

Academic Guide Exchange Health, Nutrition and Sport 2024-2025

Faculty of Health, Nutrition and Sport

**International Offer for
Exchange Students
Autumn and Spring
Semester**

2024-2025

let's change
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THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

Academic Guide Exchange

Health, Nutrition and Sport 2024-2025

Faculty of Health, Nutrition and Sport

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General Information THUAS

The Hague University of Applied Sciences (THUAS) is one of the most diverse universities in the Netherlands with students and staff representing 146 nationalities. Around 24,000 students join our four campuses in The Hague, Delft, Sport Campus Zuiderpark and Zoetermeer every year. We welcome international exchange students to this innovative and international environment for a semester or two. THUAS is located in the city of The Hague, which is the Dutch seat of government and home to many major international legal, security and peace institutions, which makes The Hague one of the major cities hosting the United Nations.

Consequently, THUAS has the ambition to be the most international institution of its kind in the Netherlands. In order to earn this title, THUAS has developed a strong strategic plan on internationalisation in which one of the key goals is *“To prepare students with the necessary professional, personal and academic competencies to function successfully in the global community dealing with the evolving issues of the 21st century world.”* When we talk about success, we don't mean just in student employability, but also in the broader sense i.e., the impact internationalisation can have on the quality of a student's experience:

- Academically, by fostering an international and intercultural dimension to our teaching, research and services, THUAS will ultimately improve our academic standards and quality and therefore students' academic experience.
- Socially, as an educational institution we play a key role in how the local and wider community develops. By giving all who come into contact with us an international playground, THUAS can enhance students' understanding of and competence to deal with modern 21st century society that knows no borders.
- Economically, the labour market demands workers who have an international mind-set, who see neither barriers to the opportunities that they have, nor limitations to the growth they can muster. Internationalisation can connect our students and institution to the global marketplace of ideas, discovery and concepts.
- Politically, to bridge gaps students need to be aware of how differences emerge and what rules govern the playing field. Internationalisation can help us shed light and develop knowledge areas to foster better co-operation.

In achieving this strategic goal, THUAS strives to produce graduates who are “Global Citizens”, meaning, students who are interculturally competent, demonstrate the knowledge, skills and attitudes needed to thrive in a world characterised by global mobility and social, cultural, economic, political and environmental interconnectivity. Global citizenship reflects an awareness and appreciation of diverse people, cultures and environments throughout the world and the ability to manage this interconnectedness harmoniously and productively.

The Faculty of Health, Nutrition and Sport

Specifically, within the Faculty of Health, Nutrition & Sport, we aim to connect education, research and society on a local, national and international level, offering our students a dynamic and meaningful learning environment, contributing to the development and innovation of health, nutrition and sports. Our faculty combines seven programmes, i.e., six Dutch-taught programme and one international programme. In addition to this we offer various English-taught minor programmes and also international internships. All our programmes focus on educating a new generation of health, nutrition and sport professionals, approaching health from different angles and cooperating to work towards the health (related) solutions of the future.

Currently, we are redeveloping the six Dutch-taught degree bachelor programmes we offer, by adding more internationally orientated courses to each programme. We are integrating Virtual Exchange - Collaborative Online International Learning (COIL) assignments into each programme and investing in international students and staff. In doing so, we aim to ensure all of our students receive an international experience and obtain the required international competences to become global citizens. In addition, we understand health and sports is multifaceted issue. Hence, our faculty is the place to be for any student who would like to contribute to the all-round quality of life of their future patients, students and/or clients.



Practical Information

Two Campuses

The Faculty of Health, Nutrition and Sport is one of the largest faculties within The Hague University of Applied Sciences and is spread across two campuses.



Both the International and the Dutch Sport Management departments and the Teacher Education in Physical Education department are located at the brand-new Sport Campus Zuiderpark which was opened in the summer of 2017. The Sport Campus offers top-class facilities for sports, education and movement.

The other four departments, Nutrition and Dietetics, Nursing, Skin Therapy and Kinetic Technology, are part of the buzz of the Main Campus in the middle of The Hague's city centre.



Locations

Main Campus

Johanna van Westerdijkplein 75
2501 EH The Hague
The Netherlands

Sport Campus Zuiderpark

Mr. P. Droogleever Fortuijnweg 22
2533 SR The Hague
The Netherlands

Year calendar

The first semester runs from late August 2024 until late January/early February 2025. The second semester runs from early February 2025 until July 2025. Lessons start in the first week and will take place from Monday to Friday, from 8.30hrs until 17.00hrs. Depending on the subject choices, exchange students will receive a personal timetable.

Semester 1

Term 1: Monday 2 September 2024 – Friday 15 November 2024

Term 2: Monday 18 November 2024 – Friday 7 February 2025

Semester 2

Term 3: Monday 10 February 2025 – Friday 25 April 2025

Term 4: Monday 28 April 2025 – Friday 21 July 2025

Practical Information and how to Apply

For practical information on how to apply and also on accommodation please see THUAS' website: [Exchange programmes | The Hague University of Applied Sciences \(thuas.com\)](https://www.thuas.com)

Contact

If you would like more information on registration for our Exchange programme, please contact: exchange@hhs.nl or for academic information please contact one of the International Programme Coordinators, which you can find on the next pages (p7-8).

Education

The Faculty of Health, Nutrition and Sports offers six Dutch-taught bachelor programmes, one English-taught bachelor's degree in International Sport Management and various English-taught minors all educating a new generation of global health, nutrition and sports professionals.

Full Degree Programmes

Name of programme	Language	European Credits (ECTS)
<p><i>Bachelor of Arts (B.A.) in Sport Studies - International Sport Management 3-year International programme</i></p> <p>Sport Management deals with the organisational side of sport. The ISPM (International Sport Management) programme is the first step on your way towards professional success in the global sport community. During your ISPM studies you will become an established leader, participate within international sport networks and actively engage in intercultural initiatives.</p> <p>International Coordinator: Andrea Emara & Tarek Raad Email: A.Emara@hhs.nl & T.I.Raad@hhs.nl</p>	English	180
<p><i>Bachelor of Science (B.Sc.) in Nutrition and Dietetics 4-year programme</i></p> <p>The department of Nutrition and Dietetics at The Hague University of Applied Sciences was established in 1943. It is the largest department of its kind in the Netherlands and currently enrolls 1200 undergraduate students. Students study a range of topics related to nutrition and dietetics, ranging from giving dietary advice in a hospital setting and designing interventions to prevent obesity for primary schools to developing new food products for the food industry. There is a clear focus on research, entrepreneurship and interdisciplinary cooperation throughout the program. The third year of this programme is taught entirely in English.</p> <p>International Coordinator: Gwendell Foendoe Aubèl Email: g.a.j.foendoeaubel@hhs.nl</p>	Dutch	240
<p><i>Bachelor of Science (B.Sc.) in Human Kinetic Technology 4-year programme</i></p> <p>Students focus on health care and technology, innovation and research. Throughout the curriculum, students learn to develop technological solutions meant to improve the mobility and kinetics of both healthy and sick people.</p> <p>International Coordinator: Manon Kessels Email: M.L.C.Kessels@hhs.nl</p>	Dutch	240
<p><i>Bachelor of Science (B.Sc.) in Nursing (Registered Nurse) 4-year programme</i></p> <p>Students will be able to work as a general nurse in hospitals, psychiatric nurse, as a family- home nurse as well as a nurse at a nursing home and in the community. Besides extensive practical training in different settings, graduates focus on the research -, networking - and organizing skills that are essential for a flexible and proactive nurse in a changing, dynamic health system that places the patient and his or her network at its core</p> <p>International Coordinator: Martijn Sondorp Email: J.M.Sondorp@hhs.nl</p>	Dutch	240

<p>Bachelor of Arts (B.A.) in Sport Studies 4-year programme Students study a range of subjects related to Sport Management - the commercial sports sector; sports and movement environments at the local and municipal level; organised sports (at both the national and club level) – and will be equipped with necessary (event) management skills. Contact: Susanne Schiphorst Email: S.W.Schiphorst@hhs.nl</p>	Dutch	240
<p>Bachelor of Education (B.Ed.) in Physical Education (Teacher Training) 4-year programme Physical health is an integral component of an overall education. The Hague's Physical Education department offers a 4-year bachelor programme which trains future teachers to be able give physical Education lessons at all educational levels, from primary to higher education. Currently the department enrolls 1000 PE students all being trained to help the next generation of students improve their health and learning abilities through physical fitness. International Coordinator: Jonas Leenhouts Email: J.J.Leenhouts@hhs.nl</p>	Dutch	240
<p>Bachelor of Science (B.Sc.) in Skin Therapy 4-year programme Students study a range of topics related from skin care to dermatology. Besides training in skin therapeutic practice, students focus on applied research, prevention, education and interdisciplinary cooperation with other health professionals. International Coordinator: Darisa Quant Email: D.A.K.Quant@hhs.nl</p>	Dutch	240

International Exchange Offer

The Faculty of Health, Nutrition and Sports welcomes incoming students to study at our Faculty mainly during the first semester (Fall/Autumn) to take part in our minors offered by the Faculty of Health, Nutrition and Sport. The Faculty also offers research programmes as well as internship opportunities year round.

On the following pages you can find the list of English-Taught courses that exchange students can choose to study. If students wish to study in The Hague for a full semester (30ECTS), they must choose one 15ECTS course from each term.

Semester 1

Term 1: Monday 2 September 2024 – Friday 15 November 2024

Term 2: Monday 18 November 2024 – Friday 7 February 2025

Semester 2

Term 3: Monday 10 February 2025 – Friday 25 April 2025

Term 4: Monday 28 April 2025 – Friday 21 July 2025

Course Descriptions Exchange

If you choose to take part in the exchange and join the Faculty of Nutrition, Health and Sport, then you will be able to choose a course from September to November which lasts 10 weeks. It is then possible to take part in another course for the time of November to January, which also lasts 10 weeks. Some courses, such as “Nutrition, Sports and Exercise”, runs for the whole semester throughout February to July and is worth 30 ECTS. More information on each of the courses offered can be found below.

Course title	ECTS	Semester 1 Term 1	Semester 1 Term 2	Semester 2 Term 3	Semester 2 Term 4
Global Issues in Football Management	15	x			
Volunteer Management	15	x			
International Sport Law and the Role of the Sport Agent	15		x		
Sports and Sustainable Development	15		x		
Esports, Gaming & Gamification	15		x		
Science & Technology in (adaptive) Sports	15	x	(x)		
Creating a Healthy Future!	30	x	x		
Design thinking: Child Nutrition in Disease and Health	30			x	x
Nutrition, Sports and Exercise	30			x	x

Global Issues in Football Management

Code	GVS-HMVT23-FM
Title	Global Issues in Football Management
Type	Minor (10 weeks)
Year of Study	Undergraduate, year 2
Semester when component is delivered	Semester 1, term 1
Number of ECTS credits allowed	15 ECTS
Department	International Sport Management
Learning outcomes	<p>At the end of the course the student is able to:</p> <p>Demonstrate an understanding of the changing football industry landscape through debate, analysis and application of the following issues:</p> <ul style="list-style-type: none"> • Geopolitical influences in tackling societal in-equalities • The relationship between governance and corruption • Internationalization of leagues and tournaments (compare and contrast national and international league & tournament formats) <p>Evaluate relevant developments in football</p> <p>Discuss the revenues and costs of professional football teams so as to evaluate football clubs financial stability</p> <p>Develop an understanding of the roles within an international football organization and how they relate to the operations and strategic direction, discussing issues related to:</p> <ul style="list-style-type: none"> • Leadership theory and managing organizational change • Strategic operations and administration • Marketing, communications, data insights and sponsorship activation • Fan engagement/experience • Stadium management <p>Evaluate appropriate sources to come to an evidence based conclusion</p> <p>Effectively communicate evidence based content to a specific audience</p>
Name of lecturers	Marc Brady m.brady@hhs.nl
Mode of delivery	Blended Learning (online and face-to-face)
Prerequisites and co-requisites (if applicable)	Have followed at least one year of higher education at bachelor level or more. Have a b2 level of English or more.
Course content	<p>The football industry landscape has changed significantly in recent decades and has progressed from being an amateur sport, to a professional sport and now increasingly a commercial sport. Globalization has impacted significantly on the reach of football with Deloitte (2022) suggesting that the 'big five' football leagues will generate a record level of € 18.6 billion aggregate revenue during the 2022/23 season – there is no doubt that football is big business. However, with significant global attraction comes responsibility and the recent FIFA Qatar World Cup 2022 has divided the opinion on whether football should be seen as simply a world sport or a political body (using its power to influence societal change).</p> <p>During the minor we will define, debate and analyse the internal and external environment of the football industry to broaden our understanding of the</p>

	<p>possible challenges and opportunities in the sector. The influence and power football has at a local, national and global level will be evaluated and we will discuss the history, present-day and future issues we are presented with through our research and reflective observations. We will also apply our knowledge and understanding of business functions (such as marketing, sponsorship activations, leadership, finances, etc.) to the football sector in order to suggest how football can influence positive change.</p> <p>The programme combines both theoretical and practical content and includes sessions with industry leaders, guest lecturers and study trips within The Netherlands. The topics covered during this course include: 1. Geo-politics 2. Globalisation 3. Equality 4. Governance 5. Finances and economics 6. Fan engagement 7. Data insights 8. Operations and administration</p>
Recommended or required reading and other learning resources/tools	<p>Hamil, S. & Chadwick, S. (2010). <i>Managing Football – an International Perspective</i>. Oxford: Taylor & Francis Ltd</p> <p>Relevant academic articles and study workbooks to be provided on Blackboard</p>
Planned learning activities and teaching methods	<p>Each topic is taught via interactive lectures, seminars, feedback sessions and guest lectures as follows:</p> <p>The Changing Football Landscape – a situational analysis</p> <p>Week 1 - 2: The Football Environment - Geo-Politics, Equality, Corruption & Human Rights Issues Week 3: Internationalization of Football - Leagues and tournament structures Week 4: Governance and Economics in Football</p> <p>The Business of Football – introducing change (an applied approach)</p> <p>Week 5: Football Finances Week 6 - 7: Football Operations – Leadership, Administration and Stadium Management Week 8: Fan Engagement and Experience Week 9: Marketing & Sponsorship Activation – data insights and media / public relations Week 10: Portfolio Workshop and feedback week – submission of final portfolio</p> <p><i>Interactive lectures, seminars, feedback-sessions, guest lectures: 160 hours</i> <i>Self-study (i.e. preparing for lectures, working on assessments): 260 hours</i></p>
Assessment methods and criteria	<p>The minor will be graded on 2 assessments: a group presentation (press conference) and a portfolio. The minimum requirement for each assessment is a 5,5.</p> <ol style="list-style-type: none"> 1. Group Presentation (Press Conference): 30% (4 ECTs) 2. Individual Portfolio: 70% (11 ECTs) <p>Planning of the testing (per partial test when applicable): Regular test: 1. in week 1.5 2. in week 1.9 Resit: 1. & 2. in week 2.10</p>
Language of instruction	English

Volunteer Management

Code	GVS-HMVT22-VOL
Title	Volunteer Management
Type	Minor (10 weeks)
Year of Study	Undergraduate
Semester when component is delivered	Semester 1, Term 1
Number of ECTS credits allowed	15 ECTS
Department	International Sport Management
Learning outcomes	<p>By the end of this minor, students will:</p> <ul style="list-style-type: none"> • have an in-depth understanding of the reasons organisations need volunteers • be able to discuss different models of volunteer use • demonstrate an ability to create a volunteer strategy congruent with wider organisational/sector strategies • be familiar with, and able to apply, volunteer management practices • conduct research to gain feedback from volunteers' experiences • analyse likely causes of challenges in volunteer behavior and create solution-driven action plans
Name of lecturers	Dr. Gina Holmes g.i.holmes@hhs.nl
Mode of delivery	Blended Learning, both online and F2F sessions
Prerequisites and co-requisites (if applicable)	Successful completion of first year of study; adequate level of English to participate fully in the class.
Course content	<p>Picture a volunteer. What do you see?</p> <ul style="list-style-type: none"> • A nurse, syringe in hand, administering corona-vaccines? • A casually clothed, clipboard-holding student? • 170,00 'ordinary people' who can give CPR in their community? • A sports coach surrounded by little kids? • A worship leader in church? <p>Volunteers are found in every aspect of life and work. We often focus on the role of the sport-volunteer, but healthcare, community life, education, and conservation are equally as reliant on volunteers. Nearly 50% of the Dutch population takes part in voluntary activities at least once per year (cbs.nl. 2019).</p> <p>This minor introduces you to this fascinating world. We will look at how and why organisations utilise volunteers, how they manage them and how they ensure that the volunteers are satisfied, productive and useful. Delivered in a mix of face-to-face, online and self-managed formats, we will look at case studies of real organisations, visit some voluntary organisations and hear from guest speakers. Whether you are hoping to work in the sport industry or something entirely different, there will come times when you need to motivate and manage people in ways that cannot be driven by money. This minor will draw on your interests, experience and knowledge to help you gain a new perspective on how and why organisations act as they do in terms of strategy and practice. By the end of the Volunteer Management minor, you will have developed credibility as</p>

	a volunteer manager and have gained key skills to help you find satisfying work after your programme.
Recommended or required reading and other learning resources/tools	<ul style="list-style-type: none"> • Hoye, R., Cuskelly, G., Auld, C., Kappelides, P., & Misener, K. (2019). Sport Volunteering (1st ed.). Routledge. https://doi.org/10.4324/9780429292323 • Robinson, L., & Palmer, D. (Eds.). (2010). Managing Voluntary Sport Organizations (1st ed.). Routledge. https://doi.org/10.4324/9780203881354 • Anheier, H.K. (2014). Nonprofit Organizations: Theory, Management, Policy (2nd ed.). Routledge. https://doi.org/10.4324/9781315851044 • Rochester, C., Ellis Paine, A., & Howlett, S. (2012) Volunteering and society in the 21st century. London: Palgrave Macmillan https://doi.org/10.1057/9780230279438 • Hallman, K., & Fairley, S. (ed) (2018) Sports volunteers around the globe: meaning and understanding of volunteering and its societal impact, Springer Nature, Cham, Switzerland, pp.7-20, https://doi: 10.1007/978-3-030-02354-6 • And others
Planned learning activities and teaching methods	<p>The minor will be delivered in block 1. A mix of teaching methods will be used; these may vary from week to week depending on the content to be covered and any planned trips, guest speakers or student assignments.</p> <p>Interactive classroom lectures, online sessions, feedback sessions and guest lectures - approximately 80 hours</p> <p>Excursions to organisations with active involvement in volunteer activities - approximately 40 hours</p> <p>Self study (preparing for lectures, working on assignments, independent study) - approximately 300 hours</p>
Assessment methods and criteria	<p>Testing: There will be two assignments: Each assignment carries 50% of the total mark, and each must achieve a minimum mark of 5,5. Resit is possible and will take the form of a further individual assignment.</p> <p>Individual report: develop a volunteer strategy for a named organisation. This will take into account the wider organisational strategy, sectoral and environmental issues and cultural drivers for change within the organisation.</p> <p>Individual presentation (recorded, voice over slides + face-to-camera) evidencing involvement in either recruitment of volunteers or gaining feedback from volunteers, discussion of major outcomes and recommendations for action for the organisation.</p> <p>Minimum pass rate minor: 5.5.</p> <p>Planning of the testing (per partial test when applicable): Individual report submission week 1.7. Resit week 2.3 Individual presentation submission week 1.10. Resit week 2.6/2.7 (week after Christmas Break)</p>
Language of instruction	English

International Sport Law & The Role of the Sport Agent

Code	GVS-HMVT20-ISL
Title	International Sport Law & The Role of the Sport Agent
Type	Minor (10 weeks)
Year of Study	Undergraduate
Semester when component is delivered	Semester 1, Term 2
Number of ECTS credits allowed	15 ECTS
Department	International Sport Management
Learning outcomes	<ul style="list-style-type: none"> • recognize key stakeholders in international sport law • understand the basic legal construct of sport and the EU, free movement of players and sport and competition law in the EU • explain the structure of U.S. Professional Sports Leagues • understand mediation and other ADR methods in international sport disputes • demonstrate competent communication and negotiation skills • evaluate the financial and legal consequences of sport endorsements, media and image rights • apply key Public Relations theory to high profile cases from the world of sport • understand the dynamics of the relationship between client and principal in sport agency activities
Name of lecturers	Minor Coordinator: Tarek Raad (t.i.raad@hhs.nl) Course Lead: Roberto Branco Martins (rbm@bmdw.nl)
Mode of delivery	Blended Learning, both online and F2F sessions
Prerequisites and co-requisites (if applicable)	Successful completion of first year of study; adequate level of English to participate fully in the class.
Course content	<p>A sports agent is a legal representative for professional sports figures such as athletes and coaches. They procure and negotiate employment and endorsement contracts for the clients they represent, and they manage the career of athletes. Because of the unique characteristics of the sports industry, sports agents are responsible for communications with numerous stakeholders including team owners, managers, commercial entities and even the parents of athletes. In addition to finding income sources, agents often handle public relations matters for their clients. Agents are expected to be knowledgeable about contract law, finance, business management, and financial and risk analysis, as well as sports. They are also expected to have excellent communication and negotiation skills.</p> <p>The sports agency business is booming as ever-increasing media rights deals continue to pour profits into professional sports leagues, raising salaries and making seven-figure athlete contracts the norm. Due to changes in legislation the number of football agents alone is growing exponentially. Sport agents often have a background in sport management and or sport law but there is no globally recognised qualification. This minor programme combines both theoretical and</p>

	<p>practical content and includes sessions with industry leaders, guest lecturers and study trips within The Netherlands. The topics covered during this course include:</p> <ul style="list-style-type: none"> -The role of the sport agent and key stakeholders in international sport law -An Introduction to International Sport Law -Emerging Markets, Trend Analysis and Scouting in Sport -Employment and Contract Law – The Transfer System -Key Stakeholders in International Sport Law -Jurisdiction / Conflict of Jurisdiction in Sports Disputes and Arbitration -Communication, Mediation and Negotiation Skills / Ethics and Integrity -Public Relations, Finance, Marketing and Image Management
Recommended or required reading and other learning resources/tools	Relevant academic articles and study workbooks to be provided on Brightspace.
Planned learning activities and teaching methods	<p>Teaching methods: Each topic is taught over a one-week period, using interactive lectures, seminars, feedback sessions and guest lectures, as follows: Topic 1: The role of the sport agent and key stakeholders in international sport law Topic 2: An Introduction to International Sport Law Topic 3: Emerging Markets, Trend Analysis and Scouting in Sport Topic 4: Employment and Contract Law – The Transfer System Topic 5: Key Stakeholders in International Sport Law Topic 6: Jurisdiction / Conflict of Jurisdiction in Sports Disputes and Arbitration Topic 7: Communication, Mediation and Negotiation Skills / Ethics and Integrity Topic 8: Public Relations, Finance, Marketing and Image Management</p> <p>Study load: Interactive lectures, seminars, feedback-sessions, guest lectures: 120 hours Self-study (i.e. preparing for lectures, working on assessments): 300 hours</p>
Assessment methods and criteria	<p>Testing: The minor will be graded on 2 assessments: an individual open answer exam, a and a group case study. The minimum requirement for each assessment is a 5,5</p> <ol style="list-style-type: none"> 1. Individual written exam: 50% 2. Group case study: 50% <p>Minimum pass rate minor: 5.5.</p> <p>Planning of the testing (per partial test when applicable): Regular test: 1. in week 2.6, 2. in week 2.10 Resit: 1. in week 3.3, 2. in week 3.4</p>
Language of instruction	English

Sport and Sustainable Development

Code	GVS-HMVT22-SPSD
Title	Sport and Sustainable Development
Type	Minor (10 weeks)
Year of Study	Undergraduate
Semester when component is delivered	Semester 1, Term 2
Number of ECTS credits allowed	15 ECTS
Department	Sport Studies
Learning outcomes	<p>This module explores the role of sport in sustainable development. It looks at sport's negative impact on the environment and society to date and its recent preoccupation with sustainability and the sustainable development goals.</p> <p>Students will become more aware of how sport can be used to tackle (and make people aware of) a wide range of social, economic and environmental challenges (and solutions), such as climate change, plastic waste, inequality, human rights, and peace and justice.</p> <p>Students will learn how sport could be an enabler of sustainable development, and will demonstrate this by applying knowledge gained to the wicked problems within the domain of sport and sustainable development.</p> <p>The course will be F2F, but online the last week before Christmas.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Identify the negative and positive impacts of sport (and sport-related industries) on the the economy, environment and society • Justify how sport can be used to tackle and make people aware of a range of social, economic and environmental challenges • Evaluate the impact of sport/environmental/social initiatives • Create an event and documentary to increase the awareness of the environmental/social impacts of sport participants/observers • Formulate recommendations for the future direction of sport and sustainable development based on literature, their own opinions and opinions gathered at the event • Identify the changes in their own view of world (and knowledge, understanding of the environment) after studying this course
Name of lecturers	Andrea Emara, Surya Hardjosusono Jos Sienknecht a.emara@hhs.nl e.s.b.hardjosusono@hhs.nl j.sienknecht@hhs.nl
Mode of delivery	Blended Learning, both online and F2F sessions
Prerequisites and co-requisites (if applicable)	Successful completion of first year of study; adequate level of English (B2) to participate fully in the class.
Course content	Week 1: Introduction to course/Our environment/ What is sustainable development? What future do we want? Week 2: Sustainable development and sports: Introduction

	<p>Week 3: Football and sustainability Week 4: Sport and water Week 5: Sport for social and health Week 6. Sport, technology and Sustainable Development Week 7: Sport, venues and mega-events Week 8: Event Week 9: Creation of documentary Week 10: Presentation of mini-documentaries on sport and sustainability to other students at a 'film festival' at Zuiderpark for other students</p>
Recommended or required reading and other learning resources/tools	<p>Sport, Development and Environmental Sustainability, Edited By Rob Millington and Simon C. Darnell, Copyright Year 2020, ISBN 9780815356134, Published September 12, 2019 by Routledge, https://www.routledge.com/Sport-Development-and-Environmental-Sustainability/Millington-Darnell/p/book/9780815356134 Routledge</p> <p>Handbook of Sport and the Environment, Edited By Brian P. McCullough, Timothy B. Kellison, Copyright Year 2018, https://www.routledge.com/Routledge-Handbook-of-Sport-and-the-Environment/McCullough-Kellison/p/book/9780367896867 Routledge</p> <p>Handbook of Sport for Development and Peace, Edited By Holly Collison, Simon C. Darnell, Richard Giulianotti, P. David Howe</p> <p>A Post-Development Dictionary Edited by Ashish Kothari, Ariel Salleh, Arturo Escobar, Federico Demaria, Alberto Acosta</p> <p>And others articles as required:</p> <ul style="list-style-type: none"> • Students will not be required to purchase any materials
Planned learning activities and teaching methods	<p>Teaching methods: Approximately per week</p> <p>The minor will be delivered in block 2. A mix of teaching methods will be used; varying each week depending on content and any planned trips, guest speakers or student assignments.</p> <p>Interactive classroom/online lectures, online sessions for guest speakers, feedback sessions and guest lectures, forums, project work, film festival - approximately 120 hours</p> <p>Self -study (preparing for lectures, working on assignments, independent study) - approximately 300 hours</p>
Assessment methods and criteria	<p>Testing:</p> <p>(Individual) Case-study – 1,000 words (20%) Fail/Pass/Good - End Week 2.10 (Group) Proposal – 2,500 words (20%) Fail/Pass Week 2.3 (Group) Sport and Sustainability 'event' (30%) Fail/Pass/Good– Week 2.8 (Group) Mini-documentary (shown at 'film festival') (30%) Fail/Pass/Good– Week 2.10</p> <p>Students will be assessed through a 1000 word case-study on an sport-related organisation/event so they can demonstrate understanding of key concepts and current research in the field. This will be handed in at the end of week 2.10. This will make up 20% of the final mark.</p> <p>At the beginning of week 2.3 students will submit a group proposal for an event related to sport and sustainable development that they will hold at the Zuiderpark sports campus/or in the park or the main HHS campus. This will be 20% of the mark.</p>

	<p>The event will be held in week 2.8 and documentaries shown and submitted in week 2.10 (both will be 30% and 30% of final mark)</p> <p>Resits Resit: Case-study – Beginning week 3.10 Proposal - End week 2.4 Event – 3.8 Documentary 3.10</p>
Language of instruction	English

Esports, Gaming & Gamification

Code	GVS-HMVT22-ESPO
Title	Esports, Gaming & Gamification
Type	Minor (10 weeks)
Year of Study	Undergraduate
Semester when component is delivered	Semester 1, Term 2
Number of ECTS credits allowed	15 ECTS
Department	International Sport Management
Learning outcomes	Throughout this course, the main learning objectives in which the students will be assessed are: - Students are able to create a proposal and/or analysis of esports and gamification products - Students are able to identify the different types of exergames, their advantages and disadvantages - Students successfully network with various stakeholders within the gaming ecosystem - Students successfully execute gaming events
Name of lecturers	Raphael Prifti E.Prifti@hhs.nl
Mode of delivery	Blended Learning, both online and F2F sessions
Prerequisites and co-requisites (if applicable)	Successful completion of first year of study; adequate level of English to participate fully in the class.
Course content	<p>GAMING & DIGITAL MEDIA Esports in historical perspective Gaming market and industry Competitions Content creation Teamwork Facility management</p> <p>ESPORTS BUSINESS Earn Models (digital) Marketing in esports Brand strategy Sponsorships & partnerships Player scouting Player contracts Entrepreneurship startup Event management Finance & economics Esports Law</p> <p>ESPORTS & TECHNOLOGY Hardware Network Live streaming Gaming platforms</p>

	<p>NFTs</p> <p>ESPORTS & SOCIETY Media literacy Digital Literacy Social skills Sportsmanship Communication Collaboration Mental Health & addiction Women in esports Esports and social change International markets: Americas, Asia, Europe Socialization & social inclusion</p> <p>GAMIFICATION & EXERGAMES Game Theory Behavior Change Techniques Effective Design Elements Participant Journey Models Evaluation of Games and Exertion Interfaces Different Technologies, VR, AR, apps, MR, wearables Exergames and gamification related to sports, play and physical activity in the context of school, sports, recreation, musea, playgrounds, parks, rehabilitation Advantages, disadvantages and risks of exergames and gamification Health (mental & physical)</p>
<p>Recommended or required reading and other learning resources/tools</p>	<p>Included but not limited to Books' texts: Scholz, T. M. (2019). eSports is business. Management in the World of Competitive Gaming. Palgrave MacMillan:Switzerland. (ebook) Ströh, J. H. A. (2017). The ESports Market and ESports Sponsoring. Baden-Baden Szablewicz, M. (2020). Mapping Digital Game Culture in China. From Internet Addicts to Esports Athletes. Palgrave MacMillan: Switzerland de la Hera, T. (2019). Digital Gaming and the Advertising Landscape. Amsterdam University Press: Amsterdam Kim, S. Song, K., Lockee, B. & Burton, J. (2018)Gamification in Learning and Education. Springer: Switzerland Journals: Gaming Research & Review Journal</p> <p>(all references are available via the library)</p>
<p>Planned learning activities and teaching methods</p>	<p>Lectures online and on campus Guest speakers Blended methods Feed-forward sessions Fieldtrips</p> <p>Minor: 15 ECTS = 420 hours Teaching and fieldtrips: 160 hours Self-study (i.e. preparing for lectures, working on assessments): 260 hours</p> <p>All main TOPICS will be taught during the 8 weeks of teaching, in different days. The schedule is still under construction and may be subjected to changes. However, the plan is to offer</p>

	<p>Lessons: mornings, Tuesday, Wednesdays, Thursday (on campus)</p> <p>Keynote guest sessions: 3 Thursdays online (online)</p> <p>Fieldtrips: Morning on 4 Fridays (details TBD)</p> <p>Guided study sessions: Thursdays afternoon</p> <p>Self-study: Monday, Tuesday afternoon, Wednesday afternoon, 4 Fridays</p>
Assessment methods and criteria	<p>WEEK 9: GROUP (4-5 members) – Written paper: Esports bid book/Gamification analysis 30% (5.5)</p> <p>WEEK 9: INDIVIDUAL – Elements of the written paper: Esports bid book/Gamification 50% (5.5)</p> <p>WEEK 10: GROUP (4-5 members) – Execution: Esports event execution 20% (5.5)</p>
Language of instruction	English

Science & Technology in (adaptive) Sports

Code	GVS-HMVT23-SPT
Title	Science & Technology in (adaptive) Sports
Type	Advanced Minor (10 weeks – optional 20 weeks)
Year of Study	Undergraduate
Semester when component is delivered	Semester 1, term 1 (& optional term 2)
Number of ECTS credits allowed	15 ECTS with optional extension to 30 ECTS
Department	Human Kinetics Technology
Learning outcomes	<p>Motion analysis Example: Is capable of performing analyses (related to design, realisation and behaviour of a product, a possible recommendation and/or possible research; is capable of recording, quantifying and analysing various parameters related to kinetics using kinetic registration techniques; Is capable of analysing movement using theoretical, biomechanical, physical and/or other models.</p> <p>Tests and research Example: On the basis of a particular problem, the student is capable of setting up research in an area of kinetic technology. This includes the format of a theoretical test (literature study and model creation) as well as an applied research user investigation. Consultancy and information provision Example: Is capable of providing advice and information regarding all activities related to kinetic technology, kinetic technology products and designs. Coordination and assistance Example: Is capable of assisting and coordinating activities of multidisciplinary teams involved in issues related to human kinetics.</p> <p>Management Example: The student is capable of planning, organising, coordinating and evaluating his or her own work and projects. The student is flexible and client-focused in behaviour and combines stamina and entrepreneurship for achieving the objective(s) set. The student is capable of setting up and maintaining his or her own network within his/her area of expertise and related areas of expertise. In doing so, he/she is capable of communicating, negotiating and cooperating with others from different disciplines, including (para) medical, technical and commercial. The student is capable of managing projects and processes related to kinetic technology. In doing so, he/she is capable of working within the framework of project management, has a pragmatic project approach and is capable of fulfilling the role ascribed to him or her in this context. The student follows the international developments relevant to his/her work closely and has a knowledge system in which he or she can store and retrieve these developments.</p> <p>Communications Example: Is capable of effectively expressing him/herself in a professional context; is capable of drafting lucid reports (research reports, advice protocol, literature studies, and so forth); is capable of performing a literature study on a subject related to the profession. Is also capable of setting down the most important conclusions of this research on paper in a readable and structured manner.</p>
Name of lecturers	Aad Lagerberg (a.lagerberg@hhs.nl) Rienk van der Slikke (r.m.a.vanderslikke@hhs.nl)

Mode of delivery	Blended Learning
Prerequisites and co-requisites (if applicable)	<p>General entry requirement: Have followed at least one or two years of higher education at bachelor level or more. Have a b2 level of English or more. TOEFL Level</p> <p>Theoretical entry requirement: students who have demonstrable knowledge of the Matlab software program and mechanics. Please contact minor coordinators for an interview to discuss if your knowledge meets the required level.</p> <ul style="list-style-type: none"> • Demonstrates ability to discuss and formulate new ideas based on new skills developed, theories and research. • Awareness of and respect for the norms, values and assets of people from different nationalities or cultural backgrounds • The attitude (open, respectful, curious), skills (observing, listening, analysing and reflecting) and knowledge (of own and other cultures) to interact and communicate effectively and show proper behaviour in culturally or linguistically diverse contexts. • Knowledge of and concern for global issues; and • A global and an international perspective in their discipline. <p>Taken from “<i>Global Citizens in a Learning Society Internationalisation at THUAS 2015-2020</i>”</p>
Course content	<p>This minor is a comprehensive and systematic study of human kinetic movement designed to increase the depth of knowledge and research capabilities of exercise science, physical education and leisure studies professionals. In doing this, students will be aware of current developments in sports technology and sports biomechanics. They will also develop skills in research, human movement registration skills, project management, measurement system development and project management.</p> <p>This minor will consist of</p> <ul style="list-style-type: none"> • Lectures in human motion analysis, sports biomechanics, measurement system development (arduino) and project management. • Guest lectures on current developments in sports technology. • Practical lab classes on registration skills and on building arduino based systems. • Weekly assignments (group and individual) on different sport related topics. • Peer review meetings (interim presentations on the progress of the project). • Interim reports: The students present their work to the client in the interim. The clients provide their feedback, which the students can process and apply (3 lesson hours). • Final presentation (3 lesson hours). • Trips/conferences. • InnoSportLab in Den Bosch. <p>Breakdown of ECTS per course</p> <ul style="list-style-type: none"> • Current developments in Sports technology (2ects) • In-depth Sports Technology Theory (3ects) • In-depth coverage of project-based work (process) (2ects) • Project assignment (product) (8ects)
Recommended or required reading and other learning resources/tools	Laptop: It is not mandatory, but it is recommended that students be in possession of a laptop that has built in camera and has Skype installed on it.

Planned learning activities and teaching methods	<ul style="list-style-type: none"> • Tutorials and workshops • Lectures and guest lectures • Company visits • Project group meetings (guided and unguided) • Practice (unguided) <p>Project Assignments: Each year students work on project assignments that are given by external clients. The assignments involve testing or assessing the functionalities of sorts technology products.</p> <p>For example, his year two groups, each group consisting of six students, worked on the following assignments over an 10 week period: Assignment 1: Students were given the assignment to test a new ankle brace called EXO-L. The 3-D measuring system OptiTrack was used to study the effects of the EXO-L on movement options in the ankle joint and sports performance. You can find more information on this product by clicking here Assignment 2: Students were given the assignment to determine the optimum position of an X-IMU sensor on the torso of a wheelchair basketball player, allowing valid and reliable measurements to be taken in order to register the movements of the torso. Both project assignments are concluded with a presentation and a report containing the study results.</p>
Assessment methods and criteria	<ul style="list-style-type: none"> • Assignments (Passed/Failed) • Theoretical exam (50%) • Project (50%) <p>All components should be higher than a 5.5 or Passed</p> <p>The minor can be extended with 15 ECTS (to 30 ECTS) by an additional internship in one of the Dutch sports field-labs. Since there is only limited availability of internship places, please contact the coordinators in advance to discuss the options.</p>
Language of instruction	English

Creating a Healthy Future!

Code	GVS-HMVT24-CHF
Title	Creating a Healthy Future!
Type	Minor (20 weeks)
Year of Study	Undergraduate
Semester when component is delivered	Semester 1, Term 1 & 2
Number of ECTS credits allowed	30 ECTS
Department	Nutrition and Dietetics
Learning outcomes	<p>As a professional with the ambition to come up with creative and innovative ideas to help shape transitions for better health(care), you will be able to:</p> <p>Articulate health(care) challenges: to provide a well-structured argument regarding the health(care) challenges in the coming years, taking into consideration social and demographic factors. (Type: Knowledge)</p> <p>Analyze the coherence of personal lifestyle and living conditions and health (including regulation and legislation) along with the repercussions at the boundaries of healthcare delivery. (Type: Knowledge)</p> <p>Evaluate the effectiveness and efficacy of available solutions for health(care) challenges and assess which combinations of interventions are most effective with regard to a specific health(care) challenge and tailored to specific target groups. (Type: Skill)</p> <p>Devise innovative solutions for complex health(care) challenges: generate practical and creative solutions for intricate challenges in the field of health and well-being. (Type: Skill)</p> <p>Explore technological solutions: investigate technological solutions that can be applied to address health(care) issues. (Type: Skill)</p> <p>Collaboratively analyze and define healthcare challenges: collaboratively analyze and construct an accurate problem description for a health issue through co-creation. (Type: Skill)</p> <p>Provide and receive feedback for personal and professional growth: actively engage in giving and receiving feedback to reflect on your personal contributions to co-creation processes aimed at solving health(care) challenges. (Type: Attitude)</p> <p>Reflect on personal and professional identity: engage in reflective practice to examine your personal identity in relation to your identity as a professional contributing to a healthier world. (Type: Attitude)</p>
Name of lecturers	Monique Ridder M.A.M.Ridder@hhs.nl
Mode of delivery	Blended Learning
Prerequisites and co-requisites (if applicable)	Studying in the 3rd or 4th year. And with an interest in and affinity with the field of health and well-being. Knowledge and experience with this field is not necessary: each student brings relevant knowledge and insights from their own

	field in order to create an innovative solution through interdisciplinary collaboration.
Course content	<p>Do you want to contribute to a better world? Then join us in the challenge to make the world a bit healthier!</p> <p>What is needed to lead a healthy, active, and independent life? How do we build the healthiest generation possible? How can we take care of all the older adults with physical or mental health problems? How do we ensure that everyone receives the right care in a time of increasing pressure on healthcare, a shrinking labour market, and aging? These are current and urgent issues, also known as "wicked problems," in today's world of health and well-being. You are invited to work with us to solve these grand challenges with a refreshing and inspiring approach.</p> <p>In this minor, you will discover how you, as a professional, can contribute to create equal health opportunities for everyone. You will work on practical solutions for urgent health and well-being issues and investigate the support that technology can provide. That starts by delving into the problem and examine this from different angles. You will learn to identify problems in collaboration with people who experience them and to look for creative solutions. In addition, you will craft several possible solutions, create a prototype, and test them with the intended target group.</p> <p>You will learn how to look beyond the boundaries of your profession to come up with these solutions, how to deal with uncertainties and what it means for your professional identity. You will also explore the (im)possibilities of using technology for health and learn to critically examine how much support by technology is desirable.</p> <p>So, if you're passionate about making a positive impact on health and well-being, this minor is your ticket to a dynamic, hands-on learning experience that will shape your future in a meaningful way. Are you up for the challenge?</p> <p><u>What are you going to do:</u></p> <p>During the minor you will work according to the Design Thinking principles, a proven problem-solving approach. The minor will start with an orientation phase in which current issues in health and well-being will be addressed. You will then choose a project provided by partners in the field.</p> <p>You will work in small multidisciplinary teams on your chosen challenge by applying the Design Thinking methodology in five phases, each lasting three weeks.</p> <ul style="list-style-type: none"> • Emphathize: Dive deep to understand the needs and insights of your target group • Define: focus on defining the exact problem • Ideate: unleash your creativity and generate several solutions from different perspectives • Prototype: design a promising solution to the problem in real life; make your solution visible and tangible (even if it is an intervention or app). • Testing: Test your solution, refine it and retest within your team and with future users. <p>This minor is designed to equip you with practical hands-on skills that you can use in any profession to solve problems. In addition, learn to look beyond the boundaries of your own profession and put yourself in the shoes of the person for whom you are devising a solution. Get ready to tackle important health challenges and make a difference!</p>

	<p><u>About what topics you will learn:</u> To really understand health challenges, we explore topics such as different concepts of health (positive health, salutogenesis); health (in)equality; healthy aging; an international perspective on health issues; health as a system (including legislation, finance); interdisciplinary collaboration; health technology; working as a change agent at the micro and meso level. Of course, you will learn the basics of design thinking. In addition, we expect you to use and share your personal expertise and talents and co-create with fellow students.</p>
<p>Recommended or required reading and other learning resources/tools</p>	<p>Literature will partly be provided by the lecturers. Students are stimulated to search for relevant, actual literature themselves or collect information by talking to experts or interviewing target groups.</p>
<p>Planned learning activities and teaching methods</p>	<p>Learning by doing is key in the minor programme. During the minor, students work in groups of 4-6 students on a project. All assignments and knowledge provided in lessons and on Brightspace is related to the subject and students are expected to apply this knowledge in their projects. We also expect students to bring in their own specific knowledge and prior experiences. To support students in their learning and developing process, the minor will contain the following teaching methods:</p> <ul style="list-style-type: none"> • Students will prepare themselves for lessons by doing preparation assignments. Besides reading or watching literature/information, every assignment consists of an active learning component, for example a mindmap, instructional video or an interview. Preparation assignments are discussed during lessons and related to the project assignment. • Thematic lessons: relevant expertise will be integrated in specific themes. Theme's will be accompanied with an active component to gain a better understanding. • Guest lectures: real-life or online (by using Microsoft Teams). • Interviewing and/or working together with stakeholders in order to gain practical knowledge or developing solutions related to the health care challenge of the project. • Project groups: students work in project groups in guided (supervised by a coach) and unguided meetings on their project assignment following the different phases of Design Thinking. <p>Workshops that support working methodically on the assignments: for example a workshop Business Canvas Model</p>
<p>Assessment methods and criteria</p>	<p>We follow the principles of programmatic testing and collect information about the learning progression of students. The minor is divided into 6 periods of 3 weeks. Each period will be closed off with a formative assignment: students will receive feedback and feedforward by their fellow-students, teacher and client, based on specific rubrics for each assignment.</p> <p><u>Introduction phase:</u></p> <ol style="list-style-type: none"> 1. Individual position paper with a professional statement <p><u>Design thinking phases:</u> The students will be formatively assessed collectively as group on their assignments of the five phases of the design thinking method:</p> <ol style="list-style-type: none"> 2. Empathize: business canvas 3. Define: proposal for design-oriented research 4. Ideate: design alternatives 5. Prototype: making a prototype 6. Test: evaluation of the prototype and iterations <p>For each formative assignment feedback and feedforward will be given on:</p> <ul style="list-style-type: none"> • the partial product that was developed

	<ul style="list-style-type: none"> • evidence for the choices that were made • the group and individual performance <p>The overall product of the group assignment at the end of the minor is a prototype accompanied by a accountability report in which evidence is presented and the development process is described.</p> <p>On an individual level, the student pitches his professional development and contribution to the health(care) challenge to its fellow students and teacher.</p> <p>The final mark is given only when:</p> <ul style="list-style-type: none"> - All 6 assignments are delivered (weighting: 0); - Feedback and feedforward on each assignment is received and verifiably processed (weighting: 0); - The project (prototype and accountability report) has received a mark of at least 5.5 (weighting: 2 out of 3); - The individual professional pitch has received a mark of at least 5,5 (weighting: 1 out of 3). <p>Students hand in products at the end of each phase in order to receive feedback and feedforward. The presentation of their prototype and accountability report and the personal pitch about their professional development is planned in week 19. Resits will take place in week 20.</p>
Language of instruction	English

Design thinking: Child Nutrition in Sickness and Health

Code	GVS-HMVT22-CHIL
Title	Design Thinking: Child Nutrition in Disease and Health
Type	Minor (20 weeks)
Year of Study	3rd or 4th year
Semester when component is delivered	Semester 2, Term 3 & 4
Number of ECTS credits allowed	30 ECTS
Department	Nutrition and Dietetics
Learning outcomes	<p>Orientation Phase:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of the impact of nutrition its consequences on quality of life for children; • demonstrate knowledge and understanding performing assessment of nutritional status, growth and nutritional requirements of children in different age ranges • demonstrate knowledge and understanding of different ways supporting children learning to eat; • demonstrate knowledge and understanding of aetiology of common nutrition related diseases which origin in childhood; • demonstrate knowledge and understanding of pediatric formulas in the clinical setting • critically analyse national and international guidelines relating to prevention and management of health and disease of children; • critically appraise the evidence to support strategies available to promote behavioural change; <p>Empathize Phase:</p> <ul style="list-style-type: none"> • select the best available evidence (from scientific literature and uses the relevant information to gain insights and need of the specific target group; • prepare and conduct open and semi-structured interviews with the target group and stakeholders about personal values and perspectives on health; <p>Define Phase:</p> <ul style="list-style-type: none"> • demonstrate how choices are made for the design of a practice based study and demonstrate the choice for the most suitable (research) instruments; • communicate their understanding of the problem; <p>Ideate Phase:</p> <ul style="list-style-type: none"> • phrase several different perspectives regarding a formulated solution and can communicate possible dilemma's which go along with the chosen solution' • use brainstorming as an ideation technique to facilitate concept creation; <p>Prototype Phase:</p> <ul style="list-style-type: none"> • analyse and use data gained from the ideate phase to design a prototype; • use physical and paper prototypes and storyboard to make their design vision tangible and visual; • explain why the prototype has to be tested by the end-user; • use insights gathered by testing the prototype by the target group;

	<p>Implementation Phase:</p> <ul style="list-style-type: none"> • demonstrate understanding of the needs of the end user in relation to implementation of the product/service in the organisation of the client/stakeholder
Name of lecturer	Annelies Rotteveel: a.rotteveel@hhs.nl
Mode of delivery	Blended Learning
Prerequisites and co-requisites (if applicable)	Some nutritional background is required. Preferably students of the programme Nutrition and Dietetics.
Course content	<p>In this minor, we'll focus on the needs of children in the age of 0 till 16 years. Topics are growth, development, composition of the diet, and food habits and behaviour in healthy children and management of food related diseases in children.</p> <p>Proper nutrition is a key factor for growing up healthy. The composition of the daily diet of a child has a great impact on its physical, mental and social development. Children have specific nutritional requirements in healthy situations and, even more, during diseases.</p> <p>In approximately 20 weeks you will learn a new and creative, user-centered, way to solve problems, which will provide you skills useful in many aspects of your professional work. You'll explore a problem, about nutrition in children, from different perspectives and will empathize and define the problem. In the second part of the minor, you'll describe different solutions, build a prototype and test it for specific target groups and stakeholders.</p> <p>During the minor, you'll work according to 'design thinking' principles. The minor will start with an orientation phase by studying the general aspects of nutrition for children with or without health problems. After the orientation phase, you'll chose a target group, provided by stakeholders in the work field. Perspectives of different stakeholders will be examined. What is the problem, for whom is it a problem, why is it a problem and how big is the problem? To solve this problem, you work together with a team of approximately 6 students.</p> <p>To complete the assignment, you'll work through the phases of Design Thinking. Each phase last for 3 weeks.</p> <p>Phases of Design Thinking:</p> <ul style="list-style-type: none"> • Empathize: gain insights and needs of the target groups/users • Define: define the specific problem • Ideate: create solutions from different perspectives • Prototype: design a solution for the problem, this has to be made visible even if it is an intervention or app. • Test: test, improve and retest the prototype within the team and with future users
Recommended or required reading and other learning resources/tools	Guidelines and (scientific) articles will partly be provided by the lecturers. Students are motivated to search for evidence based information themselves or collect information by talking to experts or interviewing target groups.
Planned learning activities and teaching methods	<p>In general every phase of the minor will contain the following teaching methods:</p> <ul style="list-style-type: none"> • Students will prepare themselves for every lesson by making preparation assignments.

	<ul style="list-style-type: none"> • Every assignment consists of an active learning component, students will make an empathy map, a problem statement, a prototype of the solution • Thematic lessons. In these lessons relevant expertise will be integrated in specific themes (for example the prevention or treatment of food allergy). The assignments during the lessons always have an active component (learning by doing). Preparation assignments are discussed. • Guest lectures • interviewing the client / target group. Aim: to understand the target group and develop a product that offers a solution to the problem. <ul style="list-style-type: none"> • Project groups meetings: the project groups will work during guided meetings (supervised by a tutor) and unguided project group meetings on the different phases of Design Thinking and the different products. • Workshops: for example a workshop Business Canvas Model. <p>Studyload A full-time minor. *Unsupervised: Students are expected to independently work on the subject unsupervised (both individually as well as in project groups)</p> <p>*Classes and guided meetings = 12 hours per week: Lecture: 4 hours per week Workshop: 4 hours per week Design thinking/guided project group meetings: 4 hours per week</p>
Assessment methods and criteria	<p>The minor consists of 6 phases (orientation, empathize, definition, ideate, prototype and test phase) according to the design thinking cycle. Each phase ends with an individual or a project group assignment for the students. Students/student project groups (approximately 6 students) will deliver professional products:</p> <p>Examination: The first 3 weeks (Introduction) will be tested individually: 1) position paper (5 ECTS); result of the introduction phase</p> <p>In other phases of the Design Thinking method group products need to be handed in at the end of each phase: 2) empathy map (5 ECTS); result of empathize phase 3) problem statement (5 ECTS): result of the define phase 4) design alternatives (5 ECTS): result of the design phase 5) prototype (5 ECTS); result of the prototype phase 6) evaluation and definite design (5 ECTS); result of test phase</p> <p>Each product consists of three different parts: <ul style="list-style-type: none"> • product • evidence • reflection Each product will be assessed with a rubric.</p> <p>The final mark is given only when the assessments are all at least 5,5 and is calculated as a weighted average of the assessments where the weight corresponds to the study load.</p>
Language of instruction	English

Nutrition, Sports and Exercise

Code	GVS-HMVT23-NSE
Title	Nutrition, Sports and Exercise
Type	Minor (20 weeks)
Year of Study	Undergraduate
Semester when component is delivered	Semester 2, Term 3 & 4
Number of ECTS credits allowed	30 ECTS
Department	Nutrition and Dietetics
Learning outcomes	<p>Goal: Creating clarity in the scientific state of affairs in the field of nutrition, sport & exercise. Students acquire sufficient knowledge and skills to be able to give the athlete sound advice. The strength of this minor lies in the integral collaboration between and with professionals from different disciplines and professions, with (the own direction and preference of) the athlete as the focal point.</p> <p>Final goals/competences:</p> <ul style="list-style-type: none"> - Determining the nutritional needs of athletes and how these differ per sport and per individual. - Determining nutritional intake of athletes. - Making a nutrition plan for athletes for both the short and long term. - Design, implement and evaluate nutrition plans for athletes from different sports. - Research into how people who are currently inactive and have an unhealthy lifestyle are tempted to participate in sports of exercise. - Apply scientific knowledge in a sports environment. - Being able to design, implement and evaluate nutrition education for athletes, coaches and teams. - To be able to independently study international literature with regard to human exercise performance and (sports) nutrition and to be able to synthesize and critically assess literature and translate it into practical recommendations.
Name of lecturers	Gwendell Foendoe Aubèl g.a.j.foendoeaubel@hhs.nl
Mode of delivery	F2F
Prerequisites and co-requisites (if applicable)	Have followed at least one year of higher education at bachelor level or more. Have a b2 level of English or more.
Course content	Do you want to work in a multidisciplinary way to give (recreational) athletes good nutrition and exercise advice? Have you ever thought: "I would like to advise athletes about nutrition or exercise, but I don't know what the steps are to draw up substantiated advice and offer customized coaching?". Then this minor is for you! In this minor you learn to respond to questions about sports nutrition and exercise for your own target group in collaboration with professionals. Your assignment is to improve the sports performance of an individual athlete and a sports team. To this end, you will conduct research into lifestyle factors that influence diet and exercise behaviour. Subsequently, you will learn to make an appropriate design for an intervention to actually change behaviour. After implementation, testing and evaluation of the intervention, you

	<p>can achieve a sustainable change in your target group that improves sports performance</p> <p>Contents:</p> <ul style="list-style-type: none"> - Nutrition for energy balance, sport and performance - Nutrition for endurance sports and training adaptation - Nutrition for strength sports and training adaptation - Nutrition for team and game sports - Sports supplements and ergogenic agents - Sport and nutrition: theory and practice - Designing evidence based interventions <p>Goal:</p> <p>Creating clarity in the scientific state of affairs in the field of nutrition, sport & exercise. Students acquire sufficient knowledge and skills to be able to give the athlete sound advice. The strength of this minor lies in the integral collaboration between and with professionals from different disciplines and professions, with (the own direction and preference of) the athlete as the focal point.</p>
Recommended or required reading and other learning resources/tools	
Planned learning activities and teaching methods	<p>Teaching methods:</p> <ul style="list-style-type: none"> • Task groups • Tutorials • Lectures • Guest lectures • Practicals • Intersession meetings • Work in practice • Working visits in the world of sport and industry • Changing activities such as workshops on specific topics
Assessment methods and criteria	<p><i>Delivered product (100%), minimum requirement: 5,5.</i></p> <ul style="list-style-type: none"> - Group assignment: athlete coaching plan (30%) - Group assignment: Intervention for sports team (40%) - Group assignment: Factsheet sports nutrition/supplement (30%) <p>Tests:</p> <ul style="list-style-type: none"> - Individual supervision plan - 2.12 - Intervention for sports team - 2.18 - Making a factsheet - 2.7 <p>Retest:</p> <ul style="list-style-type: none"> - Individual guidance plan - 2.15 - Intervention for sports team - 2.20 - Making a fact sheet - 2.10
Language of instruction	English

Research opportunities in Department of Nutrition and Dietetics – 15 ECTS

Research at the Senselab

Technological innovations increasingly enter our normal daily lives. Think about your smartphone which enables you to put on the heater at home while still being at work, cars which “decide” to slow down in dangerous situations or devices which continuously measure our heartbeat. Such new technological developments also impact our food production and consumption of the future. Within “Future Foods”, a research line, led by Patricia Bulsing (P.J.Bulsing@hhs.nl), we focus on sustainability of our food system and the related transition to a healthy sustainable diet, the application of technology in the production, preparation and consumption of food, and people's attitudes towards change related to both technology and sustainability, 3D-food printing and its potential medical applications is an example of studies in this research line.

Research at the Healthpoint

Technology is evolving rapidly and transforming our health care and dietetic practise. Industry is focussing on how technology can be used to keep people healthy and therefore an increasing number of monitoring apps and devices are entering the market. We are still in the early stages and for many of the apps and devices currently developed it is not clear how they will impact someone's behaviour, who will benefit from them and if they are useful tools in dietary practice. These are some of the questions we want to answer with our research. Within “Health/Nutritional assessment technology”, a research line led by Machteld van Lieshout (M.vanLieshout@hhs.nl), we focus on - acceptance and application - of technology for assessing nutritional intake, status and needs – both by consumers and healthcare professionals.

Digital tools in behaviour change

People often have the best intentions to eat (or drink) healthily. Unfortunately, what people intend is often not in line with how they act. People may aim to lose weight but fall for tempting high calorie snack foods at the canteen. Or, people may want to drink more water, but somehow forget to do so in their busy lives. In instances like these, digital tools may help in reminding people about healthy eating goals, in planning and monitoring their eating behaviour, or in making healthy food choices at point-of-purchase settings. Within digital tools in behaviour change, a research line led by Sofie van Rongen (S.vanRongen@hhs.nl), we aim to investigate how digital tools, such as applications on mobile phones or other devices, may be of use in maintaining a healthy diet, aiming to close the gap between healthy eating intentions and actual eating behaviour. We focus on - acceptance and application - of technology in lifestyle behaviour change.

Exchange students have the possibility to do research internships at these research labs. Students, lecturers, health organizations and businesses work together at these labs in a practical environment to carry out research and assessments on issues related to the nutritional status of people. In doing so, the Senselab, Healthlab, Healthpoint contribute to the education of our students, by giving them the opportunity to develop their skills in the field through evidence-based practice and research. Places are limited within the research labs to 8 students per semester (4 per block; max 2 per research line). If you would like more information on placements or internships, please contact the programme coordinator for Nutrition and Dietetics (email listed in above section).