



Bachelor of Health Education (Honours)
(2-Year Full-time / 3-Year Part-time)

Course Outlines - 2023/24 Year

Last update: 29 December 2023



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Major

1.1. Major Core

The Education University of Hong Kong

Course Outline

Part I

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

Part II

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

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

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- Innovation.

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

The seven GILOs are:

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

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Discuss the aims and scope of health education and health promotion;
- CILO₂ Apply theory in health education programme planning, implementation and evaluation; and
- CILO₃ Develop and apply effective interventions for health education programmes.

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Student-led seminar i. Jigsaw learning: To present a sequential topic on how to run a health education program with Q&A session which can facilitate learners' full understanding and development of a complete health education program.	20	CILO ₁₋₃
b. Written assignment (Group Work) i. Weekly online submission: Synthesizing student-led seminar presentation, each group has to submit sequential component of a health education proposal weekly for lecturers' ongoing feedback. ii. Each group has to write a project plan for a health education programme of selected topic which will comprise the following items: (a)title; (b)background and statement of purpose; (c)objectives; (d)content; (e)instruction methods; (f)materials used; (g)outcome evaluation; and (h) intra-group peer review report. iii. Each group has to present the health education proposal orally for peer critique.	50	CILO ₁₋₃
c. Short quizzes	30	CILO ₁₋₃

5. Required Text(s)

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

6. Recommended Readings

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

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

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

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

Friel, S. (2019). *Climate change and the people's health*. New York, NY: Oxford University Press.

Meeks, L., Heit, P., & Page, R. (2013). *Comprehensive school health education: Totally awesome strategies for teaching health* (8th ed.). New York: McGraw-Hill.

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

Promoting Mind–Body Health in Schools: Interventions for Mental Health Professionals. (2019). American Psychological Association. <https://doi.org/10.2307/j.ctv1chs867>

Manoj Sharma. (2017). *Theoretical Foundations of Health Education and Health Promotion: Vol. Third edition*. Jones & Bartlett Learning.

Scriven, A. (2017). *Ewles & Simnett's promoting health : a practical guide* (Seventh edition.). Elsevier.

Sorte, J., Daeschel, I., & Amador, C. (2014). *Nutrition, health, and safety for young children : promoting wellness* (Second edition.). Pearson.

Victoria Goodyear, K. A. / V. G. (2019). *Young People, Social Media and Health* (1st ed., Vol. 1). Taylor & Francis. <https://doi.org/10.4324/9781351026987>

Zaccagni, L., Gualdi-Russo, E., Zaccagni, L., & Gualdi-Russo, E. (2021). *Physical activity, wellness and health: challenges, benefits and strategies*. MDPI - Multidisciplinary Digital Publishing Institute.

7. Related Web Resources

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

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

American Public Health Association (APHA): Healthy You

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

Public Health Foundation Learning Resource Center

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

WHO: School health and youth health promotion

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

8. Related Journals

Health Education Research

Health Promotion International

9. Academic Honesty

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

10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Introduction to Primary Health
Course Code	:	HCS3031
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar / tutorial 13 hours
Pre-requisite <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	3

Part II

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- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Apply the concept of primary health care;
- CILO₂ Relate the policy development in primary health care;
- CILO₃ Analyze the pros and cons of using different approaches to develop primary health care; and
- CILO₄ critique local and international primary health care initiatives.

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

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

5. Required Text(s)

McMurray, A., Clendon, J. & Munns, A. (2018). *Community Health and Wellness: Primary Health Care in Practice*. 6th ed. Churchill Livingstone: Elsevier.

6. Recommended Readings

- Barrett, D.H., Ortman, L.W., Dawson, A., Saenz, C., Reis, A., & Bolan G. (Eds.). (2016). *Public Health Ethics: Cases Spanning the Globe*. Springer Open.
- Bayer, R., Gostin, L.O., Jennings, B., & Steinbock B. (Eds.). (2007). *Public Health Ethics: Theory, Policy and Practice*. Oxford University Press.

- Bender, K. (2017). Knowing Your Community: Community Health Assessment as a Powerful Tool. *Journal of Public Health Management and Practice*, 23(4), S6-S8.
<https://www.jstor.org/stable/48517324>
- Bonner, A. (2018). *Social Determinants of Health: An Interdisciplinary Approach to Social Inequality and Well-being*. Policy Press.
- Gardner, D.K. (2018). *Environmental Pollution in China: What Everyone Needs to Know*. Oxford University Press.
- Guzys, D., Brown, R., Halcomb, E., & Whitehead, D. (Eds.). (2021). *An Introduction to Community and Primary Health Care* (3rd ed.). Cambridge University Press.
- Issitt, M.L. (2021). *Globalization* ([Enhanced Credo edition]). Grey House Publishing.
- Jacobsen, K.H. (2019). *Introduction to Global Health* (3rd ed.). Jones & Bartlett Learning.
- La Placa, V., & Morgan, J. (2022). *Social Science Perspectives on Global Public Health*. Taylor and Francis.
- Leung, G. M., & Bacon-Shone, J. (2012). *Hong Kong's health care system: Reflections, perspectives & visions*. Hong Kong University Press.
- Leung P.C. (2014). *Public Health*. Hong Kong Educational Publishing Co.
- Onal A. E. (Ed.). (2022). *Primary Health Care*. IntechOpen.
- Pennel, C. L., McLeroy, K.R., Burdine, J. N., & Matarrita-Cascante, D. (2015). Nonprofit hospitals-approach to community health needs assessment. *American Journal of Public Health* (1971), 105(3), e103-e113. <https://doi.org/10.2105/AJPH.2014.302286>
- Riegelman, R. & Kirkwood, B. (2015). *Public Health 101: Healthy People – Healthy Populations* (2nd ed.). Jones & Bartlett Learning.
- Schwab, K. & Mallert, T. (2020). *COVID-19: The Great Reset*. World Economic Forum.
- Schwartz, J.L., & Caplan A.L. (Eds.). (2017). *Vaccination Ethics and Policy: An Introduction with Readings*. The MIT Press.
- Siddiqi S., Mataria A., Rouleau K., & Iqbal M. (Eds.). (2022). *Making Health Systems Work in Low and Middle Income Countries: Textbook for Public Health Practitioners*. Cambridge University Press.
- Skolnik, R. (2016). *Global Health 101* (3rd ed). Jones & Bartlett Learning.
- Stanhope, M., & Lancaster, J. (Eds.). (2020). *Public health nursing: Population-centered health care in the community*. (10th ed.). Elsevier.
- Taylor, J., O' Hara, L., Talbot, L., & Verrinder, G. (2021). *Promoting health: The primary health care approach* (7th ed.). Elsevier.
- Trisha, G. (2013). *Primary health care: Theory and practice*. Blackwell Pub.
- Turnock, B.J. (2016). *Essentials of Public Health* (3rd ed.). Jones & Bartlett Learning.
- 智經研究中心 (2020). 步向全民健康覆蓋-選定地方的基層醫健康服務. Bauhinia Foundation Research Centre

7. Related Web Resources

- Centers for Disease Control and Prevention CDC <https://www.cdc.gov/index.htm>
- Department of Health <https://www.dh.gov.hk/>
- Healthy People 2030 <https://health.gov/healthypeople>
- Hospital Authority https://www.ha.org.hk/visitor/ha_index.asp?Lang=CHIB5
- World Health Organization. <https://www.who.int/>

8. Related Journals

- Health Promotion International
- Informatics for health and social care, Informa Healthcare
- Journal of primary care & community health, SAGE publication
- Primary health care research & development, Cambridge Journals Online

9. Academic Honesty

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10. Others

Nil

Part I

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

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7. Global Perspectives

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify characteristics of mental illnesses;
- CILO₂ Applying concepts of mental illnesses to everyday life; and
- CILO₃ Devise effective education program to promote mental health.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Characteristics of mental illnesses: Anxiety, depression, bipolar disorder, schizophrenia, childhood and neurodevelopmental disorders, eating disorders, suicide.	CILO ₁	Lectures and tutorials
Identifying signs and symptoms of mental illnesses in real life situations	CILO ₂	Lectures and tutorials
Effective educational strategies to promote mental health	CILO ₃	Student-led presentations and exercises
Mental health resources, services and support	CILO ₃	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
1a. Group role play Choose a mental health problem, explore its warning signs and symptoms, and role play a mental health first aid intervention in class; the role play script will be written up in verbatim form.* 1b. Individual written assignment (max. 600 words excluding role play script) The role play will be reproduced in verbatim in a written report, along with an explanation by each individual group member of how the role play conforms to principles of mental health first aid	50% (including i. Role play with built-in intragroup peer assessment 30% ii. Individual written assignment 20%)	CILO ₁₋₃
2. Quiz - forced-choice questions	50%	CILO _{1,2}

* Flexibility will be provided to support students with authorized absence from Hong Kong so that they can complete the assignment from a distance.

5. Required Text(s)

- Daffin, L., & Bridley, A. (2022). *Fundamentals of psychological disorders* (3rd ed.). Washington State University.
- Townsend, M. C., & Morgan, K. I. (2017). *Essentials of psychiatric mental health nursing: Concepts of care in evidence-based practice* (7th ed.). F. A. Davis.

6. Recommended Readings

- Barry, M. M., Clarke, A. M., Petersen, I., & Jenkins, R. (2019). *Implementing mental health promotion*. Springer.
- Butcher, J., Hooley, J., Mineka, S., & Nock, M. (2017). *Abnormal psychology* (17th global ed.). Pearson.
- Durand, V. M., Barlow, D. H., & Hofmann, S. G. (2019). *Essentials of abnormal psychology* (8th ed.). Cengage Learning.
- Jorm, A. F. (2000). Mental health literacy: Public knowledge and beliefs about mental disorders. *British Journal of Psychiatry*, 177(5), 396-401. <https://doi.org/10.1192/bjp.177.5.396>
- Pinfold, V., Toulmin, H., Thornicroft, G., Huxley, P., Farmer, P., & Graham, T. (2003). Reducing psychiatric stigma and discrimination: Evaluation of educational interventions in UK secondary schools. *British Journal of Psychiatry*, 182, 342-346.
- Videbeck, S. L. (2022). *Psychiatric-mental health nursing* (9th ed.). Lippincott, Williams & Wilkins.

7. Related Web Resources

- APA Monitor on mental health first aid (www.apa.org/monitor/2013/07-08/first-aid.aspx)
- Mental Health Association of Hong Kong (www.mhahk.org.hk)
- New Life Psychiatric Rehabilitation Association (www.nlpra.org.hk)
- Psychology Today (www.psychologytoday.com)

8. Related Journals

- Hong Kong Journal of Mental Health
- Hong Kong Journal of Psychiatry
- International Journal of Mental Health Nursing
- Journal of Psychiatric and Mental Health Nursing

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10. Others

Nil

Part I

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

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7. Global Perspectives

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Mobile application project (Individual work) Students are required to design an app for their own portfolio.	30	CILO _{1,2,3,5}

<p>b. Mobile application (Group work) Students are required to demonstrate the use of smart device in health education. Peer assessment will be included in the group assessment.</p>	40	CILO2,4,5
<p>c. Online Quiz Students are required to have a short quiz assessing their understanding of the components of comprising the mobile applications. Student will be required to complete an open-book quiz on Moodle. This will assess their understanding of fundamental research design and your knowledge of descriptive statistical techniques by online quiz.</p>	30	CILO1,2,3,4,5

5. Required Text(s)

Nil

6. Recommended Readings

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

7. Related Web Resources

Android Developers

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

Android Development with Android Studio or Eclipse ADT – Tutorial

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

GWT

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

Progressive Web Apps - Google Developers

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

Safari Web Content Guide - Apple Developer

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

HTML Living Standard - WHATWG

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

iOS Developer

<https://developer.apple.com>

8. Related Journals

British Journal of Educational Technology

International Journal of Emerging Technologies in Learning

Journal of Online Learning & Teaching

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Health Counseling
Course Code	:	HCS4026
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 13 hours Seminar / tutorial 13 hours Practice session 13 hours
Pre-requisite <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	4

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7. Global Perspectives

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. In-Class Participation Students are required to actively participate in class activities and complete the site visit / practice session in order to complete the course.	10	CILO ₁₋₆
b. Group Presentation Students are required to work in groups of 8-10. Each group has to present with a specific case, and using one of the health counselling theories, models, principles or techniques taught in the course. Students should integrate and consolidate their learning of the various counseling approaches and techniques via oral presentations and demonstrations.	30 (Lecturer Assessment)	CILO ₁₋₆
c. Individual Paper (1,000 words) Students are required to submit an individual paper on a specific technique learnt from the course. If students prefer, students may choose the one their seminar group selects for the group presentation.	30 (Lecturer Assessment)	CILO ₁₋₆

<p>d. In class quiz The final quiz will be 60 minutes. The format of the quiz will be Multiple Choice, True-or-False, Fill-in-the-blanks, and short questions. Materials discussed in class will be covered in the quiz.</p>	30	CLO ₁₋₆
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5. Required Text(s)

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

6. Recommended Readings

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

Hackney, H., & Cormier, S. (2012). *The professional counselor: A process guide to helping* (7th ed.). Pearson.

Perry, W. (2016). *Basic counseling techniques: A beginning therapist's tool kit* (3rd ed.). AuthorHouse.

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

7. Related Web Resources

American Association for Geriatric Psychiatry

<http://www.aagpgpa.org>

American Association of Pastoral Counselors

<http://www.aapc.org>

American Counseling Association

<http://www.counseling.org>

American Mental Health Counselors Association

<http://amhca.org>

American Psychological Association

<http://www.apa.org>

Department of Health

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

International Association of Psycho-Social Rehabilitation Services

<http://www.iapsrs.org>

National Council for Community Behavioral Healthcare

<http://www.nccbh.org>

National Institute of Mental Health

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

Substance Abuse and Mental Health Services Administration

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

World Health Organization

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

8. Related Journals

Counseling and Human Development

Journal of Counseling Psychology

Journal of Mental Health Counseling

Patient Education and Counseling

9. Academic Honesty

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10. Others
Nil

Part I

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

Part II

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

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

The seven GILOs are:

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

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Describe the common mode of transmission of infectious diseases;
- CILO₂ Discuss the principles of infection control;
- CILO₃ Explain, demonstrate and practice common infection control practices and procedures;
- CILO₄ Relate how infection control principles are applied in a school setting;
- CILO₅ Plan and develop health education programmes of infection control in school and community settings; and
- CILO₆ Discuss key elements in crisis management in infection control in school and community settings.

3. Content, CILOs and Teaching & Learning Activities

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

<p>Crisis management in infection control in school setting</p> <ul style="list-style-type: none"> - Key elements of crisis management in infection control - Development of a crisis management plan 	<i>CILO4-6</i>
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a. Group Presentation</p> <p>Each group of students is required to design and present a poster on one selected communicable disease with precaution and preventive measures.</p>	30	<i>CILO1-3</i>
<p>b. Written assignment (Individual work) 1500 words</p> <p>Students have to provide a health education and promotion programme of infection control in school or community settings including clear objective; detailed plan and program with timeline and expected outcome; assessment checklist; promotion tools; and evaluation tool to assess the outcome of the program.</p>	50	<i>CILO4-6</i>
<p>c. Skill Test (Individual Work)</p> <p>To performance a skill test-on hand hygiene and PPE.</p>	20	<i>CILO1-3</i>

5. Required Text(s)

Nil

6. Recommended Readings

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

7. Related Web Resources

- Centre for Disease Control and Prevention
<http://www.cdc.gov/>
- Centre for Health Protection
<http://www.chp.gov.hk/>
- Health Protection Agency
<http://www.hpa.org.uk>
- Health Protection Agency (2006). *Guidance on infection control in schools and other child care settings*.
http://www.hpa.org.uk/web/hpawebfile/hpaweb_c/1194947358374
- Missouri Department of Health and Senior Services (2005). *Infection control procedures for schools*.
<http://dese.mo.gov/divimprove/curriculum/hiveducation/control.html>
- Teachernet
<http://www.teachernet.gov.uk/emergencies/planning/flupandemic/>

8. Related Journals

- American Journal of Infection Control International
Journal of Infection Control
Journal of Infection Prevention

9. Academic Honesty

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10. Others

Nil

Part I

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

Part II

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The seven GILOs are:

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

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Assignment Student will be required to submit an assignment to assess their cognitive understanding of basic research design and descriptive statistics.	20	CILO ₁₋₃
b. Examination Students will be required to complete a written examination.	30	CILO ₂₋₈
c. Group Project Students will be given a set of health data to work in	50	CILO ₁₋₈

<p>groups of 5.</p> <ul style="list-style-type: none"> - exploring the data using SPSS and identify the major health phenomena revealed from their analysis - interpreting results and cognitive understanding - compiling a report as a researcher <p>Students are required to present the work in class.</p>		
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5. Required Text(s)

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

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

6. Recommended Readings

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

Peterson, R.L., Tran, M., Koffel, J., & Stovitz, S.D. (2017). Statistical testing of baseline differences in sports medicine RCTs: a systematic evaluation. *BMJ Open Sport & Exercise Medicine*, 3(1), 1-4.

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

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

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

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

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

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

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

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

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

7. Related Web Resources

Centre for Disease Control and Prevention

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

Centre for Health Protection, Hong Kong

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

Department of Health, Hong Kong

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

National Institute for Health

<http://www.nih.gov>

National Institute of Nursing Research

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

The Cochrane Collaboration

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

8. Related Journals

Evidence-Based Complementary and Alternative Medicine
Evidence-based healthcare & public health, Amsterdam
International Journal of Health Research

9. Academic Honesty

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Peer Mediation
Course Code	:	HCS4049
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar/tutorial 30 hours
Pre-requisite <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

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- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to peer mediation <ul style="list-style-type: none"> - what is peer mediation - advantages and its importance 	CILO ₁	Discussion, role-plays training seminars and workshops, hands-on practices with sample scenarios, oral presentation and peer critique
Introduction to conflicts <ul style="list-style-type: none"> - the PIN model of conflicts - conflict styles and strategies, when to practice and disadvantages: avoidance, accommodation, competition, compromise and collaboration 	CILO ₁	
Peer mediation step-by-step process <ul style="list-style-type: none"> - agree to mediate - gather points of view - focus on interests - create win-win options - evaluate options - create an agreement 	CILO _{2,3,4}	
Hands-on practice on peer mediation by working on case studies.	CILO _{2,3,4}	

4. Assessment

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

5. Required Text(s)

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

6. Recommended Readings

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

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

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

Ibarrola-García, S. (2023). Peer relationships: school mediation benefits for sustainable peace. *Pastoral Care in Education*, 1-28. <https://doi.org/10.1080/02643944.2023.2244500>

Kaynak, U., Kaynak, S., & Sevgili Koçak, S. (2023). The Pathway from Perceived Peer Support to Achievement via School Motivation in Girls and Boys: A Moderated-Mediation Analysis. *RMLE Online: Research in Middle Level Education*, 46(3), 1-13. <https://doi.org/10.1080/19404476.2023.2171655>

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

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

7. Related Web Resources

Peer Mediation Network

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

School Mediation Associates

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

Study Guides and Strategies
<http://www.studygs.net/peermed.htm>

8. Related Journals

Peer Counsellor Journal
School Psychology International

9. Academic Honesty

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10. Others

Nil

1.2. Major Interdisciplinary Course (MIC)

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Therapeutic Use of Music in HealthCare
Course Code	:	HCS4061
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 13 hours Seminar/tutorial 26 hours
Pre-requisite <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	4

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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

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

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Define the basic elements of music;
- CILO₂ Express mindful music making and appreciation;
- CILO₃ Display the concepts of therapeutic use of music in healthcare;
- CILO₄ Identify the effects of music activities for people with different healthcare needs;
- CILO₅ Execute therapeutic music activities with appropriate techniques and resources in both individual and group natures; and
- CILO₆ Demonstrate the ability to plan and organize music activities for a diverse group of people against their healthcare needs.

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Formative and summative assessment: Class participation, discussion and in-class exercises on theoretical and practical aspects of music, body and mind. <ul style="list-style-type: none"> i. Reviewing an On-line Seminar: In relation to music, health and wellbeing “Rehabilitation from Disconnect to Reconnect” ii. Listening Test on Choosing and using Musing in different context 	20	CILO _{1, 2, 3}
b. Reflective writing (Individual) Students are required to search and read 5 peer-reviewed journal articles (within recent 5 years)	30	CILO _{1,2,3,4}

related to the research studies on the use of therapeutic music in health care. After reading the journals articles, students are required to write around 900-words reflective journal to summarize the significant findings and implications of newly learnt information from the research studies on their future application related to healthcare service.		
c. Group presentation i. Proposal writing: Each group (3-4 students) is required to write a comprehensive music activity plan. ii. Presentation: Each group should base on the written activity plan and prepare a 30-minutes video.	50	CILO _{5,6}

5. Required Text(s)

Nil

6. Recommended Readings

- Aalbers, S., Fusar-Poli, L., Freeman, R. E., Spreen, M., Ket, J. C., Vink, A. C., . . . Gold, C. (2017). Music therapy for depression. *The Cochrane Database of Systematic Reviews*, 11(11), CD004517.
- Bradt, J., & Dileo, C. (2014). Music therapy for end-of-life care. *The Cochrane Database of Systematic Reviews*, 2014(3), CD007169.
- Bunt, L., & Hoskyns, S. (2013). *The handbook of music therapy*. Routledge.
- Cook, E. L., & Silverman, M. J. (2013). Effects of music therapy on spirituality with patients on a medical oncology/hematology unit: A mixed-methods approach. *The Arts in Psychotherapy*, 40(2), 239-244. <https://doi.org/10.1016/j.aip.2013.02.004>
- de Dreu, M. J., van der Wilk, A.S., Poppe, E., Kwakkel, G., & van Wegen, E. E. (2012). Rehabilitation, exercise therapy and music in patients with Parkinson's disease: A meta-analysis of the effects of music-based movement therapy on walking ability, balance and quality of life. *Parkinsonism & Related Disorders*, 18 Suppl. 1, S114-S119. [https://doi.org/10.1016/S1353-8020\(11\)70036-0](https://doi.org/10.1016/S1353-8020(11)70036-0)
- DeNora, T. (2013). *Music asylums: Wellbeing through music in everyday life*. Ashgate.
- Hodges, D. A., & Sebald, D. C. (2011). *Music in the human experience: An introduction to music psychology*. Routledge.
- Kern, P., & Humpal, M. (Eds.). (2012). *Early childhood music therapy and autism spectrum disorders: Developing potential in young children and their families*. Jessica Kingsley Publishers.
- Levitin, D. J. (2019). *This is your brain on music: understanding a human obsession*. Penguin.
- Li, Y., Xing, X., Shi, X., Yan, P., Chen, Y., Li, M., . . . Yang, K. (2020). The effectiveness of music therapy for patients with cancer: A systematic review and meta-analysis. *Journal of Advanced Nursing*, 76(5), 1111-1123. <https://doi.org/10.1111/jan.14313>
- Macdonald, R., Kreutz, G., & Mitchell, L. (2012). *Music, health, and wellbeing*. Oxford University Press.
- Moore, K. S. (2013). A systematic review on the neural effects of music on emotion regulation: Implications for music therapy practice. *Journal of Music Therapy*, 50(3), 198-242. <https://doi.org/10.1093/jmt/50.3.198>
- Mössler, K., Gold, C., Aßmus, J., Schumacher, K., Calvet, C., Reimer, S., . . . Schmid, W. (2019). The therapeutic relationship as predictor of change in music therapy with young children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 49(7), 2795-2809. <https://doi.org/10.1007/s10803-017-3306-y>
- Murphy, E. M., Nichols, J., Somkuti, S. G., Sobel, M., Braverman, A., & Barnat, L. I. (2014). Randomized trial of harp therapy during in vitro fertilization-embryo transfer. *Journal of Evidence-Based Complementary & Alternative Medicine*, 19(2), 93-98.

<https://doi.org/10.1177/2156587213514054>.

Pohl, P., Wressle, E., Lundin, F., Enthoven, P., & Dizdar, N. (2020). Group-based music intervention in Parkinson's disease – findings from a mixed-method study. *Clinical Rehabilitation*, 34(4), 533-544. <https://doi.org/10.1177/0269215520907669>

Simon, P., & Szabo, T. (Eds.). (2013). *Music: Social impacts, health benefits and perspectives*. Nova Publishers.

Sobotka, M., & Zoderer, I. (2016). The therapeutic use of harp in music therapy. *Nordic Journal of Music Therapy*, 25 Suppl. 1, 110-110. <https://doi.org/10.1080/08098131.2016.1180125>

Tang, L., Wang, H., Liu, Q., Wang, F., Wang, M., Sun, J., & Zhao, L. (2018). Effect of music intervention on pain responses in premature infants undergoing placement procedures of peripherally inserted central venous catheter: A randomized controlled trial. *European Journal of Integrative Medicine*, 19, 105-109. <https://doi.org/10.1016/j.eujim.2018.03.006>

Ware, A. (2013). The emerging field of harp therapy and its clinical applications. *Journal of the Australasian Rehabilitation Nurses' Association*, 16(2), 15-17. <https://search.informit.org/doi/10.3316/informit.487906908410843>

7. Related Web Resources

Music & Brain

<http://www.sixsongs.net>

Music & Brain

<https://www.hopkinsmedicine.org/health/wellness-and-prevention/keep-your-brain-young-with-music>

Introduction to Music Therapy

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

Music Therapy: An Overview

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

Music Intervention in Health Care

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

The National Academies Press

<http://www.nap.edu>

Music Therapy

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

Coast Music Therapy

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

American Music Therapy Association

<http://www.musictherapy.org>

Music Therapy Research Blog

<http://www.musictherapyresearchblog.com>

British Association for Music Therapy

<http://www.bamt.org>

Journal of Music Therapy

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

8. Related Journals

Nordic Journal of Music Therapy

Journal of Music Therapy

Australian Journal of Music Therapy

Journal of Clinical Nursing

Journal of Psychiatric and Mental Health Nursing

Clinical Pediatrics

Palliative Medicine

Aging & Mental Health

Complementary Therapies in Medicine

Canadian Journal of Music Therapy

The New Zealand Journal of Music Therapy

9. Academic Honesty

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

10. Others

Nil

1.3. Field Experience

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Health Education Practice
Course Code	:	HCS4050
Department	:	Health and Physical Education
Credit Points	:	6
Contact Hours	:	Lecture 12 hours Practice session 54 hours Individual / group consultation 12 hours
Pre-requisite(s) <i>(If applicable)</i>	:	HCS3023 Foundation of Health Education
Medium of Instruction	:	English
Course Level	:	4

Part II

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

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

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

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

The seven GILOs are:

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

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

CILO ₁	Apply related theoretical health education knowledge, substantiated with literature and research, in the delivery of health education in the selected settings;
CILO ₂	Integrate theory and practice of health education in their selected area of study;
CILO ₃	Analyze critically a practice model appropriate to a health education area;
CILO ₄	Develop and apply effective methods for conducting a health education programme; and
CILO ₅	Foster lifelong learning capabilities by active participation in the life-wide learning experiences and critical self-reflection.

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

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

5. Required Text(s)

Nil

6. Recommended Readings

Connolly, M. (2018). *Skills-based health education* (2nd ed.). Jones & Bartlett Learning.
Fertman, C.I., Allensworth, D.D. (Eds.). (2017). *Health Promotion Programs: From Theory to Practice* (2nd ed.). Jossey-Bass Public Health.

- Friel, S. (2019). *Climate change and the people's health*. Oxford University Press.
- Glanz, K., Lewis, F. M., & Viswanath, K. (2015). *Health behavior and health education: Theory, research, and practice* (4th ed.). Jossey-Bass.
- Goodyear, V. A., & Armour, K.M. (Eds.). (2019). *Young People, Social Media and Health* (1st ed.). Taylor & Francis. <https://doi.org/10.4324/9781351026987>
- Green, J., & Tones, K., Cross, R., & Woodall, J. (2015). *Health promotion: Planning and strategies* (3rd ed.). Sage Publications.
- Issel, L. M., (2014). *Health program planning and evaluation: A practical, systematic approach for community health* (3rd ed.). Jones and Bartlett Learning.
- Maykel, C., & Bray, M. A. (Eds.). (2020). *Promoting Mind–Body Health in Schools: Interventions for Mental Health Professionals*. American Psychological Association.
- Meeks, L. B., Heit, P., & Page, R. M. (2013). *Comprehensive school health education : totally awesome strategies for teaching health* (8th ed.). McGraw-Hill.
- Naidoo, J., & Wills, J. (2016). *Foundations for health promotion* (4th ed.). Elsevier.
- Scriven, A. (2017). *Ewles & Simnett's promoting health : a practical guide* (7th ed.). Elsevier.
- Sorte, J., Daeschel, I., & Amador, C. (2014). *Nutrition, health, and safety for young children : promoting wellness* (2nd ed.). Pearson.
- Zaccagni, L., & Gualdi-Russo, E. (2021). *Physical activity, wellness and health: challenges, benefits and strategies*. MDPI - Multidisciplinary Digital Publishing Institute.

7. Related Web Resources

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

8. Related Journals

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

9. Academic Honesty

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10. Others

Nil

Elective

2.1 Elective courses offered by BHE

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)	
Programme QF Level	:	5	
Course Title	:	Pain Education	
Course Code	:	HCS3034	
Department	:	Health and Physical Education	
Credit Points	:	3	
Contact Hours	:	Lecture	26 hours
		Seminar/tutorial	13 hours
Pre-requisite <i>(If applicable)</i>	:	Nil	
Medium of Instruction	:	English	
Course Level	:	3	

Part II

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

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

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

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

The seven GILOs are:

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

7. Global Perspectives

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

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

5. Required Text(s)

Bajwa, Z.H., Wootton, R. J., & Warfield, C. A. (2017). *Principles and practice of pain medicine* (3rd ed.). McGraw-Hill, Medical Pub. Division.

6. Recommended Readings

Ambron, R. (2022). *The Brain and pain: Breakthroughs in neuroscience*. Columbia University Press. <https://doi.org/10.7312/ambr20486>

Argoff, C., Dubin A., & Pilitsis J. (2018). *Pain management secrets*. (4th ed.). Elsevier.

Benzon, H., Raja, S., Liu, S., Fishman, S., & Cohen, S. (2018). *Essentials of pain medicine* (4th

- ed.). Elsevier.
Carayannopoulos, A. (2017). *Comprehensive pain management in the rehabilitation patient* (1st ed.). Springer.
Yong, R. J., Nguyen, M., Nelson, E., & Urman, R. D. (2017). *Pain medicine: An essential review*. Springer.

7. Related Web Resources

American Pain Society
International Association for the Study of Pain

8. Related Journals

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

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10. Others

Nil

Part I

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

Part II

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

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

The seven GILOs are:

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

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Historical and contemporary perspectives on health <ul style="list-style-type: none"> - The concepts of disease, illness and sickness; - Health and illness patterns in HK 	CILO ₁	Oral presentation, discussion, case study, research, social inquiry
Traditional beliefs in disease causation and treatment: <ul style="list-style-type: none"> - Religious and symbolic etiology and healing - Irrational beliefs and symbolic harming 	CILO ₂	
Cultural and social construction of disease	CILO ₁₋₄	
Social, political and economic factors affecting health status globally: <ul style="list-style-type: none"> - Poverty, racial, gender and sexual orientation and discrimination, environmental degradation, green revolution and so on 	CILO ₁₋₄	
Globalization and health <ul style="list-style-type: none"> - Technologies and techniques, ethical issues related to experimentation, commodization of body parts 	CILO ₁₋₅	

4. Assessment

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

5. Required Text(s)

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

6. Recommended Readings

- Adler, J.A. (2002). Chinese religions. London: Laurence King Publishing Ltd. (Chapter 6).
- Capra, F. (2010). The Tao of physics: An exploration of the parallels between modern physics and Eastern mysticism (5th ed.). (pp.85-129). Boston: Shambhala Publications.
- Deborah, L. (2012). Medicine as Culture: Illness, Disease and the Body. (3rd ed.). (pp. 51-78). London: SAGE Publications.
- Evans, B., Marks, D. F., Murray, M., & Estacio, E. (2011). *Health psychology: Theory, research and practice* (3rd ed.). (pp.41-82). London: Sage Publication.
- Morrall, P. (2008). *Sociology and health: An Introduction* (2nd ed.). USA: Taylor & Francis Routledge. (Chapter 1-2).
- Porroche-Escudero, A., Rothman, B. K., Ettorre, E., Annandale, E., & Hildebrand, V. M. (2017). *Health Culture and Society*. (pp.13-36). USA: Springer International Publishing Ag.
- Schultz, E. A., & Lavenda, R. H. (2011). *Cultural anthropology: A perspective on the human condition*. NY: Oxford University Press.
- Willis, K., & Elmer, S. (2011). Society, culture and health, An introduction to sociology for nurses (2nd ed). USA: Oxford.

7. Related Web Resources

Cultural Anthropology/Ritual and Religion

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

Department of Health, Hong Kong

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

National Institute for Health

<http://www.nih.gov>

Social Welfare Department

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

World Health Organization

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

8. Related Journals

Health, Culture and Society

Health Psychology

Sociology of Health and Illness

9. Academic Honesty

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10. Others

Nil

第一部分

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

第二部分

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

本科生、修課式研究生以及研究式研究生的畢業生素質包含以下三個範疇

「英文簡稱“PEER & I”」：

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

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

七個通用學習成果(7GILOs)分別是：

1. 解決問題能力 (Problem Solving Skills)
2. 批判思考能力 (Critical Thinking Skills)
3. 創造性思維能力 (Creative Thinking Skills)
- 4a. 口頭溝通能力 (Oral Communication Skills)
- 4b. 書面溝通能力 (Written Communication Skills)
5. 社交能力 (Social Interaction Skills)
6. 倫理決策 (Ethical Decision Making)
7. 全球視野 (Global Perspectives)

1. 科目概要

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

2. 預期學習成果

完成本課程後，學生將能：

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

3. 內容、預期學習成果及教與學活動

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

4. 評核

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

5. 指定教科書

陳文松。(2014)。《中醫學基礎》。人民衛生出版社。

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

6. 推薦書目

- 唐己婷。(2015)。《中草藥基礎》。中央廣播電視大學。
- 黃忠明。(2014)。《中醫學概要》。科學出版社。
- 薛希鵬。(2014)。《皇帝內經十二經脈養生法》。湖南科學技術出版社。
- 劉飛白。(2014)。《中藥藥材集解》。五洲出版有限公司。
- 張正浩。(2014)。《中華食療學》。五洲出版有限公司。
- 健康養生堂編委會。(2014)。《經絡穴位速查速用》。人類智庫數位科技股份有限公司。
- 王彩霞。(2013)。《中醫學基礎》。上海科學技術出版社。
- 莊澤澄。(2013)。《中醫診斷基本功與臨床》。人民衛生出版社。
- 曹炳章。(2012)。《辨舌指南》。天津科學技術出版社。
- 金遠林。(2012)。《中醫特色療法活用全典》。人民軍醫出版社。
- 郭長青。(2012)。《彩色針灸穴位圖鑒》。華志文化事業有限公司。
- Maciocia, G. (2008). *The practice of Chinese medicine: the treatment of diseases with acupuncture and Chinese herbs*. London: Elsevier Churchill Livingstone.

7. 相關網絡資源

Chinese Alternative Medicine

<http://www.ajcm.org>

Medicine Chinese

<http://www.medicinchinese.com>

台大傳統醫學研究社

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

中醫動

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

8. 相關期刊

American Journal of Chinese Medicine

Chinese Journal of Evidence-Based Medicine

Chinese Medical Journal

Journal of Evidence-Based Medicine

Journal of Traditional Chinese Medicine

The Journal of Alternative and Complementary Medicine

The Journal of Chinese Medicine

9. 學術誠信

本校堅持所有學術作品均須遵守學術誠信的原則，詳情可參閱學生手冊

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

10. 其他資料

無

Part I

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

Part II

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

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

The seven GILOs are:

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

7. Global Perspectives

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

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

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

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

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Oral Presentation on one of the following topics (Group Work): i. Demonstrate your understanding in sexual expression throughout the life span. ii. Discuss the benefits and approaches in family planning.	40	CILO ₁₋₅
b. Hands-on practice on sexual health (Individual Work) Each student has to conduct a sexual health talk in the community to apply their knowledge and skill in human sexuality and sexual health.	40	
c. Reflective journal (Individual Work) Each student has to submit a reflective journal to note events, incidents and activities occurred during the course of their service-based learning.	20	

5. Required Text(s)

Hyde, J. S., DeLamater, J. D., & Byers, S. E. (2013). *Understanding human sexuality*. McGraw-Hill.
 Rathus, S. A., Nevid, J. S., & Fichner-Rathus, L. (2010). *Human sexuality in a world of diversity* (8th ed.). Prentice Hall.

6. Recommended Readings

Grollman, E. A. (2017). Sexual orientation differences in stititudes about sexuality, race, and gender. *Social Science Research*, 61, 126-141.
 Fisk, N. M., & Atun, R. (2009). Systematic analysis of research underfunding in maternal and perinatal health. *BJOG: An International Journal of Obstetrics & Gynaecology*, 116(3), 347-356.
 Kelly, G. F. (2010) *Sexuality today* (10th ed.). McGraw-Hill.
 Seidman, S. (2014). *The Social construction of sexuality* (3rd ed.). New York: Norton.
 Vilaca, T. (2014). Teachers’ perceptions on gender differences in sexuality education in Portuguese schools. *Educacao*, 24(45), 23-39.
 Wright, G. (2012). Sexual health. *Nursing standard*. 26(44), 59-60.

7. Related Web Resources

The Family Planning Association of Hong Kong
<http://www.famplan.org.hk/>
 Gender and AIDS
<http://www.genderandaids.org/index.php>
 Gender Issues
<http://songweaver.com/gender>
 National Sexuality Resource Center (USA)
<http://nsrc.sfsu.edu/>
 European Sexuality Resources Center
<http://www.sexualityresources.eu/>

8. Related Journals

The Journal of Sexual
Medicine Journal of Sex
Research Sexuality and
Disability
Sexual Health
Sexually Transmitted Infection

9. Academic Honesty

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10. Others

Nil

The Education University of Hong Kong
Course Outline

Part I

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

Part II

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The seven GILOs are:

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

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Presentation (Group) Group presentation on selected topics: <ul style="list-style-type: none"> i. Critically evaluate the assessment tests of cardiorespiratory fitness for secondary school students. ii. Critically evaluate the assessment tests of muscular strength for the old aged group. iii. Practically recommend several health-related physical fitness assessment tests for the 	30	CILO ₁₋₄

Assessment Tasks	Weighting (%)	CILO
employees in a company. <i>*Peer assessment is required.</i>		
b. Assessment Journal <i>Word limit: 2000 to 2500 words</i> A progressive report of a personal fitness assessment and exercise recommendation. An implementation program of 3 months.	70	CILO ₁₋₄

5. Required Text(s)

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

6. Recommended Readings

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

7. Related Web Resources

- American College of Sports Medicine
www.acsm.org
- National Institutes of Health
<http://www.nhlbi.nih.gov/>
- Centers for Disease Control and Prevention
<http://www.cdc.gov/physicalactivity/>

8. Related Journals

- Journal of Physical Activity and Health
Pediatric Exercise Science
International Journal of Behavioral Nutrition and Physical Activity
Measurement in Physical Education and Exercise Science
Journal of Exercise Science & Fitness
ACSM's Health & Fitness Journal

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Mindfulness
Course Code	:	HCS3048
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 9 hours Practice 30 hours
Pre-requisite <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	3

Part II

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

1. Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

CILO ₁	Demonstrate an understanding of mindfulness;
CILO ₂	Increase awareness level of own motives, fears, needs, feelings, perceptions, attitudes, and habits;
CILO ₃	Display less reactive and more appropriately responsive to people and situations;
CILO ₄	Develop greater self-awareness, strengthen concentration and help self-learning through reflection; and
CILO ₅	Demonstrate awareness of the choices one has in one’s thinking patterns, emotions and behaviours.

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

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

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

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

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

5. Required Text(s)

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

6. Recommended Readings

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

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

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

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

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

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

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

7. Related Web Resources

Awaken your potential

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

Mindfully being

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

Mindfulness and health

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

Mindfulness-West

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

8. Related Journals

Mindfulness

The Journal of Clinical Mindfulness & Meditation

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Drug Education and Prevention
Course Code	:	HCS4021
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 13 hours Seminar / tutorial 13 hours Practice session 13 hours
Pre-requisite <i>(If applicable)</i>	:	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 course aims to introduce students to some major issues of drug addiction and prepare students to provide drug education and counseling to children and adolescents at schools and in the community. The course will cover theory and models of intervention and practice in drug education and drug abuse prevention. Students are expected to examine critically the various elements in crisis management in schools. The design, implementation and evaluation of a drug education and prevention program will also be discussed.

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

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

5. Required Text(s)

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

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

6. Recommended Readings

Daley, K. (2016). *Youth and Substance Abuse*. Switzerland: Palgrave Macmillan.

Friedman, L. S. (2008). *Drug abuse: An opposing viewpoints guide*. Detroit, Mich.: Thomson.

Gwinnell, E., & Adamec, C. (2008). *The encyclopedia of drug abuse*. New York: Facts On File Inc.

Karch, S. B. (2009). *Karch's pathology of drug abuse*. Boca Raton: CRC Press.

- Liddle, H. A. (2009). *Adolescent drug abuse (videorecording): A family-based multidimensional approach*. Center City, MN: Hazelden Foundation.
- Marcovitz, H. (2008). *Drug abuse*. Detroit, Mich.: Lucent Books.
- Verster, J., Brady, K., Galanter, M., Conrod, P. (2012). *Drug Abuse and Addiction in Medical Illness, Causes, Consequences and Treatment*. New York: Springer.

7. Related Web Resources

Centers for Disease Control and Prevention

<http://www.cdc.gov/hiv/default.htm>

Community Health Organization for Intervention, Care and Empowerment Limited

<http://www.communityhealth.org.hk/new/>

Department of Health

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

Hospital Authority

http://www.ha.org.hk/visitor/ha_visitor_index.asp?Content_ID=10004&Lang=ENG&Dimension=100

National Institutes of Health

<http://www.nida.nih.gov/nidahome.html>

Substance Abuse and Mental Health Services Administration

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

World Health Organization

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

8. Related Journals

Addiction and Health

Addiction Science & Clinical Practice

Journal of Substance Abuse

Open Addiction Journal

Substance Abuse Treatment, Prevention and Policy

Substance Abuse: Research and Treatment

The American Journal of Drug and Alcohol Abuse

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Integrative Nutrition
Course Code	:	HCS4033
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 15 hours Seminar / tutorial 12 hours Laboratory session 12 hours
Pre-requisite <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

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- Innovation.

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The seven GILOs are:

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

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

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

5. Required Text(s)

- Mahan, L. K., & Escott-Stump, S. (2011). *Krause's food, nutrition, & diet therapy*. (13rd ed). USA: WB. Saunders Company.
- Yeager, S. (2007). *The doctors book of food remedies: The latest findings on the power of food to treat and prevent health problems – from aging and diabetes to ulcers and yeast infections*. New York: Rodale Inc.

6. Recommended Readings

- Cai, J. F. (2010). *Eating your way to health: Dietotherapy in traditional Chinese medicine* (2nd ed.). Beijing: Foreign Languages Press.
- Duyff, R. L. (2012). *American dietetic association complete food and nutrition guide* (4th ed.). New Jersey: John Wiley and Sons.
- Kastner, J. (2011). *Chinese Nutrition Therapy: Dietetics in Traditional Chinese Medicine (TCM)*. New York: Thieme.
- Lawless, H., & Heyman, H. (2010). *Sensory evaluation of food: Principles and practices*. New York: Springer.
- Brooke, S. L., & Myers, C. E. (2015). *Herapists Creating a Cultural Tapestry: Using the Creative Therapies Across Cultures*. Springfield: Charles C Thomas Publisher.
- 李敏博士，張世平博士，曾曉陽醫師，梁浩榮醫師，萬帥章醫師（2009）：《專家談中醫食療與養生》，香港，萬里機構出版有限公司。

7. Related Web Resources

- <http://www.ajcm.org>
- <http://www.jcm.co.uk>
- <http://www.medicinchinese.com>
- <http://afic.org>
- <http://www.nal.usda.gov/fnic/foodborne/haccp>

8. Related Journals

- American Journal of Chinese Medicine
- Australian Journal of Nutrition and Dietetics
- Journal of Nutrition
- Journal of Traditional Chinese Medicine

9. Academic Honesty

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Food Safety Education
Course Code	:	HCS4038
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 21 hours
		Seminar/tutorial 12 hours
		Practical session 6 hours
Pre-requisite <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

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6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Describe the common microbiology in foodborne illnesses;
- CILO₂ Discuss the principles of food safety education;
- CILO₃ Examine critically food regulations in the local and international view;
- CILO₄ Apply food safety management in school or community settings;
- CILO₅ Plan and develop common hazard analysis measures and methodologies; and
- CILO₆ Discuss key elements in crisis management in food allergy and food poisoning in school and community settings.

3. Content, CILOs and Teaching & Learning Activities

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

- Laboratory testing for food contamination		
Crisis management adopted in selected industries such as:	<i>CILO</i> ₃₋₆	
- Airline catering		
- Hotel and resort		
- Supermarket		
- Centre for Food Safety and in		
- School and community settings		

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Oral Presentation (Group Work) <ul style="list-style-type: none"> i. Based on current literature, describe one foodborne micro-organism and the means of its detection. The presentation can be supplemented with pictures and graphics. ii. Describe a food poisoning event you have read from the newspapers in recent years, including the type of foodborne disease; signs and symptoms observed and the possible cause of its contamination in the food poisoning event. Peer assessment will be included as evaluation. 	20	<i>CILO</i> _{1,2,4,5,6}
b. Evaluation on the current regulatory scheme in food labelling in Hong Kong (Individual Work) A written consultation paper critically addresses the drawbacks of the labeling scheme recently formulated. Give supporting evidences in argument related to the area of information inadequacy, healthy choices, overseas practices and food varieties. (1,500 words)	50	<i>CILO</i> _{2,3}
c. A crisis management plan formulation (Group Work) A written plan identifying the resources required and procedures to handle a foodborne illness outbreak in a workplace setting. The plan must include i) a hazard analysis; ii) CCPs; iii) critical limits; iv) monitoring procedures; v) corrective actions; vi) verification procedures; vii) record keeping in details.	30	<i>CILO</i> ₄₋₆

5. Required Text(s)

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

6. Recommended Readings

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

7. Related Websites

Agriculture and Consumer Protection Department

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

Centre for Food Safety

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

Codex Alimentarius Commission

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

Food and Agriculture Organization of the United Nations (FAO)

<http://www.fao.org>

U.S. Food and Drug Administration

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

World Health Organization (WHO)

<http://www.who.int>

8. Related Journals

British Food Journal

International Journal of Food Science & Technology

Journal of Applied Microbiology

Journal of Food Safety

9. Academic Honesty

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10. Others

Nil

Part I

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

Part II

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The seven GILOs are:

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

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to health emergency <ul style="list-style-type: none"> • accidents: traffic accidents, environmental pollution, food safety incidents, poison incidents and infectious diseases • natural disaster • social security: mass gathering, terrorist attack 	CILO ₁	Lectures, tutorials, oral presentation, workshops and case studies
Introduction to health literacy towards emergency <ul style="list-style-type: none"> • definition of health literacy • awareness of the determinants of health skills, knowledge and efficacy to maintain good health • use of health information and services to make appropriate health decisions in different situation 	CILO ₂	
Health emergency management <ul style="list-style-type: none"> • monitoring and early warning management of health emergency • emergency safeguard • cooperation communication • risk management • social mobilization • reconstruction 	CILO _{1,2,3}	
The design of an education program for health emergency response and management	CILO _{1,2,3,4}	

4. Assessment

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

5. Required Text(s)

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

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

6. Recommended Readings

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

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

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

7. Related Web Resources

Emergency Preparedness and Response

<http://emergency.cdc.gov>

Preparedness and risk management in health emergencies

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

8. Related Journals

Journal of Law, Medicine and Ethics

The Journal of Infectious Diseases

9. Academic Honesty

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Elderly Rehabilitation and Education
Course Code	:	HCS4059
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar/tutorial 13 hours
Pre-requisite <i>(If applicable)</i>	:	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 course aims to introduce the common approaches in rehabilitation for elderly and challenges ahead in response to the aging population. Special attention on the health-seeking behaviours as well as designing and implementing appropriate health education and promotion strategies to actualize the concepts of healthy and active aging as proposed by the World Health Organization (WHO).

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

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

5. Required Text(s)

Dean, S.G., Siegert R.J. & Taylor, W.J. (Eds.). (2012). *Interprofessional Rehabilitation: A Person-Centred Approach (2nd ed.)*. Hoboken: John Wiley and Sons Ltd.

Law, M. C. & Macdermid, J. (Eds.). (2013). *Evidence-Based Rehabilitation: A Guide to Practice (3rd revised ed.)*. Thorofare: SLACK Incorp.

- Ong, A.D. & Löckenhoff, C.E. (Eds). (2016). *Emotion, aging and health*. Washington, DC: American Psychological Association.
- Yashin, A. I. & Jazwinski, S.M. (Eds). (2015). *Aging and Health: A Systems Biology Perspective*. Basel:Karger.

6. Recommended Readings

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

7. Related Web Resources

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

8. Related Journals

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

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Cross-cultural Experiential Learning in Health and Sports Science Education
Course Code	:	HCS4060
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	2 intensive weeks
Pre-requisite(s) <i>(If applicable)</i>	:	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

Cross-cultural Experiential Learning in Health and Sports Science Education is a 2-week intensive exchange study programme, aiming to enhance students' cross cultural experience in health and sports promotion, to explore health and sports education strategies in selected societies through exposure to foreign sports culture, activities and facilities; and to share learning experiences in areas of health and sports science between different cultures. Through collaboration with our worldwide university partners, the study program creates an interactive learning environment where students combine knowledge with investigation of real world issues in a global perspective. Students will participate in seminars, practical training, field trips and professional visits to clinics and other health- or sports-related organizations.

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Articulating insights of foreign cultures of both traditional and contemporary societies with a holistic perspective in understanding the nature of humanity	CILO _{3,4}	Lectures, Field trips, Experience, Exchange, Group discussion
Identifying and analyzing major issues related to health and sports science education in the selected society; examining critically major challenges that the selected society is confronting in the development and implementation of health and sports science education; Reflecting critically the applicability of the foreign model to the local health and sports science education	CILO _{1,4}	Lectures, Field trips, Professional visits, Experience exchange, Group discussion
Integrating the impact and effect of physical activity, fitness and exercise on health/wellness; Human physiology; Safety and CPR training	CILO ₂	Lectures, Practical training, Group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Assessed at the host university <ul style="list-style-type: none">i. Formative tests (individual) and/or Student presentations (group)	40	CILO _{1, 2,3,4}
b. Assessed in Hong Kong <ul style="list-style-type: none">i. Student presentation (group)ii. Reflective journal (individual) (not less than 900 words)	30	CILO ₄

5. Required Texts

Nil

6. Recommended Readings

- Alfrey, L. & Brown, T. (2013). Health literacy and the Australian Curriculum for Health and Physical Education: A marriage of convenience or a process of empowerment? *Asia-Pacific Journal of Health, Sport and Physical Education*, 4(2), 159-173.
- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I. and Sandford, R. (2009). The educational benefits claimed for physical education and school sport: an academic review. *Research Papers in Education*, 24(1), 1–27.
- Corbin, C. B., Welk, G., Corbin, W., & Welk, K. (2011). *Concepts of fitness and wellness: A comprehensive lifestyle approach* (9th ed.). Boston: McGraw Hill.
- Howley, E. T., & Franks B. D. (2007). *Fitness Professional's Handbook* (5th ed.). Champaign, IL: Human Kinetics.
- Lund, J. L. and Kirk, M. F. (2010). Chapter 1: The need for change, in *Performance-based assessment for middle and high school physical education* (2nd ed.). Champaign, IL: Human Kinetics, 3–19.
- McCuaig, L., Quennerstedt, M., & Macdonald, D. (2013). A salutogenic, strengths-based approach as a theory to guide HPE curriculum change. *Asia-Pacific Journal of Health, Sport and Physical Education*, 4(2), 109-125.
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- Pangrazi, R. P. (2007). Chapter 22: Game skills, in *Dynamic physical education for elementary school children* (15th ed.). San Francisco, Calif: Benjamin Cummings, 537–579.
- Tinning, R., McCuaig, L. and Hunter, L. (Eds.). (2006). *Teaching health and physical education in Australian schools* (2nd ed.). Frenchs Forest, N.S.W.: Prentice Hall.

7. Related Web Resources

- A picture of Australia's children 2012 (AIHW)
<http://www.aihw.gov.au/publication-detail/?id=10737423343>
- Authoritative information and statistics to promote better health and wellbeing (AIHW)
<http://www.aihw.gov.au/publication-detail/?id=10737419261>
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- Kolb, D. A. (2015). *Experiential learning. Experience as the Source of Learning and Development*. United States of America: Pearson Education, Inc.
<http://ptgmedia.pearsoncmg.com/images/9780133892406/samplepages/9780133892406.pdf>
- Svinicki, M. D., & Dixon, N. M. (1987). The Kolb Model Modified for Classroom Activities. *College Teaching*, 35(4), 141–146.
<http://doi.org/10.1080/87567555.1987.9925469>
- World Health Organisation, Canadian Public Health Association and Health and Welfare Canada. (1986). *Ottawa charter for health promotion = Charted' Ottawa pour la promotion de la santé*. Ottawa, Ontario: World Health Organization.
<http://www.phac-aspc.gc.ca/ph-sp/docs/charter-chartre/pdf/charter.pdf>
- Young Australians: their health and wellbeing 2011 (AIHW)
<http://www.aihw.gov.au/publication-detail/?id=10737419261>

8. Related Journals

Health Promotion Journal
International Journal of Health Education
Journal of Exercise Science & Fitness
Journal of Physical Activity and Health
Journal of Sport and Health Science
Resuscitation

9. Academic Honesty

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Theory and Therapeutic Play for Children's Well Being
Course Code	:	HCS4075
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar/tutorial 13 hours
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

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

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

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

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

The seven GILOs are:

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

- 4b. Written Communication Skills
- 5. Social Interaction Skills
- 6. Ethical Decision Making
- 7. Global Perspectives

1. Course Synopsis

The course aims to know about therapeutic play practice using non-directive approach and using symbolic play tools and metaphor safely. Students can recognize and develop critically towards achieving the reflexive thinking and skills. It will also provide students to learn how to establish and assess therapeutic relationship using non-directive therapeutic play skills.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Apply the Axline principles in non-directive play therapy;
- CILO₂ Apply music therapeutic skills to communicate with children;
- CILO₃ Implement the theoretical knowledge of therapeutic storytelling;
- CILO₄ Analyze, and appraise the principles of the therapeutic play continuum in relation to therapeutic practice.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Axline principles in non-directive play therapy	CILO ₁ ,	Experiential exercises, lectures, critical discussions, small group seminars, case studies, role play, student presentations, individual tutorials and workshops.
Music therapy skills are used to communicate and to build relationships through sharing musical experiences in an environment of acceptance, support and safety.	CILO ₂ ,	
Therapeutic Story with a theoretical framework will be introduced. It embraces the theories of Milton Erikson (experience, indirection and utilization), CBT and NLP.	CILO ₃ ,	
Principles of non-directive play, how to therapeutically work with children in general, therapeutic continuum ethics and regulatory climate.	CILO ₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a) Design and Present through the use of PPT (Individual) <ul style="list-style-type: none"> - a tailored presentation “An Introduction to Play Therapy” (or similar title) to an external audience, with a reflective 	35%	CILO _{1,2}

commentary on the above presentation. (Word Count: PPT with notes attached. Commentary 1000 words)		
b) Therapeutic Story writing (Individual) i. Draft: Students write a story during the training days and read it out to the group ii. Final: Students write a story having learnt from the draft one, for a child with a therapeutic objective. Deliver the story to that child. Then write up an essay including the story. (Word Count: Approximately 500 for the story. Another 1000 for the essay write up)	50%	CILO 3
c) Process Dairy (Individual): Must include all the process reflection of each experiential exercises in class (Word Count: 450-500 words)	15%	CILO 1-4

5. Required Text(s)

Barnes, M. (2013). *The healing path with children: An exploration for parents and professionals* (3rd ed.). The Play Therapy Press Limited

6. Recommended Readings

Axline, V. (2012). *Play Therapy - The Inner Dynamics of Childhood*. Hesperides Press.
 Hughes, D. (2013). 8 keys to building your best relationships. W.W. Norton & Company.
 Landreth, G. (2012). *Play Therapy: The Art of the Relationship* (3rd ed.). Taylor & Francis.
 McMahon, L. (2012). *The Handbook of Play Therapy and Therapeutic Play* (2nd ed.). Routledge.
 Moyles, J. (2014). *The Excellence Of Play* (4th ed.). Open University Press.
 Oaklander, V. (2015). *Windows to Our Children* (2nd ed.). The Gestalt Journal Press.
 Pears, R. & Shields, G. (2022). *Cite Them Right: The Essential Referencing Guide* (12th ed.). Jessica Kingsley Publishers Ltd.

7. Related Web Resources

British Association for Music Therapy
www.bamt.org
 Coram Children's Legal Centre, University of Essex
www.childrenslegalcentre.com
 National Institute for Health and Clinical Excellence
www.nice.org.uk
 Play Therapy UK
www.playtherapy.org.uk

8. Related Journals

British Journal of Developmental Psychology
 Child Development
 Emotion
 International Journal of Play Therapy
 Play for Life

9. Academic Honesty

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

Students should

10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)	
Programme QF Level	:	5	
Course Title	:	Movement and Therapeutic Play for Children's Well Being	
Course Code	:	HCS4076	
Department	:	Health and Physical Education	
Credit Points	:	3	
Contact Hours	:	Lecture	26 hours
		Seminar/tutorial	10 hours
		Practical	3 hours
Pre-requisite(s) <i>(If applicable)</i>	:	Nil	
Medium of Instruction	:	English	
Course Level	:	4	

Part II

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

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

The seven GILOs are:

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

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

1. Course Synopsis

The aim of this course is to add to the students' repertoire of play therapy tools and conditions, which will benefit from therapeutic play. It includes an introduction to the main research methods that are applicable to play therapy and the fundamentals of neurobiology showing the beneficial effects of play. The practical demonstrations and exercises show how the various therapeutic media might be integrated by the child. Students are able to communicate with children using a full range of expressive arts media by adding art, clay, movement and puppets into the toolkit. In addition, students are able to integrate art, clay, movement as play therapy interventions.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Apply various therapeutic media and movement therapeutic skills in communicating with children;
- CILO₂ Analysis and report writing using the Laban principles;
- CILO₃ Integrate child development and attachment theories into practice in working with one to one in a variety of settings;
- CILO₄ Describe how the brain works, the main components relevant to play therapy and how play therapy works by the natural production of beneficial neurotransmitters;
- CILO₅ Apply the relevant principles of neurobiology to working therapeutically with children;
- CILO₆ Debate the applicability of some major research methods to play therapy and articulate the outcomes of recent research programmes;
- CILO₇ Appraise the impact of current research on play relating to children's emotional development.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
An introduction to movement therapy is taught using a theoretical framework and analysis method (Laban) based upon the body, dynamics, space and relationships. Art, clay, movement, puppets and the integration of the tool kit in practice will be introduced	<i>CILO_{1,2}</i>	Experiential exercises as well as lectures, critical discussions, small group seminars, case studies, role play, student presentations, individual tutorials and workshops.
A comparative approach is taken in teaching child development and attachment theory.	<i>CILO₃</i>	
The linking of neurobiology with psychological theories will be explored.	<i>CILO_{4,5}</i>	

Basic statistical methods are introduced to enable the practitioners to present data in their case study and other reports, analyze clinical governance data and understand research data.	<i>CLIO</i> 6,7	
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
a) Using Laban's theoretical framework analyzing and preparing a report upon the movement of a child (Individual) (Word Count: 1000 words)	35	<i>CILO</i> _{1,2}
b) Child Development Theories (Individual) - Prepare an analytical review of two child developmental theories. Compare their contribution to play therapy. (Word Count: 1500 words)	50	<i>CILO</i> _{3,4,5}
c) Process Dairy (Individual) - Must include all the process reflection of each experiential exercises in class (Word Count: 450-500 words)	15	<i>CILO</i> ₁₋₇

5. Required Text(s)

Barnes, M. (2013). *The healing path with children: An exploration for parents and professionals* (3rd ed.). The Play Therapy Press Limited

6. Recommended Readings

Case, C. & Dalley, T. Reddick, D.(2022). *The Handbook of Art Therapy* (4th ed.). Routledge.

Gascoyne, S. (2019). *Messy Play in the Early Years*. Routledge.

Kolk, B. (2015). *The Body Keeps the Score*. Punguin Books.

Mellon, N. (2014). *Storytelling with Children*. Hawthorn Press.

Mills, J. & Crowley, R. (2014). *Therapeutic Metaphors for Children and the Child Within* (2nd ed.). Routledge.

Perrow, S. (2012). *Therapeutic Storytelling: 101 Healing Stories for Children*. Hawthorn Press.

Thierry, B. (2019). *The Simple Guide to Attachment Difficulties in Children: What They Are and How to Help*. Jessica Kingaley Publisher.

7. Related Web Resources

British Association of Art Therapists

www.baat.org

Coram Children's Legal Centre, University of Essex

www.childrenslegalcentre.com

National Institute for Health and Clinical Excellence

www.nice.org.uk

Play Therapy UK

www.playtherapy.org.uk

8. Related Journals

Arts in Psychotherapy
Child Development
International Journal of Neuroscience
International Journal of Play Therapy
Neuropsychology
Play for Life

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Therapeutic Play Skills for Children’s Well Being
Course Code	:	HCS4077
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 26 hours Seminar/tutorial 10 hours Practical 3 hours
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

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

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

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

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

The seven GILOs are:

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

6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course aims to understand certification requirements and obligation. Students can recognise and develop critically towards achieving the reflexive thinking and skills required through setting up Play Therapy Practice using non-directive Play Therapy. Using non-directive therapeutic play skills, students can successfully establish and assess therapeutic relationships with children. Students are required to perform 120 hours of placements and complete the clinical portfolio to fulfill certification requirements.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Apply and analyze the principles of the therapeutic play continuum in relation to therapeutic practice;
- CILO₂ Demonstrate the use the Goodman’s SDQ assessment measure to identify children for clinical work and measure outcomes;
- CILO₃ Apply sandplay and creative visualization as play therapy interventions;
- CILO₄ Understand PTUK/PTI’s standards of training and practice within the context of other regulatory frameworks. Comply with the PTUK Ethical Framework.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
It engages principles of non-directive play, how to therapeutically work with children, therapeutic play continuum, practiced based research, the collection of clinical governance, establishing practice, ethics and the regulatory climate.	<i>CILO₁</i>	Experiential exercises as well as lectures, critical discussions, small group seminars, case studies, role play, student presentations,
Students will understand the parameters of the module in relation to the whole programme.	<i>CILO₂</i>	individual tutorials and workshops.
Sand play and creative visualization are introduced. It enables students to gain an understanding of the theory and practice of sand play therapy skills and creative visualization. It also introduces the importance of knowledge of symbols to enhance the understanding, but not interpretation of the sandplay scenes.	<i>CILO₃</i>	Both group and individual supervision of practice is integral to the programmes and is central to the development of skills and the integration if theory and practice.
Integration of all the mediums learned from Level 1 and Level 2 will be addressed and discussed. Preparation for placements such as assessments, parent interviews, clinical governance from the PTUK will be	<i>CILO₁₋₄</i>	

delivered.		
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
a) Write a creative visualization for a specific child accompanied by an analysis on the theoretical constructs that informed the visualization (Individual) (Word Count: 1500 words)	50	CILO ₁
b) A reflective commentary upon the use of Axline Principles during first sand tray exercise (Individual) (Word Count: 1000 words)	35	CILO _{2,3}
c) Process Dairy: Must include all the process reflection of each experiential exercises in class (Individual) (Word Count: 450-500 words)	15	CILO ₁₋₄

5. Required Text(s)

Barnes, M. (2013). *The healing path with children: An exploration for parents and professionals* (3rd ed.). The Play Therapy Press Limited.

6. Recommended Readings

Allan, J. & Hillman, J. (2020). *Inscapes of the Child's World: Jungian Counseling in Schools and Clinics* (2nd ed.). Spring Publications.

Cirlot, J. (2020). *A Dictionary of Symbols*. New York Review of Books.

Elbrecht, C., Malchiodi, C. (2021). *Healing Trauma in Children with Clay Field Therapy: How Sensorimotor Art Therapy Supports the Embodiment of Developmental Milestones*. North Atlantic Books.

Martins, P. (2019). *The Clay And The Shadow: A path of healing through expression and nature*. Biblioteca National.

Payne, H. (2013). *Dance Movement Therapy: Theory, Research and Practice* (2nd ed.). Routledge.

Roberts, L. (2018). *Teach Your Child Meditation: 70+ Fun & Easy Ways to Help Kids De-Stress and Chill Out*. Sterling.

Turner, B. (2017). *The Routledge International Handbook of Sandplay Therapy*. Routledge.

Yasenik, L. & Gardner, K. (2012). *Play Therapy Dimensions Model*. Jessica Kingsley Publishers.

7. Related Web Resources

Association for Dance Movement Psychotherapy

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

British Association of Art Therapists

www.baat.org

British Association for Music Therapy

www.bamt.org

Play Therapy UK

www.playtherapy.org.uk

8. Related Journals

Arts in Psychotherapy
Body, Movement and Dance in Psychotherapy
British Journal of Developmental Psychology
Child Development
Emotion
International Journal of Play Therapy

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10. Others

Nil

2.2 Elective courses offered by BEd(PE)

The Education University of Hong Kong Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Foundations of Dance
Course Code	:	PES2163
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	54 (face to face lecture)
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	Chinese
Course 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 introduces the study of dance as an art form through performing, creating, assessing and teaching dance. Emphasis is placed on the nature of dance; movement vocabulary based on body, space, quality, and relationship concepts; the creative process; aesthetics; and symbolic meaning in dance; and dance pedagogy.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate some dance techniques in Creative Dance, Folk Dance and Sport Dance.
- CILO₂ Identify the choreograph dance patterns and sequences by integrating movement concepts with elements of composition to show an understanding of dance material and creative thinking skills.
- CILO₃ Reflect critically on teaching and learning methodologies appropriate for Creative Dance, Folk Dance and Sport Dance.
- CILO₄ Understand and acquire the structure and the beat of music.
- CILO₅ Expand knowledge of dance via critical analysis of literature on the dance forms
- CILO₆ Acquire observation and communication skills related to dance issues.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Dance technique: introduction to Creative, Folk and Sport Dance.	CILO _{1,5}	Skills demonstration & practice, individual & group dance games
History, characteristics, and current status of these dance forms in Hong Kong and overseas.	CILO _{4,5}	Lecture, group discussion
Experimentation of different choreography principles through a variety of projects.	CILO _{2,4,6}	Demonstration & self-practice
Introduce the situation and trend of the world dance competition.	CILO _{1,2}	Skills demonstration & practice, individual & group dance games
Discussion and practicum on appropriate learning and teaching strategies.	CILO _{3,5,6}	Lecture, group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Students will complete skill proficiency assessments of all the dances forms taught.	70%	CILO _{1,4,6}
(b) Students will work in groups to design a dance teaching resources package for primary/secondary schools. The package will be video-taped and submitted via a multimedia links. (1400 ± 50 Chinese words per student).	30%	CILO _{2,3,4,5,6}

5. Required Text(s)

Akinleye, A. (2018). *Narratives in Black British Dance: Embodied Practices*. Springer International Publishing.

McGrath, A., & Meehan, E. (2018). *Dance Matters in Ireland:*

Contemporary Dance Performance and Practice. Springer International Publishing.
Robertson, M. (2011). *Dance*. Oxford. University Press.
何群 (2013) : 《舞蹈創作思維》, 北京, 中國書籍出版社。
刘青戈 (2011) : 《现代舞蹈的身体语言教程》, 北京, 中国人民大学出版社。
廖珮君 (2010) : 玩弄空間舞動感覺-創意舞蹈教學, 《舞蹈教育》, 10, 頁78-87。
單亞萍 (2016) : 《形体与舞蹈》, 浙江, 浙江大学出版社。
香港特別行政區教育局 (2008) : 《綜合舞蹈教材套》, 香港, 香港特別行政區教育局。

6. Recommended Readings

Burridge, S., & Nielsen, C.S. (2017). *Dance, Access and Inclusion: Perspectives on Dance, Young People and Change* (1st ed.). Routledge.
Miyagawa, N., Murase, Y., Okano, K., & Mori, A. (2017). *Benzoxazole-Directed Halogen Dance of Bromofuran*. 28(9), 1106-1110.
林文琪, 陳偉誠和蒲浩明 (2014) : 透過藝術實作的大學美感素養課群－實踐與反思並重的經驗學習模式, 《關渡通識學刊》, 10, 頁87-121。
廖敏淑 (2013) : 合作精熟學習策略對舞蹈學習成效之研究, 《嘉大體育健康休閒期刊》, 12 (2), 頁140-148。
王耕 (2011) : 論舞蹈教學中的語言運用, 《大舞臺》, 4, 頁209-209。

7. Related Web Resources

ANCEHorizons
<http://www.dancehorizons.com>
DANCE magazine
<http://www.dancemagazine.com>
紅雀藝術團
<http://trianglechinesedance.org/#gallery>
創意舞視頻
<https://www.youtube.com/watch?v=Jyp9qoRBfh0>

8. Related Journals

《舞蹈教育》

9. Academic Honesty

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Theory and Practice of Individual Physical Activities
Course Code	:	PES2164
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	54 (face to face lecture)
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	Chinese
Course Level	:	2

Part II

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- Innovation.

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

1. Course Synopsis

This course is designed to provide an opportunity for students to develop their personal skill in athletics, swimming and gymnastics to a competence level. Through participation in workshops and practical sessions, students will acquire the knowledge and skills to teach these activities in schools.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Perform up to competent level in athletics, swimming and gymnastics events.
- CILO₂ Demonstrate knowledge and understanding of the history, development, safety requirement, officiating and organizing athletics, swimming and gymnastics activities.
- CILO₃ Teach athletics, swimming and gymnastics effectively and safely with appropriate progression of the basic skills and tactics.
- CILO₄ Appreciate the aesthetic of movement in athletics, swimming and gymnastics.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Judging procedures and safety measures for athletics, swimming, and gymnastics. Understand the development trend of the Olympic Games and World Championships.	CILO ₂	Lecture, group discussion, on-line self-learning
Execution and critical analysis of essential skills in athletic, swimming and gymnastics events.	CILO _{1,3}	Skills demonstration & practice, individual & group games
Teaching progression and teaching methods in athletics, swimming and gymnastics.	CILO ₃	Skills demonstration & practice, individual & group games
Organization of athletics, swimming and gymnastics competitions.	CILO _{1,2,4}	Lecture, group discussion & self-practice

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Skill proficiency test in athletics, swimming and gymnastics.	70%	CILO _{1,3,4}
(b) Students will work in groups to design teaching activities or reflect on the organization process of athletic meet / swimming gala critically for primary and secondary schools. (The teaching package will be video-taped and submitted via a multimedia links. (1400 ± 50 Chinese words per student)	30%	CILO _{2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

- Caine, D.J., Russell, K., & Lim, L. (2013). *Gymnastics*. Chichester, Hoboken, Wiley-Blackwell.
- International Amateur Athletic Federation. (2012). *Official handbook 2012/13*(Revised Ed.)
- Lloyd, R.(2011). *Gymnastics: skills, techniques, training*. Crowood Press

Monica, L., Luis, C., & Lauren, F. (2015). *Assessments and activities for teaching swimming*. Human Kinetics.

Morgan, K. (2011). *Athletics challenges: a resource pack for teaching athletics*. Routledge.

張予南和高留紅 (2011): 《體操初級教程》，北京，北京體育大學出版社。

索玉華 (2013): 《體育教材教法選編》(田徑體操部分)，北京，北京體育大學出版社。

7. Related Web Resources

FINA swimming rules

http://www.fina.org/H2O/index.php?option=com_content&view=category&id=82:swimming-rules&Itemid=184&layout=default

Hong Kong Amateur Athletic Association

<http://www.hkaaa.com>

Hong Kong Swimming Teachers' Association

<http://www.hksta.com.hk>

International Amateur Athletic Federation

<http://www.iaaf.org>

The Gymnastics Association of Hong Kong, China

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

8. Related Journals

Nil

9. Academic Honesty

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Fundamental Movement for Junior Primary School
Course Code	:	PES3172
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	54 (45 hours of lecture & 9 hours group tutorial)
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	3

Part II

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

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

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

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

The seven GILOs are:

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

1. Course Synopsis

This course acquaints students with pedagogical content knowledge and skills in the delivery of Key Learning Stage One (KLS1) PE curriculum. The focus is on the critical understanding, practical application of fundamental movement concepts in teaching junior primary school children via body-, object- manipulative, and rhythmic activities innovatively. In addition, developmental characteristics, assessment strategies, safety precautions and ethical issues of teaching KLS1 pupils will be discussed.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Acquire and understand essential knowledge of the fundamental movement principles, concepts and skills related to physical education program for junior primary school;
- CILO₂ Try out teaching of fundamental movement skills namely object manipulative activities, body manipulative activities, and rhythmic activities awareness safety precautions and ethical issues;
- CILO₃ Apply knowledge fundamental movement concepts to formulate movement tasks and task progressions appropriate for junior primary children innovatively; and
- CILO₄ Master essential concepts of the assessment strategies for KLS1.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Understanding of essential knowledge of the fundamental movement principles, concepts, and fundamental motor skills, and developmental characteristics of KLS1 pupils	CILO ₁	Lecture and skill practice with videos and skill analysis workshop.
Teaching of fundamental movements and movement concepts in three FM settings	CILO _{1,2,3}	Lecture with video and skill practice, peer and micro-teaching
Application of fundamental movement concepts to formulate innovative movement tasks and task progressions appropriate for junior primary children	CILO _{3,4}	Lecture, lesson planning, peer observation and evaluation, and group project.
Safety precautions and ethical issues	CILO ₂	Lecture, peer and micro-teaching
Mastery of the essential concepts of the assessment strategies for KLS1	CILO ₄	Lecture, demonstration, peer observation and group project.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Performance assessment of teaching fundamental movements	60	CILO _{1, 2, 3}
b. Group project of compiling and presenting developmental appropriate teaching units of KLS1 pupils with the awareness of related issues	40	CILO _{1, 3, 4}

5. Required Text(s)

Nil

6. Recommended Readings

Colvin, V., Markos, N., & Walker, P.(2016). *Teaching fundamental motor skills*.

Champaign, IL: Human Kinetics.

- Curriculum Development Institute. (2008). *Physical education: Learning outcome framework (1-Fundamental movement)*. Hong Kong: Government Logistics Department.
- Gallahue, D.L., Ozmun, J.O., & Goodway, J. D. (2012). *Understanding motor development: Infants, children, adolescents, adults (7th ed.)*. Boston, Mass: National Association for Sport and Physical Education (2009). *Code of ethics for P-12 physical education teachers. (Position Paper)*. Reston, VA: Association for Sport and Physical Education
- Pangrazi, R.P., & Beighle, A. (2013). *Dynamic physical education for elementary school children (17th ed.)*. Boston, Mass.: Pearson. ISBN: 9780321802156; 0321802152.
- PE Section, Curriculum Development Institute, EDB. (2007). *Fundamental movement: An introductory guide / Fundamental movement: sample of assessment*. Retrieved from http://cd1.edb.hkedcity.net/cd/pe/TC/rr/FM_e.pdf.
- Physical Education Section. (2016). *Safety guidelines on physical education key learning area for Hong Kong schools*. Hong Kong: Education Bureau. http://www.edb.gov.hk/en/curriculum-development/kla/pe/references_resource/safety-guidelines/index.html
- 鄭信雄, 施鍾泰和劉秀清 (2010) : 《香港幼兒感覺運動統合發展評估手冊》, 香港, 香港教育學院幼兒教育學系。
- 劉錚綺, 劉嘉豪 (2014) : 《兒童體能活動設計》, 臺北市, 心理出版社股份有限公司。
- 課程發展處體育組(編) (2013) : 《六大學習範疇課題概覽-體育學習領域》, 香港, 教育統籌局。
- 課程發展處體育組(編) (2016) : 《體育科基礎活動教學資源》, 香港, 教育統籌局。

7. Related Web Resources

An Introductory Guide to Fundamental Movement:

http://cd1.edb.hkedcity.net/cd/pe/TC/rr/FM_e.pdf

Assessment of Fundamental Movement (2002). EMB Project by Chow Wah, Chow Pui

Yu, Cheung Hang Ping, & Choi-Tse, Kang Chun:

http://cd1.emb.hkedcity.net/cd/pe/tc/rr/lof_refbook/b1_content.htm

Laban / Barteniff Institute of movement Studies: <http://www.limsonline.org/>

PE Central: <http://www.pecentral.org/>

Physical Education: Learning Outcome Framework

http://cd1.edb.hkedcity.net/cd/pe/tc/rr/lof_refbook_e/index.html

基礎活動導引

http://cd1.edb.hkedcity.net/cd/pe/tc/rr/FM_c.pdf

基礎活動學習成果架構

http://cd1.emb.hkedcity.net/cd/pe/tc/rr/lof_refbook/b1_content.htm

8. Related Journals

British Journal of Physical Education

Journal of Physical Education, Recreation and Dance

Teaching Elementary Physical Education

9. Academic Honesty

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Outdoor and Adventure Activities
Course Code	:	PES3176
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	54 (face to face lecture)
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	Chinese
Course Level	:	3

Part II

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- Ethical Responsibility; &
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The seven GILOs are:

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

1. Course Synopsis

This course provides an opportunity for participants to examine and experience the value of outdoor education activities. It aims to develop participants' content knowledge and skills in the physical activities of hiking, camping, canoeing and rope course etc. Principles and issues concerning outdoor education are integrated with practical experience.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate a critical knowledge and understanding of outdoor education.
- CILO₂ Acquire skill proficiency in the selected activities of hiking, camping, canoeing, rock climbing and rope course.
- CILO₃ Demonstrate the ability to organise school-based outings, day-camps, residential camps and short expeditions.
- CILO₄ Show an appreciation of the delicate relationship between human beings and the great outdoors.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The relationship between human being and the great outdoors	CILO _{1,4}	Lecture, group discussion, on-line self-learning
The nature of outdoor education.	CILO _{1,4}	Lecture, group discussion, on-line self-learning
Procedures and safety for hiking, camping, canoeing, rock climbing and rope course	CILO ₂	Lecture, group discussion, on-line self-learning
Map reading and Hiking technique.	CILO ₂	Skills demonstration & practice, individual & group games
Organizing day trips and outdoor training camp.	CILO _{2,3}	Lecture, group discussion, on-line self-learning
Basic canoeing skills.	CILO ₂	Skills demonstration & practice, individual & group games
Knots applications and elementary techniques for rock climbing and rope courses.	CILO _{2,3}	Skills demonstration & practice, individual & group games

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Students are required to complete a series of performance assessments demonstrating proficiency in the application of skills in canoeing, rock climbing and rope course.	70%	CILO _{2,3}
(b) Participants are required to submit a group project on planning and implementing an outdoor training camp of three days and two nights. Participants are required to submit a 1000 words individual reflection at the same time.	30%	CILO _{1,4}

5. Required Text(s)

Nil

6. Recommended Readings

- Hill, P. (2007). *Rock climbing: Introduction to essential technical skills for leaders and seconds*. Milnthorpe [England]: Cicerone.
- Hill, P. (2007). *Sport climbing: Technical skills for climbing bolted routes*. Milnthorpe, Cumbria [England]: Cicerone.
- Pawson, D., Gale Group, Gale Research Inc, Information Access Company, Primary Source Media, & Thomson Gale. (2012). *Knots the complete visual guide* (1st American ed.). New York: DK.
- Redmond, K., Foran, A., & Dwyer, S. (2010). *Quality lesson plans for outdoor education*. Champaign, IL: Human Kinetics.
- Steffen, J., & Stiehl, J. (2010). *Teaching lifetime outdoor pursuits*. Champaign, IL: Human Kinetics.
- Wagstaff, M., & Attarian, A. (2009). *Technical skills for adventure programming: A curriculum guide*. Champaign, IL: Human Kinetics.
- 吳漢明、鄭瑞隆、盧仲文 (2004)：《歷奇活動安全手冊：理論與實踐》，香港，匯智出版有限公司。
- 吳漢明、鄭瑞隆、張肇賢、王培安 (2007)：《挑戰繩網教練手冊》，香港：匯智出版。
- 何淑珠、黃炎良、陳運家 (2010)：《競技攀岩指南》，香港：阿湯圖書。
- 賈斯.哈丁著，馬克譯 (2012)：《攀岩寶典 Rock & Wall Climbing》，台北市，大都會文化發行。
- 克雷格·康納利著，嚴冬冬譯 (2012)：《登山手冊（修訂版）The Mountaineering Handbook》，北京，人民郵電出版社。

7. Related Web Resources

- Agriculture, Fisheries and Conservation Department - Country Parks
http://www.afcd.gov.hk/english/country/cou_vis/cou_vis_cou_vis_cou.html
- Challenge Course Association of Hong Kong, China
<http://www.ccahkc.org/>
- Education Bureau - Guidelines on Outdoor Activities 2008
http://www.edb.gov.hk/FileManager/EN/Content_100/e_outdoor_2010_v3.pdf
- Hong Kong Canoe Union
<http://www.hkcucanoe.com.hk>
- Hong Kong Mountaineering Union
<http://www.hkmu.org.hk/>

8. Related Journals

Nil

9. Academic Honesty

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Theory and Practice of Lifelong Physical Activities
Course Code	:	PES3178
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	54 (Lecture)
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	Chinese
Course Level	:	3

Part II

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

1. Course Synopsis

The course is designed to introduce lifelong physical activities to the students in order to meet the challenge of education reform. In this course, the benefits of lifelong activities such as aerobics, tai chi, and golf will be introduced as activities that promote a healthy lifestyle. It provides students opportunity to develop the knowledge, skills and ability to perform and teach different lifelong activities in school sectors.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ demonstrate some skills (techniques) in aerobics, tai chi and golf or other newly emerged sports;
- CILO₂ appreciate and evaluate the aerobics, the beauty of Tai Chi, and the correct skills of golf or other newly emerged sports;
- CILO₃ reflect critically on teaching and learning methodologies appropriate aerobics, tai chi and golf or other newly emerged sports;
- CILO₄ design and provide safe and effective learning experiences through clear articulation of the points and notes of the action
- CILO₅ acquire the knowledge of observation and communication skills related to aerobics, tai chi and golf or other newly emerged sports issues. Critical analysis of literature on the acquired observation and communication skills related to aerobics, tai chi and golf issues forms;
- CILO₆ understand the aerobics, tai chi, golf or other newly emerged sports rules, judge requirements, respect the judges, teammates.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theory of three selected activities (included aerobics, tai chi, golf or other newly emerged sports activities).	CILO _{1,2,3,4}	Lecture, skill training, teaching practicum sessions, tutorial
Fundamental and basic movement of the three selected activities.		
Application of rules and regulations in the three selected activities.	CILO _{4,5,6}	
Safety precautions of the three selected activities.	CILO _{4,6}	
Relationship between health concept and lifelong activities.	CILO _{1,4,5}	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Individual Skill Performance Test Students will be required to complete Individual Skill Performance Test on the three selected lifelong physical activities, aerobic dance, tai chi, golf or other newly emerged sports activities.	50%	CILO _{1, 2,3,4}
Group Project Students will be required to produce an electronic teaching package with a written critique on skill analysis, illustrating the teaching procedures together with the safety measures,	50%	CILO _{2,5,6}

<p>rules and officiating in one of the demonstrated activities from the three selected lifelong physical activities Peer assessment on specific criteria, such as responsibility, contributing ideas, finishing tasks, etc. will be conducted in the process of production on the teaching package. (2400 words in Chinese per student)</p>		
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5. Required Text

Nil

6. Recommended Readings

AEROBICS

- Baldwin, C. (2012). *How to land a top-paying aerobics instructors job: Your complete guide to opportunities, resumes and cover Letters, interviews, salaries, promotions, what to expect from recruiters and more.* Emereo Publishing.
- Bishop, J. (2014). *Fitness through aerobics* (9th ed.). San Francisco, Pearson Benjamin Cummings.
- Watson, B., Lashua, B., & Trevorrow, P. (2017). *What difference does dance make? Critical conversations across dance, physical activity and public health.* Routledge
- 薛冬梅(2013)：中學健美操課的教學與評價，《科技資訊》，10，頁345-345。
- 張靜(2014)：健美操教學訓練方法淺析，《陝西教育：高教版》，9，頁48-48。
- 王曉貞和張雷(2013)：有氧舞蹈對普通高校女大學生身心健康影響的實驗研究，《吉林體育學院學報》，29(6)，頁75-78。
- 安建宇(2017)：健美操的價值功能及審美特徵探析，《當代體育科技》，7，頁235-236。

TAI CHI

- 李雅軒和凌網科技有限公司(2014)：《楊氏太極拳一代宗師李雅軒珍貴遺著：太極拳學論》，臺北，金大鼎文化。
- 李德印(2008)：《二十四式太極拳：教與學》，北京，北京體育大學出版社。

GOLF

- Fronske, H. A., & Heath, E. M. (2015). *Teaching cues for sport skills for secondary school students.* Pearson.
- Launder, A. G., & Piltz, W. (2013). *Play practice: engaging and developing skilled players from beginner to elite.* Human Kinetics
- McLean, J. (2013). *Golf Digest's ultimate drill book: Over 120 drills that are guaranteed to improve every aspect of your game and lower your handicap.* Gotham Books
- Smith, M. F. (2013). *Golf science: Optimum performance from tee to green.* University of Chicago Press.
- Uschan, M. V. (2014). *Golf.* Detroit: Lucent Books, a part of Gale, Cengage Learning.
- 黎湧明(2015)：高強度間歇訓練對不同訓練人群的應用效果體育科學，《體育科學》，35(8)，頁59-75。
- Ratel,S.,McManus,A.M ,Armstrong.N. (2011). High-intensity andresistance training and elite young athletes. *The Elite Young Athlete.*, 56, 84-96.

7. Related Web Resources

AEROBICS

Gym Dance Video

<https://www.youtube.com/watch?v=jVRIQFSsODg>

中國香港體操總會

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

時尚健身規定一級動作

http://v.youku.com/v_show/id_XNjU2Mjk5OTk2.html?beta&from=y1.2-1-98.3.7-1.1-1-1-6-0第

二套大眾健美體操三級動作

<http://www.youtube.com/watch?v=TMNAZ3zMEow>

TAI CHI

24 式太極拳視頻

<https://www.youtube.com/watch?v=90WYI-Pys-c>

24 楊式太極拳的教學示範

<https://www.youtube.com/watch?v=hbTAOWKUJTk>

GOLF

Golf Europe

<http://www.golfeurope.com/index.htm>

Hong Kong Golf Association

<http://www.hkga.com/eng/index.aspx>

PGA

<http://www.pga.com/instruction/>

潘西洲高爾夫球場

<http://www.kscgolf.org.hk/index-c.asp>

TABATA 與 HIIT 有什麼差

<https://www.sportsplanetmag.com/article/desc/18113015463801615>

8. Related Journals

Nil

9. Academic Honesty

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10. Others

Nil

Final Year Project

3.1 Honours Project

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Honours Project I: Research Methods and Proposal (to be offered in Year 1 Sem II / Year 2 Sem II)
Course Code	:	HCS4071
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	39 hours
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

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The seven GILOs are:

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

7. Global Perspectives

1. Course Synopsis

The course will equip students with the knowledge and skills needed to design, implement and evaluate health education research projects. It will prepare students with essential research methods and methodologies used in health education; and prepare them for conducting a research-based or an inquiry-based project in Honours Project II: Research Report.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate an understanding of the basic principles of research methods in health education, both qualitative and quantitative;
- CILO₂ Show analytical skills in research and the awareness of research ethics;
- CILO₃ Write a literature review to examine the existing theories and knowledge in relation to the research topic;
- CILO₄ Select appropriate methods for the collection and analysis of data;
- CILO₅ Write a proper and clear research proposal to form the basis of the study in Honours Project II: Research Report

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Overview of the research process <ul style="list-style-type: none"> • Formulating a research problem/hypothesis • Reviewing the literature • Research approaches/designs • Measurement, sampling and data types • Plagiarism and citation • Ethics in research 	CILO ₁₋₅	Lecture, seminar, tutorial, self-reading
Preparing a research proposal	CILO ₂₋₅	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Proposal writing (Individual) Students are required to develop a research proposal that could become a workable research project which may include project title, abstract, project objective, hypotheses, background of research and justification of the objectives, methodology, project significance, time planning, budget with justification and references. A section of peer contribution is required to reflect individual's effort in group project. (2,000 words)	50	CILO ₁₋₅
b. Examination (Individual)	50	CILO ₁₋₅

5. Required Text(s)

Portney, L. G. (2020). *Foundations of clinical research: Applications to evidence-based practice* (4th ed.). Pennsylvania: F.A. Davis Company.

6. Recommended Readings

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

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

- qualitative research*. London: Sage.
- Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). London: Sage.
- Jacobsen, K. H. (2012). *Introduction to health research methods: A practical guide*. Sudbury, Mass.: Jones & Bartlett Learning.
- Knowles, J. G., & Cole, A. L. (2008). *Handbook of the arts in qualitative research: Perspectives, methodologies, examples, and issues*. Los Angeles: Sage Publications.
- Peacock, J. K. (2007). *Presenting medical statistics from proposal to publication: A step-by-step guide*. Oxford, New York: Oxford University Press.
- Schmide, N. A., Brown, J. M. (2011). *Evidence-based practice for nurses: Appraisal and application research* (2nd ed.). Jones & Bartlett Learning.

7. Related Web Resources

Agency for Health Care Policy and Research

<http://www.ahrp.gov>

The Cochrane Collaboration

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

National Institute of Nursing Research

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

8. Related Journals

Evidence-Based Complementary and Alternative Medicine

Evidence-Based healthcare & public health

Evidence-Based Nursing

International Journal of Health Research

International Journal of Nursing Studies

9. Academic Honesty

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Honours Project II: Research Project (to be implemented in Year 2 Sem I & II / Year 3 Sem I & II)
Course Code	:	HCS4072
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	-
Pre-requisite(s) (If applicable)	:	Honours Project I: Research Methods and Proposal
Medium of Instruction	:	English
Course Level	:	4

Part II

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

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

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

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

The seven GILOs are:

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

1. Course Synopsis

This course is a continuation of the Honours Project I: Research Methods and Proposal. The purpose of this course is to facilitate the development of students' skills and provide students with the experience in conducting research. This will be a guided study between supervisor and students. Students will be expected to identify health research topics under the guidance of their supervisors. Students will be required to submit progress reports, collect data, analyse data and present their research results in oral and written formats.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate good understanding of the knowledge and main ideas of health education
- CILO₂ Demonstrate their research, analytical and higher order thinking skills (e.g. problem solving, creative thinking, critical thinking, ethical decision making, etc.) in the processes of research and/or inquiry
- CILO₃ Synthesize and/or make connections of the content, knowledge and skills from prior courses in a broader context as a "meaningful whole"
- CILO₄ Apply and generate new understandings of their future studies
- CILO₅ Consolidate and generate insights on personal identity in relation to the future studies

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Revisiting and reviewing the written project proposal in Honours Project I: Research Methods and Proposal <ul style="list-style-type: none"> • Revisiting the characteristics of Health Education • Ways and criteria of selecting an appropriate topic for the study • Revisiting research methodology and ways of selecting methods of investigation • Revisiting importance of the literature review process and ways to assess research reports and papers as well as knowledge and practice in the chosen fields of study • Ethical considerations in conducting an investigation • Submitting application for ethics review 	CILO _{1,2,3}	Group or individual consultation with advisor
Systematically conducting the proposed study <ul style="list-style-type: none"> • Data collection • Data analysis 	CILO _{1,2,3,4}	<ul style="list-style-type: none"> • Group or individual consultation with advisor
Presenting findings and writing report <ul style="list-style-type: none"> • Systematic presentation of the findings • Analysis and discussion of the findings • Writing research report 	CILO ₁₋₅	<ul style="list-style-type: none"> • Individual presentation of research results in a simulated conference • Group or individual consultation with advisor as needed

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Refinement of Project Proposal (Individual)	10	<i>CILO1,2,3</i>
b. Presentation of the research report (Individual)	20	<i>CILO1-5</i>
c. A 6,000 to 8,000-word written research report (Individual) The research report should include a statement of the problem/topic, a critical review of literature or an investigation into the topic, a description of research methods, and an analysis and discussion of the findings. Students are expected to submit individual written assignment two weeks after the oral presentation. This is used to evaluate students' academic writing skills in synthesizing evidence, reporting results and consolidating scientific report.	70	<i>CILO1-5</i>

5. Required Text(s)

Nil

6. Recommended Readings

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

7. Related Web Resources

Nil

8. Related Journals

Evidence-Based Complementary and Alternative Medicine
Evidence-Based healthcare & public health
Evidence-Based Nursing
International Journal of Health Research
International Journal of Nursing Studies

9. Academic Honesty

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10. Others

Nil

3.2 Capstone Project

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Capstone Project I: Research Methods and Proposal (to be offered in Year 1 Sem II / Year 2 Sem II)
Course Code	:	HCS4073
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	39 contact hours
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

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

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

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

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

The seven GILOs are:

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

1. Course Synopsis

This course aims to develop students as learners, researchers, inquirers and knowledge creators in health education; and to facilitate students with major research methods and statistical analysis. Students will apply the core skills and knowledge they have acquired to a specific health issue. They will develop the idea and proposal necessary for conducting a research-based or an inquiry-based project in Capstone Project II: Project Output.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate an understanding of the basic principles of research methods in health education, both qualitative and quantitative research methods;
- CILO₂ Identify and pursue a Capstone Project topic of interest, relevance and importance;
- CILO₃ Write a literature review to examine the existing theories and knowledge in relation to the Capstone Project topic;
- CILO₄ Select appropriate methods for creating project outputs; and
- CILO₅ Write a proper and clear proposal and a demonstration / visualization of the project idea to form the basis of implementation in Capstone Project II.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Overview of the research process <ul style="list-style-type: none"> • Formulating a research problem/hypothesis • Reviewing the literature • Research approaches/designs • Measurement, sampling and data collection procedures • Brief on data analysis methods and tools • Managing qualitative data • Ethics in research 	CILO ₁₋₅	Lecture, seminar, tutorial, self-reading, literature review
Preparing a capstone proposal	CILO ₂₋₅	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. A 1,200 to 1,500-word capstone proposal which includes the statement of the project issues/problem, the justification and expected outcomes of the project (25%); also a demonstration/ visualization of the project idea (25%)	50	CILO ₁₋₅
b. Examination (Individual)	50	CILO ₁₋₅

5. Required Text(s)

Portney, L. G. (2020). *Foundations of clinical research: Applications to evidence-based practice* (4th ed.). Pennsylvania: F.A. Davis Company.

6. Recommended Readings

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

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

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

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

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

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

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

7. Related Web Resources

Agency for Health Care Policy and Research

<http://www.ahrp.gov>

The Cochrane Collaboration

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

National Institute of Nursing Research

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

8. Related Journals

Evidence-Based Complementary and Alternative Medicine

Evidence-Based healthcare & public health

Evidence-Based Nursing

International Journal of Health Research

International Journal of Nursing Studies

9. Academic Honesty

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10. Others

Nil

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Capstone Project II: Project Output (to be offered in Year 2 Sem I & II / Year 3 Sem I & II)
Course Code	:	HCS4074
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	-
Pre-requisite(s) <i>(If applicable)</i>	:	Capstone Project I: Research Methods and Proposal
Medium of Instruction	:	English
Course Level	:	4

Part II

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

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

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

The seven GILOs are:

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

1. Course Synopsis

This course is a continuation of the Capstone Project I: Research Methods and Proposal, and serves as a culminating academic and intellectual experience for students. It enables students to consolidate, integrate, enact and reflect on their undergraduate experiences for them to be a health educator. Students are required to develop health education materials to respond to the needs and challenges in the society with innovative ideas and skills. Students will first refine their original project proposal from Capstone Project I: Research Methods and Proposal. By the end of the course, they are expected to create a project output, and will be evaluated by a group of stakeholders.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate good understanding of the knowledge and main ideas of the Programme;
- CILO₂ Demonstrate their research, analytical and higher order thinking skills (e.g., problem solving, creative thinking, critical thinking, ethical decision making, etc.) in the processes of research and/or inquiry;
- CILO₃ Synthesize and/or make connections of the content, knowledge and skills from prior courses in a broader context as a “meaningful whole”;
- CILO₄ Apply and generate new understandings of their future profession; and
- CILO₅ Consolidate and generate insights on personal identity in relation to the future profession.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Revising and reviewing the written project proposal in Capstone Project I: Research Methods and Proposal <ul style="list-style-type: none"> • Revisiting the characteristics of Health Education • Ways and criteria of selecting an appropriate topic for the study • Revisiting research methodology and ways of selecting methods of investigation • Revisiting importance of the literature review process and ways to assess research reports and papers as well as knowledge and practice in the chosen field of study • Updating transition needs (e.g., job market scanning) • Ethical considerations in conducting an investigation • Submitting application for ethics review 	CILO _{1,2,3}	Group or individual consultation with advisor
<ul style="list-style-type: none"> • Production of project output 	CILO _{1,2,3,4}	<ul style="list-style-type: none"> • Group or individual consultation with advisor • Collaborative groups can be formed for students to

Additional Compulsory Courses (ACCs)

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Hons)
Programme QF Level	:	5
Course Title	:	HealthCare Ethics
Course Code	:	HCS3035
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 13 hours Seminar/tutorial 26 hours
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	3

Part II

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The seven GILOs are:

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

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

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILO_s)

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

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

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

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

5. Required Text(s)

Cribb, A. (2008). *Health and the good society setting healthcare ethics in social context*.

Oxford : Oxford University Press. (EdUHK ebook)

National Institutes of Health. Bioethics Resources on the Web. <http://bioethics.od.nih.gov/>

6. Recommended Readings

Ashcroft, R. E., Dawson, A., Draper, H., & McMillan, J. (2007). *Principles of healthcare ethics*. UK: John Wiley and Sons Ltd.

Beauchamp, T. L., & Childress, J. F. (2009). *Principles of biomedical ethics*. New York: Oxford University Press.

Fry, S. T., & Veatch, R. M. (2010). *Case studies in nursing ethics*. Sudbury, Mass.: Jones and Bartlett Publishers.

Garber, P. P. (2008). *The ethical dilemma*. USA: HRD Press, Inc.

Husted, J. H., & Husted, G. L. (2008). *Ethical decision making in nursing and healthcare: The symphonological approach*. New York: Springer Publishing Co, LLC.

Lo, B. (2009). *Resolving ethical dilemmas: A guide for clinicians*. China: Lippincott Williams & Wilkins.

Livingstone, L. (2009). *Ethical decision making*. USA: Lulu.com.

Morrison, E. E. (2009). *HealthCare ethics: critical issues for the 21st century*. UK: Jones and Bartlett Publishers.

Snyder, J., & Gauthier, C. C. (2008). *Evidence-based medical ethics: Cases for practice-based learning*. USA: Humana Press.

Sugarman, J., & Sulmasy, D. P. (2010). *Methods in medical ethics*. USA: Georgetown University Press

7. Related Web Resources

Bioethics for clinicians:

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

Bioethics resources on the Web: <http://bioethics.od.nih.gov/>

Links to ethics education resources for educators:

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

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

National reference centre for bioethics literature: <http://bioethics.georgetown.edu/>

8. Related Journals

Cambridge Quarterly of Healthcare Ethics

Journal of Clinical Ethics

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

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10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

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

Part II

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

1. Course Synopsis

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

2. Course Intended Learning Outcomes (CILOs)

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

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

3. Content, CILOs and Teaching & Learning Activities

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

4. Assessment

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

5. Required Text(s)

Hong Kong Hospital Authority (2022). *Hospital Authority Strategic Plan 2022-2027*.
Hong Kong Hospital Authority.

6. Recommended Readings

- Choun, D., & Petre, A. (2022). *Digital Health and Patient Data: Empowering Patients in the Healthcare Ecosystem* (1st ed.). Productivity Press.
- Health Bureau (2023). *Primary Healthcare Blueprint*. Hong Kong Special Administrative Region of the People's Republic of China.
- Leung, G. M., & Bacon-Shone, J. (2012-reprint ed.). *Hong Kong's health system – Reflections, perspectives and visions*. The Hong Kong University Press.
- Robinson, S. (Ed.). (2021). *Priorities for Health Promotion and Public Health: Explaining the Evidence for Disease Prevention and Health Promotion* (1st ed.). Routledge.
- Yin, J. D.-C., & He, A. J. (2018). Health insurance reforms in Singapore and Hong Kong: How the two ageing asian tigers respond to health financing challenges? *Health Policy (Amsterdam)*, 122(7), 693-697.
<https://doi.org/10.1016/j.healthpol.2018.04.012>

7. Related Web Resources

Building a Healthy Tomorrow – Discussion paper on the future service delivery model for our health care system
http://www.hwfb.gov.hk/hmdac/english/dis_papers/files/hmdac_paper.pdf
The Centre for Health Education and Health Promotion, Faculty of Medicine, The Chinese University of Hong Kong

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

Hong Kong Government. (2022). Hong Kong: The fact social welfare.

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

Hong Kong Health Care Service

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

Hong Kong Housing & Social Services

<https://www.gov.hk/en/residents/housing/socialservices/index.htm>

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

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

The Hong Kong Council of Social Service. (2009). Mission of social welfare in Hong Kong. http://www.hkcss.org.hk/download/folder/socialwelfare/sw_eng.pdf

Elderly Commission. (2017). ESPP Final Report.

https://www.elderlycommission.gov.hk/en/download/library/ESPP_Final_Report_Eng.pdf

Community care services for the elderly in Germany and Japan. (2021). Research Office, Legislative Council Secretariat. Hong Kong.

<https://www.legco.gov.hk/research-publications/english/2021in12-community-care-services-for-the-elderly-in-germany-and-japan-20210616-e.pdf>

Tushar Bharat Jagzape. (2021). *Overview of the Health Care System in Hong Kong and its Referential Significance*. iMedPub Journals.

<https://hospital-medical-management.imedpub.com/overview-of-the-health-care-system-inhong-kong-and-its-referential-significance.pdf>

The Hong Kong Council of Social Service. (2022). 2022-2023 Research Brief – Issue 3: Support to carer (Chinese Only)

<https://www.hkcss.org.hk/2022-2023-research-brief-issue-3-support-to-carer-chinese-only/?lang=en>

The Hong Kong Council of Social Service. (2016). *A Study on Living Situation of Young Adults in Hong Kong*

8. Related Journals

Social Science and Medicine

Journal of Care Services Management

Health Care Management Review

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith.

Please refer to the *Policy on Academic Honesty, Responsibility and Integrity*

(<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Nil

The Education University of Hong Kong

Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Human Biology
Course Code	:	HCS3037
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	Lecture 13 hours Seminar / tutorial 26 hours
Pre-requisite(s) (If applicable)	:	Nil
Medium of Instruction	:	English
Course Level	:	3

Part II

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

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

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

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

The seven GILOs are:

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

6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

The course aims to give students an understanding of the scientific principles of modern biology through the study of human beings. It examines the major body systems, the regulation of these physiological systems. It allows students to develop an interest in understanding science by looking at themselves and seeing how the diverse body systems are integrated to maintain homeostasis. This course assimilates the study of health and disease.

2. Course Intended Learning Outcomes (CILOs)

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

CILO1 explain the structure of cells, organs and body systems and explain their functional significance;

CILO2 distinguish between intrinsic and extrinsic regulation and describe the actions of tissue structure for secretion, absorption, support, or protection;

CILO3 synthesize different structure and functions of body systems and critically analyze the interrelations of body systems; and

CILO4 analyze the integrative nature of the human body in health and illness.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Human anatomy and diseases	<i>CILO_{1, 2}</i>	Lectures Laboratory investigation On-line learning
Physiological functions and pathological state to prevent, monitor, treat or alleviate disease	<i>CILO₁₋₃</i>	Lectures Laboratory investigation On-line learning
The human body in health and illness: Cardio-vascular system Respiratory system Digestive system Urinary system Reproductive system Endocrine system Integumentary system Muscular and skeletal system	<i>CILO₁₋₄</i>	Lectures Student-led seminar Group discussion Laboratory investigation On-line learning

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Formative assessment on the knowledge of the course content	40	<i>CILO₁₋₃</i>
b. Examination Summative assessment to evaluate students' understanding of the functions of the human body	60	<i>CILO₁₋₄</i>

5. Required Text

Starr, C. (2015). *Human biology*. Cole Cengage Learning.

6. Recommended Readings

Herlihy, B. L. (2021). *The human body in health and illness* (7th ed.). Elsevier.

Patton, K. T., Bell, F. B., Thompson, T., & Williamson, P. L. (2023). *The human body in health & disease* (8th ed.). Elsevier.

Garber, S. D. (2020). *Biology: A Self-Teaching Guide* (3rd ed.). Jossey-Bass

Urry, L. A., Cain, M. L., & Wasserman, S. A. (2020). *Campbell Biology AP Edition* (12th ed.). Pearson.

7. Related Web Resources

Atlas of the human biology (from the American Medical Association)

<http://www.ama-assn.org/ama/pub/physician-resources/patient-education-materials/atlas-of-human-body.page>

Human biology guide

<http://www.biologyguide.net/>

Understanding the concepts of human anatomy & biology

<http://www.human-biology.net/>

8. Related Journals

American Journal of Human Biology

Annals of Human Biology

BioScience

BMC Biology

9. Academic Honesty

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10. Others

Nil

General Education

4.1 University ePortfolio

The Education University of Hong Kong

University ePortfolio Course Outline

Part I

Programme Title	:	Bachelor of Health Education (Honours)
Programme QF Level	:	5
Course Title	:	Developing Health and Well-being through Reflections
Course Code	:	GEJ4035
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	39 hours
Pre-requisite(s) <i>(If applicable)</i>	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

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

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

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

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

The seven GILOs are:

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

7. Global Perspectives

1. Course Synopsis

The University ePortfolio course “Developing Health and Well-being through Reflections” is a 3-credit point “capstone” course which requires students approaching the end of their undergraduate studies to reflect critically on their experiences relevant to the accomplishment of well-being in their disciplinary, professional and co-curricular studies, within General Education (GE) and in their experiences beyond the classroom. They are also required to develop an integrated view of how and where they position themselves in relation to their beliefs, future goals, plans, and aspirations to live a healthy and worthwhile life with quality and well-being. The course will enable students to articulate their undergraduate learning experience by reflecting on the benefit of health and well-being in combination with physical, social, intellectual and emotional factors.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Define the health and well-being in their daily life referring to the University structures of the Learning Framework drawing on Graduate Attributes, i.e. PEER & I, and GILOs, in particular Critical Thinking and Communication Skills, the GE Learning Outcomes (GELOs);
- CILO₂ Make, and reflect critically on, connections between what they have learned in their undergraduate studies relevant to health and well-being, and specific aspects of their own lives and experiences beyond the classroom;
- CILO₃ Articulate their experience of healthful living in line with directions of developing into a person who can maintain and improve a person’s health and promote the health to others.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Recapitulation of the PEER & I Learning Framework, GILOs, GELOs, and GE-CILOs	CILO ₁	Documentary review and analysis, and class sharing
Reflection on students’ understanding of practices and pathways towards <i>health and well-being</i> , based on their learning experiences and outcomes in their Foundation Course, Breadth Courses, major, other studies and beyond-classroom learning experiences and outcomes	CILO _{1 & 2}	Student presentation (short and informal), class sharing and discussion
Review of UePortfolio as a learning tool and students’ relevant records	CILO _{1 & 2}	Case studies, IT workshops and class discussion
Analytical and creative approaches to preparing the UePortfolio	CILO ₂	Reflective entry and class discussion
Guided brainstorming of themes on health and well-being and their related content and episodes for the UePortfolio with respect to students’ reflection	CILO _{1, 2 & 3}	Online and Class discussion

Course Content	CILOs	Suggested Teaching & Learning Activities
Evaluation of reflections raised by students during working on their theme and UePortfolio	<i>CILO_{1, 2 & 3}</i>	Individual presentation, and class sharing

4. Assessment

Assessment Tasks	Weighting (%)	CILO
1. Write one reflective entry (600 words) on selected undergraduate experiences with the following two elements: a) Self-reflection on class sharing, discussion and after-class self-contemplation b) Critical feedback on peer study group sharing and discussions (Week 6)	20%	<i>CILO_{1, 2 & 3}</i>
2. Reflect on selected undergraduate experiences: a) Individual presentation of UePortfolio (Week 9-13) b) Individual UePortfolio built on a coherent theme or a focus area consolidating undergraduate learning experiences (week 14) (2,200 words, with video illustrations)	80% (25%) (55%)	<i>CILO_{1, 2 & 3}</i>

5. Constructing UePortfolio

Theme or Focus Area of UePortfolio

Each student will identify a theme or a focus area which is related to their undergraduate learning experiences, e.g. GELS, PAVE, GEIC, ELC, CSLC, majors, minors, international exchanges, and block practices or internships. The theme or focus area may directly be related to the GILOs of Critical Thinking and Communication Skills, and/ or some other relevant GILOs (e.g. Problem Solving, Ethical Decision Making or Global Perspectives); GELOs (e.g. knowledge and its application; making, critiquing and revising value judgements; effective thinking and communication; inquiring into social issues with local, regional or global implications); or focus on a forward-looking dimension (e.g. the idea and attitude of living a worthwhile life; preparation for lifelong learning; career or vocational aspirations). The theme or focus area selected will provide a broad framework for linking the CILOs to UePortfolio, and for accumulating and organising evidence of students' undergraduate learning experiences.

Content of UePortfolio

The assignment, which includes both a reflective account of their undergraduate learning experiences (including, but not necessarily restricted to, GE) and a projection of their future goals and ideals, will constitute a dynamic and multi-dimensional record of student learning and achievement, allowing students to provide both objective evidence (artefacts, etc.) and their own personal interpretations of how they have developed (as learners, as thinkers, as socially caring citizens, etc.).

Students may choose how to structure their UePortfolios, provided they can fulfill the assessment requirements. Having selected a theme or a focus area, students may then draw on their own experiences and relevant materials in different courses to construct a single, unified discourse in their UePortfolios. Students may also produce several smaller pieces of learning experiences and artefacts

that evidence the enhancement of GILO(s) such as Critical Thinking and Communication Skills and then tie them with an introduction that gives an overview articulating these GILOs with their learning activities and personal or professional development. Students are not expected to reflect on *every* course or component of their undergraduate programmes. However, whichever structure is adopted, a clear reference to the GILOs, **in particular Critical Thinking and Communication Skills**, and GELOs, forms the anchor of their UePortfolios.

A UePortfolio should contain the following elements (in line with the CILOs):

- A personal, reflective, critical and integrated account of the student's undergraduate experiences (e.g. GELS, PAVE, GEIC, ELC, CSLC, majors, minors, international exchange, and block practice or internship);
- Clear reference in their reflections to GILOs (**Critical Thinking and Communication Skills in particular**) and GELOs;
- Clear connections between experiences and aspects of the student's life beyond the classroom;
- The application of student's beliefs, values and goals in projecting their own personal vision for developing into a person who can display professional excellence, think critically to make moral judgements, learn and engage in lifelong learning and live a worthwhile life; and
- Reflections on peer feedback (e.g. review, evaluations, comments) during class meetings and UePortfolio presentation sessions (evidenced **by presentation videos inserted in their UePortfolios**), or reflections from learning with peers.

Students may use artefacts and other relevant items written in Chinese, provided that their reflective and narrative commentaries are in English.

Format of UePortfolio

Students should construct and submit their UePortfolios through the designated online platform. Since the subject matter to be drawn upon in the course includes all elements of students' undergraduate studies, including GE, there are many types of activities which they can record, present and reflect on in their UePortfolios, and students may adopt a range of formats and presentation styles (including a traditional essay, a connected narrative, a sequence of linked commentaries, illustrations and/ or photographs, videos, annotated artefacts, or any combination of these). Whichever format is adopted, students should ensure that all the elements presented – including artefacts, descriptions of courses and other activities, personal and critical reflections on course work and life beyond the classroom, feedback from instructors and classmates, and descriptions of values and goals that constitute a worthwhile life – are woven together to form a coherent and well-structured whole.

Course Structure

In order to focus students' attention on the CILOs and GILOs (**Critical Thinking and Communication Skills in particular**), and assist them in constructing their own pathways toward these outcomes, students are required to:

- Attend 5 two-hour class meetings at the beginning of the semester to apply skills for reflective thinking and writing as well as engage in interactive reflective sharing and discussion;
- Meet with their course supervisor and their fellow group-members (*as critical friends*) in consultation sessions* for reflective writing and preparing their individual UePortfolios;
- Complete a reflective entry of self-reflection on class meetings, sharing, discussions and UePortfolio construction as well as critical feedback on peers' constructions and presentations of

their UePortfolios, for the purpose of consolidating their own learning experiences through critical self-reflection and self-discovery; and

- Present fluently and accurately the major reflections included in their UePortfolios and submit their UePortfolios at the end of the course.

* *Students are divided into peer study groups (with 25 students constituting a single class under a supervisor).*

6. Required Text(s)

Nil

7. Recommended Readings

Barnett, L. A., & Blanco, J. A. (2013). *Leisure and recreation across the life span*. In Human Kinetics (Ed.), *Introduction to recreation and leisure* (2nd ed.) (pp.258-261). Human Kinetics.

Blonna, R. (2012). *Coping with stress in a changing world* (5th ed.). McGraw-Hill.

Brookfield, S. D. (2017). *Becoming a critically reflective teacher* (2nd ed.). Jossey-Bass.

Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument*. Palgrave Macmillan.

Hopson, J., Donatelle, R., & Littrell, T. (2018). *Get fit stay well!* (4th edition; Student ed.).

McMurray, A., Clendon, J. & Munns, A. (2014). *Community health and wellness: Primary health care in practice*. Elsevier.

Meeks, L., Heit, P., & Page, R. (2013). *Comprehensive school health education: Totally awesome strategies for teaching health* (8th ed.). McGraw-Hill.

Naidoo, J., & Wills, J. (2016). *Foundations for health promotion* (4th edition.). Elsevier.

Powers, S., & Dodd, S. L. (2020). *Total fitness and wellness* (8th ed.). Pearson.

Rowley, J. (2016). *EPortfolios in Australian Universities*. Springer Singapore Pte. Limited.

Townsend, M. C. (2014). *Essentials of psychiatric mental health nursing: Concepts of care in evidence-based practice* (6th ed.). F. A. Davis Company.

Vidgen, H. (Ed) (2016). *Food literacy - key concepts for health and education. Routledge studies in food, society and the environment*. Tayler & Francis Ltd.

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

8. Related Web Resources

Centers for Disease Control and Prevention

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

Hospital Authority

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

Plum Village Mindfulness Academy

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

World Health Organization

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

Young Australians: their health and wellbeing 2011 (AIHW)

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

9. Related Journals

International Journal of Health and Wellbeing

Journal of Compassionate Health Care

Journal of Health and Social Science

Journal of Happiness and Wellbeing

Journal of Social & Clinical Psychology

10. Academic Honesty

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11. Others

Nil