



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

**Course Outlines - 2025/26 Year**

**Last update: 8 August 2025**



## Recent Update

| <b>Page</b> | <b>Description</b>  | <b>Date</b> |
|-------------|---|-------------|
| NA          | Added "Use of Generative AI in Course Assessments" to all courses | 8 Aug 2025  |
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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(s)** : Nil

*(If applicable)*

**Medium of Instruction** : EMI

**Course Level** : 3

#### Part II

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

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

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

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

The seven GILOs are:

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

6. Ethical Decision Making
7. Global Perspectives

### 1. Course Synopsis

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

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

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

- CILO<sub>1</sub> discuss the aims and scope of health education and health promotion;  
 CILO<sub>2</sub> apply theory in health education program planning, implementation and evaluation; and  
 CILO<sub>3</sub> 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 <sub>1</sub>   | 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 <sub>1</sub>   |  |
| Nature and scope of health education in various settings (schools, workplace and the community)                                   | CILO <sub>1-3</sub> |  |
| Approaches for health promotion and disease prevention in health education  | CILO <sub>2,3</sub> |  |
| Current and emerging topics in health education   | CILO <sub>2,3</sub> |  |
| Evaluation of community resources, programme services and networks that are available to assist in health education and promotion | CILO <sub>2,3</sub> |  |

### 4. Assessment

| Assessment Tasks   | Weighting (%) | CILO                |
|--|---------------|---------------------|
| a. Student-led seminar<br><i>i.</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.<br><i>ii.</i> | 20            | CILO <sub>1-3</sub> |
| b. Written assignment (Group Work)<br><i>i.</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.                        | 50            | CILO <sub>1-3</sub> |

|  |    |                     |
|--|----|---------------------|
| <p>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.</p> <p>iii. Each group has to present the health education proposal orally for peer critique.</p> |    |                     |
| c. Short quizzes   | 30 | CILO <sub>1-3</sub> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

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

## 7. Recommended Readings

- Glanz, K., Lewis, F. M., & Viswanath, K. (2015). *Health behavior and health education: Theory, research, and practice* (4<sup>th</sup> 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* (3<sup>rd</sup> Edition). USA: Jones and Bartlett Learning.
- Fertman, C.I., Allensworth, D.D. & SOPHE (2017). *Health Promotion Programs: From Theory to Practice* (2<sup>nd</sup> ed.). USA: Jossey-Bass Public Health
- Friel, S. (2019). *Climate change and the people's health*. New York, NY: Oxford University Press.
- 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 (4<sup>th</sup> 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.

## 8. 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/](http://www.who.int/school_youth_health/en/)

## 9. Related Journals

Health Education Research

Health Promotion International

## 10. 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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. 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(s)** : Nil*(If applicable)***Medium of Instruction** : EMI**Course Level** : 3**Part II**

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

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- Ethical Responsibility; &
- Innovation.

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The seven GILOs are:

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

### 1. Course Synopsis

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:*

- CILO<sub>1</sub> apply the concept of primary health care;
- CILO<sub>2</sub> relate the policy development in primary health care;
- CILO<sub>3</sub> analyze the pros and cons of using different approaches to develop primary health care; and
- CILO<sub>4</sub> 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 <sub>1</sub>   | Lecture, seminar, tutorial, self-reading, case study |
| Development of primary health care   | CILO <sub>2</sub>   |  |
| Current healthcare system in Hong Kong   | CILO <sub>2-4</sub> |  |
| Local and international major primary health care initiatives                  | CILO <sub>3,4</sub> |  |
| Approaches in health promotion and health education in primary health settings | CILO <sub>2,3</sub> |  |
| Ethical considerations in primary health care development                      | CILO <sub>1-4</sub> |  |

### 4. Assessment

| Assessment Tasks   | Weighting (%) | CILOs               |
|--|---------------|---------------------|
| a. Seminar presentation:<br>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 <sub>3,4</sub> |
| b. Written Assignment (Individual Work: approx. 1500-1600 words):<br>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 <sub>1-4</sub> |

### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

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☑ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

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

## 7. 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* (2<sup>nd</sup> 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*. (10<sup>th</sup> 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

## 8. 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](https://www.ha.org.hk/visitor/ha_index.asp?Lang=CHIB5)  
World Health Organization. <https://www.who.int/>

## 9. 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

## 10. Academic Honesty

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## 11. Others

Nil

**Part I**

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

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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 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:

- CILO<sub>1</sub> identify characteristics of mental illnesses;
- CILO<sub>2</sub> applying concepts of mental illnesses to everyday life; and
- CILO<sub>3</sub> 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 <sub>1</sub> | Lectures and tutorials                   |
| Identifying signs and symptoms of mental illnesses in real life situations  | CILO <sub>2</sub> | Lectures and tutorials                   |
| Effective educational strategies to promote mental health   | CILO <sub>3</sub> | Student-led presentations and exercises  |
| Mental health resources, services and support   | CILO <sub>3</sub> |  |

## 4. Assessment

| Assessment Tasks  | Weighting (%)  | CILO                |
|---|--|---------------------|
| 1a. Group role play<br>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.*<br><br>1b. Individual written assignment (max. 600 words excluding role play script)<br>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%<br>(including<br>i. Role play with built-in intragroup peer assessment 30%<br>ii. Individual written assignment 20%) | CILO <sub>1-3</sub> |
| 2. Quiz – forced-choice questions   | 50%  | CILO <sub>1,2</sub> |

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

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Daffin, L., & Bridley, A. (2022). *Fundamentals of psychological disorders* (3<sup>rd</sup> ed.). Washington State University.

Townsend, M. C., & Morgan, K. I. (2017). *Essentials of psychiatric mental health nursing: Concepts of care in evidence-based practice* (7<sup>th</sup> ed.). F. A. Davis.

## 7. 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* (17<sup>th</sup> global ed.). Pearson.

Durand, V. M., Barlow, D. H., & Hofmann, S. G. (2019). *Essentials of abnormal psychology* (8<sup>th</sup> 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* (9<sup>th</sup> ed.). Lippincott, Williams & Wilkins.

## 8. Related Web Resources

APA Monitor on mental health first aid ([www.apa.org/monitor/2013/07-08/first-aid.aspx](http://www.apa.org/monitor/2013/07-08/first-aid.aspx))

Mental Health Association of Hong Kong ([www.mhahk.org.hk](http://www.mhahk.org.hk))

New Life Psychiatric Rehabilitation Association ([www.nlpra.org.hk](http://www.nlpra.org.hk))

Psychology Today ([www.psychologytoday.com](http://www.psychologytoday.com))

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

**11. Others**

Nil

**Part I**

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

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:*

- CILO<sub>1</sub> explain the components comprising the smart devices applications;
- CILO<sub>2</sub> interpret the smart devices configuration and issues related to deployment of application to smart device;
- CILO<sub>3</sub> design, develop and deploy mobile program for practical applications in health education;
- CILO<sub>4</sub> discuss the ethical considerations associated with mobile applications in personal, social, cultural and health issues; and
- CILO<sub>5</sub> 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"> <li>• Introduction to mobile apps SDK</li> <li>• Mobile apps user interface design and programming</li> <li>• The architecture of mobile OS</li> <li>• Development cycle for mobile applications</li> <li>• Operation of publishing mobile applications</li> </ul> | CILO <sub>1,2,3</sub> | lectures, oral presentation, demonstrations, hands-on practices and discussion |
| Explanations of the ethics and cultural issues in smart device development  | CILO <sub>4</sub>     |  |
| Selection of evaluation tools for development of smart devices  | CILO <sub>5</sub>     |  |
| Hands-on practice on smart devices application through case studies   | CILO <sub>1-5</sub>   |  |

## 4. Assessment

| Assessment Tasks   | Weighting (%) | CILO                    |
|--|---------------|-------------------------|
| a. Mobile application project (Individual work)<br>Students are required to design an app for their own portfolio. | 30            | CILO <sub>1,2,3,5</sub> |

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

### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

### 6. Required Text(s)

Nil

### 7. 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* (1<sup>st</sup> ed.). Beijing ; Sebastopol, CA :O'Reilly Media.

### 8. 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](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>

## 9. Related Journals

British Journal of Educational Technology

International Journal of Emerging Technologies in Learning

Journal of Online Learning & Teaching

## 10. 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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

Nil

**Part I**

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

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**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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 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:*

- CILO<sub>1</sub> discuss the principles, the approaches currently used, and the communication skills for effective counseling;
- CILO<sub>2</sub> compare methods commonly employed in health counseling;
- CILO<sub>3</sub> apply the skills to develop a therapeutic relationship with clients;
- CILO<sub>4</sub> analyze issues in health counseling;
- CILO<sub>5</sub> evaluate the applicability of Western counseling methods to Chinese populations; and
- CILO<sub>6</sub> 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 <sub>1,2</sub> | Lectures<br>Peer critique<br>Group discussion<br>Case studies<br>On-line learning<br>Oral presentation<br>Games<br>Role-play<br>Guest lectures |
| Theoretical frameworks of Health counseling                                 | CILO <sub>1-3</sub> |  |
| Introductory and attending skills   | CILO <sub>3-6</sub> |  |
| Observational and responding skills   | CILO <sub>3-6</sub> |  |
| Influencing skills  | CILO <sub>3-6</sub> |  |
| Health counseling application in sexual health                              | CILO <sub>3-6</sub> |  |
| Health counseling application in exercise                                   | CILO <sub>3-6</sub> |  |
| Innovative interventions such as occupational therapy, art and play therapy | CILO <sub>3-6</sub> |  |

## 4. Assessment

| Assessment Tasks  | Weighting (%)               | CILO                |
|---|-----------------------------|---------------------|
| <b>a. In-Class Participation</b><br>Students are required to actively participate in class activities and complete the site visit / practice session in order to complete the course.   | 10                          | CILO <sub>1-6</sub> |
| <b>b. Group Presentation</b><br>Students are required to work in groups. 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<br>(Lecturer Assessment) | CILO <sub>1-6</sub> |

|  |                                     |                                  |
|--|-------------------------------------|----------------------------------|
| <p><b>c. Individual Paper (1,000 words)</b><br/>Students are required to submit an individual paper on a specific technique learnt from the course, with reference to its underpinning theory or principles and personal reflection.</p> | <p>30<br/>(Lecturer Assessment)</p> | <p><i>CILO<sub>1-6</sub></i></p> |
| <p><b>d. In class quiz</b><br/>The final quiz will be 60 minutes. The format of the quiz will be Multiple Choice, True-or-False, Fill-in-the-blanks, and short questions. Materials discussed in class will be covered in the quiz.</p>  | <p>30</p>                           | <p><i>CILO<sub>1-6</sub></i></p> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Blonna, R., Loschiavo, J., & Watter, D. (2011). *Health counseling: A microskills approach for counselors, educators, and school nurses* (2<sup>nd</sup> ed.). Jones & Bartlett Learning.

## 7. 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* (7<sup>th</sup> ed.). Pearson.

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

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

## 8. 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/>

## **9. Related Journals**

Counseling and Human Development

Journal of Counseling Psychology

Journal of Mental Health Counseling

Patient Education and Counseling

## **10. 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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **11. Others**

Nil

**Part I**

|                              |   |   |
|------------------------------|---|---|
| <b>Programme Title</b>       | : | Bachelor of Health Education (Honours)                                      |
| <b>Programme QF Level</b>    | : | 5   |
| <b>Course Title</b>          | : | Infection Control Education   |
| <b>Course Code</b>           | : | HCS4029   |
| <b>Department</b>            | : | Health and Physical Education   |
| <b>Credit Points</b>         | : | 3   |
| <b>Contact Hours</b>         | : | Lecture 13 hours<br>Seminar/tutorial 13 hours<br>Practical session 13 hours |
| <b>Co-requisite(s)</b>       | : | Nil   |
| <i>(If applicable)</i>       |   |   |
| <b>Medium of Instruction</b> | : | EMI   |
| <b>Course Level</b>          | : | 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 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"><li>- Disease definition</li><li>- Classification of diseases and health problems</li><li>- Communicable disease model</li><li>- Chain of infection</li><li>- Non-communicable disease model</li><li>- The principles of infection control</li><li>- Prevention, intervention, control and eradication of diseases</li></ul> | <i>CILO1,2</i> | Practical work, oral presentation, group discussion and workshop |
| Infection control practices and procedures <ul style="list-style-type: none"><li>- Hand transmission and hand hygiene</li><li>- Isolation and standard precautions</li><li>- Personal protective equipment</li><li>- Respiratory protective devices</li></ul>   | <i>CILO1-3</i> |  |
| Community resources in infection control <ul style="list-style-type: none"><li>- Immunization</li><li>- Isolation cohort quarantine</li></ul>   | <i>CILO3,4</i> |  |

|   |                |
|---|----------------|
| Education and promotion strategies for infection control in schools<br>- Prevention of ARDs outbreak in schools as an example                                     | <i>CILO1-5</i> |
| Crisis management in infection control in school setting<br>- Key elements of crisis management in infection control<br>- Development of a crisis management plan | <i>CILO4-6</i> |

#### 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO           |
|---|---------------|----------------|
| a. <u>Group Presentation</u><br><br>Each group of students is required to design and present a poster on one selected communicable disease with precaution and preventive measures.   | 30            | <i>CILO1-3</i> |
| b. <u>Written assignment (Individual work) 1500 words</u><br><br>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. | 50            | <i>CILO4-6</i> |
| c. <u>Skill Test (Individual Work)</u><br><br>To performance a skill test on hand hygiene and PPE.  | 20            | <i>CILO1-3</i> |

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

***Not Permitted:*** In this course, the use of generative AI tools is not allowed for any assessment tasks.

***Permitted:*** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Nil

## 7. Recommended Readings

- Damani, N. (2009). *Information resources in infection control* (6<sup>th</sup> 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.

## 8. 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](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/>

## 9. Related Journals

American Journal of Infection Control International

Journal of Infection Control

Journal of Infection Prevention

## 10. Academic Honesty

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## 11. Other

Nil

**Part I**

|                              |   |   |
|------------------------------|---|---|
| <b>Programme Title</b>       | : | Bachelor of Health Education (Honours)        |
| <b>Programme QF Level</b>    | : | 5   |
| <b>Course Title</b>          | : | Health Statistics                             |
| <b>Course Code</b>           | : | HCS4043                                       |
| <b>Department</b>            | : | Health and Physical Education                 |
| <b>Credit Points</b>         | : | 3   |
| <b>Contact Hours</b>         | : | Lecture 26 hours<br>Seminar/tutorial 13 hours |
| <b>Pre-requisite(s)</b>      | : | Nil   |
|                              |   | <i>(If applicable)</i>                        |
| <b>Medium of Instruction</b> | : | EMI   |
| <b>Course Level</b>          | : | 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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

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:*

- CILO<sub>1</sub> explain how statistical choices in analysis link directly to the research study design that generated the data;
- CILO<sub>2</sub> recognize the difference between descriptive and inferential statistics;
- CILO<sub>3</sub> discriminate the most appropriate descriptive statistics to use in a given health context;
- CILO<sub>4</sub> explain the rationale behind hypothesis testing, and the concept of type I and II errors;
- CILO<sub>5</sub> recognize the difference between parametric and non-parametric tests;
- CILO<sub>6</sub> differentiate the conditions under which to apply a range of commonly used statistical tests;
- CILO<sub>7</sub> 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
- CILO<sub>8</sub> conduct sample size estimation.

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

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

## 4. Assessment

| Assessment Tasks   | Weighting (%) | CILO                |
|--|---------------|---------------------|
| a. Assignment<br>Student will be required to submit an assignment to assess their cognitive understanding of basic research design and descriptive statistics. | 20            | CILO <sub>1-3</sub> |
| b. Examination<br>Students will be required to complete a written examination.   | 30            | CILO <sub>2-8</sub> |

|  |    |                            |
|--|----|----------------------------|
| <p>c. Group Project</p> <p>Students will be given a set of health data to work in groups of 5.</p> <ul style="list-style-type: none"> <li>- exploring the data using SPSS and identify the major health phenomena revealed from their analysis</li> <li>- interpreting results and cognitive understanding</li> <li>- compiling a report as a researcher</li> </ul> <p>Students are required to present the work in class.</p> | 50 | <i>CILO</i> <sub>1-8</sub> |
|--|----|----------------------------|

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

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**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. 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.

## 7. 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.

## 8. 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/>

## 9. Related Journals

Evidence-Based Complementary and Alternative Medicine

Evidence-based healthcare & public health, Amsterdam

International Journal of Health Research

## 10. Academic Honesty

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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.

## 11. Others

Nil

## 1.2. Major Interdisciplinary Course (MIC)

### THE EDUCATION UNIVERSITY OF HONG KONG

#### Course Outline

##### Part I

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

##### Part II

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In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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

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:*

- CILO<sub>1</sub> define the basic elements of music;
- CILO<sub>2</sub> express mindful music making and appreciation;
- CILO<sub>3</sub> display the concepts of therapeutic use of music in healthcare;
- CILO<sub>4</sub> identify the effects of music activities for people with different healthcare needs;
- CILO<sub>5</sub> execute therapeutic music activities with appropriate techniques and resources in both individual and group natures;
- CILO<sub>6</sub> 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 <sub>1,3</sub>   | Lectures and video resources, workshop discussion, experiential exercises |
| Mindful music making and appreciation  | CILO <sub>1,2</sub>   | Lectures, readings and video resources                                    |
| History of using music for therapeutic purposes  | CILO <sub>3,4</sub>   | Lectures and readings   |
| Evidence-based practice of music used in physical, psychological and cognitive wellbeing | CILO <sub>1,4</sub>   | Lectures, readings and video resources                                    |
| Principles and components of planning music activities based on diverse healthcare needs | CILO <sub>4,5,6</sub> | Lectures, workshops and role-play   |
| Strategies for facilitating music activities   | CILO <sub>5</sub>     | Workshops, presentation, reflective writing                               |
| Use of tools and technology -innovative e-musicking for interactive music activities     | CILO <sub>2,5,6</sub> | Lectures, workshops and presentation                                      |
| Risk assessment and precaution   | CILO <sub>5,6</sub>   | Lectures and discussion   |

## 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO                  |
|---|---------------|-----------------------|
| a. Formative and summative assessment: Class participation, discussion and in-class exercises | 20            | CILO <sub>1,2,3</sub> |

|  |    |                               |
|--|----|-------------------------------|
| <p>on theoretical and practical aspects of music, body and mind.</p> <p>i. Reviewing an On-line Seminar: In relation to music, health and wellbeing<br/>“Rehabilitation from Disconnect to Reconnect”</p> <p>ii. Listening Test on Choosing and using Musing in different context</p>  |    |                               |
| <p>b. Reflective writing (Individual)</p> <p>Students are required to search and read 5 peer-reviewed journal articles (within recent 5 years) related to the research studies on the use of therapeutic music in health care. After reading the journals articles, students are required to write around 900-words reflective journal to summarize the significant findings and implications of newly learnt information from the research studies on their future application related to healthcare service.</p> | 30 | <i>CILO<sub>1,2,3,4</sub></i> |
| <p>c. Group presentation</p> <p>i. Proposal writing: Each group (3-4 students) is required to write a comprehensive music activity plan.</p> <p>ii. Presentation: Each group should base on the written activity plan and prepare a 30-minutes video.</p>  | 50 | <i>CILO<sub>5,6</sub></i>     |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

***Not Permitted:*** In this course, the use of generative AI tools is not allowed for any assessment tasks.

***Permitted:*** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Nil

## 7. 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., & Barmat, 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>

## 8. 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](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](http://beta2.lydteknologi.dk/sites/default/files/Pdfer/whitepaper_digital_enkelsidet.pdf)

The National Academics Press

<http://www.nap.edu>

Music Therapy

[http://freepsychotherapybooks.org/product/863-Music\\_Therapy](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>

## 9. Related Journals

Nordic Journal of Music Therapy

Journal of Music Therapy

Australian Journal of Music Therapy

Journal of Clinical Nursing

Journal of Psychiatric and Mental Health Nursing

Clinical Pediatrics

Palliative Medicine

Aging & Mental Health

Complementary Therapies in Medicine

Canadian Journal of Music Therapy

The New Zealand Journal of Music Therapy

Music Therapy Perspectives

## 10. 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.

## 11. Others

Nil

### 1.3. Cross-Faculty Core Course (Component II)

#### THE EDUCATION UNIVERSITY OF HONG KONG

#### Course Outline

##### Part I

|                              |   |
|------------------------------|---|
| <b>Programme Title</b>       | : Bachelor of Health Education (Honours)  |
| <b>Programme QF Level</b>    | : 5   |
| <b>Course Title</b>          | : Cross-Faculty Core Course Component II - Health Education in Greater Bay Area |
| <b>Course Code</b>           | : CFB3029   |
| <b>Department</b>            | : Health and Physical Education   |
| <b>Credit Points</b>         | : 1   |
| <b>Contact Hours</b>         | : 13 hours  |
| <b>Pre-requisite(s)</b>      | : Nil   |
| <b>Medium of Instruction</b> | : EMI / CMI / PMI   |
| <b>Course Level</b>          | : 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 deepen and enrich students' understanding of the development of the Guangdong-Hong Kong-Macau Greater Bay Area (GBA). A GBA visit will be arranged

and coordinated by respective faculty/ department(s) / unit(s) for students to gain authentic learning experiences in real-world settings on different themes of GBA development that relate to their field of study. These themes included for example: (i) history and culture, (ii) science and innovation, (iii) economic development, (iv) arts and creative industries, (v) youth innovation and entrepreneurship, and (vi) education and training. Pre-visit briefing/ orientation/ tutorials and post-visit debriefing will be organized to equip students with a range of knowledge and skills to engage in meaningful GBA visit and to enhance their consolidation and self-reflection of learning experiences that gained from the visit. Students will be required to attend all the scheduled briefing/ orientation/ tutorials, debriefing and visit sessions, and to produce a final reflection upon completion of this course.

## 2. Course Intended Learning Outcomes (CILOs)

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

CILO<sub>1</sub> Demonstrate understanding and reflection of various aspects of the development in the Greater Bay Area (GBA); and

CILO<sub>2</sub> Apply skills and demonstrate intercultural competencies in cross-cultural contexts to supplement what they have learnt in the classroom.

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

| Course Content   | CILOs               | Suggested Teaching & Learning Activities   |
|--|---------------------|--|
| <p><b>Pre-visit briefing/ orientation/ tutorials</b><br/>To equip students with a range of knowledge and skills to engage in meaningful GBA visit. Topics include, for example:</p> <ul style="list-style-type: none"> <li>• Briefing/orientation on the overall arrangements</li> <li>• Development in GBA, such as the social and cultural context, economic development, education context and development</li> <li>• Safety and contingency measures (for example, unique health risks from the visit, required insurance, liabilities, for pre-departure and any additional acculturation issues germane to the destination in GBA)</li> <li>• Legal concerns in GBA</li> <li>• Putonghua language enhancement</li> </ul> | CILO <sub>1,2</sub> | <ul style="list-style-type: none"> <li>• Tutorials / Talks / Workshops</li> <li>• Guidance and feedback</li> </ul>   |
| <p><b>GBA visit</b><br/>Students to participate in visits that arranged and coordinated by respective faculty/ departments on different themes of GBA development that relate to their field of study. Themes include, for example:</p> <ul style="list-style-type: none"> <li>• History and culture</li> <li>• Science and innovation</li> <li>• Economic development</li> <li>• Arts and creative industries</li> <li>• Youth innovation and entrepreneurship</li> <li>• Education and training</li> </ul>   | CILO <sub>1,2</sub> | <ul style="list-style-type: none"> <li>• Visit(s) to institutes/ organisations/ sites</li> <li>• Interview with stakeholders</li> <li>• Tutorials/ Talks/ Workshops</li> <li>• Play games/ gamification</li> <li>• Group and panel discussions/ forum</li> <li>• Individual tasks/ presentation</li> </ul> |

|  |                           |  |
|--|---------------------------|--|
|  |                           | <ul style="list-style-type: none"> <li>• Case study/analysis</li> </ul>  |
| <b>Post-visit debriefing</b><br>To enhance students' consolidation and self-reflection of learning experiences that gained from the GBA visit. Topics include, for example: <ul style="list-style-type: none"> <li>• Debriefing on the overall arrangements</li> <li>• Development in GBA, such as the social and cultural context, economic development, education context and development</li> </ul> | <i>CILO<sub>1,2</sub></i> | <ul style="list-style-type: none"> <li>• Tutorials / Talks / Workshops</li> <li>• Group and individual tasks</li> <li>• Guidance and feedback</li> </ul> |

#### 4. Assessment

| Assessment Tasks   | Weighting               | CILO                       |
|--|-------------------------|----------------------------|
| (a) Participation of all scheduled briefing/ orientation/ tutorials, debriefing and visit sessions.  | 100%<br>(Pass or Fail)* | <i>CILO<sub>1, 2</sub></i> |
| (b) An individual written reflection paper (of around 500 English or 800 Chinese words) that documents the consolidation and self-reflection of learning experiences that gained from the GBA visit. |                         |                            |

\* Students have to pass both assessment tasks in order to get an overall pass grade for this course component.

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. Required Texts

Nil

#### 7. Recommended Readings

Brockbank, A., & McGill, I. (2007). *Facilitating reflective learning in higher education* (2nd ed.). Maidenhead: Society for Research into Higher Education and Open University Press.

Chan, L. (2019). *The Greater Bay Area: An educational awakening*. HKTDC Research. <https://research.hktdc.com/en/article/MzE5ODIwNjIw>

Ernst & Young & The Association of Chartered Certified Accountants (2019). *Greater Bay Area – Navigating the road toward an international innovation and technology hub*. Ernst & Young, China & The Association of Chartered Certified Accountants. <https://www.bayarea.gov.hk/filemanager/en/share/pdf/ey-gba-navigating-the-road-toward-an-international-i-and-t-hub-en.pdf>

Ho, L. S. (2020). Greater Bay Area: A market-driven plan to enhance quality of life and development. *Asian Education and Development Studies*, 9(3), 287-295. <https://doi.org/10.1108/AEDS-11-2019-0175>

- JLL Hong Kong (2020). The Greater Bay Area: The path ahead: A fresh look at understanding the next mega-city region. JLL Hong Kong.  
<https://www.jll.com.hk/en/trends-and-insights/research/gba-whitepaper-2020>
- Liang, Y., Zhou, Z., & Li, X. (2019). Dynamic of regional planning and sustainable development in the Pearl River Delta, China. *Sustainability*, 11(21).  
<https://www.mdpi.com/2071-1050/11/21/6074/htm>
- Tang, H.-H. H. (2022). The strategic role of world-class universities in regional innovation system: China's Greater Bay Area and Hong Kong's academic profession. *Asian Education and Development Studies*, 11(1), 7-22.  
<https://doi.org/10.1108/AEDS-10-2019-0163>
- Tang, R., & Ellison, S. (2019). Greater Bay Area: A 2030 outlook: Opportunities and challenges over the next decade. Colliers International & RICS.  
<https://www.rics.org/globalassets/rics-website/media/news/news--opinion/asia-pacific/rics-hk-colliers-gba-report>
- 李子建 (2020)：〈面向 2035 年的粵港澳大灣區教育及人才培養〉，《河北師範大學學報 (教育科學版)》，第 22 卷，第 3 期，頁 1-6，中國石家莊市：河河北師範大學。
- 林先揚、談華麗編著 (2020)：《粵港澳大灣區知識讀本》，開明出版社。
- 香港青年協會 青年研究中心 (2020)：〈「粵港澳大灣區」為青年帶來的機遇〉，《青年研究學報青年研究學報》，第 21 卷，第 2 期。  
<https://yrc.hkfyg.org.hk/2020/01/06/%E9%9D%92%E5%B9%B4%E7%A0%94%E7%A9%B6%E5%AD%B8%E5%A0%B1%EF%BC%9A%E3%80%8C%E7%B2%B5%E6%B8%AF%E6%BE%B3%E5%A4%A7%E7%81%A3%E5%8D%80%E3%80%8D%E7%82%BA%E9%9D%92%E5%B9%B4%E5%B8%B6%E4%BE%86%E7%9A%84%E6%A9%9F/>
- 香港青年協會 青年研究中心 (2022)：《「香港青年在大灣區就業競爭力」研究報告》，香港青年協會，青年研究中心。  
<https://hkfyg.org.hk/wp-content/uploads/2022/05/GBA-Full-Report.pdf>
- 香港特別行政區政府 (2021)：《香港在國家十四五規劃綱要中的角色》，香港香港特別行政區政府。  
<https://www.brandhk.gov.hk/docs/default-source/factsheets/hong-kong-themes/2021-10-05/hong-kongs-role-in-the-national-14th-five-year-plan-c.pdf>
- 團結香港基金 政策研究院政策研究院 (2016)：《迎接時代變遷：與內地經濟並進》，團結香港基金。  
[https://www.ourhkfoundation.org.hk/sites/default/files/media/pdf/ChinaHK\\_Report\\_Chinese\\_28.10.16.pdf](https://www.ourhkfoundation.org.hk/sites/default/files/media/pdf/ChinaHK_Report_Chinese_28.10.16.pdf)

## 8. Related Web Resources

- McKinsey & Company “Perspectives on China blog”  
(<https://www.mckinsey.com/cn/our-insights/perspectives-on-china-blog>)
- 一图了解粵澳大湾区文化和旅游发展规划  
([https://zwgk.mct.gov.cn/zfxgkml/zcfg/zcjd/202012/t20201231\\_920436.html](https://zwgk.mct.gov.cn/zfxgkml/zcfg/zcjd/202012/t20201231_920436.html))
- 大灣區共同家園青年公益基金 (<https://www.gbayouth.org.hk/tc>)
- 大灣區香港中心 (<https://www.bayareacentre.org.hk/>)
- 中國文化研究院 (<https://chiculture.org.hk/>)
- 政制及內地事務局 粵港澳大灣區建設  
(<https://www.bayarea.gov.hk/tc/home/index.html>)
- 當代中國 (<https://www.ourchinastory.com/zh/home>)

勵進教育中心〈趣看家國〉 (<https://endeavour.org.hk/china-nowadays/country>)

## **9. Related Journals**

Nil

## **10. 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.

## **11. Others**

The Cross-Faculty Core Course: Component II – Visits in Greater Bay Area aims to provide students with the best learning experience. In liaising with our partnership organisations, the content of the course and the manner in which the course is taught may be subject to change at the sole discretion of the University.

## 1.4. Field Experience

### THE EDUCATION UNIVERSITY OF HONG KONG

#### Course Outline

##### Part I

|   |   |   |
|---|---|---|
| <b>Programme Title</b>                      | : | Bachelor of Health Education (Honours)  |
| <b>Programme QF Level</b>                   | : | 5   |
| <b>Course Title</b>                         | : | Health Education Practice   |
| <b>Course Code</b>                          | : | HCS4050   |
| <b>Department</b>                           | : | Health and Physical Education   |
| <b>Credit Points</b>                        | : | 6   |
| <b>Contact Hours</b>                        | : | Lecture 12 hours<br>Practice session 54 hours<br>Individual / group consultation 12 hours |
| <b>Pre-requisite(s)<br/>(If applicable)</b> | : | Foundation of Health Education  |
| <b>Medium of Instruction</b>                | : | EMI   |
| <b>Course Level</b>                         | : | 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 (CILO<sub>s</sub>)

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

- CILO<sub>1</sub> apply related theoretical health education knowledge, substantiated with literature and research, in the delivery of health education in the selected settings;
- CILO<sub>2</sub> integrate theory and practice of health education in their selected area of study;
- CILO<sub>3</sub> analyze critically a practice model appropriate to a health education area;
- CILO<sub>4</sub> develop and apply effective methods for conducting a health education programme; and
- CILO<sub>5</sub> 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 <sub>1,2</sub> | Lectures<br>Student-led discussion<br>Individual / group consultation<br>Peer critique |
| Observation, discussion and field supervision at the invited organizations | CILO <sub>2-5</sub> |  |
| Experiential education and service-learning                                | CILO <sub>2-5</sub> |  |
| Planning, implementation and evaluation of a health education program      | CILO <sub>2-4</sub> |  |

### 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO                |
|---|---------------|---------------------|
| <p>a. <u>Health education programme report</u><br/> <b>Part I: (1500 words)</b><br/>           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:</p> <ul style="list-style-type: none"> <li>i) title of the programme;</li> <li>ii) background of the programme;</li> <li>iii) purpose of the programme;</li> <li>iv) objectives;</li> <li>v) content of the programme (including instruction method); and</li> <li>vi) outcome evaluation</li> </ul> <p><b>Part II: (2000 words)</b><br/>           After the implementation of the programme. Each group has to submit a health education report which include:</p> <ul style="list-style-type: none"> <li>i) title of the programme;</li> </ul> | 30            | CILO <sub>1-5</sub> |

|   |    |                           |
|---|----|---------------------------|
| ii) background of the programme;<br>iii) purpose of the programme;<br>iv) objectives;<br>v) content of the programme (including instruction method);<br>vi) programme outcome; and<br>vii) conclusion.  |    |                           |
| b. <u>Practice performance (Individual 30% plus Group 20%)</u><br>(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)<br>i. It is a group project with 7-8 students in a group.<br>ii. Each group has to conduct one health education programme which consists of a series of related topics. Each programme should have 2-4 sessions which cover 2-4 topics.<br>iii. Duration of each session should be about 1 hour.<br>iv. The health education programme should be conducted in community setting e.g. primary school, secondary school, special school, community health clinic and old age home.<br>v. Each group has to conduct a programme evaluation e.g. pre- and post-test | 50 | <i>CILO<sub>4,5</sub></i> |
| c. <u>Individual Reflective Report (1200 words)</u><br>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.  | 20 | <i>CILO<sub>4,5</sub></i> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

***Not Permitted:*** In this course, the use of generative AI tools is not allowed for any assessment tasks.

***Permitted:*** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Nil

## 7. Recommended Readings

Connolly, M. (2018). *Skills-based health education* (2<sup>nd</sup> 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* (3<sup>rd</sup> 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.

## 8. Related Web Resources

- American Public Health Association (APHA): Healthy you  
[http://www.getreadyforflu.org/nationshealthy\\_you/index.htm](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/](http://www.who.int/school_youth_health/en/)

## 9. Related Journals

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

## 10. Academic Honesty

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## 11. Others

Nil

## Elective

### 2.1 Elective courses offered by BHE

#### THE EDUCATION UNIVERSITY OF HONG KONG

#### Course Outline

##### Part I

|                              |   |   |
|------------------------------|---|---|
| <b>Programme Title</b>       | : | Bachelor of Health Education (Honours)        |
| <b>Programme QF Level</b>    | : | 5   |
| <b>Course Title</b>          | : | Pain Education                                |
| <b>Course Code</b>           | : | HCS3034                                       |
| <b>Department</b>            | : | Health and Physical Education                 |
| <b>Credit Points</b>         | : | 3   |
| <b>Contact Hours</b>         | : | Lecture 26 hours<br>Seminar/tutorial 13 hours |
| <b>Pre-requisite(s)</b>      | : | Nil   |
| <i>(If applicable)</i>       |   |   |
| <b>Medium of Instruction</b> | : | EMI   |
| <b>Course Level</b>          | : | 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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:

- CILO<sub>1</sub> Describe theories of pain
- CILO<sub>2</sub> Describe the anatomical, pathophysiological, and psychological bases of pain and pain relief
- CILO<sub>3</sub> Conduct a comprehensive pain assessment
- CILO<sub>4</sub> Describe strategies for planning, intervention, and monitoring pain management of common pain problems
- CILO<sub>5</sub> Formulate appropriate pain management strategies in the management of common pain conditions
- CILO<sub>6</sub> 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 <sub>1</sub>       | Lecture, seminar, self-study, student-led tutorial, case study, hands-on practice |
| Pain mechanisms   | CILO <sub>2</sub>       |   |
| Comprehensive pain assessment                                   | CILO <sub>3</sub>       |   |
| Principles of pain treatment and management                     | CILO <sub>4</sub>       |   |
| Common pain conditions  | CILO <sub>4, 5, 6</sub> |   |
| Non-pharmacological pain management methods (hands-on practice) | CILO <sub>5, 6</sub>    |   |

### 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 <sub>1-5</sub> |
| 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 <sub>2-6</sub> |
| 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 <sub>2-6</sub> |

### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

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**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. 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.

## 7. 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.

## 8. Related Web Resources

American Pain Society

International Association for the Study of Pain

## 9. 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

## 10. Academic

### Honesty

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## 11. 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(s)** : Nil

*(If applicable)*

**Medium of Instruction** : EMI

**Course Level** : 3

**Part II**

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

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 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; |
| 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<br>- The concepts of disease, illness and sickness<br>- Health and illness patterns in HK   | <i>CILO<sub>1</sub></i>   | Oral presentation, discussion, case study, research, social inquiry |
| Traditional beliefs in disease causation and treatment:<br>- Religious and symbolic etiology and healing<br>- Irrational beliefs and symbolic harming  | <i>CILO<sub>2</sub></i>   |   |
| Cultural and social construction of disease  | <i>CILO<sub>1-4</sub></i> |   |
| Social, political and economic factors affecting health status globally:<br>- Poverty, racial, gender and sexual orientation and discrimination, environmental degradation, green revolution and so on | <i>CILO<sub>1-4</sub></i> |   |
| Globalization and health<br>- Technologies and techniques, ethical issues related to experimentation, commodization of body parts  | <i>CILO<sub>1-5</sub></i> |   |

### 4. Assessment

| Assessment Tasks                              | Weighting (%) | CILO                      |
|---|---------------|---------------------------|
| a. Essay: Individual Work (1500 words +/-10%) | 50            | <i>CILO<sub>1-4</sub></i> |

|   |    |                           |
|---|----|---------------------------|
| Choose a current case or a historical example that illustrates how cultural and social factors influencing on your selected disease.  |    |                           |
| b. Oral presentation: Group Work (20-30mins)<br>To explore a contemporary health issue being discussed in the media and provide an oral presentation to your class. The presentation will include discussion of role of society, culture and globalization that may influence the selected issue. | 50 | <i>CILO<sub>1-5</sub></i> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

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**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

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

## 7. Recommended Readings

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*. (3<sup>rd</sup> ed.). (pp.41-82). London: Sage Publication.

Hofmann, B. (2016). Disease, illness, and sickness. In *The Routledge companion to philosophy of medicine* (pp. 30-40). Routledge.

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

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

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

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

## 8. Related Web Resources

Cultural Anthropology/Ritual and Religion

[https://en.wikibooks.org/wiki/Cultural\\_Anthropology/Ritual\\_and\\_Religion](https://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  
<https://www.nih.gov>  
Social Welfare Department  
<https://www.swd.gov.hk/en/index/>  
World Health Organization  
<https://www.who.int/en/>

## 9. Related Journals

- Akotia, C. S., Knizek, B. L., Kinyanda, E., & Hjelmeland, H. (2014). "I have sinned": Understanding the role of religion in the experiences of suicide attempters in Ghana. *Mental Health, Religion & Culture*, 17(0), 437–448.
- Bagdasarov, Z., Edmondson, C. B. (2013). Cultural framework, anger expression, and health status in Russian immigrant women in the United States. *Health Care for Women International*, 34, 169-189.
- Behere, P. B., Das, A., Yadav, R., & Behere, A. P. (2013). Religion and mental health. *Indian Journal of Psychiatry*, 55(2), 187–194.
- Cannon, W. B. (1942). Voodoo Death. *American Anthropologist*, 44(2), 169–181.
- Conrad, P., & Kristin, B. (2010). The social construction of illness: Key insights and policy implications. *Journal of Health and Social Behavior* 51, 67-79.
- Dein, S., Cook, C., Powell, A., & Eagger, S. (2010). Religion, spirituality and mental health. *The Psychiatrist*, 34(2), 63-64.
- Hofmann, B. (2002). On the triad disease, illness and sickness. *Journal of Medicine and Philosophy*, 27(6), 651–673.
- Kim, J.-H., & Park, E.-C. (2015). Impact of socioeconomic status and subjective social class on overall and health-related quality of life. *BMC Public Health*, 15(1), 783.
- Mackenbach, J. P. (2014). Political determinants of health. *The European Journal of Public Health*, 24(1), 2–2.
- Major, R. W. L. (2008). Paying kidney donors: time to follow Iran? *McGill Journal of Medicine : MJM : An International Forum for the Advancement of Medical Sciences by Students*, 11(1), 67–69.
- Moreira-Almeida, A., Lotufo-Neto, F., & Koenig, H. G. (2006). Religiousness and mental health: a review. *Revista Brasileira de Psiquiatria*, 28(919), 242–250.
- World Health Organization (2001). World Medical Association Declaration of Helsinki : ethical principles for medical research involving human subjects. *Bulletin of the World Health Organization : the International Journal of Public Health* 2001 ; 79(4) : 373-373.

## 10. Academic Honesty

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## 11. 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<br>(Fundamentals in Traditional Chinese Medicine) |          |
| 科目編號     | ： HCS3044  |          |
| 負責學系     | ： 健康與體育學系  |          |
| 學分       | ： 3  |          |
| 教學課時     | ： 講義   | 26 hours |
|          | ： 專題討論/教程個別指導  | 13 hours |
| 先修科目     | ： 不適用  |          |
| 授課語言     | ： 中文為主, 輔以英文   |          |
| 程度       | ： 3  |          |

## 第二部分

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

副學位學生、本科生、修課式研究生、專業博士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)
- 創新精神 (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. 明辨性思維能力 (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，以及基本的生理事物質 — 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事物質），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)<br>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          |

## 5. 生成式人工智能於科目評核的使用

請僅選擇一項適用於本科目的選項：

**不允許使用**：本科目中的所有評核項目均不得使用生成式人工智能工具。

**允許使用**：本科目允許學生在部分或全部評核項目中使用生成式人工智能工具。教師將於第一堂課及相關評核說明中提供具體指引，包括任何使用限制或額外要求（例如：適當標註、撰寫反思報告等）。

## 6. 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.

## 7. 推薦書目

唐已婷。(2015)。《中草藥基礎》。中央廣播電視大學。

黃忠明。(2014)。《中醫學概要》。科學出版社。

薛希鵬。(2014)。《皇帝內經十二經脈養生法》。湖南科學技術出版社。

劉飛白。(2014)。《中藥藥材集解》。五洲出版有限公司。

張正浩。(2014)。《中華食療學》。五洲出版有限公司。

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

王彩霞。(2013)。《中醫學基礎》。上海科學技術出版社。

莊澤澄。(2013)。《中醫診斷基本功與臨床》。人民衛生出版社。

曹炳章。(2012)。《辨舌指南》。天津科學技術出版社。

金遠林。(2012)。《中醫特色療法活用全典》。人民軍醫出版社。

郭長青。(2012)。《彩色針灸穴位圖鑒》。華志文化事業有限公司。

Maciocia, G. (2008). *The practice of Chinese medicine: the treatment of diseases with acupuncture and Chinese herbs*. London: Elsevier Churchill Livingstone.

## 8. 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](http://club.ntu.edu.tw/~NTUTMC/note_links/classics.htm)

中醫動

## 9. 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

**10. 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/student\\_handbook/tc/Academic-Honesty-And-Copyright.html](https://www.eduhk.hk/re/student_handbook/tc/Academic-Honesty-And-Copyright.html))。同學應熟悉有關政策。

**11. 其他資料**

無

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

|                              |   |   |
|------------------------------|---|---|
| <b>Programme Title</b>       | : | Bachelor of Health Education (Honours)  |
| <b>Programme QF Level</b>    | : | 5   |
| <b>Course Title</b>          | : | Sexual Health and Human Sexuality   |
| <b>Course Code</b>           | : | HCS3045   |
| <b>Department</b>            | : | Health and Physical Education   |
| <b>Credit Points</b>         | : | 3   |
| <b>Contact Hours</b>         | : | Lecture 6 hours<br>Seminar/tutorial 3 hours<br>Service-based learning activities 30 hours |
| <b>Pre-requisite(s)</b>      | : | Nil<br><i>(If applicable)</i>   |
| <b>Medium of Instruction</b> | : | EMI   |
| <b>Course Level</b>          | : | 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

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

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

The seven GILOs are:

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

### 1. Course Synopsis

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

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

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

CILO<sub>1</sub> 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;

CILO<sub>2</sub> identify the benefits in family planning and sexual health and disease prevention;

CILO<sub>3</sub> critically evaluate safe sex education and sexuality and relationship education;

CILO<sub>4</sub> 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

CILO<sub>5</sub> 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

| Course Content   | CILOs               | Suggested Teaching & Learning Activities  |
|--|---------------------|---|
| Human sexuality, sexual development  | CILO <sub>1-3</sub> | Lectures, tutorials and oral presentation, social inquiry, discussion, peer critique, reflection and service-based learning |
| Sexual health and sexual dysfunction   | CILO <sub>1-3</sub> |   |
| Principles and approaches to sexuality and relationships education   | CILO <sub>1-3</sub> |   |
| Epidemiology and prevention & control of Sexually Transmitted Infections (STIs) and HIV.   | CILO <sub>1-4</sub> |   |
| 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 <sub>1-5</sub> |   |
| Safe sex education: unwanted pregnancy and (unsafe) abortion; cervical cancer  | CILO <sub>1-5</sub> |   |
| Gender role and identity, characteristics of transgender and the social challenge.   | CILO <sub>1-5</sub> |   |

#### 4. Assessment

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

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. 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* (8<sup>th</sup> ed.). Prentice Hall.

#### 7. Recommended Readings

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

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

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

Seidman, S. (2014). *The Social construction of sexuality* (3<sup>rd</sup> 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.

## **8. 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/>

## **9. Related Journals**

The Journal of Sexual

Medicine Journal of

Sex Research

Sexuality and

Disability

Sexual Health

Sexually Transmitted Infection

## **10. 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.

## **11. Others**

Nil

**Part I**

|  |   |   |
|--|---|---|
| <b>Programme Title</b>                           | : | Bachelor of Health Education (Honours)        |
| <b>Programme QF Level</b>                        | : | 5   |
| <b>Course Title</b>                              | : | Physical Fitness Education                    |
| <b>Course Code</b>                               | : | HCS3047                                       |
| <b>Department</b>                                | : | Health and Physical Education                 |
| <b>Credit Points</b>                             | : | 3   |
| <b>Contact Hours</b>                             | : | Lecture 26 hours<br>Seminar/tutorial 13 hours |
| <b>Co-requisite(s)</b><br><i>(If applicable)</i> | : | Nil   |
| <b>Medium of Instruction</b>                     | : | EMI   |
| <b>Course Level</b>                              | : | 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 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:*

- CILO<sub>1</sub> describe the interrelated components of health-related physical fitness;  
 CILO<sub>2</sub> identify the importance and limitations of different methods in measuring health-related physical fitness;  
 CILO<sub>3</sub> apply and reflect on the principles of physical activities to health and wellness- related constructs; and  
 CILO<sub>4</sub> 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 <sub>1-3</sub> | 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 <sub>1-3</sub> |   |
| Impact and effect of physical activity, fitness and exercise on health/wellness   | CILO <sub>1-3</sub> |   |
| Human physiology: basic consideration of the body composition, muscular fitness, energy systems in relation to physical activity, health and wellness       | CILO <sub>1-4</sub> |   |
| Human physiology: basic consideration of the flexibility, response rate and cardiorespiratory fitness in relation to physical activity, health and wellness | CILO <sub>1-4</sub> |   |
| Physical fitness assessment: maximal and sub-maximal tests; laboratory tests vs field tests   | CILO <sub>1-4</sub> |   |
| Conditioning and programming; basic fitness training, exercise recommendations to different age groups  | CILO <sub>1-4</sub> |   |

## 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO                |
|---|---------------|---------------------|
| a. Presentation (Group)<br>Group presentation on selected topics:<br>i. Critically evaluate the assessment tests of cardiorespiratory fitness for secondary school students.<br>ii. Critically evaluate the assessment tests of muscular strength for the old aged group.<br>iii. Practically recommend several health- | 30            | CILO <sub>1-4</sub> |

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

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

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

## 7. Recommended Readings

Acevedo, E. O., & Starks, M. A. (2011). *Exercise testing and prescription lab manual*. (2<sup>nd</sup> 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* (6<sup>th</sup> ed.).

Westcott, W., & Baechle, Thomas R. (2010). *Fitness Professional's Guide to Strength Training Older Adults (2nd Edition)* (2<sup>nd</sup> ed.). Champaign: Human Kinetics.

## **8. Related Web Resources**

American College of Sports Medicine

[www.acsm.org](http://www.acsm.org)

National Institutes of Health

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

Centers for Disease Control and Prevention

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

## **9. 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

## **10. Academic Honesty**

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## **11. Others**

Nil

**Part I**

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

**Part II**

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

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

The seven GILOs are:

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

**1. Course Synopsis**

The course 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<sub>1</sub> demonstrate an understanding of mindfulness;
- CILO<sub>2</sub> increase awareness level of own motives, fears, needs, feelings, perceptions, attitudes, and habits;
- CILO<sub>3</sub> display less reactive and more appropriately responsive to people and situations;
- CILO<sub>4</sub> develop greater self-awareness, strengthen concentration and help self-learning through reflection; and
- CILO<sub>5</sub> demonstrate awareness of the choices one has in one's thinking patterns, emotions and behaviors.

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

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

## 4. Assessment

| Assessment Tasks                | Weighting (%) | CILO                    |
|---------------------------------|---------------|-------------------------|
| I. Weekly worksheet             | 40            | CILO <sub>1,2,4,5</sub> |
| II. Guided mindfulness practice | 30            | CILO <sub>1, 5</sub>    |
| III. Reflective Journal         | 30            | CILO <sub>1-5</sub>     |

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

For assessment II, 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 III, 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 deem profound or that had an impact on their life. The word limit is 1,500.

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

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**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

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

## 7. 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.

## 8. 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/>

## 9. Related Journals

Mindfulness

The Journal of Clinical Mindfulness & Meditation

## 10. Academic Honesty

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## 11. 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(s)** : Nil*(If applicable)***Medium of Instruction:** EMI**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**

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:

- CILO<sub>1</sub> discuss relevant drug terminology, signs and symptoms of drug addiction;
- CILO<sub>2</sub> apply the skills to identify children/adolescents who may encounter drug problems and to assist them in getting help;
- CILO<sub>3</sub> analyze issues in the key concepts in drug education and drug abuse prevention;
- CILO<sub>4</sub> evaluate the key elements in crisis management of drug abuse in schools; and
- CILO<sub>5</sub> 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 <sub>1</sub>   | Lectures                                 |
| Health risk behaviours   | CILO <sub>1,2</sub> | Student-led seminar                      |
| Signs and symptoms of drug abuse and related health behavior changes                 | CILO <sub>1,2</sub> | Peer critique<br>Group discussion        |
| The recovery process   | CILO <sub>1-3</sub> | Case studies                             |
| Drug education and drug abuse prevention strategies for different health risk groups | CILO <sub>2-5</sub> | Oral presentation<br>Role-play           |
| Crisis management  | CILO <sub>1-5</sub> |  |

## 4. Assessment

| Assessment Tasks   | Weighting (%) | CILO                |
|--|---------------|---------------------|
| <b>a. Mini project (Individual project; 2,100 words)</b><br>Each student has to write a project proposal of an innovative and age-appropriate drug education and prevention programme for a specific target group. | 70            | CILO <sub>1-5</sub> |
| <b>b. Seminar presentation (Group project)</b><br>Each group has to prepare a presentation of a common drug of abuse to a specific target group and receive peer critique.   | 30            | CILO <sub>1-5</sub> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. 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。

Miller, P.M. (2013). *Interventions for addiction: comprehensive addictive behaviors and disorders* (Vol. 3). Academic Press.

## 7. Recommended Readings

Leukefeld, C.G., & Gullotta, T.P. (2018). *Adolescent substance abuse: Evidence-based approaches to prevention and treatment*. Springer International Publishing.

Lance, D. (2018). *Drug abuse*. New York: Nova Science Publishers

Management Association, I.R. (2019). *Substance Abuse and Addiction; Breakthroughs in Research and Practice*. Hershey: IGI Global.

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

Narcotics Division, Security Bureau

<https://www.nd.gov.hk/en/index.html>

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/>

## 9. Related Journals

Addiction and Health

Addiction Research and Theory

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

## 10. 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.

## 11. Others

Nil

**Part I**

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

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**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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

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

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

The seven GILOs are:

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

## 1. Course Synopsis

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

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> explain basic concepts of traditional Chinese medical nutrition and Western nutrition;
- CILO<sub>2</sub> create and evaluate recipes to cater for specific dietary needs; integrating the Chinese and Western nutrition concepts; and
- CILO<sub>3</sub> 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 <sub>1</sub> | 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 <sub>1</sub> |  |
| 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 <sub>1</sub> |  |
| Recipe writing technique, recipe adaptation and development integrating the Chinese and Western nutrition concepts; sensory analysis techniques for evaluating recipe acceptability;  | CILO <sub>2</sub> |  |
| General meal planning guidelines; meal planning adopting an integrative dietary approach to address a variety of health concerns.   | CILO <sub>3</sub> |  |

## 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 <sub>1</sub>   |
| 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 | 25            | CILO <sub>2,3</sub> |

|  |    |                     |
|--|----|---------------------|
| of a healthy school lunch. (Group project) |    |                     |
| c. Examination (Individual)                | 50 | CILO <sub>2,3</sub> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

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## 6. 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.

## 7. Recommended Readings

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

Duyff, R. L. (2012). *American dietetic association complete food and nutrition guide* (4<sup>th</sup> 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。

## 8. 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>

## 9. Related Journals

American Journal of Chinese Medicine

Australian Journal of Nutrition and Dietetics

Journal of Nutrition

Journal of Traditional Chinese Medicine

## **10. Academic Honesty**

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## **11. Others**

Nil

**Part I**

|                              |   |  |
|------------------------------|---|--|
| <b>Programme Title</b>       | : | Bachelor of Health Education (Honours)                                     |
| <b>Programme QF Level</b>    | : | 5  |
| <b>Course Title</b>          | : | Food Safety Education  |
| <b>Course Code</b>           | : | HCS4038  |
| <b>Department</b>            | : | Health and Physical Education  |
| <b>Credit Points</b>         | : | 3  |
| <b>Contact Hours</b>         | : | Lecture 21 hours<br>Seminar/tutorial 12 hours<br>Practical session 6 hours |
| <b>Pre-requisite(s)</b>      | : | Nil  |
| <i>(If applicable)</i>       |   |  |
| <b>Medium of Instruction</b> | : | EMI  |
| <b>Course Level</b>          | : | 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 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:*

- CILO<sub>1</sub> describe the common microbiology in foodborne illnesses;  
 CILO<sub>2</sub> discuss the principles of food safety education;  
 CILO<sub>3</sub> examine critically food regulations in the local and international view;  
 CILO<sub>4</sub> apply food safety management in school or community settings;  
 CILO<sub>5</sub> plan and develop common hazard analysis measures and methodologies ;  
 and  
 CILO<sub>6</sub> 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"> <li>- Nutrient guidelines e.g. DV, RDA, DRV</li> <li>- Local and international differences in Codex guidelines on nutrition labelling</li> <li>- Health claims, function claims &amp; health claims</li> <li>- Food additives, colouring &amp; preservatives</li> </ul> Main Food Ordinances in Hong Kong <ul style="list-style-type: none"> <li>- Public Health and Municipal Services Ordinance (Chapter 132)</li> <li>- Food Safety Ordinance (Chapter 612)</li> </ul> | <i>CILO<sub>2-4</sub></i>   | Oral presentation, case studies, group discussion, common practice sharing and field visits |
| Microbiology <ul style="list-style-type: none"> <li>- Top three microbiology in foodborne diseases</li> <li>- Salmonella</li> <li>- Staphylococcus aureus</li> <li>- vibrio parahaemolyticus</li> </ul>   | <i>CILO<sub>1,2,4</sub></i> |   |
| Food Poisoning <ul style="list-style-type: none"> <li>- Causative agents and precautions</li> </ul> Food allergy <ul style="list-style-type: none"> <li>- Causes of food allergy, identification, prevention and treatment</li> </ul>   | <i>CILO<sub>2,4,6</sub></i> |   |
| Hazard measures and methodologies <ul style="list-style-type: none"> <li>- 5S methodology in food safety education</li> <li>- HACCP (Hazard Analysis and Critical Points) applied in catering, food and beverage, manufacturing, school tuck</li> </ul>   | <i>CILO<sub>2,4,6</sub></i> |   |

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

#### 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO                             |
|---|---------------|----------------------------------|
| a. Oral Presentation (Group Work) <ul style="list-style-type: none"> <li>i. Based on current literature, describe one foodborne microorganisms and the means of its detection. The presentation can be supplemented with pictures and graphics.</li> <li>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 an evaluation.</li> </ul> | 20            | <i>CILO</i> <sub>1,2,4,5,6</sub> |
| b. Evaluation on the current regulatory scheme in food labelling in Hong Kong (Individual Work)<br>A written consultation paper critically addresses the drawbacks of the labeling scheme recently formulated. Give supporting evidence in argument related to the area of information inadequacy, healthy choices, overseas practices and food varieties. (1,500 words)  | 50            | <i>CILO</i> <sub>2,3</sub>       |
| c. A crisis management plan formulation (Group Work)<br>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> <sub>4-6</sub>       |

#### 5. Use of Generative AI in Course Assessments

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**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or

additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. 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.

## 7. 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.

## 8. Related Websites

Agriculture and Consumer Protection Department

[http://www.fao.org/ag/portal/index\\_en/en/](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>

## 9. Related Journals

British Food Journal

International Journal of Food Science & Technology

Journal of Applied Microbiology

Journal of Food Safety

## 10. Academic Honesty

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## 11. Others

Nil

**Part I**

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

**Part II**

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

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

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

The seven GILOs are:

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

## 1. Course Synopsis

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

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> examine conflict styles and specific strategies of mediation;
- CILO<sub>2</sub> empower with mediation skills and strategies for dealing with conflict;
- CILO<sub>3</sub> create a collaborative approach after reducing the feeling of alienation, disenfranchisement and powerlessness that students may feel; and
- CILO<sub>4</sub> 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<br>-what is peer mediation<br>-advantages and its importance  | CILO <sub>1</sub>     | Discussion, role-plays training seminars and workshops, hands-on practices with sample scenarios, oral presentation and peer critique |
| Introduction to conflicts<br>-the PIN model of conflicts<br>-conflict styles and strategies, when to practice and disadvantages: avoidance, accommodation, competition, compromise and collaboration | CILO <sub>1</sub>     |   |
| Peer mediation step-by-step process<br>- agree to mediate<br>- gather points of view<br>- focus on interests<br>- create win-win options<br>- evaluate options<br>- create an agreement              | CILO <sub>2,3,4</sub> |   |
| Hands-on practice on peer mediation by working on case studies.  | CILO <sub>2,3,4</sub> |   |

## 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO                |
|---|---------------|---------------------|
| a. Hands-on practice on peer mediation (Individual Work)<br>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:<br><br>• Social media improprieties | 35            | CILO <sub>1-4</sub> |

|  |    |                           |
|--|----|---------------------------|
| <ul style="list-style-type: none"> <li>• Relationship difficulties/harassment</li> <li>• Rumor and gossip</li> <li>• Cheating and stealing</li> <li>• Racial and cultural confrontations</li> <li>• Vandalism</li> <li>• Classroom or extracurricular disputes</li> <li>• Bullying, minor assaults and fighting</li> </ul> |    |                           |
| <p>b. Oral presentation<br/>(Group work)<br/>Each group has to present a mediation plan for a selected topic and receive peer critique</p>   | 40 | <i>CILO<sub>1-4</sub></i> |
| <p>c. Reflective journal<br/>(Individual work; approx.. 800 words)<br/>Each student has to submit a reflective journal to note events, incidents and activities occurred during the course of their service learning.</p>  | 25 | <i>CILO<sub>1-4</sub></i> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

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

## 7. 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.

## 8. Related Web Resources

Peer Mediation Network

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

School Mediation Associates

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

Study Guides and Strategies

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

## 9. Related Journals

Peer Counsellor Journal

School Psychology International

## 10. Academic

### Honesty

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## 11. Others

Nil

**Part I**

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

**Part II**

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

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

The seven GILOs are:

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

### 1. Course Synopsis

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

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

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

- CILO<sub>1</sub> identify different categories and scopes of health emergency;
- CILO<sub>2</sub> discuss relevant health literacy skills towards public crisis;
- CILO<sub>3</sub> critically evaluate the various aspects, manifestations and consequence of environmental pollution, food safety incidents and outbreak of infectious diseases in public health;
- CILO<sub>4</sub> 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"> <li>• accidents: traffic accidents, environmental pollution, food safety incidents, poison incidents and infectious diseases</li> <li>• natural disaster</li> <li>• social security: mass gathering, terrorist attack</li> </ul>   | <i>CILO<sub>1</sub></i>     | Lectures, tutorials, oral presentation, workshops and case studies |
| Introduction to health literacy towards emergency <ul style="list-style-type: none"> <li>• definition of health literacy</li> <li>• awareness of the determinants of health</li> <li>• skills, knowledge and efficacy to maintain good health</li> <li>• use of health information and services to make appropriate health decisions in different situation</li> </ul> | <i>CILO<sub>2</sub></i>     |  |
| Health emergency management <ul style="list-style-type: none"> <li>• monitoring and early warning management of health emergency</li> <li>• emergency safeguard</li> <li>• cooperation communication</li> <li>• risk management</li> <li>• social mobilization</li> <li>• reconstruction</li> </ul>  | <i>CILO<sub>1,2,3</sub></i> |  |

|   |                                |  |
|---|--------------------------------|--|
| The design of an education program for health emergency response and management | <i>CILO</i> <sub>1,2,3,4</sub> |  |
|---|--------------------------------|--|

#### 4. Assessment

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

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

***Not Permitted:*** In this course, the use of generative AI tools is not allowed for any assessment tasks.

***Permitted:*** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. 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.

#### 7. 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.

## **8. 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/>

## **9. Related Journals**

Journal of Law, Medicine and Ethics

The Journal of Infectious Diseases

## **10. 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/00000000016336798924548BbN5>). Students

should familiarize themselves with the Policy.

## **11. Others**

Nil

**Part I**

|   |   |   |
|---|---|---|
| <b>Programme Title</b>                            | : | Bachelor of Health Education (Honours)        |
| <b>Programme QF Level</b>                         | : | 5   |
| <b>Course Title</b>                               | : | Elderly Rehabilitation and Education          |
| <b>Course Code</b>                                | : | HCS4059                                       |
| <b>Department</b>                                 | : | Health and Physical Education                 |
| <b>Credit Points</b>                              | : | 3   |
| <b>Contact Hours</b>                              | : | Lecture 26 hours<br>Seminar/Tutorial 13 hours |
| <b>Pre-requisite(s)</b><br><i>(If applicable)</i> | : | Nil   |

**Medium of Instruction** : EMI

**Course Level** : 4

**Part II**

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

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 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:*

- CILO<sub>1</sub> demonstrate an understanding of healthy and active aging concepts;
- CILO<sub>2</sub> apply appropriate use of different types of rehabilitation for different elderly with specific conditions e.g. stroke, dementia, etc;
- CILO<sub>3</sub> master assessment on rehabilitation service needs for elderly;
- CILO<sub>4</sub> 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 <sub>1</sub>   | Lectures<br>Student-led seminars<br>Group discussion<br>Case studies<br>Oral presentation<br>Peer critique |
| Healthy and active aging concepts   | CILO <sub>1</sub>   |  |
| Basic principles, types and work ethics in rehabilitation for different elderly with specific condition   | CILO <sub>2</sub>   |  |
| Common problems experienced by elderly and their current rehabilitation management  | CILO <sub>2</sub>   |  |
| 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 <sub>3,4</sub> |  |

### 4. Assessment

| Assessment Tasks   | Weighting (%) | CILO                |
|--|---------------|---------------------|
| (a) Seminar presentation (Group project)<br>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 <sub>1,2</sub> |
| (b) Assignment (Individual work: 1800 words)<br>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 <sub>1-4</sub> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

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

Law, M. C. & Macdermid, J. (Eds.). (2013). *Evidence-Based Rehabilitation: A Guide to Practice (3<sup>rd</sup> 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.

## 7. 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 (4<sup>th</sup> 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.

## 8. 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/](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/>

## 9. 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

## 10. 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.

## 11. Others

Nil

**Part I**

|                              |  |
|------------------------------|--|
| <b>Programme Title</b>       | : Bachelor of Health Education (Honours)   |
| <b>Programme QF Level</b>    | : 5  |
| <b>Course Title</b>          | : Cross-cultural Experiential Learning in Health and Sports<br>Science Education |
| <b>Course Code</b>           | : HCS4060  |
| <b>Department</b>            | : Health and Physical Education  |
| <b>Credit Points</b>         | : 3  |
| <b>Contact Hours</b>         | : 2 intensive weeks  |
| <b>Pre-requisite(s)</b>      | : Nil  |
| <b>Medium of Instruction</b> | : English  |
| <b>Course Level</b>          | : 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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**

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:*

|                   |  |
|-------------------|--|
| CILO <sub>1</sub> | review the current development of health and sports science education in selected societies  |
| CILO <sub>2</sub> | examine the interrelated components of physical fitness  |
| CILO <sub>3</sub> | articulate the cultural differences between the home and visiting country in understanding the link between cultures and health and sports science education |
| CILO <sub>4</sub> | reflect critically the applicability of foreign model of health and sports science education to the Asian society, particularly in Hong Kong                 |

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

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

## 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO                           |
|---|---------------|--------------------------------|
| Assessed at the host university<br>I. Formative tests (individual) and/or Student presentations (group) | 40            | <i>CILO<sub>1, 2,3,4</sub></i> |
| Assessed in Hong Kong<br>II. Student presentation (group)   | 30<br>30      | <i>CILO<sub>4</sub></i>        |

|  |  |  |
|--|--|--|
| III. Reflective journal (individual) (not less than 900 words) |  |  |
|--|--|--|

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Texts

Nil

## 7. Recommended Readings

- Alfrey, L. & Brown, T. (2022). 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.
- Cahn, P., Smoller, S. (2020). Experiential learning and cultural competence: What do participants in short-term experiences in global health learn about culture? *Health Professions Education*, 6(2). 230-237.
- Corbin, C. B., Welk, G., Corbin, W., & Welk, K. (2018). *Concepts of fitness and wellness: A comprehensive lifestyle approach* (12<sup>th</sup> ed.). McGraw Hill.
- Filho, W. Misfud, M., Pace, P. (Eds.). (2018). Chapter 1: Cross-cultural experiential learning during the short-term non-formal educational activity. *Handbook of lifelong learning for sustainable development (World Sustainability Series)*. Springer.
- Howley, E. T., & Franks B. D. (2016). *Fitness professional's handbook* (7<sup>th</sup> ed.). Human Kinetics.
- Lund, J. L. and Kirk, M. F. (2019). Chapter 1: The need for change, in *Performance-based assessment for middle and high school physical education* (3<sup>rd</sup> ed.). 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.
- Pangrazi, R. P. (2023). Chapter 22: Game skills, in *Dynamic physical education for elementary school children* (20<sup>th</sup> ed.). San Francisco, Benjamin Cummings, 537–579.
- Rizvi, D. (2022). Health education and global health: Practices, applications, and future research. *Journal of Education Health Promotion*, 11, 262.
- Rudd, R. (2015). The evolving concept of health literacy : New directions for health literacy studies. *Journal of Communications in Healthcare*, 8(1):7-9.
- Zhang, Fan, Or Peggy, Pui Lai, Chung, Joanne, Wai Yee (2021). How health literacy influences health status and well-being among men and women: The mediating pathways of health behaviors. *Health Expectations*. Apr;24(2):617-627. doi: 10.1111/hex.13208.

## 8. Related Web Resources

A picture of Australia's children 2012 (AIHW) <http://www.aihw.gov.au/publication-detail/?id=10737423343>

Authoritative information and statistics to promote better health and wellbeing (AIHW) <http://www.aihw.gov.au/publication-detail/?id=10737419261>

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

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

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

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

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

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

World Health Organisation, Canadian Public Health Association and Health and Welfare Canada. (1986). Ottawa charter for health promotion = Charted' Ottawa pour la promotion de la santé. Ottawa, Ontario: World Health Organization.

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

Young Australians: their health and wellbeing 2011 (AIHW)

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

## 9. 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

## 10. Academic Honesty

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## 11. Others

Nil

**Part I**

|                              |   |
|------------------------------|---|
| <b>Programme Title</b>       | : Bachelor of Health Education (Honours)                                  |
| <b>Programme QF Level</b>    | : 5   |
| <b>Course Title</b>          | : Theory and Therapeutic Play for Children's Well Being                   |
| <b>Course Code</b>           | : HCS4075   |
| <b>Department</b>            | : Health and Physical Education   |
| <b>Credit Point</b>          | : 3   |
| <b>Contact Hours</b>         | : Lecture                    26 hours<br>Seminar/tutorial        13 hours |
| <b>Pre-requisite(s)</b>      | : Nil   |
| <b>Medium of Instruction</b> | : EMI   |
| <b>Course Level</b>          | : 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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:

- CILO<sub>1</sub> Apply the Axline principles in non directive play therapy;  
 CILO<sub>2</sub> Apply music therapeutic skills to communicate with children;  
 CILO<sub>3</sub> Implement the theoretical knowledge of therapeutic storytelling;  
 CILO<sub>4</sub> 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 <sub>1</sub> , | 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 <sub>2</sub> , |   |
| Therapeutic Story with a theoretical framework will be introduced. It embraces the theories of Milton Erikson (experience, indirection and utilization), CBT and NLP. | CILO <sub>3</sub> , |   |
| Principles of non directive play, how to therapeutically work with children in general, therapeutic continuum ethics and regulatory climate.                          | CILO <sub>4</sub>   |   |

### 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO                |
|---|---------------|---------------------|
| a) Design and Present through the use of PPT (Individual)<br>- a tailored presentation “An Introduction to Play Therapy” (or similar title) to an external audience, with a reflective commentary on the above presentation. (Word Count: PPT with notes attached. Commentary 1000 words) | 35%           | CILO <sub>1,2</sub> |
| b) Therapeutic Story writing (Individual)<br>i. Draft: Students write a story during  | 50%           | CILO <sub>3</sub>   |

|  |     |                 |
|--|-----|-----------------|
| <p>the training days and read it out to the group</p> <p>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.<br/>(Word Count: Approximately 500 for the story. Another 1000 for the essay write up)</p> |     |                 |
| <p>c) Process Dairy (Individual): Must include all the process reflection of each experiential exercises in class (Word Count: 450-500 words)</p>  | 15% | <i>CILO 1-4</i> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

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

## 7. 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* (2<sup>nd</sup> ed.). Routledge.

Moyles, J. (2014). *The Excellence Of Play* (4<sup>th</sup> 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* (12<sup>th</sup> ed.). Jessica Kingsley Publishers Ltd.

## 8. Related Web Resources

British Association for Music Therapy

[www.bamt.org](http://www.bamt.org)

Coram Children's Legal Centre, University of Essex

[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

National Institute for Health and Clinical Excellence

[www.nice.org.uk](http://www.nice.org.uk)  
Play Therapy UK  
[www.playtherapy.org.uk](http://www.playtherapy.org.uk)

**9. Related Journals**

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

**10. 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.

**11. Others**

Nil

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

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

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#### 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 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:*

- CILO<sub>1</sub> Apply various therapeutic media and movement therapeutic skills in communicating with children;
- CILO<sub>2</sub> Analysis and report writing using the Laban principles;
- CILO<sub>3</sub> Integrate child development and attachment theories into practice in working with one to one in a variety of settings;
- CILO<sub>4</sub> Describe how the brain works, the main components relevant to play therapy and how play therapy works by the natural production of beneficial neurotransmitters;
- CILO<sub>5</sub> Apply the relevant principles of neurobiology to working therapeutically with children;
- CILO<sub>6</sub> Debate the applicability of some major research methods to play therapy and articulate the outcomes of recent research programmes;
- CILO<sub>7</sub> 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 | CILO <sub>1,2</sub> | 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.  | CILO <sub>3</sub>   |   |
| The linking of neurobiology with psychological theories will be explored.   | CILO <sub>4,5</sub> |   |
| 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.  | CILO <sub>6,7</sub> |   |

#### 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            | CILO <sub>1,2</sub>   |
| b) Child Development Theories (Individual)<br>- Prepare an analytical review of two child developmental theories. Compare their contribution to play therapy. (Word Count: 1500 words) | 50            | CILO <sub>3,4,5</sub> |
| c) Process Dairy (Individual)<br>- Must include all the process reflection of each experiential exercises in class (Word Count: 450-500 words)   | 15            | CILO <sub>1-7</sub>   |

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. Required Text(s)

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

#### 7. 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.

#### 8. Related Web Resources

British Association of Art Therapists

[www.baat.org](http://www.baat.org)

Coram Children's Legal Centre, University of Essex

[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

National Institute for Health and Clinical Excellence

[www.nice.org.uk](http://www.nice.org.uk)

Play Therapy UK

[www.playtherapy.org.uk](http://www.playtherapy.org.uk)

## **9. Related Journals**

Arts in Psychotherapy

Child Development

International Journal of Neuroscience

International Journal of Play Therapy

Neuropsychology

Play for Life

## **10. Academic Honesty**

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## **11. Others**

Nil

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

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

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#### 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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:

- CILO<sub>1</sub> Apply and analyze the principles of the therapeutic play continuum in relation to therapeutic practice;
- CILO<sub>2</sub> Demonstrate the use the Goodman’s SDQ assessment measure to identify children for clinical work and measure outcomes;
- CILO<sub>3</sub> Apply sandplay and creative visualization as play therapy interventions;
- CILO<sub>4</sub> 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>CILO<sub>1</sub></i>   | Experiential exercises as well as lectures, critical discussions, small group seminars, case studies, role play, student presentations, individual tutorials and workshops. Both group and individual supervision of practice is integral to the programmes and is central to the development of skills and the integration of theory and practice. |
| Students will understand the parameters of the module in relation to the whole programme.   | <i>CILO<sub>2</sub></i>   |   |
| 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>CILO<sub>3</sub></i>   |   |
| 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 delivered.  | <i>CILO<sub>1-4</sub></i> |   |

#### 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            | <i>CILO</i><br><i>1</i>    |
| b) A reflective commentary upon the use of Axline Principles during first sand tray exercise (Individual) (Word Count: 1000 words)  | 35            | <i>CILO</i> <sub>2,3</sub> |
| c) Process Dairy: Must include all the process reflection of each experiential exercises in class (Individual) (Word Count: 450-500 words)  | 15            | <i>CILO</i> <sub>1-4</sub> |

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. Required Text(s)

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

#### 7. 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.

## **8. Related Web Resources**

Association for Dance Movement Psychotherapy

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

British Association of Art Therapists

[www.baat.org](http://www.baat.org)

British Association for Music Therapy

[www.bamt.org](http://www.bamt.org)

Play Therapy UK

[www.playtherapy.org.uk](http://www.playtherapy.org.uk)

## **9. Related Journals**

Arts in Psychotherapy

Body, Movement and Dance in Psychotherapy

British Journal of Developmental Psychology

Child Development

Emotion

International Journal of Play Therapy

## **10. Academic Honesty**

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## **11. 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)      | : Nil                                    |
| Medium of Instruction | : Chinese                                |
| Course Level          | : 2                                      |

##### Part II

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

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 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:

CILO<sub>1</sub> demonstrate some dance techniques in Creative Dance, Folk Dance and Sport Dance.

CILO<sub>2</sub> 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.

CILO<sub>3</sub> reflect critically on teaching and learning methodologies appropriate for Creative Dance, Folk Dance and Sport Dance.

CILO<sub>4</sub> understand and acquire the structure and the beat of music.

CILO<sub>5</sub> expand knowledge of dance via critical analysis of literature on the dance forms

CILO<sub>6</sub> 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 <sub>1,5</sub>   | Skills demonstration & practice, individual & group dance games |
| History, characteristics, and current status of these dance forms in Hong Kong and overseas. | CILO <sub>4,5</sub>   | Lecture, group discussion                                       |
| Experimentation of different choreography principles through a variety of projects.          | CILO <sub>2,4,6</sub> | Demonstration & self-practice                                   |
| Introduce the situation and trend of the world dance competition.                            | CILO <sub>1,2</sub>   | Skills demonstration & practice, individual & group dance games |
| Discussion and practicum on appropriate learning and teaching strategies.                    | CILO <sub>3,5,6</sub> | Lecture, group discussion                                       |

## 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO                      |
|---|---------------|---------------------------|
| (a) Students will complete skill proficiency assessments of all the dances forms taught.  | 70%           | CILO <sub>1,4,6</sub>     |
| (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 <sub>2,3,4,5,6</sub> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. 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.
- 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。

## 7. Recommended Readings

- Burridge, S., & Nielsen, C.S. (2017). *Dance, access and inclusion: Perspectives on dance, young people and change* (1<sup>st</sup> ed.). Routledge.
- Miyagawa, N., Murase, Y., Okano, K., & Mori, A. (2017). Benzoxazole-Directed Halogen Dance of Bromofuran. *Synlett*, 28(9), 1106-1110.
- 劉雅幸, 張曉慈 (2020) : 生命靈數與舞蹈學習動機、持續學習因素之研究, 《舞蹈教育》, 第十八期 (2020/12), 頁4-26。
- 賴微伊 (2020) : 創造性舞蹈實施於身心障礙學生以提升良好能力, 《舞蹈教育》, 第十八期 (2020/12), 頁42-52。
- 李舜 (2023) : 舞文玩詩: 兒童創造性舞蹈的創意新動, 《台灣舞蹈研究》, 2023-12 (18)。
- 任丽萍 (2019) : 大學生體育健美操與舞蹈素養內在價值及教學優化策略思考, 《當代體育科技》, 9 (4), 頁142-143。

## 8. Related Web Resources

- 中國香港體育舞蹈總會  
<https://dancesport.org.hk/>
- 學校體育推廣計劃-體育舞蹈-章別獎勵計劃手冊  
[https://www.lcsd.gov.hk/tc/ssp/form/badges/handbook\\_new/da\\_handbook.pdf](https://www.lcsd.gov.hk/tc/ssp/form/badges/handbook_new/da_handbook.pdf)
- 教育局-體育-學校舞蹈節  
[https://www.edb.gov.hk/tc/curriculum-development/kla/pe/references\\_resource/sdf/index.html](https://www.edb.gov.hk/tc/curriculum-development/kla/pe/references_resource/sdf/index.html)
- 香港學界舞蹈協會有限公司  
<https://www.hksda.org.hk>
- 香港教育城 教學資源庫 舞蹈教材套  
[https://resources.hkedcity.net/resource\\_detail.php?rid=214076854](https://resources.hkedcity.net/resource_detail.php?rid=214076854)
- 土風舞影片資料庫  
<http://fundancehk.i234.me/SearchDanceD.php>
- 舞蹈教材套-西方土風舞  
[https://resources.hkedcity.net/resource\\_detail.php?rid=537391834](https://resources.hkedcity.net/resource_detail.php?rid=537391834)
- 創意舞視頻  
<https://www.youtube.com/watch?v=Jyp9qoRBfh0>

## 9. Related Journals

- 舞蹈教育  
<<https://www.airitilibrary.com/Publication/Information?publicationID=P20110309002&type=%E6%9C%9F%E5%88%8A&tabName=1&issueYear=&issueID=&publisherID=U20230208004&SessionID=>>>

## **10. Academic Honesty**

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## **11. Others**

Nil

Course Outline

**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)      | : Nil   |
| Medium of Instruction | : Chinese   |
| Course Level          | : 2   |

**Part II**

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

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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 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 (CILO<sub>s</sub>)

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

- CILO<sub>1</sub> perform up to competent level in athletics, swimming and gymnastics events.  
 CILO<sub>2</sub> demonstrate knowledge and understanding of the history, development, safety requirement, officiating and organizing athletics, swimming and gymnastics activities.  
 CILO<sub>3</sub> teach athletics, swimming and gymnastics effectively and safely with appropriate progression of the basic skills and tactics.  
 CILO<sub>4</sub> 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 <sub>2</sub>     | Lecture, group discussion, on-line self-learning          |
| Execution and critical analysis of essential skills in athletic, swimming and gymnastics events.   | CILO <sub>1,3</sub>   | Skills demonstration & practice, individual & group games |
| Teaching progression and teaching methods in athletics, swimming and gymnastics.   | CILO <sub>3</sub>     | Skills demonstration & practice, individual & group games |
| Organization of athletics, swimming and gymnastics competitions.   | CILO <sub>1,2,4</sub> | Lecture, group discussion & self-practice                 |

## 4. Assessment

| Assessment Tasks   | Weighting (%) | CILO                  |
|--|---------------|-----------------------|
| (a) Skill proficiency test in athletics, swimming and gymnastics.  | 70%           | CILO <sub>1,3,4</sub> |
| (b) Students will work in groups to design a series of teaching activities of either athletics, swimming or gymnastics for primary and secondary schools in a unit plan. (The teaching package will be video-taped and submitted via a multimedia links. (Not less than 1450 Chinese words per student)<br>Each student are required to write not less than 600 Chinese words out of 1450 Chinese words in the reflection, which includes the following elements:<br>1. The learning differences between primary and secondary school students<br>2. The difference in teaching methods for primary and secondary school students<br>3. The importance of physical activities in contributing to healthy and active lifestyles | 30%           | CILO <sub>2,3,4</sub> |

|   |  |  |
|---|--|--|
| 4. The evaluation of physical activities in contributing to healthy and active lifestyles |  |  |
|---|--|--|

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Nil

## 7. Recommended Readings

### Athletics

Ekler, J.H. (2015). Learner-centred teaching methods in PE. Processing athletics teaching material in project method. *Journal of Human Sport and Exercise*. 10 (Proc1). <https://doi.org/10.14198/jhse.2015.10.Proc1.11>

Freeman, W. (Ed.) (2015). *Track & field coaching essentials*. Human Kinetics.

Leininger., D. (2023). *Breaking down the wall: Training the high school 400 meter runner*. Independently published.

Magill, P. (2018). *SpeedRunner: 4 weeks to your fastest leg speed in any sport*. VeloPress.

Struder, H. K., Jonath, U., & Scholz, K. (2023). *Track & field: Training & movement sciences - theory and practice for all disciplines*. Meyer & Meyer Sport (UK) Ltd.

Télez, T., Lewis, C., & Arellano, C. J. (2021). *The science of speed: the art of the sprint* (AAU edition.). Winning Dimensions Sports.

劉剛、孫吉成 (2017)：田徑教學訓練與改革研究 (第一版.)，新華出版社。

李愛國 (2017)：田徑運動教學研究 (第 1 版)，武漢大學出版社。

楊世模、彭冲 (2022)：《燃燒吧田徑魂：香港田徑百年的足跡與傳承》 (第 1 版)，香港，商務印書館香港有限公司。

### Swimming

Bay, S. (2016). *Swimming: steps to success*. Human Kinetics.

Ekler, J. H. (2015). Learner-centred teaching methods in PE. Processing athletics teaching material in project method. *Journal of Human Sport and Exercise*. 10 (Proc1). <https://doi.org/10.14198/jhse.2015.10.Proc1.11>

Lepore, M., Columna, L., & Litzner, L. F. (2015). *Assessments and activities for teaching swimming*. Human Kinetics.

### Gymnastics

高希彬 (2017)：《快樂體操教學指導手冊》，中國，人民體育出版社。

金達 (2022)：《校園快樂體操教學指導》，北京體育大學出版社。

## 8. Related Web Resources

課程發展處體育組 (2013)：《體育學習領域六大學習範疇課題概覽》，香港，教育局，檢自 [https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/curriculum-doc/scope\\_of\\_learning\\_pri/E\\_LT\\_SS.pdf](https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/curriculum-doc/scope_of_learning_pri/E_LT_SS.pdf)

Education Bureau  
<http://www.edb.gov.hk>  
The Schools Sports Federation of Hong Kong, China  
<http://www.hkssf-nt.org.hk>

### **Athletics**

Asian Athletics  
<https://www.asianathletics.com/council/>  
Chinese Athletics Association  
<https://www.athletics.org.cn/>  
Hong Kong, China Association of Athletics Affiliates Limited  
<https://hkaaa.com/en/index.php>  
World Athletics  
<https://worldathletics.org/>

### **Swimming**

Hong Kong China Swimming Association  
<https://www.hkgswimming.org.hk/en/>  
World Aquatics  
<https://www.worldaquatics.com/>

### **Gymnastics**

The Gymnastics Association of Hong Kong, China  
<http://www.gahk.org.hk>

## **9. Related Journals**

Nil

## **10. 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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **11. Others**

Nil

Course Outline

**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)      | : 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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:

- CILO<sub>1</sub> acquire and understand essential knowledge of the fundamental movement principles, concepts and skills related to physical education program for junior primary school;
- CILO<sub>2</sub> try out teaching of fundamental movement skills namely object manipulative activities, body manipulative activities, and rhythmic activities awareness safety precautions and ethical issues;
- CILO<sub>3</sub> apply knowledge fundamental movement concepts to formulate movement tasks and task progressions appropriate for junior primary children innovatively; and
- CILO<sub>4</sub> 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 <sub>1</sub>     | Lecture and skill practice with videos and skill analysis workshop.           |
| Teaching of fundamental movements and movement concepts in three FM settings  | CILO <sub>1,2,3</sub> | 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 <sub>3,4</sub>   | Lecture, lesson planning, peer observation and evaluation, and group project. |
| Safety precautions and ethical issues   | CILO <sub>2</sub>     | Lecture, peer and micro-teaching  |
| Mastery of the essential concepts of the assessment strategies for KLS1   | CILO <sub>4</sub>     | Lecture, demonstration, peer observation and group project.                   |

## 4. Assessment

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

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or

additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Nil

## 7. Recommended Readings

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

Barnett, L. M., Stodden, D., Cohen, K. E., Smith, J. J., Lubans, D. R., Lenoir, M., Iivonen, S., Miller, A. D., Laukkanen, A., Dudley, D., Lander, N. J., Brown, H., & Morgan, P. J. (2016). Fundamental movement skills: An important focus. *Journal of Teaching in Physical Education*, 35(3), 219–225. <https://doi.org/10.1123/jtpe.2014-0209>

Chan, H. S. C. (2016). *Understanding and supporting Hong Kong schoolchildren's learning in fundamental movement skills in primary physical education*. ProQuest Dissertations & Theses. [https://www.lib.eduhk.hk/permalink/record/cdi\\_proquest\\_journals\\_1964266577](https://www.lib.eduhk.hk/permalink/record/cdi_proquest_journals_1964266577)

Óg O'Sullivan, C., Parker, M., Comyns, T., & Ralph, A. (2021). Enhancing fundamental movement skills: Understanding student voices. *Journal of Teaching in Physical Education*, 40(1), 126–135. <https://doi.org/10.1123/JTPE.2019-0170>

Physical Education Section. (2016). Safety guidelines on physical education key learning area for Hong Kong schools. Education Bureau. [http://www.edb.gov.hk/en/curriculum-development/kla/pe/references\\_resource/safety-guidelines/index.html](http://www.edb.gov.hk/en/curriculum-development/kla/pe/references_resource/safety-guidelines/index.html)

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。

## 8. Related Web Resources

An Introductory Guide to Fundamental Movement.

[http://cd1.edb.hkedcity.net/cd/pe/TC/rr/FM\\_e.pdf](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](http://cd1.emb.hkedcity.net/cd/pe/tc/rr/lof_refbook/b1_content.htm)

Fundamental Movement Learning Community (FMLC)

<https://intranet.skhsjs.edu.hk/edbpefmlc/>

Laban / Barteniff Institute of movement Studies. <https://labaninstitute.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](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](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](http://cd1.emb.hkedcity.net/cd/pe/tc/rr/lof_refbook/b1_content.htm)

## 9. Related Journals

British Journal of Physical Education

Journal of Physical Education, Recreation and Dance

Teaching Elementary Physical Education

**10. 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.

**11. Others**

Nil

Course Outline

**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)      | : NIL                                    |
| Medium of Instruction | : Chinese                                |
| 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

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

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

The seven GILOs are:

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

**1. Synopsis**

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:

CILO<sub>1</sub> demonstrate a critical knowledge and understanding of outdoor education.

CILO<sub>2</sub> acquire skill proficiency in the selected activities of hiking, camping, canoeing, rock climbing and rope course.

CILO<sub>3</sub> demonstrate the ability to organise school-based outings, day-camps, residential camps and short expeditions.

CILO<sub>4</sub> 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 <sub>1,4</sub> | Lecture, group discussion, on-line self-learning          |
| The nature of outdoor education.   | CILO <sub>1,4</sub> | Lecture, group discussion, on-line self-learning          |
| Procedures and safety for hiking, camping, canoeing, rock climbing and rope course | CILO <sub>2</sub>   | Lecture, group discussion, on-line self-learning          |
| Map reading and Hiking technique.  | CILO <sub>2</sub>   | Skills demonstration & practice, individual & group games |
| Organizing day trips and outdoor training camp.                                    | CILO <sub>2,3</sub> | Lecture, group discussion, on-line self-learning          |
| Basic canoeing skills.   | CILO <sub>2</sub>   | Skills demonstration & practice, individual & group games |
| Knots applications and elementary techniques for rock climbing and rope courses.   | CILO <sub>2,3</sub> | 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 <sub>2,3</sub> |
| (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 <sub>1,4</sub> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

NIL

## 7. 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。

## 8. Related Web Resources

Agriculture, Fisheries and Conservation Department - Country Parks

[http://www.afcd.gov.hk/english/country/cou\\_vis/cou\\_vis\\_cou/cou\\_vis\\_cou.html](http://www.afcd.gov.hk/english/country/cou_vis/cou_vis_cou/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](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.hkmou.org.hk/>

**9. Related Journals**

NIL

**10. Academic Honesty**

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**11. Others**

NIL

**Part I**

|                       |  |
|-----------------------|--|
| Programme Title       | : Bachelor of Education (Honours) (Physical Education) |
| 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)      | : NIL  |
| Medium of Instruction | : Chinese  |
| 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.

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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 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:

- CILO<sub>1</sub> demonstrate some skills (techniques) in aerobics, tai chi and golf or other newly emerged sports;
- CILO<sub>2</sub> appreciate and evaluate the aerobics, the beauty of Tai Chi, and the correct skills of golf or other newly emerged sports;
- CILO<sub>3</sub> reflect critically on teaching and learning methodologies appropriate aerobics, tai chi and golf or other newly emerged sports;
- CILO<sub>4</sub> design and provide safe and effective learning experiences through clear articulation of the points and notes of the action
- CILO<sub>5</sub> 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;
- CILO<sub>6</sub> 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 <sub>1,2,3,4</sub> | 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 <sub>4,5,6</sub>   |  |
| Safety precautions of the three selected activities.   | CILO <sub>4,6</sub>     |  |
| Relationship between health concept and lifelong activities.   | CILO <sub>1,4,5</sub>   |  |

## 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO                    |
|---|---------------|-------------------------|
| <b>Individual Skill Performance Test</b><br>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 <sub>1,2,3,4</sub> |
| <b>Group Project</b><br>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, 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 | 50%           | CILO <sub>2,5,6</sub>   |

|   |  |  |
|---|--|--|
| production on the teaching package. (2400 words in Chinese per student) |  |  |
|---|--|--|

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text

NIL

## 7. 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.). Pearson Benjamin Cummings.

Watson, B., Lashua, B., & Trevorrow, P. (2017). What difference does dance make? Critical conversations across dance, physical activity and public health.

*International Journal of Sport Policy and Politics*, 8(4), 681–693.

<https://doi.org/10.1080/19406940.2016.1238404>

黃美蘭 (2019) 高校健美操教學開展現狀與對策研究 [J]. 當代體育科技. 2019 (03)

任麗萍 (2019) 大學體育健美操與舞蹈素養內在價值及教學優化策略思考 [J]. 當代體育科技. 2019 (04)

李莉 (2018) 高校體育教學中健美操創新教育研究 [J]. 中國新通信. 2018 (24)

翟娜娜 (2018) 論現代教育技術在健美操教學和訓練中的應用 [J]. 當代體育科技. 2018 (35)

### 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

Fronsk, H. A., & Heath, E. M. (2015). *Teaching cues for sport skills for secondary school students* (6<sup>th</sup> ed.). Pearson.

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。

## Newly Emerged Sports

黃國豪、吳兆欣、鍾潤華和葉丁嘉(2015): 躲避飛盤教練領導行為與團隊凝聚力之研究，《運動研究》，24(2)，頁 15-30

## 8. Related Web Resources

### AEROBICS

中國香港體操總會

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

第二套大眾健美體操三級動作

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

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

### TAI CHI

24 式太極拳視頻

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

### GOLF

Golf Europe

<http://www.golfeurope.com>

Golf Association of Hong Kong, China

<http://www.hkga.com>

PGA

<http://www.pga.com>

滙西洲高爾夫球場

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

TABATA 與 HIIT 有什麼差異

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

### Newly Emerged Sports

香港躲避盤總會

<https://hkdodgebee.org/>

香港手綿球總會

<https://www.hktaspony.com/>

中國香港木棋總會

<https://www.molkky.hk/>

## 9. Related Journals

NIL

## 10. 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/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy

## 11. Others

NIL

**Final Year Project**  
**3.1 Honours Project**

**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

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

- CILO<sub>1</sub> Demonstrate an understanding of the basic principles of research methods in health education, both qualitative and quantitative;
- CILO<sub>2</sub> Show analytical skills in research and the awareness of research ethics;
- CILO<sub>3</sub> Write a literature review to examine the existing theories and knowledge in relation to the research topic;
- CILO<sub>4</sub> Select appropriate methods for the collection and analysis of data;
- CILO<sub>5</sub> 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"> <li>• Formulating a research problem/hypothesis</li> <li>• Reviewing the literature</li> <li>• Research approaches/designs</li> <li>• Measurement, sampling and data types</li> <li>• Plagiarism and citation</li> <li>• Ethics in research</li> </ul> | CILO <sub>1-5</sub> | Lecture, seminar, tutorial, self-reading |
| Preparing a research proposal  | CILO <sub>2-5</sub> |  |

### 4. Assessment

| Assessment Tasks   | Weighting (%) | CILOs               |
|--|---------------|---------------------|
| a. Proposal writing (Individual)<br>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 | 50            | CILO <sub>1-5</sub> |

|   |    |                     |
|---|----|---------------------|
| references. A section of peer contribution is required to reflect individual's effort in group project. (2,000 words) |    |                     |
| b. Examination (Individual)   | 50 | CILO <sub>1-5</sub> |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

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

## 7. 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* (3<sup>rd</sup> 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* (2<sup>nd</sup> ed.). Jones & Bartlett Learning.

## 8. 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>

## 9. 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

## **10. 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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **11. Others**

Nil

**Part I**

|                              |   |
|------------------------------|---|
| <b>Programme Title</b>       | : Bachelor of Health Education (Honours)  |
| <b>Programme QF Level</b>    | : 5   |
| <b>Course Title</b>          | : Honours Project II: Research Report<br>(to be implemented in Year 2 Sem I & II / Year 3 Sem I & II) |
| <b>Course Code</b>           | : HCS4072   |
| <b>Department</b>            | : Health and Physical Education   |
| <b>Credit Points</b>         | : 3   |
| <b>Contact Hours</b>         | : -   |
| <b>Pre-requisite(s)</b>      | : Honours Project I: Research Methods and Proposal  |
| <b>Medium of Instruction</b> | : English   |
| <b>Course Level</b>          | : 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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:*

- |                   |   |
|-------------------|---|
| CILO <sub>1</sub> | Demonstrate good understanding of the knowledge and main ideas of health education  |
| CILO <sub>2</sub> | 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 |
| CILO <sub>3</sub> | Synthesize and/or make connections of the content, knowledge and skills from prior courses in a broader context as a “meaningful whole”   |
| CILO <sub>4</sub> | Apply and generate new understandings of their future studies   |
| CILO <sub>5</sub> | 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"> <li>• Revisiting the characteristics of Health Education</li> <li>• Ways and criteria of selecting an appropriate topic for the study</li> <li>• Revisiting research methodology and ways of selecting methods of investigation</li> <li>• 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</li> <li>• Ethical considerations in conducting an investigation</li> <li>• Submitting application for ethics review</li> </ul> | <i>CILO<sub>1,2,3</sub></i> | Group or individual consultation with advisor |

|  |                                |  |
|--|--------------------------------|--|
| Systematically conducting the proposed study <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Data analysis</li> </ul>  | <i>CILO</i> <sub>1,2,3,4</sub> | <ul style="list-style-type: none"> <li>• Group or individual consultation with advisor</li> </ul>  |
| Presenting findings and writing report <ul style="list-style-type: none"> <li>• Systematic presentation of the findings</li> <li>• Analysis and discussion of the findings</li> <li>• Writing research report</li> </ul> | <i>CILO</i> <sub>1-5</sub>     | <ul style="list-style-type: none"> <li>• Individual presentation of research results in a simulated conference</li> <li>• Group or individual consultation with advisor as needed</li> </ul> |

#### 4. Assessment

| Assessment Tasks  | Weighting (%) | CILOs                        |
|---|---------------|------------------------------|
| a. Refinement of Project Proposal (Individual)  | 10            | <i>CILO</i> <sub>1,2,3</sub> |
| b. Presentation of the research report (Individual)   | 20            | <i>CILO</i> <sub>1-5</sub>   |
| c. A 6,000 to 8,000-word written research report (Individual)<br><br>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>CILO</i> <sub>1-5</sub>   |

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. Required Text(s)

Nil

#### 7. Recommended Readings

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

#### 8. Related Web Resources

Nil

## 9. 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

## 10. 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.

## 11. Others

Nil

## 3.2 Capstone Project

### THE EDUCATION UNIVERSITY OF HONG KONG

#### Course Outline

##### Part I

|                              |   |
|------------------------------|---|
| <b>Programme Title</b>       | : Bachelor of Health Education (Honours)  |
| <b>Programme QF Level</b>    | : 5   |
| <b>Course Title</b>          | : Capstone Project I: Research Methods and Proposal<br>(to be offered in Year 1 Sem II / Year 2 Sem II) |
| <b>Course Code</b>           | : HCS4073   |
| <b>Department</b>            | : Health and Physical Education   |
| <b>Credit Points</b>         | : 3   |
| <b>Contact Hours</b>         | : 39 contact hours  |
| <b>Pre-requisite(s)</b>      | : Nil   |
| <b>Medium of Instruction</b> | : English   |
| <b>Course Level</b>          | : 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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:*

- CILO<sub>1</sub> Demonstrate an understanding of the basic principles of research methods in health education, both qualitative and quantitative research methods;
- CILO<sub>2</sub> Identify and pursue a Capstone Project topic of interest, relevance and importance;
- CILO<sub>3</sub> Write a literature review to examine the existing theories and knowledge in relation to the Capstone Project topic;
- CILO<sub>4</sub> Select appropriate methods for creating project outputs; and
- CILO<sub>5</sub> 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"> <li>• Formulating a research problem/hypothesis</li> <li>• Reviewing the literature</li> <li>• Research approaches/designs</li> <li>• Measurement, sampling and data collection procedures</li> <li>• Brief on data analysis methods and tools</li> <li>• Managing qualitative data</li> <li>• Ethics in research</li> </ul> | CILO <sub>1-5</sub> | Lecture, seminar, tutorial, self-reading, literature review |
| Preparing a capstone proposal  | CILO <sub>2-5</sub> |   |

### 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 <sub>1-5</sub> |

|                             |    |                     |
|-----------------------------|----|---------------------|
| b. Examination (Individual) | 50 | CILO <sub>1-5</sub> |
|-----------------------------|----|---------------------|

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

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

## 7. 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* (3<sup>rd</sup> 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* (2<sup>nd</sup> ed.). Jones & Bartlett Learning.

## 8. Related Web Resources

Agency for Health Care Policy and Research

<http://www.ahcpr.gov>

The Cochrane Collaboration

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

National Institute of Nursing Research

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

## 9. 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

## 10. 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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

**11. Others**

Nil

**Part I**

|                              |   |
|------------------------------|---|
| <b>Programme Title</b>       | : Bachelor of Health Education (Honours)  |
| <b>Programme QF Level</b>    | : 5   |
| <b>Course Title</b>          | : Capstone Project II: Project Output<br>(to be offered in Year 2 Sem I & II / Year 3 Sem I & II) |
| <b>Course Code</b>           | : HCS4074   |
| <b>Department</b>            | : Health and Physical Education   |
| <b>Credit Points</b>         | : 3   |
| <b>Contact Hours</b>         | : -   |
| <b>Pre-requisite(s)</b>      | : Capstone Project I: Research Methods and Proposal   |
| <b>Medium of Instruction</b> | : English   |
| <b>Course Level</b>          | : 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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:*

- CILO<sub>1</sub> Demonstrate good understanding of the knowledge and main ideas of the Programme;
- CILO<sub>2</sub> 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;
- CILO<sub>3</sub> Synthesize and/or make connections of the content, knowledge and skills from prior courses in a broader context as a “meaningful whole”;
- CILO<sub>4</sub> Apply and generate new understandings of their future profession; and
- CILO<sub>5</sub> 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"> <li>• Revisiting the characteristics of Health Education</li> <li>• Ways and criteria of selecting an appropriate topic for the study</li> <li>• Revisiting research methodology and ways of selecting methods of investigation</li> <li>• 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</li> <li>• Updating transition needs (e.g., job market scanning)</li> <li>• Ethical considerations in conducting an investigation</li> <li>• Submitting application for ethics review</li> </ul> | CILO <sub>1,2,3</sub>   | Group or individual consultation with advisor                |
| <ul style="list-style-type: none"> <li>• Production of project output</li> </ul>   | CILO <sub>1,2,3,4</sub> | <ul style="list-style-type: none"> <li>• Group or</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | individual consultation with advisor <ul style="list-style-type: none"> <li>• Collaborative groups can be formed for students to provide mutual support</li> <li>• Problem-based learning activities for testing project output</li> </ul> |
| <ul style="list-style-type: none"> <li>• Presentation of inquiry results/project outputs in a format determined in the final proposal</li> <li>• Production of project report</li> </ul> | <i>CILO<sub>1-5</sub></i><br><br><i>CILO<sub>1-5</sub></i> | <ul style="list-style-type: none"> <li>• Individual presentation in the presence of a wider group of audience</li> <li>• Group or individual consultation with advisor as needed</li> </ul>  |

#### 4. Assessment

| Assessment Tasks                                    | Weighting (%) | CILOs                         |
|---|---------------|-------------------------------|
| (a) Refinement of capstone proposal (Individual)    | 10            | <i>CILO<sub>1,2,3</sub></i>   |
| (b) Project output (Individual)                     | 50            | <i>CILO<sub>1,2,3,4</sub></i> |
| (c) Presentation on the project output (Individual) |               | <i>CILO<sub>1-5</sub></i>     |
| (d) Project report (Individual)                     | 40            | <i>CILO<sub>1-5</sub></i>     |

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

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***Permitted:*** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. Required Text(s)

Nil

#### 7. Recommended Readings

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

## 8. Related Web Resources

Nil

## 9. 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

## 10. 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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

Nil

## Additional Compulsory Courses (ACCs)

### THE EDUCATION UNIVERSITY OF HONG KONG

#### Course Outline

#### Part I

**Programme Title** : Bachelor of Health Education (Honours)

**Programme QF Level** : 5

**Course Title** : HealthCare Ethics

**Course Code** : HCS3035

**Department** : Health and Physical Education

**Credit Points** : 3

**Contact Hours** : Lecture 13 hours  
Seminar/tutorial 26 hours

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

**Medium of Instruction** : EMI

**Course Level** : 3

#### Part II

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 provide students with knowledge of key ethical principles, issues and concepts which influence people when involved in ethical decision making. Case studies will provide students with an in-depth study to apply these principles and concepts to current and controversial ethical dilemmas for ethical decision making in the context of healthcare.

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

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

- CILO<sub>1</sub> explore the key principles, issues and concepts which underpin ethical decision making;
- CILO<sub>2</sub> discuss the complexity of factors that influence ethical decision making;
- CILO<sub>3</sub> apply ethical decision making framework to ethical dilemmas in healthcare settings; and
- CILO<sub>4</sub> 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 <sub>1,2</sub> | role-play and discussion, on-line consultation, lectures, peer learning and critique, case studies & oral presentation, |
| Frameworks of ethical decision-making   | CILO <sub>3</sub>   |   |
| Ethical issues at the beginning and end of life   | CILO <sub>3,4</sub> |   |
| Role of ethical principles in healthcare  | CILO <sub>4</sub>   |   |

### 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO                |
|---|---------------|---------------------|
| a. Student-led seminar on basic ethical principles, issues, concepts and decision making (peer assessment)  | 20            | CILO <sub>1,2</sub> |
| b. Oral presentation with peer critique-<br>Ethical dilemma case study (group work):<br>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 <sub>1-3</sub> |
| c. Individual reflective journal writing:<br><b>Word limit: not less than 1200 words</b><br>A critical self reflection on how one can integrate ethical   | 40            | CILO <sub>1-4</sub> |

|   |  |  |
|---|--|--|
| 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              |  |  |

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. 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/>

## 7. 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

## 8. Related Web Resources

Bioethics for clinicians:

[http://www.collectionscanada.gc.ca/eppp-archive/100/201/300/cdn\\_medical\\_association/cmaj/series/bioethic.htm](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](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/>

## **9. Related Journals**

Cambridge Quarterly of Healthcare Ethics

Journal of Clinical Ethics

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

## **10. 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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **11. Others**

Nil

**Part I**

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

- CILO<sub>1</sub> demonstrate an understanding on the fundamental health and social care services in Hong Kong;
- CILO<sub>2</sub> recognize and describe the health and social care policies in Hong Kong;
- CILO<sub>3</sub> show sensitivity to the recent developments in the health and social care services in Hong Kong; and
- CILO<sub>4</sub> 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<sub>1,2</sub></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<sub>1,2</sub></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<sub>2,3</sub></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<sub>1,4</sub></i> |   |

#### 4. Assessment

| Assessment Tasks  | Weighting (%) | CILOs                          |
|---|---------------|--------------------------------|
| a. <b>Group presentation on a selected issue of health/social services in Hong Kong.</b><br>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.<br><b>Intra-group Peer Evaluation for the work of each teammate.</b>                         | 30<br><br>10  | <i>CILO</i> <sub>1,2</sub>     |
| b. <b>Student-led Seminar</b><br>Every group will take turns in leading a seminar at each session and preparing the work which is necessary to define the issues and questions to be addressed in the seminar.  | 20            | <i>CILO</i> <sub>1,2,3,4</sub> |
| c. <b>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.</b><br>Word count – 1,500 words<br>Format – APA format for in-text citations and references<br>Reference – at least five cited references from text books or journal articles | 40            | <i>CILO</i> <sub>1,2,3,4</sub> |

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. Required Text(s)

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

#### 7. 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>

## 8. 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](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](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](http://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](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](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*.

[https://www.hkcss.org.hk/wp-content/uploads/2019/05/20160722\\_香港年輕成人生活狀況研究.pdf](https://www.hkcss.org.hk/wp-content/uploads/2019/05/20160722_香港年輕成人生活狀況研究.pdf)

## 9. Related Journals

Social Science and Medicine

Journal of Care Services Management

Health Care Management Review

**10. Academic**

**Honesty**

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**11. Others**

Nil

**Part I**

|   |   |   |
|---|---|---|
| <b>Programme Title</b>                            | : | Bachelor of Health Education (Honours)                      |
| <b>Programme QF Level</b>                         | : | 5   |
| <b>Course Title</b>                               | : | Human Biology   |
| <b>Course Code</b>                                | : | HCS3037   |
| <b>Department</b>                                 | : | Health and Physical Education                               |
| <b>Credit Points</b>                              | : | 3   |
| <b>Contact Hours</b>                              | : | Lecture           13 hours<br>Seminar / tutorial   26 hours |
| <b>Pre-requisite(s)</b><br><i>(If applicable)</i> | : | Nil   |
| <b>Medium of Instruction</b>                      | : | EMI   |
| <b>Course Level</b>                               | : | 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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<sub>1, 2</sub></i> | Lectures<br>Laboratory investigation<br>On-line learning  |
| Physiological functions and pathological state to prevent, monitor, treat or alleviate disease   | <i>CILO<sub>1-3</sub></i>  | Lectures<br>Laboratory investigation<br>On-line learning  |
| The human body in health and illness:<br>Cardio-vascular system<br>Respiratory system<br>Digestive system<br>Urinary system<br>Reproductive system<br>Endocrine system<br>Integumentary system<br>Muscular and skeletal system | <i>CILO<sub>1-4</sub></i>  | Lectures<br>Student-led seminar<br>Group discussion<br>Laboratory investigation<br>On-line learning |

### 4. Assessment

| Assessment Tasks   | Weighting (%) | CILO                      |
|--|---------------|---------------------------|
| a. Formative assessment on the knowledge of the course content | 40            | <i>CILO<sub>1-3</sub></i> |

|   |    |                     |
|---|----|---------------------|
| b. Examination<br>Summative assessment to evaluate students' understanding of the functions of the human body | 60 | CULO <sub>1-4</sub> |
|---|----|---------------------|

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text

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

## 7. Recommended Readings

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

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

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

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

## 8. 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/>

## 9. Related Journals

American Journal of Human Biology

Annals of Human Biology

BioScience

BMC Biology

## 10. 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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

Nil

## General Education

### 4.1 University ePortfolio

#### THE EDUCATION UNIVERSITY OF HONG KONG

#### University ePortfolio Course Outline

#### Part I

|                              |  |
|------------------------------|--|
| <b>Programme Title</b>       | : Bachelor of Health Education (Honours)               |
| <b>Programme QF Level</b>    | : 5  |
| <b>Course Title</b>          | : Developing Health and Well-being through Reflections |
| <b>Course Code</b>           | : GEJ4035  |
| <b>Department</b>            | : Health and Physical Education (HPE)                  |
| <b>Credit Points</b>         | : 3  |
| <b>Contact Hours</b>         | : 39 hours   |
| <b>Pre-requisite(s)</b>      | : Nil  |
| <b>Medium of Instruction</b> | : English  |
| <b>Course Level</b>          | : 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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) (GE Breadth Learning Strands (GELS), General Education Breadth Learning Strand – New Six Arts Courses (GELS – NSA), Positive and Values Education (PAVE) Course, General Education Interdisciplinary Course (GEIC), Experiential Learning Course (ELC), Co-curricular and Service Learning Course (CSLC), etc.), in their disciplinary and professional courses, international exchanges, and block practices or internships and in their lives beyond the classroom – and to develop an integrated view of how and where they position themselves in relation to their future goals, plans, and aspirations to live a healthy and worthwhile life with quality and well-being. Students will be required to submit annotated University ePortfolios (UePortfolios) based on their experiences, reflections and artefacts gathered in their undergraduate studies. The course will enable students to articulate their learning experience in both formal and non-formal learning, by reflecting critically on the benefit of health and well-being in combination with physical, social, intellectual and emotional factors.

### 2. Course Intended Learning Outcomes (CILO<sub>s</sub>)

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

- CILO<sub>1</sub> 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);
- CILO<sub>2</sub> 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;
- CILO<sub>3</sub> 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 <sub>1</sub>     | 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 GELS, GELS – NSA, PAVE, GEIC, ELC, CSLC, majors, minors and other learning experiences and | CILO <sub>1</sub> & 2 | Student presentation (short and informal), class sharing and discussion |

| <b>Course Content</b>   | <b>CILOs</b>                 | <b>Suggested Teaching &amp; Learning Activities</b> |
|---|------------------------------|---|
| outcomes (e.g. international exchanges, block practices or internships)   |                              |   |
| Review of UePortfolio as a learning and professional development tool and students' relevant records  | CILO <sub>1, 2 &amp; 3</sub> | Case studies, IT workshops and class discussion     |
| Analytical and creative approaches to preparing the UePortfolio   | CILO <sub>2</sub>            | 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 <sub>1, 2 &amp; 3</sub> | Online and Class discussion                         |
| Evaluation of students' reflections throughout the process of developing learning UePortfolio and displaying professional competencies                  | CILO <sub>1, 2 &amp; 3</sub> | Individual presentation, and class sharing          |

#### 4. Assessment

| <b>Assessment Tasks</b>  | <b>Weighting (%)</b>  | <b>CILO</b>                  |
|--|-----------------------|------------------------------|
| 1. Write one reflective entry (450 words) on selected undergraduate experiences with the following two elements:<br>a) Self-reflection on class sharing, discussion and after-class self-contemplation<br>b) Critical feedback on peer study group sharing and discussions (Week 6)  | 15%                   | CILO <sub>1, 2 &amp; 3</sub> |
| 2. Reflect on selected undergraduate experiences:<br>a) Individual presentation of UePortfolio (Week 9-13)<br>b) Individual UePortfolio that consists of (1) written reflections (1,350 words, 45%) organised around a coherent theme or a focus area consolidating undergraduate learning experiences and displaying professional competencies, accompanied with (2) a multi-media profile (3-minute video, animation, motion graphics, etc., 10%) effectively conveying the individual's career aspirations and the strategic planning undertaken to achieve those goals (Week 14) | 85%<br>(30%)<br>(55%) | CILO <sub>1, 2 &amp; 3</sub> |

#### 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, GELS – NSA, 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, organizing and displaying evidence of students' undergraduate learning experiences and professional competencies.

### **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, GELS – NSA, 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, which must include the link to students' LinkedIn profiles. 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.

### **6. Use of Generative AI in Course Assessments**

Please select one option only that applies to this course:

*Not Permitted:* In this course, the use of generative AI tools is not allowed for any assessment tasks.

*Permitted:* In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 7. Required Text(s)

Nil

## 8. Recommended Readings

Al Idrus, S., Razak, R. A., & Mohsin, N. (2024). Design of E-Portfolio to Enhance Career Development for TVET Graduates. *International Journal of Computing and Digital System (Jāmi'at al-Baḥrayn. Markaz al-Nashr al-'Ilmī)*, 15(1), 139–151. <https://doi.org/10.12785/ijcds/150112>

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.

Blackley, S., Bennett, D., & Sheffield, R. (2017). Purpose-built, web-based professional portfolios : Reflective, developmental and showcase. *The Australian Journal of Teacher Education*, 42(5), 1–16. <https://doi.org/10.14221/ajte.2017v42n5.1>

Blonna, R. (2012). *Coping with stress in a changing world* (5<sup>th</sup> 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.

Ford, J. D., & Crawford, D. (2024). Integrating Professional Preparedness ePortfolios Within an Undergraduate Engineering Curriculum. *IEEE Transactions on Professional Communication*, 67(2), 246–259. <https://doi.org/10.1109/TPC.2024.3387582>

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

Hume, S., & Hamilton, A. (2019). The purpose, content and development phases of a graduate entry ePortfolio in occupational therapy. *Work (Reading, Mass.)*, 64(1), 43–54. <https://doi.org/10.3233/WOR-192967>

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.

Melles, B., Leger, A. B., & Covell, L. (2019). “Tell Me About Yourself” - Using eportfolio as a Tool to Integrate Learning and Position Students for Employment, a Case from the Queen’s University Master of Public Health Program. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9(3), 1–15. <https://doi.org/10.5206/cjsotl-rcacea.2018.3.9>

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.
- Van Staden, C.J. (2019). Using an ePortfolio to Demonstrate Graduate-ness and Employability During Post-graduate Distance Education. In: Diver, A. (eds) *Employability via Higher Education: Sustainability as Scholarship*. Springer, Cham. [https://doi-org.ezproxy.eduhk.hk/10.1007/978-3-030-26342-3\\_29](https://doi-org.ezproxy.eduhk.hk/10.1007/978-3-030-26342-3_29)
- 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.

## 9. 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>

## 10. 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

## 11. 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/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.