

## Course summary

EvE Code: HCSW.GP.IDGHW.V23

ECTS credits: 10

Level: Bachelor (full-time)

<b>Course Title</b>	Innovation & design in a globalizing Health and Welfare		
<b>Type</b>	Compulsory		
<b>Learning competences</b>	Cognitive skills and information literacy Co-creation skills, initiative and productivity Multi-perspective approach Cooperation and networking Being aware of relevant international organizations within health and welfare Being able to function independently Showing a flexible attitude Showing creativity International orientation		
<b>Learning outcomes</b>	The student designs in an interdisciplinary group a sustainable product or service for an international wicked challenge in health and welfare, which is aimed at supporting the good life of the target group. The student describes the target group and the context of the wicked challenge and views the wicked challenge from various international perspectives. The student uses techniques of applied research practice to design the product or service. The student justifies the choices made during the development and explains how the design contributes to good life of the target group by using the framework good life. The student also describes how the product or service can be further developed or implemented.		
<b>Course content</b>	The following topics and issues will be covered: <ul style="list-style-type: none"> <li>• Design thinking</li> <li>• General research skills</li> <li>• Good life: gaining knowledge about and using the framework (safety, participation &amp; appreciation, relationships &amp; support, inclusions &amp; equality)</li> <li>• Assessing and using international literature</li> <li>• Interprofessional and interdisciplinary collaboration</li> <li>• Dialogues and connection skills</li> </ul>		
<b>Planned learning activities and teaching methods</b>	Selfstudy Group collaboration Coaching on the job Peer interaction Feedforward		
<b>Recommended or required reading and other learning resources / tools</b>	Brightspace and selfstudy		
<b>Prerequisites and co-requisites</b>	Minimal B1 level English (written and oral) Preferred B2 level English (oral)		
<b>Level</b>	Bachelor		
<b>Grading scale</b>	Grade 1-10		
<b>Assessment methods and criteria</b>	<b>Type of assessment</b>	<b>Grade weighting</b>	<b>Criteria</b>
	Presentation of the product (oral)	70%	Higher or equal to 5.5
	Report (written)	30%	Higher or equal to 5.5
<b>Language of Instruction</b>	English		
<b>Name of lecturer</b>	Annelies Harps		
<b>Mode of delivery</b>	Face to face		

## Course summary

VOE Code: HCSW.GP.FIC.V23

ECTS credits: 5

Level: Bachelor (full-time)

<b>Course Title</b>	Families in Crisis		
<b>Type</b>	Compulsory		
<b>Learning competences</b>	Global engagement and international disciplinary learning Information literacy and cognitive skills Collaboration, leadership and driving change		
<b>Learning outcomes</b>	<p>Global partnership in composing an innovation</p> <ol style="list-style-type: none"> <li>1. The student analyses a global challenge and the way in which it affects local families in the areas of good life, health and wellbeing, through literature and practical study. The student appoints global challenges in their home country and recognizes local culture-specific elements regarding these challenges. The student describes the relevant healthcare and welfare landscape of their own country and how the global challenge affects the work of health and welfare professionals. The student also describes how local utterances of the global challenge relate to the national and international sustainable development goals. The student compares their analysis of the global challenge to that of international peers from other countries. The student identifies similarities and differences and explains them based on the culture-relatedness of the challenge. By collaborating with peers, the student designs an innovative product, service or preventive intervention that contributes to an increase of resilience of families that are affected by the global challenge. The student justifies the innovative product, service or preventive intervention on attainability, sustainability and prospected impact. Together with international peers, the student presents the analysis of the global challenge and the innovative product, service or preventive intervention in an appropriate and professional manner.</li> </ol> <p>Executing/testing and evaluating a preventive intervention, product or service</p> <ol style="list-style-type: none"> <li>2. The student implements/tests and evaluates an innovative product, service or preventive intervention that contributes to increase the resilience of families that are affected by a global challenge. The student collaborates with international peers and stakeholders and presents a plan of action and describes activities before, during and after testing/executing the innovative product, service or preventive intervention in a local context. The student assesses the feasibility, sustainability and impact of the innovative product, service or preventive intervention in the local context and points out the strengths, weaknesses, opportunities, and threats of the executed/tested innovative product, service or preventive intervention. The student advises relevant local and international stakeholders in how health and/or welfare professionals, through socially responsible entrepreneurship, can contribute to good life, health and wellbeing of families in crisis due to the global challenge.</li> </ol>		
<b>Course content</b>	Crisis & stress Vitality & resilience		
<b>Planned learning activities and teaching methods</b>	Selfstudy Group collaboration Coaching on the job Peer interaction/-feedback Feedforward		
<b>Recommended or required reading and other learning resources / tools</b>	Brightspace and selfstudy		
<b>Prerequisites and co-requisites</b>	Minimal B1 level English (written and oral) Preferred B2 level English (oral)		
<b>Level</b>	Bachelor		
<b>Grading scale</b>	1-10		
	<b>Type of assessment</b>	<b>Grade weighting</b>	<b>Criteria</b>
	1. Process and product report (written)	70	Higher or equal to 5.5

<b>Assessment methods and criteria</b>	2. Group-presentation (oral)	30	Higher or equal to 5.5
<b>Language of Instruction</b>	English		
<b>Name of lecturer</b>	For information about the lecturers you can contact: International.hcsw@windesheim.com		
<b>Mode of delivery</b>	Blended: virtual and face to face		

## Course summary

VOE Code: HCSW.CDC.YML.V23

ECTS credits: 5

Level: Bachelor (full-time)

<b>Course Title</b>	Youth & Media Literacy		
<b>Type</b>	Compulsory		
<b>Learning competences</b>	<p>Media literacy                      International orientation                      Critical thinking                      Having a developed knowledge of media-literacy among youth                      Being able to situate his discipline in a medialized society                      Forming and expressing an own opinion</p>		
<b>Learning outcomes</b>	<p>The student becomes an international media literate professional. The student analyses the challenges of youth, parents and educators about media literacy based on theoretical knowledge and practical skills. The student will consider ethical and cultural dimensions to media-related challenges. The student gives recommendations which are appropriate to the developmental phase and level of the target group and articulates and defends their recommendations based on (scientific) literature and established theories about media literacy and child development in medialized societies. The student presents themselves orally as an expert in the field of youth and media, by comparing media policies from their home country to others. The student gives recommendations on how to improve (a part of) media literacy in their home country and critically examines their own frame of reference with regard to current themes about media (literacy) and formulates the impact they can have in their profession in relation to issues of media literacy use.</p>		
<b>Course content</b>	<p>The following topics and issues will be covered:</p> <ul style="list-style-type: none"> <li>➤ Media history &amp; competence model</li> <li>➤ Development of children, parenting &amp; age-appropriate media use</li> <li>➤ Analyzing media use, big tech &amp; commercialism</li> <li>➤ Influence of media on emotions, violence &amp; sex</li> <li>➤ Media education, serious gaming &amp; AI</li> <li>➤ Digital balance</li> </ul>		
<b>Planned learning activities and teaching methods</b>	<p>Lectures                      Training skills                      Tutoring                      Reflection</p>		
<b>Recommended or required reading and other learning resources / tools</b>	<p>Required: Valkenburg, P.M. &amp; Piotrowski J. T. (2017). <i>Plugged In: How media affect and attract youth</i>. Yale University Press. &gt; Available as <a href="#">hardcover</a> or <a href="#">E book</a>.</p> <p>Brightspace and selfstudy</p>		
<b>Prerequisites and co-requisites</b>	<p>Minimal B1 level English (written and oral)                      Preferred B2 level English (oral)</p>		
<b>Level</b>	Bachelor		
<b>Grading scale</b>	Very poor - excellent		
<b>Assessment methods and criteria</b>	<b>Type of assessment</b>	<b>Grade weighting</b>	<b>Criteria</b>
	Written assignment: document	50	Higher or equal to 5.5
	Presentation: film	50	Higher or equal to 5.5
<b>Language of Instruction</b>	English		
<b>Name of lecturer</b>	Annemiek Woolthuis		
<b>Mode of deliver</b>	Face to face		

## Course summary

VOE C

47ode: HCSW.GP.TGP.V23

ECTS credits: 5

Level: Bachelor (full-time)

<b>Course Title</b>	The global professional		
<b>Type</b>	Compulsory		
<b>Learning competences</b>	Learning mindset, openness and self-awareness Connectedness, empathy and compassion Intercultural competences Personal and professional growth		
<b>Learning outcomes</b>	The student develops a personal development plan based on a self-analysis about cultural and international competences and the inner development framework. The plan contains personal learning goals linked to the sustainable development goals. The student applies the plan in an international or intercultural professional context. The student indicates cultural differences. The student links the development of his own international competences to the (future) practice of his profession. The student reflects on the plan by using 360 degrees feedback. The student describes and justifies how the international learning experiences have contributed to his professional development by using relevant international literature and illustrates this by examples.		
<b>Course content</b>	The following topics and issues will be covered: <ul style="list-style-type: none"> <li>• Culture theory and cultureshock</li> <li>• Intercultural communication</li> <li>• International collaboration</li> <li>• Diversity in teams</li> <li>• Professional reflection</li> <li>• Self-directed learning</li> </ul>		
<b>Planned learning activities and teaching methods</b>	Selfstudy Self-analysis and assessment Group and individual assignments Group Intersision Professional reflection Peer feedback/-forward		
<b>Recommended or required reading and other learning resources / tools</b>	Brightspace Selfstudy		
<b>Prerequisites and co-requisites</b>	Minimal B1 level English (written and oral) Preferred B2 level English (oral)		
<b>Level</b>	Bachelor		
<b>Grading scale</b>	Pass or Fail		
<b>Assessment methods and criteria</b>	<b>Type of assessment</b>	<b>Grade weighting</b>	<b>Criteria</b>
	Presentation portfolio	100%	Higher or equal 5.5
<b>Language of Instruction</b>	English		
<b>Name of lecturer</b>	Anja van den Berg		
<b>Mode of delivery</b>	Face to face		

## Course summary

VOE Code: HCSW.GP.FPP.V23

ECTS credits: 5

Level: Bachelor (full-time)

<b>Course Title</b>	Futureproof Profession		
<b>Type</b>	Elective		
<b>Learning competences</b>	International orientation Information literacy and cognitive skills Forming and expressing an own opinion regarding societal or international topics International disciplinary learning		
<b>Learning outcomes</b>	The student analyses a current international health and/or welfare challenge related to the student's own discipline, by applying theoretical research skills and executing exploratory conversations with professionals. The student views the challenge from different perspectives. The student critically reviews multiple cultural perspectives, different theoretical frameworks and personal conversations and evaluates the information. The student connects local events and practices in their home country to international developments that are related to the health and/or welfare challenge. The student describes their own opinion about national and international issues and the impact on the local health or welfare challenges by using gained insights. The student describes how his profession can contribute to the specific international challenge in a positive way.		
<b>Course content</b>	Sustainable Development Goals Research skills		
<b>Planned learning activities and teaching methods</b>	Workshop Tutoring Online coaching		
<b>Recommended or required reading and other learning resources / tools</b>	Brightspace and selfstudy		
<b>Prerequisites and co-requisites</b>	Minimal B1 level English (written and oral) Preferred B2 level English (oral)		
<b>Level</b>	Bachelor		
<b>Grading scale</b>	1-10		
<b>Assessment methods and criteria</b>	<b>Type of assessment</b>	<b>Grade weighting</b>	<b>Criteria</b>
	Presentation (oral)	30%	Higher or equal to 5.5
	Document (written)	70%	Higher or equal to 5.5
<b>Language of Instruction</b>	English		
<b>Name of lecturer</b>	Frieda van Brug		
<b>Mode of delivery</b>	Blended (face to face + online)		