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| **THE EDUCATION UNIVERSITY OF HONG KONG**  **Course Outline**  **Part I**  **Programme Title** : All Undergraduate Programmes  **Programme QF Level** : 5  **Course Title** : Health Promotion Practice  **Course Code**  : CSL1038 / GEM1001  **Department**  : Health and Physical Education  **Credit Points** : 3  **Contact Hours** : 9 hours (Classroom sessions)  33 hours (Out-of-classroom service-based learning)  8 hours (Reflection, group consultation and sharing sessions)  **Pre-requisite(s)** : NIL  **Medium of Instruction** : EMI  **Course Level** : 1  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Part II**    The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.  In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):   **P**rofessional **E**xcellence;   **E**thical **R**esponsibility; **&**   **I**nnovation.  The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.  The seven GILOs are:  1. Problem Solving Skills  2. Critical Thinking Skills  3. Creative Thinking Skills  4a. Oral Communication Skills  4b. Written Communication Skills  5. Social Interaction Skills  6. Ethical Decision Making  7. Global Perspectives   1. **Synopsis**   This course provides a detailed description and analysis of health promotion. Its primary aim is to provide students with a basic understanding of the importance of empowering people to make healthy life style choices in personal and community level.  Through engaging in service learning which equip students with a real life experience in different sectors, such as schools, community centres and elderly centres. Students are expected to work closely with the staff and clients that they can understand the needs of clients and difficulties of organizations in health promotion in the community. Students’ communication skills, team building skills, work attitude and time management will be enhanced   1. **Course Intended Learning Outcomes** (CILOs)   *Upon completion of this course, students will be able to:*   |  |  | | --- | --- | | CILO1 | identify process of health promotion and the importance of healthy life style choices in individual, interpersonal and community level; | | CILO2 | discuss different health promotion models and theories; | | CILO3 | apply skills in collaboration, team work and time management through hands-on experience on service provision to organize, implement and evaluate health promotion activities in different sectors; | | CILO4 | appraise experience in planning, implementation and reflection through conducting the service in health promotion in different community sectors. |  1. **Content, CILOs and Teaching & Learning Activities**  |  |  |  | | --- | --- | --- | | **Course Content** | **CILOs** | **Suggested Teaching & Learning Activities** | | 1. Concepts of determinants of health; process of health promotion and importance of life style choices | *CILO1* | Lectures, experiential learning activities, group discussion and consultation, service activities, and oral presentation | | 1. Health promotion models and theories   -behavioural change theories; -theory of planned behavior; -health belief model;  -interaction model of client health behavior | *CILO2* | | 1. Health promotion strategies and activities adapted to real life situation with different social, cultural and economic systems to achieve better health. | *CILO1-3* | | 1. Design, implementation and evaluation of health promotion programme in different community settings under the supervision of course lecturers or collaborative community partners (schools and non-government organization (NGO)) | *CILO3-4* |  1. **Assessment**  |  |  |  | | --- | --- | --- | | **Assessment Tasks** | **Weighting (%)** | **CILO** | | 1. Service proposal and implementation plan on health promotion activities (with not less than 600 words) | 20 | *CILO1-3* | | 1. Performance in 33 hours service delivery   (Assessment includes Supervisor and Peer review on attitudes, participation, team-work, etc.) | 40 | *CILO3-4* | | 1. Group presentation to consolidate learning experiences and service outcomes from service-based learning activities including a self-reflection with not less than 1000 words. Peer assessment on specific criteria, such as responsibility, contributing ideas, finishing tasks, etc. will be conducted in the process of services on health promotion. | 40 | *CILO1-4* | |

1. **Required Text(s)**Nil
2. **Recommended Readings**Corbin, C., Welk, G., Corbin, W., &Welk, K. (2013). *Concepts of fitness and wellness : A comprehensive lifestyle approach (10th ed.)*. New York, NY : McGraw-Hill

Gottwald, M. & Goodman-Brown, J. (2012). *A guide to practical health promotion.* Maidenhead : Open University Press,

Hubley, J., Copeman, J. & Woodall, J. (2013). *Practical health promotion.* Cambridge : Polity Press

Kotecki, J.E. (2014). *Physical activity & health : An interactive approach (4th ed.).* Burlington, Mass. : Jones & Bartlett Learning

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

Miller, M. P. & Nendel, J. D. (2011). *Service-learning in physical education and related professions : A global perspective.* Sudbury, Mass. : Jones and Bartlett Publishers

Rahl, R. L. (2010). *Physical activity and health guidelines : Recommendations for various ages, fitness levels, and conditions from 57 authoritative sources.* Champaign, Ill. : Human Kinetics

Stevens, C. A. (2008). *Service learning for health, physical education, and recreation : A step-by-step guide.* Champaign, IL. : Human Kinetics

Virgilio, S.J. (2012). *Fitness education for children : a team approach (2nd ed.)*. Champaign, IL. : Human Kinetics.

Young, K. & Okada, C. (2014). *Sport, social development and peace.* Bingley, U.K. : Emerald

1. **Related Web Resources**Action Plan to Promote Healthy Diet and Physical Activity Participation in Hong Kong

[http://www.change4health.gov.hk/filemanager/common/image/strategic\_framework/ action\_plan/action\_plan\_e.pdf](http://www.change4health.gov.hk/filemanager/common/image/strategic_framework/%09action_plan/action_plan_e.pdf)

Department of Health

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

Healthy Exercise for All Campaign from LCSD

<http://www.lcsd.gov.hk/en/healthy/index.html>

Hong Kong Association for the Promotion of Mental Health

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

ProQuest Health & Medicine Databases

<http://0-search.proquest.com.edlis.ied.edu.hk/health/index?accountid=11441>

Sports Medicine and Exercise Science in Video

<http://0-search.alexanderstreet.com.edlis.ied.edu.hk/spex>

The Hong Kong Health Education and Health Promotion Foundation <http://www.hep.org.hk/eindex.php>

World Health Organization

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

1. **Related Journals**

American Journal of Health Behavior

American Journal of Health Education

American Journal of Health Promotion

Global Health promotion

Health Evaluation and Promotion

International Journal of Health Promotion and Education

Journal of Education and Health Promotion

1. **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.

1. **Others**

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| ATV (2014-07-15) |  | Inside Story: Health craze |
| ATV (2011-03-22) |  | Inside Story: Touchy Subject |
| TVB (2013-04-15) |  | The Pearl Report: Cohort chronicles |
| RTHK (2007-08-09) |  | Glamour of sports :Moving the Society towards Exercising |
| RTHK (2011-12-29) |  | Hong Kong Connection: Being sub-healthy |
| RTHK (2010-11-19) |  | The pulse: Mainland Inflation and the Elderly; Slimming and Fitness Programmes - For Your Wallet; Losing Weight Can be Hazardous to Your Health |
| TVB (2011-04-18) |  | The Pearl Report: Green tooth |