

Minor regulations - 2020-2021

1. **Name minor:** "Exploring Health Behaviour"

2. **English name:** "Exploring Health Behaviour"

3. Content of minor

Within the minor you specialize in supporting lifestyle changes and promoting positive health of clients. Being able to offer this support requires different knowledge and skills from a (healthcare) professional than merely transferring information and advice. In your communication and care plan you learn to really connect with your target group and thereby contribute to authentic, personal care.

To achieve this, the minor focuses on the following themes:

- Positive Health
- (Self)monitoring of health
- Lifestyle- and behavioural change
- Coaching and motivational interviewing

After following this minor you have demonstrably developed yourself in:

- Competence **cooperation**: in the field of shared decision-making
- Competence **communicating**: in the field of coaching and reflection
- Competence **researching and innovating**: in the field of intervention design
- Competence **entrepreneurship**: in the field of self-management and health promotion

Learning objectives:

- I. You can do a simple lifestyle analysis for yourself and a client
- II. You select - from the pillars of Evidence Based Practice - techniques and methods to shape a lifestyle intervention
- III. You can coach a client in behavioural change based on the motivational interview approach
- IV. You can map out the health and behavioural determinants that play a role for the client, and set goals together with the client based on this
- V. You are able to form a vision about your own (professional) role in health care of the future and you know how to use a personal approach

Resume for diploma supplement:

The central themes of this minor are Positive Health, (Self)monitoring of health, Lifestyle and behavioural change, Coaching and motivational interviewing. By taking part in projects during the minor, the student learns to assist the process of shared decision making, provide coaching on health- and lifestyle behaviour with the means to improve positive health. In addition, the student develops self-regulating skills needed for Life Long Learning.

4. Education components (see article 16 general section of the TER)

Three days a week, the minor program takes place at Fontys, filled with learning activities focused on the themes of positive health, (self) monitoring of health, lifestyle- and behavioural change, coaching and motivational interviewing. On the other two days, students carry out assignments in the Professional Practice¹ in collaboration with clients and target groups, focusing on the themes of the minor.

With this, a body of knowledge and skills is built up in the first half of the minor with which the student can carry out a research and innovation project in the second half of

¹ Professional Practices we have worked with so far include regional health centers, residential care institutions, sports centers, patient associations and nursing homes.

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the minor, fed by an issue from the practical place. The research and innovation project is carried out in a (multidisciplinary) team of students. Examples of projects:

- Develop an exercise program and nutrition education for patients with a psychiatric disorder
- Set up a lifestyle coaching clinic for expats in the region Eindhoven
- Issuing an advisory report for a healthcare institution about reducing agitation among its residents with dementia
- Mapping the possibilities for self-monitoring in diabetes type II patients with regard to foot care

During the Fontys and Professional Practice activities, the student continuously collects evidence, which during the minor is processed in a portfolio that makes it clear at the end of the minor that the student has achieved the learning outcomes and shows how the student has developed personally and professionally.

5. Enrolment in the education components

Students are automatically enrolled for all components at the start of the minor program.

6. Overview of assessments and registration for assessments (see article 18 and 22 general section of the TER)

The student is automatically registered for the assessment when entering the minor. The student will be informed about the date and time of the assessment, no later than two weeks beforehand, through the Online Learning Environment.

Test	Comp. and learning outcomes	SBU	Test form	Scale	Weighting
Final Evaluation Portfolio	Communication Cooperation Researching and innovating Entrepreneurship Learning Objectives I, II, III, IV, V	840	Portfolio assessment (individual)	Pass / Fail	100%

7. Passing the minor (see article 19 (2) general section of the TER)

The student is deemed to have completed the minor if the test mentioned in Article 6 has been graded as 'Pass'.

8. Examination Board (see article 38 of the general part of the TER)

The Examination Board of the Fontys University of Allied Health professions is qualified to judge requests of students with regards to tests or exams within the minor. The Examination Board can be reached by email through

<https://connect.fontys.nl/instituten/fph/examcommittee/Pages/default.aspx>

The members of the Examination Board can be found on the website:

<https://fontys.nl/Over-Fontys/Regelingen-statuten-en-reglementen/Onderwijs-en-examenregelingen-OER/Fontys-Paramedische-Hogeschool.htm>.

9. Validity

This information is valid through study year 2020-2021.

10. Entry requirements minor

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To be eligible to enter the minor the student is required to have gathered all 60 ECTS in the first year of the (physiotherapy) education.

11. Not available for

N/A

No other requirements are to be met for participation in the minor or passing the minor than mentioned in these minor regulations.