], Portuguese Observatory of Health Systems
- 2016: **Member of Expert Panel on the health sector**, 2016 SIM Europe Reform Barometer, Bertelsmann Stiftung

## SELECTED RESEARCH ACTIVITIES

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### 1. COORDINATION IN RESEARCH PROJECTS WITH COMPETITIVE FUNDING

- 2021 – 2024: Work package coordinator, and member of management and scientific committee. Research Project ‘**Addressing vaccine hesitancy in Europe**’, Horizon 2020 (H2020-SC1-BHC-2018-2020). Accepted for funding (consortium agreement in preparation). Funding: €2.971.675,00
  - **Project goals:** contribute to increase vaccine uptake in Europe by 1) equipping healthcare professionals with tailored up-to-date knowledge on vaccine hesitancy in their specific local region and nation in international perspective; 2) giving healthcare professionals tools, support and peer support to deal with vaccine hesitancy, taking into account that some professionals may themselves be vaccine hesitant; 3) distributing the intervention tools to future healthcare professionals in order to strengthen their knowledge about vaccine hesitancy and facilitate support to meet with vaccine hesitancy in their future career; 4) identifying and communicating targeted recommendations to Target Regions, the seven countries and European area based on the project activities.
  - **Duties and responsibilities:** coordinate the design and test of a unique evaluation plan for the interventions tailored for healthcare professionals, contact with national vaccine stakeholders to design policy recommendations for healthcare professionals, professional education institutions and public health authorities.
- 2018 – 2022: Work package coordinator, and member of management and scientific committee. Research Project ‘**Health and Humanities Acting Together**’, Portuguese Foundation for Science and Technology. Funding: €170.000
  - **Project goals:** This project is part of an international vanguard movement towards a patient-centred healthcare relying on methodologies from the human and social sciences and on the expertise of a well-trained and highly internationalized multidisciplinary research team with a significant track record in this cutting-edge field from 2009. The tasks involved address 3 central target areas: 1) research, 2) advanced education and 3) praxis, following upon past intervention in all these fields.
  - **Duties and responsibilities:** coordinate the tasks involved in the target area 1). These include review and interrogate core concepts such as narrative and narrativity, so as to adequately address and rethink the role and nature of illness narratives. Also remap and question the epistemological field so far covered by medical humanities and narrative medicine, aiming at a reappraisal of their origins, premises, boundaries, contiguities, tensions, methods and targets, so as to differentiate and redefine the two, in an original contribution to knowledge

## 2. PARTICIPATION IN RESEARCH PROJECTS WITH COMPETITIVE FUNDING

- 2019 – 2021: Research Project ‘**Technological innovations in hospital care management: impacts of the National Hospital Care Policy (PNHOSP) on micropolitics and health care production in a reference hospital in the city of São Paulo**’, CNPq – PPSUS. Funding: €28.000
  - **Project goals:** understand the application of the PNHOSP to improve patient-centred care in a reference public hospital in Brazil.
  - **Duties and responsibilities:** design of the theoretical framing and methodological procedures.
  
- 2019 – 2020: Research Project ‘**Human Resources for Health Leadership and Management**’ Courses, WHO (Agreement for performance of work 2019/933727. Funding: €77.000.
  - **Project goals:** develop a prototype curriculum for an internationally recognized, postgraduate training programme on HRH leadership and management, and the development of training materials based on the contents of the curriculum for a short-term (1-2 weeks) training course on the same topic.
  - **Duties and responsibilities:** participation in the design of the master course (structure and content) and the short-term training course (preparation of teaching materials and content).

## SELECTED PUBLICATIONS

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- Kuhlmann E, Agartan TI, **Correia T** (2021). Global health and health workforce development: education, management and policy beyond the COVID-19 crisis. *International Journal of Health Planning and Management* (co-editor of special issue)
- Cecílio LCO, Chioro AA, Andrezza R, Spedo SM, Cruz NLM, Barros LS, Carapinheiro G, **Correia T**, Schweitzer MC (2020). Nurses in the Kanban: are there new meaning of professional practice in innovative tools for hospital care management?. *Ciência e Saúde Coletiva*, 25(1): 283-292
- **Correia T**, Gomes I, Nunes P, Dussault G (2020). Health workforce monitoring in Portugal: does it support strategic planning and policy-making?. *Health Policy*, 124(3): 303-310
- **Correia T** (2020). SARS-CoV-2 pandemics: The lack of critical reflection addressing short- and long-term challenges. *International Journal of Health Planning and Management*, 35(3): 669-672
- Ferreira PL, Raposo V, Tavares AI, **Correia T** (2020). Drivers for emigration among healthcare professionals: Testing an analytical model in a primary healthcare setting. *Health Policy*, 124(7): 751-757
- **Correia T** (2020). Reducing Healthcare Costs in Portugal: Outcomes and Implications for Public and Private Medicine. In F Collyer and K Willis (eds.). *Navigating Private and Public Healthcare: experiences of patients, doctors and policy makers*. Hampshire: Palgrave Macmillan, pp: 181-199
- **Correia T** (2020). Collecting experiences of cost-containment policies in healthcare: the practice and outcomes of a postal survey of physicians in Portugal. *SAGE Research Methods Cases: Medicine and Health* (DOI: 10.4135/9781529720464)
- Kuhlmann E, Batenburg R, Wismar M, Dussault G, Maier C, Glinos I, Azzopardi-Muscat N, Bond C, Burau V, **Correia T**, Groenewegen P, Hansen J, Hunter D, Khan U, Kluge H, Kroezen M, Leone C, Santric-Milicevic M, Sermeus W, Ungureanu M (2018). A call for action to establish a research agenda for building a future health workforce in Europe. *Health Research Policy and Systems*, 16:52.

## SELECTED TEACHING EXPERIENCE

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### 1. REGULAR ACADEMIC / PEDAGOGICAL ACTIVITIES (REGENCY AND TEACHING)

- 2019 – present: Regent of Curricular Unit ‘Health Promotion and Education’, optional, PhD Program in International Health, IHMT-UNL (3 ECTS) – syllabus in annex.
  - Target students: Health professionals who need a comprehensive view of international public health, with the aim of contributing to improving the health and well-being of populations. Professionals in management positions with health planning and management functions, both at European level and in the community of Portuguese-speaking countries
- 2019 – present: Regent of Curricular Unit ‘Health Promotion’, mandatory, Master in Public Health and Development, IHMT-UNL (5 ECTS) – syllabus in annex
  - Target students: Health and social sector professionals who are interested in health and development problems
- 2019 – present: Regent of Curricular Unit ‘Human Resources for Health’, optional, Master in Public Health and Development, IHMT-UNL (5 ECTS) – syllabus in annex
  - Target students: Health and social sector professionals who are interested in health and development problems
- 2020 – present: Regent of Curricular Unit ‘Sociology of Health’, mandatory, Specialization Course in Public Health (Training Program for Medical Interns in Public Health), NOVA National School of Public Health/IHMT-UNL (1 ECTS) – syllabus in annex
  - Target students: Residents in Public Health
- 2013 – 2019: Coordinator of Specialization Course in Health Policies and Medical Knowledge, ISCTE-Lisbon University Institute (12 ECTS)
  - Target students: health and social sector professionals who are interested in understanding the application of the fundamentals of social sciences in healthcare practice
- 2008 – 2011: Teacher of Curricular Unit ‘Sociology of Health’ mandatory, undergraduate degrees in Health Technology (physical therapy, cardiopneumology, radiology), Egas Moniz Higher School of Health (6 ECTS)
  - Target students: undergraduate students in the field of health technology

## **2. OCASIONAL ACADEMIC / PEDAGOGICAL ACTIVITIES (REGENCY AND TEACHING)**

- 2018: Invited lecturer at Graduation Course in Collective Health, Sao Paulo School of Medicine, UNIFESP, Brazil. Lecture topic: Advances and political impasses in the National Health Service in Portugal.
  - Target Students: medical residents in collective health
- 2017 and 2018: Invited lecturer at Curricular Unit ‘Medical Anthropology’, Integrated Master in Medicine, Faculty of Medicine-University of Lisbon. Lecture topic: lay beliefs in health – how to understand it and how to study it?
  - Target students: medical students
- 2017 and 2018: invited lecturer at Curricular Unit ‘Narrative Medicine’, Integrated Master in Medicine, NOVA Medical School. Lecture topic: Sociology and the understanding of lay beliefs in health
  - Target students: medical students
- 2016, 2017 and 2018: Invited lecturer at Short Postgraduate Course in End of Life and Law, Biomedical Law Center/Faculty of Law-University of Coimbra. Lecture topic: the interplay between health, diseases, societies and demography
  - Target students: Health and social sector professionals who are interested in health and development problems



## Annex – Syllabus of selected Curricular Units

*Curricular unit:*

**Health Promotion and Education – PhD in International Health**

*Teacher in charge:*

**Tiago Correia**

*Other teachers:*

**N/A**

*ECTS:*

**3**

*Learning outcomes (knowledge, skills and competences to be developed by the students):*

1. Understand the principles and theoretical-conceptual approaches of Health Promotion and Health Education;
2. Analyze models of health determinants and interactions with policies and practices in Health Promotion and Health Education at different levels (local, national and international);
3. Understand the scope of the application of Health Promotion in different levels (individual, community, organizational and systems) and throughout life;
4. Understand the processes of planning and evaluation of policies and programs of Health Promotion and Health Education;
5. Identify the ethical challenges related to health promotion interventions;
6. Integrate the acquired knowledge to develop comprehensive research and interventions aimed at promote health around a given problem, setting or community;
7. Develop communication skills in this area.

*Syllabus:*

- I. Theories and concepts of Health Promotion and Health Education
  - Evolution of theories and concepts of Health Promotion and Health Education
  - Conceptual models of Health Promotion and Health Education
- II. Approaches to analyze and understand population health
  - Models of health determinants
  - Policies and practices of Health Promotion and Health Education at different levels
- III. Health Promotion Applications in the Global Context
  - Principles and approaches to health promotion of different populations, and different levels
  - Examples of specific projects / programs
- IV. Planning and evaluation in Health Promotion
  - Conceptual models
- V. Research and intervention in Health Promotion
  - Theoretical and methodological approaches to health research
  - Evidence-based health promotion interventions
  - Ethical challenges presented by health promotion interventions

*Curricular Unit:*

**Health Promotion - Master in Public Health and Development**

*Teacher in charge:*

**Tiago Correia**

*Other teachers:*

N/A

*ECTS:*

**5**

*Learning outcomes (knowledge, skills and competences to be developed by the students):*

1. Describe the concept of Health Promotion, including different theoretical perspectives and developments;
2. Consider the main debates in health promotion, including ethical issues and different approaches;
3. Understand the complexity and the dynamic nature of the processes of health promotion and relate them to its theoretical principles and practical rules;
4. Explain the concepts underpinning programs in Health Promotion, and how they shape practices, interventions and technologies throughout the execution of programs;
5. Critically analyze the multiple and interrelated determinants of health and the interconnections with health inequalities, as well as their implications for health promotion policies and practices at different levels (local, national and international);
6. Describe the different stages of planning of health promotion programs;
7. Critically evaluate different health promotion strategies.

*Syllabus:*

- I. General framework of the theoretical and conceptual evolution of Health Promotion: Perspectives, principles and conceptual models
- II. Models for understanding the health of populations: Determinants of health and health inequalities
- III. Promotion of health in different populations, including throughout life: models of behavior change focused on individuals, communities, organizations and systems
- IV. Strategies for research and intervention in Health Promotion: conceptual and methodological aspects
- V. Planning and evaluation of Health Promotion projects – approaches and models. Health Promotion approaches and intervention strategies in different levels (local, national and international) and different contexts (e.g. schools, health organizations)

*Curricular Unit:*

**Human Resources for Health - Master in Public Health and Development**

*Teacher in charge:*

**Tiago Correia**

*Other teachers:*

N/A

*ECTS:*

**5**

*Learning outcomes (knowledge, skills and competences to be developed by the students):*

1. Familiarize with Health Workforce key concepts, terminology, frameworks, and policies aimed at SDG, UHC and the WHO global strategy
2. Identify and describe different components of health systems that affect Health Workforce
3. Assess in different countries political approaches to Health Workforce aimed at improving the functioning of health systems
4. Understand the effects of the 2008 economic crisis in Health Workforce policies
5. Understand the importance of Health Labor Market analysis to appreciate the Health Workforce Force policy development process;
6. Identify and describe the different components of Health Labor Market
7. Understand the concepts of Health workforce leadership, governance and management.
8. Identify different management practices, types of leadership and governance structures of Health Workforce to promote effective changes in health systems

*Syllabus:*

- I. Overview of Health Workforce environment
- II. Health Workforce in health systems
- III. Health Workforce regulation and labor market dynamics
- IV. Health Workforce management, leadership and governance

*Curricular Unit:*

**Sociology of Health - Specialization Course in Public Health**

*Teacher in charge:*

**Tiago Correia**

*Other teachers:*

**N/A**

*ECTS:*

**5**

*Learning outcomes (knowledge, skills and competences to be developed by the students):*

1. Identify the concepts and technical terms of sociology of health, as well as the way it observes the role of medicine in societies
2. Understand social factors as determinants of health
3. Understand the construction of social representations of health and disease
4. Understand social inequalities in health and processes of discrimination resulting from social relations between professionals and patients in different therapeutic contexts
5. Develop a critical and reflective interpretation of health, disease and medicine as a key aspect of social research methodologies in health research

*Syllabus:*

- I. Introduction to concepts and technical terms of sociology of health, as well as to the way it observes the role of medicine in societies
- II. Social inequalities as an inevitable theme in health; political-epidemiological difficulty in addressing social inequalities in health; multiplicities of social inequalities in health
- III. Differences between biomedical and sociological models regarding health and disease; as sociology thinks; implications of sociological thinking for medicine
- IV. Key epistemological aspects to conduct social research methodologies in health