Faculty of Health, Nutrition and Sports
The Hague University of Applied Sciences (THUAS)

Academic Year 2019-2020
The Hague University of Applied Science (THUAS)

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, Zuiderpark Sports Campus 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 by 2020. 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.
Specifically, within the Faculty of Health, Nutrition & Sports, 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 sports 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.
The Faculty of Health, Nutrition and Sports offers six Dutch-taught bachelor programmes and various English-taught minor programmes all educating a new generation of global health, nutrition and sports professionals.

### Dutch - Taught Programmes

<table>
<thead>
<tr>
<th>Name of programme</th>
<th>Language</th>
<th>European Credits (ECTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor of Science (B.Sc.) in Human Kinetic Technology - 4-year programme</strong></td>
<td>Dutch</td>
<td>240</td>
</tr>
<tr>
<td>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: <a href="mailto:r.m.a.vanderslikke@hhs.nl">r.m.a.vanderslikke@hhs.nl</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Science (B.Sc.) in Nursing (Registered Nurse) - 4 year programme</strong></td>
<td>Dutch</td>
<td>240</td>
</tr>
<tr>
<td>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 Coordinators: Sander Kerstens Email: <a href="mailto:s.Kerstens@hhs.nl">s.Kerstens@hhs.nl</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Science (B.Sc.) in Sports Management - 4-year programme</strong></td>
<td>Dutch</td>
<td>240</td>
</tr>
<tr>
<td>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. International Coordinator: Rosalie Schimmel - van Helden - Email: <a href="mailto:r.m.vanhelden@hhs.nl">r.m.vanhelden@hhs.nl</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Science (B.Sc.) in Nutrition and Dietetics - 4-year programme</strong></td>
<td>Dutch</td>
<td>240</td>
</tr>
<tr>
<td>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: Tonnie van Genugten Email: <a href="mailto:a.h.m.vangenueten@hhs.nl">a.h.m.vangenueten@hhs.nl</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Education (B.Sc.) 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 to 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: Dr. Frank Jacobs  
Email: f.m.jacobs@hhs.nl

### 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: Natasha Labohm  
Email: n.e.labohm@hhs.nl
International Exchange Offer

The Faculty of Health, Nutrition and Sports welcomes incoming students to study at our Faculty during the first semester (Fall/Autumn 2019) and second semester (Spring 2020) to take part in our sports management bachelor programme or our international exchange programmes, our research or internship programmes.

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

Semester 1
Block A: September 2019 - November 2019
Block B: November 2019 – Late January 2020

Semester 2
Block C: Early February 2020 - April 2020
Block D: April 2020 - July 2020

International Bachelors

<table>
<thead>
<tr>
<th>Name of Programme</th>
<th>Start Date</th>
<th>Language</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Sports Management (ISPM)</strong></td>
<td>September 2019 – July 2020</td>
<td>English</td>
<td>240</td>
</tr>
</tbody>
</table>
| ISPM is a three-year sports management bachelor programme. ISPM is offered in the brand-new state-of-the-art sport and educational facility Sport Campus Zuiderpark, set in the globally connected living laboratory of The Hague “City of Peace and Justice”. Full details of the programme can be found on the website [https://www.thehagueuniversity.com/programmes/bachelors/international-sport-management](https://www.thehagueuniversity.com/programmes/bachelors/international-sport-management)  
**Note:** places are limited, and so multiple factors are taken into account when making decisions on admission. Please contact sehackett@hhs.nl for more information and before nominating students. |
# International (English-taught) Minors (15- 30 ECTS)

## Autumn Offer - Semester 1

### Block A

<table>
<thead>
<tr>
<th>Name of Minor programme</th>
<th>Semester 1 Block A</th>
<th>Discipline</th>
<th>Credits (ECTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Minor in Sports Technology</td>
<td>Sept 2019 – Nov 2019</td>
<td>Human Movement Technology</td>
<td>15</td>
</tr>
<tr>
<td><strong>NOTE:</strong> This programme will only be offered next year 2020</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and Innovation for health: metabolic syndrome 1</td>
<td>Sept 2019 – Nov 2019</td>
<td>Health, Nursing, Nutrition</td>
<td>15</td>
</tr>
<tr>
<td>Sociology and Psychology of Food, Fitness &amp; Health</td>
<td>Sept 2019 – Nov 2019</td>
<td>Diverse</td>
<td>15</td>
</tr>
<tr>
<td>Food Product Design</td>
<td>Sept 2019 – Nov 2019</td>
<td>Nutrition, Dietetics, Technology</td>
<td>15</td>
</tr>
<tr>
<td>International Nutrition and Dietetics (diverse subjects)</td>
<td>September 2019- Jan 2020</td>
<td>Nutrition, Dietetics, TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### Block B

<table>
<thead>
<tr>
<th>Name of Minor programme</th>
<th>Semester 1 Block B</th>
<th>Discipline</th>
<th>Credits (ECTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport &amp; Events Volunteer Management</td>
<td>Nov 2019 – Jan 2020</td>
<td>Sports, Business</td>
<td>15</td>
</tr>
<tr>
<td>International Nutrition and Dietetics (diverse subjects)</td>
<td>September 2019- Jan 2019</td>
<td>Nutrition, Dietetics, TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Internships, research and Teacher Training Placement possibilities for exchange students

Exchange students also have the possibility to do international research internships at THUAS’ at our research labs or an international Teacher Training placement – both worth 10-30 ECTS depending on the duration or project.
Research internships are available at the following departments:
Nutrition & Dietetics, Sports Management, Nursing, Human Movement Technology, Dermo Therapy.

Research and internships in the Senselab, Healthlab, Healthpoint.
Department of Nutrition and Dietetics
15-30 ECTS (available all year)

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. The innovation area “New Tech Foods” studies new ways of producing, preparing and consuming food. In first instance, research will focus on 3D-food printing and its potential medical applications.

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, whom 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. Besides, our research also focuses on professional used nutritional assessment technology.

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. In the (digital tools in) behaviour change research line 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.

Exchange students have the possibility to do research internships at the research labs. Students, lecturers, health organizations and businesses work together at the Senselab 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).

If you would like more information on placements or internships, please contact Faculty Coordinator for Internationalisation, Simone Hackett sehackett@hhs.nl
Practical Information

Two Campuses

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

The Sports Management department and Teacher Education in Physical Education departments are located at the brand-new sports campus Zuiderpark which was opened in the summer of 2017. The Sports Campus offers top-class facilities for sports, education and movement, and is the new home for the HALO programme (Teacher Education in Physical Education) and International Sports Management programme. The other four departments, nutrition, nursing, skin therapy, Kinetic Technology, are part of the buzz of the main campus in the middle of The Hague’s city centre.

Year calendar

The first semester runs from late August 2019 until late January/early February 2020. 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.

Locations

<table>
<thead>
<tr>
<th>Main campus</th>
<th>Zuiderpark Sports Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>De Haagse Hogeschool, Main campus</td>
<td>Mr. P. Droogleever Fortuijnweg 22</td>
</tr>
<tr>
<td>Johanna van Westerdijkplein 75</td>
<td>2533 SR The Hague</td>
</tr>
</tbody>
</table>

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 enclosed Fact Sheet

Contact

If you would like more information and details on the Exchange programme, please contact Simone Hackett, Head of Internationalisation, Faculty of Health, Nutrition & Sports.
Email: sehackett@hhs.nl
Faculty of Health, Nutrition & Sports
Subject Choice Form Autumn 2019
Study Year 2019 – 2020

PERSONAL DETAILS

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Home Address</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td></td>
</tr>
<tr>
<td>THUAS student number</td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td></td>
</tr>
<tr>
<td>Telephone Number</td>
<td></td>
</tr>
<tr>
<td>E-mail Address</td>
<td></td>
</tr>
<tr>
<td>Home University</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Please indicate with an X in the column on the left, which courses you intend on following. You can only choose one course per block

**Block A**

<table>
<thead>
<tr>
<th>Indicate Choice with an X</th>
<th>Name of Minor programme</th>
<th>Semester 1 Block A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research and Innovation for health: metabolic syndrome 1</td>
<td>Sept 2019 – Nov 2019</td>
</tr>
<tr>
<td></td>
<td>Note: students must study part 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engaging Illness: Experiences in Healthcare Part 1</td>
<td>Sept 2019 – Nov 2019</td>
</tr>
<tr>
<td></td>
<td>Note: students must study part 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sociology and Psychology of Food, Fitness &amp; Health</td>
<td>Sept 2019 – Nov 2019</td>
</tr>
<tr>
<td></td>
<td>Global Issues in Football Management</td>
<td>Sept 2019 – Nov 2019</td>
</tr>
<tr>
<td></td>
<td>Food Product Design</td>
<td>Sept 2019 – Nov 2019</td>
</tr>
<tr>
<td></td>
<td>International Nutrition and Dietetics</td>
<td>September 2019 – Jan 2020</td>
</tr>
</tbody>
</table>

**Block B**

<table>
<thead>
<tr>
<th>Indicate Choice with an X</th>
<th>Name of Minor programme</th>
<th>Semester 1 Block B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research and Innovation for health: metabolic syndrome 2</td>
<td>Nov 2019 – Feb 2020</td>
</tr>
<tr>
<td></td>
<td>Note: students must study part 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: students must study part 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sport &amp; Events Volunteer Management</td>
<td>Nov 2019 – Feb 2020</td>
</tr>
<tr>
<td></td>
<td>International Nutrition and Dietetics</td>
<td>September 2019 – Jan 2020</td>
</tr>
</tbody>
</table>

Please send the signed document to exchangeHNS@hhs.nl

Note: This form is in itself not enough to register as an exchange student. You must also comply with The Hague University registration procedure. You should check the general information sheet for the deadlines which apply specifically to registration. Your university needs to nominate you as an exchange student. You can find all details here: [https://www.thehagueuniversity.com/programmes/other-courses/exchange-programmes/practical-information](https://www.thehagueuniversity.com/programmes/other-courses/exchange-programmes/practical-information)

Student’s signature.

Name:……………………… Signature: ……………………… Date…………………………………….

Sending Institution: (stamp)

Faculty:

Name:……………………… Signature:……………………… Date…………………………...
Faculty of Health, Nutrition & Sports
Subject Choice Form **Spring 2020**
Study Year 2019 – 2020

<table>
<thead>
<tr>
<th>PERSONAL DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student’s Name</strong></td>
</tr>
<tr>
<td><strong>Home Address</strong></td>
</tr>
<tr>
<td><strong>City</strong></td>
</tr>
<tr>
<td><strong>THUAS student number</strong></td>
</tr>
<tr>
<td><strong>Country</strong></td>
</tr>
<tr>
<td><strong>Telephone Number</strong></td>
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<tr>
<td><strong>E-mail Address</strong></td>
</tr>
<tr>
<td><strong>Home University</strong></td>
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</table>

**NOTE:** Please indicate with an **X** in the column on the left, which courses you intend on following. You can only choose one course per block.

### Block C

<table>
<thead>
<tr>
<th>Indicate Choice with an X</th>
<th>Name of Minor programme</th>
<th>Semester 1</th>
</tr>
</thead>
</table>
|                          | International Nutrition and Dietetics  
(If chosen in block c cannot be chosen in block d) |            |
|                          | Research internships Nutrition and Dietetics  
(limited capacity, so please check with department before applying) | **Feb 2020 – April 2020** |
|                          | Teacher Training placements  
(limited capacity, so please check with department before applying) | **Feb 2020 – April 2020** |

### Block D

<table>
<thead>
<tr>
<th>Indicate Choice with an X</th>
<th>Name of Minor programme</th>
<th>Semester 1</th>
</tr>
</thead>
</table>
|                          | International Nutrition and Dietetics  
(If chosen in block c cannot be chosen in block d) | **April 2020 – July 2020** |
|                          | Research internships Nutrition and Dietetics  
(limited capacity, so please check with department before applying) | **Feb 2020 – July 2020**  
**April 2020 – July 2020** |
|                          | Teacher Training placements  
(limited capacity, so please check with department before applying) | **April 2020 – July 2020** |

Please send the signed document to exchangeHNS@hhs.nl

**Note:** This form is in itself not enough to register as an exchange student. You must also comply with The Hague University registration procedure. You should check the general information sheet for the deadlines which apply specifically to registration. Your university needs to nominate you as an exchange student. You can find all details here: https://www.thehagueuniversity.com/programmes/other-courses/exchange-programmes/practical-information

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Student’s signature.
Name:………………………… Signature: ……………………… Date…………………………………….

Sending Institution: (stamp)

Faculty:
Name:………………………… Signature:……………………… Date…………………………….
<table>
<thead>
<tr>
<th>Title &amp; language</th>
<th><strong>International Nutrition and Dietetics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language of instruction:</strong>  </td>
<td>English</td>
</tr>
<tr>
<td><strong>Offered:</strong>  </td>
<td>Twice per year – Semester 1 &amp; 2</td>
</tr>
<tr>
<td>September 2019 – January 2020  </td>
<td></td>
</tr>
<tr>
<td>February 2020 – July 2020  </td>
<td></td>
</tr>
<tr>
<td><strong>Duration:</strong>  </td>
<td>20 weeks long</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>15 ECTS</th>
</tr>
</thead>
</table>

| Type | Part of Nutrition and Dietetics Bachelor Programme (3rd year)  
Offered as a 15 credit Minor to exchange students. |
|------|---------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Organising department/programme</th>
<th><strong>Department:</strong> Nutrition &amp; Dietetics</th>
</tr>
</thead>
<tbody>
<tr>
<td> </td>
<td><strong>Faculty:</strong> Faculty of Health, Nutrition &amp; Sports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact person</th>
<th>Tonnie van Genugten</th>
</tr>
</thead>
<tbody>
<tr>
<td> </td>
<td>Email: <a href="mailto:a.h.m.vangenugten@hhs.nl">a.h.m.vangenugten@hhs.nl</a></td>
</tr>
</tbody>
</table>

| General objectives and Summary of content | Students will follow various courses related to international nutrition and dietetics.  
The theme of this semester is Health Promotion & Prevention. In addition to this, students will work on an international project. |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

| THEORETICAL COURSES | Week 1-2: Introduction: Nutrition for Specific Groups (birth to death) and developmental psychology (8 hours) |
Week 3: Nutrition in Various Cultures (4 hours)

Week 4-6: Overweight, obesity, bariatric surgery, metabolic syndrome/DM type 2: pathology, nutrition & lifestyle (SES, sports & physical activity, etc.) (8 hours)

CUMULATIVE TEST 1 (students are assessed on content from week 1-6)

Week 7: Global Nutrition (Health and Nutrition in developing and developed countries) (4 hours)

Week 8: Nutritional intervention programmes (4 hours)

Week 9: International nutrition guidelines, tables and prevention models for different countries (4 hours)

Week 10: Pressure Cooker week: Nutrigenomics, COIL, multidisciplinary and/or international (online) assignment

Week 11: Theory of prevention and health promotion (4 hours)

Week 12: Behavioural theories (4 hours)

CUMULATIVE TEST 2 (students are assessed on content from week 1 – 12)

Week 13: Educational models, health education and nudging (4 hours)

Week 14: Didactics (4 hours)

Week 15-16 Evidence-based interventions and monitoring of outcomes (8 hours)

Week 17: Sociological aspects of (inter)national health care organisations, incl. insurance and fees (4 hours)

Week 18: Financial organisation of prevention programs (4 hours)

Week 19: Health management (4 hours)

Week 20: CUMULATIVE TEST 3 (students are assessed on content from weeks 1-19)

PROJECT COURSE

Week 1: Kick off - Kick-off project & working on plan of approach

Week 2-6: Observe/interview 3 persons very thoroughly with respect to their quality of life (thus not nutrition alone). You will follow that person also after week 6 (for example for practical learning, dietetic practice or personal development). Please, select a person in every category: - Employee
International person (that is, someone with another than the Dutch nationality that lives in a foreign country or is living in the Netherlands less than 1 year)

- Someone with another social-economic status than you have, that is higher or lower

**Week 7-9**: Develop personas based on the observed people in the previous stage of this project (possibly with other (foreign) universities as part of COIL), and develop a nutritional program for each persona (every student/group designs a persona and a nutritional program within each of the three categories and based on the collected data of all students; the groups for the development of the persona’s may thus change)

**Week 10**: Pressure Cooker week: Nutrigenomics, COIL, multidisciplinary and/or international (online) assignment (4 hours)

**Week 11-13**: CONTINUED Develop persona’s based on the observed people in the previous stage of this project (possibly with other (foreign) universities as part of COIL), and develop a nutritional program for each persona (every student/group designs a persona and a nutritional program within each of the three categories and based on the collected data of all students; the groups for the development of the personas may thus change

**Week 14-20**: Develop an educational program, pilot it, evaluate it and improve it for one of the persona’s/target groups of weeks 1-13 or for an external stakeholder, including the advice of other disciplines. Sell your concept to a potential client (that is the government, an institution or company, etc.). Do quantitative research and examine the effect of your intervention on some outcome measures in your target group

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<table>
<thead>
<tr>
<th>Title</th>
<th>Engaging Illness: Experiences in Healthcare (part 1 and 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language: English</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Department and programme</th>
<th>Faculty: GVS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Department: Nursing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact person</th>
<th>Name: Andries Hiskes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E-mail: <a href="mailto:a.r.hiskes@hhs.nl">a.r.hiskes@hhs.nl</a></td>
</tr>
</tbody>
</table>
### Goal of minor

In this minor students will receive methodological training in ethnography and narrative medicine, in order to learn new ways of engaging with and analyzing behavioral and narrative aspects in healthcare as a cultural context. Through gaining insights into the experiences of both patients, healthcare professionals and other involved parties such as caretakers, students will then do research on how to better align the various expectations, goals and desires of these groups, in order to improve the quality of care.

### Content

Students will learn how to conduct ethnographic fieldwork as a means to come to deeper understanding of experiences and perspectives of participants in the healthcare system. Students will be trained in learning how to collect, close-read and analyze relevant texts and narratives as well as be trained in their own reflective writing skills for comparative analysis. With narrative competence, healthcare professionals can reach their patients in illness, become able to recognize their own personal journeys through medicine, acknowledge kinship with and duties toward other healthcare professionals, and inaugurate consequential discourse with the public about healthcare.

### For who?

This minor is targeted at students with a background in healthcare-oriented or (para-)medical studies that are (preferably) in the third or fourth year of their studies and have some experience working in healthcare.

### Requirements

- The students must have basic knowledge of qualitative research methodologies, as well as how to set up and conduct their own research project.
- Students must have some experience working in healthcare related settings in which they engaged with patients/clients (could also be an internship).

### Learning outcomes

- The student can understand and interpret the meaning and significance of stories in and about healthcare through cognitive, symbolic, and affective means and employ this skill in healthcare practice.
- The student can observe behavior and practices in a healthcare setting and explore and interpret them in their cultural context.
- The student is able to explain how to judge a narrative situation based on the context in which the story is told.
- The student is able to analyze how different stories concerning the same set of events both inform and shape authority in healthcare practice, and through this analysis will be able to replace ‘master authorities’ with a multiplicity of authority from different participants.
- The student will be able to write reflectively about their own contribution and participation as a healthcare professional and analyze
- their own writing and be able to compare this with the stories of other practitioners and patients.

**Assessment**

- Written assignments (50%)
- Project (50%)
- Presentation (V/O%)
- Personal development plan (10%)

Students will write assignments based on field observations in the Dutch healthcare system and they will be asked to write assignments/essays on relevant narrative situations from either their own experiences in internships in order to train their narrative competence. Additionally, a project will be set up in which doing ethnography and/or narrative medicine will be used to explore how the quality of healthcare can be improved for the different parties involved. Students will work together with patients and/or healthcare providers at a local organization. The project will result in a final group product/research report in which students will be able to demonstrate and argue how the use of narrative medicine and/or ethnography can enhance the quality of healthcare.

**Contact hours**

There will be a minimum of 12 contact hours per week. During the other hours students will work on the project and assignments.

<table>
<thead>
<tr>
<th>Title &amp; language</th>
<th>The Sociology of Food, Fitness and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language of instruction:</td>
<td>English</td>
</tr>
<tr>
<td>Offered:</td>
<td>Block 1</td>
</tr>
<tr>
<td>Duration:</td>
<td>10 weeks long</td>
</tr>
</tbody>
</table>

| Type | Basis Minor |
| Credits: | 15ECTS |

Organising department/programme

| Department: | Nutrition & Dietetics |
| Faculty: | Faculty of Health, Nutrition & Sports |

Contact person

Coordinator: S. Hackett
General objectives and Summary of content

Course 1: Sociology of Food, Fitness and Health (Sects)

During this course students will explore the sociology of food, fitness and health by studying various theories and perspectives around the world on the concept of food, fitness and health.

Course topics

- International sociological, social-economic and cultural theories on food, Fitness & Health - European perspectives versus non-European perspectives
- The meaning of food & health – global outlook
- Food & health as a statement of the self – individualistic versus collectivist
- Food, Fitness, Health & social interaction, social class
- Food, Fitness & Health as cultural/religious identity
- The family meal (tradition versus modern)
- Food and gender (recent trends and developments)
- Food, Fitness and the body
- Obesity, Dieting & Eating disorders
- Trends e.g. thinspo versus fitspo

Learning outcomes

- Demonstrate an understanding of theories, research methods and debates in food & health sociology
- Critically analyse and discuss articles in written and oral form relevant to food & health sociology
- Communicate understanding of theories and debates in food & health sociology by means of an exam.

Assessment: Exam 100% (mix of multiple choice and open-ended questions)

Course 2: Psychology, Advertising & Media (Sects)

Every day we are bombarded with messages about food what to eat and what not to eat. Food is among one of the most heavily advertised sectors. However, the rise in awareness of healthy eating and obesity has forced marketers and advertisers to change their strategies in order to appeal to a society filled with new conscious consumers. Chefs have become celebrities, food & fitness products have become fashion accessories, and through product placement, celebrity endorsements, the food, retail and entertainment industries have become extremely profitable.

Course topics

- Marketing and food, fitness & health (lifestyle, benefits)
- Advertising Psychology and food, fitness, health
- Product packaging, branding and placement
- Online shopping
International trends and developments i.e. healthy eating, biological food, foodies, food tourism, Fitness, etc.

Learning Outcomes

- Demonstrate an understanding of theories and concepts regarding the relation between advertising and food, fitness and health.
- Analyse and apply theoretical perspectives and concepts of advertising psychology
- Critically evaluate the adoption of theory models and concepts of consumer/advertising psychology within advertisements, commercials and social media or within product packaging, branding and placement.
- Communicate understanding of theories and concepts in the form of an assignment.

Assessment: Assignment 100%

Course 2: Psychology, Advertising & Media (5ects)

Every day we are bombarded with messages about food what to eat and what not to eat. Food is among one of the most heavily advertised sectors. However, the rise in awareness of healthy eating and obesity has forced marketers and advertisers to change their strategies in order to appeal to a society filled with new conscious consumers. Chefs have become celebrities, food & fitness products have become fashion accessories, and through product placement, celebrity endorsements, the food, retail and entertainment industries have become extremely profitable.

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- Analyse and apply theoretical perspectives and concepts of advertising psychology
- Critically evaluate the adoption of theory models and concepts of consumer/advertising psychology within advertisements, commercials and social media or within product packaging, branding and placement.
Communicate understanding of theories and concepts in the form of an assignment

Assessment: Assignment 100%

**Indication of target group**
This minor is relevant for Dutch or International students who are aspiring to an international or national career in industries such as healthcare, nutrition & dietetics, food product design, fast moving consumer goods, advertising, marketing, wholesale as well as retail.

**Entry requirements**
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

**Competency levels**
- 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”

**Description of tests and minimum pass rate**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Course 1: Sociology of Food, Fitness and Health (5ECTS):</td>
<td>In the sociological course students are examined by means of a Multiple-Choice test on various sociological theories and concepts. Exam: 100%</td>
</tr>
<tr>
<td>Course 2: Psychology, Advertising &amp; Media (5ECTS):</td>
<td>Students will be given an assignment (applying the knowledge and skills they have developed) they will do this by analysing advertisements and developing a design concept using advertising and marketing methods/tools Assignment: 100%</td>
</tr>
<tr>
<td>Course 3: International Project (5ECTS):</td>
<td>In the project course they are asked to complete a collaborative assignment on advertising/sociological themes and trends within a specific country. The assignment will be developed with one of The Hague’s university partners. Students will collaborate and work online on the assignment with students from abroad Project course: assignment/project 100%</td>
</tr>
</tbody>
</table>

Minimum passing rate for all assessment methods is 5.5
### Teaching methods + study load

- Tutorials and workshops
- Lectures and guest lectures
- Company visits
- Project group meetings (guided and unguided)
- Practice (unguided)

Study load 15 ECTS = 420 hours

### Contact hours

15 hours per week (depending on the week, some weeks will include a guest lecture or an educational trip)

### Study aids

**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.

### Miscellaneous

**Lecturers:** A mix of international lecturers will teach the minor.
**Language:** taught in English.
**Students:** The classes will consist of Dutch and international students as well as students that are coming from multidisciplinary educational backgrounds i.e. healthcare, nutrition & dietetics, advertising, business, media, communication etc.
**Guest lecturers:** will be mostly international and come from global companies.

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### Title and language

**Global Issues in Football Management**

### Organising department/programme

Sport Studies | International Sport Management (ISPM)
Faculty Health, Nutrition and Sport

### Contact person

Mrs. Donna de Haan (d.m.dehaan@hhs.nl)
Mrs. Rosalie Schimmel (r.m.vanhelden@hhs.nl)

### Learning outcomes

At the end of this course the student is able to:

- Describe the international structure of football
- Critically evaluate the use of power and politics in football
- Compare and contrast national and international leagues and tournament formats
- Comprehend the complex nature of fandom in football
- Identify and evaluate relevant developments in football associated with different population groups
- Analyse the football industry from an economic perspective
- Apply key economic theory, principles and knowledge to the football industry to make informed decisions
- Differentiate the brand value of football at international, national, club and player level
- Critique the complexity of 21st century media coverage of football
- Critically evaluate the role of stakeholders involved in the management of players
- Understand legal and contractual issues associated with player management and transfers

| Summary of contents | 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:

1. Governance and leadership in football
2. Leagues and tournaments
3. Equality in football
4. Economics in football
5. Managing marketing and media in football
6. Player management
7. The dark side of football |

| Indication of target group | This minor is of interest to (international) students who are currently studying general sport, management, sociology related programmes and/or those with a specific interest in football |

| Entry requirements | Students should have completed their first year at Bachelor level (propedeuse) Sufficient level of English |

| Competencies (linked to national programme profile) | 1. The sports professional will *research and develop* the sport and exercise range on offer
1.1 Will analyse and interpret information from relevant sources; |
1.2 Will establish links between research results and the development of the sport and exercise range on offer;

1.4 Will translate the policy adopted by the organisation into specific sport and exercise programmes while taking the market conditions into consideration

1.5 Will carry out structured market research through reports on the quality and effectiveness of the sport and exercise range on offer and report on this;

2. The sports professional coordinates, positions and guides projects and programmes with the object of marketing and promoting sport and exercise

2.1 Will identify and interpret relevant local, regional, national and international developments;

2.7 Will work with others in a multidisciplinary context;

4. The sports professional develops, evaluates and advises on strategy and policy on sport and exercise

4.1 Will identify and interpret relevant developments in the world of sport and exercise and act accordingly;

4.2 Will formulate strategy and policy with the object of developing the sport and exercise range and ensure the continued implementation of this policy;

4.3 Will use the vision of the organisation as a guideline and frame of reference when making choices relating to strategy and policy;

4.4 Will provide well-informed recommendations on the development of strategy and policy for the organisation

5. General competencies related to international environment

5.1 To be able to create & build an international network of collaboration

5.2 To be able to communicate in an (written/spoken) intercultural environment

5.3 To be able to work in a 21st century environment

5.6 To be able to understand the media market in the 21st century
| Description of tests and minimum pass rate | The minor will be graded on 3 assessments: an individual open answer exam, a group video and a group management game. The minimum requirement for each assessment is a 5.5. The final grade for the minor is built up as follows:  
- Individual open answer exam: 66% (10 ects)  
- Group video: 14% (2 ects)  
- Group management game: 20% (3 ects) |
| Teaching methods and study load | Minor: 15 ECTS = 420 hours  
Each topic is taught over a one- or two-week period as follows:  
Week 1: Governance and Leadership of football  
Week 2: Leagues and tournaments  
Week 3: Equality in football  
Week 4: Economics in football  
Week 5: Managing marketing and media in football  
Week 6: Player management  
Week 7: Revision week and individual open answer exam, deadline group video on equality in football  
Week 8 and 9: The dark side of football  
Week 10: group management game  
The following methods will be used:  
- Interactive classroom lectures, seminars, feedback-sessions, guest lectures: 160 hours  
- 3 excursions to football organizations: 24 hours  
- Self-study (i.e. preparing for lectures, working on assessments): 236 hours |
| Partners | a.o. National football clubs such as Ajax and ADO The Hague, Dutch football federation (KNVB), Football Equals Academy. |
| Minimum and maximum number of participants | Minimum amount: 10 students  
Maximum amount: 40 students |
**Title & language**

**Research and Innovation for Health: Metabolic Syndrome 1 and Metabolic Syndrome 2**

Language: English

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**Faculty/ programme offering the minor**

Programme: Nutrition and Dietetics, Faculty Health, Sport and Nutrition

**Contact person**

Inge Audenaerde c.m.audenaerde@hhs.nl

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**General Objectives**

Almost half (48.7%) of the Dutch adult population is overweight (BMI >25 kg/m^2^). A quarter of this population suffers from diverse risk factors, also called Metabolic Syndrome (MS). MS occurs when three out of five of the following risk factors are present:

- abdominal obesity;
- high blood pressure;
- low HD serum cholesterol;
- high serum glucose;
- high serum triglyceride (fat) in blood.

MS has a big impact on life quality of people suffering from MS, now or in the nearby future. It also costs society a lot of money in prevention or treatment of the problem. Smart solutions are necessary to decrease the problem.

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.

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**Summary of contents**

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 choose 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

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\(^1\) The Nutrition and Dietetics programme has three research lines: Health Assessment Technology, Digital Behaviour Change and New Tech Foods
• 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.

Target group
Part-time and full-time students of the programme Nutrition and Dietetics

Entry requirements
Studying in the second year or higher

Final objectives/ competencies
After following this course students have the ability to:

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.

**Description of tests and minimum pass rate**

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.

The minor consists of two parts of 15 ECTS. The first part of the minor ‘Metabolic Syndrome 1’ consist of the orientation, empathize and define phases. The second part of the minor ‘Metabolic Syndrome 2’ consists of the ideate, prototype and Test phases. Students can choose to participate in only the first part. They can follow the entire minor of 30 ECTS. It is also possible to start in the second part of the minor (15 ECTS).

**Teaching methods + study load**

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
The assignments during the lessons always have an active component (learning by doing). Preparation assignments are discussed.

- Guest lectures: real-life or using Skype.
- 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.

### Contact hours per week
Describe the number of contact hours per week.

### Study and other aids
Articles will partly be provided by the lectors. Students are motivated to search for evidence-based information themselves or collect information by talking to expert or interviewing target groups.

### Partners
Still searching for partners. The partners have to be active within the working fields of the Nutrition and Dietetics Research lines (see summary of content)

### Minimum and maximum participation
Minimum 15 students
Maximum number of 60 students

### Full-time/ part-time and term
full-time minor offered in semester 1 and in semester 2.

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**Title & language**

**SMART TECHNOLOGY AND THE FUTURE OF HEALTHCARE**

**Language of instruction:** English  
**Offered:** Block 2 and Block 4

### Type
Basis Minor  
Credits: 15ECTS

### Organising department/ programme
Department: Nutrition & Dietetics  
Faculty: Faculty of Health, Nutrition & Sports

### Contact person
Coordinator: Paul van den Berg  
[Email](mailto:p.t.m.vandenberg@hhs.nl)

### General objectives
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.

Summary of content

This minor focuses on the development of a technological device and/or wearable technology which can encourage people to take up health promoting behaviours. You will use design thinking (http://healthcaredesignthinking.com/#the-institute) as a method to develop a paper prototype. Before the development you will investigate how these technologies can be used to increase compliance/adherence to a healthy lifestyle when it comes to diet, physical activity and health. Also you will explore and use these new technologies to get insight in how sensors work.

A focus will be put on the use of personal technology to improve effectiveness of healthcare interventions. During the minor lecturers and students from the Faculty of Health, Nutrition and Sports will join forces with lecturers from the Faculty of IT & Design in order to bring both health and technology together.

Our goal is to have students with different major-backgrounds in the minor. These last couple of years we mixed up communication, business ICT, mechatronics, engineering, nutrition & dietetics, nursing and skin therapists in project teams. This gives the opportunity to integrated different skills and knowledge in the outcome of the project. There are also international students that follow this minor.

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 (5ECTS)

E-health, wearable technology and blended care are becoming hot commodities. E-health 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 designing Skills (SECTS)

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 Health Solution (SECTS)

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 80% and product pitch 20%

Indication of target group

This minor is relevant for Dutch or International students who are aspiring to an international or national career in industries such as healthcare and/or technology and/or engineering and/or designing.

Entry requirements

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

Competency levels

- 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”

Description of tests and minimum pass rate

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<tr>
<td><strong>Conceptual course smart Health (5ECTS):</strong> Take Home Exam – Essay 100%</td>
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<tr>
<td><strong>Skills course Product-Proposal (5ECTS):</strong> Assignment Reflective Portfolio 100%</td>
</tr>
<tr>
<td><strong>Project: Smart Health Solution (5ECTS):</strong> Assignment/project 80% and Pitch 20% (this will be a group assignment)</td>
</tr>
<tr>
<td>Minimum passing rate for all assessment methods is 5.5</td>
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<tr>
<td>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)</td>
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Teaching methods + study load

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<td>• Practice (unguided)</td>
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</tbody>
</table>

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.

Contact hours

<table>
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Study aids

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Minimum- and maximum participation

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Fulltime / part-time and Term

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| General objectives | • The student will be able to effectively understand how to manage volunteers in hybrid sport and event organisations  
|                  | • The student learns why volunteers are important within the sport(event) sector, what motivates them and how to retain volunteers.  
|                  | • The student will be able to understand the different parts of a Bid book containing all specific details regarding an event such as the building of sports venues, accommodation, finance, media operations and volunteers. |
| Summary of contents | Introduction |
|                  | Nowadays the managing and governing of both national and international sport organizations and sport events is considered to be a specialization within the field of management. Volunteers differ from paid staff because often volunteers do not get any remuneration or compensation for their efforts. Therefore, managing volunteers is perceived as more complex than managing paid staff, simply because the reward system is different. As a result, the management of organisations which work with volunteers is also quite complex.  
|                  | During this course, you will be provided with the necessary theoretical and practical background so that you become more aware of the management of organizations which recruit volunteers. A number of guest lecturers from different organizations (Erasmus University, Mulier Institute, Federations and Events) will provide a practical insight into this complex subject.  
|                  | • Identify different types of volunteerism, the roles and motivations of volunteers within sport organisations and events describing how they are used within different contexts |
- Identify current issues and trends in volunteerism in both the general and sports-context and list and describe future challenges in working with volunteers
- Examine the management of local, national and mega events, comparing and reflecting on how volunteers are recruited and used at these events
- Identify the different parts of a Bid book containing all specific details regarding an event such as the building of sports venues, accommodation, finance, media operations and volunteers.
- Demonstrate an understanding of how volunteers are used at both the club and federation level and in events
- Develop a series of recommendations for the effective recruitment, use and retention of volunteers
- Demonstrate and understanding of event and volunteer management theory in different contexts
- Design, execute and reflect on an event using volunteers

There will be excursions to several sport-related organizations which work with volunteers, i.e. umbrella organizations as NEVOBO (Royal Dutch Volleyball Association), local sport clubs and sport event organisations.

In order to pass this minor, the students will complete two assignments:

The first assignment is a written report to describe the role of volunteering within a certain sport (-context). The student can choose a sport of interest and will describe and analyze the role, strengths and weaknesses of (using) volunteers in different roles in that specific sport or sport event in their country. Students are advised to follow the topics that are used as subjects for the lectures to structure their report. This assignment will be based upon a literature review and extensive desk-research of the sport (-context).

The second assignment is a group assignment. Develop and present a Bidbook for a New Sports Event. Describe the specifications for the Event management like City Marketing, Accommodation, Volunteers, Finance and the Programming Side Events.

**Indication of target group**

This minor is of interest to (international) students who are interested in managing volunteers in sport organizations and events, who are actively involved (now or potentially in the future) in this type of organization.

In addition, it provides students with a more in-depth knowledge on challenges in managing organizations that work with volunteers.
## Entry requirements

Sufficient level of English.

## Competency levels

- The student can understand the operations of volunteers in hybrid sport organisations and events.
- The student has developed skills on development and consulting organizations with regard to strategy and policy within sport organizations and events.
- The student can apply (international) developments in the preparation of strategy as part of volunteer management in sport organisations and events.

## Description of tests and minimum pass rate

The minor will be graded on one report (individual assignment), which has to exceed the minimum requirement of 5.5. The second assignment is a presentation with an ungraded, supporting report. The minimum requirement for the presentation is also a 5.5.

The final grade consists of the above-mentioned assignment and presentation:
- Individual assignment (60%)
- Group Assignment (40%)