

Faculty of Liberal Arts and Social Sciences

Department of Health and Physical Education

PROGRAMME HANDBOOK

Bachelor of Health Education (Honours)

Two-year Full-time (A2B016)

Three-year Part-time (C3B004)

Every effort has been made to ensure that information contained in this Programme Handbook is correct. Changes to any aspects of the programme may be made from time to time due to unforeseeable circumstances beyond our control and the University reserves the right to make amendments to any information contained in this Programme Handbook without prior notice. The University accepts no liability for any loss or damage arising from any use or misuse of or reliance on any information contained in this Programme Handbook.

In the event of inconsistency between information contained in this Programme Handbook and any University or Programme policies and regulations or where an interpretation of Programme Handbook is required, the decision of the University shall be final.

Any aspect of the course and course offerings (including, without limitation, the content of the Course and the manner in which the Course is taught) may be subject to change at any time at the sole discretion of the University. Without limiting the right of the University to amend the course and its course offerings, it is envisaged that changes may be required due to factors such as staffing, enrolment levels, logistical arrangements and curriculum changes.

Faculty of Liberal Arts and Social Sciences

www.eduhk.hk/flass

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Section 1 Programme Information

1.1 Programme Title:

Bachelor of Health Education (Honours)

1.2 Programme Code:

Full-time mode: A2B016

Part-time mode: C3B004

1.3 Abbreviated Programme Title:

BHE

1.4 Programme Duration:

Full-time mode: Two-year

Part-time mode: Three-year

1.5 Mode of Attendance:

The BHE Programme is delivered in two different modes:

Full-time (FT BHE) and Part-time (PT BHE)

1.6 Faculty/Department hosting the programme:

Faculty of Liberal Arts and Social Sciences / Department of Health and Physical Education

1.7 Medium of Instruction:

English

1.8 Contact Hours

The number of credit points assigned to a course is indicative of the hours of student effort, which include both contact hours and study time. In terms of contact hours, one credit point should normally be equivalent to one hour of teaching per week for 13 teaching weeks in a semester. In terms of study time, students are normally expected to engage in no less than 2 hours of independent learning per week for each contact hour.

1.9 Timetable

To fully utilize the University's resources, classes for all programmes will be scheduled between 8:30 am and 9:20 pm on Mondays to Saturdays with possible scheduling of combined classes for programmes / courses of different modes of study (including full-time and part-time).

Participants are required to check their personal timetable in The Portal (<https://portal.eduhk.hk>) from time to time for the most recent version.

1.10 Course Registration

It is the participants' responsibility to ensure completion of course registration before they take the full range of course activities including attendance at lectures and all stipulated assessment tasks. In performing course registration on-line via The Portal, participants should take particular care to ensure that the whole registration process is completed. The consequence of incomplete course registration will be serious: participants will not be allowed to attend the course activities and any related assessment task(s) will not be graded nor recorded on the Transcript.

1.11 Programme Notice Board

The notice board for the Programme is Board No. HPE-NB 73-74 located at D1-LP.

1.12 Student Portal, Emails, Intranet Messages and Notices

Participants must visit The Portal (the University's student portal) at <https://portal.eduhk.hk>, and read e-mails, intranet messages and notices on the Programme notice board regularly. These are the major means of communication in the University. In order not to miss out important information, participants should check these sources regularly. For details of the student portal, participants may refer to the relevant pages in the Student Handbook.

Section 2 Programme Aims and Objectives

- 2.1 The Programme aims to educate teachers/social workers/nurses working in schools, healthcare facilities and related organizations on health education.

- 2.2 Upon completion of the Programme, students should be able to:
 - 2.2.1. integrate knowledge, theory and practice in providing health education in various train-the-trainer programmes in school and healthcare settings for a variety of clients including school children, teenagers, adults and patients in the community;
 - 2.2.2. implement evidence-based health education practice;
 - 2.2.3. diagnose health education problems, plan health education strategies, implement health education plans with patients; motivate patients to comply with health education, and evaluate outcomes;
 - 2.2.4. evaluate contemporary health issues in healthcare; and
 - 2.2.5. perceive and adapt to changes in the healthcare field in the global society; and in clients across the life course. Graduates should be able to think in innovative, creative ways to optimize health in civil society.

2.3 Conceptual framework of Programme

The Bachelor of Health Education (Hons) programme aims to prepare nurses to train-the-trainer and to conduct health education to patient/clients in hospital and community settings. It is also aimed at school teachers, school social workers who work closely with the students to provide basic health education and help youth resist the various attractions; as well as promising health educators for effective health education in various settings.

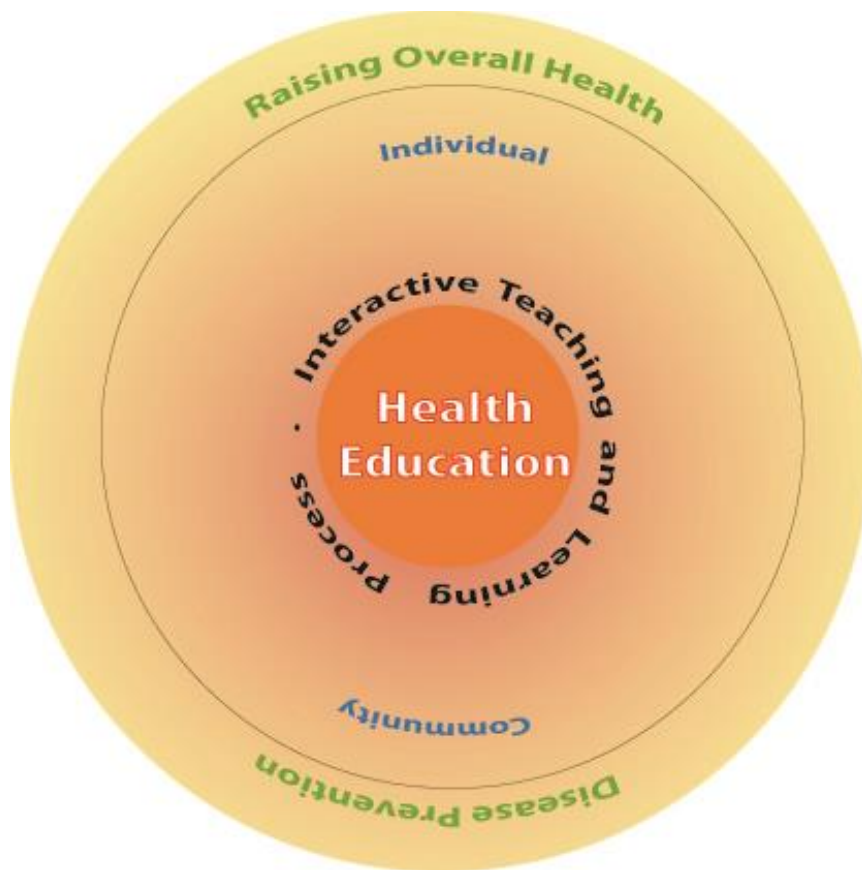


Figure 2.1: A conceptual framework of the Programme

To illustrate the conceptual framework diagrammatically, a central ball is used to represent health education which comprises and incorporates knowledge from past research, including “evidence-based” health studies, health educators’ own experience, plus knowledge of the demographics of a particular community: these are the elements of “health education”. As health education radiates out through interactive teaching and learning processes, it results in both disease prevention and the raising of overall health (i.e. health promotion, health maintenance and health protection) in individuals and the community.

In the central ball, understanding of what good health means, knowledge of health-promoting behaviours, research, and evidence-based health practice are necessary. Interaction between individual and community which is a key element in healthcare and health promotion. An understanding of individual and community characteristics (e.g. interpretation of health assessment data, epidemiology and contemporary health issues analysis) is critical for delivering health education appropriately. The transfer or dissemination of useful health knowledge, applied in the context of particular health goal(s), requires relevant interactive teaching and learning strategies, e.g. application of health education principles, health counselling skills and health education practice. Through effective and appropriate health education, the entire population can enjoy a greater level of health and vitality.

In summary, the success of health education depends on striking a balance between disease prevention or control and health promotion, and between serving individuals and serving the community; it requires constant monitoring to ensure that teaching is effective and to ensure that health programmes are continuously updated with the latest advances in science.

Section 3 Programme Structure and Curriculum

Graduates will be required to complete 20 courses (each course representing 3 credit points, for a total of 60 credit points). The Programme comprises Academic Core Courses, Academic Electives, an Honours Project and a Practicum, in a specified distribution. Foundation of Health Education, Health Counseling, Health Behaviour: Theory and Programme Planning, Mental Health Education, Drug Education and Prevention, Infection Control Education, and Peer Mediation are of pedagogical nature. The curriculum portrayed in the following tables (Tables 3.1, 3.2a and 3.2b) show the patterns of studies for a student completing the Programme in two-year full-time or three-year part-time mode of study.

3.1 Programme Structure

Table 3.1: Programme Structure#

	Component	Level	Credit point
Academic Core (8 courses)	Foundation of Health Education	3	24
	Introduction to Primary Health	3	
	Health Counseling	4	
	Research Methods	4	
	Mental Health Education	3	
	Infection Control Education	4	
	Health, Culture and Society	3	
	Health Statistics	4	
Academic Elective (select 8 courses)	Drug Education and Prevention	4	24
	Health Behaviour: Theory and Programme Planning	4	
	Fundamentals in Traditional Chinese Medicine	3	
	Integrative Nutrition	4	
	Sexual Health and Human Sexuality	3	
	Pain Education	3	
	Food Safety Education	4	
	Child and Adolescent Health Education	4	
	Contemporary Issues in School Health	4	
	Physical Fitness Education	3	
	Mindfulness	3	
	Mindful Self-compassion	3	
	Peer Mediation	4	
	Diet in Health and Disease	3	
	Mobile Apps Development for Health Education	3	
	Health Emergency Education	4	
	Human Anatomy	1	
	Elderly Rehabilitation and Education	4	
	Aromatherapy in Daily Life	4	
	Therapeutic Use of Music in HealthCare	4	
Environmental Factors in Exercise: Sport and Health	4		
Sport and Exercise for Special Populations	3		
Teaching Physical Education to Students with Special Needs	3		
Cross-cultural Experiential Learning in Health and Sports Science Education	4		
Honours Project (equivalent to 2 courses)		4	6
Health Education Practice (equivalent to 2 courses)		4	6
		Total	60

3.1.1 Additional Compulsory Courses

Prospective and commencing students may be required to take three preparatory Additional Compulsory Courses (ACC) namely (i) *HealthCare Ethics*; (ii) *Health Service in Hong Kong*; and (iii) *Human Biology* in order to assist them in meeting pre-requisites for the BHE Programme entry. Students who are required to take the ACC will have to complete a total of 69 cps in order to fulfill the graduation requirement of the programme (i.e. 60 cps for the programme and 9 cps for the ACC).

3.2 Suggested Study Pattern

Table 3.2a: Two-year Full-time study pattern (normal duration)

Semester	Academic Core	Academic Elective	Honours Project/Practicum
Year 1 Semester 1	Core Subject Studies (6 cps)	Elective 1 Elective 2 Elective 3 (9 cps)	--
Year 1 Semester 2	Core Subject Studies (6 cps)	Elective 4 Elective 5 (6 cps)	#Health Education Practice (3 cps)
Year 2 Semester 1	Core Subject Studies (6 cps)	Elective 6 Elective 7 (6 cps)	Honours Project (3cps) #Health Education Practice (3 cps)
Year 2 Semester 2	Core Subject Studies (6 cps)	Elective 8 (3 cps)	Honours Project (3cps)

Remarks:

Starts in Sem 2 of year 1 and completes in Sem 1 of year 2

Table 3.2b: Three-year part-time study pattern (normal duration)

Semester	Academic Core	Academic Elective	Honours Project/Practicum
Year 1 Semester 1	Core Subject Studies (6 cps)	Elective 1 (3 cps)	--
Year 1 Semester 2	Core Subject Studies (6 cps)	Elective 2 (3 cps)	#Health Education Practice (3 cps)
Year 2 Semester 1	Core Subject Studies (6 cps)	Elective 3 (3 cps)	Honours Project (3cps) #Health Education Practice (3 cps)
Year 2 Semester 2	Core Subject Studies (6 cps)	--	Honours Project (3cps) *Health Education Practice (3 cps)
Year 3 Semester 1	--	Elective 4 Elective 5 Elective 6 (9 cps)	*Health Education Practice (3 cps)
Year 3 Semester 2	--	Elective 7 Elective 8 (6cps)	--

Remarks:

Starts in Sem 2 of year 1 and completes in Sem 1 of year 2; or

* Starts in Sem 2 of year 2 and completes in Sem 1 of year 3.

3.3 Programme Outcome - Course grid

The Programme Outcome - Course grid (Table 3.3) shows the articulation of the learning outcomes of the Programme through the learning outcome from individual course description.

Table 3.3: Programme Outcome - Course grid

Course		Programme outcome*					
		1	2	3	4	5	
Academic Core	Foundation of Health Education	X	X	X		X	
	Introduction to Primary Health			X	X	X	
	Health Counseling	X	X	X		X	
	Research Methods	X	X	X			
	Mental Health Education	X		X	X	X	
	Infection Control Education	X	X	X	X	X	
	Health, Culture and Society			X	X	X	
	Health Statistics		X	X	X		
Academic Elective (choose 8 courses)	Drug Education and Prevention	X	X	X		X	
	Health Behaviour: Theory and Programme Planning	X	X	X		X	
	Fundamentals in Traditional Chinese Medicine		X	X	X		
	Integrative Nutrition		X	X	X	X	
	Sexual Health and Human Sexuality		X	X	X	X	
	Pain Education		X	X	X	X	
	Food Safety Education	X	X		X	X	
	Child and Adolescent Health Education	X	X	X	X		
	Contemporary Issues in School Health		X	X	X	X	
	Physical Fitness Education	X	X	X	X	X	
	Mindfulness		X	X		X	
	Mindful Self-compassion	X	X				
	Peer Mediation	X	X	X	X	X	
	Diet in Health and Disease	X	X	X	X	X	
	Mobile Apps Development for Health Education	X	X	X		X	
	Health Emergency Education	X	X	X	X	X	
	Human Anatomy	X		X			
	Elderly Rehabilitation and Education	X		X			
	Aromatherapy in Daily Life	X	X	X		X	
	Therapeutic Use of Music in HealthCare	X	X			X	
	Environmental Factors in Exercise: Sport and Health		X				
	Sport and Exercise for Special Populations			X			
	Teaching Physical Education to Students with Special Needs	X		X		X	
	Cross-cultural Experiential Learning in Health and Sports Science Education	X	X		X	X	
	Honours Project		X	X	X	X	X
	Health Education Practice		X	X	X	X	X

** Programme outcomes:*

- 1. integrate knowledge, theory and practice in providing health education in various train-the-trainer programmes in school and healthcare settings for a variety of clients including school children, teenagers, adults and patients in the community;*
- 2. implement evidence-based health education practice;*
- 3. diagnose health education problems, plan health education strategies, implement health education plans with patients; motivate patients to comply with health education, and evaluate outcomes;*
- 4. evaluate contemporary health issues in healthcare; and*
- 5. perceive and adapt to changes in the healthcare field in the global society; and in clients across the life course. Graduates should be able to think in innovative, creative ways to optimize health in civil society.*

3.4 Course learning outcomes and assessment match

To further extend the grid (Table 3.3), the mapping (Table 3.4a-3.4d) provides a mapping of courses' learning outcomes and assessment context to reflect the learning outcomes at the programme level.

Table 3.4a: Learning outcomes of academic core and assessment match

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
Foundation of Health Education	1. discuss the aims and scope of health education and health promotion;	1. Seminar presentation (20%)	1-3
	2. apply theory in health education program planning, implementation and evaluation; and	2. Written assignment (50%)	1-3
	3. develop and apply effective interventions for health education programmes.	3. Short quizzes (30%)	1-3
Introduction to Primary Health	1. apply the concept of primary health care;	1. Seminar presentation (50%)	3, 4
	2. relate the policy development in primary health care;		
	3. analyse the pros and cons of using different approaches to develop primary health care; and	2. Written Assignment (50%)	1-4
	4. critique local and international primary health care initiatives.		

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
Health Counseling	<ol style="list-style-type: none"> 1. discuss the principles, the approaches currently used, and the communication skills for effective counseling; 2. compare methods commonly employed in health counseling; 3. apply the skills to develop a therapeutic relationship with clients; 4. analyze issues in health counseling; 5. evaluate the applicability of Western counseling methods to Chinese populations; and 6. develop and apply effective methods for health counseling programmes. 	<ol style="list-style-type: none"> 1. In-class Participation (10%) 2. Group Presentation (30%) 3. Individual Paper (30%) 4. In-class quiz (30%) 	<p>1-6</p> <p>1-6</p> <p>1-6</p> <p>1-6</p>
Research Methods	<ol style="list-style-type: none"> 1. describe key concepts of the research process; 2. contrast different research approaches/designs; 3. prepare research proposals with adequate knowledge and skills; and 4. analyze research papers and other publications critically. 	<ol style="list-style-type: none"> 1. Proposal writing (40%) 2. Examination (60%) 	<p>1, 3, 4</p> <p>1-3</p>

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
Mental Health Education	<ol style="list-style-type: none"> 1. identify characteristics of mental illnesses; 2. apply concepts of mental illnesses to everyday life; and 3. devise effective education program to promote mental health. 	<ol style="list-style-type: none"> 1. Role-play (15%) 2. Written assignments (75%) 3. Intragroup peer assessment (10%) 	<p>1-3</p> <p>1-3</p> <p>-</p>
Infection Control Education	<ol style="list-style-type: none"> 1. describe the common mode of transmission of infectious diseases; 2. discuss the principles of infection control; 3. explain, demonstrate and practise common infection control practices and procedures; 4. relate how infection control principles are applied in a school setting; 5. plan and develop health education programmes of infection control in school and community settings; and 6. discuss key elements in crisis management in infection control in school and community settings. 	<ol style="list-style-type: none"> 1. Group presentation (30%) 2. Written assignment (Individual work) (50%) 3. Skill Test (individual work) (20%) 	<p>1-3</p> <p>4-6</p> <p>1-3</p>
Health, Culture and Society	<ol style="list-style-type: none"> 1. explain the concepts of disease, illness and sickness; 2. explore the traditional beliefs in disease causation and treatment; 	<ol style="list-style-type: none"> 1. Essay 50% (individual work) 	<p>1-4</p>

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	3. investigate the cultural and social construction of disease; 4. analyze the influence of society, culture, economy and policies on health; and 5. critically evaluate the impact of globalization on health.	2. Oral presentation 50% (group work)	1-5
Health Statistics	1. explain how statistical choices in analysis link directly to the research study design that generated the data; 2. recognize the difference between descriptive and inferential statistics; 3. discriminate the most appropriate descriptive statistics to use in a given health context; 4. explain the rationale behind hypothesis testing, and the concept of type I and II errors; 5. recognize the difference between parametric and non-parametric tests; 6. differentiate the conditions under which to apply a range of commonly used statistical tests; 7. analyze, interpret and report statistical results, including appropriate estimates, confidence intervals, and an evaluation of the statistical versus	1. Quiz (20%) 2. Examination (30%) 3. Exercises (50%)	1-3 2-8 1-8

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	<p>meaningful public health significance of the results; and</p> <p>8. conduct sample size estimation.</p>		

Table 3.4b: Learning outcomes of academic electives and assessment match

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
Drug Education and Prevention	<ol style="list-style-type: none"> 1. discuss relevant drug terminology, signs and symptoms of drug addiction; 2. apply the skills to identify children/adolescents who may encounter drug problems and to assist them in getting help; 3. analyze issues in the key concepts in drug education and drug abuse prevention; 4. evaluate the key elements in crisis management of drug abuse in schools; and 5. develop and apply effective interventions for drug education and prevention programmes in schools and community. 	<ol style="list-style-type: none"> 1. Mini project (70%) 2. Seminar presentation (30%) 	<p>1-5</p> <p>1-5</p>
Health Behaviour: Theory and Programme Planning	<ol style="list-style-type: none"> 1. discuss the aims and scope of health behavior modification; 2. analyze factors influencing health behavior; 	<ol style="list-style-type: none"> 1. Student-led seminar (20%) 2. Oral presentation 	<p>1-4</p> <p>1-5</p>

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	3. explain prominent health behavior theories and models; 4. critique commonly used theories and models of behaviour change to change behaviour at the individual, group and commonly level; and 5. design evidence-based programmes for health behaviour modification.	(50%) 3. Written examination (30%)	1-5
Fundamentals in Traditional Chinese Medicine	1. 概述氣，陰陽和五行的關鍵概念，並說明他們在中國醫學中的應用； 2. 說明臟腑的特性和功能，經絡系統，以及基本的生理物質 - 氣，血，津液，精和神； 3. 解釋主要穴位的一般特點和功能，並概述其使用的基本指徵； 4. 分析中國醫學模型的基本特徵，解釋疾病的起源和發展（發病機制和病理機制）；及 5. 應用中醫方法和養生的基本知識去治療疾病（治療原理和方法）。	1. 反思文章 (30%) 2. 中期考試 (25%) 3. 期末考試 (45%)	1-5 1-5 1-5
Integrative Nutrition	1. explain basic concepts of traditional Chinese medical nutrition and Western nutrition; 2. create and evaluate recipes to cater for specific dietary	1. Student-led seminar (25%)	1

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	needs; integrating the Chinese and Western nutrition concepts; and 3. apply creative solutions to meal planning adopting an integrative dietary approach to address a variety of health concerns.	2. Critique on a given sample of school lunch (25%) 3. Examination (50%)	2, 3 2, 3
Sexual Health and Human Sexuality	1. demonstrate a detailed and systematic knowledge and understanding of the concepts of human sexuality, sexual health, sexual dysfunction and approaches to sexuality and relationships education; 2. identify the benefits in family planning and sexual health and disease prevention; 3. critically evaluate safe sex education and sexuality and relationship education; 4. discuss the effectiveness and limitations of safe sex education including control strategies for STIs/ HIV, in Hong Kong schools and society through community participation in family planning and therapy services; and 5. critically evaluate the various aspects, manifestations and consequences of the nature of sexual therapy and the social discern in gender roles from authentic service-based learning opportunities.	1. Oral presentation (Group Work) (40%) 2. Hands-on practice on sexual health (Individual Work) (40%) 3. Reflective journal (Individual Work) (20%)	1-5 1-5 1-5
Pain Education	1. describe theories of pain;	1. Online quiz (30%)	1-5

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	<ol style="list-style-type: none"> 2. describe the anatomical, pathophysiological, and psychological bases of pain and pain relief; 3. conduct a comprehensive pain assessment; 4. describe strategies for planning, intervention, and monitoring pain management of common pain problems; 5. formulate appropriate pain management strategies in the management of common pain conditions; and 6. apply simple non-pharmacological pain management techniques. 	<ol style="list-style-type: none"> 2. Individual assignment (30%) 3. Group presentation (40%) 	<p>2-6</p> <p>2-6</p>
Food Safety Education	<ol style="list-style-type: none"> 1. describe the common microbiology in foodborne illnesses; 2. discuss the principles of food safety education; 3. examine critically food regulations in the local and international view; 4. apply food safety management in school or community settings; 5. plan and develop common hazard analysis measures and methodologies; and 6. discuss key elements in crisis management in food allergy and food poisoning in school and community 	<ol style="list-style-type: none"> 1. Oral Presentation (Group Work) (20%) 2. Evaluation on the current regulatory scheme in food labelling in Hong Kong (Individual Work) (50%) 3. A crisis management plan formulation (Group Work) (30%) 	<p>1, 2, 4, 5, 6</p> <p>2, 3</p> <p>4-6</p>

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	settings.		
Child and Adolescent Health Education	<ol style="list-style-type: none"> 1. demonstrate an understanding of growth and development of children and adolescents; 2. analyze the contribution of family, peers, teachers and other key people in shaping the children / adolescents' lifestyles and health seeking behavior; 3. identify and analyze common health problems in children / adolescents; and 4. design and evaluate an education program to be implemented for the promotion of better health in children and adolescents. 	<ol style="list-style-type: none"> 1. Seminar presentation (Group project) (40%) 2. Assignment (Individual work) (60%) 	<p>2-4</p> <p>1-4</p>
Contemporary Issues in School Health	<ol style="list-style-type: none"> 1. discuss the concept and policies of school health in contemporary issues and global perspective; 2. apply the skills to assess the school needs and health promotion strategies; 3. analysis the role of various stakeholders in shaping children/adolescents' lifestyles; 4. evaluate the key issues in strategic planning for the development of a healthy school; and 5. develop and apply effective interventions for designing a health promoting school. 	<ol style="list-style-type: none"> 1. Written assignment (60%) 2. Seminar presentation (40%) 	<p>1-5</p> <p>1-5</p>
Physical Fitness	<ol style="list-style-type: none"> 1. describe the interrelated components of health-related 	<ol style="list-style-type: none"> 1. Group 	1-4

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
Education	<p>physical fitness;</p> <p>2. identify the importance and limitations of different methods in measuring health-related physical fitness;</p> <p>3. apply and reflect on the principles of physical activities to health and wellness- related constructs; and</p> <p>4. recognize the essential application of physical fitness assessment for population of different age groups.</p>	<p>presentation (30%)</p> <p>2. Individual assessment journal (70%)</p>	1-4
Mindfulness	<p>1. demonstrate an understanding of mindfulness;</p> <p>2. increase awareness level of own motives, fears, needs, feelings, perceptions, attitudes, and habits;</p> <p>3. display less reactive and more appropriately responsive to people and situations;</p> <p>4. develop greater self-awareness, strengthen concentration and help self-learning through reflection; and</p> <p>5. demonstrate awareness of the choices one has in one's thinking patterns, emotions and behaviours.</p>	<p>1. Weekly Worksheet (40%)</p> <p>2. Guided Mindfulness Practice (30%)</p> <p>3. Reflective Journal (30%)</p>	<p>1, 2, 4, 5</p> <p>1, 5</p> <p>1-5</p>
Mindful compassion	Self- <p>1. describe the theory and research supporting mindful self-compassion;</p> <p>2. motivate themselves with encouragement rather than self-criticism;</p> <p>3. relate to difficult emotions with greater moment-to-</p>	<p>1. Emotion Diary (40%)</p> <p>2. Reflective Journal (60%)</p>	<p>1-5</p> <p>1-7</p>

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	<ul style="list-style-type: none"> moment acceptance; 4. respond to feelings of failure or inadequacy with self-kindness; 5. begin to transform difficult relationships, old and new, through self-validation; 6. practice the art of savoring and self-appreciation; and 7. integrate core mindfulness and self-compassion exercises into daily life each simple self-compassion practices to public. 		
Peer Mediation	<ul style="list-style-type: none"> 1. examine conflict styles and specific strategies of mediation; 2. empower with mediation skills and strategies for dealing with conflict; 3. create a collaborative approach after reducing the feeling of alienation, disenfranchisement and powerlessness that students may feel; and 4. build a strong sense of cooperation within the school community in order to address disputes that interfere with learning. 	<ul style="list-style-type: none"> 1. Hands-on practice on peer mediation (Individual Work) (35%) 2. Oral presentation (Group work) (40%) 3. Reflective journal (Individual work) (25%) 	<ul style="list-style-type: none"> 1-4 1-4 1-4
Diet in Health and Disease	<ul style="list-style-type: none"> a. examine the dietary patterns of people and its impact on health; b. explain the factors affecting food choice behavior; c. identify the dietary guidelines, nutrition labeling as well 	<ul style="list-style-type: none"> 1. Collaborative learning project (Group project) (50%) 2. Examination 	<ul style="list-style-type: none"> 1-4 1-4

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	as nutrition and health claims; and d. apply the dietary supports for individuals with common health disorder and strategies for eating healthy to prevent common non-communicable diseases.	(Individual work) (50 %)	
Mobile Apps Development for Health Education	1. explain the components comprising the smart devices applications; 2. interpret the smart devices configuration and issues related to deployment of application to smart device; 3. design, develop and deploy mobile program for practical applications in health education; 4. discuss the ethical considerations associated with mobile applications in personal, social, cultural and health issues; and 5. evaluate critically the smart devices applications in health education.	1. Mobile application project (Individual work) (30%) 2. Mobile application (Group work) (40%) 3. Online Quiz (30%)	1, 2, 3, 5 2, 4, 5 1-5
Health Emergency Education	1. identify different categories and scopes of health emergency; 2. discuss relevant health literacy skills towards public crisis; 3. critical evaluate the various aspects, manifestations and consequence of environmental pollution, food safety incidents and outbreak of infectious diseases in public health;	1. Oral presentation (Group work) (40%) 2. Written assignment (Individual work) (60%)	1-4 1-4

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	4. design and evaluate an education program to be implemented for health emergency response and management.		
Human Anatomy	1. identify the structures of five systems of the human body, using correct anatomical terms; 2. describe the structure and function of five systems of the human body, using correct anatomical terms; and 3. demonstrate their understanding of human anatomy in a sports science context through application of anatomical knowledge applied to sport settings.	1. In-class Test (25%) 2. Laboratory Assignments (20%) 3. Final Examination (55%)	1,2 1-3 3
Elderly Rehabilitation and Education	1. demonstrate an understanding of healthy and active aging concepts; 2. apply appropriate use of different types of rehabilitation for different elderly with specific conditions e.g. stroke, dementia, etc; 3. master assessment on rehabilitation service needs for elderly; and	1. Seminar presentation (Group project) (40%) 2. Assignment (Individual work) (60%)	1,2 1-4

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	4. design, implement and evaluate health education and promotion programmes for better living in elderly and their families with different conditions.		
Aromatherapy in Daily Life	<ol style="list-style-type: none"> 1. demonstrate an understanding of the historical development of aromatherapy and use in health's healing across the life cycle from social/cultural perspective; 2. demonstrate an understanding of the source and chemical composition of essential oils and various application methods in daily life; 3. master the technique of safety use of essential oils in daily life; 4. validate the essential oils chosen and aromatherapy blended formulas are appropriate for clients under various conditions; and 5. evaluate health outcomes for clients and their families after receiving aromatherapy. 	<ol style="list-style-type: none"> 1. Continuous assessment (60%) 2. Examination (40%) 	<p>2, 3, 4</p> <p>1-5</p>
Therapeutic Use of Music in HealthCare	<ol style="list-style-type: none"> 1. display the concepts of therapeutic use of music in healthcare; 2. identify the effects of music activities for people with different healthcare needs; 3. execute therapeutic music activities with appropriate techniques and resources in both individual and group natures; and 4. demonstrate the ability to plan and organize music activities for a diverse group of people against their healthcare needs. 	<ol style="list-style-type: none"> 1. Quiz (20%) 2. Reflective writing (30%) 3. Group presentation (50%) 	<p>1-2</p> <p>1-4</p> <p>3,4</p>

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
Sport and Exercise for Special Populations	<ol style="list-style-type: none"> demonstrate their understanding of the history and current status of physical activity programmes for individuals with disabilities; critically compare the major types of disabling conditions dealt with in physical activity settings; write an appropriate exercise/activity individual exercise programme based on assessment information and justify it with up-to-date evidence; and apply appropriate teaching strategies for individualizing instruction. 	<ol style="list-style-type: none"> Individual exercise programme writing assignment (15%) Group project presentation and report (45%) Final exam (40%) 	<p>3</p> <p>1, 2, 4</p> <p>1,2</p>
Environmental Factors in Exercise, Sport and Health	<ol style="list-style-type: none"> have an ample knowledge foundation of both positive and negative influences caused by various environmental factors in the domains of sport, exercise and health; identify and critically examine potential environmental risks on health and first aid treatments in diverse venues for exercise and sport; and design practical environmental risk management framework to promote safety for exercise and sport events. 	<ol style="list-style-type: none"> Group presentation (40%) Individual work (60%) 	<p>1-3</p> <p>1-3</p>
Teaching Physical Education to Students with Special Needs	<ol style="list-style-type: none"> demonstrate knowledge and understanding of the causes of various disabilities and characteristics of motor performance and behaviors associated with these disabilities; demonstrate the ability to adapt and modify teaching methods, materials, and skills to meet students with special needs in school; 	<ol style="list-style-type: none"> Group presentation (40%) Written exam (60%) 	<p>1-4</p> <p>1-4</p>

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	<ol style="list-style-type: none"> 3. demonstrate the ability to write an appropriate individual exercise programme based on assessment information and justify it with up-to-date evidence; and 4. demonstrate a positive attitude towards inclusive education and physical education for students with special needs. 		
Cross-cultural Experiential Learning in Health and Sports Science Education	<ol style="list-style-type: none"> 1. review the current development of health and sports science education in selected societies; 2. examine the interrelated components of physical fitness; 3. articulate the cultural differences between the home and visiting country in understanding the link between cultures and health and sports science education; and 4. reflect critically the applicability of foreign model of health and sports science education to the Asian society, particularly in Hong Kong. 	<p>Assessed at the host university:</p> <ol style="list-style-type: none"> 1. Formative tests (individual) and/or Student presentations (group) (40%) <p>Assessed in Hong Kong</p> <ol style="list-style-type: none"> 2. Student presentations (group) (30%) 3. Reflective journal (individual) (30%) 	<p>1-4</p> <p>4</p>

Table 3.4c: Learning outcomes of Honours Project, Health Education Practice and assessment match

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
Honours Project	<ol style="list-style-type: none"> 1. conduct a research study; 2. integrate theory and practice by doing research in a single area of study; 3. demonstrate critical inquiry skills through the process of research/extensive literature review; and 	<ol style="list-style-type: none"> 1. Seminar Presentation (20%) 2. Individual written proposal (30%) 	<p>1-4</p> <p>2, 3</p>

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
	4. present the findings of a research project/proposal in accordance with academic standards.	3. Individual Dissertation (50%)	1-4
Health Education Practice	1. apply related theoretical health education knowledge, substantiated with literature and research, in the delivery of health education in the selected settings; 2. integrate theory and practice of health education in their selected area of study; 3. analyze critically a practice model appropriate to a health education area; 4. develop and apply effective methods for conducting a health education programme; and 5. foster lifelong learning capabilities by active participation in the life-wide learning experiences and critical self-reflection.	1. Health education programme proposal (30%) 2. Practice performance (50%) 3. Individual reflective report (20%)	1-5 4, 5 4, 5

Table 3.4d: Learning outcomes of Additional Compulsory Courses (ACC)

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
HealthCare Ethics	1. explore the key principles, issues and concepts which underpin ethical decision making;	1. Student-led seminar (20%)	1, 2
	2. discuss the complexity of factors that influence ethical decision making;	2. Oral presentation (40%)	1-3
	3. apply ethical decision making framework to ethical dilemmas in healthcare settings; and	3. Individual reflective journal writing (40%)	1-4
	4. display a critical reflective attitude toward ethical practice and culture.		
Health Service in Hong Kong	1. demonstrate an understanding on the fundamental health and social care services in Hong Kong;	1. Group presentation (40%)	1, 2
	2. recognize and describe the health and social care policies in Hong Kong;	2. Student-led seminar (20%)	1-4
	3. show sensitivity to the recent developments in the health and social care services in Hong Kong; and	3. Group project (reflective paper) (40%)	1-4
	4. examine the factors that affect health and well-being.		

Course	Learning outcome: <i>Upon completion of this course, students will be able to:</i>	Assessment component	Learning outcome assessed
Human Biology	<ol style="list-style-type: none"> 1. explain the structure of cells, organs and body systems and explain their functional significance; 2. distinguish between intrinsic and extrinsic regulation and describe the actions of tissue structure for secretion, absorption, support, or protection; 3. synthesize different structure and functions of body systems and critically analyze the interrelations of body systems; and 4. analyze the integrative nature of the human body in health and illness. 	<ol style="list-style-type: none"> 1. Formative assessment (40%) 2. Examination (60%) 	<p>1-3</p> <p>1-4</p>

Section 4 Methods of Teaching and Learning

Students of this Programme will possess a critically important asset, namely their working experience. This experience, if mobilised, can assist them in learning and subsequently in teaching others. This Programme will utilize various appropriate teaching strategies to promote student-centred learning and lifelong learning. Lectures, role playing, discussion, case study, student-led seminars and tutorials, problem-based learning, social inquiry, collaborative learning, practicum, supervised project and innovative e-learning strategies, will be scheduled whenever appropriate. To cater for the diversified learning needs of the students and to promote creative, effective and active learning, blended learning mode, that is, face-to-face lectures with learning being scaffold by e-learning will be widely adopted for both core and elective courses across the Programme. Authentic learning will also be highly encouraged. Learners will learn theoretical knowledge by analyzing contemporary health problems/issues and devise effective health education/promotion interventions which will be implemented in school or community settings by means of practicum for the wellbeing of the citizens. They will work on the various health problems and issues in tutorial groups. That is, the examples seek to evoke the students to examine and consider their personal experiences in order to come to a new understanding. Ideally, after reflection, students will formulate broader, more compassionate understanding of the world and strategies to handle problems, both of their own and others.

4.1 Lectures

Lectures will be conducted in large groups as a method of efficiently presenting new didactic materials. A diverse range of activities, such as case study, brainstorming, open-ended discussion, role-play and teamwork exercises will be integrated into the lectures to make them interactive and more conducive to learning.

4.2 Seminars

Seminars will be student-based. Students will present papers on specific aspects of the syllabus; hence communication and teaching skills will be developed. The sessions will be organised by the students and facilitated by the teaching staff to ensure that presentations are delivered with reasonable competence in terms of material selection, organisation and communication. Various forms of presentation will be encouraged.

4.3 Tutorials

Tutorials will offer students opportunities to clarify concepts learned, to discuss related subject matter and to share experience. The scheduled tutorial groups may vary in size depending on the physical setting and the nature of

the subject matter to be discussed. Larger groups may be arranged for discussion of issues familiar to the students; while smaller groups may be more appropriate for intensive exploration of a particular topic. Small buzz groups could be organised within large tutorial groups to enhance interaction. Non-scheduled individual and small group tutorials will also be adopted. This approach has been found to be very appropriate and effective among experienced students, who can bring in current work-related issues for discussion during their free time.

4.4 *Problem-based learning*

Problem-based learning is a learning strategy in which students collaboratively participate in practical examples and discuss their learning experiences in solving problems. With facilitation from staff, students will work in small groups sharing their knowledge and analyses towards problems and solutions, and construct a semantic network and elaborate the focal problem to other relevant issues. Students are more able to face the challenging, open-ended problems and gradually transit their learning experiences to problem solving skills.

4.5 *Social Inquiry*

Social inquiry is an integrated process for examining social issues, ideas and themes. Reflection and evaluation are placed at the centre of a social inquiry approach which will prompt students to ask what the learning means to themselves and to others. This learning approach is useful for exploring various health or health related issues such as healthcare ethics, health disparity, inequality, discrimination, health policies or other controversial issues. Students will gain deeper conceptual, critical, and affective understandings about how societies operate and they themselves can participate and take social action as critical, informed and confident citizens.

4.6 *Collaborative Learning*

Collaborative learning involves groups of learners working together towards a share goal to solve a problem/complete a task to co-construct knowledge. Learning is a naturally social act which occurs through active engagement among peers, either face-to-face or online. The main characteristics of collaborative learning are: a common task or activity; small group learning, co-operative behaviour; interdependence; and individual responsibility and accountability. This learning approach will be widely adopted for all health courses to facilitate student-led seminars or group projects. Collaborative learning activities create opportunities for students to foster their lifelong learning capabilities while online collaboration brings additional benefits of flexibility, managing student participation and behaviour, trackability and student autonomy.

4.7 *Practicum*

Practicum is designed to give students supervised practical application of a previously studied theory. It will provide students with life-wide learning experiences to foster their lifelong learning capabilities including research, information technology, collaboration, creativity, critical reflection and higher order thinking. Practicum will be employed in the course of Health Education Practice in which students are required to synthesize their knowledge/theories on health or health related issues to come up with a series of evidence-based health education programme. The well-designed health education programme will be tried out in authentic settings such as schools, community centers or clinics under the supervision of their supervisors.

4.8 *Supervised Project*

Supervised project-based learning involves a complex task and some form of student presentation. This learning approach will engage groups of students in creating, questioning, and revising knowledge while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, resilience and control over their learning. Supervised project, in particular, will be employed in the course of Honours Project in which students will be equipped with knowledge and skills needed to design, implement and evaluate mini research projects to tackle real-world problems under the supervision of their supervisors of inquiry and reflection. Students can experiment ways in promoting health and related activities by means of supervised project in the Human Performance laboratory as well.

4.9 *e-learning*

e-Learning is a collective term for an electronic learning, computer-based learning, web-based learning or online learning. e-Learning is the use of technology to enable students to learn anytime and anywhere and non-face-to-face interactions. Various e-learning delivery methods such as asynchronous or synchronous learning (including video conferencing or virtual classroom) will be employed in most health courses wherever appropriate to facilitate information sharing, group discussions, tutorials, scald-folding roles of facilitators, and co-construction of knowledge among students. Such learning approach will also provide the convenience, speed and cost effectiveness.

4.10 *Learning contracts (individual/group basis)*

Learning contracts will be employed in the clinical practicum, Honours Project and Health Education Practice. A learning contract is a structured method whereby each student (or group), in consultation with a designated

staff, designs and implements manageable learning activities. The emphasis will be on making each activity relevant to each student's professional and personal needs, which are consistent with the aims of the Programme and/or the course. By using learning contracts, each student's experience becomes an asset in his or her own learning and development.

All in all, students' effort and self-monitoring is highly encouraged. It is estimated that every contact hour is no less than two hours of student effort. Thus, in a 3-credit course with 39 contact hours (e.g. 13 lecture hours, 26 seminar hours), the estimated student effort is 78 hours.

Section 5 Academic Policies and Regulations

The General Academic Policies and Regulations are adopted as University-wide policies. Programme-specific academic regulations for individual programmes (if any) should also be observed and are separately presented in their Programme Handbooks or programme materials. Other regulations are available from Student Handbook of relevant years. Please check regularly on the website: http://www.eduhk.hk/reg/student_handbook/ for the most up-to-date University's general academic regulations. Corresponding announcements will also be posted on the Intranet by the Registry.

Section 6 **Quality Assurance Procedures and Mechanisms**

6.1 In order to enhance and assure the quality of its programmes, the University has established various quality assurance (QA) mechanisms at university, faculty, programme and departmental levels. Below is a summary of the major functions of the committees/boards at each level. The BHE is developed in accordance with these QA mechanisms and procedures.

At the University level

- 6.2 The **Academic Board (AB)** is the chief academic forum whose major function is to formulate academic policies and oversee all academic matters of the University. It focuses on policy and strategic functions, as well as essential academic authorization over awards and discipline. To facilitate this function, a system of boards and committees has been set up to deal with different academic decisions within the University. The Board forms the apex of the QA structure and its committees assure the quality of programmes by monitoring and directing the process from the planning stage to implementation and review.
- 6.3 The **Academic Planning and Development Committee (APDC)** formulates and recommends to the AB directions, strategies and policies for the overall academic development of the University including the triennial plans and long-term academic development plans. It gives planning approval of new programme proposals from the Faculty Board (FB) for Postgraduate Diploma in Education (PGDE), undergraduate, sub-degree and certificate in professional development programmes (PDPs).
- 6.4 The **Board of Graduate Studies (BGS)** looks after academic planning and granting of planning approval for the development of new postgraduate programmes (excluding PGDEs).
- 6.5 The **Learning and Teaching Quality Committee (LTQC)** plays an important role in advising the AB on the formulation of policies at University level on academic quality assurance and enhancement (QA&E) for postgraduate and undergraduate programmes. It oversees and monitors the implementation of the University's QA&E frameworks and the associated guidelines, regulations and procedures on admissions and matters relating to academic regulations for PGDE, undergraduate, professional development and sub-degree programmes. The LTQC also fosters a culture of quality enhancement (QE) for learning and teaching in the University.

6.6 The effectiveness of programme QA also relies on the contributions of relevant parties/committees at the Faculty, programme and departmental levels. These parties/committees provide valuable input and support at various stages of the QA processes.

At the Faculty level

6.7 The QA processes at the Faculty level are in line with the University's QA procedures. The prevailing mechanisms for QA at the Faculty level apply to this programme.

6.8 The **Faculty Board** (FB) reports to the AB and makes recommendations, where appropriate, on matters pertaining to the strategic planning, development, implementation and monitoring of the academic, teaching and learning and research work of the Faculty. It also reports to the AB on the management of the Faculty and recommends the conferment of awards, certificates, diplomas and degrees offered by the Faculty to the AB for approval. Recommendations from the Faculty are also submitted to relevant central committees including the APDC, BGS and LTQC, as appropriate, for consideration.

6.9 The FB is chaired by Faculty Dean and comprises Associate Dean (Undergraduate Studies and Student Learning), Associate Dean (Research and Postgraduate Studies), Associate Dean (Quality Assurance and Enhancement), Associate Dean (International Engagement), Heads and Associate Heads of the constituent academic departments, elected full-time academic/teaching staff from its departments, Chairpersons of Departmental Learning and Teaching Committees (DLTC), Chairpersons of Departmental Research and Development Committees, and student representatives.

6.10 The QA responsibility for programmes primarily rests with the FB. As part of the QA mechanism, the FB is responsible for the development, maintenance and monitoring of the academic/professional standards of the Faculty through:

- (a) consideration of programme documents and reports from review panels for all new programmes and making recommendations to the AB for implementation approval;
- (b) consideration of programme documents and reports from review panels for all existing programmes going through initial / follow-up periodic programme review and make recommendations to the AB for approval;

- (c) approval of major programme-related changes except for changes to programme/award title, level of award, programme duration and mode of study which require the approval of the AB; and
- (d) endorsement of annual programme reports.

It also considers academic proposals from departments and makes recommendations to the following committees for planning approval:

- (a) APDC on the introduction of new PGDE, undergraduate, professional development and sub-degree programmes; or
- (b) BGS on the introduction of new postgraduate diploma (excluding PGDEs) and higher degrees programmes.

6.11 The **Faculty Academic Development Committee (FADC)**, chaired by Associate Dean (Quality Assurance and Enhancement), comprises representatives from each of the academic departments of FLASS, the Associate Dean (Undergraduate Studies and Student Learning) and Associate Dean (Research and Postgraduate Studies). It formulates the direction and strategies on the overall academic development of the Faculty, and reviews proposals for new programme areas development; new undergraduate, postgraduate and certificate in professional development programmes, as well as new majors/minors/courses proposals with reference to the quality, viability and strategic relevance and makes recommendations to the Dean and the FB. It also advises the Dean and the FB on priority areas for development and QA&E of new academic programmes in preparation for external and internal evaluation/validation exercises.

6.12 The **Faculty Learning and Teaching Committee (FLTC)**, co-chaired by Associate Dean (Undergraduate Studies and Student Learning) and Associate Dean (Research and Postgraduate Studies), comprises Chairs of DLTCs, and Programme Leaders of various programmes. It oversees the quality implementation and the learning and teaching of accredited and valid programme area(s), existing programmes, majors/minors and courses and makes recommendations to the Dean and the FB.

At the Programme level

6.13 Similar to other programmes in the University, there is a **Programme Committee** that monitors and coordinates the implementation and operation of the programme. It is chaired by the Programme Leader and comprises representatives from relevant teaching units and other members

as appointed by the Dean. Its ex-officio members include the Associate Dean (Undergraduate Studies and Student Learning).

- 6.14 The Programme Committee plays an important role in ensuring quality relating to programme coherence, the relationship between course outcomes and generic outcomes, programme outcomes and generic outcomes, consistency of assessment, programme review, and coordination between teaching and internship. It conducts an annual review of the programme, considers feedback from surveys of employers and graduates as well as External Examiners and makes appropriate changes where and when necessary in accordance with the University's QA mechanisms. It normally meets two times per annum with the objective of enhancing and assuring the quality of the programme. If considered necessary and appropriate by the Chairperson, the programme matters may be dealt with by circulation.
- 6.15 At the end of each academic year, the Programme Leader submits an Annual Programme Report to the Programme Committee on the implementation of the programme. The report provides a critical review of the programme, identifies major issues and problems in implementation and makes recommendations to the Programme Committee for consideration. The Annual Programme Report will be submitted to the Associate Dean (Undergraduate Studies and Student Learning) for consideration and further submission to FB. For postgraduate programmes (excluding PGDE), the FB should submit the approved annual programme reports to the BGS for information and review.
- 6.16 The **Programme Assembly** takes place around two times per year. It is convened by the Programme Leader / Associate Programme Leader. It provides opportunities to facilitate direct dialogues between students and the Programme Leaders, Programme Committee members and relevant teaching/administrative staff. Most importantly, it serves as an orientation event for newly admitted and current students, who are informed of various requirements and activities of the programme.
- 6.17 The **Student-Staff Consultative Committee**, comprising elected student representatives and chaired by the Programme Leader, meets once per semester. It reviews students' comments on the programme curriculum, teaching and learning, classroom environment, programme administration, resources issues such as the adequacy of library facilities and information technology services. Important issues are reported to the Programme Committee for consideration or information, and relevant issues are conveyed to relevant teaching and administrative units for consideration

and follow-up action. Responses from these units are conveyed to students, thus closing the feedback loop.

- 6.18 The **Dean's Forum** is held around twice an academic year. It provides a platform for the Faculty Dean to reach out to students to listen to their concerns. Views related to academic issues will be channeled to the programme management personnel for consideration and follow up. Students concerned will be informed of the programme's feedbacks to their views.
- 6.19 The **Board of Examiners** for the BHE has the responsibility for the overall performance of students in programmes and recommending graduates for the degree awards and other academic awards to the Faculty Board determining remedial work for problem or special cases and discontinuation cases. It is established under the Faculty Board and chaired by the Faculty Dean or a senior academic staff nominated by the Dean. Its members include the Programme Leader, relevant Heads of Department or their nominees and External Examiner(s) (if they are available).
- 6.20 The system of **External Examiners** is an important QA mechanism for the development and implementation of the programme. An External Examiner is nominated by the Programme Committee. The recommendation is submitted to the FB for consideration and, if deemed appropriate, for approval and appointment. The External Examiner is responsible for appraising the assessment methods and standards of the programme with reference to its structure, aims and objectives, academic policies and regulations. Samples of course assignments and examination scripts selected by the Programme Committee are sent to the External Examiner for review. The latter then submits reports to the Programme Committee for consideration and for facilitating future improvements. Course lecturers are required to address the issues and concerns raised by the External Examiner.
- 6.21 A **Programme Evaluation** is conducted at the end of each academic year. The programme evaluation questionnaire is an important way of soliciting students' views on the programme. The evaluation covers the teaching of the courses, assessment methods, and the administration of the programme and support for learning. The results of the evaluations are conveyed to the Programme Leader, Faculty Dean and Heads of Departments. Statistical findings of the evaluation are conveyed to students. The Programme Committee studies the statistics and considers any necessary actions to address issues of common concerns.

At the Departmental level

- 6.22 The Department of HPE is responsible for the development, implementation and QA of the courses offered. In this connection, the **Departmental Learning and Teaching Committee (DLTC)** makes sure students achieve their courses outcomes, and programme and generic outcomes.
- 6.23 The system of **Departmental Assessment Panel (DAP)** is set to assure fair and consistent assessment of students in a course / cluster of courses under Major / Minor / Electives or courses with similar nature and to examine and decide possible moderation of grades, and make a decision on any cases with irregularities, as well as to monitor and review grade distribution. Members of DAP are appointed from DLTC / relevant Course Coordinator(s)/ Subject or Strand Coordinator(s) / Convenor(s) / Team Leader(s) / Lecturers concerned. The Head of Department is the approving authority of the grades of courses offered/hosted by the department.
- 6.24 Further, the **Student Evaluation of Teaching (SET)** are administered by the offering department to every course each time it is taught in order to gather students' feedback to improve teaching and learning. Statistical summaries of the SET are dispensed to relevant parties for record and follow-up, as appropriate.

Section 7 Course List

Course Code	Medium of Instruction	Course Title	Credit Point	Sem**
Academic Core				
HCS3023	English	Foundation of Health Education	3	1
HCS3031	English	Introduction to Primary Health	3	2
HCS4026	English	Health Counseling	3	2
HCS4032	English	Research Methods	3	1
HCS3041	English	Mental Health Education	3	2
HCS4029	English	Infection Control Education	3	1
HCS3042	English	Health, Culture and Society	3	1
HCS4043	English	Health Statistics	3	2
Academic Electives				
HCS4021	English	Drug Education and Prevention	3	1
HCS4025	English	Health Behaviour: Theory and Programme Planning	3	1
HCS3044	English	Fundamentals in Traditional Chinese Medicine	3	2
HCS4033	English	Integrative Nutrition	3	1
HCS3045	English	Sexual Health and Human Sexuality	3	2
HCS3034	English	Pain Education	3	1
HCS4038	English	Food Safety Education	3	2
HCS4046	English	Child and Adolescent Health Education	3	2
HCS4020	English	Contemporary issues in School Health	3	1
HCS3047	English	Physical Fitness Education	3	2
HCS3048	English	Mindfulness	3	1
HCS3063	English	Mindful Self-compassion	3	1
HCS4049	English	Peer Mediation	3	1
HCS3053	English	Diet in Health and Disease	3	1
HCS3052	English	Mobile Apps Development for Health Education	3	1
HCS4054	English	Health Emergency Education	3	2
PES1196	English	Human Anatomy	3	2
HCS4059	English	Elderly Rehabilitation and Education	3	2
HCS4062	English	Aromatherapy in Daily Life	3	1
HCS4061	English	Therapeutic Use of Music in HealthCare	3	1
PES3207	English	Sport and Exercise for Special Populations	3	1
PES4222	English	Environmental Factors in Exercise, Sport and Health	3	1
PES3127	English	Teaching Physical Education to Students with Special Needs	3	2

HCS4060	English	Cross-cultural Experiential Learning in Health and Sports Science Education	3	Summer Semester
Project and Practice				
HCS4028	English	Honours Project	6	1&2
HCS4050	English	Health Education Practice	6	1&2
Additional Compulsory Courses				
HCS3035	English	HealthCare Ethics	3	1/2
HCS3036	English	Health Service in Hong Kong	3	1/2
HCS3037	English	Human Biology	3	1/2

***subject to timetabling*

Section 8 Course Outline

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Foundation of Health Education
Course Code	:	HCS3023
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar/tutorial 13 hours
Pre-requisite(s)	:	Nil
		<i>(If applicable)</i>
Medium of Instruction	:	EMI
Course Level	:	3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course will equip students with the knowledge and skills to plan implement and evaluate health education programmes in a variety of settings such as the school, workplace and the community.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ discuss the aims and scope of health education and health promotion;
- CILO₂ apply theory in health education program planning, implementation and evaluation; and
- CILO₃ develop and apply effective interventions for health education programmes.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Historical, cultural, and sociological perspectives on health education	CILO ₁	Peer learning (jigsaw learning in form of student-led seminar), peer critique, on-line consultation, oral presentation, games, role-play, discussion and case studies
Aims and scope of health education and health promotion	CILO ₁	
Nature and scope of health education in various settings (schools, workplace and the community)	CILO ₁₋₃	
Approaches for health promotion and disease prevention in health education	CILO _{2,3}	
Current and emerging topics in health education	CILO _{2,3}	
Evaluation of community resources, programme services and networks that are available to assist in health education and promotion	CILO _{2,3}	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Student-led seminar <ul style="list-style-type: none"> i. Jigsaw learning: To present a sequential topic on how to run a health education program with Q&A session which can facilitate learners' full understanding and development of a complete health education program. ii. Peer critique: Each student is required to visit 'eHealth Promotion @HKIED' and render TEN pieces of peer critiques to the chosen health education practices. 	20	CILO ₁₋₃
b. Written assignment (Group Work)	50	CILO ₁₋₃

<ul style="list-style-type: none"> i. Weekly online submission: Synthesizing student-led seminar presentation, each group has to submit sequential component of a health education proposal weekly for lecturers' ongoing feedback. ii. Each group has to write a project plan for a health education programme of selected topic which will comprise the following items: (a)title; (b)background and statement of purpose; (c)objectives; (d)content; (e)instruction methods; (f)materials used; (g)outcome evaluation; and (h) intra-group peer review report. iii. Each group has to present the health education proposal orally for peer critique. 		
c. Short quizzes	30	CILO ₁₋₃

5. Required Text(s)

Cottrell, R. R., Girvan, J. T., & McKenzie, J. F. (2014). *Principles and foundations of health promotion & education* (6th ed.). San Francisco: Benjamin Cummings.

6. Recommended Readings

Croghan, E. (2007). *Promoting health in schools: A practical guide for teachers and school nurses working with children age 3 to 11*. UK: Sage Publications.

Glanz, K., Lewis, F. M., & Viswanath, K. (2015). *Health behavior and health education: Theory, research, and practice* (4th ed.). San Francisco: Jossey-Bass.

Green, J., & Tones, K. (2015). *Health promotion: Planning and strategies*. UK: Sage Publications.

Issel, L. M., (2014). *Health program planning and evaluation: A practical, systematic approach for community health* (3rd Edition). USA: Jones and Bartlett Learning.

Fertman, C.I., Allensworth, D.D. & SOPHE (2017). *Health Promotion Programs: From Theory to Practice* (2nd ed.). USA: Jossey-Bass Public Health

Meeks, L., Heit, P., & Page, R. (2010). *Comprehensive school health education: Totally awesome strategies for teaching health* (6th ed.). New York: McGraw-Hill.

Naidoo, J., & Wills, J. (2016). *Foundations for health promotion (4th edition)*. UK: Baillière Tindall/Elsevier.

Naidoo, J., & Wills, J. (2011). *Developing practice for public health and health promotion*. UK:Elsevier Health Sciences.

Sharma, M., & Romas, J. (2010). *Theoretical foundations of health education and health promotion*. USA: Jones & Bartlett Learning.

7. Related Web Resources

Agency for Healthcare Research and Quality (AHRQ): Fact Sheets

<http://www.ahrq.gov/news/factix.htm>

American Public Health Association (APHA): Healthy You

<http://www.getreadyforflu.org/nationshealthyyou/index.htm>

Public Health Foundation Learning Resource Center

<http://bookstore.phf.org/index.php?osCsid=97d7fc64007ed3d25aa97cae98546822>

WHO: School health and youth health promotion

http://www.who.int/school_youth_health/en/

8. Related Journals

Health Education Research
Health Promotion International

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title : Bachelor of Health Education (Honours)

Programme QF Level : 5

Course Title : Introduction to Primary Health

Course Code : HCS3031

Department : Health and Physical Education

Credit Points : 3

Contact Hours : Lecture 26 hours
Seminar/tutorial 13 hours

Pre-requisite(s) : Nil

(If applicable)

Medium of Instruction : EMI

Course Level : 3

Part II

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- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

The course will introduce the concept of primary health care and different approaches being taken worldwide. Students will learn about major local and international primary health care initiatives. Ethical considerations in health promotion and health education in primary health care settings will also be addressed.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of the course, students will be able to:

CILO₁ apply the concept of primary health care;

CILO₂ relate the policy development in primary health care;

CILO₃ analyze the pros and cons of using different approaches to develop primary health care; and

CILO₄ critique local and international primary health care initiatives.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & learning Activities
Concept of primary health care	CILO ₁	Lecture, seminar, tutorial, self-reading, case studies
Development of primary health care	CILO ₂	
Current healthcare system in Hong Kong	CILO ₂₋₄	
Local and international major primary health care initiatives	CILO _{3,4}	
Approaches in health promotion and health education in primary health settings	CILO _{2,3}	
Ethical considerations in primary health care development	CILO ₁₋₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Seminar presentation: Each group of students will give a seminar presentation on the effectiveness of a selected major local or international primary health care initiative. Peer assessment/evaluation/critique will be included in the group assessment.	50	CILO _{3,4}
b. Written Assignment (Individual Work: approx. 1500-1600 words): Students will be required to apply concepts and theories of primary health care to analyze the current primary health care development in Hong Kong or foreign countries. Support the argument with literatures and provide recommendation.	50	CILO ₁₋₄

5. Required Text(s)

McMurray, A., Clendon, J. & Munns, A. (2014). *Community Health and Wellness: Primary Health Care in Practice*. Churchill Livingstone: Elsevier.

6. Recommended Readings

Leung, G. M., & Bacon-Shone, J. (2012). *Hong Kong's health care system: Reflections, perspectives & visions*. Hong Kong: Hong Kong University Press.

Stanhope, M., & Lancaster, J. (2008). *Public health nursing: Population-centered health care in the community*. (7th ed.). St. Louis, MO: Mosby.

Talbot, L., & Verinder, G. (2010). *Promoting health: The primary health care approach* (4th ed.). Sydney, N. S.W.: Churchill Livingstone/Elsevier.

Trisha, G. (2007). *Primary health care: Theory and practice*. Malden: Blackwell Pub.

7. Related Web Resources

WHO. (1978). Declaration of Alma-Ata. International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978. http://www.who.int/publications/almaata_declaration_en.pdf

WHO. (2008). Primary health care – now more than ever. The World Health Report 2008. <http://www.who.int/whr/2008/en/index.html>

8. Related Journals

Health Promotion International

Informatics for health and social care, Informa Healthcare

Journal of primary care & community health, SAGE publication

Primary health care research & development, Cambridge Journals Online

Primary health care, Royal College of Nursing Publishing Company

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title : Bachelor of Health Education (Honours)

Programme QF Level : 5

Course Title : Health Counseling

Course Code : HCS4026

Department : Health and Physical Education

Credit Points : 3

Contact Hours : Lecture 13 hours
Seminar/tutorial 13 hours
Practice session 13 hours

Pre-requisite(s) : Nil

(If applicable)

Medium of Instruction : EMI

Course Level : 4

Part II

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- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The nature of communication skills for effective counseling, its components, and how to most efficiently enhance counseling have been examined from a number of theoretical, empirical and applied perspectives. The course aims to provide students with a basic understanding of health counseling and how client-therapist relationships develop, with a focus on practice and personal integration of knowledge and experience. The application of Western counseling methods to Chinese culture will also be covered.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ discuss the principles, the approaches currently used, and the communication skills for effective counseling;
- CILO₂ compare methods commonly employed in health counseling;
- CILO₃ apply the skills to develop a therapeutic relationship with clients;
- CILO₄ analyze issues in health counseling;
- CILO₅ evaluate the applicability of Western counseling methods to Chinese populations; and
- CILO₆ develop and apply effective methods for health counseling programmes.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to health counseling	CILO _{1,2}	Lectures, Peer critique, Group discussion, Case studies, On-line learning, Oral presentation, Games, Role-play, Guest lectures,
Theoretical frameworks of Health counseling	CILO ₁₋₃	
Introductory and attending skills	CILO ₃₋₆	
Observational and responding skills	CILO ₃₋₆	
Influencing skills	CILO ₃₋₆	
Health counseling application in sexual health	CILO ₃₋₆	
Health counseling application in exercise	CILO ₃₋₆	
Innovative interventions such as occupational therapy, art and play therapy	CILO ₃₋₆	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. In-Class Participation Students are required to actively participate in class activities and complete the site visit / practice session in order to complete the course.	10	CILO ₁₋₆

<p>b. Group Presentation Students are required to work in groups of 8-10. Each group has to present with a specific case, and using one of the health counselling theories, models, principles or techniques taught in the course. Students should integrate and consolidate their learning of the various counseling approaches and techniques via oral presentations and demonstrations.</p>	<p>30 (Lecturer Assessment)</p>	<p><i>CILO₁₋₆</i></p>
<p>c. Individual Paper (1,000 words) Students are required to submit an individual paper on a specific technique learnt from the course. If students prefer, students may choose the one their seminar group selects for the group presentation.</p>	<p>30 (Lecturer Assessment)</p>	<p><i>CILO₁₋₆</i></p>
<p>d. In class quiz The final quiz will be 60 minutes. The format of the quiz will be Multiple Choice, True-or-False, Fill-in-the-blanks, and short questions. Materials discussed in class will be covered in the quiz.</p>	<p>30</p>	<p><i>CILO₁₋₆</i></p>

5. Required Text(s)

Blonna, R., Loschiavo, J., & Watter, D. (2011). *Health counseling: A microskills approach for counselors, educators, and school nurses*. Sudbury, Mass.: Jones & Bartlett Learning.

6. Recommended Readings

Sperry, Lewis, Carlson, & Englar-Carlson, M. (2005). *Health promotion and health counseling: Effective counseling and psychotherapeutic strategies*. Boston, Mass.: Pearson.

Hackney, H., & Cormier, S. (2012). *The professional counselor: A process guide to helping* (7th Ed.). Upper Saddle River, N.J.: Pearson.

Perry, W. (2016). *Basic counseling techniques: A beginning therapist tool kit* (3rd Ed.). Bloomington, IN, AuthorHouse.

Alexander, L. (2011). *How to incorporate wellness coaching into your therapeutic practice a handbook for therapists and counsellors*. London, Philadelphia, PA: Singing Dragon.

7. Related Web Resources

American Association for Geriatric Psychiatry

<http://www.aagpgpa.org>

American Association of Pastoral Counselors

<http://www.aapc.org>

American Counseling Association

<http://www.counseling.org>

American Mental Health Counselors Association

<http://amhca.org>

American Psychological Association

<http://www.apa.org>

Department of Health

<http://www.dh.gov.hk/eindex.html>

International Association of Psycho-Social Rehabilitation Services

<http://www.iapsrs.org>

National Council for Community Behavioral Healthcare

<http://www.nccbh.org>

National Institute of Mental Health

<http://www.nimh.nih.gov>

Substance Abuse and Mental Health Services Administration

<http://www.samhsa.gov/>

World Health Organization

<http://www.who.int/en/>

8. Related Journals

Counseling and Human Development

Journal of Counseling Psychology

Journal of Mental Health Counseling

Patient Education and Counseling

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Research Methods
Course Code	:	HCS4032
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar/tutorial 13 hours
Pre-requisite(s)	:	Nil
		<i>(If applicable)</i>
Medium of Instruction	:	EMI
Course Level	:	4

Part II

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- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course will equip students with the knowledge and skills needed to design, implement and evaluate research projects.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Describe key concepts of research process;
- CILO₂ Contrast different research approaches/designs;
- CILO₃ Prepare research proposals with adequate knowledge and skills; and
- CILO₄ Analyze research papers and other publications critically.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & learning Activities
Overview of the research process Formulating a research problem/hypothesis Reviewing the literature Research approaches/designs Measurement, sampling and data collection procedures Brief on data analysis methods and tools Managing qualitative data Ethics in research	<i>CILO₁₋₄</i>	Lecture, seminar, tutorial, self-reading
Preparing a research proposal	<i>CILO₂₋₄</i>	
Compiling a research report	<i>CILO_{3,4}</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Proposal writing (Group) Students are required to develop a research proposal that could become a workable research project which may include project title, abstract, project objective, hypotheses, background of research and justification of the objectives, methodology, project significance, time planning, budget with justification and references. A section of peer contribution is required to reflect individual's effort in group project. (1,500 words)	40	<i>CILO_{1,3,4}</i>
b. Examination (Individual)	60	<i>CILO_{1,2,3}</i>

5. Required Text(s)

Portney, L. G., & Watkins, M. P. (2009). *Foundations of clinical research: Applications to practice* (3rd ed.). New Jersey: Pearson/Prentice hall.

6. Recommended Readings

Aron, A., Aron, E. N., & Coups, E. J. (2010). *Statistics for the behavioural and social sciences: A Brief Course*. New York: Prentice Hall.

Barbour, R. S. (2008). *Introducing qualitative research: A student's guide to the craft of doing qualitative research*. London: Sage.

Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). London: Sage.

Jacobsen, K. H. (2012). *Introduction to health research methods: A practical guide*. Sudbury, Mass.: Jones & Bartlett Learning.

Knowles, J. G., & Cole, A. L. (2008). *Handbook of the arts in qualitative research: Perspectives, methodologies, examples, and issues*. Los Angeles: Sage Publications.

Peacock, J. K. (2007). *Presenting medical statistics from proposal to publication: A step-by-step guide*. Oxford, New York: Oxford University Press.

Schmide, N. A., Brown, J. M. (2011). *Evidence-based practice for nurses: Appraisal and application research* (2nd ed.). Jones & Bartlett Learning.

7. Related Web Resources

Agency for Health Care Policy and Research

<http://www.ahrp.gov>

The Cochrane Collaboration

<http://www.cochrane.org/>

National Institute of Nursing Research

<http://www.nih.gov/nursing>

8. Related Journals

Evidence-Based Complementary and Alternative Medicine

Evidence-Based healthcare & public health

Evidence-Based Nursing

International Journal of Health Research

International Journal of Nursing Studies

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Mental Health Education
Course Code	:	HCS3041
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar/tutorial 13 hours
Co-requisite(s)	:	Nil
		<i>(If applicable)</i>
Medium of Instruction	:	EMI
Course Level	:	3

Part II

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- Professional Excellence;
- Ethical Responsibility; &
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The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course focuses on major global health challenges in the field of mental health. The prevalence and risk factors for major mental health problems will be identified with effective health education strategies developed to promote mental health.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ identify characteristics of mental illnesses;
- CILO₂ applying concepts of mental illnesses to everyday life; and
- CILO₃ devise effective education program to promote mental health.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Characteristics of mental illnesses: Anxiety and panic, attention deficit (ADHD), bipolar disorder, child disorders, depression, eating disorders, schizophrenia, sexual issues, suicide.	CILO ₁	Lectures and tutorials
Identifying signs and symptoms of mental illnesses in real life situations	CILO ₂	Tutorials and exercises using real life examples
Effective intervention strategies to promote mental health	CILO ₃	Student-led presentations and exercises
Mental health resources, services and support	CILO ₃	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Role play Choose a mental health problem, explore its warning signs and symptoms, and role play a mental health first aid intervention in class	a. Role play 15% b. Intragroup peer assessment 4%	CILO ₁₋₃
b. Written assignment (max. 930 words excluding role play script) The role play will be reproduced in verbatim in a written report, along with an explanation of how the role play conforms to principles of mental health first aid	a. Written assignment 25% b. Intragroup peer assessment 6%	CILO ₁₋₃
c. Written assignment (max. 1,500 words) Identify life stories that reveal mental symptoms with reference to contents throughout the course	a. Written assignment 50%	CILO _{1,2}

5. Required Text(s)

Townsend, M. C. (2011). *Essentials of psychiatric mental health nursing: Concepts of care in evidence-based practice* (5th ed.). Philadelphia, PA: F. A. Davis.

6. Recommended Readings

- Adelman, H. S., & Taylor, L. (2010). *Mental health in schools: Engaging learners, preventing problems, and improving schools*. Thousand Oaks, CA: Corwin Press.
- Barry, M.M., & Jenkins, R (2007). *Implementing Mental Health Promotion*. New York : Churchill Livingstone.
- Behrens, D., Lear, J. G., & Price, O. A. (2013). *Improving access to children's mental health care: Lessons from a study of eleven States* <http://healthinschools.org/School-Based-Mental-Health/Eleven-State-Report.aspx>
- Brannon, L., & Feist, J. (2010). *Health psychology: An introduction to behaviour and health*. USA: Wadsworth.
- Butcher, J. N., Mineka, S., & Hooley, J. M. (2011). *Abnormal Psychology: Core Concepts* (2nd ed.). Boston: Pearson
- Cockerham, W. (2013). *Sociology of mental disorder*. USA: Pearson.
- Durand, V. M., & Barlow, D. H. (2012). *Essentials of abnormal psychology* (6th ed.). Belmont, CA: Wadsworth/Cengage Learning.
- Evans, S.W., Weist, M.D., Serpell, Z.N. (Eds.). (2007). *Advances in school-based mental health interventions: Best practices and program models*. Kingston, NJ US: Civic Research Institute.
- Frisch, N. C. (2011). *Psychiatric mental health nursing* (4th ed.). New York: Delmar/Cengage Learning.
- Herrman, H., Saxena, S., & Moodie, R. (2005). *Promoting mental health: Concepts, emerging evidence, practice*. World Health Organization: WHO Press.
- Nolen-Hoeksema, S. (2014). *Abnormal psychology* (6th ed.). New York: McGraw-Hill.
- Plante, T. G. (2013). *Abnormal psychology across the ages*. Santa Barbara, CA; Praeger.
- Reid, J., & Sanders, P. (2013). *A straight talking introduction to the causes of mental health problems*. USA: PCCS Books.

Tennant, R., Goens, C., Barlow, J., Day, C., & Stewart-Brown, S. (2007). A systematic review of

reviews of interventions to promote mental health and prevent mental health problems in children and young people. *Journal of Public Mental Health*, 6(1), 25-32.

Varcarolis, E. M., & Halter, M. J. (2009). *Essentials of psychiatric mental health nursing: A communication approach to evidence-based care*. St. Louis, MO: Saunders Elsevier.

Videbeck, S. L. (2011). *Psychiatric-mental health nursing* (5th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

7. Related Web Resources

Baptist Oi Kwan Social Service

<http://www.bokss.org.hk>

Centre for Mental Health on School

<http://smhp.psych.ucla.edu/summit2002/toolbox.htm>

Centre on Behavioral Health

<http://cbh.hku.hk/>

Evidence-Based Mental Health

<http://ebmh.bmj.com/>

Learn to be Healthy

<http://www.learntoBeHealthy.org/health-education/mental-health.aspx>

Mental Healthy

<http://www.mentalhealthy.co.uk/news/1396-first-of-its-kind-mental-health-education-activity-pack-launched.html>

Mental Health Association of Hong Kong

<http://www.mhahk.org.hk>

Mental Health in Schools: An Overview

<http://smhp.psych.ucla.edu/aboutmh/mhinschools.html>

New Life Psychiatric Rehabilitation Association

<http://www.nlpra.org.hk>

8. Related Journals

American Journal of Psychiatry

Community Mental Health Journal

Hong Kong Journal of Mental Health

Hong Kong Journal of Psychiatry

International Journal of Mental Health Nursing

Journal of Psychiatric and Mental Health Nursing

Journal of Psychosocial Nursing and Mental Health Services

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	: Bachelor of Health Education (Honours)
Programme QF Level	: 5
Course Title	: Infection Control Education
Course Code	: HCS4029
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: Lecture 13 hours Seminar/tutorial 13 hours Practical session 13 hours
Co-requisite(s)	: Nil <i>(If applicable)</i>
Medium of Instruction	: EMI
Course Level	: 4

Part II

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- Innovation.

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1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course will introduce principles and practices in infection control, and students will learn how to implement health education and promotion programmes in school and community settings.

2. Course Intended Learning Outcomes (CILO_s)

Upon completion of this course, students will be able to:

CILO₁ describe the common mode of transmission of infectious diseases;

CILO₂ discuss the principles of infection control;

CILO₃ explain, demonstrate and practice common infection control practices and procedures

CILO₄ relate how infection control principles are applied in a school setting;

CILO₅ plan and develop health education programmes of infection control in school and community settings; and

CILO₆ discuss key elements in crisis management in infection control in school and community settings

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Infectious diseases and transmission <ul style="list-style-type: none"> - Disease definition - Classification of diseases and health problem - Communicable disease model - Chain of infection - Non-communicable disease model - The principles of infection control - Prevention, intervention, control and eradication of diseases 	<i>CILO_{1,2}</i>	Practical work, oral presentation, group discussion and workshop
Infection control practices and procedures <ul style="list-style-type: none"> - Hand transmission and hand hygiene - Isolation and standard precautions - Personal protective equipment - Respiratory protective devices 	<i>CILO₁₋₃</i>	
Community resources in infection control <ul style="list-style-type: none"> - Immunization - Isolation cohort quarantine 	<i>CILO_{3,4}</i>	
Education and promotion strategies for infection control in schools <ul style="list-style-type: none"> - Prevention of ARDs outbreak in schools as an example 	<i>CILO₁₋₅</i>	
Crisis management in infection control in school setting <ul style="list-style-type: none"> - Key elements of crisis management in infection control - Development of a crisis management plan 	<i>CILO₄₋₆</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a. Group Presentation</p> <p>Each group of students is required to design and present a poster on one selected communicable disease with precaution and preventive measures.</p>	30	<i>CILO</i> ₁₋₃
<p>b. Written assignment (Individual work) 1500 words</p> <p>Students have to provide a health education and promotion programme of infection control in school or community settings including clear objective; detailed plan and program with timeline and expected outcome; assessment checklist; promotion tools; and evaluation tool to assess the outcome of the program.</p>	50	<i>CILO</i> ₄₋₆
<p>c. Skill Test (Individual Work)</p> <p>To performance a skill test-on hand hygiene and PPE.</p>	20	<i>CILO</i> ₁₋₃

5. Required Text(s)

Nil

6. Recommended Readings

- Damani, N. (2009). *Information resources in infection control* (6th ed.). Armagh: International Federation of Infection Control.
- Heymann, D. L. (2014). *Control of communicable diseases manual*. USA: American Public Health Association.
- Kennamer, M. (2007). *Basic infection control for healthcare providers*. USA: Delmar Cengage Learning.
- Lee, M.B. & Greig, J.D. (2010). A review of gastrointestinal outbreaks in schools: Effective infection control interventions. *School Health*, 80(12).
- Meehan, K. A. (2009). *Outbreak investigation, prevention, and control in health care settings: Critical issues in patient safety*. London: Jones & Bartlett Publishers.
- Motacki, K., & Kapoian, T. (2011). *The illustrated guide to infection control*. US: Springer Publishing Company.
- Weston, D. (2008). *Infection prevention and control: Theory and practice for healthcare professionals*. England: John Wiley & Sons Ltd.

7. Related Web Resources

Centre for Disease Control and Prevention

<http://www.cdc.gov/>

Centre for Health Protection

<http://www.chp.gov.hk/>

Health Protection Agency

<http://www.hpa.org.uk>

Health Protection Agency (2006). *Guidance on infection control in schools and other child care settings.*

http://www.hpa.org.uk/web/hpawebfile/hpaweb_c/1194947358374

Missouri Department of Health and Senior Services (2005). *Infection control procedures for schools.*

<http://dese.mo.gov/divimprove/curriculum/hiveducation/control.html>

Teachernet

<http://www.teachernet.gov.uk/emergencies/planning/flupandemic/>

8. Related Journals

American Journal of Infection Control International

Journal of Infection Control

Journal of Infection Prevention

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	: Bachelor of Health Education (Honours)
Programme QF Level	: 5
Course Title	: Health, Culture and Society
Course Code	: HCS3042
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: Lecture 26 hours Seminar/tutorial 13 hours
Pre-requisite(s)	: Nil (If applicable)
Medium of Instruction	: EMI
Course Level	: 3

Part II

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- Ethical Responsibility; &
- Innovation.

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The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Synopsis

This course examines the role of society and culture in understanding of disease, health, body, and mind in a range of countries and regions with particular reference to Hong Kong. Changes to traditional health cultures as societies are influenced by technological advancements and dietary /lifestyles changes will also be explored.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ explain the concepts of disease, illness and sickness;
- CILO₂ explore the traditional beliefs in disease causation and treatment;
- CILO₃ investigate the cultural and social construction of disease;
- CILO₄ analyze the influence of society, culture, economy and policies on health; and
- CILO₅ critically evaluate the impact of globalization on health.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Historical and contemporary perspectives on health -The concepts of disease, illness and sickness -Health and illness patterns in HK	CILO ₁	Oral presentation, discussion, case study, research, social inquiry
Traditional beliefs in disease causation and treatment: -Religious and symbolic etiology and healing -Irrational beliefs and symbolic harming	CILO ₂	
Cultural and social construction of disease	CILO ₁₋₄	
Social, political and economic factors affecting health status globally: -Poverty, racial, gender and sexual orientation and discrimination, environmental degradation, green revolution and so on	CILO ₁₋₄	

Globalization and health -Technologies and techniques, ethical issues related to experimentation, commodization of body parts	<i>CILO₁₋₅</i>
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Essay: Individual Work (1500 words +/-10%) Choose a current case or a historical example that illustrates how cultural and social factors influencing on your selected disease.	50	<i>CILO₁₋₄</i>
b. Oral presentation: Group Work (20-30mins) To explore a contemporary health issue being discussed in the media and provide an oral presentation to your class. The presentation will include discussion of role of society, culture and globalization that may influence the selected issue.	50	<i>CILO₁₋₅</i>

5. Required Text(s)

Birn, A. E., Pillary, Y., & Holtz, T. H. (2009). Textbook of international health: Global health in a dynamic world. (3rd ed.). (pp.309-364). NY: Oxford University Press.

6. Recommended Readings

Adler, J.A. (2002). Chinese religions. London: Laurence King Publishing Ltd. (Chapter 6).

Capra, F. (2010). The Tao of physics: An exploration of the parallels between modern physics and Eastern mysticism (5th ed.). (pp.85-129). Boston: Shambhala Publications.

Deborah, L. (2012). Medicine as Culture: Illness, Disease and the Body. (3rd ed.). (pp. 51-78). London: SAGE Publications.

Evans, B., Marks, D. F., Murray, M., & Estacio, E. (2011). *Health psychology: Theory, research and practice* (3rd ed.). (pp.41-82). London: Sage Publication.

Morrall, P. (2008). *Sociology and health: An Introduction* (2nd ed.). USA: Taylor & Francis Routledge. (Chapter 1-2).

Porroche-Escudero, A., Rothman, B. K., Ettore, E., Annandale, E., & Hildebrand, V. M. (2017). *Health Culture and Society*. (pp.13-36). USA: Springer International Publishing Ag.

Schultz, E. A., & Lavenda, R. H. (2011). *Cultural anthropology: A perspective on the human condition*. NY: Oxford University Press.

Willis, K., & Elmer, S. (2011). *Society, culture and health, An introduction to sociology for nurses* (2nd ed). USA: Oxford.

7. Related Web Resources

Cultural Anthropology/Ritual and Religion

http://en.wikibooks.org/wiki/Cultural_Anthropology/Ritual_and_Religion

Department of Health, Hong Kong

<https://www.dh.gov.hk/english/index.html>

National Institute for Health

<http://www.nih.gov>

Social Welfare Department

<http://www.swd.gov.hk/en/index/>

World Health Organization

<http://www.who.int/en/>

8. Related Journals

Health, Culture and Society

Health Psychology

Sociology of Health and Illness

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	: Bachelor of Health Education (Honours)
Programme QF Level	: 5
Course Title	: Health Statistics
Course Code	: HCS4043
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: Lecture 26 hours Seminar/tutorial 13 hours
Pre-requisite(s)	: HCS4032 Research Methods (If applicable)
Medium of Instruction	: EMI
Course Level	: 4

Part II

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1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Through hands-on analytical experience with a variety of health-related datasets, students will be familiar with the principal methods of summarizing and describing data and how to efficiently and effectively communicate this to others. Students will develop an understanding of inferential statistics and how it is used to test scientific hypotheses and interpret beyond a limited set of actual observations. In the course of applying these concepts, students should become competent in the use of the SPSS computer package for the analysis of quantitative data.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ explain how statistical choices in analysis link directly to the research study design that generated the data;
- CILO₂ recognize the difference between descriptive and inferential statistics;
- CILO₃ discriminate the most appropriate descriptive statistics to use in a given health context;
- CILO₄ explain the rationale behind hypothesis testing, and the concept of type I and II errors;
- CILO₅ recognize the difference between parametric and non-parametric tests;
- CILO₆ differentiate the conditions under which to apply a range of commonly used statistical tests;
- CILO₇ analyze, interpret and report statistical results, including appropriate estimates, confidence intervals, and an evaluation of the statistical versus meaningful public health significance of the results; and
- CILO₈ conduct sample size estimation.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Research study design	<i>CILO_{1,6}</i>	Lectures, tutorial exercises and discussions, computer-based practical exercises and substantial self-directed learning
Descriptive and inferential statistics	<i>CILO₁₋₇</i>	
Sample size estimation	<i>CILO_{1,8}</i>	
Data management principles in preparation for analysis	<i>CILO₁₋₇</i>	
Analyse data using the SPSS statistical computer package	<i>CILO₁₋₇</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Assignment Student will be required to submit an assignment to assess their cognitive understanding of basic research design and descriptive statistics.	20	<i>CILO₁₋₃</i>
b. Examination Students will be required to complete a written examination.	30	<i>CILO₂₋₈</i>
c. Group Project Students will be given a set of health data to work in groups of 5. - exploring the data using SPSS and identify the major health phenomena revealed from their analysis - interpreting results and cognitive understanding - compiling a report as a researcher Students are required to present the work in class.	50	<i>CILO₁₋₈</i>

5. Required Text(s)

Campbell, M.J., Machin, D. & Walters, S.J. (2021). Medical Statistics: A Textbook for the Health Sciences, 5th Edition. United States: Wiley.

Dancey, C.P., Reidy, J.G. & Rowe, R. (2012). Statistics for the Health Sciences: A Non-Mathematical Introduction. London: SAGE.

6. Recommended Readings

Myin-Germeys, I., Kasanova, Z., Vaessen, T., Vachon, H., Kirtley, O., Viechtbauer, W., & Reininghaus, U. (2018). Experience sampling methodology in mental health research: new insights and technical developments. *World Psychiatry*, 17(2), 123-132.

Peterson, R.L., Tran, M., Koffel, J., & Stovitz, S.D. (2017). Statistical testing of baseline

differences in sports medicine RCTs: a systematic evaluation. *BMJ Open Sport & Exercise Medicine*, 3(1), 1-4.

McKenzie, S. (2013). *Vital statistics - An introduction to health science statistics*. Australia: Elsevier.

Vincent, W.J. (2012). *Statistics in Kinesiology*. 4th Ed. Champaign, IL: Human Kinetics.

Jacobsen, K. H. (2012). *Introduction to health research methods: A practical guide*. Sudbury, Mass.: Jones & Bartlett Learning.

Schmide, N. A., & Brown, J. M. (2011). *Evidence-based practice for nurses: Appraisal and application research* (2nd ed.). USA: Jones & Bartlett Learning.

Aron, A., Aron, E., N., & Coups, E. (2010). *Statistics for the behavioural and social sciences* (3rd ed.). London: Prentice Hall.

Daniel, W.W. (2009). *Biostatistics: A foundation for analysis in the health sciences*. (9th ed.). Hoboken, NJ: John Wiley & Sons.

Portney, L. G., & Watkins, M. P. (2008). *Foundations of clinical research: Applications to practice* (3rd ed.). Upper Saddle River, NJ: Prentice Hall Health.

Morrow J.R. Jr., Jackson, A.W., Disch, J.G., Mood, D.P. (2011). *Measurement and Evaluation in Human Performance*. 4th Ed. Champaign, IL: Human Kinetics.

Peacock, J. K. (2007). *Presenting medical statistics from proposal to publication: A step-by-step guide*. Oxford, New York: Oxford University Press.

7. Related Web Resources

Centre for Diastase Control and Prevention

<http://www.cdc.gov/phn/>

Centre for Health Protection, Hong Kong

<http://www.chp.gov.hk/>

Department of Health, Hong Kong

<http://www.dh.gov.hk/eindex.html>

National Institute for Health

<http://www.nih.gov>

National Institute of Nursing Research

<http://www.nih.gov/nursing>

The Cochrane Collaboration

<http://www.cochrane.org/>

8. Related Journals

Evidence-Based Complementary and Alternative Medicine

Evidence-based healthcare & public health, Amsterdam

International Journal of Health Research

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title : Bachelor of Health Education (Honours)

Programme QF Level: 5

Course Title : Drug Education and Prevention

Course Code : HCS4021

Department : Health and Physical Education

Credit Points : 3

Contact Hours : Lecture 13 hours

Seminar/tutorial 13 hours

Practice session 13 hours

Pre-requisite(s) : Nil

(If applicable)

Medium of Instruction: EMI

Course Level : 4

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3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

The course aims to introduce students to some major issues of drug addiction and prepare students to provide drug education and counseling to children and adolescents at schools and in the community. The course will cover theory and models of intervention and practice in drug education and drug abuse prevention. Students are expected to examine critically the various elements in crisis management in schools. The design, implementation and evaluation of a drug education and prevention program will also be discussed.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ discuss relevant drug terminology, signs and symptoms of drug addiction;
- CILO₂ apply the skills to identify children/adolescents who may encounter drug problems and to assist them in getting help;
- CILO₃ analyze issues in the key concepts in drug education and drug abuse prevention;
- CILO₄ evaluate the key elements in crisis management of drug abuse in schools; and
- CILO₅ develop and apply effective interventions for drug education and prevention programmes in schools and community.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Relevant drug terminology	CILO ₁	Lectures, Student-led seminar Peer critique Group discussion Case studies Oral presentation Role-play
Health risk behaviours	CILO _{1,2}	
Signs and symptoms of drug abuse and related health behavior changes	CILO _{1,2}	
The recovery process	CILO ₁₋₃	
Drug education and drug abuse prevention strategies for different health risk groups	CILO ₂₋₅	
Crisis management	CILO ₁₋₅	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Mini project (Individual project; 2,000 words) Each student has to write a project plan of an innovative and age-appropriate drug education and prevention programme for young people and adults in school and / or community settings.	70	CILO ₁₋₅
b. Seminar presentation (Group project) Each group has to present the drug education and prevention programme for young people and adults in school and / or community settings and receive peer critique.	30	CILO ₁₋₅

5. Required Text(s)

Sussman, S., & Ames, S. (2008). *Drug abuse: Concepts, prevention, and cessation*.

Cambridge: Cambridge University Press.

香港青年協會(2009): 健康校園新一代: 學校禁毒資源套(第一至三冊)。香港: 禁毒常

務委員會。

6. Recommended Readings

- Daley, K. (2016). *Youth and Substance Abuse*. Switzerland: Palgrave Macmillan.
- Friedman, L. S. (2008). *Drug abuse: An opposing viewpoints guide*. Detroit, Mich.: Thomson.
- Gwinnell, E., & Adamec, C. (2008). *The encyclopedia of drug abuse*. New York: Facts On File Inc.
- Karch, S. B. (2009). *Karch's pathology of drug abuse*. Boca Raton: CRC Press.
- Liddle, H. A. (2009). *Adolescent drug abuse (videorecording): A family-based multidimensional approach*. Center City, MN: Hazelden Foundation.
- Marcovitz, H. (2008). *Drug abuse*. Detroit, Mich.: Lucent Books.
- Verster, J., Brady, K., Galanter, M., Conrod, P. (2012). *Drug Abuse and Addiction in Medical Illness, Causes, Consequences and Treatment*. New York: Springer.

7. Related Web Resources

- Centers for Disease Control and Prevention
<http://www.cdc.gov/hiv/default.htm>
- Community Health Organization for Intervention, Care and Empowerment Limited
<http://www.communityhealth.org.hk/new/>
- Department of Health
<http://www.dh.gov.hk/eindex.html>
- Hospital Authority
http://www.ha.org.hk/visitor/ha_visitor_index.asp?Content_ID=10004&Lang=ENG&Dimension=100
- National Institutes of Health
<http://www.nida.nih.gov/nidahome.html>
- Substance Abuse and Mental Health Services Administration
<http://www.samhsa.gov/>
- World Health Organization
<http://www.who.int/en/>

8. Related Journals

- Addiction and Health
- Addiction Science & Clinical Practice
- Journal of Substance Abuse
- Open Addiction Journal
- Substance Abuse Treatment, Prevention and Policy
- Substance Abuse: Research and Treatment
- The American Journal of Drug and Alcohol Abuse

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	: Bachelor of Health Education (Honours)
Programme QF Level	: 5
Course Title	: Health Behaviour: Theory and Programme Planning
Course Code	: HCS4025
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: Lecture 26 hours Seminar/tutorial 13 hours
Pre-requisite(s)	: Nil <i>(If applicable)</i>
Medium of Instruction	: EMI
Course Level	: 4

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3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course will introduce the theory of behavioural change and behavioural modification methods. Social, psychological and environmental factors influencing behavior and behavior changes will be explored. A contemporary model for planning health education programmes will be presented.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ discuss the aims and scope of health behavior modification;
- CILO₂ analyze factors influencing health behavior;
- CILO₃ explain prominent health behavior theories and models;
- CILO₄ critique commonly used theories and models of behaviour change to change behaviour at the individual, group and commonly level; and
- CILO₅ design evidence-based programmes for health behaviour modification.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to Health Behavior: <ul style="list-style-type: none"> - Meaning of health behavior - Types of health behavior - Determinants of health behavior 	CILO _{1,2}	Peer learning in form of student-led seminar, peer critique, oral presentation, games, group discussion and workshop
Models of health behavior: <ul style="list-style-type: none"> - Intrapersonal - Interpersonal - Community & group models of health behavior Summary of health behavior models: <ul style="list-style-type: none"> - Concepts of theory/model/conceptual framework - Reasons for a theory - Comparisons made among the health behavior models Health Promotion/Intervention Planning Model	CILO _{3,4}	
Contextual analysis of health promotion/ intervention programme	CILO ₁₋₄	
Putting theory into practice- Health promotion in action	CILO ₁₋₅	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Student-led seminar Each group is responsible for presenting a topic such as health determinants, health behaviour theories and models and health intervention models with Q&A session which can facilitate learners' full understanding on how to develop an evidence-based health promotion program.	20 (Inter-group peer assessment 10%; Lecturer assessment 10%)	CILO ₁₋₄

<p>b. Oral presentation</p> <p>i. Each group has to devise a health promotion/ intervention programme for a self-chosen target behavior (such as drug abuse, obesity, and infection control) for a self-chosen target group either at the individual, group or community level:</p> <p>ii. Propose appropriate health behavior theories/ models/ conceptual frameworks for effective health intervention and promotion.</p> <p>iii. Utilizing the key concepts/features/constructs of the proposed health behavior theories/models/conceptual frameworks, develop an outline for health promotion activities or strategies you might use to work on your target behavior.</p> <p>iv. Comment on the strengths and limitations of the programme.</p> <p>v. Present the proposal orally for peer critique.</p>	<p>50</p> <p>(Intra-group peer assessment 10%; Lecturer assessment 40%)</p>	<p><i>CILO1-5</i></p>
<p>c. Written examination</p>	<p>30</p>	<p><i>CILO1-5</i></p>

5. Required Text(s)

Glanz, K., Lewis, F. M., & Viswanath, K. (2008). *Health behavior and health education: Theory, research, and practice* (4th ed.). San Francisco: Jossey-Bass.

6. Recommended Readings

DiClemente, R. J., Crosby, R. A., & Kegler, M. C. (2009). *Emerging theories in health promotion practice and research: Strategies for improving public health*. US: John Wiley and Sons.

Fertman, C.I., Allensworth, D.D. & SOPHE (2017). *Health Promotion Programs: From Theory to Practice* (2nd ed.). USA: Jossey-Bass Public Health

Goodson, P. (2010). *Theory in health promotion research and practice: Thinking outside the box*. Boston: Jones & Bartlett Learning.

Michie, S., West, R., Campbell, R., & Brown, J. (2014). *ABC of behavior change theories*. UK: Silverback Publishing.

National Institutes of Health (2012). *Theory at a glance: A guide for health promotion practice*. USA: US Department of Health and Human Services.

Sharma, M., & Romas, J. A. (2010). *Theoretical foundations of health education and health promotion*. Boston: Jones & Bartlett Learning.

7. Related Web Resources

Health Behavior Theories - Center for Health Communications Research, University of Michigan

http://chcr.umich.edu/how_we_do_it/health_theories/healththeories_index/chcr_document_view?searchterm=health%20theories

Healthy People 2010 Information Access Project - Partners in Information Access for the Public Health Workforce

<http://phpartners.org/hp/index.html#Search%20by%20Focus%20Area>

Healthy Communities Toolkits - Washington State Department of Health

http://www.doh.wa.gov/cfh/NutritionPA/our_communities/healthy_communities_projects/toolkit/default.htm

Research-tested Intervention Programs - National Cancer Institute
<http://rtips.cancer.gov/rtips/index.do>

8. Related Journals

American Journal of Health Behavior
British Journal of Health Psychology
Health Education & Behavior

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10. Others

Nil

第一部分

課程名稱	: 健康教育榮譽學士
課程 QF 程度	: 5
科目名稱	: 中醫基礎理論 (Fundamentals in Traditional Chinese Medicine)
科目編號	: HCS3044
負責學系	: 健康與體育學系
學分	: 3
教學課時	: 講義 26 hours 專題討論/教程個別指導 13 hours
先修科目	: 不適用
授課語言	: 中文為主, 輔以英文
程度	: 3

第二部分

香港教育大學(教大)的畢業生素質(Graduate Attributes)及七個通用學習成果(Seven Generic Intended Learning Outcomes, 7GILOs) 分別代表了教大畢業生應具備的素質及能力。學習成果分為大學層面(GILOs)、課程層面(PILOs)以及科目層面(CILOs), 三個層面的學習成果相輔相成, 共同培育學生發展所需的重要畢業生素質。

本科生、修課式研究生以及研究式研究生的畢業生素質包含以下三個範疇「英文簡稱“PEER & I”」:

- 專業卓越 (Professional Excellence)
- 道德責任 (Ethical Responsibility)
- 創新 (Innovation)

就上述三個範疇, 大學為本科生、修課式研究生以及研究式研究生訂立了不同的指標, 以反映其素質水平。

七個通用學習成果(7GILOs)分別是:

1. 解決問題能力 (Problem Solving Skills)
2. 批判思考能力 (Critical Thinking Skills)
3. 創造性思維能力 (Creative Thinking Skills)
- 4a. 口頭溝通能力 (Oral Communication Skills)

- 4b. 書面溝通能力 (Written Communication Skills)
5. 社交能力 (Social Interaction Skills)
6. 倫理決策 (Ethical Decision Making)
7. 全球視野 (Global Perspectives)

1. 科目概要

這課程介紹了中醫的基本理論概念，為整個學位的學科領域建立一個廣泛的基礎。學科領域包括中國傳統醫學的健康觀，疾病病因，診斷和治療原則，傳統的生理學（12 個臟，14 個主要經絡），術語問題，哲學傳統和黃帝內經素問。這課程中的基本理論在中國傳統醫學的各個方面有一個持續和漸進的應用。

2. 預期學習成果

完成本課程後，學生將能：

- 成果一：概述氣，陰陽和五行的關鍵概念，並說明他們在中國醫學中的應用；
- 成果二：說明臟腑的特性和功能，經絡系統，以及基本的生理物質 — 氣，血，津液，精和神；
- 成果三：解釋主要穴位的一般特點和功能，並概述其使用的基本指徵；
- 成果四：分析中國醫學模型的基本特徵，解釋疾病的起源和發展（發病機制和病理機制）；及
- 成果五：應用中醫方法和養生的基本知識去治療疾病（治療原理和方法）。

3. 內容、預期學習成果及教與學活動

教授內容	預期學習成果 (CILOs)	教與學活動
1. 中國醫學術語介紹	成果一至五	問題導向學習，講解，練習和討論
2. 中國醫學的概念框架（氣血，陰陽，五行，天堂 - 地球 - 人類），及其臨床應用	成果一，二	
3. 介紹精，氣，神，血，津液（中國醫學的基本生理物質），臟腑（功能及關係），經（經絡系統，特別是主表面的經絡和主要分組點），語詞簡介或系統對應	成果一至三	
4. 從中醫的角度看生理，病因，養生	成果三至五	
5. 介紹各種影響健康的因素 - 內部，外部和其他的致病因素	成果一，三，四，五	
6. 介紹中醫的診斷方法和四種診斷方法	成果三至五	
7. 治療及養生方法:食療，藥療及手法治療	成果五	

4. 評核

評核課業	所佔比重	預期學習成果 (CILOs)
(a) 反思文章 (500 字) 此文章總結學生對中醫的個人想法，他們對中醫價值的信念，對中國文化的關聯，並提出他們個人所學取的知識。	30	成果一至五
(b) 中期考試	25	成果一至五
(c) 期末考試	45	成果一至五

5. 指定教科書

陳文松。(2014)。《中醫學基礎》。人民衛生出版社。

Adolfo, H. (2012). *Traditional Chinese medicine*. Delhi: English Press.

6. 推薦書目

唐已婷。(2015)。《中草藥基礎》。中央廣播電視大學。

黃忠明。(2014)。《中醫學概要》。科學出版社。

薛希鵬。(2014)。《皇帝內經十二經脈養生法》。湖南科學技術出版社。

劉飛白。(2014)。《中藥藥材集解》。五洲出版有限公司。

張正浩。(2014)。《中華食療學》。五洲出版有限公司。

健康養生堂編委會。(2014)。《經絡穴位速查速用》。人類智庫數位科技股份有限公司。

王彩霞。(2013)。《中醫學基礎》。上海科學技術出版社。

莊澤澄。(2013)。《中醫診斷基本功與臨床》。人民衛生出版社。

曹炳章。(2012)。《辨舌指南》。天津科學技術出版社。

- 金遠林。(2012)。《中醫特色療法活用全典》。人民軍醫出版社。
- 郭長青。(2012)。《彩色針灸穴位圖鑒》。華志文化事業有限公司。
- Maciocia, G. (2008). *The practice of Chinese medicine: the treatment of diseases with acupuncture and Chinese herbs*. London: Elsevier Churchill Livingstone.

7. 相關網絡資源

Chinese Alternative Medicine

<http://www.ajcm.org>

Medicine Chinese

<http://www.medicinchinese.com>

台大傳統醫學研究社

http://club.ntu.edu.tw/~NTUTMC/note_links/classics.htm

中醫動

<http://www.hacmk.org.hk/>

8. 相關期刊

American Journal of Chinese Medicine

Chinese Journal of Evidence-Based Medicine

Chinese Medical Journal

Journal of Evidence-Based Medicine

Journal of Traditional Chinese Medicine

The Journal of Alternative and Complementary Medicine

The Journal of Chinese Medicine

9. 學術誠信

本校堅持所有學術作品均須遵守學術誠信的原則，詳情可參閱學生手冊

(<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>)。同學應熟讀有關政策。

10. 其他資料

無

The Education University of Hong Kong

Course Outline

Part I

Programme Title : Bachelor of Health Education (Honours)

Programme QF Level : 5

Course Title : Integrative Nutrition

Course Code : HCS4033

Department : Health and Physical Education

Credit Points : 3

Contact Hours : Lecture 15 hours
Seminar/tutorial 12 hours
Laboratory session 12 hours

Pre-requisite(s) : Nil

(If applicable)

Medium of Instruction : EMI

Course Level : 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

This module provides introductory topics on integrative nutrition to promote healthy diet. It enables participants to acquire a scientific understanding of recipe modification and development, integrating an Eastern energetic and a Western biochemical model, to cater for specific dietary needs. Synthesizing the dietary theories, participants devise appropriate meal plans to address a variety of health concerns.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ explain basic concepts of traditional Chinese medical nutrition and Western nutrition;
- CILO₂ create and evaluate recipes to cater for specific dietary needs; integrating the Chinese and Western nutrition concepts; and
- CILO₃ apply creative solutions to meal planning adopting an integrative dietary approach to address a variety of health concerns.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
An overview of integrative nutrition, an approach to nutrition that integrates a variety of dietary theories, including new theories and old, Eastern and Western theories;	CILO ₁	An integration of theory and practice is adopted with a variety of approaches to facilitate effective teaching and learning. Activities include lectures, student-led seminars, collaborative learning, laboratory work with peer sensory evaluation, discussion and case study.
Basic concepts of traditional Chinese medical nutrition on Yin and Yang and the Five Elements: Human Structure; Four Tendencies (Si-Qi), Five Flavors (Wu-Wei) and the Eight Differentiations, Energetic properties of common foods; treatment of Zang-Fu Syndromes with appropriate food choices and remedies;	CILO ₁	
Fundamental concepts of Western nutrition: basic food composition, nutrients, nutritive value of foods; nutritive value, sources and functions of various food commodities; nutritional requirements and guidelines for specific dietary needs;	CILO ₁	
Recipe writing technique, recipe adaptation and development integrating the Chinese and Western nutrition concepts; sensory analysis techniques for evaluating recipe acceptability;	CILO ₂	
General meal planning guidelines; meal planning adopting an integrative dietary approach to address a variety of health concerns.	CILO ₃	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Student-led seminar on basic concepts of traditional Chinese medical nutrition and Western nutrition (Peer Assessment)	25%	CILO ₁
b. Critique on a given sample of school lunch based on nutritional guidelines stipulated by the Department of Health. Modifications on recipes to fit the requirements of a healthy school lunch. (Group project)	25%	CILO _{2,3}
c. Examination (Individual)	50%	CILO _{2,3}

5. Required Text(s)

Mahan, L. K., & Escott-Stump, S. (2011). *Krause's food, nutrition, & diet therapy*. (13rd ed). USA: WB. Saunders Company.

Yeager, S. (2007). *The doctors book of food remedies: The latest findings on the power of food to treat and prevent health problems – from aging and diabetes to ulcers and yeast infections*. New York: Rodale Inc.

6. Recommended Readings

Cai, J. F. (2010). *Eating your way to health: Dietotherapy in traditional Chinese medicine* (2nd ed.). Beijing: Foreign Languages Press.

Duyff, R. L. (2012). *American dietetic association complete food and nutrition guide* (4th ed.). New Jersey: John Wiley and Sons.

Kastner, J. (2011). *Chinese Nutrition Therapy: Dietetics in Traditional Chinese Medicine (TCM)*. New York: Thieme.

Lawless, H., & Heyman, H. (2010). *Sensory evaluation of food: Principles and practices*. New York: Springer.

Brooke, S. L., & Myers, C. E. (2015). *Herapists Creating a Cultural Tapestry: Using the Creative Therapies Across Cultures*. Springfield: Charles C Thomas Publisher.

李敏博士，張世平博士，曾曉陽醫師，梁浩榮醫師，萬帥章醫師（2009）：《專家談中醫食療與養生》，香港，萬里機構出版有限公司。

7. Related Web Resources

<http://www.ajcm.org>

<http://www.jcm.co.uk>

<http://www.medicinchinese.com>

<http://afic.org>

<http://www.nal.usda.gov/fnic/foodborne/haccp>

8. Related Journals

American Journal of Chinese Medicine

Australian Journal of Nutrition and Dietetics

Journal of Nutrition

Journal of Traditional Chinese Medicine

9. Academic Honesty

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10. Others
Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	: Bachelor of Health Education (Honours)
Programme QF Level	: 5
Course Title	: Sexual Health and Human Sexuality
Course Code	: HCS3045
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: Lecture 6 hours Seminar/tutorial 3 hours Service-based learning activities 30 hours
Pre-requisite(s)	: Nil
	<i>(If applicable)</i>
Medium of Instruction	: EMI
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This module aims to provide students with clinical, scientific and sociological understanding of the concepts of sexual health and human sexuality. It emphasizes contemporary evidences, research and treatment including sexual health and disease, sexual dysfunction and principles of and approaches to sexuality and relationship education. It also covers family planning and therapy services, safe sex education and social discerning issue in gender identity and sexual ethnics. Authentic scenarios are provided to students in learning the issues and acquiring the skill through service-based learning.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ demonstrate a detailed and systematic knowledge and understanding of the concepts of human sexuality, sexual health, sexual dysfunction and approaches to sexuality and relationships education;
- CILO₂ identify the benefits in family planning and sexual health and disease prevention;
- CILO₃ critically evaluate safe sex education and sexuality and relationship education;
- CILO₄ discuss the effectiveness and limitations of safe sex education including control strategies for STIs/ HIV, in Hong Kong schools and society through community participation in family planning and therapy services; and
- CILO₅ critically evaluate the various aspects, manifestations and consequences of the nature of sexual therapy and the social discern in gender roles from authentic service-based learning opportunities.

3. Content, CILOs and Teaching & Learning Activities please adjust the content

Course Content	CILOs	Suggested Teaching & Learning Activities
Human sexuality, sexual development	CILO ₁₋₃	Lectures, tutorials and oral presentation, social inquiry, discussion, peer critique, reflection and service-based learning
Sexual health and sexual dysfunction	CILO ₁₋₃	
Principles and approaches to sexuality and relationships education	CILO ₁₋₃	
Epidemiology and prevention & control of Sexually Transmitted Infections (STIs) and HIV.	CILO ₁₋₄	
Population issues and Family Planning (FP) and therapy services. Provide service training in local organization under the supervision of course lecturers or local organization (e.g. Family Planning Association)	CILO ₁₋₅	
Safe sex education: unwanted pregnancy and (unsafe) abortion; cervical cancer	CILO ₁₋₅	

Gender role and identity, characteristics of transgender and the social challenge.	<i>CILO₁₋₅</i>
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Oral Presentation on one of the following topics (Group Work): <i>i.</i> Demonstrate your understanding in sexual expression throughout the life span. <i>ii.</i> Discuss the benefits and approaches in family planning.	40	<i>CILO₁₋₅</i>
b. Hands-on practice on sexual health (Individual Work) Each student has to conduct a sexual health talk in the community to apply their knowledge and skill in human sexuality and sexual health.	40	<i>CILO₁₋₅</i>
c. Reflective journal (Individual Work) Each student has to submit a reflective journal to note events, incidents and activities occurred during the course of their service-based learning.	20	<i>CILO₁₋₅</i>

5. Required Text(s)

Hyde, J. S., DeLamater, J. D., & Byers, S. E. (2013). *Understanding human sexuality*. McGraw-Hill.

Rathus, S. A., Nevid, J. S., & Fichner-Rathus, L. (2010). *Human sexuality in a world of diversity* (8th ed.). Prentice Hall.

5. Recommended Readings

Grollman, E. A. (2017). Sexual orientation differences in attitudes about sexuality, race, and gender. *Social Science Research*, 61, 126-141.

Fisk, N. M., & Atun, R. (2009). Systematic analysis of research underfunding in maternal and perinatal health. *BJOG: An International Journal of Obstetrics & Gynaecology*, 116(3), 347-356.

Kelly, G. F. (2010) *Sexuality today* (10th ed.). McGraw-Hill.

Seidman, S. (2014). *The Social construction of sexuality* (3rd ed.). New York: Norton.

Vilaca, T. (2014). Teachers' perceptions on gender differences in sexuality education in Portuguese schools. *Educacao*, 24(45), 23-39.

Wright, G. (2012). Sexual health. *Nursing standard*. 26(44), 59-60.

7. Related Web Resources

The Family Planning Association of Hong Kong

<http://www.famplan.org.hk/>

Gender and AIDS

<http://www.genderandaids.org/index.php>

Gender Issues

<http://songweaver.com/gender>

National Sexuality Resource Center (USA)

<http://nsrc.sfsu.edu/>

European Sexuality Resources Center

<http://www.sexualityresources.eu/>

8. Related Journals

The Journal of Sexual

Medicine Journal of Sex

Research Sexuality and

Disability

Sexual Health

Sexually Transmitted Infection

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title : Bachelor of Health Education (Honours)

Programme QF Level : 5

Course Title : Pain Education

Course Code : HCS3034

Department : Health and Physical Education

Credit Points : 3

Contact Hours : Lecture 26 hours
Seminar/tutorial 13 hours

Pre-requisite(s) : Nil
(If applicable)

Medium of Instruction : EMI

Course Level : 3

Part II

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In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course will equip students with the knowledge and skills of pain assessment and management in a variety of pain problems such as acute, chronic and cancer pain in school and community settings.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Describe theories of pain
- CILO₂ Describe the anatomical, pathophysiological, and psychological bases of pain and pain relief
- CILO₃ Conduct a comprehensive pain assessment
- CILO₄ Describe strategies for planning, intervention, and monitoring pain management of common pain problems
- CILO₅ Formulate appropriate pain management strategies in the management of common pain conditions
- CILO₆ Apply simple non-pharmacological pain management techniques

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theory of pain	CILO ₁	Lecture, seminar, self-study, student-led tutorial, case study, hands-on practice
Pain mechanisms	CILO ₂	
Comprehensive pain assessment	CILO ₃	
Principles of pain treatment and management	CILO ₄	
Common pain conditions	CILO _{4, 5, 6}	
Non-pharmacological pain management methods (hands-on practice)	CILO _{5, 6}	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. On-line quiz on the theoretical knowledge of health promotion and health promotion practices. (15% Each)	30%	CILO ₁₋₅
b. Individual assignment [about 800 (English words)] to encourage deeper learning and reflection on course materials or/and self-learning activities by evaluating and comparing two pain management interventions.	30%	CILO ₂₋₆
c. Group presentation on designing a pain education program to public or specific targeted group with multi-interventions, for example, educational talk, exercise program, peer support group, etc..	40%	CILO ₂₋₆

5. Required Text(s)

Tsui, S.L., Chen, P.P., & NG, K.F. (2010). (Eds). *Pain Medicine. A Multidisciplinary*

6. Recommended Readings

- Elliott, J.A. & Smith, H.S. (2011). (Eds). *Handbook of Acute Pain Management*. New York: Informa Healthcare
- Goldberg, D.S. (2014). (Ed.) *The Bioethics of Pain Management: Beyond Opioids*. New York: Routledge.
- Jansen, M.P. (2008). *Managing Pain in Older Adult*. New York: Springer Pub. Co.
- McMahon, S., Koltzenburg, M., Tracey, I., & Turk, D.C. (2013). (Eds). *Wall and Melzack's textbook of pain*. (6th ed.). Philadelphia: Elsevier/Saunders.
- Richeimer, S.H., & Steligo, K. (2014). *Confronting Chronic Pain: A Pain Doctor's Guide to Relief*. US: Johns Hopkins University Press.
- Turk, D.C. & Melzack, R. (2011). (Eds). *Handbook of Pain Assessment*. (3rd ed.). New York: Guilford Press.
- Twycross, A., Dowden, S.J., & Bruce, E. (2009). (Eds). *Managing Pain in Children: a Clinical Guide*. Iowa: Wiley-Blackwell.

7. Related Web Resources

- American Pain Society
International Association for the Study of Pain

8. Related Journals

- Cancer Nursing
European Journal of Pain
Journal of Pain and Symptom Management
Pain
Pain Clinic
Pain Management Nursing
The Clinical Journal of Pain
The Journal of Pain
Journal of Pain and Palliative Care, Pharmacology

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title : Bachelor of Health Education (Honours)

Programme QF Level : 5

Course Title : Food Safety Education

Course Code : HCS4038

Department : Health and Physical Education

Credit Points : 3

Contact Hours : Lecture 21 hours
Seminar/tutorial 12 hours
Practical session 6 hours

Pre-requisite(s) : Nil

(If applicable)

Medium of Instruction : EMI

Course Level : 4

Part II

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- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course will introduce principles and practices in food safety. Theories and practices to manage food poisoning risk and implement food safety processes will be synthesized and applied in school and community settings.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ describe the common microbiology in foodborne illnesses;
- CILO₂ discuss the principles of food safety education;
- CILO₃ examine critically food regulations in the local and international view;
- CILO₄ apply food safety management in school or community settings;
- CILO₅ plan and develop common hazard analysis measures and methodologies ; and
- CILO₆ discuss key elements in crisis management in food allergy and food poisoning in school and community settings

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<p>Food Regulations</p> <ul style="list-style-type: none"> - Nutrient guidelines e.g. DV, RDA, DRV - Local and international differences in Codex guidelines on nutrition labelling - Health claims, function claims & health claims - Food additives, colouring & preservatives <p>Main Food Ordinances in Hong Kong</p> <ul style="list-style-type: none"> - Public Health and Municipal Services Ordinance (Chapter 132) - Food Safety Ordinance (Chapter 612) 	<i>CILO₂₋₄</i>	Oral presentation, case studies, group discussion, common practice sharing and field visits
<p>Microbiology</p> <ul style="list-style-type: none"> - Top three microbiology in foodborne diseases - Salmonella - Staphylococcus aureus - vibrio parahaemolyticus 	<i>CILO_{1,2,4}</i>	
<p>Food Poisoning</p> <ul style="list-style-type: none"> - Causative agents and precautions <p>Food allergy</p> <ul style="list-style-type: none"> - Causes of food allergy, identification, prevention and treatment 	<i>CILO_{2,4,6}</i>	
<p>Hazard measures and methodologies</p> <ul style="list-style-type: none"> - 5S methodology in food safety education - HACCP (Hazard Analysis and Critical Points) applied in catering, food and beverage, manufacturing, school tuck shops and canteens in community settings - Laboratory testing for food contamination 	<i>CILO_{2,4,6}</i>	
<p>Crisis management adopted in selected industries such as:</p> <ul style="list-style-type: none"> - Airline catering - Hotel and resort - Supermarket - Centre for Food Safety and in - School and community settings 	<i>CILO₃₋₆</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a. Oral Presentation (Group Work)</p> <p>i. Based on current literature, describe one foodborne microorganisms and the means of its detection. The presentation can be supplemented with pictures and graphics.</p> <p>ii. Describe a food poisoning event you have read from the newspapers in recent years, including the type of foodborne disease; signs and symptoms observed and the possible cause of its contamination in the food poisoning event. Peer assessment will be included as evaluation.</p>	20	CILO _{1,2,4,5,6}
<p>b. Evaluation on the current regulatory scheme in food labelling in Hong Kong (Individual Work)</p> <p>A written consultation paper critically addresses the drawbacks of the labeling scheme recently formulated. Give supporting evidences in argument related to the area of information inadequacy, healthy choices, overseas practices and food varieties. (1,500 words)</p>	50	CILO _{2,3}
<p>c. A crisis management plan formulation (Group Work)</p> <p>A written plan identifying the resources required and procedures to handle a foodborne illness outbreak in a workplace setting. The plan must include i) a hazard analysis; ii) CCPs; iii) critical limits; iv) monitoring procedures; v) corrective actions; vi) verification procedures; vii) record keeping in details.</p>	30	CILO ₄₋₆

5. Required Text(s)

- Boston, M. A. (2007). *Food safety: A practical and case study approach*. Boston: Springer Science+Business Media, LLC.
- Doyle, P. M., & Beuchat, L. R. (2012). *Food microbiology : Fundamentals and frontiers*. Washington D.C.: ASM Press.

6. Recommended Readings

- Barkai-Golan, R., & Follett, A. P. (2017). *Irradiation for Quality Improvement, Microbial Safety and Phytosanitation of Fresh Produce*. Cambridge: Academic Press.
- Knowles, T. (2012). *Food safety in the hospitality industry*. Oxfordshire: Routledge.
- Larsen, J. C. (2008). *Evaluation of certain food additives and contaminants: Sixty-eight report of the Joint FAO/WHO Expert Committee on Food Additives*. Geneva: World Health Organization.
- Madsen, C., Crevel, R., Mills, C., & Taylor, S., (2012). *Risk management for food allergy*. USA: Elsevier Science.
- Sheward, E. (2008). *Aviation food safety*. USA: Wiley, John & Sons, Incorporated.
- Weirich, P. (2007). *Labeling genetically modified food*. UK: Oxford University Press.

7. Related Websites

Agriculture and Consumer Protection Department

http://www.fao.org/ag/portal/index_en/en/

Centre for Food Safety

<http://www.cfs.gov.hk>

Codex Alimentarius Commission

<http://www.fao.org/docrep/012/i1400e/i1400e00.htm>

Food and Agriculture Organization of the United Nations (FAO)

<http://www.fao.org>

U.S. Food and Drug Administration

<http://www.fda.gov/>

World Health Organization (WHO)

<http://www.who.int>

8. Related Journals

British Food Journal

International Journal of Food Science & Technology

Journal of Applied Microbiology

Journal of Food Safety

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title : Bachelor of Health Education (Honours)

Programme QF Level : 5

Course Title : Child and Adolescent Health Education

Course Code : HCS4046

Department : Health and Physical Education

Credit Points : 3

Contact Hours : Lecture 26 hours

Seminar/tutorial 13 hours

Pre-requisite(s) : Nil

(If applicable)

Medium of Instruction : EMI

Course Level : 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

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- Professional Excellence;
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- Innovation.

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The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course aims to introduce the social, emotion and mental growth and development of children and adolescents, with special emphasis on the factors affecting their health-seeking behaviours and lifestyles. Various common health problems in children and adolescents are covered. Appropriate health education to the children and family are discussed. It will also provide students with skills in designing and implementing an education program for targeting child and adolescent health issues in school and community settings.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO₁ demonstrate an understanding of growth and development of children and adolescents;

CILO₂ analyze the contribution of family, peers, teachers and other key people in shaping the children / adolescents’ lifestyles and health seeking behavior

CILO₃ identify and analyze common health problems in children / adolescents; and

CILO₄ design and evaluate an education program to be implemented for the promotion of better health in children and adolescents.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Growth and development of children and adolescents	CILO ₁	Lectures Student-led seminar Peer critique Group discussion Case studies Oral presentation Role-play
Child development theories and health behavior theories	CILO ₁	
Social and environmental influences on children and adolescents	CILO ₂	
Inter-relationships among the roles of family, peers, teachers, social workers, health professionals and the community in promoting healthy development of children / adolescents	CILO _{2,3}	
Family health for children and adolescents	CILO _{2,3}	
The design of an education program for the preventing/advancement of a specific health issue	CILO ₁₋₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a. Seminar presentation (Group project)</p> <p>Each group has to give a seminar presentation to discuss the contribution of family, peers, teachers or other key people in shaping the lifestyle of a child or adolescent with a selected health issue.</p> <p>*Peer assessment is required.</p>	40	CILO ₂₋₄
<p>b. Assignment (Individual work: 1500 - 2000 words)</p> <p>Students are required to describe the ages and stages of development from 10 to 19 years and submit a proposal that document the design and development of a health education and promotion program for the prevention of a specific health issue among children or adolescents. The proposal may include background information on the health issue in the population, rationale for prevention of the problem or advancement of health status, contents of the program, methods of implementation and references.</p>	60	CILO ₁₋₄

5. Required Text (s)

Barnes, M., & Rowe, J. (2013). *Child, youth and family health: Strengthening communities*. (2nd ed.). Sydney, N. S. W.: Churchill Livingstone.

6. Recommended Readings

Baginshy, M. (2008). *Safeguarding children and schools*. London: Jessica Kingsley Publishers.

Brown, R. T. (2014). *Handbook of pediatric psychology in school settings*. Mahwah, N. J.: Lawrence Erlbaum Associates.

Cook, J., & Cook, Greg. (2014). *The world of children* (3rd ed.).

Damon, W., & Lerner, R. (2008). *Child and adolescent development: An advanced course*. Hoboken, N. J.: Wiley.

Dulcan, M. K., & Lake, M. (2012). *Concise guide to child and adolescent psychiatry* (4th ed.). Arlington, VA: American Psychiatric Publishing, Inc.

Litin, S. C. (2009). *Mayo clinic family health book*. New York: Harper Resource.

National Research Council, Institute of Medicine, & Board on Health Care Services. (2011). Existing Measures of Child and Adolescent Health. In *Child and Adolescent Health and Health Care Quality: Measuring What Matters* (pp. 91-134). National Academies Press.

Norton, C. L. (2011). *Innovative interventions in child and adolescent mental health*. New York: Routledge.

Rey, J. M. (2012). *IACAPAP e-textbook of child and adolescent mental health*. Geneva: International Association for Child and Adolescent Psychiatry and Allied Professions. Retrieved from <http://iacapap.org/iacapap-textbook-of-child-and-adolescent-mental->

health

Thompson, M., Cooper, M., & Hooper, C. M. (2012). *Child and adolescent mental health: Theory and practice*. London: Hodder Education.

Umeh, K. F. (2009). *Understanding adolescent health behaviour: A decision making perspective*. New York: Cambridge University Press.

Woolfolk, A., & Perry, N. (2012). *Child and adolescent development*. Upper Saddle River, N.J.: Pearson.

Yearwood, E. (2013). Advanced Practice Nurses Interfacing with the School System. In *Child and Adolescent Behavioral Health* (pp. 507-521). West Sussex, UK: John Wiley & Sons.

7. Related Web Resources

American Academy of Pediatrics

<http://www.aap.org/healthtopics/healthpromotion.cfm>

Centers for Disease Control and Prevention

<http://www.cdc.gov/family/>

Child Development Resources

http://www.pmh.health.wa.gov.au/health/child_development/resources.htm

Child and Adolescent Health Resources

<http://www.ahrq.gov/ppip/childguide/>

Department of Health

<http://www.dh.gov.hk>

International Alliance for Child and Adolescent Mental Health and Schools

<http://www.intercamhs.org/>

International Association for Child and Adolescent Psychiatry and Allied Professionals

<http://iacapap.org/iacapap-textbook-of-child-and-adolescent-mental-health>

World Health Organization – Child and Adolescent Health and Development

http://www.who.int/child_adolescent_health/en/

WHO Child and Adolescent Mental Health

http://www.who.int/mental_health/prevention/childado/en/

8. Related Journals

Archives of Pediatrics & Adolescent Medicine

Child and Adolescent Mental Health

Child and Adolescent Psychiatry and Mental Health

Child and Adolescent Psychiatry

European Journal of Child and Adolescent Psychiatry

Health Education and Behaviour

Health Education Research Health Promotion International

International Journal of Child and Adolescent health

Journal of Child & Adolescent Mental Health

Journal of Early Adolescence

Journal of Family Nursing

Journal of School Health

Journal of School Nursing

Pediatrics

9. Academic Honesty

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Specific Reference to the Avoidance of Plagiarism by Students
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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Contemporary Issues in School Health
Course Code	:	HCS4020
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 13 hours Seminar / tutorial 13 hours Practice session 13 hours
Pre-requisite <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	EMI
Course Level	:	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

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- Ethical Responsibility; &
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The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course aims to introduce concept and policies of school health in contemporary issues and global perspective. Approaches in promoting healthy schools are discussed. The design, implementation and evaluation of a school health program are covered in this course. Students are expected to examine critically for existing strategic planning for health promotion in school settings and challenges in school health.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ discuss the concept and policies of school health in contemporary issues and global perspective;
- CILO₂ apply the skills to assess the school needs and health promotion strategies;
- CILO₃ analysis the role of various stakeholders in shaping children/adolescents' lifestyles;
- CILO₄ evaluate the key issues in strategic planning for the development of a healthy school; and
- CILO₅ develop and apply effective interventions for designing a health promoting school.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Concepts and policy in school health	CILO ₁	Lectures, Student-led seminar, Peer critique, Group discussion, Case studies, Oral presentation, Role-play
Needs assessment in school settings	CILO _{1,2}	
Role of students, family, school and other stakeholders in shaping children / adolescents' lifestyle	CILO ₃	
Evidence-based approach in health promotion and education strategies in school health	CILO ₁₋₅	
Local and international initiatives in promoting school health	CILO ₂₋₅	
The design, implementation and evaluation of a school health program	CILO ₁₋₅	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Assignment (Individual project: 2,000 words) Each student has to write a project plan of an innovative and age-appropriate health promoting school programme for children and / or adolescents in school settings.	60	CILO ₁₋₅
b. Seminar presentation (Group project) Each group has to present the implementation of a health promoting school programme in school settings and receive peer critique.	40	CILO ₁₋₅

5. Required Text(s)

Meeks, L. B. (2011). *Comprehensive school health education: Totally awesome strategies for teaching health*. New York: McGraw-Hill.

6. Recommended Readings

Gereige, R. S., & Zenni, E. A. (2016). *School Health Policy & Practice*. American Academy of Paediatrics Council on School Health. Retrieved from <http://ebooks.aappublications.org/content/school-health-policy-and-practice-7th-edition.tab-info>

Lewis, K. D. (2009). *Manual of school health: A handbook for school nurses, educators, and health professionals*. St. Louis, Mo.: Saunders.

Meeks, L., Heit, P., & Page, R. (2010). *Comprehensive school health education: Totally awesome strategies for teaching health*. Boston, Mass.: McGraw-Hill.

MacNeil, W., & Topping, K. (2007). Crisis management in schools: Evidence-based prevention. *Journal of Educational Enquiry*, 7(1), 64-94.

Pressley, M., & McCormick, C. B. (2007). *Child and adolescent development for educators*. New York: Guilford Press.

Sussman, S., & Ames, S. (2008). *Drug abuse: Concepts, prevention, and cessation*. Cambridge: Cambridge University Press.

Tang, K. C., Nutbeam, D., Aldinger, C., St Leger, L., Bundy, D., Hoffmann, A. M., Yankah, E., McCall, D., Buijs, G., Arnaut, S., Morales, S., Robinson, F., Torranin, C., Drake, L., Abolfotouh, M., Whitman, C. V., Meresman, S., Odete, C., Joukhadar, A. H., Avison, C., Wright, C., Huerta, F., Munodawafa, D., Nyamwaya, D., & Heckert, K. (2009). Schools for health, education and development: A call for action. *Health Promotion International*, 24(1), 68-77.

Whitman, C. V., & Aldinger, C. E. (2009). *Case studies in global school health promotion: From research to practice*. New York: Springer.

7. Related Web Resources

American School Health Association

<http://www.ashaweb.org/i4a/pages/index.cfm?pageid=1>

Centers for Disease Control and Prevention – Division of Adolescent and School Health

<http://www.cdc.gov/healthyyouth/schoolhealth/index.htm>

Department of Health

<http://www.dh.gov.hk>

National Assembly on School-Based Health Care

<http://www.nasbhc.org/site/c.ckLQKbOVLkK6E/b.7453519/k.BEF2/Home.htm>

World Health Organization

<http://www.who.int/>

8. Related Journals

Advances in Health Science Education

Health Education Journal

Health Education and Behaviour

Health Education Research

Health Promotion International

Journal of School Health

Journal of School Nursing

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Physical Fitness Education
Course Code	:	HCS3047
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar/tutorial 13 hours
Co-requisite(s)	:	Nil <i>(If applicable)</i>
Medium of Instruction	:	EMI
Course Level	:	3

Part II

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The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

This unit aims at associating physical fitness with health benefits and wellness. Principal understanding and skills in assessing health-related fitness will form the foundation for measuring one's fitness level. Critical evaluation on objective assessments and gold standards will integrate on various components of physical fitness. Physiological and metabolically changes regarding physical trainings will address an understanding of the interrelatedness in the basic premise of fitness, health and wellness. This aims to encourage the adoption of physically active behaviours in different age groups.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ describe the interrelated components of health-related physical fitness;
- CILO₂ identify the importance and limitations of different methods in measuring health-related physical fitness;
- CILO₃ apply and reflect on the principles of physical activities to health and wellness-related constructs; and
- CILO₄ recognize the essential application of physical fitness assessment for population of different age groups.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Describe the interrelated components of physical fitness	CILO ₁₋₃	Lectures, tutorials and workshops such as field experiences, self and peer assessment, group work
Physical inactivity influenced lifestyle diseases, health behaviours and health problems	CILO ₁₋₃	
Impact and effect of physical activity, fitness and exercise on health/wellness	CILO ₁₋₃	
Human physiology: basic consideration of the body composition, muscular fitness, energy systems in relation to physical activity, health and wellness	CILO ₁₋₄	
Human physiology: basic consideration of the flexibility, response rate and cardiorespiratory fitness in relation to physical activity, health and wellness	CILO ₁₋₄	
Physical fitness assessment: maximal and sub-maximal tests; laboratory tests vs field tests	CILO ₁₋₄	
Conditioning and programming; basic fitness training, exercise recommendations to different age groups	CILO ₁₋₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Presentation (Group) Group presentation on selected topics: <ol style="list-style-type: none"> i. Critically evaluate the assessment tests of cardiorespiratory fitness for secondary school students. ii. Critically evaluate the assessment tests of muscular strength for the old aged group. iii. Practically recommend several health-related physical fitness assessment tests for the employees in a company. <p>*Peer assessment is required.</p>	30	CILO ₁₋₄
b. Assessment Journal Word limit: 2000 to 2500 words A progressive report of a personal fitness assessment and exercise recommendation. An implementation program of 3 months.	70	CILO ₁₋₄

5. Required Text(s)

- Corbin, C. B., Welk, G., Corbin, W., & Welk, K. (2011). *Concepts of fitness and wellness: A comprehensive lifestyle approach* (9th ed.). Boston: McGraw Hill.
- Howley, E. T., & Franks B. D. (2007). *Fitness Professional's Handbook*. (5th ed.) Champaign, IL: Human Kinetics.

6. Recommended Readings

- Acevedo, E. O., & Starks, M. A. (2011). *Exercise testing and prescription lab manual*. (2nd ed.). New Zealand: Human Kinetics.
- Angela, C., Laslett, M., Hing, W., McNair, P., & Williams, M. (2011). Reliability of a new hand-held dynamometer in measuring shoulder range of motion and strength. *Manual Therapy*, 16(1), 97-101.
- Chung, L. M. Y., Chow, L. P. Y., & Chung, J. W. Y. (2013). Normative reference of standing long jump indicates gender difference in lower muscular strength of pubertal growth. *Health*, 5(6A3), 6-11.
- Chung, L. M. Y., Chung, J. W. Y., & Wong, T. K. S. (2012). Relationship between physical fitness and aging among the older Chinese. *Asian Journal of Gerontology and Geriatrics*, 7, 69-79.
- Haskell, W. L., Lee, I. M., Pate, R. R., Powell, K. E., Blair, S. N., Franklin, B. A., Macera, C. A., Heath, G. W., Thompson, P. D. & Bauman, A. (2007). Physical activity and public health: updated recommendation for adults from the American College of Sports Medicine and the American Heart Association. *Medicine and Sciences in Sports & Exercise*, 39(8), 1423-1434.
- Pickering, T. G., Miller, N. H., Ogedegbe, G., Krakoff, L. R., Artinina, N. T., & Goff, D. (2008). Call to action on the use and reimbursement for home blood pressure monitoring. A joint statement from the American Heart Association, American Society of Hypertension, and Preventative Cardiovascular Nurses Association. *Hypertension*, 52, 10-29.
- Powers, S., Dodd, S., & Jackson, E. (2014). *Total fitness & wellness* (6th ed.).
- Westcott, W., & Baechle, Thomas R. (2010). *Fitness Professional's Guide to Strength Training Older Adults (2nd Edition)* (2nd ed.). Champaign: Human Kinetics.

7. Related Web Resources

American College of Sports Medicine

www.acsm.org

National Institutes of Health

<http://www.nhlbi.nih.gov/>

Centers for Disease Control and Prevention

<http://www.cdc.gov/physicalactivity/>

8. Related Journals

Journal of Physical Activity and Health

Pediatric Exercise Science

International Journal of Behavioral Nutrition and Physical Activity

Measurement in Physical Education and Exercise Science

Journal of Exercise Science & Fitness

ACSM's Health & Fitness Journal

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Course Title	:	Mindfulness
Course Code	:	HCS3048
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 9 hours Practice 30 hours
Co-requisite(s)	:	Nil <i>(If applicable)</i>
Medium of Instruction	:	EMI
Course Level	:	3

Part II

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2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Synopsis

The course aims at providing students with basic knowledge and understanding of mindfulness in stress reduction and resilience. Self-awareness and ‘core’ essential qualities are central to the establishment of positive therapeutic relationships. Mindfulness develops awareness of present experience accompanied with an attitude of acceptance. Students will have the opportunities in practising mindfulness as well.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ demonstrate an understanding of mindfulness;
- CILO₂ increase awareness level of own motives, fears, needs, feelings, perceptions, attitudes, and habits;
- CILO₃ display less reactive and more appropriately responsive to people and situations;
- CILO₄ develop greater self-awareness, strengthen concentration and help self-learning through reflection; and
- CILO₅ demonstrate awareness of the choices one has in one’s thinking patterns, emotions and behaviors.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Understanding mindfulness	CILO ₁	Lectures, self-reading, self-reflection, demonstration followed by students’ practice
2. Mindfulness and stress reduction	CILO ₁₋₄	
3. Mindfulness and reflective practice	CILO ₂₋₄	
4. Mindfulness and self-coaching	CILO ₂₋₄	
5. Positive psychology and mindfulness in everyday life	CILO ₁₋₄	
6. Deepening the relationship between mindfulness and emotional resilience, wellbeing, and authenticity	CILO ₁₋₅	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a . Weekly worksheet	40	CILO _{1,2,4,5}
b . Guided mindfulness practice	30	CILO _{1, 5}
c . Reflective Journal	30	CILO ₁₋₅

For assessment a, students are required to complete four worksheets which focus on different aspects of Mindfulness. There is no word limit for the worksheets.

For assessment b, each student will be required to lead a guided mindfulness practice with inquiry (20 minutes). This allows students to demonstrate their learning and practice in mindfulness.

For assessment c, students are required to make reflections on practice of mindfulness:

Awareness of own motives, fears, needs, feelings, perceptions, attitudes, and habits; response to people and situations; self-awareness, concentration, self-learning; awareness of the choices one has in one's thinking patterns, emotions and behaviors; and, reflect upon the experiences that are deemed profound or that had an impact on their life. The word limit is 1,500.

5. Required Text(s)

Gunaratana, H. (2002). *Mindfulness in plain English*. Boston: Wisdom.

6. Recommended Readings

Ajahn Brahm. (2006). *Happiness through meditation*. Boston: Wisdom.

Germer, C., K. (2009). *The mindful path to self-compassion: Freeing yourself from destructive thoughts and emotions*. New York: Guilford.

Kabat-Zinn, J. (2005). *Coming to our senses: Healing ourselves and the world through mindfulness*. London: Piatkus.

Mace, C. (2007). *Mindfulness and mental health: Therapy, theory and science*. London: Routledge.

Silananda, U. (2002). *The four foundations of mindfulness*. Boston: Wisdom.

Thich, N., H. (2001). *Anger: Wisdom for cooling the flames*. New York: Riverhead.

Williams, M., Teasdale, J., Segal, Z., & Kabat-Zinn, J. (2007). *The mindful way through depression: Freeing yourself with chronic unhappiness*. New York: The Guilford Press.

7. Related Web Resources

Awaken your potential

<http://www.art-of-growth.com/>

Mindfully being

<http://www.mindfullybeing.co.uk/>

Mindfulness and health

<http://www.mindfulnesshealth.com/>

Mindfulness-West

<http://www.mindfulness-west.com/>

8. Related Journals

Mindfulness

The Journal of Clinical Mindfulness & Meditation

9. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	: Bachelor of Health Education (Honours)
Programme QF Level	: 5
Course Title	: Mindful Self-compassion
Course Code	: HCS3063
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: 39 (9 for Lecture and 30 for Practice)
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: Level 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Synopsis

The Mindful Self-Compassion (MSC) course aims to cultivate students' skill in self-compassion which is a powerful tool for emotion resilience. This is a practice-oriented course. Students will learn and practise mindfulness to develop loving-kindness awareness towards difficult experiences and thoughts, emotions and sensations arising thereof, which is then followed by the learning of self-compassion that brings loving-kindness awareness to ourselves with a state

of warm and connected presence during difficult moments in life. The course will be delivered through lectures, discussions and inquiries; and, formal and informal mindfulness practices.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ describe the theory and research supporting mindful self-compassion
- CILO₂ motivate themselves with encouragement rather than self-criticism
- CILO₃ relate to difficult emotions with greater moment-to-moment acceptance
- CILO₄ respond to feelings of failure or inadequacy with self-kindness
- CILO₅ begin to transform difficult relationships, old and new, through self-validation
- CILO₆ practice the art of savoring and self-appreciation
- CILO₇ integrate core mindfulness and self-compassion exercises into daily life each simple self-compassion practices to public

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Discovering Mindful Self-Compassion	CILO ₁	Lecture, Discussion and inquiry, Formal mindfulness practice, Informal mindfulness practice
Practicing Mindfulness	CILO _{1,2,3,7}	
Practicing Loving-kindness	CILO ₄	
Discovering compassionate voice	CILO _{2,3,4,6}	
Living deeply	CILO _{3,4,6,7}	
Meeting difficult emotions	CILO _{3,4}	
Exploring challenging relationships	CILO ₅	
Embracing life	CILO _{6,7}	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a . Emotion diary	40	CILO ₁₋₅
b . Reflective journal	60	CILO _{1,2,3,4,5,6,7}

For assessment a students are required to complete four worksheets which focus on different aspects of Mindful Self-Compassion. There is no word limit for the worksheets.

For assessment b , students are required to reflect upon the experiences that are deem profound or that had an impact on their life. The word limit is 1,500.

5. Required Text(s)

Germer, C. K. (2009). *The mindful path to self-compassion: Freeing yourself from destructive thoughts and emotions*. New York: The Guilford Press.

6. Recommended Readings

Breines, J. G., & Chen, S. (2012). Self-compassion increases self-improvement motivation. *Personality and Social Psychology Bulletin*, 38(9), 1133-1143.

Gunaratana, B. H. (2015). *Mindfulness in plain English*. Boston: Wisdom Publication.

Hall, C. W., Row, K. A., Wuensch, K. L., & Godley, K. R. (2013). The role of self-compassion in physical and psychological well-being. *The Journal of Psychology*, 147(4), 311-323.

- Johnson, E. A., & O'Brien, K. A. (2013). Self-compassion soothes the savage EGO-threat system: Effects in negative affect, shame, rumination, and depressive symptoms. *Journal of Social and Clinical Psychology*, 32 (9), 939-963.
- Krejtz, I., Nezlek, J. B., Michnicka, A., Holas, P., & Rusanowska, M. (2014). Counting one's blessings can reduce the impact of daily stress. *Journal of Happiness Studies*, 1-15.
- Thich, N.H. (2014). *The mindfulness survival kit: Five essential practices*. California: Parallax Press.
- Zessin, U., Dickhauser, O., & Garbade, S. (2015). The relationship between well-compassion and well-being: A meta-analysis. *Applied Psychology: Health and Well-being*. Doi: 10.1111/aphw.12051

7. Related Web Resources

<http://centerformsc.org/>

<http://mindfulnessacademy.org/ja/home/about-us>

8. Related Journals

Journal of Compassionate Health Care
Journal of Counseling Psychology
Journal of Health Care Chaplaincy
Journal of Social & Clinical Psychology

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Peer Mediation
Course Code	:	HCS4049
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar/tutorial 13 hours
Co-requisite(s)	:	Nil
		<i>(If applicable)</i>
Medium of Instruction	:	EMI
Course Level	:	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

This course aims to create a healthy, positive, and safe school environment by using the practice of peer mediation to empower students to manage conflict, transform relationships and enhance school climate. Hands-on experience on reducing the rates of referrals, suspensions and expulsions; creating a stronger sense of community by bridging differences; and instilling valuable, lifelong skills that prepare students to become productive citizens will be provided.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will-be able to:

- CILO₁ examine conflict styles and specific strategies of mediation;
 CILO₂ empower with mediation skills and strategies for dealing with conflict;
 CILO₃ create a collaborative approach after reducing the feeling of alienation, disenfranchisement and powerlessness that students may feel; and
 CILO₄ build a strong sense of cooperation within the school community in order to address disputes that interfere with learning.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to peer mediation -what is peer mediation -advantages and its importance	CILO ₁	Discussion, role-plays training seminars and workshops, hands-on practices with sample scenarios, oral presentation and peer critique
Introduction to conflicts -the PIN model of conflicts -conflict styles and strategies, when to practice and disadvantages: avoidance, accommodation, competition, compromise and collaboration	CILO ₁	
Peer mediation step-by-step process - agree to mediate - gather points of view - focus on interests - create win-win options - evaluate options - create an agreement	CILO _{2,3,4}	
Hands-on practice on peer mediation by working on case studies.	CILO _{2,3,4}	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a. Hands-on practice on peer mediation (Individual Work)</p> <p>Each student has to conduct peer mediation in the selected scenario based on a well-designed mediation checklist and then videotape the session with client's consent. Sample scenarios are not exhaustive and may include the following:</p> <ul style="list-style-type: none"> • Social media improprieties • Relationship difficulties/harassment • Rumor and gossip • Cheating and stealing • Racial and cultural confrontations • Vandalism • Classroom or extracurricular disputes • Bullying, minor assaults and fighting 	35	CILO ₁₋₄
<p>b. Oral presentation (Group work)</p> <p>Each group has to present a mediation plan for a selected topic and receive peer critique</p>	40	CILO ₁₋₄
<p>c. Reflective journal (Individual work; approx.. 800 words)</p> <p>Each student has to submit a reflective journal to note events, incidents and activities occurred during the course of their service learning.</p>	25	CILO ₁₋₄

5. Required Text(s)

Cremin, H. (2007). *Peer Mediation*. New York: McGraw-Hill Education.

6. Recommended Readings

Adiguzel, I. (2014). Peer mediation in schools. *Social and Behavioral Sciences*, 174(2015), 826-829.

Cremin, H. (2007). *Peer mediation: Citizenship and social inclusion in action*. Maidenhead: Open University Press.

Cremin, H. & Bevington, T. (2017). *Positive peace in schools: Tracking conflict and creating a culture of peace in the classroom*. London: Routledge.

Decker, M. D. (2009). Unexcused absence: A review of the need, costs, and (lack of) state support for peer mediation programs in US Schools. *Journal of Dispute Resolution*, 2009(2), 485-501.

Hansberry, B. & Lee, C. (2017). *How to do restorative peer mediation in your school: A quick start kit*. London: Jessica Kingsley Publishers.

Mughal, J. (2013). Effectiveness of a peer mediation program. Kindle store.

Neville, C. S. (2012). A bully-free school. *Understanding our Gifted*, 24(3), 11-18.

Newsom, T.D., Boozer, D., McGruder, L. (2014). *Everyday mediation student training manual*. New Haven: Pinnacle Training & Publishing.

Ridley, C. (2007). Evaluation of a school-based peer mediation program: Assessing disputant outcomes as evidence of success. Available from website

http://etd.auburn.edu/etd/bitstream/handle/10415/1353/Ridley_Cami_49.pdf?sequence=1
Smith-Sanders, A. K., & Harter, L. M. (2007). Democracy, dialogue, and education: an exploration of conflict resolution at Jefferson Junior High. *Southern Communication Journal*, 72(2), 109-126.

7. Related Web Resources

Peer Mediation Network

<http://www.peermediationnetwork.org.uk>

School Mediation Associates

<http://www.schoolmediation.com/>

Study Guides and Strategies

<http://www.studygs.net/peermed.htm>

8. Related Journals

Peer Counsellor Journal

School Psychology International

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title : Bachelor of Health Education (Honours)

Programme QF Level : 5

Course Title : Diet in Health and Disease

Course Code : HCS3053

Department : Health and Physical Education

Credit Points : 3

Contact Hours : Lecture 14 hours
Seminar/tutorial 25 hours

Co-requisite(s) : Nil

(If applicable)

Medium of Instruction : EMI

Course Level : 4

Part II

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- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

The course aims to examine the dietary patterns of people and its impact on health. This course also identifies the factors affecting food choice behavior, dietary guidelines, nutrition labeling as well as nutrition and health claims. Strategies for eating healthy to prevent common non-communicable disease and dietary supports for people with common health disorders are also covered. The collaborative learning will be selected as a teaching approach for students to work together to co-construct knowledge and apply it throughout the healthy eating project.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO₁ examine the dietary patterns of people and its impact on health;

CILO₂ explain the factors affecting food choice behavior;

CILO₃ identify the dietary guidelines, nutrition labeling as well as nutrition and health claims;
and

CILO₄ apply the dietary supports for individuals with common health disorder and strategies for eating healthy to prevent common non-communicable diseases.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Dietary pattern of peoples and its impact on health	CILO ₁	lectures, collaborative learning project, group discussion, case studies, oral presentation
Overview of determinants of food choice and dietary practices	CILO ₂	
Dietary guidelines, nutrition labeling as well as nutrition and health claims in different countries	CILO ₃	
Strategies for eating healthy to prevent common non-communicable diseases include cardiovascular disease, diabetes and cancer etc. Dietary supports for individuals with selected common health disorder	CILO ₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Collaborative learning project (Group project) Each group has to run a collaborative learning project to apply the knowledge of diet in health and disease. Each group has to discuss the dietary habit related to a case study in consideration of socioeconomic, cultural and psychological factors on food choice behavior in shaping the lifestyle of the case and recommend dietary supports and preventive strategies for the case with health disorders.	50	CILO _{1,2,3,4}
b. Examination (Individual work: 2 hours) Students are required to answer 35 MCQ questions and 3 short questions.	50	CILO _{1,2,3,4}

5. Required Text(s)

Ross, A. C. (2014). *Modern nutrition in health and disease* (11th ed.). Philadelphia: Lippincott Williams & Wilkins.

6. Recommended Readings

Dudek, S. G. (2013). *Nutrition essentials for nursing practice* (7th ed.). Philadelphia: Lippincott Williams & Wilkins.

Grodner, M., Long, S.L.& Walkinshaw, B.C. (2011). *Nutritional foundations and clinical applications: A nursing approach* (5th ed.). Philadelphia: Mosby.

Katz, D. L.(2008). *Nutrition in clinical practice: A comprehensive, evidence-based manual for the practitioner* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

Lippincott Williams & Wilkins. (2007). *Nutrition Made Incredibly Easy!* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

Rolfes, S.R. (2015). *Understanding normal and clinical nutrition* (10th ed.). Stamford, CT: Cengage Learning.

Thompson, J. (2015). *Nutrition: An applied approach* (4th ed.). Boston: Pearson.

Wardlaw, G.M. (2013). *Contemporary nutrition* (9th ed.). New York: McGraw-Hill.

7. Related Web Resources

Centre for Food Safety

<http://www.cfs.gov.hk/eindex.html>

Centre for Health Protection, Hong Kong

<http://www.chp.gov.hk/>

Department of Health

<http://www.dh.gov.hk>

Hospital Authority – HKEC Nutrition Information Web

<http://www3.ha.org.hk/dic/>

National Institute for Health:

<http://www.nih.gov>

World Health Organization– Nutrition

<http://www.who.int/nutrition/en/>

8. Related Journals

Asia Pacific Journal of Clinical Nutrition

European Journal of Clinical Nutrition

International Journal of Behavioral Nutrition and Physical Activity

Journal of Academy of Nutrition and Dietetics

Journal of Nutrition Education

Journal of Nutrition Education and Behaviour

The American Journal of Clinical Nutrition

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	: Bachelor of Health Education (Honours)
Programme QF Level	: 5
Course Title	: Mobile Apps Development for Health Education
Course Code	: HCS3052
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: Lecture 13 hours Computer Lab 26 hours
Pre-requisite(s):	: Nil
Medium of Instruction	: EMI
Course Level	: 3

Part II

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- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Smart devices have become popular in contemporary society, particularly for teenagers. It can undoubtedly provide an excellent educational platform for physical and mental workout. This course aims to equip students' with the basic knowledge and skills to develop mobile applications. It also offers opportunities for students to examine the use of information and communication technology to promote health education and teaching of health education. Through hands-on practical activities, students will be able to apply web programming skills in their own mobile application development to and promote playful teaching and learning environments.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ explain the components comprising the smart devices applications;
- CILO₂ interpret the smart devices configuration and issues related to deployment of application to smart device;
- CILO₃ design, develop and deploy mobile program for practical applications in health education;
- CILO₄ discuss the ethical considerations associated with mobile applications in personal, social, cultural and health issues; and
- CILO₅ evaluate critically the smart devices applications in health education.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to Mobile Apps <ul style="list-style-type: none"> • Introduction to mobile apps SDK • Mobile apps user interface design and programming • The architecture of mobile OS • Development cycle for mobile applications • Operation of publishing mobile applications 	CILO _{1,2,3}	lectures, oral presentation, demonstrations, hands-on practices and discussion
Explanations of the ethics and cultural issues in smart device development	CILO ₄	
Selection of evaluation tools for development of smart devices	CILO ₅	

Hands-on practice on smart devices application through case studies	<i>CILO</i> ₁₋₅
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Mobile application project (Individual work) Students are required to design an app for their own portfolio.	30	<i>CILO</i> _{1,2,3,5}
b. Mobile application (Group work) Students are required to demonstrate the use of smart device in health education. Peer assessment will be included in the group assessment.	40	<i>CILO</i> _{2,4,5}
c. Online Quiz Students are required to have a short quiz assessing their understanding of the components of comprising the mobile applications. Student will be required to complete an open-book quiz on Moodle. This will assess their understanding of fundamental research design and your knowledge of descriptive statistical techniques by online quiz.	30	<i>CILO</i> _{1,2,3,4,5}

5. Required Text(s)

Nil

6. Recommended Readings

- Sykes, E. (2014). New Methods of Mobile Computing: From Smartphones to Smart Education. *Techrends: Linking Research & Practice To Improve Learning*, 58(3), 26-37.
- Truong, D. (2014). How To Design a Mobile Application to Enhance Teaching and Learning?. *International Journal Of Emerging Technologies In Learning*, 9(3), 4-11.
- Weyl, E. (2013). *Mobile HTML5: Using the latest today* (1st ed.). Beijing ; Sebastopol, CA :O'Reilly Media.

7. Related Web Resources

Android Developers

<http://developer.android.com/index.html>

Android Development with Android Studio or Eclipse ADT - Tutorial

<http://www.vogella.com/tutorials/Android/article.html>

GWT

<http://www.gwtproject.org/>

Progressive Web Apps - Google Developers

<https://developers.google.com/web/progressive-web-apps>

Safari Web Content Guide - Apple Developer

https://developer.apple.com/library/archive/documentation/AppleApplications/Reference/SafariWebContent/Introduction/Introduction.html#//apple_ref/doc/uid/TP40002051-CH1-SW1

HTML Living Standard - WHATWG

<https://html.spec.whatwg.org/multipage/>

iOS Developer

<https://developer.apple.com>

8. Related Journals

British Journal of Educational Technology

International Journal of Emerging Technologies in Learning

Journal of Online Learning & Teaching

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Health Emergency Education
Course Code	:	HCS4054
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar/tutorial 13 hours
Pre-requisite(s)	:	Nil <i>(If applicable)</i>
Medium of Instruction	:	EMI
Course Level	:	4

Part II

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- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims to develop responsive, healthy literacy towards health emergency. Health emergency includes public health events: environmental pollution, food safety incidents, poison incidents, outbreak of infectious diseases, natural disaster and social security. It also aims to enhance students' capacity for decision-making, judgement, risk communication and coordination to manage emergency and public crisis. Moreover, it is expected that this course will foster a stronger sense of community in students by instilling health literacy and life skills.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ identify different categories and scopes of health emergency;
- CILO₂ discuss relevant health literacy skills towards public crisis;
- CILO₃ critical evaluate the various aspects, manifestations and consequence of environmental pollution, food safety incidents and outbreak of infectious diseases in public health;
- CILO₄ design and evaluate an education program to be implemented for health emergency response and management.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to health emergency <ul style="list-style-type: none"> ● accidents: traffic accidents, environmental pollution, food safety incidents, poison incidents and infectious diseases ● natural disaster ● social security: mass gathering, terrorist attack 	CILO ₁	Lectures, tutorials, oral presentation, workshops and case studies
Introduction to health literacy towards emergency <ul style="list-style-type: none"> ● definition of health literacy ● awareness of the determinants of health ● skills, knowledge and efficacy to maintain good health ● use of health information and services to make appropriate health decisions in different situation 	CILO ₂	
Health emergency management <ul style="list-style-type: none"> ● monitoring and early warning management of health emergency ● emergency safeguard ● cooperation communication ● risk management ● social mobilization ● reconstruction 	CILO _{1,2,3}	

The design of an education program for health emergency response and management	<i>CILO</i> _{1,2,3,4}	
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Oral presentation (Group work) Each group has to select one natural disaster and discuss how communities and people can improve health literacy in our society.	40%	<i>CILO</i> ₁₋₄
b. Written assignment (Individual work) (1800 words) Students have to provide a comprehensive Health Emergency Management plan on one of the following topics: -Accidents -Social security	60%	<i>CILO</i> ₁₋₄

5. Required Text(s)

Reilly, M. J., & Markenson, D. S. (2011). *Health care emergency management: principles and practice*. Sudbury, Mass. : Jones and Bartlett Learning.

Moore, R., & Perry, D. (2013). *Health literacy developments, issues and outcomes*. New York : Nova Science Publishers, Inc.

6. Recommended Readings

Hodge, J.G., Barraza, L., Measer, G., & Agrawal, A. (2014). Global emergency legal responses to the Ebola outbreak. *Journal Of Law, Medicine & Ethics*, 42(4), 595-601.

Marks, R. (2012). *Health literacy and school-based health education*. London: Emerald Group Publishing Limited.

Rutkow, L., Vernick, J.S., Gakh, M., Siegel, J., Thompson, C.B., & Barnett, D.J. (2014). The Public Health Workforce and Willingness to Respond to Emergencies: A 50-State Analysis of Potentially Influential Laws. *Journal Of Law, Medicine & Ethics*, 42(1), 64-71.

7. Related Web Resources

Emergency Preparedness and Response

<http://emergency.cdc.gov>

Preparedness and risk management in health emergencies

<http://www.who.int/hac/techguidance/preparedness/en/>

8. Related Journals

Journal of Law, Medicine and Ethics

The Journal of Infectious Diseases

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with*

Specific Reference to the Avoidance of Plagiarism by Students
(<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	: Bachelor of Health Education (Honours) (Sports Science) & Bachelor of Health Education (Honours)
Programme QF Level	: 5
Course Title	: Human Anatomy
Course Code	: PES1196
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: 39 hours
Pre-requisite(s)	: Nil <i>(If applicable)</i>
Medium of Instruction	: EMI
Course Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course focuses on the structure of the human body using an anatomical systems approach. The systems most relevant to sports science, including the skeletal, muscular, nervous, cardiovascular and respiratory systems will be studied in depth.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Identify the structures of five systems of the human body, using correct anatomical terms.
- CILO₂ Describe the structure and function of five systems of the human body, using correct anatomical terms.
- CILO₃ Demonstrate their understanding of human anatomy in a sports science context through application of anatomical knowledge applied to sport settings.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Understanding the language of Anatomy	CILO _{1,2,3}	Lectures and laboratory sessions
Skeletal System	CILO _{1,2,3}	Multimedia resources (DVD, videos) On-line sources of anatomical information
Muscular System		
Nervous System		
Respiratory System		
Cardiovascular System		

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. In-class Test	25%	CILO _{1, 2}
b. Laboratory Assignments	20%	CILO ₁₋₃
c. Final Examination	55%	CILO ₃

5. Required Text(s)

Nil

6. Recommended Readings

- Herlihy, B. & Maebius N.K. (2013). *The human body in health and illness* (5th ed.). Philadelphia: Elsevier – Health Science Division.
- Kenney, W.L., Wilmore, J.H., & Costill, D.L. (2015). *Physiology of sport and exercise* (6th ed.). Champaign, IL: Human Kinetics Publishers.
- Marieb, E.N. (2015). *Essentials of human anatomy and physiology* (11th ed.). Harlow: Pearson Education Limited.
- Marieb, E.N., Hoehn, K.N. (2015). *Human anatomy & physiology* (10th ed.). Harlow: Pearson Education Limited.
- Saladin K. S. (2014). *Anatomy and physiology: The unity of form and function*. London: McGraw-Hill Higher Education.
- Shier, H., Butler, J. & Lewis R. (2014). *Hole's essentials of human anatomy & physiology* (12th ed.). New York: McGraw-Hill Science/Engineering/Math.
- Visible Body (n.d.). Understand human anatomy in real 3D. *Human Anatomy Atlas*. Retrieved from <http://www.visiblebody.com/index.html>
- Waugh, A. & Grant, A. (2014). *Ross and Wilson anatomy & physiology in health and illness* (12th ed.). London: Elsevier Health Sciences.

7. Related Web Resources

ACSM: 美國運動醫學

<http://www.ascm.org/>

Human Kinetics

<http://www.humankinetics.com/products/sportsci/index.cfm>

Muscle in Action

<http://www.med.umich.edu/Irc/hypermuscle/hyper.html>

Physiology Online

<http://www.physoc.org/>

Sport Science

<http://www.sportsci.org/>

運動科學資訊網

<http://www.epsport.idv.tw/>

國立中正大學運動科學研究室

<http://www.ccunix.ccu.edu.tw:8000/~grcscw/>

8. Related Journals

Nil

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title : Bachelor of Health Education (Honours)

Programme QF Level : 5

Course Title : Elderly Rehabilitation and Education

Course Code : HCS4059

Department : Health and Physical Education

Credit Points : 3

Contact Hours : Lecture 26 hours
Seminar/Tutorial 13 hours

Pre-requisite(s) : Nil
(If applicable)

Medium of Instruction : EMI

Course Level : 4

Part II

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- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course aims to introduce the common approaches in rehabilitation for elderly and challenges ahead in response to the aging population. Special attention on the health-seeking behaviours as well as designing and implementing appropriate health education and promotion strategies to actualize the concepts of healthy and active aging as proposed by the World Health Organization (WHO).

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ demonstrate an understanding of healthy and active aging concepts;
- CILO₂ apply appropriate use of different types of rehabilitation for different elderly with specific conditions e.g. stroke, dementia, etc;
- CILO₃ master assessment on rehabilitation service needs for elderly;
- CILO₄ design, implement and evaluate health education and promotion programmes for better living in elderly and their families with different conditions.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Models of health and disabilities in elderly	CILO ₁	Lectures, Student-led seminars, Group discussion, Case studies, Oral presentation, Peer critique
Healthy and active aging concepts	CILO ₁	
Basic principles, types and work ethics in rehabilitation for different elderly with specific condition	CILO ₂	
Common problems experienced by elderly and their current rehabilitation management	CILO ₂	
Assessing and evaluating of current rehabilitation services; design and prepare appropriate health education and promotion programmes for elderly and their families with specific conditions	CILO _{3,4}	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a . Seminar presentation (Group project) Each group has to give a seminar presentation to discuss the pros and cons of different types of rehabilitation for elderly with a selected health issue.	40	CILO _{1,2}
b . Assignment (Individual work: 1800 words) Students are required to submit a proposal that document the design and development of a health education and promotion programme for a specific health or social problem experienced among the elderly. The proposal may include the population, predisposing factors of the	60	CILO ₁₋₄

problem, contents of the programme, methods of implementation, the evaluation criteria for success and references.		
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5. Required Text(s)

- Dean, S.G., Siegert R.J. & Taylor, W.J. (Eds.). (2012). *Interprofessional Rehabilitation: A Person-Centred Approach (2nd ed.)*. Hoboken: John Wiley and Sons Ltd.
- Law, M. C. & Macdermid, J. (Eds.). (2013). *Evidence-Based Rehabilitation: A Guide to Practice (3rd revised ed.)*. Thorofare: SLACK Incorp.
- Ong, A.D. & Löckenhoff, C.E. (Eds.). (2016). *Emotion, aging and health*. Washington, DC: American Psychological Association.
- Yashin, A. I. & Jazwinsk, S.M. (Eds.). (2015). *Aging and Health: A Systems Biology Perspective*. Basel:Karger.

6. Recommended Readings

- Gillen, G. (2015). *Stroke Rehabilitation: A Function-Based Approach (revised ed.)*. St Louis: Elsevier.
- Magee, D.J., Zachazewski, J.E. & Quillen, W. S. (2007). *Scientific Foundations and Principles of Practice in Musculoskeletal Rehabilitation*. Philadelphia: Elsevier.
- Nay, R., Garratt, S. & Fetherstonhaugh, D. (2014). *Older People: Issues and Innovations in Care (4th revised ed.)*. Marrickville, NSW: Churchill Livingstone.
- Stroud, M. W. (2012). *Rehabilitation of the Elderly: A Tale of Two Hospitals*. East Lansing, MI: Michigan State University Press.
- Wade, D.T. (2015). Rehabilitation- a new approach. Part one: the problems. *Clinical Rehabilitation*, . 29(11),1041-1050.
- Wade, D.T. (2015). Rehabilitation – a new approach. Part two. *Clinical Rehabilitation*, 29(12),1145-1154.
- Wade, D.T.(2016). Rehabilitation- a new approach. Part three: the implications of the theories. *Clinical Rehabilitation*, 30(1),3-10.
- Wade, D.T.(2016). Rehabilitation- a new approach. Part four: a new paradigm, and its implications. *Clinical Rehabilitation*, 30(2),109-118.
- Wu, J. (2011). *Early detection and rehabilitation technologies for dementia: neuroscience and biomedical applications*. Hershey: Medical Information Science Reference.

7. Related Web Resources

- Cadenza
<http://www.cadenza.hk/index.php?lang=en>
- Department of Health, HKSAR: Elderly Health Service
<http://www.elderly.gov.hk/eindex.html>
- GovHK, HKSAR : Health Care for the Elderly
<http://www.gov.hk/en/residents/health/healthadvice/healthcare/elderlyhealth.htm>
- Institute of Active Aging, the Hong Kong Polytechnic University
<http://iaa.fhss.polyu.edu.hk>
- Social Welfare Department, HKSAR: Rehabilitation Services
http://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/
- WHO: Ageing and life-course
<http://www.who.int/ageing/en/>
- WHO Medical Centre: Ageing and Health
<http://www.who.int/mediacentre/factsheets/fs404/en/>

8. Related Journals

Age and Ageing
Australian Journal of Ageing
Clinical Rehabilitation
Education Research
Health Education and Behaviour Health
Health Promotion
Indian Journal of Gerontology
International Journal of Therapy & Rehabilitation
Journal of American Geriatrics Society
Journal of Rehabilitation Research & Development
Physical Therapy
Psychiatric Rehabilitation Journal
Rehabilitation Psychology

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Aromatherapy in Daily Life
Course Code	:	HCS4062
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar/Tutorial 13 hours
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

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- Innovation.

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The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims to introduce the historical development of aromatherapy and its diverse application in daily life. Knowledge on how essential oils work in our body; principles in choosing suitable essential oils and blending appropriate aromatherapy formulas for use in personal hygiene, home health as well as disease prevention will be illustrated. Special attention will grow on safety precautions of the application of essential oils for elderly, adults and children under different health conditions will be discussed.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ demonstrate an understanding of the historical development of aromatherapy and use in health's healing across the life cycle from social/cultural perspective
- CILO₂ demonstrate an understanding of the source and chemical composition of essential oils and various application methods in daily life;
- CILO₃ master the technique of safety use of essential oils in daily life;
- CILO₄ validate the essential oils chosen and aromatherapy blended formulas are appropriate for clients under various conditions;
- CILO₅ evaluate health outcomes for clients and their families after receiving aromatherapy.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Development history of aromatherapy and its prospects	CILO ₁	Lectures,
Essential oils production and their chemical composition	CILO ₂	Student-led seminars,
Various application methods on aromatherapy and safety precautions on essential oils applications for different age groups	CILO _{2,3}	Group discussion, Case studies,
Understand how essential oils work in our body and their impact on health outcome	CILO _{4,5}	Oral presentation,
Designing appropriate aromatherapy recipe and evaluating health outcomes for clients and their families after receiving aromatherapy with specific conditions	CILO _{4,5}	Peer critique

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Continuous assessment		
i. Understanding essential oil – a short video production (individual)	30	CILO ₂
ii. Seminar presentation * (Group project #)	30	CILO _{3,4}
Each group must give an oral presentation on how they selected the aromatherapy recipe for client. Each group will discuss a client or case with a different condition.		
b. Examination	40	CILO ₁₋₅

*Topics on different situations and/or case studies will be given before the end of week 2 of the semester

Individual marks will be adjusted base on Peer Evaluation Form.

5. Required Text(s)

Butje, A. (2017). *The heart of aromatherapy: An easy-to-use guide for essential oils*. California: Hay House.

Worwood, V. A. (2016). *The complete book of essentials and aromatherapy, revised and expanded: over 800 natural, nontoxic and fragrant recipes top create health, beauty, and safe home and work environments*. California: New World Library.

6. Recommended Readings

April, M.D., Oliver, J.J., Davis, W.T., Ong, D., Simon, E.M., Ng, P.C. & Hunter, C.J. (2018). Aromatherapy Versus Oral Ondansetron for Antiemetic Therapy Among Adult Emergency Department Patients: A Randomized Controlled Trial. *Annals of Emergency Medicine*, 72(2), 184-193.

Avis, A. (2011). Examples of aromatherapy success will inspire its use. *Nursing Standard (Royal College of Nursing (Great Britain): 1987)*, 25(49), 33.

Buckle, J. (2015). *Clinical aromatherapy: essential oils in healthcare*. St. Louis, MO: Elsevier.

Butje, A. (2015). *Essential livings: Aromatherapy recipes for health & home*. California: Hay House.

Cürçani, M. & Tan, M. (2014). The effect of aromatherapy on haemodialysis patients' pruritus. *Journal of Clinical Nursing*, 23(23-24), 3356-3365.

Ho, S.S.M., Kwong, A.N.L., Wan, K.W.S, Ho, R.M.L., & Chow, K.M. (2017). Experiences of aromatherapy massage among adult female cancer patients: A qualitative study. *Journal of Clinical Nursing*, 26(23-24), 4519-4526.

Hunt, R. J., Dienemann, J., Norton, H., Hartley, W., Hudgens, A., Stern, T., & Divine, G. (2013). Aromatherapy as Treatment for Postoperative Nausea: A Randomized Trial. *Anesthesia & Analgesia*, 117(3), 597-604.

Johnson, K., West, T., Diana, S., Todd, J., Haynes, B., Bernhardt, J. & Johnson, R. (2017). Use of aromatherapy to promote a therapeutic nurse environment. *Intensive & Critical Care Nursing*, 40, 18-25.

Joswiak, D. E., Kinney, M. R., Johnson, J. K., Kolste, A. H., Griffin, K. L., Rivard, R. A., & Dusek, J. (2016). Development of a Health System-Based Nurse-Delivered Aromatherapy Program. *JONA: The Journal of Nursing Administration*, 46(4), 221-225.

Kim, S.M., Song, J, Kim, M.E., & Hur, M. (2016). Effects of Aromatherapy on Menopausal Symptoms, Perceived Stress and Depression in Middle-aged Women: A Systematic Review. *Journal of Korean Academy of Nursing*, 46(5), 619-629.

- Ndao, D., Ladas, E., Cheng, B., Sands, S., Snyder, K., Garvin, J., & Kelly, K. (2012). Inhalation aromatherapy in children and adolescents undergoing stem cell infusion: Results of a placebo-controlled double-blind trial. *Psycho-Oncology*, 21(3), 247-254.
- Price, S. & Price, L. (2012). *Aromatherapy for health professionals*. Edinburgh: Churchill Livingstone/Elsevier.
- Redstone, L. (2015). Mindfulness Meditation and Aromatherapy to Reduce Stress and Anxiety. *Archives of Psychiatric Nursing*, 29(3), 192-193.
- Schnaubelt, K. (2011). *The healing intelligence of essential oils: the science of advanced aromatherapy*. Vermont: Healing Arts Press.
- Smith, C., Collins, & Crowther. (2011). Aromatherapy for pain management in labour. *Cochrane Database of Systematic Reviews* (Online), (7), CD009215.
- Song, J.A., Lee, M.K., Min, E., Kim, M.E., Fike, G. & Hur, M.H. (2018). Effects of aromatherapy on dysmenorrhea: A systematic review and meta-analysis. *International Journal of Nursing Studies*, 84, 1-11.
- Taavoni, S., Seidfatemie, N., Haghani, H., & Darsareh, F. (2012). Postmenopausal psychological symptoms: Effect of massage and aromatherapy massage, a randomised clinical trial study. *International Journal of Psychology*, 47, 448.
- Tisserand, R., & Young, R. (2014). *Essential Oil Safety: A guide for health care professionals* (2nd ed.). Edinburgh: Elsevier.
- Tsang, H. & Ho, T. (2010). A systematic review on the anxiolytic effects of aromatherapy on rodents under experimentally induced anxiety models. *Reviews in the Neurosciences*, 21(2), 141-52.
- Watson, K., Chang, E. & Johnson, A. (2012). The efficacy of complementary therapies for agitation among older people in residential care facilities: A systematic review. *JBIC Database of Systematic Reviews and Implementation Reports*, 10(53), 3414-3486.
- Wixted, J. (2013). Sleep aromatherapy curbs conditioned fear. *Nature Neuroscience*, 16(11), 1510-2.

7. Related Web Resources

University of Maryland Medical Centre
<http://umm.edu/health/medical/altmed/treatment/aromatherapy>
 PDQ Cancer Information Summaries
<https://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0032645/>

8. Related Journals

Complementary Therapies in Medicine
 International Journal of Nursing Practice
 Journal of Alternative & Complementary Medicine
 Journal of American Herbalists Guild
 Journal of Clinical Nursing

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Therapeutic Use of Music in HealthCare
Course Code	:	HCS4061
Department	:	Department of Health and Physical Education Department of Cultural and Creative Arts
Credit Points	:	3
Contact Hours	:	Lecture 13 hours Seminar/Tutorial 26 hours
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

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The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

There is raising awareness within global community and healthcare sector about the elements of music in action, value of music for enhancing individuals' well-being. The course will equip students with essential knowledge and skills for designing, organizing, and leading music activities with therapeutic purposes in various healthcare settings. It also enables students to grasp the inspiration in mindful music making and appreciation of music in different settings.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ define the basic elements of music;
- CILO₂ express mindful music making and appreciation;
- CILO₃ display the concepts of therapeutic use of music in healthcare;
- CILO₄ identify the effects of music activities for people with different healthcare needs;
- CILO₅ execute therapeutic music activities with appropriate techniques and resources in both individual and group natures;
- CILO₆ demonstrate the ability to plan and organize music activities for a diverse group of people against their healthcare needs.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Musical elements in relation to human responses	CILO _{1, 3}	Lectures and video resources, workshop discussion, experiential exercises
Mindful music making and appreciation	CILO _{1,2}	Lectures, readings and video resources
History of using music for therapeutic purposes	CILO _{3,4}	Lectures and readings
Evidence-based practice of music used in physical, psychological and cognitive wellbeing	CILO _{1,4}	Lectures, readings and video resources
Principles and components of planning music activities based on diverse healthcare needs	CILO _{4,5,6}	Lectures, workshops and role-play
Strategies for facilitating music activities	CILO ₅	Workshops, presentation, reflective writing
Use of tools and technology -innovative e-musicking for interactive music activities	CILO _{2,5,6}	Lectures, workshops and presentation
Risk assessment and precaution	CILO _{5,6}	Lectures and discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Test The test consists of MCQ, short questions and listening test.	20	CILO _{1, 2}
b. Reflective writing (Individual) Students are required to search and read 5 peer-reviewed journal articles (within recent 5 years) related to the research studies on the use of therapeutic music in health care. After reading the journals articles, students are required to write around 900-words reflective journal to summarize the significant findings and implications of newly learnt information from the research studies on their future application related to healthcare service.	30	CILO _{1,2,3,4}
c. Group presentation i. Proposal writing: Each group (3-4 students) is required to write a comprehensive music activity plan. ii. Presentation: Each group should base on the written activity plan and prepare a 30-minutes video.	50	CILO _{5,6}

5. Required Text(s)

Nil

6. Recommended Readings

- Aalbers, S., Fusar-Poli, L., Freeman, R. E., Spreen, M., Ket, J. C., Vink, A. C., . . . Gold, C. (2017). Music therapy for depression. *The Cochrane Database of Systematic Reviews*, 11(11), CD004517.
- Bradt, J., & Dileo, C. (2014). Music therapy for end-of-life care. *The Cochrane Database of Systematic Reviews*, 2014(3), CD007169.
- Bunt, L., & Hoskyns, S. (2013). *The handbook of music therapy*. Routledge.
- Cook, E. L., & Silverman, M. J. (2013). Effects of music therapy on spirituality with patients on a medical oncology/hematology unit: A mixed-methods approach. *The Arts in Psychotherapy*, 40(2), 239-244. <https://doi.org/10.1016/j.aip.2013.02.004>
- de Dreu, M. J., van der Wilk, A.S., Poppe, E., Kwakkel, G., & van Wegen, E. E. (2012). Rehabilitation, exercise therapy and music in patients with Parkinson's disease: A meta-analysis of the effects of music-based movement therapy on walking ability, balance and quality of life. *Parkinsonism & Related Disorders*, 18 Suppl. 1, S114-S119. [https://doi.org/10.1016/S1353-8020\(11\)70036-0](https://doi.org/10.1016/S1353-8020(11)70036-0)
- DeNora, T. (2013). *Music asylums: Wellbeing through music in everyday life*. Ashgate.
- Hodges, D. A., & Sebald, D. C. (2011). *Music in the human experience: An introduction to music psychology*. Routledge.
- Kern, P., & Humpal, M. (Eds.). (2012). *Early childhood music therapy and autism spectrum disorders: Developing potential in young children and their families*. Jessica Kingsley Publishers.
- Levitin, D. J. (2007). *This is your brain on music: The science of a human obsession*. Plume/Penguin.
- Levitin, D. J. (2008). *The world in six songs: How the musical brain created human nature*.

Dutton.

- Li, Y., Xing, X., Shi, X., Yan, P., Chen, Y., Li, M., . . . Yang, K. (2020). The effectiveness of music therapy for patients with cancer: A systematic review and meta-analysis. *Journal of Advanced Nursing*, 76(5), 1111-1123. <https://doi.org/10.1111/jan.14313>
- Macdonald, R., Kreutz, G., & Mitchell, L. (2012). *Music, health, and wellbeing*. Oxford University Press.
- Moore, K. S. (2013). A systematic review on the neural effects of music on emotion regulation: Implications for music therapy practice. *Journal of Music Therapy*, 50(3), 198-242. <https://doi.org/10.1093/jmt/50.3.198>
- Mössler, K., Gold, C., Aßmus, J., Schumacher, K., Calvet, C., Reimer, S., . . . Schmid, W. (2019). The therapeutic relationship as predictor of change in music therapy with young children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 49(7), 2795-2809. <https://doi.org/10.1007/s10803-017-3306-y>
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- Sobotka, M., & Zoderer, I. (2016). The therapeutic use of harp in music therapy. *Nordic Journal of Music Therapy*, 25 Suppl. 1, 110-110. <https://doi.org/10.1080/08098131.2016.1180125>
- Tang, L., Wang, H., Liu, Q., Wang, F., Wang, M., Sun, J., & Zhao, L. (2018). Effect of music intervention on pain responses in premature infants undergoing placement procedures of peripherally inserted central venous catheter: A randomized controlled trial. *European Journal of Integrative Medicine*, 19, 105-109. <https://doi.org/10.1016/j.eujim.2018.03.006>
- Ware, A. (2013). The emerging field of harp therapy and its clinical applications. *Journal of the Australasian Rehabilitation Nurses' Association*, 16(2), 15-17. <https://search.informit.org/doi/10.3316/informit.487906908410843>

7. Related Web Resources

Music & Brain

<http://www.sixsongs.net>

Introduction to Music Therapy

http://www.berkleeshares.com/music_education/intro_to_music_therapy

Music Therapy: An Overview

<http://www.proedinc.com/Downloads/12109Ch01.pdf>

Music Intervention in Health Care

http://beta2.lydteknologi.dk/sites/default/files/Pdfer/whitepaper_digital_enkelsidet.pdf

The National Academics Press

<http://www.nap.edu>

Music Therapy

http://freepsychotherapybooks.org/product/863-Music_Therapy

Coast Music Therapy

<http://www.coastmusictherapy.com/free-resources/>

American Music Therapy Association

<http://www.musictherapy.org>

Music Therapy Research Blog

<http://www.musictherapyresearchblog.com>

British Association for Music Therapy

<http://www.bamt.org>

Journal of Music Therapy

<https://academic.oup.com/jmt>

8. Related Journals

Nordic Journal of Music Therapy

Journal of Music Therapy

Australian Journal of Music Therapy

Journal of Clinical Nursing

Journal of Psychiatric and Mental Health Nursing

Clinical Pediatrics

Palliative Medicine

Aging & Mental Health

Complementary Therapies in Medicine

Canadian Journal of Music Therapy

The New Zealand Journal of Music Therapy

Music Therapy Perspectives

9. Academic Honesty

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(<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

NIL

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Science Education (Honours) (Sports Science) & Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Environmental Factors in Exercise, Sport and Health
Course Code	:	PES4222
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

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- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This module provides a solid broad introduction to various environmental factors and their positive and negative impacts on exercise and sport. A major emphasis is to critically examine the environmental risks of both natural and man-made environmental factors upon participants' health for both indoor and outdoor physical activities. Foci will be also put on the approaches and philosophies underpinning environmental risk management to promote safety in the domains of exercise, sport and health.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ have an ample knowledge foundation of both positive and negative influences caused by various environmental factors in the domains of sport, exercise and health.
- CILO₂ identify and critically examine potential environmental risks on health and first aid treatments in diverse venues for exercise and sport.
- CILO₃ design practical environmental risk management framework to promote safety for exercise and sport events.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
An intensive overview of relationships between environmental factors and human health in natural conditions like extreme temperature, weathers, humidity, altitude, air quality, etc.; in different natural biomes; and man-made environmental factors in playground, gymnasiums, swimming pools, dance room, soccer pitch, basketball court, etc. with special reference in the exercise and sport domains.	CILO ₁	Lectures and extensive reading
Physiological regulations in environmental extremes like thermoregulatory control in hot or cold conditions; fluid balance in low or high humidity; respiratory responses in hyperbaric, hypoxic or polluted environment, etc.	CILO _{1,2}	Lectures, laboratory sessions and small-group discussions
Potential environmental risks on health like thermal stress, hyperthermia, dehydration, cold injuries, cold shock, decompression sickness, high altitude illnesses, asthma, and various related sport injuries and accidents.	CILO ₂	Lectures, Reading and case study
Approaches and philosophies of environmental risk management in sport and exercise.	CILO _{2,3}	Lectures, Reading and Problem-based learning activities

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Group presentation: A case study with a selected scenario with clearly identified environmental risk(s), health hazards and the respective risk management framework. Peer assessment is included.	40	CILO _{1,2,3}
b. Individual work: A reflective essay to critique the present practice in environmental risk management for exercise and sport safety promotion in Hong Kong. (Word requirement: Not less than 1800)	60	CILO _{1,2,3}

5. Required Text(s)

Spengler, J. O., Connaughton, D. P., and Pittman, A. T. (2006). *Risk management in sport and recreation*. United States: Human Kinetics.

6. Recommended Readings

Darcy, P. (2017). *ACSM's resource manual for guidelines for exercise testing and prescription* (10th ed.). USA: American College of Sports Medicine.

Cheung, S. (2010). *Advanced Environmental Exercise Physiology*. Canada: Human Kinetics.

Dougherty, N. J. (2010). *Principles of safety in physical education and sports* (4th ed.). USA: National Association for Sport and Physical Education.

Nohr K. M. (2009). *Managing risk in sport and recreation: The essential guide for loss prevention*. Canada: Human Kinetics.

Frosdick S. and Walley L. (2012). *Sport and safety management* (2nd ed.). USA: Routledge.

7. Related Web Resources

Sport Safety

http://www.gymsportsnz.com/files/education/coach/recreational_coach/sport_safety.pdf

Sport Risk

<http://www.sportrisk.com>

Sport Risk Management Plan

<http://www.vicsport.asn.au/Assets/Files/Sport%20and%20Recreation%20Organisation%20Guide%20to%20Developing%20Risk%20Management%20Plans.pdf>

Risk Assessment Model for Sport Venues

<http://www.thesportjournal.org/article/introducing-risk-assessment-model-sport-venues>

8. Related Journals

Sports Medicine

American Journal of Sports Medicine

American Journal of Preventive Medicine

British Journal of Sports Medicine

Pediatrics

9. Academic Honesty

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10. Others
Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Science Education (Honours) (Sports Science) & Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Sport and Exercise for Special Populations
Course Code	:	PES3207
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	3

Part II

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- Ethical Responsibility; &
- Innovation.

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The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course is designed to teach students how to select and plan physical activity programmes for individuals with disabilities and how to develop different physical activity programmes to meet different special needs. The course design will focus on improving the student's knowledge about common conditions requiring adaptations to facilitate special populations' participation in regular sports and exercises.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate their understanding of the history and current status of physical activity programmes for individuals with disabilities.
- CILO₂ Critically compare the major types of disabling conditions dealt with in physical activity settings.
- CILO₃ Write an appropriate exercise/activity individual exercise programme based on assessment information and justify it with up-to-date evidence.
- CILO₄ Apply appropriate teaching strategies for individualizing instruction.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
History and current status of special populations; Different types of disabling conditions	CILO _{1,2}	Lecture, reading articles & discussions
Writing an individual exercise programme based on disability	CILO _{2,3}	Lecture and classroom IEP writing practice
Appropriate teaching strategies	CILO _{3,4}	Lecture and practice demo through Video
Appropriate modification techniques	CILO ₄	Lecture and practice demo in Gym

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Individual exercise programme writing assignment (≥ 500 words)	15	CILO ₃
b. Group project presentation and report (≥ 2,500 words)	45	CILO _{1,2,4}
c. Final exam	40	CILO _{1,2}

5. Required Text(s)

Auxter, D., Pyfer, J., Zittel, L., Roth, K. & Huettig, C. (2010). *Principles & methods of adapted physical education & recreation* (11th ed.). New York: McGraw-Hill Higher Education.

6. Recommended Readings

Aiello, R. (2016). *Sports, fitness, and motor activities for children with disabilities: A comprehensive resource guide for parents and educators*. Lanham: Rowman & Littlefield.

Auxter, D., Pyfer, J., Zittel, L., & Roth, K. (2010). *Principles and methods of adapted physical education and recreation* (11th ed.). New York: McGraw-Hill.

- Bielenberg, K. (2008). *All active: 35 inclusive physical activities*. Champaign, Ill: Human Kinetics.
- Block, M. E. (ed.). (2016). *A teacher's guide to including students with disabilities in general physical education* (4th ed.). Baltimore, Md.: Paul H. Brookes Pub.
- Davis, E. A. (2012). *Physical activities in the wheelchair and out: An illustrated guide to personalizing participation*. Champaign, IL: Human Kinetics.
- Emes, C., & Velde, B. P. (2005). *Practicum in adapted physical activity*. Champaign, IL: Human Kinetics.
- Kasser, S. L. (2013). *Inclusive physical activity: Promoting health for a lifetime*. Champaign, IL: Human Kinetics.
- Lieberman, L. J. (2009). *Strategies for inclusion: A handbook for physical educators* (2nd ed.). Champaign, IL: Human Kinetics.
- Winnick, J. P. (ed.) (2011). *Adapted physical education and sport* (5th ed.). Champaign, Ill.: Human Kinetics.
- Winnick, J. P., & Short, F. X. (2014). *Brockport physical fitness test manual: A health-related assessment for youngsters with disabilities* (2nd ed.). Champaign, IL: Human Kinetics.

7. Related Web Resources

- Adapted Physical Education National Standard
<http://www.apens.org/>
 Centre for Special Needs and Studies in Inclusive Education
<https://www.eduhk.hk/csenie/>
 Heep Hong Society
<http://www.heephong.org/>
 PE Central
<http://www.pecentral.org/>

8. Related Journals

- Adapted Physical Activity Quarterly
 Journal of AAHPERD
 Palaestra
 Strategies

9. Academic Honesty

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10. Others

- Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (Special Needs) and Bachelor of Health Education (Honours)
Programme QF Level	: 5
Course Title	: Teaching Physical Education to Students with Special Needs
Course Code	: PES3127
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: NIL
Medium of Instruction	: EMI
Course Level	: 3

Part II

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The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course is designed to focus on adaptation and modification of physical activity and conditions for students with various disabilities. Assistive technology and other innovative teaching strategies used to accommodate students' special needs are introduced.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁: Demonstrate knowledge and understanding of the causes of various disabilities and characteristics of motor performance and behaviors associated with these disabilities;
- CILO₂: Demonstrate the ability to adapt and modify teaching methods, materials, and skills to meet students with special needs in school;
- CILO₃: Demonstrate the ability to write an appropriate individual exercise programme based on assessment information and justify it with up-to-date evidence.
- CILO₄: Demonstrate a positive attitude towards inclusive education and physical education for students with special needs.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Characteristics and psychomotor behaviors of various disabling conditions.	CILO ₁	Lecture, reading articles & online discussions
Factors that contribute to the motor behavior and characteristics of students with disabilities; Teaching strategies, Modification, adaptation, and assistive technology for accommodating students with special needs.	CILO ₂	Lecture, classroom practice and online discussion
Developing individual education programmes, and designing inclusive lesson plan for students with special needs.	CILO ₃	Lecture and practice demo through Video, classroom IEP writing & discussion
Assessment and identification of students with special needs in adapted PE.	CILO ₄	Lecture and practice demo in Gym

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Group presentation (oral presentation, written report and peer assessment): A group project work on the modification of a chosen topic in relation to a specific disability or a physical activity for individuals with identified special needs in a regular class. A first draft will be submitted via Blackboard for comments, and the final project will be presented at the end of semester.	40	CILO ₁₋₄
b. Written exam: A written test on current issues, knowledge of various disabilities, philosophy of adapted physical education, teaching strategies and modification techniques, etc.	60	CILO ₁₋₄

5. Required Text(s)

Nil

6. Recommended Readings

- Auxter, D., Pyfer, J., Zittel, L.L. & Kristi R.(2017). *Principles and Methods of adapted Physical Education and Recreation*. (12th ed.). Burlington, MA: Jones & Bartlett Learning.
- Chen, SH. & Sin, KF. (2013, ed). *Contemporary trend, research, teaching and coaching in adapted physical activity*. Hong Kong Institute of Education.
- Hong Kong Government SAR (2016). *Hong Kong: The facts rehabilitation (White Paper on rehabilitation)*. Hong Kong: The Information Services Department.
- Horvat, M.A., Block, ME., & Kelly, L. (2007). *Developmental and adapted physical activity assessment*. Champaign, IL: Human Kinetics.
- Wang, J. & Chen, SH. (2014). *Applied motor learning in physical education and sports*. FiT Publishing, Morgantown, WV, USA.
- Winnick, J. & Porretta, D. (2017). *Adapted Physical Education and Sport-5th Edition*. (6th ed.). Champaign, IL: Human Kinetics.
- 陳適暉，冼權鋒，張延傑 (2014)：《適應性體育課教案範例》，香港教育學院。
- 金梅，陳適暉 (2009)：《殘疾兒童體育遊戲教學》，天津，天津科學技術出版社。

7. Related Web Resources

Centre for Special Needs and Studies in Inclusive Education

<http://www.ied.edu.hk/csnsie>

Japan Osaka Kyoiku University

<http://okumedia.cc.osaka-kyoiku.ac.jp/educ/ktj66-e.html>

National Library Service for the Blind and Physically Handicapped (NLS/BPH)

<http://www.lcweb.loc.gov/nls/>

8. Related Journals

Palaestra

Adapted Physical Activity Quarterly

Strategies

Journal of AAHPERD

9. Academic Honesty

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10. Other

Nil

Part I

Programme Title	: Bachelor of Health Education (Honours)
Programme QF Level	: 5
Course Title	: Cross-cultural Experiential Learning in Health and Sports Science Education
Course Code	: HCS4060
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: 2 intensive weeks
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 4

Part II

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3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Cross-cultural Experiential Learning in Health and Sports Science Education is a 2-week intensive exchange study programme, aiming to enhance students' cross cultural experience in health and sports promotion, to explore health and sports education strategies in selected societies through exposure to foreign sports culture, activities and facilities; and to share learning experiences in areas of health and sports science between different cultures. Through collaboration with our worldwide university partners, the study program creates an interactive

learning environment where students combine knowledge with investigation of real world issues in a global perspective. Students will participate in seminars, practical training, field trips and professional visits to clinics and other health- or sports-related organizations.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ review the current development of health and sports science education in selected societies
- CILO₂ examine the interrelated components of physical fitness
- CILO₃ articulate the cultural differences between the home and visiting country in understanding the link between cultures and health and sports science education
- CILO₄ reflect critically the applicability of foreign model of health and sports science education to the Asian society, particularly in Hong Kong

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Articulating insights of foreign cultures of both traditional and contemporary societies with a holistic perspective in understanding the nature of humanity	<i>CILO_{3,4}</i>	Lectures, Field trips, Experience, Exchange, Group discussion
Identifying and analyzing major issues related to health and sports science education in the selected society; examining critically major challenges that the selected society is confronting in the development and implementation of health and sports science education; Reflecting critically the applicability of the foreign model to the local health and sports science education	<i>CILO_{1,4}</i>	Lectures, Field trips, Professional visits, Experience exchange, Group discussion
Integrating the impact and effect of physical activity, fitness and exercise on health/wellness; Human physiology; Safety and CPR training	<i>CILO₂</i>	Lectures, Practical training, Group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a . Assessed at the host university i. Formative tests (individual) and/or Student presentations (group)	40	<i>CILO_{1, 2,3,4}</i>
b . Assessed in Hong Kong ii. Student presentation (group) iii. Reflective journal (individual) (not less than 900 words)	30 30	<i>CILO₄</i>

5. Required Texts

Nil

6. Recommended Readings

Alfrey, L. & Brown, T. (2013). Health literacy and the Australian Curriculum for Health and Physical Education: A marriage of convenience or a process of empowerment? *Asia-Pacific Journal of Health, Sport and Physical Education*, 4(2), 159-173.

Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I. and Sandford, R. (2009). The educational benefits claimed for physical education and school sport: an academic review. *Research Papers in Education*, 24(1), 1–27.

Corbin, C. B., Welk, G., Corbin, W., & Welk, K. (2011). *Concepts of fitness and wellness: A comprehensive lifestyle approach* (9th ed.). Boston: McGraw Hill.

Howley, E. T., & Franks B. D. (2007). *Fitness Professional's Handbook* (5th ed.). Champaign, IL: Human Kinetics.

Lund, J. L. and Kirk, M. F. (2010). Chapter 1: The need for change, in *Performance-based assessment for middle and high school physical education* (2nd ed.). Champaign, IL: Human Kinetics, 3–19.

McCuaig, L., Quennerstedt, M., & Macdonald, D. (2013). A salutogenic, strengths-based approach as a theory to guide HPE curriculum change. *Asia-Pacific Journal of Health, Sport and Physical Education*, 4(2), 109-125.

Nutbeam, D. (2008). The evolving concept of health literacy. *Social Science and Medicine*, 67, 2072-2078.

Pangrazi, R. P. (2007). Chapter 22: Game skills, in *Dynamic physical education for elementary school children* (15th ed.). San Francisco, Calif: Benjamin Cummings, 537–579.

Tinning, R., MuCuaig, L. and Hunter, L. (Eds.). (2006). *Teaching health and physical education in Australian schools* (2nd ed.). Frenchs Forest, N.S.W.: Prentice Hall.

7. Related Web Resources

A picture of Australia's children 2012 (AIHW)

<http://www.aihw.gov.au/publication-detail/?id=10737423343>

Authoritative information and statistics to promote better health and wellbeing (AIHW)

<http://www.aihw.gov.au/publication-detail/?id=10737419261>

Knowles, Z., Borrie, A., & Telfer, H. (2005). Towards the reflective sports coach: issues of context, education and application. *Ergonomics*, 48(11–14), 1711–1720.

<http://doi.org/10.1080/00140130500101288>

Kolb, D. A. (2015). *Experiential learning. Experience as the Source of Learning and Development*. United States of America: Pearson Education, Inc.

<http://ptgmedia.pearsoncmg.com/images/9780133892406/samplepages/9780133892406.pdf>

Svinicki, M. D., & Dixon, N. M. (1987). The Kolb Model Modified for Classroom Activities. *College Teaching*, 35(4), 141–146.

<http://doi.org/10.1080/87567555.1987.9925469>

World Health Organisation, Canadian Public Health Association and Health and Welfare

Canada. (1986). Ottawa charter for health promotion = Charted' Ottawa pour la promotion de

la santé. Ottawa, Ontario: World Health Organization.

<http://www.phac-aspc.gc.ca/ph-sp/docs/charter-chartre/pdf/charter.pdf>

Young Australians: their health and wellbeing 2011 (AIHW)

<http://www.aihw.gov.au/publication-detail/?id=10737419261>

8. Related Journals

Health Promotion Journal

International Journal of Health Education

Journal of Exercise Science & Fitness

Journal of Physical Activity and Health

Journal of Sport and Health Science

Resuscitation

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title : Bachelor of Health Education (Honours)

Programme QF Level : 5

Course Title : Honours Project

Course Code : HCS4028

Department : Health and Physical Education

Credit Points : 6

Contact Hours : 78 hours

**Pre-requisite(s)
(If applicable)** : HCS4032 Research Methods
HCS4043 Health Statistics

Medium of Instruction : EMI

Course Level : 4

Part II

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In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

The purpose of this course is to facilitate the development of students' skills and provide students with the experience in conducting research. There is no formal syllabus. Students will be expected to work in groups under the guidance of their supervisors. Students will be required to submit progress reports, participate in seminars and present their research results in oral and written formats.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of the course, students will be able to:

CILO₁ conduct a research study;

CILO₂ integrate theory and practice by doing research in a single area of study;

CILO₃ demonstrate critical inquiry skills through the process of research/extensive literature review; and

CILO₄ present the findings of a research project/proposal in accordance with academic standards.

3. Content, CILOs and Teaching & Learning Activities

Students can implement a research proposal, pilot a study, or write an extended proposal (literature review). It is the negotiation and consensus between the students and their supervisor concerned.

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<p>a. Seminar Presentation (Group work):</p> <p>Students will be expected to present their work and response to comments and questions from audience at different stage of their project.</p> <p><i>i.</i> Proposal</p> <p><i>ii.</i> Final report</p>	20	CILO ₁₋₄
<p>b. Individual Written Proposal (1,800 words)</p> <p>Students are expected to submit individual written assignment one week after the oral presentation. This is used to evaluate students' academic writing skills in formulating research proposal at high standard.</p>	30	CILO _{2,3}
<p>c. Individual Dissertation (6,000 words include word count of "Individual Written Proposal")</p> <p>Students are expected to submit individual written assignment two weeks after the oral presentation. This is used to evaluate students' academic writing skills in synthesizing evidence, reporting results and consolidating scientific report.</p>	50	CILO ₁₋₄

5. Required Text(s)

Nil

6. Recommended Readings

Students are expected to read widely in the area of the study, such as scholarly referred journals and current reference books.

7. Related Web Resources

Nil

8. Related Journals

Nil

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	: Bachelor of Health Education (Honours)
Programme QF Level	: 5
Course Title	: Health Education Practice
Course Code	: HCS4050
Department	: Health and Physical Education
Credit Points	: 6
Contact Hours	: Lecture 12 hours Practice session 54 hours Individual / group consultation 12 hours
Pre-requisite(s)	: Foundation of Health Education
(If applicable)	
Medium of Instruction	: EMI
Course Level	: 4

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3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

The purpose of this course is to enable students to develop the knowledge, skills and attitudes necessary to lead the role of health educators. Particular attention will be placed on developing students' personal competence in a variety of health education practice based on the theoretical knowledge of Foundation of Health Education. Students will design and implement health education programmes in selected settings.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ apply related theoretical health education knowledge, substantiated with literature and research, in the delivery of health education in the selected settings;
- CILO₂ integrate theory and practice of health education in their selected area of study;
- CILO₃ analyze critically a practice model appropriate to a health education area;
- CILO₄ develop and apply effective methods for conducting a health education programme; and
- CILO₅ foster lifelong learning capabilities by active participation in the life-wide learning experiences and critical self-reflection.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theory and practice of health education	CILO _{1,2}	Lectures Student-led discussion
Observation, discussion and field supervision at the invited organizations	CILO ₂₋₅	Individual / group consultation
Experiential education and service-learning	CILO ₂₋₅	Peer critique
Planning, implementation and evaluation of a health education program	CILO ₂₋₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a. Health education programme report</p> <p>Part I: (1500 words) Based on the theoretical knowledge of 'Foundation of Health Education' with the consideration of a social-cultural perspective, each group has to modify a project plan for a health education programme of selected topic which will include: i) title of the programme; ii) background of the programme; iii) purpose of the programme; iv) objectives; v) content of the programme (including instruction method); and vi) outcome evaluation</p> <p>Part II: (2000 words)</p> <p>After the implementation of the programme. Each group has to submit a health education report which include: i) title of the programme; ii) background of the programme; iii) purpose of the programme; iv) objectives; v) content of the programme (including instruction method);</p> <p>vi) programme outcome; and vii) conclusion.</p>	30	<i>CILO₁₋₅</i>
<p>b. Practice performance (Individual 30% plus Group 20%)</p> <p>(Practice performance will be assessed twice by supervisor. Assessment schedule will be determined by supervisor and students. An intra-group peer review report accounting to 10% of the total mark will be conducted)</p> <p>i. It is a group project with 7-8 students in a group.</p> <p>ii. Each group has to conduct one health education programme which consists of a series of related topics. Each programme should have 2-4 sessions which cover 2-4 topics.</p> <p>iii. Duration of each session should be about 1 hour.</p> <p>iv. The health education programme should be conducted in community setting e.g. primary school, secondary school, special school, community health clinic and old age home.</p> <p>v. Each group has to conduct a programme evaluation e.g. pre- and post-test</p>	50	<i>CILO_{4,5}</i>
<p>c. Individual Reflective Report (1200 words)</p> <p>Each student has to write a piece of reflective paper to share his/her life-wide learning experiences, their mastery of lifelong learning capabilities and to propose improved course of action for his/her practice.</p>	20	<i>CILO_{4,5}</i>

5. Required Text(s)

Nil

6. Recommended Readings

- Cottrell, R. R., Girvan, J. T., & McKenzie, J. F. (2009). *Principles and foundations of health promotion & education*. San Francisco: Benjamin Cummings.
- Croghan, E. (2007). *Promoting health in schools: A practical guide for teachers and school nurses working with children age 3 to 11*. UK: Sage Publications.
- Glanz, K., Rimer, B., & Viswanath, K. (2008). *Health behavior and health education theory, research, and practice*. San Francisco, CA: Jossey-Bass.
- Green, J., & Tones, K. (2010). *Health promotion: Planning and strategies*. UK: Sage Publications.
- Harvan, R., Jensen, G., & Royeen, C. (2009). *Leadership in interprofessional health education and practice*. Sudbury, Mass.: Jones and Bartlett Publishers.
- Meeks, L., Heit, P., & Page, R. (2008). *Comprehensive school health education: Totally awesome strategies for teaching health*. New York: McGraw-Hill.
- Schneider, J., Avis, M., & Leighton, P. (2007). *Supporting children and families lessons from Sure Start for evidence-based practice in health, social care and education*. Philadelphia, PA: Jessica Kingsley Publishers.
- Sharma, M., & Romas, J. (2010). *Theoretical foundations of health education and health promotion*. USA: Jones & Bartlett Learning.

7. Related Web Resources

- American Public Health Association (APHA): Healthy you
http://www.getreadyforflu.org/nationshealthy_you/index.htm
Health Education/Health Promotion Resources on the Internet
<http://www.bettycjung.net/Healthed.htm>
WHO: School health and youth health promotion
http://www.who.int/school_youth_health/en/

8. Related Journals

- Advances in Health Sciences Education: Theory and Practice
American Journal of Health Education
Education for Health
Health Education
Health Education Research

9. Academic Honesty

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10. Others

Nil

Additional Compulsory Course

The Education University of Hong Kong

Course Outline

Part I

Programme Title : Bachelor of Health Education (Honours)

Programme QF Level : 5

Course Title : HealthCare Ethics

Course Code : HCS3035

Department : Health and Physical Education

Credit Points : 3

Contact Hours : Lecture 13 hours
Seminar/tutorial 26 hours

Pre-requisite(s) : Nil
(If applicable)

Medium of Instruction : EMI

Course Level : 3

Part II

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5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course aims to provide students with knowledge of key ethical principles, issues and concepts which influence people when involved in ethical decision making. Case studies will provide students with an in-depth study to apply these principles and concepts to current and controversial ethical dilemmas for ethical decision making in the context of healthcare.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ explore the key principles, issues and concepts which underpin ethical decision making;
- CILO₂ discuss the complexity of factors that influence ethical decision making;
- CILO₃ apply ethical decision making framework to ethical dilemmas in healthcare settings; and
- CILO₄ display a critical reflective attitude toward ethical practice and culture.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Ethical principles, issues and concepts (e.g. beneficence, common good, distributive justice, human dignity, informed consent, integrity and totality, respect for autonomy, freedom)	CILO _{1,2}	Role-play and discussion, on-line consultation, lectures, peer learning and critique, case studies & oral presentation,
Frameworks of ethical decision-making	CILO ₃	
Ethical issues at the beginning and end of life	CILO _{3,4}	
Role of ethical principles in healthcare	CILO ₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Student-led seminar on basic ethical principles, issues, concepts and decision making (peer assessment)	20	CILO _{1,2}
b. Oral presentation with peer critique- Ethical dilemma case study (group work): Select an ethical dilemma case (either a participant-relevant example/scenario or a case in healthcare setting such as euthanasia, refusal of treatment and scarcity of resources), apply the ethical decision making framework for the case to come up with a plan of action	40	CILO ₁₋₃
c. Individual reflective journal writing: Word limit: not less than 1200 words A critical self reflection on how one can integrate ethical behaviour into one's day to day activities: i. Identify any healthcare practices that are of your concerns in the day to day activities ii. Comment on the appropriateness of the practices with reference to ethical principles and concepts iii. Propose a course of improved action, reflecting the ethical decision making process	40	CILO ₁₋₄

5. Required Text(s)

- Cribb, A. (2008). *Health and the good society setting healthcare ethics in social context*. Oxford : Oxford University Press. (EdUHK ebook)
National Institutes of Health. Bioethics Resources on the Web. <http://bioethics.od.nih.gov/>

6. Recommended Readings

- Ashcroft, R. E., Dawson, A., Draper, H., & McMillan, J. (2007). *Principles of healthcare ethics*. UK: John Wiley and Sons Ltd.
Beauchamp, T. L., & Childress, J. F. (2009). *Principles of biomedical ethics*. New York: Oxford University Press.
Fry, S. T., & Veatch, R. M. (2010). *Case studies in nursing ethics*. Sudbury, Mass.: Jones and Bartlett Publishers.
Garber, P. P. (2008). *The ethical dilemma*. USA: HRD Press, Inc.
Husted, J. H., & Husted, G. L. (2008). *Ethical decision making in nursing and healthcare: The symphonological approach*. New York: Springer Publishing Co, LLC.
Lo, B. (2009). *Resolving ethical dilemmas: A guide for clinicians*. China: Lippincott Williams & Wilkins.
Livingstone, L. (2009). *Ethical decision making*. USA: Lulu.com.
Morrison, E. E. (2009). *HealthCare ethics: critical issues for the 21st century*. UK: Jones and Bartlett Publishers.
Snyder, J., & Gauthier, C. C. (2008). *Evidence-based medical ethics: Cases for practice-based learning*. USA: Humana Press.
Sugarman, J., & Sulmasy, D. P. (2010). *Methods in medical ethics*. USA: Georgetown University Press

7. Related Web Resources

Bioethics for clinicians:

http://www.collectionscanada.gc.ca/eppp-archive/100/201/300/cdn_medical_association/cmaj/series/bioethic.htm

Bioethics resources on the Web

<http://bioethics.od.nih.gov/>

Links to ethics education resources for educators:

http://www.phen.ab.ca/bioethicsweek/teachers_websites.asp

MedBio world

<http://www.medbioworld.com/>

National reference centre for bioethics literature

<http://bioethics.georgetown.edu/>

8. Related Journals

Cambridge Quarterly of Healthcare Ethics

Journal of Clinical Ethics

Online Journal of Health Ethics: <http://www.ojhe.org>

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Hons)
Programme QF Level	:	5
Course Title	:	Health Service in Hong Kong
Course Code	:	HCS3036
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 13 hours Seminar/tutorial 26 hours
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	EMI
Course Level	:	3

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1. Problem Solving Skills
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- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course provides participants with an understanding of recent developments in the health and social care services in Hong Kong. It also equips participants with fundamental theories regarding the factors that affect health and well-being.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ demonstrate an understanding on the fundamental health and social care services in Hong Kong;
- CILO₂ recognize and describe the health and social care policies in Hong Kong;
- CILO₃ show sensitivity to the recent developments in the health and social care services in Hong Kong; and
- CILO₄ examine the factors that affect health and well-being.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
History and development of the health care and social welfare system and its associated policies in Hong Kong.	<i>CILO_{1,2}</i>	Lectures, group discussion and presentation; Literature review, video show, on-line learning, Reflection and sharing
Health and Social Care Service in Hong Kong – primary health care, social care, etc.	<i>CILO_{1,2}</i>	
Social care policies – framework and the value base underpinning the policy, and policy goals and meeting the needs of individuals, the provision of care services for children, aged, disabled, people-at-risk, special needs for minority groups etc.	<i>CILO_{2,3}</i>	
Contemporary family and social issues – e.g. family violence, gambling, alcohol, drug abuse, night drifters and marginal youth, ageing society, suicide, Asian communities’ cultural beliefs and their response to health, how to tackle the shortfall in care services for the ethnic minorities etc.	<i>CILO_{1,4}</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Group presentation on a selected issue of health/ social services in Hong Kong. The oral presentation should last for at least 30 minutes, and be followed by a question and answer session. A minimum of 25 slides should be included in the oral presentation. Intra-group Peer Evaluation for the work of each teammate.	30 10	<i>CILO_{1,2}</i>
b. Student-led Seminar Every group will take turns in leading a seminar at each session and preparing the work which is necessary to define the issues and questions to be addressed in the seminar.	20	<i>CILO_{1,2,3,4}</i>
c. Group Project - A reflective paper containing appropriate critique of the current health and social care policies and recommendations for improving the health services in Hong Kong. Word count – 1,500 words Format – APA format for in-text citations and references Reference – at least five cited references from text books or journal articles	40	<i>CILO_{1,2,3,4}</i>

5. Required Text(s)

Hong Kong Hospital Authority (2016). *2016-17 Annual Plan*. Hong Kong: Author.

6. Recommended Readings

Amdam, R. (2012). *Planning in Health Promotion Work: An Empowerment Model*. NY: Routledge.

Britnell, M. (2015). *In Search of the Perfect Health System*. London, Palgrave.

Leung, G. M., & Bacon-Shone, J. (2012-reprint ed.). *Hong Kong's health system – Reflections, perspectives and visions*. Hong Kong: The Hong Kong University Press.

Leung, G. M., Tin, K. Y. K., & Chan, W. S. (2007). Hong Kong's health spending projections through 2033. *Health Policy*, 81(1), 93-101

Warwick-Booth, L., Cross, R. and Lowcock, D. (2012). *Contemporary Health Studies: An Introduction*. Cambridge, UK: Polity Press.

7. Related Web Resources

Building a Healthy Tomorrow – Discussion paper on the future service delivery model for our health care system

http://www.hwfb.gov.hk/hmdac/english/dis_papers/files/hmdac_paper.pdf

The Bauhinia Foundation Research Centre, Health Care Study Group. (2007). Development and financing of Hong Kong's future health care - Report on preliminary findings.

Legislative Council Paper No. CB(2)2460/06-07(01).

<http://www.legco.gov.hk/yr06-07/english/panels/hs/papers/hs0717cb2-2460-1-e.pdf>

The Centre for Health Education and Health Promotion, Faculty of Medicine, The Chinese University of Hong Kong

<http://www.cuhk.edu.hk/med/hep/>

Hong Kong Government. (2011). Hong Kong: The fact social welfare.

http://www.gov.hk/en/about/abouthk/factsheets/docs/social_welfare.pdf

Hong Kong Health Care Service

<http://www.ha.org.hk>

Hong Kong Paediatric Foundation (2015): Child Health Policy for Hong Kong. Hong Kong: The Hong Kong Paediatric Society and The Hong Kong Paediatric Foundation together with Child Healthcare Professionals in Hong Kong. Retrieved from:

www.hkpf.org.hk/20150920%20Child%20Health%20Policy%20for%20Hong%20Kong_Final.pdf

The Hong Kong Council of Social Service. (2009). Mission of social welfare in Hong Kong.

http://www.hkcss.org.hk/download/folder/socialwelfare/sw_eng.pdf

Social Welfare Advisory Committee. (2010). Long-term social welfare planning in Hong Kong – Consultation paper.

[http://www.swac.org.hk/documents/SWAC%20Consultation%20Paper%20\(Eng\).pdf](http://www.swac.org.hk/documents/SWAC%20Consultation%20Paper%20(Eng).pdf)

8. Related Journals

Social Science and Medicine

Journal of Care Services Management

Health Care Management Review

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Human Biology
Course Code	:	HCS3037
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 13 hours Seminar / tutorial 26 hours
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	EMI
Course Level	:	3

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- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

The course aims to give students an understanding of the scientific principles of modern biology through the study of human beings. It examines the major body systems, the regulation of these physiological systems. It allows students to develop an interest in understanding science by looking at themselves and seeing how the diverse body systems are integrated to maintain homeostasis. This course assimilates the study of health and disease.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO1 explain the structure of cells, organs and body systems and explain their functional significance;

CILO2 distinguish between intrinsic and extrinsic regulation and describe the actions of tissue structure for secretion, absorption, support, or protection;

CILO3 synthesize different structure and functions of body systems and critically analyze the interrelations of body systems; and

CILO4 analyze the integrative nature of the human body in health and illness.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Human anatomy and diseases	<i>CILO_{1, 2}</i>	Lectures, Laboratory investigation, On-line learning
Physiological functions and pathological state to prevent, monitor, treat or alleviate disease	<i>CILO₁₋₃</i>	Lectures, Laboratory investigation, On-line learning
The human body in health and illness: Cardio-vascular system Respiratory system Digestive system Urinary system Reproductive system Endocrine system Integumentary system Muscular and skeletal system	<i>CILO₁₋₄</i>	Lectures, Student-led seminar, Group discussion, Laboratory investigation, On-line learning

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Formative assessment on the knowledge of the course content	40	<i>CILO₁₋₃</i>
b. Examination Summative assessment to evaluate students' understanding of the functions of the human body	60	<i>CILO₁₋₄</i>

5. Required Text

Starr, C. (2010). *Human biology*. California: Cole Cengage Learning.

6. Recommended Readings

Bankman, I. N. (2009). *Handbook of medical image processing and analysis*. (2nd ed.). Amsterdam: Elsevier.

Belk, C. & Borden, V. (2009). *Human biology*. USA: Benjamin Cummings.

Boyle, M. D. P., & Senior, K. (2008). *Collins advanced science - human biology* (3rd ed.). UK: Collins Educational.

Dangour, A., Fletcher, A., & Grundy, F. (2007). *Ageing well: nutrition, health, and social interventions*. Boca Raton: CRC Press, Taylor & Francis.

Folkman, S. (2011). *The Oxford handbook of stress, health and coping*. New York: Oxford University Press.

Garg, H. G., Cowman, M. K., & Hales, C. A. (2008). *Carbohydrate chemistry, biology and medical applications*. Oxford: Elsevier.

Herlihy, B. L. (2007). *The human body in health and illness*. St Louis: Saunders Elsevier.

James, R. (2011). *Concepts in health and wellness*. Clifton Park: Delmar / Cengage Learning.

Thibodeau, G. A., & Patton, K. T. (2010). *The human body in health & disease*. St Louis: Mosby.

7. Related Web Resources

Atlas of the human biology (from the American Medical Association)

<http://www.ama-assn.org/ama/pub/physician-resources/patient-education-materials/atlas-of-human-body.page>

Human biology guide

<http://www.biologyguide.net/>

Understanding the concepts of human anatomy & biology

<http://www.human-biology.net/>

8. Related Journals

American Journal of Human Biology

Annals of Human Biology

BioScience

BMC Biology

9. Academic Honesty

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