香港教育大學
The Education University of Hong Kong

Faculty of Liberal Arts and Social Sciences

Bachelor of Science Education (Honours) (Sports Science) (Four-year Full-time)

科學教育榮譽學士 (運動科學) (四年全日制)

Course Outlines

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.

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:**	Bachelor of Science Education (Honours) (Sports Science)
Programme QF Level	**:**	5
Course Title	**:**	Growth, Development and Ageing
Course Code	**:**	PES1195
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
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"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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 enables participants to develop an understanding of the growth and development of individuals, from conception to old age. This understanding informs various aspects of human health and wellbeing, with a view to empower participants' ability to recognize and meet individual's physical, socio-cultural, emotional and intellectual needs in the various stages of the life span.

2. Course Intended Learning Outcomes ($CILO_s$)

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

- $CILO_1$ Demonstrate an understanding of human development at each stage of the life cycle
- $CILO_2$ Recognize and critically evaluate developmental issues and important concerns occurring at various stages throughout the lifespan
- $CILO_3$ Analyze the socio-cultural impact on the growth and development of individuals
- $CILO_4$ Reflect on the needs and concerns of individuals at all developmental stages and their inter-relationships among the family, peers and the wider society

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Physical, social, emotional and intellectual aspects of human development.	*$CILO_1$*	Lectures, guest lectures, workshops, tutorials, class discussions, video show; reflection and sharing; workshops, presentation.
Stages of development from conception to death; including childhood and adolescence, adulthood and late adulthood.	*$CILO_2$*	
Factors that impact on particular stages of development: the impact of gender, social class, culture, and ethnicity.	*$CILO_3$*	
Inter-relationships among the roles of family, peers and the community.	*$CILO_4$*	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. A group project on a case study of the various aspects of a subject at a selected stage of human development, with regard to cultural implications and ethical considerations. Assessment includes a report (3000 words, a portfolio of observations on the subject, with written and multimedia records) plus an oral presentation of the case study. Peer evaluation will be conducted within each of the groups for the group project.	50%	$CILO_{1, 2}$
b. Active participation in tutorials (20%) and an individual reflection (30%, 1000 words) on the needs and concerns of the participant himself/herself at developmental/ selected stages, as regards his/her inter-relationships among the family, peers and the wider society.	50%	$CILO_{3, 4}$

5. Required Text(s)

Nil

6. Recommended Readings

Capps, D. (2008). *The decades of life: a guide to human development*. Louisville, Ky.: Westminster John Knox Press.

Davey, B. (Ed.) (2001). *Birth to old age: Health in transition.* Buckingham, England: Open University.

Feldman, R.S. (2014). *Development across the life span* (7th ed.). Upper Saddle River, N.J.: Pearson Prentice Hall.

Gardiner, H.W., & Kosmitzki, C.(2011). *Lives across cultures: Cross-cultural human development.* (5th ed.) Boston, Mass.: Allyn & Bacon.

Kail, R.V. (2013). Human development : a life-span view. (6th ed.) Australia : Wadsworth Cengage Learning

Kwan, A.Y.H. (ed.) (2002). *Aging Hong Kong: Issues facing an aging society*. Hong Kong: Comos Books Ltd.

Lerner, R.M., Lewin, B.S., & Warren, A.E.A. (2011). *Concepts and theories of human development* (6th ed.). in Developmental science: An advanced textbook. Bornstein, M. H. (Ed); Lamb, M. E. (Ed); pp. 3-49; New York, NY, US: Psychology Press.

Newman, B. M., & Newman, P. R. (2015). *Development through life: a psychosocial approach*. (12th ed.) Australia: Thomson/Wadsworth.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2009). *Human Development*. New York, NY: McGraw-Hill

Peterson, C. (1996). *Looking forward through the life span: Developmental psychology*. (3rd ed.) Sydney: Prentice Hall.

Santrock, J.W. (2015). *Life span-development.* (15th ed.) Boston: McGraw-Hill College.

Sigelman, C K., & Rider, E. A. (2015). *Life-span human development*. (8th ed.) Australia: Thomson/Wadsworth.

毛萬儀等（2011）：《人類發展學》(二版)，臺北市 ： 永大書局有限公司。

張媚等(2008) ：《人類發展之概念與實務The Conception and Practice in Human Development》(五版)，台北，華杏出版股份有限公司。

林一真、鈡思嘉、吳慎慎、錢玉芬和陳彰儀(2007)：《生活彩虹 ： 全人生涯開展臺》，北市：心理出版社股份有限公司。

陳娟娟（編著）（2005）：《人類發展學》，臺北，新店市，啟英文化事業有限公司。

黃德祥 (2005)：《青少年發展與輔導精要》，台北，考用出版股份有限公司。

Gormly, A.V.著，王淑芳、宋惠娟、林夷真、林祝君、胡月娟、張美娟、張美雲和張淑敏編譯 (2002) ：《人類發展學Lifespan Human Development》，台北縣 ： 高立圖書有限公司。

蕭淑貞（編著）（2000）：《人類發展學概論》，臺北市，永大書局。

7. Related Web Resources

Breakthrough Youth Research Archives突破青少年資料庫
http://www.breakthrough.org.hk/ir/researchlog.htm
Department of Health Elderly Health Service 香港衛生署長者健康服務站
http://www.info.gov.hk/elderly/chinese/index.htm
Elderly Service長者資訊網
http://www.elderlyservice.com/
Hong Kong Association of Gerontology香港老年學會
http://www.hkag.org/
Hong Kong Children and Youth Service香港青少年服務処
http://www.cys.org.hk/
Hong Kong Council of Early Childhood Education and services香港幼兒教育及服務聯會
http://www.hkceces.org/
United Christian Nethersole Community Health Service 基督教聯合那打素社康服務
http://www.community-health.org.hk/

8. Related Journals

Ageing and Society
International journal of child health and human development
Journal of Human Development
Journal of Aging and Health
《人類發展與家庭學報》，臺北市，臺灣師範大學人類發展與家庭學系。

9. Academic Honesty

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10. Others

Video CD:

British Broadcasting Corporation. (1999). The human body 1: Life story, an everyday miracle (Video CD). Hong Kong: Deltamac Co., Ltd.

British Broadcasting Corporation. (1999). The human body 2: First Steps, raging teens (Video CD). Hong Kong: Deltamac Co., Ltd.

British Broadcasting Corporation. (1999). The human body 3: Brain Power, as time goes by (Video CD). Hong Kong: Deltamac Co., Ltd.

British Broadcasting Corporation. (1999). The human body 4: The end of life, the making of the human body (Video CD). Hong Kong: Deltamac Co., Ltd.

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Course Outline

Part I

Programme Title	**:**	Bachelor of Science Education (Honours) (Sports Science)
Programme QF Level	**:**	5
Course Title	**:**	Human Anatomy
Course Code	**:**	PES1196
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	1

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. **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** ($CILO_s$)

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

$CILO_1$ Identify the structures of five systems of the human body, using correct anatomical terms.

$CILO_2$ Describe the structure and function of five systems of the human body, using correct anatomical terms.

$CILO_3$ 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 Multimedia resources (DVD, videos) On-line sources of anatomical information
Skeletal System	*$CILO_{1,2,3}$*	
Muscular System		
Nervous System		
Respiratory System		
Cardiovascular System		

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
a. In-class Test	25%	*$CILO_{1,2}$*
b. Individual Laboratory Assignment	20%	*$CILO_{1\text{-}3}$*
c. Final Examination	55%	*$CILO_3$*

5. **Required Text(s)**

Nil

6. Recommended Readings

Herlihy, B. & Maebius N.K. (2014). *The human body in health and illness* (5th ed.). Elsevire.

Kenney, W.L., Wilmore, J.H., & Costill, D.L. (2015). *Physiology of sport and exercise* (6th ed.). Human Kinetics.

Marieb, E.N. (2015). *Essentials of human anatomy and physiology* (11th ed.). Pearson.

Marieb, E.N. (2015). *Human anatomy & physiology* (10th ed.). Pearson.

Saladin K. S. (2012). *Anatomy and physiology: The unity of form and function* (6th ed.). McGraw-Hill.

Shier, H., Butler, J. & Lewis R. (2016). *Hole's essentials of human anatomy & physiology* (12th ed.). McGraw-Hill.

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.). Churchill Livingstone Elsevier.\

7. Related Web Resources

ACSM: 美國運動醫學會 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

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Course Outline

Part I

Programme Title	**:**	Bachelor of Science Education (Honours) (Sports Science)
Programme QF level	**:**	5
Course Title	**:**	Sociocultural Aspects of Sports Science
Course Code	**:**	PES1197
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	1

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7. Global Perspectives

1. **Course Synopsis**

This course is designed to enable students to gain an understanding of the relationship between sports and society. The course will explore topics related to social and cultural phenomena, including the effect of sports participation on our lives and social relationships; impact of sports on our value on gender difference, class inequality, race and ethnicity, individualism, aggression, violence; and connection of sports with important social spheres.

2. **Course Intended Learning Outcomes (CILOs)**

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

- $CILO_1$ Demonstrate the requisite skills and knowledge to make practical applications of sport sociology theory and research in sport, play, and society
- $CILO_2$ Critically analyze contemporary issues related to sports and sports participation's impact on the lives of individuals and groups in society
- $CILO_3$ Demonstrate an awareness of how socialization within youth sports and competitive sports contribute to education
- $CILO_4$ Critically assess media, social class and class relationships on sports and cultural values of sports

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
The Sociology of Sport: What is it and why study it?	$CILO_{1,}$	Lecture, Discussion
Producing Knowledge About Sports in Society: What is the Role of Research and Theory?	$CILO_{1,}$	Lecture, Discussion
Sports and Socialization: Who Plays and What Happens to Them?	$CILO_{1,2}$	Lecture, Extended Reading
Sports and Children: Are Organized Programs Worth the Effort?	$CILO_{2,3,}$	Lecture, Case study
Sports in High School and College: Do Competitive Sports Contribute to Education?	$CILO_{2,3}$	Lecture, Role Play, Group Discussion
Deviance in Sports: Is It Out of Control?	$CILO_{2,3,4}$	Lecture, Role Play
Violence in Sports: How Does It Affect Our Lives?	$CILO_{3,4,}$	Lecture, Group Discussion
Gender and Sports: Does Equity Require Ideological Changes?	$CILO_{2,4}$	Lecture, Class debate
Social Class: Do Money and Power Matter in Sports?	$CILO_{2,4}$	Lecture, Class debate
Sports and the Media: Could They	$CILO_{2,4}$	Lecture, Presentation

Course Content	CILOs	Suggested Teaching & Learning Activities
Survive Without Each Other?		

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Quizzes, Case study paper	30%	$CILO_{1, 2,3,4}$
b. Examination	30%	$CILO_{1, 2,3,4}$
c. Group Project with written report and presentation	40%	$CILO_{3,4}$

5. Required Text(s)

Coakley, J. (2009). *Sports in Society: Issues and Controversies* (10th Ed.). New York: McGraw Hill.

6. **Recommended Readings**

Lake, A. (2002). *The sociology of sport and physical education : an introductory reader.* London : Rouledge/Falmer.

Dyck, N. (2000) (Ed.). *Games, sports and cultures.* New York: New York University press.

Giulianotti, Richard, Ed. (2004). *Sport and modern social theorists.* Basingstoke, UK: Palgrave Macmillan.

Yiannakis, A., Melinic, M.J. (2001) (Eds). *Contemporary issues in sociology of sport.* Champaign, Ill. : Human Kinetics.

李金龍、王超英(2000):《體育社會學，群眾體育學》，桂林市：廣西師範學出版社。

盧元鎮（主編）（2002）： 《社會體育學》，北京市：高等教育出版社。

7. Related Web Resources

Official site for the North American Society for the Sociology of Sport
http://www.nasss.org

The official site of ISSA, the International Sociology of Sport Association
http://u2.u-strasbg.fr/issa

Sociology of Sport Online
http://physed.otago.ac.nz/sosol

Center for the Study of Sport in Society
http://www.sportinsociety.org

The International Council of Sport Science and Physical Education (ICSSPE)
http://www.icsspe.org/

Canada's Sport Information Resource Centre (SIRC)
http://www.canadiansport.com/

8. Related Journals

International Journal of Sport Communication (IJSC)
Journal of Applied Sport Psychology
Journal of Sport & Exercise Psychology
Research Quarterly for Exercise and Sport
Sociology of Sport Journal
Sport, education and society
Sport in society: culture, commerce, media, politics
Journal of Medicine & Science in Sports
International Review for the Sociology of Sport

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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)
Programme QF Level	**:**	5
Course Title	**:**	Lifestyle, Nutrition and Health
Course Code	**:**	PES1198
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	1

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1. Problem Solving Skills
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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

This module provides introductory topics on food nutrients, dietary habits and health, and presents an overview of food supply and the food services in Hong Kong and how they affect the eating environment and culture. Participants will examine the dynamic interaction of lifestyles, food cultures and modern food marketing, and reflect on how lifestyle will impact individual's dietary habits and health. Education strategies to address relevant issues and to minimize adverse impact will be touched upon.

2. Course Intended Learning Outcomes ($CILO_s$)

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

- $CILO_1$ demonstrate an understanding of basic food and nutrition knowledge;
- $CILO_2$ recognize the complexities of urban food supply and examine the roles of the food services and modern food marketing in the dietary habits of people in Hong Kong;
- $CILO_3$ critically analyses the relationship between lifestyle, food habits and health outcomes; and
- $CILO_4$ reflect on the impact of modern lifestyle and food culture on their own dietary habits and health, and propose education strategies to rectify the problems.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Basic food composition, nutrients, non-nutrients and nutritional value of foods; the relationship of nutrients and health outcomes.	*$CILO_1$*	Lecture; illustration; demonstration; laboratory work and experiments; group discussions; video show; literature review.
Food selection and food provision in Hong Kong; advertising and marketing of food products, food and hospitality service and how these activities impact the contemporary eating culture and human health.	*$CILO_{2,3}$*	Lecture; illustration; video shows; field visit; group discussion and presentation; peer review; reflection and sharing; workshops; survey; literature review; micro-teaching.
The relationship between modern lifestyles, food culture, eating habits and well-being, and implications for health, e.g. obesity and chronic disease.	*$CILO_{3,4}$*	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Written test on the theoretical knowledge of nutritional value of foods; and health outcomes due to deficiency.	40%	$CILO_1$
b. A group project comprising a written report (30%, 3000 words) and an oral presentation (20%) on a selected nutrition and health topic. The project requires students to examine and evaluate the issue from a social critical perspective, analyze the impact of the contemporary lifestyle on the dietary habits and health of people in Hong Kong, and propose education strategies on a practical level to make changes on the current lifestyle with a view to raise health consciousness. Peer evaluation will be conducted within each of the groups for the group project.	50%	$CILO_{2,3,4}$
c. Active participation in tutorials	10%	$CILO_{1,2,3,4}$

5. Required Text(s)

Nil

6. Recommended Readings

Anderson, E. N. (2014). *Everyone eats: Understanding food and culture.* New York: New York University Press.

Carr, T. P. (2003). *Discovering nutrition.* Malden, Mass: Blackwell.

Casey, A. (2004). *Mind your heart: A mind/body approach to stress management, exercise, and nutrition for heart health.* New York: Free Press.

Cheung, L. W. Y. (Ed.). (2007). *Eat well & keep moving: An interdisciplinary curriculum for teaching upper elementary school nutrition and physical activity.*

Eatwell 營養師 (2004)：《香港常見食物營養指南》，香港: 明窗出版社有限公司。

Kittler, P. G. (2008). *Food and culture.* Belmont, CA : Thomson/Wadsworth.

Kittler, P. G. 全中妤譯 (2008)：《世界飲食文化: 傳統與趨勢》，臺北市: 新加坡商湯姆生亞洲私人有限公司台灣分公司。

Lappe, A. (2010). *Diet for a Hot Planet: The Climate Crisis at the End of Your Fork and What You Can Do About It.* USA New York: Bloomsberry

Mann, J. & Truswell, A. S. (2012). *Essentials of human nutrition* (4th ed.). Oxford : Oxford University Press

Nestle, M. (2003). Food politics: How the food industry influences nutrition and health. University of California Press.

Pařízková, J. (2010). *Nutrition, physical activity, and health in early life.* Boca Raton, Fla. : CRC Press.

Tull, A. (1997). *Food & Nutrition.* New York: Oxford University Press.

Virgilio, S. J. (2006). *Active start for healthy kids: Activities, exercises, and nutritional tips.* Champaign, Ill. : Human Kinetics.

Wahlqvist, M. (Ed.). (2001). *Food & nutrition in Australasia, Asia and the Pacific.* Sydney: Allen & Unwin.

World Health Organisation (2000). *The impact of food and nutrition on public heath: The case for a food and nutrition policy and action plan*.
Yang, P. (2009). *Food miles and sustainable consumption in HK*. Working paper 3, The Kadoorie Institute; The University of Hong Kong.
畢李明、徐欣榮 (2010):《低碳飲食救地球》，香港: 天地圖書有限公司。
雲無心 (2010)：《吃的真相 ：科學家為你解開74個食物密碼 》，台北縣新店市 ：野人文化股份有限公司。
鄺易行 (2010):《看懂食物標籤修訂版》，香港: 萬里機構·萬里書店。
天佑創意小組 (2009):《食物選購秘訣100》，台北:天佑智訊有限公司。
袁維康 (2008):《營養謬誤》，香港: 三聯書店（香港）有限公司。
趙濰(2008)。《100種健康食物排行榜》。香港：萬里機構·得利書局。

7. Related Web Resources

Agriculture, Fisheries and Conservation Department 漁農自然護理處
http://www.afcd.gov.hk/eindex.html

BBC: The Truth about food
http://www.bbc.co.uk/sn/humanbody/truthaboutfood/

Eatsmart@school 健康飲食在校園
http://school.eatsmart.gov.hk/eng/template/home.asp?pid=0&id=1

Environment and Food Bureau
http://www.info.gov.hk/efb

Food and Environmental Hygiene Department
http://www.fehd.gov.hk

Hong Kong East Cluster Nutrition Information Web 東區東聯網營養資訊網
http://www3.ha.org.hk/dic/home.html

Nutrition Education Web 台灣董氏教育基金營養教育資訊網
http://nutri.jtf.org.tw/index.php?idd=1&aid=3&bid=&cid=

8. Related Journals

Journal of American Dietetic Association
Journal of Nutrition
Journal of Nutrition Education
Journal of Nutrition Education and Behavior
Nutrition & Dietetics

9. Academic Honesty

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10. Others

Video

Kenner, R. (2009). Food, INC. (毒食難肥); Particpant Media and River Road Entertainment present ; produced and directed by Robert Kenner.

Spurlock, M. (2004). *Super size me* / a Fortissimo Films presentation ; The Con presents ; a film by Morgan Spurlock ; written & directed by Morgan Spurlock ; produced by Morgan Spurlock & The Con.

香港電台 (2016.08.15): 《醫生與你: 兒童肥胖》

香港電台 (2015.03.30): 《鏗鏘集: 胖我難行》

香港電台 (2011.04.18): 《鏗鏘集: 祝身體健康》

有線電視 (2010.04.04): 《時事寬頻: 論盡低碳飲食》

有線電視 (2010.05.09): 《時事寬頻: 營養標籤看不懂》

電視廣播有限公司新聞及資訊部公共事務科 (2010) :《長生不老之謎》

亞洲電視 (2010.09.04): 《時事追擊: 食物的營養標籤》

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:**	Bachelor of Science Education (Honours) (Sports Science)
Programme QF Level	**:**	5
Course Title	**:**	Sports and Exercise Psychology
Course Code	**:**	PES1199
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	1

Part II

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- **I**nnovation.

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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 give students an introduction to the important issues within the field of sports and exercise psychology. Students will obtain knowledge of the personal factors, group interaction and psychological factors that can affect performance and psychological development in sport, physical education, and exercise settings. Additionally, students will be taught about psychological strategies and techniques that can be implemented to prevent or enhance the impact of psychological and emotional factors in an exercise and sport context.

2. **Course Intended Learning Outcomes** ($CILO_s$)

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

$CILO_1$ Identify and explain how personality, self-concept, self-esteem, self-efficacy, and other psychological characteristics relate to participation and performance in sport and physical activities

$CILO_2$ Describe the impact exercise has on physical and psychological health and well-being

$CILO_3$ Apply psychological enhancement strategies and techniques within the exercise and sporting environment

$CILO_4$ Analyze the effects of participating in physical activity on psychological development, health, and well-being

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	**CILOs**	**Suggested Teaching & Learning Activities**
Personality and Sports Performance	*$CILO_1$*	Lecture, Video Analysis
Motivation and Self-confidence	*$CILO_1$*	Lecture, Role Play
Arousal, Stress and Anxiety	*$CILO_{1,}$*	Lecture, Video Analysis
Exercise Adoption and Adherence	*$CILO_{1,2}$*	Lecture, Mini Project
Exercise and Psychological Well-being	*$CILO_{1,2}$*	Lecture, Group discussion
Addictive Behaviours in Physical Activity	*$CILO_{1,2}$*	Lecture, Extended Reading
Psychology of Injury and Overtraining	*$CILO_{1,2}$*	Lecture, Extended Reading
Group and Team Dynamics	*$CILO_{1,2,3}$*	Lecture, Extended

Course Content	CILOs	Suggested Teaching & Learning Activities
		Reading
Psychological Skills Training	*CILO*$_{1,2,3}$	Lecture, Presentation
Psychological Growth and Development through Exercise and Sport	*CILO*$_{1,4}$	Lecture, Presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Article Review	20%	*CILO*$_{1, 2}$
b. Group Project	40%	*CILO*$_{3, 4}$
c. Examination	40%	*CILO*$_{1, 2,3,4}$

5. Required Text(s)

Weinberg, R., & Gould D. (2011). *Foundations of Sport and Exercise Psychology* (5th Ed.). Champaign, IL: Human Kinetics.

6. Recommended Readings

Cox, R. (2007). *Sport Psychology: Concepts and Applications*. Boston: McGraw Hill.

Kornspan, A. (2009). *Fundamentals of Sport and Exercise Psychology*. Champaign, IL:Human Kinetics.

Burton, D., & Raedeke, T. (2008). *Coaching philosophy*. Sport psychology for coaches. Champaign, IL: Human Kinetics

Hagger, M., & Chatzisarantis, N. (2007). *Intrinsic Motivation and Self-Determination in Exercise and Sport*. Champaign, IL: Human Kinetics.

Lox, C.L., Martin Ginis, K. A., & Petruzzello, S.J. (2014). *The Psychology of Exercise: Integrating Theory and Practice* (4th Ed.). Scottsdale, Arizona: Holcomb Hathaway Publishers.

香港教育學院(1998): 邁向二十一世紀中小學運動心理及體育活動 香港 : 香港教育學院

7. Related Web Resources

Association for the Advancement of Applied Sport Psychology

http://www.aaasponline.org/index2.html

Athletic Insight, an online journal of sport psychology

http://www.athleticinsight.com/

European Federation of Sport Psychology

http://www.fepsac.org/

International Society of Sport Psychology

http://www.fitinfotech.com/ISSP/index.tpl

North America Society for the Psychology of Sport and Physical Activity

http://www.naspspa.org/

Sport and Exercise Psychology American Psychological Association Division 47

http://www.psyc.unt.edu/apadiv47/

8. Related Journals

International Journal of Sport Psychology

Journal of Applied Sport Psychology

Journal of Sport & Exercise and Psychology

The Sport Psychologist

The Journal of the American Board of Sport Psychology

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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)
Programme QF level	**:**	5
Course Title	**:**	Exercise Physiology
Course Code	**:**	PES2200
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	2

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**

   The human body is an amazingly complex machine. In order to understand how the body performs and responds to physical activity, it is important to build a foundation of knowledge in the field of sport and exercise physiology. Therefore, the general aim of the course is to provide the students with up-to-date information for understanding the physiology of exercise. In this course, students will acquire the physiological knowledge that is applicable to sport training and coaching and is also relevant to their future work. The course will engage participants through lecture, laboratory work, and problem-based learning activities.

2. **Course Intended Learning Outcomes** ($CILO_s$)

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

   $CILO_1$: Demonstrate an understanding of the various energy systems, basic nutritional component, and their relationships to physical exercise and training.

   $CILO_2$: Demonstrate an understanding of how the body reacts and adapts to environmental stress (heat and humidity).

   $CILO_3$: Demonstrate an understanding of skeletal muscles (structure, type, and contraction) and explain the physiological effects of training on skeletal muscle.

   $CILO_4$: Demonstrate an understanding of cardiovascular system and respiratory system and explain the physiological effects of training on them.

   $CILO_5$: Analyse body composition and maturity level.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
• Energy metabolism - ATP-PC, glycosis, and oxidation • Energy requirement for common sports • Metabolic training of sport teams • Frequency, intensity, and duration • Intermittent vs. continuous training	*CILO$_1$*	No. of classes = 4 Problem-based learning: <u>Coaching sport teams</u> You are required to coach several sport teams such as basketball, badminton, cross-country run, and track and field. You want to get the best results with the current athletes. How can you create tailor-made training for each team? *Lab 1: energy expenditure during running and cycling*
• Homeostasis • Body adaptation to environmental stress, i.e. heat and humidity	*CILO$_2$*	No. of classes = 3 Problem-based learning: <u>Teaching physical activity class</u> The weather is hot (38°C) and humid (+90%) today, and you have to teach several physical activity classes. What precaution do you have to take to prevent participants from heat exhaustion or related symptoms?

• Skeletal muscle (structure, type, and contraction)
• Physiological effect of training
  ○ Strength and power
  ○ Speed and agility
  ○ Stretching (dynamic, static, and PNF)
	CILO$_3$
	CILO$_4$
		No. of classes = 5
		Problem-based learning:
		<u>Coaching sport teams</u>
		During the lesson, some of your athletes come to you and ask why some of them can jump higher but others cannot.
		You assignment is to identify the structure and types of muscle fiber and which muscle groups are responsible for jumping. And, please give some suggestions for training.

Course Content	CILOs	Suggested Teaching & Learning Activities
• *Respiratory system and cardiovascular system (structure and function)*		*Lab 2: VO_{2max} test*

• Body composition
  ○ Fat mass vs. fat-free mass
  ○ Measurement methods: skinfold, circumference, BMI
• Somatotype
• Body maturity
  ○ Classification
  ○ Measurement methods
	$CILO_5$	No. of classes = 1
		Problem-based learning:
		Organizing health-related activity
		You are going to host a health event and you are responsible for conducting some tests to understand the fitness and body maturity levels of your participants.
		Lab 3: Body composition assessment

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Group experiment and lab report (words limit: 2000 words)	20%	*$CILO_{1, 2, 3, 4}$*
b. Group presentation	20%	*$CILO_{1,2,3,4,5}$*
c. Written exam	60%	*$CILO_{1,2,3,4,5}$*

5. Required Text(s)

Powers, S.K. & Howley, E.T. (2014). Exercise Physiology: theory and Application to Fitness and Performance (9th Ed). New York: McGraw-Hill Companies.

6. Recommended Readings

McArdle, W.D., Katch, F.I., & Katch, V.L. (2014). Exercise Physiology: Energy, Nutrition, and Human Performance (8th Ed.). London: Lippincott Williams & Wilkins.

Wilmore, J.H., Costill, D.L., & Kenney, W.L. (2015). *Physiology of Sport and Exercise* (6^{th} Ed). Champaign, IL: Human Kinetics.

7. Related Web Resources

American College of Sports Medicine http://www.acsm.org

Australian Institute of Sport http://www.ais.org.au/ais

Gatorade Sports Science Institute http://www.gssiweb.org

8. Related Journals

Applied Physiology, Nutrition and Metabolism
British Journal of Sports Medicine
European Journal of Applied Physiology
International Journal of Sports Medicine
International Journal of Sports Physiology and Performance
Journal of Aging and Physical Activity
Journal of Applied Physiology
Journal of Physical Activity and Health
Journal of Physiology
Journal of Science and Medicine in Sport
Journal of Sports Sciences
Journal of Strength and Conditioning Research
Medicine and Science in Sports and Exercise
Paediatric Exercise Physiology
Research Quarterly for Exercise and Sport

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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)
Programme QF level	**:**	5
Course Title	**:**	Introductory Biomechanics
Course Code	**:**	PES2201
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s) *(If applicable)*	**:**	PES1196 Human Anatomy
Medium of Instruction	**:**	English
Level	**:**	2

Part II

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1. Problem Solving Skills

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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

This course will equip participants with knowledge of the essential mechanical concepts and principles that govern human movement within a context of sports science. Through lecture, laboratory work, problem-solving activities and other forms of learning in and outside the classroom, students will acquire practical biomechanical knowledge.

2. Course Intended Learning Outcomes ($CILO_s$)

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

$CILO_1$ Explain and apply the basic biomechanical principles that govern how humans move, including a) theoretical concepts; b) how skeletal muscles produce the forces necessary for human movement; b) what are the anthropometrics of the human body and how these attributes affect human movement

$CILO_2$ Apply their biomechanics problem-solving skills to real-life situations commonly faced by sports scientists.

$CILO_3$ reflect on their personal learning about sports biomechanics within the context of their overall knowledge base in sports science.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Understanding basic 'biomechanics' concepts Kinematics of human movement Kinetics of human movement	*$CILO_{1,2}$*	Lectures, laboratories, tutorials Online discussion forum

Course Content	CILOs	Suggested Teaching & Learning Activities
Interpretation of biomechanics information		
Basic muscle mechanics: Structures Functions Force-length Force-velocity Fatigue	*CILO*$_{1,2}$	
Anthropometry: Height Segment lengths Segment masses Inertial properties of body segments Applying anthropometric information in sports science	*CILO*$_{1,2}$	
Group project: a biomechanical analysis of a sports technique	*CILO*$_{1,2,3}$	Students will form small groups of 5-6 members in each, and they will choose a topic from a suggested list. They will have to explore relevant information, or to carry out experiment on a chosen topic within about 10 weeks. Each group will be required to submit a project report of about 4000 words to reflect the concepts and knowledge they have acquired in sports biomechanics, according to instructions and set guidelines.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Readings assignment (online)	25%	*CILO*$_{1,2}$
b. Mid-term Test	30%	*CILO*$_{1,2}$
c. Group Project presentation: Biomechanical Analysis of Sports	45%	*CILO*$_{1,2,3}$

Techniques . Detailed instructions, guidelines and assessment criteria will be provided)		

5. Required Text(s)

Hall, S.J. (2015). *Basic biomechanics* (7th ed.). McGraw-Hill Education.

6. Recommended Readings

Watkins J. (2014). *Fundamental biomechanics of sport and exercise.* London: Routledge.

McGinnis P.M. (2013). *Biomechanics of sport and exercise*. (3rd ed.). Human Kinetics.

Özkaya N., Goldsheyder D. et al (2017). *Fundamentals of biomechanics: equilibrium, motion, and deformation.* (4th ed.). Springer International Publishing.

Huston, R.L. (2013). *Fundamentals of biomechanics*. CRC Press, Taylor & Francis Group.

Bartlett R. (2014). *Introduction to sports biomechanics: analysing human movement patterns.* (3rd ed.). Routledge, Taylor & Francis Group.

7. Related Web Resources

Nil

8. Related Journals

American Alliance for Health, Physical Education, Recreation & Dance

http://www.aahperd.org

International Society of Biomechanics

http://www.isbweb.org

International Society of Biomechanics in Sport

http://www.twu.edu/biom/isbs/

Physics of Sport

http://www.angelfire.com/mo/PhysicsSports/

The Physics Classroom

http://www.physicsclassroom.com

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10. Others

International Journal of Sport Biomechanics

Journal of Applied Biomechanics
Journal of Biomechanics
Sports Biomechanics

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:**	Bachelor of Science Education (Honours) (Sports Science)
Programme QF level	**:**	5
Course Title	**:**	Measurement and Statistics in Sports Science
Course Code	**:**	PES2202
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	2

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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**

   Through lecture, practical measurement, and presentation, students will acquire knowledge and skill in the measurement of various sport components. Moreover, they will be able to analyze measurement results utilizing appropriate statistical methods.

2. **Course Intended Learning Outcomes** (CILOs)

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

   $CILO_1$ Administer and conduct measurement relevant to personal health and sport performance

   $CILO_2$ Apply appropriate statistical calculation in different measurements

   $CILO_3$ Analyse and interpret the measurement results

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Measurement of body composition, flexibility, muscular strength and endurance, cardiorespiratory fitness, speed, agility, and power; Administering tests in professional sports	*$CILO_1$*	No. of classes = 6 Lecture, practical measurement, and laboratory class.
Basic concept of statistics; Reliability and validity; Compare means; Determination of sample size; non-parametric statistics	*$CILO_2$*	No. of classes = 5 Lecture, practical measurement, hands-on statistical calculation.
Analysis and interpretation of results	*$CILO_3$*	No. of classes = 2 Lecture, and student presentation.

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
a. Individual practical home assignment (word requirement: Not less than 600)	20%	*$CILO_1$*
b. Group project	40%	*$CILO_{1-2}$*
c. Final written examination	40%	*$CILO_{2,3}$*

5. Required Text(s)

Heyward V.H. (2010). *Advanced Fitness Assessment and Exercise Prescription* (6th Ed.). Champaign, IL; Human Kinetics.

Marrow J., Jackson A., Disch J., and Mood D. (2010). *Measurement and Evaluation in Human Performance* (4th Ed.). Champaign, IL; Human Kinetics.

6. Recommended Readings

Wong, D. P., Carling, C., Chaouachi, A., Dellal, A., Castagna, C., Chamari, K., et al. (In press, 2010). *Estimation of oxygen uptake from heart rate and RPE in young soccer players*. Journal of Strength and Conditioning Research.

Wong, D. P., Tan, E. C. H., Chaouachi, A., Carling, C., Castagna, C., Bloomfield, J., et al. (In press, 2010). *Using squat testing to predict training loads for lower-body exercises in elite Karate athletes*. Journal of Strength and Conditioning Research.

Wong, P., Chaouachi, A., Castagna, C., Lau, P. W. C., Chamari, K., & Wisloff, U. (In press, 2010). *Validity of the Yo-Yo Intermittent Endurance Test in young soccer players*. European Journal of Sport Science.

7. Related Web Resources

Nil

8. Related Journals

International Journal of Sports Medicine

Journal of Science and Medicine in Sport

Journal of Sports Sciences

Medicine and Science in Sports and Exercise

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10. Others

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Course Outline

Part I

Programme Title	**:**	Bachelor of Science Education (Honours) (Sports Science)
Programme QF level	**:**	5
Course Title	**:**	Motor Skill Acquisition
Course Code	**:**	PES2204
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	2

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4b. Written Communication Skills

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6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

   This course focuses on the theories and principles underlying human motor skill acquisition. The course will introduce various theories of sports skill acquisition and information processing during learning of complex motor skills. Students will examine the stages involved in skills acquisition, skill transfer, practices schedules, augmented feedback and the mechanical principles involved in skilled performance. Students will also gain proficiency in the application of relevant theories and principles within practical settings.

2. **Course Intended Learning Outcomes** ($CILO_s$)

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

   $CILO_1$ Demonstrate their understanding of general motor learning and motor control theories to motor skills acquisition in the field of sports and exercise.

   $CILO_2$ Explain the roles of the sensory and motor systems in motor performance with evidence and

   $CILO_3$ Critically evaluate various motor abilities required to perform motor tasks.

   $CILO_4$ Apply theoretical stages of learning motor skills to teaching/coaching sports and movement including transfer mechanisms in motor skill acquisition and motor performance in sports and exercises.

   $CILO_5$ Conduct experiments based on motor learning theories related to the acquisition of a motor skill.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Application of general motor learning knowledge and theories to motor skills acquisition; various motor abilities required to perform motor tasks.	$CILO_{1,2,3}$	Lecture, reading articles & discussions
Theoretical stages of learning motor skills transfer mechanisms in motor skill acquisition motor performance in sports and exercises.	$CILO_{2,3}$	Lecture and examples of research applications, Lab demo
Theories of practices schedules, augmented feedback,	$CILO_{3,4}$	Lecture and practice demo through Video and scientific research findings
Conduct experiments related to the acquisition of a motor skill.	$CILO_{5}$	Lecture and practice demo in HP Lab

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Group presentation on a case report	20	$CILO_{1,2,3,4}$
b. Individual motor learning lab report (data collection and data analysis)(word requirement: Not less than 900)	30	$CILO_{3,5}$
c. Final Exam	50	$CILO_{1\text{-}5}$

5. Required Text(s)

Magill, R.A. (2011). *Motor learning: Concepts and applications* (9th ed.). New York: McGraw Hill.

6. Recommended Readings

Coker, C.A. (2009). *Motor learning and control for practitioners (2nd ed.).* Scottsdale, Ariz. : Holcomb.

Schmidt, R.A. (2008) Motor learning and performance: A situation-based learning approach (4th ed.). Champaign, IL: Human Kinetics.

Schmidt, R.A. (2004). *Motor learning and performance: A problem-based learning approach* (3rd ed.). Champaign, IL: Human Kinetics Publishing Co.

Schmidt, R.A. (2005). *Motor control and learning: A behavioral emphasis* (4th ed.). Champaign, IL: Human Kinetics Publishing Co.

7. Related Web Resources

Motor development and skill acquisition
http://www.newcastle.edu.au/course/EDUC1014.html
Motor development and skill acquisition
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC33809/
Motor skill acquisition
http://www.thefreelibrary.com/Motor+skill+acquisition-a010764418
Stages of learning
http://en.wikipedia.org/wiki/User:Psy3330_W10/Group17

8. Related Journals

Journal of Experimental Psychology
Journal of Motor Behavior
Journal of Sport & Exercise Psychology
Research Quarterly of Exercise and Sports Science

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)
Programme QF level	**:**	5
Course Title	**:**	Exercise Programme Design
Course Code	**:**	PES3203
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s) *(If applicable)*	**:**	PES2200 Exercise Physiology
Medium of Instruction	**:**	English
Level	**:**	3

Part II

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- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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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

Through lecture, practical session, and presentation, students will acquire the knowledge and experience applicable to exercise programme design and education to clients. Exercise programme design focus on the procedure and content of the exercise programme according to the demand of each population, whereas education to clients emphasis the delivery process and the relevant skills.

2. Course Intended Learning Outcomes ($CILO_s$)

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

$CILO_1$	Develop and implement an individualized approach to exercise leadership in healthy populations
$CILO_2$	Design exercise program and educate clients for weight loss and muscle mass development
$CILO_3$	Demonstrate the ability to incorporate suitable and innovative activities that will improve an individual's functional capacity
$CILO_4$	Demonstrate the ability to effectively educate and/or counsel individuals regarding lifestyle modification
$CILO_5$	Demonstrate adequate knowledge of exercise science including kinesiology, functional anatomy, exercise physiology, nutrition and injury prevention

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
• Principles of exercise prescription • Energy systems in sport and exercise	*$CILO_1$*	Lecture and laboratory class.

Course Content	CILOs	Suggested Teaching & Learning Activities
• Energy expenditure in different exercises • Methods for the assessment of energy expenditure • Testing and evaluation		
• Resistance training program for weight loss and muscle mass development • Resistance training for force and power development • Aerobic training program for weight loss	*CILO*$_2$ *CILO*$_3$ *CILO*$_5$	Lecture, practical session, and laboratory class.
• Resistance training for osteoporosis prevention • Exercise program for flexibility maintenance	*CILO*$_3$ *CILO*$_4$ *CILO*$_5$	Lecture, practical session, and laboratory class.
• Exercise concerns and program design for children, adolescent and for older adult	*CILO*$_4$	Lecture, practical session, and laboratory class.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Case studies (600 – 1000 words)	40%	*CILO*$_{1,2,3,4,5}$
b. Group presentation (including peer assessment and self-evaluation)	25%	*CILO*$_{2,3,4}$
c. Practical exam	35%	*CILO*$_{1,3,4,5}$

5. Required Text(s)

Nil

6. Recommended Readings

American College of Sports Medicine, Riebe, D., Ehrman, J. K., Liguori, G., & Magal, M. (2018). *ACSM's guidelines for exercise testing and prescription* (10th Ed.). Philadelphia: Wolters Kluwer.

American Heart Association. *AHA/ACC/TOS guideline for the management of overweight and obesity in adults*. Circulation 2014;129(Suppl 2):S102-S138.

Coulson M. (2013) *The fitness instructor's handbook: a complete guide to health and fitness* (2nd Ed). London: Bloomsbury.

Faigenbaum A., Westcott W.L. (2009) *Youth Strength Training: Programs for Health, Fitness and Sport (Strength & Power for Young Athlete)*. Human Kinetics.

Heyward V.H. (2014). *Advanced Fitness Assessment and Exercise Prescription* (7th Ed.). Champaign, IL; Human Kinetics.

Howley E.T., Thompson D.L. (2012). *Fitness professional's handbook* (6th Ed.). Champaign, IL : Human Kinetics.

Baechle T.R., Westcott W.L. (2010*). Fitness professional's guide to strength training older adults* (2nd Ed). Champaign, IL; Human Kinetics.

National Strength and Conditioning Association (2016). *Essentials of strength training and conditioning* (4th Ed.). Haff G.G., Triplett N.T., editors. Human Kinetics.

Rippetoe M., Baker A. (2013) *Practical Programming for Strength Training* (3rd Ed). The Asagaard Company.

Tumminello N. (2014) *Strength Training for Fat Loss*. Human Kinetics.

7. Related Web Resources

ACSM.org; NSCA-lift.org

ExRx.net

8. Related Journals

Journal of Science and Medicine in Sport

Journal of Sports Sciences

Journal of Strength and Conditioning Research

International Journal of Sports Medicine

Medicine and Science in Sports and Exercise

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)
Programme QF Level	**:**	5
Course Title	**:**	Research Methods in Sports Science
Course Code	**:**	PES3205
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	PES2202 Measurement and Statistics in Sports Science
Medium of Instruction	**:**	English
Course Level	**:**	3

Part II

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1. Problem Solving Skills
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4a. Oral Communication Skills

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

1. **Course Synopsis**

   This course is designed to familiarize students with major research methods that are applicable to physical education and sports science. Research design, data collection, analysis, validity, research procedures and report writing will all be covered. The course satisfies both the laboratory requirement for sports science and PE experience. Knowledge acquired in this course will assist students in understanding the nature of the research process and the various types of research methods. Students will develop the skills necessary for conducting a research project in PE and sports science. The format of the course will be mixture of lecture, discussion, reading and writing. Students are expected to be able to use various research methods to successful complete a small individual/or group research project.

2. **Course Intended Learning Outcomes** ($CILO_s$)

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

   $CILO_1$ Demonstrate their understanding of a variety of empirical research articles using different techniques, so as to develop awareness of possible solutions to problems in Sports Science

   $CILO_2$ Design and implement a research study applicable to a sports science context

   $CILO_3$ Concisely and thoroughly present their research findings, and critically evaluate those findings, in the form of a research project presentation and report.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction: • Definition of research; • Need and importance of research in Sports Science; • Scope of research in Sports Science; • Types of research-basic, applied and action research.	*CILO1,2*	Lecture & Reading assignments
Research approaches and identify research problems; Formulation of a research problem; • Survey of related literature	*CILO2*	Lecture and Location and criteria of Selection of Problem. Survey of Related Literature/Literature Sources.
Various research methods and designs; Conducting research in Sports Science	*CILO2*	Lecture and practice; Sample of research method analysis, Sample design analysis
Research proposal and research project writing	*CILO3*	Lecture and writing practice Research project

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Individual abstract Writing Assignment(word requirement: Not less than 450)	15%	*CILO1,2*
b. Group research Project and Presentation	35%	*CILO3*
c. Final Exam	50%	*CILO1,2*

5. Required Text(s)

Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research methods in physical activity* (6th ed.). Human Kinetics.

6. Recommended Readings

王文科（2008）：《教育研究法》，台北，五南圖書出版公司。

王麗雲（2006）：《教育研究應用—教育研究、政策與實務的銜接》，台北，心理。

劉世閔等著（2006）：《質性研究資料分析與文獻格式之運用-以QSR N6與End Note 8為例》，台北，心理。

Field, A. (2013). Discovering statistics using IBM SPSS statistics. Sage.

Kumar, M., Noor, M., & Azila, N. (2013). Ways and Means of Research Method.

Literat, I. (2013). “A pencil for your thoughts”: Participatory drawing as a visual research

method with children and youth. *International Journal of Qualitative Methods*, *12*(1), 84-98.

Nuttin, J. (2014). *Future time perspective and motivation: Theory and research method*. Psychology Press.

Smith, J. A. (Ed.). (2015). *Qualitative psychology: A practical guide to research methods*. Sage.

7. Related Web Resources

Action research

http://www.tandf.co.uk/journals/journal.asp?issn=0965-0792&linktype=44

PE central

http://www.pecentral.org/

Research in Physical Education

http://www.pesoftware.com/Resources/whype.html

8. Related Journals

Journal of AAHPERD

Journal of Educational Action Research

Journal of RQES

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)
Course Title	**:**	Curriculum Planning and Pedagogy in Sports Science Education
Programme QF Level	**:**	5
Course Code	**:**	PES3206
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s) *(If applicable)*	**:**	Nil
Medium of Instruction	**:**	English
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

This course is designed to develop students' professional competency and innovation in understanding curriculum theories and pedagogical approaches in relation to sports science education. With different instructional approaches, students will build knowledge and critical understanding in the concepts and practices essential to effective teaching and coaching. They will also encounter the key aspects for planning various curricula of different programmes based on the desired outcomes and will be able to implement both school- and non-school- based programmes. The course will challenge students' beliefs on effectiveness of curriculum, pedagogy, safety and ethical consideration.

2. Course Intended Learning Outcomes ($CILO_s$)

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

$CILO_1$ Demonstrate their understanding of the theories and principles related to the planning of curriculum in sports science settings

$CILO_2$ Demonstrate ability to utilise different teaching and coaching approaches in sports science education innovatively and ethically.

$CILO_3$ Apply the theories and knowledge of different curricular models, alternative environment activities, and individual teaching and coaching activities related to the health, fitness and sports for the general public and school children.

$CILO_4$ Design and plan sports science curricula for various sports science settings.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Key curricular terminology and concepts and pedagogies related to Sports Science	*$CILO_{1,3}$*	Lecture, reading articles & discussions

Course Content	CILOs	Suggested Teaching & Learning Activities
Contemporary trends and issues in relation to sports science curriculum and pedagogy; research findings on physical activities/exercises on children's growth and development.	$CILO_{2,3}$	Lecture and discussion, samples of different curriculum programmes
Theories and practice of different school curricular models related to the health, fitness and sports for school children and general public with global perspective.	$CILO_{3,4}$	Lecture and different samples of curriculum models demonstration Students' practice through assignment
Planning sports science curriculum and pedagogy in Hong Kong including content development; programme planning and implementation	$CILO_4$	Lecture, group project, Students presentation and peer coaching and teaching
Safety and ethical consideration	$CILO_2$	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Research article critique and presentation	20%	$CILO_{1,2}$
b. Peer coaching and teaching for demonstrating understanding of innovative pedagogical concepts and ethical consideration	30%	$CILO_{3,4}$
c. Curriculum/unit plan for applying curriculum theories and safety consideration	50%	$CILO_{1\text{-}4}$

5. Required Text(s)

Nil

6. Recommended Readings

Armour, K. (2011). *Sport pedagogy: An introduction for teaching and coaching.* Harlow, England: Pearson Education Limited.

Cassidy, T., Jones, R. L., & Potrac, P. (2009). *Understanding sports coaching: The social, cultural, and pedagogical foundations of coaching practice* (2nd ed.). London: Routledge.

David, K., Button, C. & Bennett, S. (2008). Dynamics of skill acquisition: A contraints-led approach, Champaign, IL: Human Kinetics.

Dyson, B. & Casey, A. (2012). *Cooperative learning in physical education. A research approach*. Great Britain:Routledge.

Hardman, A.R. & Jones, C. (2011). *The ethics of sports coaching*. Oxon: Routledge.

Kidman, L., & Hanrahan, S. J. (2011). *The coaching process: a practical guide to*

becoming an effective sports coach (3rd ed.). London: Routledge.

Magill, R, A. (2011). *Motor Learning and Control: Concepts and Applications*, 9th Edition, NY:McGraw-Hill

Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2013). *Teaching sports concepts and skills: a tactical games approach for ages 7 to 18*. Champaign, IL: Human Kinetics.

Metzler, M.W. (2011). *Instructional models for physical education*. Scottsdale, Arizona: Holcomb Hatheway.

Mosston, M. & Ashworth, S. (2008). *Teaching physical education: Spectrum of Teaching Style*. First On-line edition.

PE Section, Education Bureau, HKSAR, (2016) Safety guidelines on physical education key learning area for Hong Kong Schools. On line Edition. http://www.edb.gov.hk/en/curriculum-development/kla/pe/references_resource/safety-guidelines/index.html (Retrieved 1 March 2-018)

Rink, E. J. (2014). *Teaching physical education for learning* (7th ed.). New York: McGraw-Hill.

Robinson, P. E. (2010). *Foundations of sports coaching.* London: Routledge.

7. Related Web Resources

www.ahperd.org
www.aera.org
www.multi.science.co.uk/sports-science&coaching.htm
www.humankinetics.com
www.pecentral.org

8. Related Journals

Applied Research in Coaching and Athletics Annual
Asian Journal of Physical Education and Recreation
European Physical Education Review
International Journal of Coaching and Sport Science
International Journal of Physical Education
Journal of Physical Education New Zealand
Journal of Physical Education, Recreation & Dance
Journal of Teaching in Physical Education
Physical Education & Sport Pedagogy
Quest
Research Quarterly of Exercise and Sports Science

Strategies

The Physical Educator

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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)
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)	**:**	Nil
Medium of Instruction	**:**	English
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

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:

- $CILO_1$ Demonstrate their understanding of the history and current status of physical activity programmes for individuals with disabilities.
- $CILO_2$ Critically compare the major types of disabling conditions dealt with in physical activity settings.
- $CILO_3$ Write an appropriate exercise/activity individual exercise programme based on assessment information and justify it with up-to-date evidence.
- $CILO_4$ 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 Science Education (Honours) (Sports Science)
Programme QF Level	**:**	5
Course Title	**:**	Principles and Practice of Health Promotion
Course Code	**:**	PES4208
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
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 aim of this module provide students with a comprehensive overview of the practical and theoretical skills needed to plan, implement and evaluate health promotion programs regarding of different setting. Health Promotion is a vital part of many areas of professional work today, not only in the health sector, but also in areas such as education, local government, sports and fitness, and in the general community. This module addresses current local and international strategies, the politics and theoretical frameworks, approaches to practice and opportunities for practice in health promotion. Students will develop competence in identify the essential health promotion concepts and will find innovative ways to initiate their health promotion project. Education strategies to address relevant issues will be touched upon.

2. **Course Intended Learning Outcomes** ($CILO_s$)

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

$CILO_1$	Explain and discuss the major concepts, methods and principals of health promotion
$CILO_2$	Discuss key milestones that led to the development of the field of health promotion in Hong Kong
$CILO_3$	Critically analyse the features and value of some local health promotion programmes affecting policy development of government
$CILO_4$	Recommend some key strategies to take action on the health issues affecting individuals and communities, and propose education strategies to rectify the health promotion issues.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Foundations of health promotion	*$CILO_1$*	Lectures
Current health promotion practice	*$CILO_{2,3,4}$*	Lectures, Problem-based learning activities, small-group work
Features and values of health promotion programmes Future considerations for health promotion programmes	*$CILO_{2,3,4}$*	Lecture, Problem-based learning activities, small-group work, debates
Strategies for health promotion	*$CILO_{2,3,4}$*	Lecture, Problem-based learning activities, small-group work

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. On-line quiz on the theoretical knowledge of health promotion and health promotion practices.	10%	$CILO_{1,2,3,4}$
b. Individual assignment [approx. 1800 – 1900] to propose a health promotion programme on a practical level to makes changes on current health care policy development of government with a view to raise health consciousness.	60%	$CILO_{1,2,3,4}$
c. Group presentation on a selected health promotion project and topic, examine and evaluate the health issues affecting individuals and communities. Propose education strategies on a practical level to make changes on the selected health promotion project	30%	$CILO_{1,2,3,4}$

5. Required Text(s)

Nil

6. Recommended Readings

Cottrell, R.R., Girvan, J. T., & McKenzie, J. F. (2012). *Principles and Foundations of Health Promotion and Education.* (5th Ed.). Boston: Benjamin Cummings.

Donaldson, L. J. (2009). *Essential Public Health.* (3nd Ed.).Oxford; New York: Radcliffe.

McKenzie, J. F., Neiger, B. L. & Thackeray Rosemary. (2013). *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer*. (6th Ed). Boston: Pearson.

Murray, R. B., Zentner, J. C. & Yakimo, R. (2009). *Health Promotion Strategies Through the Life Span*. (8th Ed.) Pearson Prentice Hall.

Scriven A. (2010). P*romoting Health: A Practical Guide: Forewords: Linda Ewles & Ina Simnett; Richard Parish.* (5th Ed.). Edinburgh, New York: Bailliere Tindall.

Thorogood, M. & Coombes, Y. (2010). *Evaluating Health Promotion: Practice and Methods*. (3rd Ed) Oxford: Oxford University Press.

World Health Organization. (1978). *Alma Ata Declaration.* Geneva: World Health Organization.
http://www.who.int/social_determinants/tools/multimedia/alma_ata/en/

7. Related Web Resources

Government of Hong Kong Special Administrative Region Department of Health
http://www.info.gov.hk/dh/
Hong Kong Hospital Authority
http://www.ha.org.hk/
International Union for Health Promotion and Education
http://www.iuhpe.org/
World Health Organization
http://www.who.int/topics/health_promotion/en/

8. Related Journals

AIDS Education and Prevention
American Journal of Health Behavior
American Journal of Health Education
American Journal of Health Promotion
Family and Community Health
Health Education and Behavior
Health Education Journal
Health Education Research
Health Promotion International
Health Promotion Practice
Journal of Adolescent Health
Journal of Community Health
Journal of Health and Social Behavior
Journal of School Health
Perspectives on Sexual and Reproductive Health
Promotion and Education
Social Science and 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 Science Education (Honours) (Sports Science)
Programme QF Level	**:**	5
Course Title	**:**	Sports Injuries Prevention and Management
Course Code	**:**	PES4209
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	PES1196 Human Anatomy, PES2200 Exercise Physiology, PES2201 Introductory Biomechanics
Medium of Instruction	**:**	English
Course Level	**:**	4

Part II

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- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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 aim of this course is to equip students with essential knowledge of and skills to prevent and manage sports injuries. Students will be introduced to the fundamental principles of pathology, diagnosis, management and rehabilitation of injuries commonly sustained during sporting activities. Emphasis will be placed on practical skills of prevention, immediate diagnosis and on-site treatment of sports injuries.

2. **Course Intended Learning Outcomes** (CILOs)

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

$CILO_1$	Explain the mechanism(s) of injury, method(s) of diagnosis, choice(s) of treatment and the healing processes related to common sport injuries.
$CILO_2$	Describe in detail the paramedical role of coaching and training professionals.
$CILO_3$	Demonstrate the necessary skills to deal effectively with various injuries in sports and physical activities.
$CILO_4$	Explain and apply principles of exercise rehabilitation

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Role of coaching and training professionals in sports injuries prevention and management	*$CILO_2$*	Lectures, laboratories, tutorials Online discussion forum
Classification and diagnosis of sports injuries; Understanding the repair processes of musculoskeletal injuries; Immediate recognition and on-site treatment of sports injuries;	*$CILO_{1,3}$*	
Sport-specific sports injuries: regional analysis	*$CILO_{1,3}$*	
Practical skills: sports taping and bandaging techniques	*$CILO_3$*	
Sports injury rehabilitation	*$CILO_4$*	
Sports injury prevention; Protective equipment	*$CILO_4$*	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Written Assignments (Not less than 850 words)	25%	$CILO_{1, 2,4}$
b. Mid-term Exam	30%	$CILO_{1,2,4}$
c. Group Project	45%	$CILO_{1,2,3,4}$

5. Required Text(s)

Nil

6. Recommended Readings

Association of Chartered Physiotherapists in Sports Medicine. (1999). *Guidelines for the management of soft tissue (musculoskeletal) injury with protection, rest, ice compression and elevation (PRICE) during the first 72 hours.* London: The Chartered Society of Physiotherapy.

Flegel, M.J. (2014). S*ports first aids – A coach's guide to preventing and responding to injuries* (5th Ed.). Champaign, IL: Human Kinetics.

Norris, C. (2011). *Managing Sports Injuries: a guide for students and clinicians, 4e* . London: Churchill Livingstone.

Perrin, D.H. (2012). *Athletic Taping and Bracing* (3rd Ed.). Champaign, IL: Human Kinetics.

7. Related Web Resources

http://www.sportsinjuryclinic.net/

http://sportsmedicine.about.com/od/paininjury1/u/Injuries.htm

8. Related Journals

American Journal of Sports Medicine

British Journal of Sports Medicine

Physical Therapy in Sport

The Physician and Sports Medicine

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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)
Programme QF Level	**:**	5
Course Title	**:**	High Performance Nutrition
Course Code	**:**	PES4210
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	PES1198 Lifestyle, Nutrition and Health
Medium of Instruction	**:**	English
Course Level	**:**	4

Part II

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- **I**nnovation.

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 covers human nutrition and how exercise and sport influence nutrient needs of the high performance athlete. It enables students to define the body composition of an athlete, and design an athletic diet. Participants will also examine the elements of a healthy diet with reference to dietary guidelines, effects of supplements, and calculating caloric intake and the energy of food. Recent development in food technology and its impact on athletes' diet and health will also be discussed.

2. **Course Intended Learning Outcomes** ($CILO_s$)

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

$CILO_1$ Demonstrate an understanding of basic principles of human nutrition

$CILO_2$ Explain with evidence how exercise affects energy and nutrient needs

$CILO_3$ Critically examine the role of water and nutrition in improving performance in sport

$CILO_4$ Demonstrate an understanding of the effectiveness of nutrition supplements on sport performance

$CILO_5$ Devise eating strategies that help to meet high performance athletes' nutritional needs and goals

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	(CILOs)	Suggested Teaching & Learning Activities
1. Diet: Micronutrients: vitamins and minerals, carbohydrate, dietary fats and protein, requirements and recommended intakes; elements of a healthy diet; dietary guidelines;	*$CILO_1$*	Lectures, laboratory work, tutorials, class discussions, video show; reflection and sharing; workshops, group presentation.
2. Fuel Sources for Muscle & Exercise Metabolism. Exercise, energy balance and body composition; calculating calories in food and alcohol and fuels for activity and energy; carbohydrate in	*$CILO_2$*	

Course Content	(CILOs)	Suggested Teaching & Learning Activities
the athlete's diet. Protein for energy, maintaining fat free mass to improve energy production, timing and quantity of intake for events. Weight Control.		
3. Nutrition as a way to optimize performance. Water requirements and fluid balance; hydration and sports; water and electrolyte balance; dehydration and fatigue, professional hydration fluids and influence on performance.	*CILO*$_3$	
4. Nutritional ergogenic aids and nutrient supplements, nutritional implications of exercise and training; Nutritional strategies to support training and sports competition.	*CILO*$_4$	
5. Applying theories and event meal planners - devise eating strategies before, during and after sports events.	*CILO*$_5$	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Written test on the theoretical knowledge of human nutrition and metabolism.	30%	*CILO*$_{1,2,3,4}$
b. A group project comprising a written report focusing on a certain topic in high performance nutrition.	40%	*CILO*$_{1,2,3,4,5}$
c. Oral presentation (30%) on a range of topics covering effective training and competition diets.	30%	*CILO*$_{1,2,3,4,5}$

5. Required Text(s)

McArdle, W.D., Katch, F.I., & Katch, V.L. (2012). Sports and Exercise Nutrition (4th Ed.). Lippincott Williams & Wilkins.

6. Recommended Readings

Belski, R., Forsyth A., Mantzioris, E. (2019). *Nutrition for sport, exercise and performance: a practical guide for students, sports enthusiasts and professionals*. Sydney: Allen & Unwin.

Dunford, M., Doyle, JA. (2012). *Nutrition for sport and exercise* (2nd Ed.). Belmont, CA: Wadsworth, Cengage Learning.

Fink, HH., & Mikesky, AE. (2015). *Practical applications in sports nutrition.* Burlington, MA: Jones & Bartlett Learning.

Jeukendrup, A., Gleenson M. (2019). *Sport nutrition* (3rd Ed.). Champaign, IL: Human Kinetics.

Masri, LA. & Bartlett, S. (2011). *100 questions & answers about sports nutrition and exercise*. Sudbury, Mass.: Jones and Bartlett Publishers.

National Strength and Conditioning Association. (2011). *NSCA's guide to sport and exercise nutrition*. Champaign, IL: Human Kinetics.

Pettersson, S. (2013). *Nutrition in olympic combat sports: elite athletes' dietary intake, hydration status and experiences of weight regulation. Goteborg*: University of Gothenburg, Acta Universitatis Gothoburgensis.

Spano, MA., Kruskall, LJ., & Thomas, TD. (2018). *Nutrition for sport, exercise, and health.* Champaign, IL: Human Kinetics.

Williams, MH., Branch, DJ., & Rawson, ES. (2017). *Nutrition for health, fitness & sport.* New York, NY: McGraw-Hill Education.

許美智 等編著 （2011）。《運動營養學》。臺北市：華都文化事業有限公司。

7. Related Web Resources

HKPE.NET香港體育教學網　運動營養學
http://www.hksports.net/hkpe/sports_nutrition/sports_nutrition.htm

Sport science Comp Eat (sports nutrition articles by Louise Burke, PhD) http://sportsci.org/news/compeat/compeat.html

Sports Nutrition Guide
http://www.bodybuilding.com/fun/sportnutrition10.htm

Hong Kong Dietitians Association 香港營養師協會
http://www.hkda.com.hk/

Hong Kong Nutrition Association香港營養學會
http://www.hkna.org.hk/en/default.asp?page=home

Hong Kong Hospital Authority Dietetic Information Centre 醫管局營養資訊中心 http://www.ha.org.hk/dic/home.html

Food and Drug Administration (FDA)
http://www.fda.gov

8. Related Journals

International Journal of Sport Nutrition and Exercise Metabolism

Applied Physiology, Nutrition and Metabolism

Journal of Applied Physiology

Medicine and Science in Sports and Exercise

European Journal of Applied Physiology

Journal of Science and Medicine in Sport

Journal of Sports Sciences

Journal of Strength and Conditioning Research

Nutrition & Dietetics

Journal of Nutrition Education and Behavior

Nutrition Research Reviews

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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)
Programme QF Level	**:**	5
Course Title	**:**	Psychological Aspects of Elite Performance
Course Code	**:**	PES4211
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s) *(If applicable)*	**:**	PES1199 Sports and Exercise Psychology
Medium of Instruction	**:**	English
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

This course is designed to integrate and synthesize the theoretical concepts of sport and performance psychology into meaningful application. Students will apply strategies, knowledge and skills in performance-enhancement to achieving optimal performance. Understanding on various performance inhibitors will also be explored. In addition, difference among individual sports will be examined to further understand the distinct application of psychological knowledge in sports performance.

2. Course Intended Learning Outcomes ($CILO_s$)

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

$CILO_1$ Identify and analyse the psychological aspects in association to enhance athletes' performance

$CILO_2$ Identify and explain the performance enhancement and inhibition of athletes' performance from a psychological perspective

$CILO_3$ Describe and discuss current research in various psychological factors related to athletic performance.

$CILO_4$ Synthesise and apply the psychological aspects in different types of sports

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Understand performance enhancement topics, such as anxiety, routines, mental imagery, self-talk, concentration, relaxation, goals, and self-confidence	*$CILO_{1,3,4}$*	Lecture, extended reading, group discussion, group presentation
Introduction on performance inhibition topics includes choking under pressure, self-handicapping, procrastination,	*$CILO_{2,3}$*	Lecture, extended reading, group discussion

Course Content	CILOs	Suggested Teaching & Learning Activities
perfectionism, substance abuse, burnout, and injury		
Counselling techniques on both performance enhancement and performance inhibition	*CILO*$_{1,2}$	Role-play, group discussion
Exploration on athletes' performance focus on individual differences based on gender, ethnicity, age and motivation on individuals and teams sports	*CILO*$_{3,4}$	Lecture, group presentation
Successful teams and leadership effectiveness: Why some teams thrive and some do not	*CILO*$_{1, 2,3,4}$	Lecture, extended reading, group discussion, group presentation
Communication, positive reinforcement and performance feedback	*CILO*$_{3,4}$	Lecture, extended reading, group presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Practical Experience Report - Students are required to complete a practical experience report on actual mental skills practice with their partners in small groups	30%	*CILO*$_{1, 2}$
b. Group Project - Students are also required to conduct a presentation (groups of 6-7) on a topic related to contemporary sports and exercise psychology issues	30%	*CILO*$_{1, 4}$
c. Written Examination	40%	*CILO*$_{1, 2,3,4}$

5. Required Text(s)

Gallucci, N.T. (2013). *Sport psychology: performance, enhancement, performance inhibition, individuals, and teams* (2nd Ed.). New York: Psychology Press, https://doi.org/10.4324/9781315885094.

6. Recommended Readings

Cox, R. (2012). *Sport Psychology: Concepts and Applications* (7th Ed.). Boston: McGraw Hill.

Gould, D. & Whitley, M.A. (2009). *Sources and consequences of athletic burnout among college athletes.* Journal of Intercollegiate Sport, 2(1), 16-30.

Hanrahan, S., & Andersen, M. (2010). *Routledge handbook of applied sport psychology: A comprehensive guide for students and practitioners.* Abingdon, England: Routledge. https://www.taylorfrancis.com/books/9781315885094

Horn, T., & Smith, A. (2019). *Advances in sport and exercise psychology (4th Ed.).* Champaign, IL: Human Kinetics. https://ebookcentral.proquest.com/lib/hkied-ebooks/detail.action?docID=957349

Weinberg, R. S. & Gould, D. (2018). *Foundations of Sport and Exercise Psychology* (8th Ed.). Champaign, IL: Human Kinetics.

7. Related Web Resources

Association for Applied Sport Psychology
http://www. appliedsportpsych.org

Athletic Insight, an online journal of sport psychology
http://www.athleticinsight.com/

European Federation of Sport Psychology
http://www.fepsac.org/

International Society of Sport Psychology
http://www. issponline.org/

North America Society for the Psychology of Sport and Physical Activity
http://www.naspspa.org/

Sport and Exercise Psychology American Psychological Association Division 47
http:// www.apa.org/about/division/div47

8. Related Journals

International Journal of Sport Psychology

International Review of Sport and Exercise Psychology

Journal of Applied Sport Psychology

Journal of Sport & Exercise Psychology

The Sport Psychologist

The Journal of the American Board of Sport Psychology

Journal of Clinical Sport Psychology

Psychology of Sport and Exercise

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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)
Programme QF Level	**:**	5
Course Title	**:**	Cardiac and Exercise Rehabilitation
Course Code	**:**	PES3217
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	PES2200 Exercise Physiology
Medium of Instruction	**:**	English
Course Level	**:**	3

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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**

   Through lecture, practical session, and presentation, students will acquire the knowledge and experience applicable to exercise programme design specific to cardiac rehabilitation patients.

2. **Course Intended Learning Outcomes** ($CILO_s$)

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

   $CILO_1$ Demonstrate their understanding of cardiovascular disease, its causes and treatment

   $CILO_2$ Administer and interpret exercise stress test for cardiac rehabilitation patient

   $CILO_3$ Design exercise program for cardiac rehabilitation patient

   $CILO_4$ Demonstrate their understanding of the pharmacological treatment of cardiac patients

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
• Classification of angina, myocardial infarction, percutaneous intervention, and surgical patients • ECG pattern of these patients	*$CILO_1$*	No. of classes = 3 Lecture and laboratory class
• Administer and interpret exercise stress field and lab tests	*$CILO_2$*	No. of classes = 2 Lecture, laboratory class, and practical measurement
• Designing aerobic exercise program for cardiac rehabilitation patients • Designing resistance training program for cardiac rehabilitation patients	*$CILO_3$*	No. of classes = 6 Lecture, and students' presentation
• Common medication for cardiac rehabilitation patients (beta blockers, cholesterol lowering agents, angiotensin converting enzyme inhibitors, calcium channel blockers…etc)	*$CILO_4$*	No. of classes = 2 Lecture

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Practical measurement of cardiac variables in laboratory	15%	*CILO*$_{1, 2}$
b. Group presentation	20%	*CILO*$_{3}$
c. Final written exam	65%	*CILO*$_{3,4}$

5. Required Text(s)

AACVPR. Cardiac Rehabilitation Resource Manual. (2006). Champaign, IL; Human Kinetics.

AACVPR. *Guidelines for Cardiac Rehabilitation and Secondary Prevention Program* (4th Ed.). 2004. Champaign, IL; Human Kinetics.

ACSM. ACSM's Resource Manual for guidelines for exercise testing and prescription (7th ed. (2013). Philadelphia; Lippicott Williams & Wilkins.

6. Recommended Readings

Frownfelter. D. & Dean. E. (2006). Cardiovascular and Pulmonary physical therapy evidence and practice. 4th edit. St. Louis; Mosby Elsevier

Hampton J.R. The ECG made easy (2008). UK; Churchill Livingstone

Phibbs B. The human heart. A basic guide to heart disease. 2nd edit (2007). Philadelphia; Lippicott Williams & Wilkins

7. Related Web Resources

ncbi.nlm.nih.gov

8. Related Journals

Cardiology
European Journal of Cardiovascular Prevention and Rehabilitation
International Journal of Cardiology
Journal of Cardiopulmonary Rehabilitation and Prevention
Journal of the American College of Cardiology
The American Journal of Cardiology
The Canadian Journal of Cardiology
The Journal of Interventional Cardiology

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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)
Programme QF Level	**:**	5
Course Title	**:**	Advanced Sports Biomechanics
Course Code	**:**	PES3218
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	PES2201 Introductory Biomechanics
Medium of Instruction	**:**	English
Course Level	**:**	3

Part II

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- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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 is structured to allow students to build on the basic biomechanics knowledge acquired in *PES2201 Introductory Biomechanics* by exploring in depth a) how theoretical concepts, such as force, power, displacement, velocity and acceleration, are applied to actual human movement within the context of sports science; and b) how technology, as applied to sports biomechanics, can assist in analyzing and interpreting information about human movement.

2. Course Intended Learning Outcomes (CILOs)

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

CILO$_1$ Explain and apply advanced biomechanical concepts underpinning high performance in sports, including topics such as work-energy-power relationships, speed-accuracy trade-off, fluid mechanics and so forth.

CILO2 Demonstrate high-level and independent biomechanics problem-solving skills as applied to real-life situations commonly faced by sports scientists who deal with high-performance athletes.

CILO3 Select appropriate technological tools for analyzing human movement and correctly analyze and interpret biomechanical data obtained from these tools.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Advanced concepts in biomechanics: kinematics and kinetics	*CILO$_{1,2}$*	Lectures, laboratories, tutorials
Advanced concepts in biomechanics: muscle and tissue mechanics	*CILO$_{1,2}$*	
Sports biomechanics technology	*CILO$_{1,2}$*	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Individual Assignments (Numerical calculation)	30%	*CILO$_{1,2}$*
b. Mid-term Test	30%	*CILO$_{1,2}$*
c. Laboratory Report (Word requirement: Not less than 1200 words)	40%	*CILO$_{1,2,3}$*

5. Required Text(s)

Hall, S.J. (2007). *Basic biomechanics* (5th Ed.). New York: McGraw-Hill.

6. Recommended Readings

Robertson, G., Caldwell, G., Hamill, J., Kamen, G. & Whittlesey, S. (2014). *Research Methods in Biomechanics.* 2nd Edition, Human Kinetics.

Ackland, T.R. & Elliott, B.C. (2009). *Applied Anatomy and Biomechanics in Sport.* Champaign Ill.: Human Kinetics Publishers.

McLester, J. & St. Pierre, P. (2008). *Applied Biomechanics: Concepts and Connections.* Belmont, Calif.: Thompson/Wadsworth.

Peterson, D.R. & Bronzino, J.D. (Eds.). (2008). *Biomechanics: Principles and Applications.* Boca Raton, Fla.: CRC Press.
(electronic resource: http://library.ied.edu.hk/record=b1779819~S5).

Knudson, D.V. *Fundamentals of Biomechanics* (2nd Ed.). Boston, MA: Springer Science+Business Media, LLC. (electronic resource: http://library.ied.edu.hk/record=b1635196~S5)

Kreighbaum, E., & Barthels, K.M. (1996). *Biomechanics - A qualitative approach for studying human movement* (4th Ed.). New York: Macmillan.

Grimshaw, P., Lees, A., Fowler, N. & Burden, A. (2007). *Sport and Exercise Biomechanics.* New York: Taylor & Francis Group.

Huston, R.L. (2009). *Principles of Biomechanics.* Boca Raton, Fla.: CRC Press. (electronic resource: http://library.ied.edu.hk/record=b1779692~S5).

7. Related Web Resources

International Society of Biomechanics in Sport
http://www.twu.edu/biom/isbs/

Physics of Sport
http://www.angelfire.com/mo/PhysicsSports/

International Society of Biomechanics
http://www.isbweb.org

The Physics Classroom
http://www.physicsclassroom.com

American Alliance for Health, Physical Education, Recreation & Dance
www.aahperd.org

8. Related Journals

Journal of Applied Biomechanics

International Journal of Sport Biomechanics

Journal of Biomechanics

Sports Biomechanics

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)
Programme QF Level	**:**	5
Course Title	**:**	Current Issues in Sports Science and Education
Course Code	**:**	PES3219
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	3

Part II

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- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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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 critically examines trends and current issues surrounding the development of health and fitness, physical education, exercise science and health promotion that impact the profession and society. Topics include health fitness and promotion, school physical activities, teaching and coaching, exercise trends and practices. Students will be involved in research, journal writing, project and/or presentations that related to students' discipline.

2. **Course Intended Learning Outcomes** (CILOs)

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

- $CILO_1$ Demonstrate their understanding of the current trends and issues related to sports science education
- $CILO_2$ Plan a system for staying informed of current controversial issues relevant to students' professional areas of interest and expertise
- $CILO_3$ Analyse selected contemporary trends and/or controversial issues/problems related to sports science education
- $CILO_4$ Formulate viewpoints on issues using sound reasoning in developing, defending, evaluating and communicating their viewpoints
- $CILO_5$ Effectively communicate their viewpoints on issues with supporting arguments in writing.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	**CILOs**	**Suggested Teaching & Learning Activities**
Introduction of contemporary trend and controversial issues in PE and sports science in research literature	$CILO_{1,2,3}$	Lecture, reading articles & discussions through Blackboard
Contemporary trends and controversial issues in relation to children's growth and development in global context	$CILO_{2,3,4}$	Lecture and discussion, students search different controversial issues from global context
Contemporary trend and controversial issues in relation to the health and fitness for school children.	$CILO_{4,5}$	Lecture and analyze different issues and developing model presented by Students
Contemporary trend and controversial issues in relation to the physical education pedagogy, curriculum design and lifelong	$CILO_5$	Lecture, exam, and group project + students group presentation

Course Content	CILOs	Suggested Teaching & Learning Activities
learning for school children.		

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Individual assignment and presentation	20%	$CILO_{1,2,3}$
b. Group project and presentation	30%	$CILO_{3,4}$
c. Final exam	50%	$CILO_{1-4}$

5. Required Text(s)

Sandhu, K. (2004). *Trends and Developments in Professional Preparation in Physical Education and Sports.* New Delhi: Friends Publication.

Damer, E.T. (2009). *Attacking Faulty Reasoning*(6thEd.). Belmont, Calif.: Wadsworth Cengage Learning.

6. Recommended Readings

Hardman, K., & Green, K. (2011). *Contemporary Issues in Physical Education: International Perspectives*. Maidenhead: Meyer & Mayer Sport (UK).

Thomas, D.Q. & Kotecki, J.E. (2007). *Physical Activity and Health – An Interactive Approach (2rd Edition).* Sudbury: Jones and Bartlett Publishers.

Coakley, J. (2009). *Sports in Society: Issues & Controversies*. 10th edition. Boston, Mass: McGraw-Hill.

7. Related Web Resources

http://www.aaasponline.org (Association for the Advancement of Applied Sport Psychology)

http://www.pecentral.org (PE central)

8. Related Journals

Journal of Physical Education, Recreation and Dance:
http://www.aahperd.org/publications/journals/joperd/index.cfm

Journal of Sports Sciences:
http://www.tandfonline.com/toc/rjsp20/current#.Uk5fWrGS1pg

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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)
Programme QF Level	**:**	5
Course Title	**:**	Introduction to Sensory Integration
Course Code	**:**	PES4193
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	4

Part II

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- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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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 provide students with the theoretical and scientific foundations of sensory integration, with particular focus on the role of sensory integration in development and its use in educational settings.

2. Course Intended Learning Outcomes (CILOs)

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

$CILO_1$	Describe the different sensory systems and their relations to human activity in daily life
$CILO_2$	Explain the principles of sensory integration
$CILO_3$	Discuss the relationship of sensory integration and the typical and atypical child development
$CILO_4$	Design appropriate sensory integration strategies for children with diverse needs in different settings.

3. Content, CILOs and Teaching & Learning Activities

Course Content	**CILOs**	**Suggested Teaching & Learning Activities**
Identifying different sensory systems in human body and understanding their association with human activity	$CILO_1$	● Lecture ● Group discussion ● Multimedia demonstration ● Readings ● Self-reflection ● Case Studies ● Role play
Understanding the principles of sensory integration and the roles of sensory integration in child development.	$CILO_{2,3}$	
Applying appropriate knowledge and skills to design sensory integration strategies for children with diverse needs in different settings.	$CILO_4$	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Quiz	30%	$CILO_{1-3}$
b. Individual written report (not less than 1100 words)	30%	$CILO_{2-4}$
c. Group project and presentation Students are required to develop a plan of an intervention programme, utilizing appropriate sensory	40%	$CILO_{2-4}$

Assessment Tasks	Weighting (%)	CILO
integration strategies, for a target group of children in specific learning settings.		

5. Required Text(s)

Nil

6. Recommended Readings

Aquilla, P., Yack, E., Sutton, S., & Kranowitz, C. (2015). *Building bridges through sensory integration: Therapy for children with autism and other pervasive developmental disorders (3rd ed.)*. Arlington, TX: Sensory Focus LLC.

Ayres, A. J. (2005). *Sensory integration and the child: 25th Anniversary Edition*. Los Angeles, C.A.: Western Psychological Services.

Biel, L. (2014). *Sensory processing challenges: Effective clinical work with kids & teens*. N.Y.: W.W. Norton & Company.

Biel, L., & Peske, N. (2009). *Raising a sensory smart child: The definitive handbook for helping your child with sensory processing issues*. N.Y.: Penguin Book.

Bundy, A.C. (2015). *Sensory integration: Theory and practice. (3rd ed.)*. Philadelphia: F.A. Davis Company.

Case-Smith, J. & O'Brien, J.C. (2014). *Occupational therapy for children and adolescents (7th ed.)*. St. Louis, Missouri: Elsevier Mosby.

Ganz, J. S. (2013). *Sensory integration strategies for parents: SI at home and school (2nd ed.)*. Prospect, C.T.: Biographical Publishing Company.

Roley S.S., Blanche, E.I., & Schaaf, R.C. (2007). *Understanding the nature of sensory integration with diverse populations*. San Antonio, TX: Therapy Skill Builders.

Schaaf, R.C. & Roley S. S. (2006). *Sensory integration: Applying clinical reasoning to practice with diverse populations*. Austin, TX: Pro-Ed.

7. Related Web Resources

Autism Research Institute:
http://www.autism.com/symptoms_sensory_overview
Heep Hong Society:
http://www.heephong.org/webprod/eng/publication/training_strategies/274
Sensory Integration, American Occupational Therapy Association:
http://www.aota.org/practice/children-youth/si.aspx
Sensory Processing Disorder Foundation:
http://www.spdfoundation.net/about-sensory-processing-disorder/
Sensory Integration Network:
http://sinetwork.publishpath.com/
University of Southern California:
http://chan.usc.edu/academics/sensory-integration

8. Related Journals

Baranek, G.T.,Chin, Y.H., Hess, L.M., Yank ee, J.G., Hatton, D.D., & Hoper, S.R. (2002). Sensory processing correlates of occupational performance in children with Fragile X syndrome: Preliminary findings. *American Journal of Occupational Therapy, 56*, 538-546.

Brett-Green, B. A., Miller, L. J., Gavin, W. J., & Davies, P. L. (2008). Multisensory integration in children: A preliminary ERP study. *Brain Research, 1242*(0), 283-290. doi: http://dx.doi.org/10.1016/j.brainres.2008.03.090

Case-Smith, J., Weaver, L. L., & Fristad, M. A. (2015). A systematic review of sensory processing interventions for children with autism spectrum disorders. *Autism, 19*(2):133-48. doi: 10.1177/1362361313517762

Devlin, S., Healy, O., Leader, G., & Hughes, B. (2011). Comparison of Behavioral Intervention and Sensory-Integration Therapy in the Treatment of Challenging Behavior. *Journal of Autism and Developmental Disorders, 41*(10), 1303-1320. doi: 10.1007/s10803-010-1149-x

Koenig, K. P., & Rudney, S. G. (2010). Performance challenges for children and adolescents with difficulty processing and integrating sensory information: A systematic review. *American Journal of Occupational Therapy, 64*, 434–447

Lang, R., O'Reilly, M., Healy, O., Rispoli, M., Lydon, H., Streusand, W., . . . Giesbers, S. (2012). Sensory integration therapy for autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders, 6*(3), 1004-1018. doi: http://dx.doi.org/10.1016/j.rasd.2012.01.006

May-Benson, T. A. & Koomar, J. A. (2010). Systematic review of the research evidence examining the effectiveness of interventions using a sensory integrative approach for children. *American Journal of Occupational Therapy, 64* (3), 403-414. doi: 10.5014/ajot.2010.09071

Miller, L. J., Coll, J. R. & Schoen, S. A. (2007). A randomized controlled pilot study of the effectiveness of occupational therapy for children with sensory modulation disorder. *American Journal of Occupational Therapy, 61*, 228-238.

Miller, L. J., Schoen, S. A., James, K., & Schaaf, R. C. (2007). Lessons learned: A pilot study on occupational therapy effectiveness for children with sensory modulation disorder. *American Journal of Occupational Therapy, 61*, 161-169.

Owen, J. P., Marco, E. J., Desai, S., Fourie, E., Harris, J., Hill, S. S., . . . Mukherjee, P. (2013). Abnormal white matter microstructure in children with sensory processing disorders. *NeuroImage: Clinical, 2*(0), 844-853. doi: http://dx.doi.org/10.1016/j.nicl.2013.06.009

Parham, L.D., Roley, S.S., May-Benson, T.A., Koomar, J., Brett-Green, B., Burke, J.P. et al. (2011). Development of a fidelity measure for research on the effectiveness of the

Ayres sensory integration® intervention. *The American Journal of Occupational Therapy, 65*, 133–142

Watling, R. L., & Dietz, J. (2007). Immediate effect of Ayres's sensory integration-based occupational therapy intervention on children with autism spectrum disorders. *American Journal of Occupational Therapy, 61*, 574-583.

Wickremasinghe, A. C., Rogers, E. E., Johnson, B. C., Shen, A., Barkovich, A. J., & Marco, E. J. (2013). Children born prematurely have atypical Sensory Profiles. *Journal of Perinatology, 33*(8), 631-635. doi: 10.1038/jp.2013.12

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)
Programme QF Level	**:**	5
Course Title	**:**	Exercise and Sport Event Management
Course Code	**:**	PES4221
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	4

Part II

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7. Global Perspectives

1. **Course Synopsis**

   Exercise and sports events have become strong demand generators. They play a significant role in promotion of sports culture as well as an active lifestyle. This module equips participants with fundamental theories, principles and practices of exercise and sports event management. A number of case studies are included to assist participants to apply theoretical concepts to the realities in the field.

2. **Course Intended Learning Outcomes** ($CILO_s$)

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

   $CILO_1$ demonstrate an understanding on the theoretical and practical knowledge on exercise and sports event management;

   $CILO_2$ demonstrate an understanding the relationship between the needs assessment and event planning;

   $CILO_3$ acquire skills in planning, organizing and scheduling exercise and sports events in various settings in Hong Kong;

   $CILO_4$ appreciate and develop the lifestyle sports and fitness/wellness events;

   $CILO_5$ demonstrate an ability to plan, execute and evaluate a large-scale exercise and sports event organized through a team of individuals and with a defined budget.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Needs assessment, planning, design and feasibility study for exercise and sports events in Hong Kong	*$CILO_{1,2}$*	Lectures, group discussions, presentations
Introductory principles of exercise and sports events, scheduling, implementation and service delivery system	*$CILO_{1,2}$*	Lectures, group discussions, presentations
Operational strategies for exercise and sports event in Hong Kong, including marketing, budgeting, staffing, logistics, time management and the role of event manager/programme officer, etc.	*$CILO_3$*	Lectures, problem based learning activities, and case study
Lifestyle sports and wellness event for Hong Kong Context	*$CILO_4$*	Lectures, group discussions, presentations and case study
Implementation, risk management and crowd control for large-scale event / sports competition of a sports centre.	*$CILO_{3,5}$*	Lectures, group discussions, presentations and case study
Evaluation on exercise and sports event	*$CILO_5$*	Lectures, group discussions, presentations and case study

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group project and presentation Prepare and submit an event proposal on selected large-scale exercise and sports event or competition, including all planning and implementation procedures. Peer assessment on specific criteria, such as responsibility, contributing ideas, finishing tasks, etc. will be conducted in the process of group project. Word limit: 1800-2000	50%	$CILO_{3,4,5}$
(b) Individual Written Report Comment and evaluate on any sports event. Word limit : 600-1000	20%	$CILO_{3,4,5}$
(c) Written examination on exercise and sport event management.	30%	$CILO_{1,2,3}$

5. Required Text(s)

Nil

6. Recommended Readings

Masterman, G. (2014). *Strategic sports event management.* Routledge.

Materalexis, L.P., Barr, C.A. & Hums, M.A. (2012). *Principles and practice of sport management.* (4th Ed.). Sudbury, Mass.: Jones and Bartlett.

Parent, M. M., & Smith-Swan, S. (2013). *Managing major sports events: Theory and practice*. New York: Routledge.

Pedersen, P. M. & Thibault, L. (2011). *Contemporary sport management*. Champaign, IL: Human Kinetics.

Shone, A. (2010). *Successful event management: a practical handbook* (3rd Ed.). US: Thomson Learning.

7. Related Web Resources

European Association for Sports Management
http://www.easm.net/

Home Affairs Bureau
http://www.hab.gov.hk/

Leisure and Cultural Services Department
http://www.lcsd.gov.hk/

National Association for Sports and Physical Education
http://www.aahperd.org/

North American Society for Sports Management
http://www.nassm.com/

Sports and Recreation New Zealand
http://www.sparc.org.nz/

Sports Management Association of Australia and New Zealand
http://www.smaanz.org/

8. Related Journals

International Journal of Event and Festival Management

Journal of Convention and Event Tourism

Journal of Sport Management

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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)
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)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	4

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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** ($CILO_s$)

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

   $CILO_1$ have an ample knowledge foundation of both positive and negative influences caused by various environmental factors in the domains of sport, exercise and health.

   $CILO_2$ identify and critically examine potential environmental risks on health and first aid treatments in diverse venues for exercise and sport.

   $CILO_3$ 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

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

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

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

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

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

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%20Organisations%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

American Journal of Preventive Medicine
American Journal of Sports Medicine
British Journal of Sports Medicine
Pediatrics
Sports Medicine

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10. Others

Nil