

THE EDUCATION UNIVERSITY OF HONG KONG Course Outline

Part I

Programme Title : General Education

Programme QF Level : 5

Course Title : Spirituality, Health and Well-being in the Modern World

Course Code : GEG2047

Department : International Education and Lifelong Learning (IELL)

Credit Points : 3

Contact Hours : 39

Pre-requisite(s) : Nil

Medium of Instruction : EMI/CMI

Course Level : 1

Part II

The University's 4Cs Learning Framework 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 attributes embodied in the 4Cs.

The 4Cs are:

- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

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

Nowadays more people identify themselves as spiritual instead of religious. Moreover, the significance of spirituality has been rediscovered and involved in health, healing and education profession in the past decades. In other words, apart from technical aspects of medicine and surgery, spirituality is considered as a key role played in enhancing quality of life, health and well-being in different cultural contexts. In this course, theories of spirituality in health care contexts, and relationships between body, mind and spirit will be reviewed. Different dimensions of wellness in spiritual approaches such as mindfulness practice will also be explored. Apart from lectures, sharing from guests and practitioners, visits will be arranged for a comprehensive understanding of the topics. Students will be enabled to adopt a healthy lifestyle, construct ethical and thoughtful responses to issues between body, mind and spirit in today's globalised world, and bring a global awareness of and perspective on issues of quality of life, mental health, fitness and stress-reduction.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁ Understand the issues about spiritualities in the context of health and well-being;

CILO₂ Apply the knowledge in this course to design a healthy lifestyle nowadays in the Hong Kong context as well as a globalised world.

CILO₃ Construct ethical and thoughtful responses to the issues between body, mind and spirit in the globalised world.

CILO₄ Illustrate, Analyze and synthesize the issues of spiritualities with their life experiences and express their own ideas by developing perspectives on lifestyle in the globalized world.

CILO₅. Develop a global awareness and perspective on wellness and spirituality practices as well as effectiveness including quality of life, mental health, fitness and stress-reduction in the globalised world.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Globalization and change of lifestyle: issue of health & well-being	CILO _{1,2}	<ul style="list-style-type: none"> Lecture and class discussion on: globalization and its impacts to the change of lifestyle, especially issue of health & well-being
b. Concepts of spiritualties, health and well-being	CILO _{1,2,4}	<ul style="list-style-type: none"> Lecture and class discussion on: concepts of spiritualties, health and well-being Music and video about spiritualties, health and well-being will be shown Tutorial discussion
c. Relationships between body, mind and spirit	CILO _{1,2,4}	<ul style="list-style-type: none"> Lecture and class discussion on: Relationships between body, mind and spirit from perspectives of science and literature Video about the relationship between body, mind and spirit Tutorial discussion
d. Mental health issues in contemporary world:	CILO _{1,2,3,4}	<ul style="list-style-type: none"> Lecture and class discussion on: Relationships between emotions (anger,

Emotions and diseases		depression, etc.) and diseases from the perspectives of the East and the West <ul style="list-style-type: none"> • Philosophy of treatments to mental health issues in contemporary world • Video of related cases • Tutorial discussion
e. Spiritual dimensions and practices of body	CILO _{1,2,3,4}	<ul style="list-style-type: none"> • Lecture and class discussion on: • How body can cultivate the spirituality • Various approaches of spiritual practice of the body • Tutorial discussion
f. Spiritual dimensions of mental health	CILO _{2,3,4}	<ul style="list-style-type: none"> • Lecture and class discussion on: • How mental state is related to cultivation of spirituality • Various approaches of spiritual practice of the mind • Tutorial discussion
g. Treatment of mind, body and spirit in the West: Prayer, meditation	CILO _{2,3,4}	<ul style="list-style-type: none"> • Guest lecture and class discussion on: • Treatment of mind, body and spirit in the Western approach • Related video of the treatments • Tutorial discussion
h. Treatment of mind, body and spirit in the East: Tai Chi, Tao meditation, Zen	CILO _{2,3,4}	Visit(s) to organizations or clinics which work on treatment of mind, body and spirit with the Eastern approach
i. Reflection: Health care system: lifestyle in the globalised world	CILO _{2,4}	<ul style="list-style-type: none"> • Lecture and class discussion on: • Reflections of the modern lifestyle and the health care system • Related video • Tutorial discussion
j. Group Project Presentation	CILO _{1,2,3,4}	Students will prepare a project presentation after studying on a specific topic for about one month

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Visit report / Report of self-reflection <ul style="list-style-type: none"> • Students should attend the arranged field trip(s) and submit the Visit Report with self-reflection (Please see the Visit Report guidelines) 	25%	CILO _{1,2,4,5}
b. Group Project Presentation and Class Participation <ul style="list-style-type: none"> • Students work in groups with four or five, discussing an interested topic and having a class group project presentation and submit an outline in Week 4 (Students choose related readings for presentation according to their selected topic. The chosen readings should seek the instructor's approval in advance 	35%	CILO _{1,2,3,4,5}

<ul style="list-style-type: none"> • The topic of group presentation includes topics of recommended readings and their articulations and relations to life experiences and Hong Kong contexts • Each group should meet the instructor at least once before starting the project including literature review, interview, questionnaire and collecting information • Present the outline in the class in Week 9 • Present the outcome of the project in the class in Week 13 • Students are also required to participate in the class discussion during the group presentation session 		
c. Individual Paper <ul style="list-style-type: none"> • The students write up a paper on a specific topic related to the course with around 2,000 words. 	40%	CILO _{1,2,3,4,5}

5. Required Text(s)

Nil

6. Recommended Readings

1. Aldridge, D. (2000). *Spirituality, healing and medicine: return to the silence*. London: Jessica Kingsley Publishers.
2. Astin, Alexander W., Astin, Helen S. & Lindholm, Jennifer A. (2011). *Cultivating the spirit: how college can enhance students' inner lives*. San Francisco, CA : Jossey-Bass.
3. Goleman, D.(etal.) (2008). *Measuring the immeasurable: the scientific case for spirituality*. Boulder, CO: Sounds True.
4. Jung, Carl G. (1938). *Psychology and Religion*. New Haven: Yale University Press.
5. Kiyota, Minoru. 1923- (1995). *Kendō: its philosophy, history, and means to personal growth*. London; New York : Kegan Paul International ; New York, NY : Distributed by Columbia University Press.
6. McSherry, W. (2006). *Making sense of spirituality in nursing and health care practice an interactive approach* (2nd ed.). London ; Philadelphia: Jessica Kingsley Publishers.
7. Orchard, H. (ed.). (2001). *Spirituality challenge of health care*. London: Churchill Livingstone.
8. Preston, D. L. (2007). *365 steps to practical spirituality: A day--day guide to finding health, contentment and inner peace*. UK: How to Books.
9. Puza, R. F. (2008). *Health education ideas and activities : 24 dimensions of wellness for adolescents*. Champaign, Ill.: Human Kinetics.
10. Richards, P. S., & Bergin, A. E., 1934-. (1997). *A spiritual strategy for counseling and psychotherapy* (1st ed.). Washington, D.C.: American Psychological Association.
11. Roehlkepartain, E. C., 1962-. (2006). *The handbook of spiritual development in childhood and adolescence*. Thousand Oaks, Calif.: SAGE Publications.
12. Seaward, B. L. (2006). *Managing stress : Principles and strategies for health and well-being* (5th ed.). Sudbury, Mass.: Jones and Bartlett Publishers.
13. Siegel, D. J. (2007). *The mindful brain: reflection and attunement in the cultivation of well-being*. New York: Norton.
14. Swinton, J. (2001). *Spirituality and mental health care: rediscovering a forgotten dimension*. London: Jessica Kingsley Publishers.
15. Wayne, Peter & Fuerst, Mark. L. (2013). *The Harvard Medical School Guide to Tai Chi: 12 Weeks to a Healthy Body, Strong Heart, and Sharp Mind*. Boston: Shambhala.
16. Welwood, John (2000). *Toward a Psychology of Awakening*. Boston & London: Shambhala.

17. White, G., & ebrary, I. (2006). *Talking about spirituality in health care practice a resource for the multi-professional health care team*. London ; Philadelphia: Jessica Kingsley Publishers.
18. Williams, M., Teasdale, J., Segal, Z. & Kabat-Zinn, J. (2007). *Mindful Way through Depression: Freeing Yourself from Chronic Unhappiness*. New York & London: The Guilford Press.
19. Wood, E. (1981). *Concentration: An Approach to meditation*. Wheaton, IL: Quest Books.
20. Woods, R. J. (2008). *Wellness: Life, health and spirituality*. US: Veritas.
21. Young, C. & Koopsen, C. (2005). *Spirituality, health, and healing*. Ontario: Jones & Bartlett Publishers.
22. John Tomlinson 著；趙偉奴譯(2011)《速度文化：即時性社會的來臨》。台北：韋伯文化國際出版有限公司。
23. 王育雯(2004)由現有研究探討宗教音樂對心靈意義的相關因素。蔡宗德編《2004 國際宗教音樂學術研討會論文集》(頁 32-49)。台北：國立藝傳統藝術中心。
24. 全人健康學術交流研討會和關瑞文編(2005)《靈性、宗教及全人健康：超越臨界狀況》。香港：商務印書館(香港)有限公司。
25. 全人健康學術交流研討會和陸亮編(2007)《靈性、宗教及全人健康：超越災困》(初版)。香港：從心會社有限公司。
26. 坎伯爾和麥克馬漢著；若水譯(2005)《內觀自得》(第四版)。台北：光啟文化。
27. 馬克·威廉斯和丹尼·潘曼著；吳茵茵譯(2012)《正念：八週靜心計劃，找回心的喜悅》。台北：天下文化。
28. 陳麗雲、樊富珉、梁佩如等編著(2009)《身心靈全人健康模式—中國文化與團體心理輔導》。北京：中國輕工業出版社。
29. 曾肅良 (2006)書法藝術是召喚潛在心靈能量的「儀軌」—論書法藝術的「空性」與「自性」。蔡明讚、黃智陽和聶蕙雲編《2006 當代書藝新展望學術研討會論文集》(頁 43-54)。台北：中華民國書法教育學會。
30. 劉雅詩著，何瑤瑤、錢飛飛和劉雅詩譯(2009)《培育覺知：在教育中促進全人學習與幸福》。香港：香港教育學院宗教教育與心靈教育中心。

7. Related Web Resources

1. Spirituality and Mental Health

<http://www.rcpsych.ac.uk/mentalhealthinfo/treatments/spirituality.aspx>

8. Related Journals

1. International journal of children's spirituality
2. Journal of Religion, Spirituality and aging

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