MSC COMMUNICATION, HEALTH AND LIFE SCIENCES

BROCHURE 2021-2023

VERSION SEPTEMBER 2020

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1. About the Programme

1.1 Domain of the Programme

Developing appropriate responses to international challenges such as climate change, obesity, infectious diseases, water scarcity, poverty and environmental degradation requires that insights and perspectives from all kind of disciplines and stakeholders are identified and become integrated. In practice, however, such integration is often difficult to achieve because different people tend to frame problems and underlying causes differently and hence pursue different solutions and strategies. In the **MSc programme Communication, Health and Life Sciences (MCH)**, students learn to integrate communication science with current societal issues, problems and challenges in a domain of the life sciences or health in a scientifically and ethically sound way.

Graduates are able to analyse the role of communication in complex processes of change in life-science and/or health related issues, to understand inter- and transdisciplinary approaches required to bridge societal boundaries, and can design communication strategies, process plans and interventions that are relevant to societal problem solving and innovation. In the MCH programme, students become acquainted with a wide range of roles for communication professionals, including process management, knowledge brokerage, demand articulation, mediation, persuasion and the facilitation of interdisciplinary communication and collaboration. With regards to health- related issues, the MCH programme centres on the behavioural, social and environmental aspects of health, illness and quality of life, as well as the consequences of the health status for both the individual and society.

MCH graduates are full-fledged communication scientists with adequate knowledge about the scientific approaches, issues and debates in a life-science- or health-related domain of choice and who are able to link this knowledge to communication. Graduates are able to participate in interdisciplinary and transdisciplinary research collaborations and practice and graduates can communicate and operate as context-sensitive experts amidst professionals, social and life scientists, policymakers and the wider public.

1.1.1 Aim Specialisation Communication and Innovation

Students learn to analyse and strategically apply communication to the context of current societal issues, problems and challenges in life science domains such as nature conservation, nutrition and health, water management, climate change and food production. To solve these problems, multiple disciplines need to cooperate. Our students are trained to adopt an integrative approach that involves social science and technical innovations, fulfilling an intermediary role to enhance multidisciplinary and interactive cooperation.

Communication is a basic element of change. Complex processes of change involve different perspectives and perceptions of the various people involved. Societal processes like climate change, poverty, disease or ecological degradation require appropriate solutions that integrate insights from all kinds of disciplines and stakeholders. Opportunities for enhancing mutual understanding and collaboration between science disciplines and society are explored. Special attention is paid to everyday life situations and how people actively deal with common issues related to the domains of the life sciences.

1.1.2 Aim Specialisation Health and Society

The set-up of the specialisation Health and Society reflects its focus on societal issues in the domain of health, health promotion and health care systems. The programme covers a niche by primarily taking a sociological approach to this domain, centralising the link between health and human relationships. Here, human relationships are interaction patterns and dependencies both differing in nature, scope and intensity. In conjunction with this sociological approach, anthropological and social psychological approaches are the key to the social scientific analysis of health within the program.

The study programme takes a comparative perspective with respect to the empowerment of individuals, communities and populations. In other words, to what degree do people have the (financial) means to arrange their lives and are they able to use facilities for health protection and –improvement. This way, emphasis is on the societal embedding of health and activities of health promotion in relation to social processes, structures and institutions. Together with sociology, the programme combines the domains communication science and health promotion but also includes perspectives from economics, management and public policy. The salutogenic approach plays a prominent role in this specialisation.

1.2 Learning Outcomes

1.2.1 General Learning Outcomes

After successful completion of the MSc Communication, Health and Life Sciences, graduates are expected to be able to:

1. Describe and apply social science principles, concepts, theories and methodologies focusing on communication in societal interaction with life science and health-related issues;
2. Describe how complex societal issues and scientific perspectives (and their diverse meanings) are constructed and inform each other;
3. Analyse the interplay of agency and structure in processes of change for a range of actors embedded in diverse organisations, networks and social systems;
4. Evaluate advanced and complex concepts, approaches and methods within the domain of the specialization, with special reference to inter- and transdisciplinary problems and approaches identified in scientific literature;
5. Assess social, scientific and ethical issues that are encountered in the application of methods and concepts in research and intervention strategies, and critically reflect on the various roles in responding to these issues;
6. Construct an appropriate design for quantitative and qualitative empirical research by selecting suitable research methods for data collection and analysis, and demonstrate ability to identify need for new theoretical, methodological and practical approaches;
7. Operate, communicate and cooperate as a context-sensitive expert amidst professionals, scientists, policymakers and the wider public, and perform oral and written project-based work in an inter-disciplinary team;
8. Create constructive inter- and transdisciplinary conversation and collaboration within and between diverse social and scientific organisations and professions;
9. Design and plan personal learning processes based on continuous reflection upon one's own knowledge, skills, attitudes and performance.

1.2.2 Learning Outcomes Specialisation Communication and Innovation

After successful completion of the specialisation Communication and Innovation, graduates are expected to be able to:

1. Design, and critically reflect on, communication strategies to address life science-related societal challenges (e.g., climate change, environment, water, food production, biotechnology or health and nutrition);
2. Apply the ideas, theories and themes of innovation to communication sciences in processes of change related to a domain of choice in the life sciences.

1.2.3 Learning Outcomes Specialisation Health and Society

After successful completion of the specialisation Health and society, graduates are expected to be able to:

1. Critically analyse the way in which diverse knowledge, communication and practices of health, well-being and healthcare are used to shape and organise the lives of individuals, groups and populations from a demographic perspective;
2. Assess instruments used in scientific and societal approaches to understanding, governing, mediating, advocating for and acting upon health and well-being and design innovative pathways to bridge such approaches.

1.3 Study Advisors

Both specialisations have study advisors you can contact with questions about your study plan, choosing courses, information about internship and thesis, and improving your study skills. You can make an appointment with the study advisor when necessary. Aside from study progress, you can also discuss personal issues that can affect your study. The study advisor invites all students for a personal intake, which will ideally take place in the first or second period of the academic year. The intake is highly recommended because during this meeting you will discuss your draft study planning of the first academic year.

You can find the contact details of the study advisor(s) on the brochure cover.

1.4 Job Opportunities

MCH graduates work at a variety of organisations and assume very diverse positions in the Netherlands and elsewhere in the world. The majority of the graduates work at non-profit organisations, such as universities, municipalities, hospitals and other organisations in the healthcare sector.

Graduates are specialised in building bridges between various stakeholders such as governments and citizens, or experts and laymen. Examples of jobs include:

- Communication consultant
- Policy maker
- Process facilitator
- Communication manager
- Project manager
- Communication researcher
- Health promotor
- Health policy advisor
- Manager of health-oriented organisations
- Researcher

For more specific information, see the website https://www.wur.nl/en/Education-Programmes/master/MSc-programmes/msc-communication-health-life-sciences/student-experiences.htm for a few personal stories of graduates. You can also ask the study advisor for more information on the careers of graduates.

2. Admission Requirements

If your educational background does not give unconditional admission to this MSc, the Admission Board Social Sciences will assess your application for the programme by checking if you meet the general and specific admission requirements.

2.1 General and Specific Admission Requirements

Students who wish to enrol in this MSc Programme at Wageningen University & Research must have:

	Bachelor at a Dutch University (WO)	Dutch Professional Bachelor (HBO)	Bachelor at a non-Dutch Country
Grade Point Average (GPA)	70% (Between 6.5 and 7 compensation factors needed)	70% (Between 6.5 and 7 compensation factors needed)	70% (Between 6.5 and 7 compensation factors needed)
English	No English Proficiency test needed	*English Proficiency test needed* Except when: VWO 7 or HAVO 8 or programmes completely taught in English	Differs per country, check website for further details https://www.wur.nl/en/Education-Programmes/master/Admission-requirements-Master/English-language-proficiency-NL-1.htm

BSc degree (or equivalent) for admission

There are three BSc studies that guarantee unconditional admission to MCH:

- WUR BSc Communication and Life Sciences, WUR BSc Health and Society, WUR BSc International Development Studies

There are several BSc degrees (or equivalent) that can give you admission to MCH.

For both specialisations you need a bachelor's degree with a (at least) 60 ECTS of social science courses, of which 48 ECTS are in the fields of communication science, sociology and/or social psychology, and 12 ECTS social-scientific research methods. For the specialisation Communication and Innovation basic knowledge of a domain within the life sciences is an asset. **Please note**: statistics and methodology courses are necessary prerequisites. Internship and thesis courses are not acknowledged as disciplinary courses.

Students who do not meet the above mentioned criteria might have the possibility to meet the criteria after finishing a premaster programme of maximum 30 ECTS. You can send an email to mch@wur.nl for more information. The premaster programme has to be successfully completed within twelve months after the start, to get access to the MCH programme

Below you can find some examples of possible admissions of WO and HBO (professional) bachelors.

EXAMPLES OF POSSIBLE ADMISSION

- WU BSc Economics and Governance
- WU BSc Management & Consumer Studies
- WU BSc Tourism
- WO BSc in Anthropology
- WO BSc in Communication Sciences
- WO BSc in Governance & Organisational Sciences

- WO BSc in Health Sciences
- WO BSc in Health and Life Sciences
- WO BSc in Liberal Arts and Sciences
- WO BSc in Social Sciences
- WO BSc in Sociology

EXAMPLES OF POSSIBLE ADMISSION PROFESSIONAL BACHELORS (HBO) AFTER A PREMASTER PROGRAMME

- HBO Communicatie
- HBO Culturele en Maatschappelijke Vorming
- HBO Diermanagement
- HBO Ergotherapie
- HBO Fysiotherapie
- HBO Food Design and Innovation
- HBO Kust- en Zeemanagement
- HBO International Communication and Media

- HBO Maatschappelijk Werk en Dienstverlening
- HBO Sociaal Pedagogische Hulpverlening
- HBO Sport en Bewegen
- HBO Sport, Economie en Communicatie
- HBO Sport, Gezondheid en Management
- HBO Verpleegkunde
- HBO Windesheim Honours College

Grade Point Average (GPA) of 70%

To be admitted to the MCH programme or premaster programme, an overall Grade Point Average of 70% is required, including a minimum of 70% of the maximum score of the BSc thesis.

English Language

To study an English-taught MSc programme, it is essential that you speak and write English fluently. Therefore, you have to provide recent evidence of your spoken and written command of English. The following qualifications are acceptable as evidence of proficiency in English for an entry to a master programme:

- Completed Bachelor at a Dutch University
- HAVO mark for English: 8.0
- VWO mark for English: 7.0
- RATEr: OOPT 70, listening pass, reading pass, writing pass, speaking borderline
- TOEFL-test (Internet based) 92 (with a minimum of 23 for speaking)
- IELTS-test: 6.5 (with a minimum sub-score of 6.0 for speaking)
- Cambridge CPE. Pass at grade B or above
- Cambridge CAE. Pass at grade B or above
- Cambridge FCE. Pass at grade A

Students who do not meet any of the requirements stated above are obligated to take a RATEr test. This test is a (diagnostic) test of Academic English and measures if (prospective) students possess the language skills required to be able to take an English study programme. The test is available at Wageningen In'to Languages and costs €185,-. The test results shall be published after 15 working days and only when payment has been received. The dates are during academic year 2020-2021 are yet to be announced. **The registration deadline is two weeks before the test.** For a start in September 2021, please make sure that t**he test results are uploaded before July 1, 2021.** For more information on this test, you can contact the Service Centre of In'to Languages:

As soon as more information about the new test dates becomes available, we will share that information. Please keep an eye on the website (see below) for new information about the RATEr test dates.

T: +31(0)317 482552 / E: into@wur.nl / W: https://www.wur.nl/en/Education-Programmes/Wageningen-into-Languages/English-tests.htm

2.2 Admission Procedure

STEP 1: APPLICATION

1. Applying for the MSc can be done online. **Application for the premaster programme cannot be done separately but has to done by applying for the MSc**. Please, navigate to the heading

No legal privileges may be claimed on the basis of the contents of this programme book.

Admission and Application on the MCH website. You can select the geographical region that applies to you and you will be directed to the steps to enrolment.

> NOTE: When you want to apply, make sure that you have the required documents available: BSc degree, Transcript of your academic records, Sufficient English language proficiency test results, Statement of motivation and your CV.

> Students in the final year of their BSc programme may also apply for admission prior to their graduation. The Admission Board can tentatively admit a student based on a transcript of his or her academic record, the expected date of graduation, and an official letter from their home university stating that the student will have completed all the requirements of the degree programme in due time. After graduation, students must submit the degree certificate prior to the start of the academic year.

2. The applicant must complete the application form and submit it with all required documents.

3. Students who want to start a master's programme as of September 2021 need to apply via Studielink.

4. Be informed that the number of MSc programmes you can apply for is limited to two per academic year. Therefore, make an informed decision about what you want to study before you apply online.

5. If you apply for two MSc programmes, please note that your second choice will only be evaluated if your application for the first choice programme has been rejected.

6. Please keep to the registration deadlines. The application package (when starting programme in September 2021) should be in our possession before:
   - Dutch students: July 1, 2021
   - EU/EFTA students: July 1, 2021
   - Non EU / Non EFTA students: May 1, 2021*

If you wish to qualify for OKP please check the deadlines: https://www.wur.nl/en/Education-Programmes/master/Scholarships/OKP-former-NFP-Fellowship.htm

STEP 2: RESULT AND CONFIRMATION

Your application for admission will be evaluated by the Academic Committee on Admissions of Wageningen University & Research. The decision will be communicated through an official letter, sent by email.

STEP 3: PAYMENT

Dutch and EU 1st year Master Students have to arrange the payment of the tuition fees via Studielink. Non-EU students receive an email on how they want to pay the tuition fees.

2.4 Procedure After Admission

1. Mid-August the Introduction Days of Wageningen University will take place. The Introduction Days are a great opportunity to get to know Wageningen, the University and its facilities. A lot of fun combined with all sorts of practicalities best describes the Introduction Days;

2. There will be a Study Day for MSc students during the Annual Introduction Days (AID) in August, **the exact date is t.b.a.** During this day information is provided on the education system of

Wageningen University, how to get started and the choices you will have to make in your study programme. It is therefore an important day to attend. In the first months after the start of the programme it is advised to book an appointment with the study advisor to discuss your choices within the programme. In consultation with your study advisor you will design a study programme that fits with your educational background and meets your personal interests;

3.   August 30th, 2021, will be the start of the academic year.

3. MCH Study Programme

The total MSc study programme consists of 120 ECTS. The first year of the master consists entirely of course work to build your knowledge in preparation for your thesis and internship in the second year. In the first master year you will follow two compulsory programme and two compulsory specialisation courses and some general academic courses. Besides, you choose two restricted optional communication or health courses from a set of four courses per specialisation. In case you study the specialisation Communication and Innovation (MCI) you also choose two life science courses in a life science domain of your choice. In case you study the specialisation Health and Society (MHS) you choose one life science course in a life science domain of your choice and you have one free choice. Selection of your courses needs to be done in consultation with and has to be approved by your study advisor.

The general structure of the MCH programme is as follows:

- Year 1:
  - 2 Compulsory Programme Courses (12 ECTS)
  - 2 Compulsory Specialisation Courses (12 ECTS)
  - 2 out of 4 Restricted Optional Courses (RO-1) (12 ECTS)
  - Life Sciences Courses (12 ECTS specialisation MCI, 6 ECTS specialisation MHS)[1]
  - Free Choice Courses (0 ECTS specialisation MCI, 6 ECTS specialisation MHS)
  - 1 out of 2 Academic Master Clusters (12 ECTS)
- Year 2:
  - Thesis (36 ECTS)
  - Internship (24 ECTS)

For all courses in the study program the name, course code, course description, learning outcomes and teaching methods are provided in the appendices. Appendix 1 provides the courses of the specialisation Communication and Innovation and Appendix 2 provides the courses of the specialisation Health and Society.

3.1 General Safety Module

All master and bachelor students at WUR are obligated to take the General Safety module. When starting a programme in September, the student follows this module in period 1. When starting the programme in February, the student follows this module in period 4.

In case the student chooses a certain life science or optional course (after the premaster programme is completed), he or she might also have to take a fieldwork module or a laboratory module. The General Safety Module is explained in more detail in Appendix 1.

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[1] In consultation and agreement with the study adviser students with a life science background may replace the life science courses with extra RO-1 courses.

3.2 Premaster Programme

Students with a HBO degree (University of Applied Sciences), and in some cases students with a particular academic background, are obliged to complete a premaster programme of 21-27 ECTS, with a maximum of 30 ECTS. In general, the premaster programme consists of a combination of bachelor courses. An overview of the most common combination of premaster courses for the two specialisations is shown in Table 1 and 2.

Table 1. Premaster programme specialisation Communication and Innovation

MAT-14303	Basic Statistics[2]	1 MO[3]
YRM-20806	Research Design and Research Methods	1 AF
CPT-23306	Communication and Persuasion	2 MO
CPT-12806	Communication Theory	2 AF
MAT-22306	Quantitative Research Methodology and Statistics	3 WD

Table 2. Premaster Programme Specialisation Health and Society

MAT-14303	Basic Statistics[2]	1 MO
HNH-24806	Introduction to Epidemiology and Public Health	1 AF
YRM-20806	Research Design & Research Methods	2 MO
MAT-22306	Quantitative Research Methodology and Statistics	3 WD

Depending on your educational background, the set of courses can deviate from the standard premaster programme above.

You will be registered as a bachelor student following a premaster programme of Communication Science or Health and Society (Schakelstudent BSc Communicatie en Life Sciences/BSc Gezondheid en Maatschappij). The maximum period that you can be registered as a premaster student is twelve months. After finishing the last premaster course, the Student Service Centre will change your status from bachelor student to master student. *You are not permitted to take MSc courses during your premaster programme.*

Students who start with the premaster programme can start their MSc programme right after successfully finalizing the premaster programme. In most cases this will be in period 4 of the academic year. These students will do the compulsory programme and specialisation courses in the first part of their second year. The total duration of the programme will be, depending on the size of the premaster programme, two years and four months. In some cases, the premaster programme can be integrated in the current professional bachelor programme or as minor in the current academic BSc programme. This implies that those students can start with the MSc programme at the start of the academic year.

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[2] Dependent on the existing level of statistics, students have the option to replace MAT-14303 course (3 credits) with Statistics I & Statistics II (6 credits)

[3] The abbreviations MO, AF and WD stand for the period of the day in which the course is given: morning, afternoon or whole day.

3.3 Specialisation Communication and Innovation

This paragraph provides an overview of the curriculum, compulsory and restricted optional courses and optional life science courses of the specialisation Communication and Innovation. For an overview of the course description, learning outcomes and teaching methods of compulsory and restricted optional courses, see Appendix 1.

3.3.1 Curriculum

A schematic overview of the structure of the specialisation Communication and Innovation is shown in Figure 1.
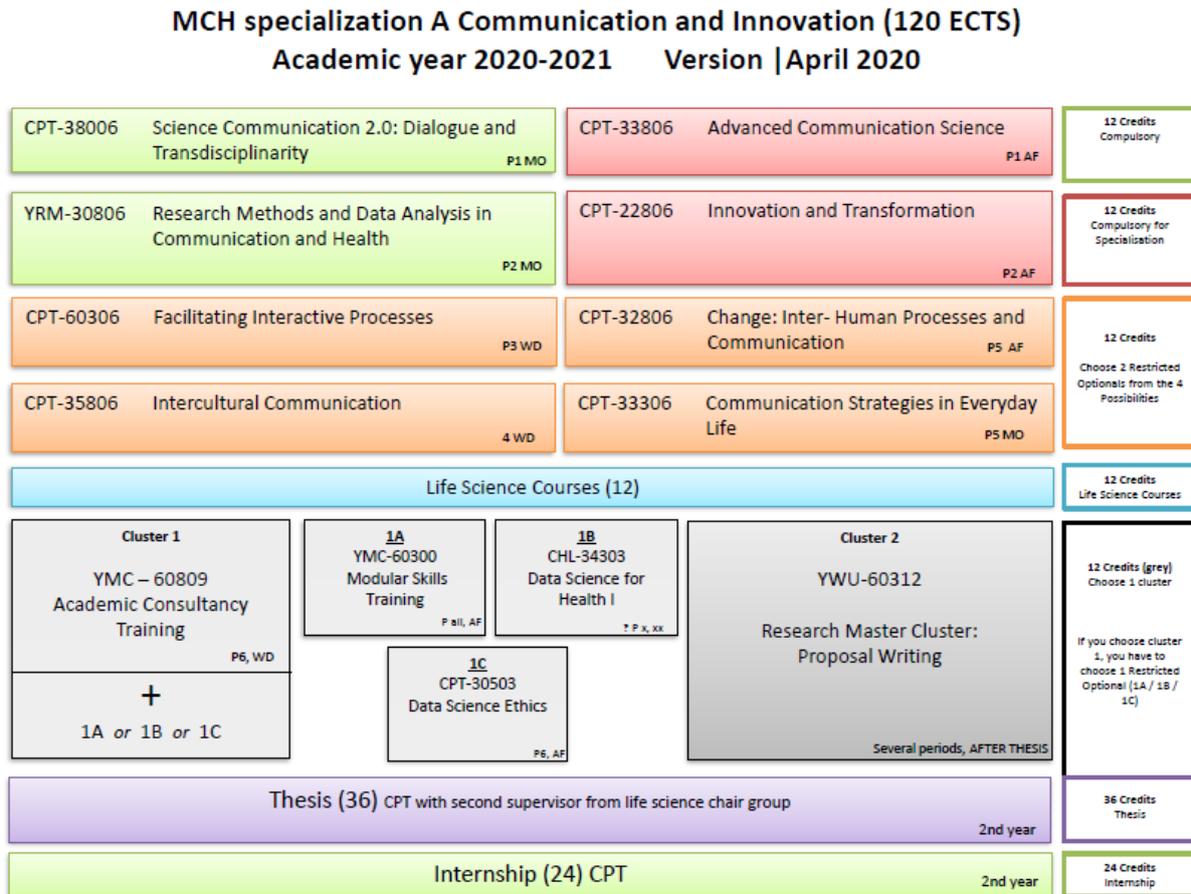
Figure 1. Overview Structure Specialisation Communication & Innovation

3.3.2 Compulsory Courses

These courses are compulsory for each student in the specialisation Communication and Innovation. CPT-38006 and YRM-30806 are taken by all MCH-students.

- CPT-38006 Science Communication 2.0: Dialogue and Transdisciplinarity
- YRM-30806 Research Methods and Data Analysis in Communication and Health
- CPT-33806 Advanced Communication Science
- CPT-22806 Innovation Management and Transformation

3.3.3 Restricted Optional Courses

In the restricted optional part students choose two courses (12 ECTS) out of a set of four courses. The courses provide in-depth disciplinary and interdisciplinary insight in the field of Communication and Innovation. The restricted optional courses include:

- [CPT-32806 Change: Inter-Human Processes and Communication](#)
- [CPT-33306 Communication Strategies in Everyday Life](#)
- [CPT-35806 Intercultural Communication](#)
- [CPT-60306 Facilitating Interactive Processes](#)

3.3.4 Optional Life Science Courses

During the master programme you will have to choose two Life Science courses in a domain of your choice. In consultation and agreement with the study adviser, students with a Life Science background may replace the Life Science courses with an extra RO-1 courses.

The aim of two Life Science courses in your curriculum is to obtain basic knowledge about a specific Life Science domain, so that you able to understand both Communication Science and the world of the Life Sciences in order to bridge the gap in your communication with multiple parties. Table 3 provides combinations of Life Science courses previously chosen by students.

You can make your own combination of courses, but they must meet the following requirements:

- Both courses (12 ECTS) need to focus on one and the same domain in the Life Sciences.
- Both courses must be taught by a Life Science chair group (does not have to be the same chair group).

Examples of Life Sciences domains are:

- Nutrition and Health
- Animal Production Systems
- Forest and Nature Conservation
- Climate Change
- Ecology and Environment
- Forestry and Rural Development
- Food Technology
- Organic Agriculture
- Land Use Planning

Examples of optional Life Science courses are listed in table 3. For more courses and detailed course information, you can have a look on: www.schedule.wu.nl. Check the prerequisites of the courses and discuss your planning with your study advisor before you register for a course.

Table 3. Examples of previously chosen coupled life science courses

Course	Course title	Scheduling
GEN-11306	Evolution and Systematics	4WD
GEN-20306	Molecular and Evolutionary Ecology	5MO
ESA-20806	Principles of Environmental Sciences	1AF/4WD
ESA-22806	Environmental System Analysis: Methods and Application	2AF/6WD
HNH-52306	Quantified Self: Monitoring Dietary Behaviour	6AF
HNH-30306	Psychobiology of Food Choice and Eating Behaviour	5MO
FSE-21306	Organic Agriculture and Society	1 MO
FSE-30306	Analysis and Design of Organic Farming Systems	6WD
AFI-20306	Aquaculture and Fisheries	5MO
ENT-21306	Insects as Food and Feed	3WD
HNH-27806	General Medicine	4WD
HNH-51306	Nutritional Neurosciences	3WD
GEO-36306	Environmental Psychology	5AF
FNP-24806	People and Forest and Nature Conservation	4WD
GEO-36306	Environmental Psychology	5AF
LAR-29306	History of Ideas in Landscape Architecture and Planning	4WD

| FSE 32306 | Methodologies for Reading Sustainable Foodscapes | 5MO |
| GEO-36306 | Environmental Psychology | 5AF |

3.4 Specialisation Health and Society

This paragraph provides an overview of the curriculum, compulsory courses, restricted optional courses and the optional Life Science courses of the specialisation Health and Society. For an overview of the course description, learning outcomes and teaching methods of the compulsory and restricted optional courses, see Appendix 2.

3.4.1 Curriculum

A schematic overview of the structure of the specialisation Health and Society is shown in Figure 2.
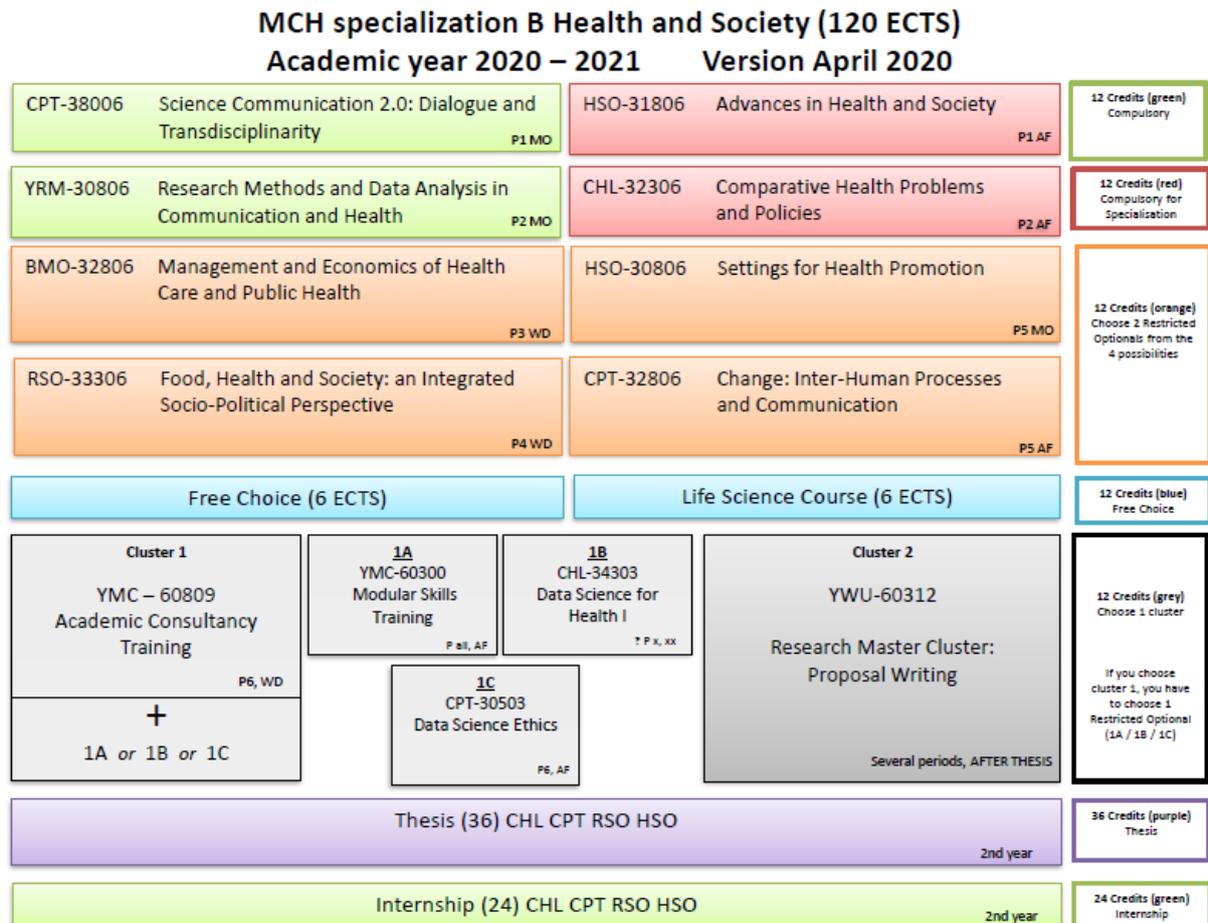
Figure 2. Overview Structure Specialisation Health & Society

3.4.2 Compulsory Courses

These courses are compulsory for each student in the specialisation Health and Society. CPT-38006 and YRM-30806 are courses taken by all MCH-students.

- CPT-38006 Science Communication 2.0: Dialogue and Transdisciplinarity
- YRM-30806 Research Methods and Data Analysis in Communication and Health
- HSO-31806 Advances in Health and Society
- CHL-32306 Comparative Health Problems and Policies

3.4.3 Restricted Optional Courses

In the restricted optional part, students choose two courses (12 ECTS) out of a set of four courses. The courses provide in-depth disciplinary and interdisciplinary insight in the field of Health and Society. The restricted optional courses include:

- CPT-32806 Change: Inter-Human Processes and Communication
- HSO-30806 Settings for Health Promotion
- BMO-32806 Management and Economics of Health Care and Public Health
- RSO-33306 Food, Health and Society: an Integrated Socio-Political Perspective

3.4.4 Optional Course and Life Sciences

During the master programme specialization Health & Society you will have to follow one Life Science course, corresponding to 6 ECTS, in a domain of your choice. The aim of this course is to obtain basic knowledge about the Life Sciences. A list with examples of possible Life Science courses is provided in Table 3. The selection of the Life Science course will depend on your educational background and the decision will be made in consultation with the study adviser.

Besides the Life Science course, you can also select another optional course, corresponding to 6 ECTS. Table 4 provides examples of optional courses, your free choice. This optional course can be selected from any relevant (MSc) programme offered at Wageningen University or elsewhere.

Table 4. Examples of optional courses for Specialisation Health and Society

LAW-55306	Food, Nutrition and Human Rights	2MO
BMO-26306	Organizational Behaviour & Business Management	1WD/2WD
BMO-21306	Advanced Management and Marketing	3WD
CHL-20806	Life Styles and Consumption	3WD
CPT-24306	Risk Communication	4WD
CPT-35806	Intercultural Communication	4WD
ENP-31806	Globalization and Sustainability of Food Production and Consumption	4WD
HSO-30306	Health Policy and Action	4WD
RHI-21206	Demography and Global Population Issues	5MO
SDC-35306	Natural Hazards and Disasters	5MO
CPT-21806	Communication and Policy Making	5AF
CPT-33306	Communication Strategies in Everyday Life	5MO
SDC-34306	Studying Crisis: Conflict, Development and Disaster	5AF
PAP-30306	Designing Innovative Governance Arrangements	5AF/6MO
ELS-32806	Teaching, Learning and Capacity-Building for Sustainable Development	6 WD

3.5 Compulsory General Academic Courses

Some general academic courses of the programme are compulsory for each MCH student. See the study handbook for a detailed overview of learning outcomes, contents and activities. Each student has to follow one of the following two clusters (each cluster equals to 12 credits):

1. YMC-60809   Academic Consultancy Training plus 1 Restricted Optional: 1A, 1B, 1C
2. YEI-60312   Research Master Cluster: Proposal Writing

Cluster 1

YMC-60809 - Academic Consultancy Training (ACT)

Within this course a multidisciplinary team of 4 to 7 students address specific queries set by a societal organisation. The team is supported by an academic advisor and a coach guiding the process. See: https://ssc.wur.nl/Studiegids/Vak/YMC-60809

Explaining Academic Consultancy Training

Teams of four to seven students are assigned to a project. These consultancy teams are composed on the basis of a required disciplinary mix for the execution of the project and the interests students have expressed in an application letter to the course coordinator. In their application letter students indicate what their disciplinary knowledge will add to the execution of the project. Each team has an assigned process coach and is required to find at least one content coach/expert relevant to the project.

The multidisciplinary and preferably multicultural team will carry out a design type project for a client. This may be design of new technologies, but also policy papers, business plans, communication plans or draft research plans for integrated research programmes. Crucial is that teams reach an interdisciplinary synthesis and translate this into an advice on future actions for their client.

Example of ACT projects in which MCH students participated:

- October 2019, *"Exploring the Opportunities and Limitations for SDG Integration in Education at WUR"*
  The purpose of this project was to investigate what the WUR student body and staff thought about integrating Sustainable Development Goals into education, to also identify possible opportunities and challenges linked to (further) integration. There was an apparent lack of SDG integration in education, which was in contrast to research where the links and contributions were much clearer.
- June 2018, *"Community-based approach towards the recognition and prevention of waterborne diseases in the Niger Delta"*
  This ACT project aimed to find out which strategies are best suited for the Foundation International College of Commerce to promote prevention of infections with and recognition of symptoms of waterborne diseases of the population in the Niger Delta region. During the research, six literature studies and interviews were conducted. The main outcome of the project is the identification of two strategies in which the student network can be used: 1) obtaining a community-engagement course at university level or 2) obtaining a volunteering programme via student associations. This course should entail knowledge and awareness of waterborne diseases, technological interventions and other preventive measures, and communication strategies.

Restricted Optionals

If you choose cluster 1, you have to choose one of the following Restricted Optionals:
- YMC-60300 - Modular Skills Training (MOS): The modular skills training teaches skills that are necessary for graduates to function in jobs at MSc level. See: https://ssc.wur.nl/Studiegids/Vak/YMC-60300
- CHL-34303 – Data Science for Health I: The course focuses on the opportunities and challenges for Big Data in health research.
- CPT-30503 – Data Science Ethics: The course focuses on developing competencies (knowledge, skills, and attitudes) that enable students to critically reflect on and appraise projects, applications and futures of data science technologies.

Cluster 2

YEI-60312 - Research Master Cluster

This course specifically aims to acquire and improve student's professional skills in writing and defending a scientific research proposal. The approach is to conceive a realistic scientific idea and develop this idea into an attractive grant proposal of high quality that can be defended before a jury of experts and peers. See: https://ssc.wur.nl/Studiegids/Vak/YEI-60312

3.6 Thesis

The master study programme includes a thesis of 36 ECTS. The thesis is the culmination of the master programme. The student independently addresses a communication issue in the domain of the life sciences or in the health and society domain. Usually your master thesis is part of an ongoing research project of the relevant chair group. Although it is possible to create your own thesis proposal, it is preferred that your master thesis is part of an ongoing research project of the university.

For the students of the communication specialisation, they can do their thesis within the chair groups COM (Strategic Communication) and KTI (Knowledge, Technology and Innovation). Take note that, for the students of the communication specialisation, a second supervisor from the Life Sciences is needed. Thus, each student has two supervisors: one from a Communication Science chair group and one from a Life Science chair group.

Supervision by a second supervisor from the Life Sciences is NOT necessary for students of the health specialisation. For this specialisation, you can write your thesis under the supervision of the chair groups COM (Strategic Communication), HSO (Health and Society), KTI (Knowledge, Technology and Innovation), RSO (Rural Sociology) and CHL (Consumption and Healthy Life Styles).

When you want to start with your thesis in September in your second year, it is advised to make arrangements before the summer. Especially when you wish to go abroad, caused by all the arrangements that have to be made, earlier planning is necessary, so make sure you start contacting organizations where you would like to do your research several months before you wish to start. Around January in the first year, a meeting about the second year of the master is organized for you.

3.7 Examples Thesis Titles

Thesis Examples Specialisation Communication and Innovation

- Discourse Changes in the Climate Blogosphere Between COP15 and COP21
- It's time to start talking: A discursive psychological perspective on how 'soft impacts' on food technology can be publically discussed.
- Determinant Factors of Antiretroviral Therapy Adherence among HIV/AIDS Patients on ART
- Dynamics of Identity and Relationships in Land Tenure Issues in Nwoya District, Uganda
- Stimulating green communication: a bio-waste case study of Wageningen
- Understanding the decision making of Dutch consumers concerning the purchasing of MSU meat
- Investigating consumers' avoidance of E-numbers

Thesis Examples Specialisation Health and Society

- Green participation as a strategy to tackle health inequalities
- Narrowing the gap between political science and public health
- Organising tiger mosquito-related disease prevention in the Netherlands
- Women's lived experience of disaster: the case of hurricane Irma in Sint Maarten
- The role of stigma in the decision-making process of obese adults to undergo weight loss surgery
- Families on the move: the socio-cultural impact of male outmigration on the nutritional status of women left-behind in rural Nepal
- Health-assets and their contribution to self-management on diabetes type 2
- Clustering baseline data of five Healthy Nearby projects: opportunities and constraints.
- The role of the broker in the connection between primary care and physical activity sector.
- Experiencing a water sport holiday as part of a rehabilitation trajectory: identifying the salutogenic mechanisms.

- Coping needs by multiple sclerosis patients and their relatives.
- Definitions of quality food between hospitals concerning sustainable/local food procurement.
- Using social media as a communication strategy for health-related businesses: a case study.

3.8 Internship

The master programme includes an academic internship of 24 ECTS (around 16 weeks). The internship is a learning period in which the relationship with the professional practice is emphasized. The internship and supervision are usually provided by an internship provider outside of Wageningen University. The internship must be conducted at a scientific level that is equivalent to that of an academically trained staff member of the internship provider. The internship must be completed with a scientific report that is evaluated with a mark given by the internship's supervisor of the University. The University supervisor can consult the internship provider for his/her opinion about the student's performance during the internship.

In some cases, dependent on the educational background and working experience and after approval of the study advisor, a second thesis of 24 credits can be accomplished instead of an internship.

3.9 Examples Internship Titles

Internship Examples Specialisation Communication and Innovation

- Constructing integrated water resources management together, The Embassy of the Kingdom of the Netherlands Kigali, Rwanda
- Refining and defining communication strategies, PHILIPS A&P Communication.
- Advice Online Communication Hutten, Hutten Catering.
- Informing diabetics on responsible alcohol consumption, Knowledge Institute Bear.
- Citizens views on water quality, ARCADIS.
- How to monitor and evaluate multi-stakeholder platforms in humid tropics, IITA.
- Quality management and intern communication at LEI, Wageningen Economic Research.
- Factors affecting safe sex practices among adolescents and youth in Jimma town, Ethiopia.
- Communications in an online community: current state, challenges and opportunities, Foundation for Sustainable Development.
- Advice for optimising patient education, Hospital Canisius-Wilhelmina.
- Co-creation of short transparent chains in livestock farming, Meat your Own.

Internship Examples Specialisation Health and Society

- Burn2learn: is muscular fitness independently associated with mental health in older adoloscents?
- Werkzame elementen in sport- en jeugd beweegintervies voor jeugd met een lage SES (Working elements in sports- and youth physical acvtivity interventions for youth with a low SES)
- A new political cycle for the health of European Citizens: A possible way forward for influencing, facilitating, and prioritising health policy at European Union level, European Public Health Association
- Effectiveness of online advice on the prevention of sport injuries, Veiligheid NL.
- An inventory of eHealth applications and factors that potentially affect eHealth implementations in Dutch pharmacies, Nictiz.
- Barriers and enables experienced by teachers with the implementation of adolescent's physical activity programmes ATLAS and NEAT, University of Newcastle, Australia.
- Skin-to-skin contact to improve outcomes in mothers and their full-term infants, Radboud University.
- Bridging positive health and integrative medicine, Louis Bolck Institute.

- Efficacy and efficiency of the competitive Intelligence Platform within Danone Nutricia Early Life Nutrition, Nutricia Research.
- Understanding the development of social farming in Italy, Plant Research International.
- Women's position and nutritional status of <2 children in rural Ghana, Centre for Development Innovation, Wageningen University.
- Feasibility study of research project to assess long term implications of Chikungunya in Saint Maarten, National Institute for Public Health and the Environment.
- Developing sustainable agriculture through knowledge sharing and a distribution platform, Le Velo Vert (NGO), Mauritius Island.
- Sports and development in vulnerable youth, Verwey-Jonker Institute.

3.10 WASS Graduate Programme

The Wageningen School of Social Sciences (WASS) Graduate Programme offers motivated MSc students from several MSc programmes the opportunity to follow a special track starting in the second half of the first year of their MSc. The specific content and scheduling of this track differs per MSc programme and is determined in consultation with your study advisor. Depending on the chosen specialisation, this implies an extension of the total MSc duration.

The programme prepares students for a PhD position by providing them with additional support for writing and defending their own PhD research proposal. Participants receive the best possible training and supervision in their endeavour to become a PhD candidate thereafter.

Students who complete the graduate programme will receive a WASS certificate. Currently WASS earmarks budget for two PhD positions for the best PhD proposals each year.

More information on the graduate programme is provided via: http://www.wur.nl/en/Education-Programmes/PhD-Programme/Graduate-Schools/Wageningen-School-of-Social-Sciences/WASS-Graduate-Programme.htm.

4. Studying at Wageningen University

4.1 Schedule academic year

The programme starts in September of each year. The first year consists entirely of course work (60 ECTS; 42 weeks); during the second year you will do a thesis (36 ECTS; 25 weeks of 40 hours) and an internship (24 ECTS; 16 weeks of 40 hours).

The academic year consists of 6 periods. Period 1, 2, 5 and 6 last eight weeks and consist of six weeks of classes, one week of self-study and one exam week. Period 3 and 4 comprise four weeks in which one course is taught fulltime. Figure 3 is a schematic overview of the academic year 2020-2021.

Figure 3. Calendar Academic Year 2020-2021

4.2 Daytime Schedule

The daytime schedule of the Wageningen University & Research is shown in Figure 4. The first lecture of the day starts at 8.20 hours in the morning and the last lecture ends at 19.00 hour in the evening. On Friday, the last lecture ends at 17.20 hours. There are blocks of two lecture hours of 40 minutes with a break of 10 minutes.

	min	Mon	Tue	Wed	Thu	Fri
8:20-9:00	40	1				
break	10					
9:10-9:50	40	2				
break	20					
10:10-10:50	40	3				
break	10					
11:00-11:40	40	4				
break	20					
12:00-12:40	40	5				
break	10					
12:50-13:30	40	6				
	30					
14:00-14:40	40	7				
break	10					
14:50-15:30	40	8				
break	20					
15:50-16:30	40	9				
break	10					
16:40-17:20	40	10				
break	10					
17:30-18:10	40	11				
break	10					
18:20-19:00	40	12				

Figure 4. Extended Day Time Schedule

4.5 Student Service Centre

The Student Service Centre (SSC) is located in the Forum building. You can visit the SSC desk for general information about administrative procedures and regulations concerning your studies such as: your registration at the university, financial matters, housing, fellowships and ending your registration after graduation.

SSC online (ssc.wur.nl) is a portal where you log in to view your study results, to register for courses/exams or go to your Study Programme Approval. You can log in through the 'student service centre' link under STUDENT.

4.6 Study handbook

The study handbook contains basic information on courses. In the online study handbook you can search for descriptions and planning of individual courses. View the study handbook online: www.schedule.wu.nl > study handbook. In the handbook you can search for courses by department, by period, or otherwise.

4.7 Planning booklet

The planning booklet gives an overview of all the courses at Wageningen University with their code, title, and period, part of the day and week number. This booklet can help you find interesting optional courses in a certain period of the academic year (also https://ssc.wur.nl/Studiegids/Periode).

4.8 Registration for courses and/or exams

It is compulsory to pre-register for courses before a certain date. Each period has a final registration date (in general four weeks before the period starts).

There are six examination periods in an academic year. The first, second and fifth examination periods are scheduled during the final week of the education periods. During these examination weeks, the examinations are scheduled for the courses that took place during that period. In the third, fourth and sixth period examinations are scheduled throughout the period.

Final registration dates for courses can be found on the website: http://www.wur.nl/en/Education-Programmes/Current-Students/Agenda-Calendar-Academic-Year.htm.

About registering for courses:

- You register for courses on https://ssc.wur.nl or https://myportal.wur.nl.
- You can register for at least two courses (12 ECTS) in each period. When registering for more than two courses a maximum of 15 ECTS per period applies.
- If you want to follow more than 15 ECTS in 1 period, you must ask the contact person for the course in which you will exceed the 15 ECTS, to register you.
- If you register for courses, you will also automatically be registered for the accompanying exam (not the re-exam).
- You do not have to register for your internship and thesis.

Important: only for the course Academic Consultancy Training and the course Research Master Cluster: Proposal Writing, registration is not possible through SSC or MyPortal. These courses have other registration deadlines than normal courses. If you are too late for this pre-registration, you cannot enrol in these courses.

4.9 Course assessment

A standard requirement for all courses given at Wageningen University is that lecturers formulate five to eight intended learning outcomes. These are published in the Study Handbook and also in the course guides. The course guides explain what a course is about, how it is organized and in what way students are expected to participate. Part of the course guide is the assessment strategy. The introduced requirements for assessment strategies make clear how and when a learning outcome is assessed, who is involved in assessing students and how the final mark will be determined. The results of assessments are expressed in marks ranging from 1 to 10 (whole numbers for marks between 0 and 6 and half numbers for marks between 6 and 10). A mark of 6 or higher means that the student has passed the examination.

4.10 Re-examinations

Students can continue to re-sit exams until they receive a mark that is a 6 or higher for the course. Once a student has passed an examination, he or she is not permitted to re-sit that examination. Students who do not show up for examinations they registered for, without withdrawing for that examination in time, are not allowed to register for the re-sit in the next examination period.

The following pattern for re-sits applies in principle*: Re-sits for courses from period 1 and 2 (and courses from the previous year) will be offered in the examination weeks after the end of period 3. Students participating in period 3 courses cannot participate in the re-exam opportunity in February. Students are, of course, allowed to use the next regular exam of a course as a re-exam opportunity. Re-sits for courses from periods 3, 4, 5 and 6 will be offered in the re-examination weeks in the summer, four weeks after the holidays starts. The second re-sit opportunity for courses from these periods will be offered in the examination weeks after the end of period 3 in the next academic year.

The scheduling of re-exams is not connected to the scheduling of the regular exam. Although there are at least three exam opportunities in a year, students in period 3, 4, 5 and 6 courses will have only one re-exam opportunity within the same academic year. The second re-sits for courses from these periods will be in the summer.

As an exception to the above pattern, if a course is offered more frequently during the year, a re-sit may coincide with a regular examination of the course for another study programme.

4.11 Financial information (Dutch students)

The MSc Communication, Health and Life Sciences is a two year social science programme which is registered at DUO as a one year programme. The majority of the Social Science masters in the Netherlands are registered with DUO as one year programmes. This can have implications for your rights on public transportation and additional grant possibilities.

When you would like to know more about financial matters, please contact the student dean via deanforstudents@wur.nl or at 0317 – 483618. We advise you to inform yourself via DUO on your rights on public transportation and additional grant possibilities. The following link might be of interest for you: https://duo.nl/particulieren/student-hbo-of-universiteit/studeren/een-master-gaan-doen.asp

4.12 Study progress (for students with a residence permit)

The Dutch parliament has approved a new immigration law. The new law is called Modern Migratiebeleid (Dutch for 'modern migration policy'). Under the law new procedures have come into force. The aim of the law is to make the Netherlands more welcoming for specific groups, such as highly-skilled migrants and students. For those groups immigration procedures will be speeded up.

One of the main changes for international students will be the monitoring of their study progress. Students who do not make enough progress risk losing their residence permit.

Because a residence permit will now be issued for the duration of your studies, there will be no yearly contact with the IND for the purpose of extending the permit. Therefore, under the Modern Migration Policy the monitoring of students' progress will be introduced.

Every year a student needs to gain at least 50% of the study load for an academic year. For example, if the study load is 60 ECTS per year, a student has to gain a minimum of 30 ECTS per year. A university is obliged to inform the IND about the yearly study progress of its international students.

For more information on changes take a look at: http://www.nuffic.nl/international-students/how-to-prepare/visas-and-permits/long-stay-visa/new-immigration-law

4.13 Study association Apollo

As a student of MCH you can join the study association Apollo. Apollo is the study association for the following studies: BSc Health and Society and MSc Communication, Health and Life Sciences.

The goal of a study association is protecting interests, broadening of knowledge and improvement of the social contacts between BSc and MSc students within the association, as well as between other associations. The study association organises various activities, such as excursions, symposia, almanacs, business days, readings, course evaluations, drinks, parties and other fun. Besides that, there is close contact with the scientific employees and other study or student associations within Wageningen.

Internet: https://apollowageningen.com/

Facebook: https://www.facebook.com/wageningenapollo/

4.14 Student counsellors and psychologists

In case of serious study delay or serious personal problems, you might need personal support from either a student counsellor or a psychologist. For more information on these services and contact details for making an appointment, see the following website: http://www.wageningenur.nl/en/Education-Programmes/Current-Students.htm

In some situations your study advisor might suggest that you meet with a student counsellor or a psychologist. However, it is your own responsibility to make an appointment. Your study advisor cannot make an appointment for you. What is discussed with either the dean or a psychologist will be confidential.

4.15 Students rights and obligations

The Student Charter comprises the rights and obligations of Wageningen University students. These rights and obligations are based on Wageningen University regulations, but also on legislation that applies to students at all Dutch universities.

The Executive Board is responsible for the charter and takes care of its yearly update, if necessary. Possible urgent changes will be made known to students via Resource and My Portal. The Student Charter is published on the Website of Wageningen University, in both Dutch and English. Link to the Student Charter: Student Charter 2019-2020 (the version 2020-2021 is not available yet).

Of all courses in the study program; name, course code, course description, learning outcomes and teaching methods are provided of the specialization Communication and Innovation

COURSECODE – *GENERAL SAFETY MODULE* – *COMPULSORY (PERIOD 1 AND 4)*

Learning outcomes	Teaching methods
This course will introduce you to safety at Wageningen University & Research. We'll cover a broad range of topics to prepare you for a safe stay at our university: • House rules for working safe at WUR; • In case of emergency: how to respond to emergencies; • Computer work: how to prevent complaints on arms, neck and shoulder (KANS); • Where to seek help/ assistance.	• E-learning modules

Period 1

CPT-38006 – *SCIENCE COMMUNICATION 2.0: DIALOGUE AND INTERDISCIPLINARITY (MORNING)* – *COMPULSORY*

Current societal challenges include issues such as environmental degradation, climate change, health inequalities and ageing societies. These challenges are inherently complex and many different scientific and professional disciplines are trying to understand and solve them from their own perspective. These different perspectives can lead to heated debates between scientists, policy makers, companies and citizens about "the right way" to solve things. While still considered authoritative domains, science and technology have also become contested areas. Online communities argue against vaccination, nutritional advice is openly disputed, science blogs fight over climate change, and cases of scientific fraud dominate the news. These trends have implications for Science Communication in support of different fields in practice such as health promotion, developing new technologies, or promoting sustainable practices and behaviours, and a need to move beyond a paradigm in which Science sends messages to Society, but rather enters in a dialogue with it.

This course looks at new ways for Science to interact and communicate with society, and looks at a number of related questions. How come that there is distrust in science, and what does this development mean for the ways in which science and technology are communicated in society? How are scientific experts, communication professionals and organizations involved supposed to deal with this situation? What role is there for citizens and other stakeholders? How can we move forward with research and action on complex societal challenges, while taking into account different disciplines and stakeholder perspectives? How to deal with issues of responsibility, ethics and inclusion in terms of doing and communicating science and technology?

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Understand and explain the paradigm shift from mono-, via inter- to transdisciplinary thinking applied to the field of Communication, Health and Life Sciences; • Understand and explain different types and modes of science communication and their significance to complex societal issues;	• Lectures • Tutorials • Group assignment

• Assess trans-disciplinary research & science communication interventions for a complex societal change, i.e. identify and explain the core theoretical concepts in the field of science and technology communication, with a special focus on the science-society relationship; • Assess how ethical considerations can be taken up in transdisciplinary science and science and technology processes through the concepts of responsible research and innovation and what this means for science communication; • Apply these insights on transdisciplinarity, science communication, and responsible research and innovation, to the student's fields of interest in realms such as health, nutrition, life sciences, and sustainability transformations.	

CPT-33806 - ADVANCED COMMUNICATION SCIENCE (AFTERNOON) – COMPULSORY

This course explores the latest developments in the field of communication science. It offers an anthology of topics that lies in the main interest area of our research like framing in conflicts, monitoring system innovation and participation mediated by filming. The course offers a journey along a diversity of fields typical of Wageningen University, such as agriculture and land use; food and health; and nature, water and environment. The programme concentrates on processes of innovation and social change and the role of communication therein, whether as deliberate communicative intervention or as people's daily communication strategies.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Participate in scientific discussions on actual developments linked to the communication science groups in the fields of Wageningen University; • Describe and discuss critically the possibilities and the problems of using the theoretical perspectives in the empirical studies that are introduces in the lectures; • Use the theories presented in examples of their interest in an exploratory way • Discuss critically the relevance and appropriateness of diverse research approaches for some specific research questions.	• Lectures • Group discussions

Period 2

YRM-30806- RESEARCH METHODS AND DATA ANALYSIS IN COMMUNICATION AND HEALTH (MORNING) – COMPULSORY

MCH addresses issues that are inherently complex (unstructured, unpredictable and dynamic), involve multiple stakeholders from different disciplines and professions, involve different levels (e.g. individual vs system) and focus on intervention or change. Research should acknowledge the complex nature of these issues, which bears consequences for the use of research methodology. Students learn about appropriate research methods and design to adequately address these complex, multifactorial, multi-stakeholder, societal issues as they relate to health, living environment, climate and food. This course offers insight in the use of different (combinations of) research methods for investigating different kinds of societal issues. The course further adds understanding of how research links to intervention and change, and addresses skills to perform both qualitative and quantitative research.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Understand why the type of complex problems studied in the MCH programme asks for particular study designs that may incorporate a mixed methods approaches; • Describe a selection of social science research methods that are appropriate for researching complex problems central to MCH; • Critically assess the suitability of particular methods for a given problem statement and research question; • Perform a selection of qualitative and quantitative data analyses to answer different kinds of research questions and be able to interpret results; • Reflect on research ethics, research integrity and the role of researchers in the study of complex problems central to MCH.	• Lectures • Tutorials • Practicum

CPT-22806- *INNOVATION AND TRANSFORMATION (AFTERNOON)* - **COMPULSORY**

Degradation of natural resources, vulnerability of agricultural systems, fragile institutions, environmental pollution, climate change, rural and urban poverty, global food and energy security, and unfavourable and unequitable positions for smallholders in global agrifood networks, are but some of the interconnected global challenges or 'wicked problems' for which new answers must be found. Innovations to meet these challenges are likely to be successful only when they contemplate different scales in systems, and when people that aim to manage such innovation processes succeed to forge a coherent balance between novel social, technical and organisational components, that anticipates user requirements, contextual conditions and political processes in change trajectories. Facilitating such a balance requires creative learning and negotiation processes amongst the different stakeholders connected to the issue and natural and social scientists. Recognising that the predicaments mentioned above have both social and technical dimensions, Wageningen University has recognized that the existence of such multi-stakeholder dilemmas requires systems thinking in relation to innovation and so-called 'beta-gamma integration' (i.e. integration between social, natural and technical sciences) and the generation of trans-disciplinary design approaches in which science works collaboratively with stakeholders to generate solutions to problems and tackle challenges . This course will address conceptual, methodological and practical dimensions of design and systems thinking in innovation to deal with wicked problems and complex challenges, in both industrialized and developing countries. The course seeks to stimulate critical thinking amongst students - future change managers and development professionals - in addressing the complexity of effective social and natural science integration to support innovation and development processes which involve broad systems change. The course consists of a series of lectures and related assignments which deals at an advanced conceptual and methodological level with a discussion on relevant theories related to complexity, knowledge, socio-technical innovation and design, as related to the domain of global agrifood networks, environmental change and equitable development.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Distinguish, critique and apply recent theories and modes of thinking about innovation and design processes in complex environments from a systematic perspective (especially in the Wageningen domains of agro-ecological and life sciences);	• Lectures • Group work

• Analyse and assess the role that knowledge workers (gamma and beta scientists and communication specialists such as advisors) may play in such socio-technical design and innovation processes; • Reflect on dilemmas related to bringing modes of transdisciplinary research and innovation into practice.	

Period 3

CPT-60306 - FACILITATING INTERACTIVE PROCESSES (WHOLE DAY) – RESTRICTED OPTIONAL

To deal with the complexity of rural development, social welfare and public health problems, standardized learning processes often prove inadequate. Each issue and context requires different solutions. Different stakeholders therefore need to engage in sharing of knowledge and perspectives, manage conflicts and create mutual understanding plus shared goals, and commit themselves to fact-finding, creative experiments and action. To attain this exquisite inquiry, brokerage and facilitation are needed. Without facilitation important groups may be forgotten, critical views unheard, ideas remain unexplored and unarticulated, consensus forced and proposed solutions may be ineffective when implemented. Hence it is important that researchers, policy makers and development professionals involved in interactive change processes have basic communication skills, and know the potential and limitation of different facilitation methodologies. The course 'Facilitating Interactive Processes' aims at equipping 'new' professionals with such skills and knowledge. This course has the character of a practical aimed at experimentation and critical reflection on explored facilitation skills and methodologies. What is the effect triggered on group dynamics, learning and action? In doing so it builds on the conceptual ideas and context information presented in earlier courses. The course enhances students' capacity to translate conceptual ideas into actual intervention practice. This course forms with the course YSS-60806 the Academic Master Cluster for the MDR programme.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Apply basic communication techniques such as active listening, inquiry, dialogue, negotiation, creative exploration, non-violent communication and feedback; • Understanding of the theories, principles, focus and value of different methodologies used to create multi-stakeholder learning, negotiation, mobilization and action; • Make a preliminary assessment of a situation, critically select an appropriate Four quadrant perspective and related inquiry methodology, and make a plausible process design; • Understand and recognize (intercultural) group dynamics, and multi-stakeholder learning and negotiation processes; • Work in an (intercultural team and purposely reflect upon and facilitate an ongoing interactive process.	• Interactive lectures • Group work • Case studies • Presentation • Role plays

Period 4

CPT-35806 - INTERCULTURAL COMMUNICATION (WHOLE DAY) – RESTRICTED OPTIONAL

This course offers a survey of theories and issues related to communication across cultural borders. Intercultural communication is the circumstance in which people from diverse cultural backgrounds are engaged in

communication. This can be through interpersonal contacts, speech and non-verbal communication, through international organisations, business contacts, change interventions, audio-visual mass media and all kinds of written texts. Besides the focus on the study of intercultural communication as a process, the consequences of intercultural communication, such as changing identities and cultural globalisation/localisation, are also analysed. General topics that will be covered are paradigm shifts in thinking about culture and communication; cultural globalisation and cultural localization and the central role of symbols in intercultural communication. The course will create a platform to explore areas of interest such as: changing identities; religions; gender issues; social and family issues; the existence of different worldviews; the role of the mass media; individualism vs. collectivism; the role of language; time and space across cultures; the role of culture in international development; multicultural health care.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Deconstruct the embedding of communication in culture; • Evaluate the main theories of intercultural communication and their underlying assumptions; • Apply theories of intercultural communication to existing processes of intercultural communication, and; • Review relevant skills on how to communicate effectively and respectfully in an intercultural context.	• Lectures • Plenary discussion • Literature study • Group work • Presenting

Period 5

CPT-32806 - CHANGE: INTER- HUMAN PROCESSES AND COMMUNICATION (AFTERNOON) –
RESTRICTED OPTIONAL

Worldwide social transformation processes, related to livelihoods, agro-food networks and the environment take place in both national and international contexts. Such processes involve changes at different levels. Change is generally discussed in terms of 'what should be done'. In this course we try to understand change and change management by analysing how people actually communicate when they are confronted with new developments. Starting from a complexity approach, with a focus on inclusion and exclusion processes, we will analyse inter-human processes, as they emerge in interpersonal communication. Resistance to change, for instance, will be discussed with special attention for social identity issues such as group-think, the role of honour and shame and the importance of face-saving. These factors, although in different appearances depending on specific situations and cultures, are often decisive factors in change processes. Related to conflict and negotiation for change we will analyse how people construct frames while communicating, including the goals they pursue in specific interaction contexts and the effect of frames and framing. There will be special attention for self-organization in networks, based on direct interaction between people, resulting in planned and unplanned change. Finally, we will pay attention to the role of storytelling and conversations for social change and transformation.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Understand relevant concepts and theories concerning complexity, inter-human processes and communication related to social change and innovation in both national and international contexts;	• Lectures • Group discussion

• Compose a conceptual framework, consisting of an integration of well-chosen concepts and theories for analysing real-life experiences and practices related to change, inter-human processes and communication; • Compose a scientifically sound paper in which a problem, event or phenomenon is analysed from a dynamic communication perspective.	

*CPT-33306 - COMMUNICATION STRATEGIES IN EVERYDAY LIFE (AFTERNOON) – **RESTRICTED OPTIONAL***

Starting point for this course is the idea that processes of change presume a thorough insight into people's everyday communication strategies. The course is particularly concerned with recent developments in the study of everyday talk (discursive psychology) and the application of these ideas to current communication practices, varying from public debates on vaccination and healthy food to online discussions on new (bio) technologies. The focus will be on the different ways in which people influence each other as part of their daily routine as well as on how practitioners can learn from these methods. We shall look into a range of strategies for constructing credibility in negotiations and public debates, for example by adopting particular identities ('layman' vs. 'expert') or resisting the ascription of (self-) interests. Another key issue is the range of devices that people draw on in order to build facts, such as the use of detailed narratives and the construction of independent witnesses. Finally, attention will be paid to the subtle strategies by which people request or provide information, advice or support and the communication dilemmas that they solve by using these strategies.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Identify and explain the core theoretical concepts in the field of discursive psychology (study of everyday communication strategies); • Analyse everyday communication strategies, for example between 'expert' and 'lay' participants, in a systematic and theoretically grounded way; • Apply these insights to the communication domain so as to help solve communication problems, for example in the fields of nutrition and health communication; • Assess the merit and value of communication activities according to the insight of discursive psychology.	• Lectures • Group work • Presenting

General academic courses

*YMC-60300 - MODULAR SKILLS TRAINING – **COMPULSORY***

The Modular Skills Training teaches skills that are necessary for graduates to function in jobs at MSc level. Each student has to select at least two modular skills modules (MOS-modules). Each module is worth 1.5 credits, except for the modules with a *, these are worth 3 credits. All modules are given in the afternoon and the modules are always schedules in the first three weeks of a period. An overview of the different MOS-modules can be found on the next page.

Although the majority of the modules can be followed in the same period as the Academic Consultancy Training, students find it often hard to combine this. Therefore, we would recommend to do the modules in another period, next to other courses.

First category	
• INF-65000 Computer Literacy • ECS-65100 Information Literacy • ECS-65600 Scientific Writing Skills • ECS-65700 Presentation Skills	
Research Methodology	**Professional skills**
• YRM-65000 Observation Techniques • YRM-65100 Interviewing Techniques • YRM-65300 Questionnaire Construction • ECS-67400 Video for Data Collection* • INF-65100 Project Planning and Organising • CPT-65000 Applied Ethics • CPT-65100 Philosophy of Science	• ECS-66300 Management Skills • ECS-67300 Management Skills in Theory and Practice* • ECS-66100 Entrepreneurial Skills • ECS-66700 Pursuing and Realising Entrepreneurial Projects* • ECS-66200 Consultancy Skills • ECS-65900 Career Development & Planning
Personal Development	**Communication Skills**
• ECS-66800 Personal Leadership & Effectiveness • ECS-65800 Intuitive Intelligence • ECS-66400 Stewardship for Responsible Innovation • ECS-67100 Supporting and Understanding Sustainability Transitions (SUST)*	• ECS-65300 Negotiation Skills • ECS-65500 Argumentation Skills • ECS-66600 Academic Argumentation in Scientific Writing and Debate • ECS-65400 Intercultural Communication Skills • ECS-66900 Networking

YMC-60809 - *ACADEMIC CONSULTANCY TRAINING* – *COMPULSORY*

In the ACT course, teams of 5 to 7 students are assigned to execute an inter-disciplinary driven consultancy project for an external commissioner (for example governmental, private and civil society organizations). These consultancy teams are composed on the basis of required disciplinary mix for the execution of the project and the interests students have expressed in an application letter. Each team has an assigned process coach and a content coach/academic advisor relevant to the project. The multidisciplinary and preferably multicultural team will carry out a design type project for their commissioner. This might be the design of new technologies, policy papers, business strategies, regional development arrangements, communication plans or draft research plans for integrated research programmes. Crucial is that teams reach an interdisciplinary synthesis of the compiled information and translate this into an advice on future actions for their commissioner.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Determine, and adjust when and if necessary, with a team and in interaction with a commissioner, the goals of a project and	• Team meetings • Assigned team functions • Meetings with commissioner • Work plan

formulate tasks and a project plan on the basis of their disciplinary knowledge and general academic skills and attitude; • Discuss and defend their viewpoints and conclusions in a professional and academically correct way; • Contribute at an academic level to the execution of an interdisciplinary project, both in terms of process and content, related to their own disciplinary background, by gathering, selecting and analysing information and integrating this into project deliverables; • Implement reflective learning by an assessment of their personal functioning in and contribution to a professional team and discuss reflections and feedback in writing and during assessment interviews; • Demonstrate academic attitude and appropriate skills to execute the team project within (complex) collaborative environments.	• Project execution • Project deliverables • Individual assignment • Additional Skills training

Before starting an ACT the student should have successfully completed at least 24 credits of MSc-level courses and is waiting for the result of 12 more credits.

Appendix 2: Detailed information on courses specialisation B Health and Society

Of all courses in the study program; name, course code, course description, learning outcomes and teaching methods are provided of the specialization Health and Society.

COURSECODE – *GENERAL SAFETY MODULE* – **COMPULSORY (PERIOD 1 AND 4)**

Learning outcomes	Teaching methods
This course will introduce you to safety at Wageningen University & Research. We'll cover a broad range of topics to prepare you for a safe stay at our university: • House rules for working safe at WUR; • In case of emergency: how to respond to emergencies; • Computer work: how to prevent complaints on arms, neck and shoulder (KANS); • Where to seek help/ assistance.	• E-learning modules

Period 1

CPT-38006 – *SCIENCE COMMUNICATION 2.0: DIALOGUE AND TRANSDISCIPLINARITY (MORNING)* – **COMPULSORY**

Current societal challenges include issues such as environmental degradation, climate change, health inequalities and ageing societies. These challenges are inherently complex and many different scientific and professional disciplines are trying to understand and solve them from their own perspective. These different perspectives can lead to heated debates between scientists, policy makers, companies and citizens about "the right way" to solve things. While still considered authoritative domains, science and technology have also become contested areas. Online communities argue against vaccination, nutritional advice is openly disputed, science blogs fight over climate change, and cases of scientific fraud dominate the news. These trends have implications for Science Communication in support of different fields in practice such as health promotion, developing new technologies, or promoting sustainable practices and behaviours, and a need to move beyond a paradigm in which Science sends messages to Society, but rather enters in a dialogue with it.

This course looks at new ways for Science to interact and communicate with society, and looks at a number of related questions. How come that there is distrust in science, and what does this development mean for the ways in which science and technology are communicated in society? How are scientific experts, communication professionals and organizations involved supposed to deal with this situation? What role is there for citizens and other stakeholders? How can we move forward with research and action on complex societal challenges, while taking into account different disciplines and stakeholder perspectives? How to deal with issues of responsibility, ethics and inclusion in terms of doing and communicating science and technology?

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Understand and explain the paradigm shift from mono-, via inter- to transdisciplinary thinking applied to the field of Communication, Health and Life Sciences; • Understand and explain different types and modes of science communication and their significance to complex societal issues; • Assess trans-disciplinary research & science communication interventions for a complex societal change, i.e. identify and explain the core theoretical concepts in the field of science and	• Lectures • Tutorials • Group assignment

technology communication, with a special focus on the science-society relationship;
- Assess how ethical considerations can be taken up in transdisciplinary science and science and technology processes through the concepts of responsible research and innovation and what this means for science communication;
- Apply these insights on transdisciplinarity, science communication, and responsible research and innovation, to the student's fields of interest in realms such as health, nutrition, life sciences, and sustainability transformations.

HSO-31806 - *ADVANCED IN HEALTH AND SOCIETY (AFTERNOON) – COMPULSORY*

The theory that more equal societies are healthier has been confirmed in many different contexts. This applies as well to the idea that inequality has powerful psychosocial effects. In previous times, the scientific debate was focused merely on income inequality as an independent determinant of health. Nowadays, the debate is centralized around the question how income inequalities interact with many known and unknown causal processes related to the social gradient. In this course, we will review these processes and study the aetiological pathways used in science to explore the emerging health gaps. Case-studies on food and eating, e-health and genetics are presented to unfold the theories, concepts and methods of each pathways and to critically reflect whether and how pathways are intertwined. To support students in the analysis and reflection on the pathways, hands-on experts whose job is to reduce health inequalities in practice, will present their approaches. The assignments support students in developing an understanding of the pathways and analyse and reflect upon the role of pathways in understanding and enacting upon health inequalities. This course contributes to the understanding and application of the principle of health inequalities and its concepts, theories and methodologies in science and practice. The social scientific viewpoints of sociology, communication and psychology are reviewed stand alone as well as in counter play with life-sciences approaches (e.g. genetics, nutrition, e-technology), especially those relevant in health care disciplines (general practice, community health care). Innovative approaches, including the Salutogenic Model of Health and Intersectionality, are reviewed for their role in understanding and acting upon the health and well-being of disadvantaged populations.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Understand the different aetiological pathways that may underlie inequality in health; • Analyse specific health inequality cases according to different aetiological approaches; • Apply the different aetiological approaches in oral and written communication through oral in-class discussion and written assignments; • Critically reflect on existing strategies to reduce health inequalities and alternative solutions.	• Lectures • Tutorials • Group work

Period 2

YRM-30806 - *RESEARCH METHODS AND DATA ANALYSIS IN COMMUNICATION AND HEALTH (MORNING) – COMPULSORY*

The master programme Communication, Health and Life Sciences (MCH) addresses issues that are inherently complex (unstructured, unpredictable and dynamic), involve multiple stakeholders from different disciplines and professions, involve different levels (e.g. individual vs system) and focus on intervention or change. Research should acknowledge the complex nature of these issues, which bears consequences for the use of research methodology. Students learn about appropriate research methods and design to adequately address these complex, multifactorial, multi-stakeholder, societal issues as they relate to health, living environment, climate and food. This course offers insight in the use of different (combinations of) research methods for investigating different kinds of societal issues. The course further adds understanding of how research links to intervention and change, and addresses skills to perform both qualitative and quantitative research.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Understand why the type of complex problems studied in the MCH programme asks for particular study designs that may incorporate a mixed methods approaches; • Describe a selection of social science research methods that are appropriate for researching complex problems central to MCH; • Critically assess the suitability of particular methods for a given problem statement and research question; • Perform a selection of qualitative and quantitative data analyses to answer different kinds of research questions and be able to interpret results; • Reflect on research ethics, research integrity and the role of researchers in the study of complex problems central to MCH.	• Lectures • Tutorials • Practicum

*CHL-32306 - COMPARATIVE HEALTH PROBLEMS AND POLICIES (AFTERNOON) – **COMPULSORY***

This course offers a framework for the analysis of major health problems and invites students to analyse these issues as social problems. We discuss both the social mechanisms behind diverse health problems and assess how certain topics emerge on the agenda as a prominent problem, deserving policy makers' attention and governmental funds. The course also unravels why certain social problems may be understood differently by men and women, by people in the Global South and the Global North and in different time periods. We compare the role played by natural and social scientists in defining social problems. Furthermore, the course teaches students to distinguish between the objective indicators of certain health conditions, such as Body Mass Index, and the way in which these indicators are socially defined. Lastly, the course looks at the interrelatedness of social problems and policies at a global level. The course consists of lectures twice a week. The first lecture of each week familiarizes students with conceptual and theoretical tools. During the second half of this meeting students will discuss in groups how they can apply concepts from the literature and the lecture to their respective paper topics. The second lecture of each week consists of a series of topical lectures in which ongoing research on several health related social problems is presented. The course is part of the MSc Communication, Health and Life Sciences, specialisation Health and Society. It may also be of interest to a wider audience of students eager to increase their skills in critically analysing the dynamics of social problems in general. With the skills acquired during this course, students will be able to look at social problem through a critical sociological lens. Furthermore, they will be able to take different perspectives into account.

Learning outcomes	Teaching methods

After successful completion of this course students are expected to be able to: • Explain social mechanisms behind health related social problems; • Explain the role of gender and geographic diversity in the definition and contestation of health problems; • Apply sociological concepts and theories on social problems to specific health issues; • Critically assess the interconnectedness of health problems and policies at a global scale; • Critically assess the role of policy makers and scientists in the definition and contestation of health related social problems; • Compose a comparative research paper on a specific health problem using sociological perspectives on social problems.	• Lectures • Tutorial

Period 3

BMO-32806 - *MANAGEMENT & ECONOMICS OF HEALTH CARE & PUBLIC HEALTH (WHOLE DAY) – RESTRICTED OPTIONAL*

In many countries in Europe, the America's and Asia the impact of the health sector on public and private spending is continuously increasing. As average individual life expectancy is growing, the demands placed upon the health sector are increasing. This makes this sector a domain in which economic principles, social responsibility and ethics continuously strive for priority. Many paradoxes, tensions and dilemma's characterize the sector. There is for instance the ongoing discussion about the accessibility of individuals to health care and the degree to which this is secured by the system as such; there is the paradox between cooperation and competition as well as the role of governments or markets as allocators of resources. On a managerial level there is the dilemma which managers in the health sector face when deciding about cost control measures and the quality of the services which health organizations should provide. These tensions, paradoxes and dilemmas are strongly influenced by international trends like deregulation and privatization. This very dynamic and complex sector will be the subject of study in the course 'Management and Economics of Health Care and Public Health'. During the course economic, organizational and managerial aspects of health care and public health will be examined such as the way the sector is structured and organized as well as the role of different players like government, NGO's, health care professionals and public and private firms play. Managerial and administrative issues of the recent health care reforms will be studied as well as the role of leadership in initiating and anchoring change and innovation in the public health sector. The course also discusses the dilemmas managers face as well as the strategies which the different key-players develop and deploy in this dynamic and complex environment. Health care reforms will be discussed and the way health care organizations transform themselves in response to the system changes. Trends in public health and reforms in health care are critically analysed. In the discussion on strategic and organizational issues in the public health and care sector, various economic approaches are applied and examples from various countries in the field of public health and health care will be presented. Attention is paid to the variation in and performance of public health systems. Nowadays, economic evaluation is gaining importance in health care policies. Methods of economic evaluation as cost benefit analysis (CBA) and cost-effectiveness analysis will be critically examined and discussed.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Understand the main managerial and economic characteristics of the public and private health sector;	• Lectures • Case studies • Discussion • Presentation

• Understand the role and behaviour of the various players in the health sector, including the Government; • Analyse the issues and problems in the public and private health sector by applying concepts and models from the domain of strategy and business administration; • Analyse global variations in the field of public health care systems of provision; • Apply economic evaluation methods in analysing issues and problems in the public and private health sector; • Discuss the various economic approaches to analyse issues in the public and private health sector.	

Period 4

RSO-33306 - FOOD, HEALTH AND SOCIETY: AN INTEGRATED SOCIO-POLITICAL PERSPECTIVE (WHOLE DAY) - RESTRICTED OPTIONAL

This course looks into the relation between food, health and wellbeing from a sociological and political point of view. It discusses how (un)healthy eating is embedded in social structures and framed through political choices made in various policy domains such as agriculture, health, environment and spatial planning. It addresses food security and the accessibility of (fresh and nutritious) food, which is a socio-political issue in 'developed' as well as 'developing' countries. Its relation to inequalities in income and public spending is widely recognized. More recently attention is given to how 'food systems' directly and indirectly affect citizens' health through their effect on the quality of the living environment in rural as well as urban contexts. In most countries 'food', 'health' and 'the environment' are dealt with and governed in and by separate policy domains and institutions. In areas of metropolitan agglomerations, however, there is raising awareness of the interrelation between food, health and environment, resulting in manifold new forms of coordination and cooperation transgressing the traditional boundaries of policy-domains, actors as well as authorities. The emergence of food policy councils and urban food strategies is a clear indication of this. Hence, there is an increasing need to study and govern food, health, environment and society from an integrated and territorial point of view. This course aims to enhance students' understanding of the socio-political aspects that influence the interrelations between food, health, environment and society and that are reflected in traditional as well as novel governance arrangements.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Understand and explain the process of (food) policymaking and governance; • Understand and explain the socio-technical relation between food-systems, health and the environment; • Understand and explain how ecological, social, cultural and political factors influence (un)healthy eating in 'developed' and 'developing' countries; • Critically evaluate food policies with regards to interpretation of the problem, their assumptions and effect on the current food system, the environment, and society at large; • Apply stakeholder- and problem analysis to existing policies and new forms of coordination; • Formulate recommendations addresses the challenges of health, environment and social justice.	• Lectures • Group work

HSO-30806 - SETTINGS FOR HEALTH PROMOTION (MORNING) – RESTRICTED OPTIONAL

Much of what makes people healthy or sick - income, social position, where people live, level of literacy, culture, political system - lies outside the health sector. Health promotion practices require a shift in emphasis from disease focused messages about risk, to a more ecological approach taking into account social, environmental, and cultural contexts in which people live, work, recreate and play (families, schools, workplaces, recreation and communities). A setting is defined as a place or social context in which people engage in daily activities, in which environmental, organisational and personal factors interact with health and well-being. Settings offer an opportunity to effectively and cost-effectively promote health and well-being, but may also constrain it. In this course we focus settings such as: family/household, educational settings, workplaces, recreation, prisons, hospitals and communities. By means of an in-depth case study, students will explore a certain health promotion issue from a settings perspective, to get concrete experience with the settings approach.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Distinguish and understand different theories about the relationship between health and the context in which people live, work, play and recreate; • Apply theory and methods in the field of Health and Society by means of analysing a setting for health promotion and designing solutions for it; • Determine general and specific features of different settings; • Identify meaningful and motivating resources for life within different settings; • Collaboratively (in a group) develop and execute a settings based research project (case study) commissioned by a client outside the university; • Develop the capability to critique and provide constructive feedback to improve other people's and your own work; • Develop creative, self-regulated as well as collective learning.	• Lectures • Group work • Critical peer reviewing • Reflection

CPT-32806 - CHANGE: INTER- HUMAN PROCESSES AND COMMUNICATION (AFTERNOON) – RESTRICTED OPTIONAL

Worldwide social transformation processes, related to livelihoods, agro-food networks and the environment take place in both national and international contexts. Such processes involve changes at different levels. Change is generally discussed in terms of 'what should be done'. In this course we try to understand change and change management by analysing how people actually communicate when they are confronted with new developments. Starting from a complexity approach, with a focus on inclusion and exclusion processes, we will analyse inter-human processes, as they emerge in interpersonal communication. Resistance to change, for instance, will be discussed with special attention for social identity issues such as group-think, the role of honour and shame and the importance of face-saving. These factors, although in different appearances depending on specific situations and cultures, are often decisive factors in change processes. Related to conflict and negotiation for change we will analyse how people construct frames while communicating, including the goals they pursue in specific interaction contexts and the effect of frames and framing. There will be special attention for self-organization in networks, based on direct interaction between people, resulting in planned and unplanned change. Finally, we will pay attention to the role of storytelling and conversations for social change and transformation.

Learning outcomes	Teaching methods
After successful completion of this course students are expected to be able to: • Understand relevant concepts and theories concerning complexity, inter-human processes and communication related to social change and innovation in both national and international contexts; • Compose a conceptual framework, consisting of an integration of well-chosen concepts and theories for analysing real-life experiences and practices related to change, inter-human processes and communication; • Compose a scientifically sound paper in which a problem, event or phenomenon is analysed from a dynamic communication perspective.	• Lectures • Group discussion

General Academic Courses

The General Academic Courses are described on page 30-32.