**THE EDUCATION UNIVERSITY OF HONG KONG**

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| **Course Outline** |

**Part I**

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| **Programme Title** | **:** | All Undergraduate Programmes |
| **Programme QF Level** | **:** | 5 |
| **Course Title** | **:** | Healthy Eating in Action |
| **Course Code** | **:** | CSL3045 / GEM1003 |
| **Department** | **:** | Department of Health and Physical Education |
| **Credit Points** | **:** | 3 |
| **Contact Hours** | **:** | 9 hours (Classroom sessions) |
|  |  | 33 hours (Out-of-classroom service-based learning)  5 hours (Group consultation)  3 hours (Reflection and group sharing sessions) |
| **Pre-requisite(s)** | **:** | NIL |
| **Medium of Instruction** | **:** | English |
| **Course Level** | **:** | 3 |

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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 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:

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

1. **Course Synopsis**

This course aims at empowering undergraduate students to apply skills in promoting healthy eating from self to others. Obesity is a global problem across different age groups. Healthy eating is evidenced in effective weight management and prevention to obesity related diseases. Gradual changes through good practice in food choices and increase in physical activity are permanent solution to the issue.

This service-learning course is to equip students with theoretical understanding of healthy eating and the practical skills in healthy food choices and eating attitude. The course will enable students to be a practical planner in designing balanced diets for peers and others in the community. Students can track their energy in and energy out, supplemented with electronic platforms to monitor their diets. Individual feedback by the platforms will be given that gradual modification in food choices can be achieved. This facilitates the students to apply learning for influencing others and incorporate healthy eating in their daily living.

The course emphasizes on nutrition knowledge transfer, with a focus on healthy eating that is essential to good health. This course offers (1) lectures for students to acquire nutritional science in food and expert recommendations; and (2) opportunities to design healthy recipes based on dietary guidelines. This course will collaborate with community centres such as youth and elderly centres. The students will help the youths and senior citizens to identify their nutritional needs, current nutritional deficiencies, and provide recommendations for them to eat in the way of balanced diets.

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

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

CILO1 apply the theories of balanced diet, food categories and proper eating attitude to design healthy recipes to cater different dietary needs;

CILO2 examine the behavioural theories to promote healthy eating and identify barriers in healthy eating practice;

CILO3 monitor and modify food choice and portion size for balanced diet;

CILO4 integrate healthy eating as individual practice with the outcome of balanced eating patterns.

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

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| **Course Content** | **CILOs** | **Suggested Teaching & Learning Activities** | **Remarks** |
| **Part A: Pre-service learning class sessions** | | | |
| Evidence-based knowledge:  i. Food categories, macronutrients and micronutrients, daily consumption guidelines.   1. Scientific formulae in calculating energy requirement and the factors consideration in age, sex, body size and physical activity levels. 2. Key indicators in eating attitude towards sustainable balanced diet: experience sharing and case studies. 3. Introduction and demonstration of two interactive instruments. | *CILO1,4*  *CILO3,4*  *CILO2,3,4* | Classroom based learning through lectures, discussion and tutorials; online diet monitoring | Week 1-3  (9 hours) |
| **Part B: Service-learning experience** | | | |
| *(students will be assigned to groups of 5-6 to work in service settings in youth centres or elderly centres)* | | | |
| 1. Initial meetings and planning | *CILO1,3,4* | Attending visits in assigned youth centres and elderly centres;  Meeting with case managers in youth centres and elderly centres who will be the supervisors (SS) of the students.  Getting familiarized with the clients assigned by the SS and services at the service settings;  Getting familiarized with the interactive instruments by daily practical experience and evaluation on dietary records in consecutive two weeks. | Week 4-5  (12 hours) |
| 1. Implementation of projects | *CILO1,3,4* | Implement healthy eating activities in youth centres or elderly centres; advise a healthy eating plan for the participants in the community; reviewing the menu planned for the assigned clients; conducting consultation with the assigned clients to collect feedback and give responses if their clients have queries. | Week 6-10  (21 hours) |
| **Part C: Reflection meetings with supervisors** | | | |
| Reflection on the design and implementation of the project. | *CILO1,2,3,4* | Critical appraisal of food choices, eating pattern, eating behavioural change of the assigned clients with setting supervisors;  Individual reflection and knowledge assessment with course instructor (CI). | Week 11-13  (8 hours) |

1. **Assessment**

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| **Assessment Tasks** | **Weighting (%)** | **CILO** |
| (a) Student Performance Evaluation Form (evaluated by assigned setting supervisor) in the youth centres or elderly centres. [Individual work] | 20 | *CILO1,2,3,4* |
| (b) Reflective journal (900 words) and participation in the Reflection Meeting (evaluated by course instructor) [Individual work] | 30 | *CILO1,2,3,4* |
| (c) Group report on the milestones in transforming healthy eating as long term practice with the outcome of eating behavioural change of their assigned clients. (1500 words) [Group work] | 50 | *CILO1,2,3,4* |

1. **Required Text(s)**Nil
2. **Recommended Readings**

Berdanier, C.D., Dwyer, J.F, & Elaine, B. (2007). *Handbook of nutrition and food*. USA: Taylor & Francis Ltd.

Brown, J,E., Isaacs, J., Krinke, B., & Lechtenberg, E. (2011). *Nutrition through the life cycle.* Wadsworth: Cengage Learning.

Mahan, L.K., & Raymond, J. L. (2016). *Krause's Food & the Nutrition Care Process, 14th Edition.* Philadelphia, Pennsylvania: W.B. Saunders Company.

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

Morrison, G. & Hark, L. (2009). *Medical nutrition and disease: a case-based approach*. New Jersey: Wiley-Blackwell.

Preedy, V.R., Watson, R.R. & Martin, C.R. (2011). *Handbook of behavior, food and nutrition.* NY: Springer.

1. **Related Web Resources**Academy of Nutrition and Dietetics. *Healthy weight loss.* Retrieved from

<http://www.eatright.org/Public/content.aspx?id=6843>

Centre for Food Safety, HKSAR. *Nutrient information inquiry.*

Retrieved from <http://www.cfs.gov.hk/english/nutrient/index.shtml>

Hong Kong Dietitians Association. *Nutrition Resources-Weight management.* Retrieved from

<http://www.hkda.com.hk/index.php?_a=viewDoc&docId=58>

Hong Kong Nutrition Association Ltd. *Database of prepackaged snacks.* Retrieved from <http://www.hkna.org.hk/tc/popupformChs03.asp>

1. **Related Journals**

British Journal of Nutrition

Journal of Nutrition

Obesity

Telemedicine and eHealth

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**

Nil