Academic Guide Exchange
Health, Nutrition and Sport 2022-2023

Faculty of Health, Nutrition and Sport

International Offer for
Exchange Students
Autumn and Spring
Semester

2022-2023

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THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

Academic Guide Exchange
Health, Nutrition and Sport 2022-2023

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Disclaimer

Content

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 2022 until late January/early February 2023. 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.

Practical Information and how to Apply

For practical information on how to apply and also on accommodation please see THUAS' website: https://www.thehagueuniversity.com/programmes/other-courses/exchange-programmes/practical-information and see the published Fact Sheet

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)
Bachelor of Arts (B.A.) in Sport Studies - International Sport Management ***3-year International programme*** 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. International Coordinator: Rosalie Schimmel – van Helden Email: r.m.vanhelden@hhs.nl	English	180
Bachelor of Science (B.Sc.) in Nutrition and Dietetics ***4-year programme*** 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 enrols 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. International Coordinator: Gwendell Foendoe Aubèl Email: g.a.j.foendoeaubel@hhs.nl	Dutch	240
Bachelor of Science (B.Sc.) in Human Kinetic Technology ***4-year programme*** 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. International Coordinator: Rienk van der Slikke Email: r.m.a.vanderslikke@hhs.nl	Dutch	240
Bachelor of Science (B.Sc.) in Nursing (*Registered Nurse) ***4-year programme*** 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 International Coordinator: Sander Kerstens Email: S.Kerstens@hhs.nl	Dutch	240

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: Rosalie Schimmel – van Helden r.m.vanhelden@hhs.nl	Dutch	240
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 enrols 1000 PE students all being trained to help the next generation of students improve their health and learning abilities through physical fitness. International Coordinator: Len van Rijn & Simone Hackett Email: l.n.vanrijn@hhs.nl; s.e.hackett@hhs.nl	Dutch	240
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: Gerbrich Hoeve Email: g.j.hoeve@hhs.nl	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 2022) 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 block.

Semester 1
Term 1: September 2022 - November 2022
Term 2: November 2022– Late January/early February 2023

Semester 2
Term 3: Early February 2023 - April 2023
Term 4: April 2023 - July 2023

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 “Designing for Health: Metabolic Syndrome 1 & 2”, runs for the whole semester throughout September to January 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			
The Sociology & Psychology of Food, Fitness and Health	15	x			
Sport & Events Volunteer Management	15	x			
International Sport Law and the Role of the Sport Agent	15		x		
Sport and Sustainable Development	15		x		
Esports, Gaming & Gamification	15		x		
Smart Technology and the Future of Healthcare	15		x		
Science & Technology in (adapted) Sports	15	x	(x)		
The Art of Caring (Part 1 & Part 2)	30	x	x		
Design Thinking: Globesity and Metabolic Syndrome	30	x	x		
Design thinking: Child Nutrition in Disease and Health	30			x	x

Global Issues in Football Management

Code	GVS-HMVT19-PM
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	• Describe a distinct population involved in football • Evaluate relevant developments in football • Describe the international structure of football • Compare and contrast national and international leagues and tournament formats • Comprehend the complex nature of fandom in football • Discuss the revenues and costs of professional football teams so as to evaluate football clubsfinancial stability • Analyse an issue related to the Dark Side of football • Evaluate appropriate sources to come to an evidence based conclusion • Effectively communicate evidence based content to a specific audience
Name of lecturers	Fernando Guitierrez Chico f.guitierrezchico@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	Football has progressed from being a ritual and a celebration to become an amateur sport, a professional sport, and now increasingly a commercial sport. Football is often referred to as the 'global game' and as such faces global issues. However, it is important to note that football is not a homogenous product. Many countries face distinctive sets of challenges as they reconcile the history and traditions of the game with the commercial opportunities and problems posed by the twenty-first century. During this course we will identify and analyse the most important matters facing those in management and leadership positions in the football industry both on and off the pitch. The issues identified and discussed are grounded in broad aspects of management and sociology and are therefore applicable and transferrable to many different sports. However, football faces some key challenges such as issues of competition structure, the particular nature of fandom, the debt levels facing many clubs and more recent high-profile cases of corruption, that make it an interesting sport to focus on within a minor. 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:

	• Finance in Football • Governance and Leadership in Football • Leagues and Tournaments • E-sports and Player Management • Equality in Football • Marketing and Media in Football • Dark Sides of Football
Recommended or required reading and other learning resources/tools	Reading and Literature will be given to the students in the minor.
Planned learning activities and teaching methods	This is a 15 credit course (400 hours of work). The content of the minor is delivered over 10 weeks which equates to 40 hours of study per week, 8 hours per day. Content will include, interactive online lectures, seminars, feedback sessions, and guest lectures. It is important that you understand this is a full time 9.00-17.00 Monday-Friday course. The minor consistsof seven different topics, we cover one topic each week, with two weeks for the Dark Side ofFootball and time for assessments. The days and times that content is delivered may vary week by week so please check the topic outline in the syllabus.
Assessment methods and criteria	1. Individual written exam (66%) 2. Group video (14%) 3. Group Management Game (20%) 1. An individual written exam. The exam will cover content from topics 1,2,3, and 4. 2. In your allocated teams you will be assigned a topic / brief relatingto the subject of equality in football. You are required to produce a 5 minute educational video aimed at school children aged 10-15 years old informing them about your allocated topic. All members of the group must contribute to the production of the video (topics 5 & 6) 3. The Management Game will focus on how football clubs, federations, organisations and countries deal with issues such as racism, hooliganism, child abuse, homophobia, corruption, violence,match-fixing, mental health and human rights (the dark side of football). The students will need to draw upon knowledge gained throughout the minor and demonstrate a sound understanding of theissues in relation to sport management and football. (Topic 7) Minimum mark to be obtained is 5.5 for each point of assessment, isrequired to pass this subject.
Language of instruction	English

The Sociology and Psychology of Food, Fitness and Health

Code	GVS-HMVT21-FOOD1
Title	The Sociology and Psychology of Food, Fitness and Health
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	Nutrition and Dietetics
Learning outcomes	This minor puts a focus on developing the skills and competencies to understand, predict behaviour, to communicate, collaborate successfully (across cultures) and change your own and other's behaviour. By following this minor, you will learn more about yourself, your own culture, and other cultures. You will have a better understanding of how and why people behave and respond in different situations. These skills and competencies are essential for not only your own personal development, but also your professional success.
Name of lecturers	S. Hackett, Bulsing, S. van Rongen, E. Taskiren sehackett@hhs.nl
Mode of delivery	Blended Learning
Prerequisites and co-requisites (if applicable)	• 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. Have followed at least one year of higher education at bachelor level or more. Have a b2 level of English or more.

Course content	Social, cultural, environmental, economic developments as well as advertising and the media influence people's behaviour and attitudes when it comes to choices on food, fitness and health. What we eat tells so much about who we are and where we come from. That also applies to how much exercise and physical activity we do and our attitudes to health and sustainable living in general. However, these attitudes differ greatly and change rapidly around the world and can be influenced by many agents of socialisation! In order to understand why people make certain decisions and behave in certain ways when it comes to food, fitness, health and sustainability, we first need to study the underpinnings of social life, social change, and the social causes and consequences of human behaviour. During this minor you will follow several courses: 1. **Sociology,** which is the study of the development, structure, and functioning of human society. During this course we will explore how societies function and influence individuals when it comes to food, fitness and health. We will look at social problems, such as inequality, global warming and sustainability. You will use sociological perspectives to analyse and understand human behaviour and to explore how and why individuals behave in certain ways, produce and consume within society and how these vary across cultures. 2. In the **Behavioural Psychology** course a focus will be put on advertising and consumer psychology and you will discover how the advertising industry is one of the biggest socialisation agents when it comes to influencing human behaviour. For example, in western society, every day we are bombarded with (sublime) messages, through advertising, product placement and social media about food, sports and health. Food is among one of the most heavily advertised sectors and influences our behaviour to a great extent. However, the global climate crisis has forced marketeers, health, environmental and governmental bodies to rethink and change their strategies in order to appeal and change human behaviour. During this course we will explore these challenges and strategies 3. In addition to these two courses, you will follow the **Cultural Communication** course in which you will be introduced to intercultural communication concepts and practices. Considering the class will contain Dutch and international students, students will be encouraged to actively learn more about each other's cultures, approaches and attitudes to different topics and tasks. Using this knowledge students will learn how to collaborate more effectively with one another (in person and online!) to solve problems. 4. Finally, you will participate in a **Collaborative Project**. In this project course you will bring together the skills and knowledge you have acquired in all courses and apply them. You will be given an assignment to complete which will relate to one (or all) of the minor themes i.e., food, fitness/sports, and health. You will collaborate with your classmates and with students abroad in New York State U.S.A to complete the assignment. Last year students took on the role of the teacher and the learner and taught each other a new skill (online). Through this experience students got to understand how people learn, react, and behave (across various cultures and geographical locations) in different situations when learning. In addition to these four subjects, students will also participate in optional social activities such as cooking breakfast/lunch from around the world in the THAUS kitchens and a Physical Activity Day in which we play games and do physical activity/sports at the state-of-the-art Zuiderpark Sports Campus. In 2021, this minor was nominated for an internal university award: https://youtu.be/OOmnfp5R5xQ

Recommended or required reading and other learning resources/tools	**Laptop:** It is mandatory that students be in possession of a laptop that has built in camera and microphone as we will be working online with Microsoft Teams, Zoom, Blackboard Collaborative.
Planned learning activities and teaching methods	· Tutorials and workshops · Lectures and guest lectures · Project group meetings (guided and unguided) · Practice (unguided) · Cooking and physical activity sessions (in the THUAS kitchens and Zuiderpark campus)
Assessment methods and criteria	**Written Exam:** Students are examined by means of a Multiple Choice and open questions exam on various cultural, sociological and social and advertising psychology theories and concept **Collaborative Project:** this project involves individual and group tasks. Minimum passing rate for all assessment methods is 5.5
Language of instruction	English

Sport & Events Volunteer Management

Code	GVS-HMVT21-VOL-21
Title	Sport & Events 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	By the end of this minor, students will: • 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.l.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	Picture a volunteer. What do you see? 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? 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). 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 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	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 other
Planned learning activities and teaching methods	Interactive classroom lectures, online sessions, feedback sessions, guest lectures, excursions
Assessment methods and criteria	There will be two assignments, as detailed below. 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. 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. 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.
Language of instruction	English

International Sport Law & The Role of the Sport Agent

Code	GVS-HMVT20-ISL-2020
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	• 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	Marcela Hofman - Mourao (m.hofman@hhs.nl) Roberto Branco Martins (guest lecturer)
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	Topic 1: Introduction to International Sports Law Topic 2: International Sports Agency – The Role of the Sports Agent Topic 3: International Stakeholders and Sport Policy Topic 4: Employment and Contract Law – The Transfer System and Contracts Topic 5: Jurisdiction / Conflict of Jurisdiction in Sports Disputes and Arbitration Topic 6: Emerging Markets, Trends and Analysis, Scouting and Player Data Topic 7: Sports Marketing, Finance Topic 8: Negotiation Skills, Ethics and Integrity
Recommended or required reading and other learning resources/tools	Required reading will be communicated with the student in the minor.
Planned learning activities and teaching methods	• Face-to-face teaching • Guest Lectures • Group Tasks

	• Online lectures • Interviews • Watching documentaries and videos
Assessment methods and criteria	Presentation 50% Individual Exam (50%) Minimum of 5.5 needs to be obtained to pass the minor.
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	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 issues, such as climate change, plastic waste, inequality, poverty, inclusion, human rights, and peace and justice. 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.
Name of lecturers	Andrea Emara a.emara@hhs.nl Surya Sutarto Hardjosusono e.s.b.hardjosusono@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	It is becoming increasingly clear that our current way of life is destroying our planet and favours the few. The sports industry's negative impact on both the environment and society cannot and should not be ignored. Not only is sport waking up to the fact that changes are needed in the way it operates, environmental problems such as climate change and pollution also threaten the future of many sports, spurring many sports organisations into action. However, whether these initiatives are truly beneficial for people and the environment is debatable. This minor investigates all of the above, but also suggests that sport could play an important role in tackling (and making people aware) of environmental and social issues. This minor would be of great interest to people who really care about making the world a fairer and healthier place to live in, for both present and future generations. Sports managers, indeed, all managers should have a good grasp of sustainability. This brand new minor, will combine both critical thinking with the creative skills necessary for finding solutions to the complex problems our world is facing today. Come and join us, be a change agent, and contribute your creativity, skills and knowledge so that we can all live in a healthier, fairer, more sustainable world.
Recommended or required reading and other learning resources/tools	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 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

	Handbook of Sport for Development and Peace, Edited By Holly Collison, Simon C. Darnell, Richard Giulianotti, P. David Howe	
Planned learning activities and teaching methods	Interactive F2F classroom lectures, online sessions, feedback sessions and guest lectures, excursions, forums	
Assessment methods and criteria	individual case study 1000 words	20%, 5,5 pass rate
	group proposal - 2000 words	20%, 5,5 pass rate
	event	30%, 5,5 pass rate
	documentary	30%, 5,5 pass rate
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	Marcela Hofman-Mourao, m.hofman@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	The video game industry is currently the larger entertainment industry in the world, surpassing that of music and movies combined. It is predicted that global gaming market value by 2025 will be of over US$ 260 billion (Statista, 2021). Therefore, it is paramount that future sport managers learn about the world of games, from the gamification of real sports, to accessibility, inclusion, and the world of competitive esports. The Netherlands is home to top organizations such as Team Liquid, Team Gullit, and the H20 esports campus. But differently than larger markets such as Asia and the US, the Netherlands focuses on talent development and grassroots, creating an unique environment in a fast growing landscape. Business such as the House of Esports are at the forefront of this niche. There are many opportunities and challenges to be tackled in this industry and that will be the focus of this minor. GAMING & DIGITAL MEDIA ESPORTS BUSINESS ESPORTS & TECHNOLOGY ESPORTS & SOCIETY GAMIFICATION & EXERGAMES
Recommended or required reading and other learning resources/tools	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
Planned learning activities and teaching methods	Interactive classroom lectures, online sessions, feedback sessions, guest lectures, excursions
Assessment methods and criteria	GROUP Written paper: Esports bid book/Gamification analysis 30% (5.5) INDIVIDUAL Elements of the written paper: Esports bid book/Gamification 50% (5.5) GROUP Execution: Esports event execution 20% (5.5)
Language of instruction	English

Smart Technology and the Future of Healthcare

Code	GVS-HMVT20-FOOD2
Title	Smart Technology and the Future of Healthcare
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	Nutrition and Dietetics
Learning outcomes	After this minor you: • gained insight into how technological developments are revolutionising healthcare and how developments such as wearables and smart technology can influence people's lifestyle choices and behaviour around the world as well as the role of the healthcare professional. • Will have the ability to demonstrate this knowledge and understanding of Smart health, blended with care and how it can be used as to increase compliance/ adherence to a healthy lifestyle. • Can reflect on the impact of technology on your own behaviour and thoughts. • Can see the benefits, risks and downsides of using technological devices. • Develop product proposal skills in order to develop and pitch a Smart Health solution.
Name of lecturers	Machteld van Lieshout m.vanlieshout@hhs.nl
Mode of delivery	Blended Learning
Prerequisites and co-requisites (if applicable)	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 • 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.
Course content	**"Innovating Healthcare using Technology – for real patients"** Good health is important to most of us. Both health professionals and technology can help us to stay healthy, become healthy and/or cope with illness. If you are a (wannabee) innovator ready to participate in optimizing healthcare using technology, this could be your minor. This minor teaches you the development of technology by following the design thinking-steps, taught by real UX-designers. You aim to enhance quality of life for patients. Multidisciplinary student teams create and test a new design

	concept using a rough prototype. First you visit patients to investigate needs and experiences when it comes to diagnosis, nutrition, daily activities, etc. Teaching is done through outside events, in-house lectures and activating workshops which will deepen your insights in health, technology and care. Contributors from patient-associations, research institutions and hospitals help you achieve your individual and team goals. You finish the minor with a team presentation and report including your concept/prototype, a portfolio and personal essay on the risks and opportunities of using technology to improve health(care). Unique-selling points: Students and lecturers from different disciplines (healthcare and technology), cultures and countries work together in teams. Team coaching. Technology development (hands-on using sensor technology) – for real patients! **Relevance:** This minor is relevant for students who are aspiring to an international or national career in industries such as healthcare, clinical care, generic care, sports and fitness, nutrition & dietetics, fast moving consumer goods, media & communication, advertising. ~~~~~~ **Conceptual: Smart Health – theory development (5ECTS)** E-health, wearable technology and blended care are becoming hot commodities. Ihealth technologies include mobile wireless devices and social media to gather data on health-related behaviours or to encourage people to take up health promoting behaviours. All play a significant role in influencing people's diet, health and fitness choices. During this course, students will consider the following: • Gain an insight into how new media and technological developments are revolutionising healthcare and how developments such as wearables and smart technology can influence people's lifestyle choices and behaviour around the world as well as the role of the healthcare professional. • Explicitly phrase one's own fundamental views and attitude with regard to the meaning and possible dilemmas of the use of technologies for health. Has an open and investigative attitude towards the fundamental views and attitude of others. • Discuss (with arguments) the current and future possibilities, the consequences and the limitations of (smart) health technology. Assessment: Take home exam – Essay 100% ~~~~~~ **Smart Skills – practical skills development (5ECTS)** In this course students develop design thinking skills in order to create a product proposal. Depending on the product type this will include the following: Research, brainstorm, concept (re)design skills and communication skills (pitch and discussing) Assessment: Reflective portfolio 100% ~~~~~~ **Project: Smart Solutions – design thinking journey (5ECTS)** The market for wearables is broad, varied and is growing. Devices range from simple wristwatches that count steps and calories to glucose monitors. Manufacturers are constantly developing creative ways to fit these devices on

	and with the human body. The market for wearables will accelerate over the next few years as innovative ideas come to market and consumer interest and knowledge grows. Future healthcare professionals, marketers, media designers need to keep up to date and need to be able to foresee new developments and possibilities. In this course, you will choose a specific target audience and carry out research into health trends and developments of this target audience (e.g., eating disorders, obesity, diabetes, aging, lung/skin cancer, heart disease, self-harm etc.). Based on this, students will design a concept for a smart health solution to one of health issues that can be engineered for individuals. The end product should include the research and planning, how the product can be delivered, a business case and advice on how this product will benefit individuals/patients and/or the healthcare sector. Assessment: assignment 60% and product pitch 40%
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	• Tutorials and workshops • Lectures and guest lectures • Company and/or conference visits • Project group meetings (guided and unguided) • Practice (unguided) • Group coaching Study load 15 ECTS = 420 hours Conceptual Course smart Health (5ECTS): 4 contact hours per week (2hrs x 2) The first class will consist of 2hrs theory/concepts. The second 2hr class will consist of 2hrs of application of theory Skills Product - Proposal Concept (5ECTS): 4 hours per week which will be broken down into 2hrs skills lecture and then second 2hrs will be spent applying knowledge and skills in developing the end product. Project smart Health solution (5ECTS): will consist of an average of 5 hours per week. This will be 2 to 3 hours tutor and guidance and the other 2hrs will consist of project presentation on progress and meeting with client/stakeholder.
Assessment methods and criteria	Conceptual course smart Health (5ECTS): Take Home Exam – Essay 100% Skills course Product-Proposal (5ECTS): Assignment Reflective Portfolio 100% Project: Smart Health Solution (5ECTS): Assignment/project 60% and Pitch 40% (this will be a group assignment) Minimum passing rate for all assessment methods is 5.5 The resit for each exam/assessment will be held the following block (in this case that will be block 3) and the assessments are a mix of individual and group assignments (see below)
Language of instruction	English

Science & Technology in (adaptive) Sports

Code	GVS-HMVT21-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	By the end of this course students will: • Be aware of current developments in sports technology • Have acquired an in-depth knowledge and skills in research, project management and design.
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)	**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 **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. • 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. Taken from *"Global Citizens in a Learning Society Internationalisation at THUAS 2015-2020"*
Course content	This minor is a comprehensive and systematic study of human movement designed to increase the depth of knowledge and research capabilities of exercise science, physical education and leisure studies professionals. During this minor, students will look for the newest sports technology products on the global market and test these to investigate whether the products offer the functionalities they promise to. For example, students have tested the new cycling pedal for racing bikes i.e., 3ax pedal, to see if the new pedal is functioning as it should. In doing this, students will be aware of current developments in sports technology and sports biomechanics. They will also develop skills in research, human registration skills, EMG, project management, 3-D printing, accelerometery and design.

	• Lectures in sports biomechanics, registration skills, EMG, project management, 3-D printing, accelerometery and design (~30 hours).
	• Guest lectures on current developments in sports technology (~15 hours).
	• Practical classes on EMG, 3-D printing and registration skills (~25 hours).
	• Peer review meetings (interim presentations on the progress of the project). During these meetings students will receive feedback from lecturers and from each other (~25 hours).
	• 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 hours).
	• Final presentation (3 hours).
	• Trips/conferences (~15 hours):
	  ○ National Sports Innovation Conference in Eindhoven.
	  ○ InnoSportLab in Den Bosch.
	  ○ Visit to the company EXO-L.
	  ○ Visit to the Surfpoel

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	• Tutorials and workshops • Lectures and guest lectures • Company visits • Project group meetings (guided and unguided) • Practice (unguided) Study load 15 ECTS = 420 hours Optional additional internship, full-time 15 ECTS
Assessment methods and criteria	**Recent developments in sports technology (1 ECTS):** A series of guest lectures from people involved in sports technology (coaches, athletes, scientists). Written exam. **In-depth theory (3 ECTS):** Theoretical written exam on human motion analysis, biomechanics, technological developments (3D scanning/printing). **Project management (1 ECTS):** Inter vision sessions to streamline project progress **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. One project regards sports product development **(2 ECTS)** and the main project a sport research project regarding new sports development **(8 ECTS)**. 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.
Language of instruction	English

The Art of Caring

Code	GVS-HMVT19-EI
Title	The Art of Caring
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	Nursing
Learning outcomes	• The student can understand and interpret the meaning and significance of cultural artefacts (artworks, narratives, healthcare oaths etc.) in and about healthcare through artistic, symbolic, and affective practices. • The student is able to analyze how different artworks and aesthetic theory can inform healthcare practices, and how this relates to ethical and political issues of healthcare. • The student will be able to write reflectively about their own perspective on healthcare and analyze their own writing and be able to compare this with the stories of other practitioners and patients. • The student will be able to reflect on the effects of existing structures within the healthcare system, such as protocols, more in detail on aspects of design, power, and attention for individual needs and the unicity of context. • The student will be able to evaluate and compare their assumptions and suppositions on what 'caring' means with that of other students, and how this influences and shapes norms of caring in their field of study and work. • In interdisciplinary collaboration with students from diverse backgrounds and expertise: create an artwork that explores, reflects, and/or represents the presence of aesthetic values within healthcare. •
Name of lecturers	Andries Hiskes a.r.hiskes@hhs.nl
Mode of delivery	Blended Learning
Prerequisites and co-requisites (if applicable)	• The students must have basic knowledge of qualitative research, as well as how to set up and conduct their own (research) project. • (healthcare students) Students must have some experience working in healthcare related settings in which they engaged with patients/clients (could also be an internship). • Students from outside THUAS are granted participation according to their institutional demands. Have followed at least one year of higher education at bachelor level or more. Have a b2 level of English or more.
Course content	Students will learn how aesthetic practices allow for a deeper understanding of experiences and perspectives concerning the healthcare system. Students from both care-based and art-based backgrounds will collaborate in creating an artistic project (a musical/theatrical performance, a film, or an artwork of another kind). Students will visit and explore both (health)care and artistic practices, to

	learn how existing rules and structures on the one hand, and the necessity of some level of discretionary freedom on the other, shape the current healthcare system, and how this relates to notions of ‘freedom’ and ‘rules’ in the arts. Concurrently, students will be trained in learning how to close-read and analyze relevant texts and artefacts (narratives, films, comics, poems, artworks etc.) based on overarching themes (such as perception and judgement, pain and the body, loss and mourning) in order to analyse how these themes inform our notions of ‘caring'.
Recommended or required reading and other learning resources/tools	Required reading and literature will be communicated to the students in the minor.
Planned learning activities and teaching methods	This information will be communicated with the students in the minor.
Assessment methods and criteria	• Written assignments (portfolio) (50%) • Project (50%) • Presentation (P/F) In diverse groups, students will create a musical/theatrical performance or artwork. In doing this, in collaboration with the lecturers from the collaborating institutions, students will develop criteria by means of which their project is to be graded. The written assignments will include three autoethnographic projects where students explore their own experiences in/of healthcare. These need to be related to the themes discussed in the classroom.
Language of instruction	English

Design Thinking: Globesity and Metabolic Syndrome

Code	GVS-HMVT22-GLO
Title	Design Thinking: Globesity and Metabolic Syndrome
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	Oriental Phase: • demonstrate knowledge and understanding of metabolic syndrome and its consequences for on quality of life and society. • demonstrate knowledge and understanding of the pathophysiology of metabolic syndrome. • critically analyse national and international guidelines relating to prevention and management of metabolic syndrome. • critically appraise the evidence to support strategies as a solution for the problem. • Empathize Phase: • to 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. Define Phase: • demonstrate how choices are made for the design of a practice-based study and demonstrate the choice for the most suitable (research) instruments. • to communicate their understanding of the problem. Ideate Phase: • phrase several different perspectives with regard to 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. Prototype Phase: • students can analyse and use data gained from the ideate phase to design a prototype. • students can 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. Implementation Phase: • are able to 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 lecturers	Inge Audenaerde c.m.audenaerde@hhs.nl
Mode of delivery	Blended Learning
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	In the first part of the minor students will explore the problem from different perspectives, for example from the point of view of different MS target groups and MS stakeholders. Students will empathize and define the problem experienced by the target groups and stakeholders. In the second part of the minor students will describe different solutions, build a prototype (e.g., a product or a service) and test it for specific target groups and stakeholders. During the minor students will work according Design Thinking principles. But first (week 1-3) they will start an orientational phase by studying the general aspects of the problem MS: What is the problem on (inter)national level, for who is it a problem, why is it a problem and how big is the problem? At the end of these three weeks students will chose a line of research[1] and an assignment/client. Students will search for solutions within the themes of the Research Lines. Students will become part of a team of 6-8 students. To complete the assignment student will work on the phases of Design Thinking. Students will work on each phase for 3 weeks, before continuing to the next phase. Phases of Design Thinking: • Empathize: gain insights and needs of the target groups/users • Define: defining the specific problem • Ideate: create solutions from different perspectives • Prototype: designing a physical solution for the problem • Test: testing, improving and retesting the prototype within the team and with future users NB: the last phase in Design Thinking 'the implementation phase' is a small part of the minor: students have to make an advice for implementation and disseminate it to the client/stakeholder.
Recommended or required reading and other learning resources/tools	Required reading will be communicated with the students in the minor.
Planned learning activities and teaching methods	In general, every phase of the minor will contain the following teaching methods: • Students will prepare themselves for every lesson by making preparation assignments. Besides reading or watching literature/information, every assignment consists an active learning component: e.g., student will make a mind map, instructional video or do an interview. • Thematic lessons. In these lessons relevant expertise will be integrated in specific themes (e.g., the prevention or treatment of MS). The assignments during the lessons always have an active component (learning by doing). Preparation assignments are discussed. • Guest lectures: real-life or using Skype.

[1] The Nutrition and Dietetics programme has three research lines: Health Assessment Technology, Digital Behaviour Change and New Tech Foods

	• Visiting the client. Aim: to discuss the assignment. • Project groups: the project groups will work during guided (supervised by a tutor) and unguided project groups on the different phases of Design Thinking and the different products. • Workshops: for example, a workshop Business Canvas Model.
Assessment methods and criteria	The first 3 weeks will be tested individual: • position paper (5 ECTS); result of the introduction phase In each phase of the Design Thinking method student teams (6-8 students) will deliver a professional product: • business canvas (5 ECTS); result of empathize phase • analysis of the problem (5 ECTS): result of the define phase • design/ design alternatives (5 ECTS): result of the design phase • prototype (5 ECTS); result of the prototype phase • evaluation and definite design (5 ECTS); result of test phase Each product consists of three different parts: • product • evidence • reflection Each product will be assessed with a rubric. Student will hand in their products at the end of each phase. Resits will be handed in in week 10 or 20 of the minor
Language of instruction	English

Design thinking: Child Nutrition in Disease 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	After following this course you have the ability to: **Orientation Phase:** • demonstrate knowledge and understanding of the impact of nutrition on quality of life for children; • assess nutritional status, growth and nutritional requirements of children in different age ranges • understand different ways of supporting children to eat; • demonstrate knowledge and understanding of aetiology of common nutrition related diseases which; • 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; **Empathize Phase:** • select the best available evidence (from scientific literature) and to use relevant information to gain insights and needs of a specific target group; • prepare and conduct open and semi-structured interviews with the target group and stakeholders about personal values and perspectives on health; **Define Phase:** • design a practice based study and explain the choice for the most suitable (research) instruments; • communicate understanding of the problem; **Ideate Phase:** • phrase several different perspectives regarding a formulated solution and communicate possible dilemma's related to the solution • use brainstorming as an ideation technique to facilitate concept creations; **Prototype Phase:** • 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;

	Implementation Phase: • understand the needs of the end user and relate it to a 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	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. 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. 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. 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. To complete the assignment, you'll work through the phases of Design Thinking. Each phase last for 3 weeks. Phases of Design Thinking: • 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	Required reading will be communicated to the students during the minor.
Planned learning activities and teaching methods	In general every phase of the minor contains the following teaching methods: • 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 discuss the assignment. • Project groups: the project groups will work during guided (supervised by a tutor) and unguided project groups on the different phases of Design Thinking and the different products. • Workshops: for example a workshop Business Canvas Model. Students will prepare themselves for every lesson by making preparation assignments. Besides reading or watching literature/information, every assignment consists of an active learning component. Students will make an empathy map, a problem statement, a prototype of the solution
Assessment methods and criteria	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. **Assessment:** Students/student teams (approximately 6 students) will deliver professional products The first 3 weeks (Introduction) will be tested individually: • position paper (5 ECTS); result of the introduction phase In other phases of the Design Thinking method group products need to be handed in at the end of each phase: • empathy map (5 ECTS); result of empathize phase • problem statement (5 ECTS): result of the define phase • design alternatives (5 ECTS): result of the design phase • prototype (5 ECTS); result of the prototype phase • evaluation and definite design (5 ECTS); result of test phase Each product consists of three different parts: • product • evidence • reflection Each product will be assessed with a rubric. The final mark is given only when the assessments are all at least 5,5 and is calculated as a weighted average (taking into account study load). Students will hand in their products at the end of each phase. Resits will be handed in in week 10 or 20 of the minor.
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).