

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours)
Programme QF Level	: 5
Course Title	: Public Health 公共衛生
Course Code	: SCI2563
Department	: Science and Environmental Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

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 provides an introduction to the concepts and practice of health and public health. It focuses on the factors impinging on public health and leads students to develop their understanding of and reflect on public health issues from historical, economic, social, cultural, scientific and ethical perspectives. It also places emphasis on the content knowledge required for the effective teaching of public health issues in the context of Liberal Studies.

2. Course Intended Learning Outcomes (CILO_s)

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

- CILO₁ Develop an in-depth understanding of the concepts and determinants of health and public health, and the challenges to public health in the 21st century.
- CILO₂ Critically analyse and evaluate public health issues from historical, scientific, political, economic, social, cultural and ethical perspectives.
- CILO₃ Foster a positive attitude towards a healthy personal and community lifestyle and the betterment of public health.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Concepts of health and public health i. meaning of health; ii. the emergence of public health and its significance; and iii. public health as the individual's and government's responsibility.	<i>CILO 1</i>	Assigned readings; group discussion of key issues regarding concepts of health and public health
Implication of statistics of public health i. data on morbidity and mortality, burden of disease; ii. health behaviours of the population.	<i>CILO 1</i>	Analysis of statistical data; class discussion of research findings

<p>Diseases and their biomedical basis</p> <ul style="list-style-type: none"> i. infectious diseases: past and present, and their changing nature; and ii. the surge of non-infectious diseases. 	<p><i>CILO</i>_{1 & 2}</p>	<p>Reading of assigned literature and data from assigned literature and websites; case study of major diseases; group discussion and presentation</p>
<p>Enhancement of and threats to public health: political, economic, cultural, psychosocial and ethical perspectives</p> <ul style="list-style-type: none"> i. culture and urban development; ii. scientific and technological development: medical research and surrounding issues; iii. diet, physical inactivity and environment; iv. stress and mental illnesses; and v. inequalities in health. 	<p><i>CILO</i>₂</p>	<p>Group problem-based learning projects to investigate the threats to public health in relation to some major diseases or health issues; discussion and presentation</p>
<p>Health care and disease prevention</p> <ul style="list-style-type: none"> i. concepts of diseases prevention; ii. impact of government policies on population health; iii. public health services and medical health care system; and iv. Personal attitudes, decisions and behaviours regarding public health. 	<p><i>CILO</i>_{2 & 3}</p>	<p>Assigned readings on selected public health policies; group discussion and debates; class discussion</p>
<p>Challenges of public health in the 21st century</p> <ul style="list-style-type: none"> i. health problems faced by youth; ii. the ageing population; and globalization and its impact. 	<p><i>CILO</i>_{1, 2 & 3}</p>	<p>Reading of assigned literature; class discussion</p>

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. A group presentation and a group report to explore a selected local or global health problem, its associated risk factors including social and cultural factors, the impact of public health policy on it and its	A group presentation (20%) and a group report (30%)	CILO _{1 & 2}
b. Individual essay to let students to learn through investigating on a specific topic related to public health.	50%	CILO _{1, 2 & 3}

5. Required Text(s)

Nil

6. Recommended Readings

- Anspaugh, D.G., Hamrick, M.H., & Rosato, F.D. (2006). *Wellness: concepts and applications* (6th ed.). St. Louis: Mosby.
- Donatelle, R.J., & Davis, L.G. (2006). *Access to health*. Boston: Allyn and Bacon.
- Gauld, R. & Gould, D. (2002). *The Hong Kong health sector: development and change*. Hong Kong: Chinese University Press.
- Gibney, M. J. (2004). *Public health nutrition*. Oxford: Blackwell Science.
- Kessel, A. S. (2006). *Air, environment and public health*. Cambridge: Cambridge University Press.
- Merson, M. H., Black, R. E., and Mills, A. J. (Eds.) (2006). *International public health*. Boston: Jones and Bartlett.
- Pomerleau, J., & McKee, M. (Eds.) (2005). *Issues in public health*. Maidenhead: Open University Press.
- Robbins, G., Powers, D., & Burgess, S. (1999). *A wellness way of life* (4th ed.). Boston: WCB/McGraw-Hill.
- Sizer, F.S., and Whitney, E.N., (2006). *Nutrition - concepts and controversies* (9th ed.). CA: Wadsworth.
- Schneider, M-J. (2006). *Introduction to public health*. Sudbury, Mass.: Jones and Bartlett.
- Zautra, A. J. (2003). *Emotions, stress and health*. New York: Oxford University Press.
- 王以仁等 (1997) :《心理衛生與適應》, 台北, 心理出版社。杜祖貽, 阮中鑾主編 (2007) :《醫療與保健》, 香港, 中文大學出版社。保羅·薩加德著, 劉學禮譯 (2001) :《病因何在——科學家如何解釋疾病》,

上海，上海科技教育出版社。

7. Related Web Resources

World Health Organization. (2019), Ten threats to global health in 2019
<https://www.who.int/emergencies/ten-threats-to-global-health-in-2019>

8. Related Journals

Schoeb, V. (2016) Healthcare service in Hong Kong and its Challenges : the role of health professionals within a social model of health. China perspectives, 2016, 52-58.

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

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