

Minor regulations - 2021-2022

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 people. You learn to explain and coach behaviour of individuals and groups in the field of positive health and quality of life. Being able to offer this support requires different knowledge and skills from a (care) professional than simply handing over information and advice. In your communication and care plan you learn to connect well with your target group and thus contribute to authentic, personal care.

Learning objectives:

- I. You can develop a simple lifestyle analysis and set appropriate change goals.
- II. You identify health and behavioural determinants that play a role in a client or client group and set appropriate goals.
- III. You can use a client coaching motivational interviewing in lifestyle and behavioural change.
- IV. You contribute in an innovative way to the (positive) health of a client group.

Resume for diploma supplement:

The central themes of this minor are positive health, self-monitoring of health, lifestyle- and behavioural changes, coaching and motivational interviewing. The student learns to coach using techniques of Motivational Interviewing in order to improve someone's positive health. The student does this by setting up a coaching journey with someone (a buddy) from their own social network. This journey contains a lifestyle analysis, helping the buddy formulate change goals, and helping the buddy achieve those change goals. The student also develops an intervention to promote health behaviours in a population. 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 is filled with education and supervision focused on the themes of positive health, (self) monitoring of health, lifestyle and behavioural change, the implementation of a coaching trajectory (the student coaches a person from their own social network in the lifestyle changes) and developing a health-promoting intervention for a target group. Two days a week, the student is engaged in a Professional Practice¹ by carrying out assignments in collaboration with clients and target groups, focusing on the themes of the minor. Manuals, teaching materials, preparations and assignments are published in the online learning environment Canvas. Students also use that environment to upload assignments and receive (peer) feedback on their assignments and their learning process.

In the first half of the minor, a knowledge and skills basis is built up and orientation research is conducted into health issues in the Professional Practice. These knowledge, skills and research results ensure that in the second half, the student can get started with developing a health-promoting intervention in the Professional Practice, also known as an innovation project. The innovation project is carried out in a team of students. Examples of products resulting from the innovation projects:

- o Training program about healthy nutrition for patients with a psychiatric disorder;

¹ The minor provides the students with a list of approved Practices, from which the students can choose in week 1 of the minor program. 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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- o Online coaching program aimed at expats who want to change their lifestyle;
- o Exercise safely program aimed at increasing the number of active minutes per day in the elderly;
- o Self-monitoring app for type II diabetes patients.

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

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	Learning outcomes	SBU	Test form	Scale	Weighting
Final Assessment	I, II, III, IV	840	Portfolio assessment + Showcase + Interview (individual)	Pass / Fail	100%

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

The student has passed the minor when the assessment "passed" has been given for the Final assessment. By meeting this requirement, the student has demonstrated that they reached sufficient mastery of the learning outcomes.

During the minor, the student collects evidence of development while working on educational activities. For the students, the online learning environment describes how the student can collect and organize the material, and what requirements the material must meet. Evidence must in any case meet the following requirements:

Quantity - for each learning outcome there is sufficient evidence of the starting level, final level and important learning moments to determine which development has taken place.

Variation - the student demonstrates for each learning outcome that experience has been gained in different situations, with feedback collected from different perspectives.

Authenticity - the evidence must show that the material actually belongs to the student and has been collected during the minor.

At the end of the minor, the student presents a Showcase to 2 teachers of the minor. "Showcasing" can be interpreted as exhibiting something. In the minor, the Showcase is about exhibiting the development towards learning outcomes during the 20 weeks of the minor. How a student showcases this (website, video, report, etc.) does not need to be determined until the last few weeks, because by then the student has a well-filled portfolio from which the most important, relevant things are taken that best show the development. The Showcase and the Portfolio are simultaneously offered to the assessors via the online learning environment.

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After the Showcase and the Portfolio have been made available, an interview will follow between two teachers of the minor and the student, during which questions can be further asked about specific components or evidence. Based on the studied Portfolio, the Showcase and the Interview, the assessors determine whether the student has demonstrated mastery of the learning outcomes.

If a student has not passed the minor, a replacement assignment will follow in mutual consultation between the assessors and the student, based on the development-oriented feedback. The deadline for the retake is determined in consultation with the student and is offered at least once in the same academic year that the student took the minor.

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 the first semester of study year 2021-2022 (September 2021 – February 2022). Interim changes to a minor are possible, provided they are clearly communicated to students and are also included in the minor regulations.

10. Entry requirements minor

To be eligible to enter the minor the student is required to have gathered all 60 ECTS in the first year of their major program, or have permission from the Examination Board of their major program to take the minor.

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.