

Tamkang University Academic Year 112, 2nd Semester Course Syllabus

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| Course Title | HEALTH PROMOTION FOR THE SENIOR POPULATION | Instructor | CHEN, CHUN-MIN |
| Course Class | TZHAMI1A MASTER'S PROGRAM, DIVISION OF INTELLIGENT MANAGEMENT, GRADUATE INSTITUTE OF SENIOR HEALTHCARE MANAGEMENT, 1A | Details | <ul style="list-style-type: none"> ◆ General Course ◆ Selective ◆ One Semester |
| Relevance to SDGs | SDG3 Good health and well-being for people | | |
| Departmental Aim of Education | | | |
| <ul style="list-style-type: none"> I. Development of problem solving capacity. II. Development of reserch and innovation capacity. III. Enhancement of cross-disciplinary capactiy. IV. Development of lifelong self learning capacity. | | | |
| Subject Departmental core competences | | | |
| <ul style="list-style-type: none"> A. Capacity of problem solving.(ratio:10.00) B. Capacity of senior health managemnt.(ratio:20.00) C. Capacity of Healthcare Industry Management.(ratio:20.00) D. Analytical capacity of health informatics.(ratio:20.00) E. Capacity of research and innovation.(ratio:10.00) F. Capacity of Scientific Paper Writing.(ratio:10.00) G. Capacity of lifelong self learning.(ratio:10.00) | | | |
| Subject Schoolwide essential virtues | | | |
| <ul style="list-style-type: none"> 1. A global perspective. (ratio:10.00) 2. Information literacy. (ratio:10.00) 3. A vision for the future. (ratio:20.00) 4. Moral integrity. (ratio:10.00) 5. Independent thinking. (ratio:10.00) 6. A cheerful attitude and healthy lifestyle. (ratio:20.00) 7. A spirit of teamwork and dedication. (ratio:10.00) | | | |

8. A sense of aesthetic appreciation. (ratio:10.00)

Course Introduction

This course explores theories, program design, social marketing, situational applications, and skill development in health promotion, with a focus on lifestyle, mental health, community safety, and related aspects. Students will learn about community assessment, health promotion in an aging workforce, music therapy, application of gaming models, and gain an understanding of the concept of health-friendly cities. Through practical experience, independent learning, and professional reports, students will develop comprehensive abilities in the field of health promotion.

The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.

II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.

III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

| No. | Teaching Objectives | objective methods |
|-----|---|-------------------|
| 1 | This course aims to (1) train students to apply health promotion expertise in practical settings for the benefit of the elderly; (2) explore and apply models of health promotion to enhance the well-being of community elders; and (3) integrate theoretical knowledge with practical exercises for effective implementation in elderly health promotion. | Psychomotor |

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

| No. | Core Competences | Essential Virtues | Teaching Methods | Assessment |
|-----|------------------|-------------------|--------------------|---|
| 1 | ABCDEFGH | 12345678 | Lecture, Practicum | Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation |

Course Schedule

| Week | Date | Course Contents | Note |
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| 1 | 113/02/19~ 113/02/25 | 課程簡介及注意事項說明 Course Overview and Guidelines | |
| 2 | 113/02/26~ 113/03/03 | 健康促進的理論模式 Health Promotion Theoretical Models | |
| 3 | 113/03/04~ 113/03/10 | 社會行銷與健康促進 Social Marketing and Health Promotion | |
| 4 | 113/03/11~ 113/03/17 | 健康促進方案的計畫與經營 Planning and Management of Health Promotion Programs: | |
| 5 | 113/03/18~ 113/03/24 | 健康促進的情境與應用 Situational Applications in Health Promotion | |
| 6 | 113/03/25~ 113/03/31 | 健康識能 Health Literacy | |
| 7 | 113/04/01~ 113/04/07 | 春假 (彈性課程) Spring Break & Flexible Curriculum | |
| 8 | 113/04/08~ 113/04/14 | 音樂活動的健康促進 Health Promotion through Music Activities | |
| 9 | 113/04/15~ 113/04/21 | 期中考週 (彈性課程) Midterm Exam & Flexible Curriculum | |
| 10 | 113/04/22~ 113/04/28 | 遊戲模式的健康促進 Health Promotion through Gaming Models | |
| 11 | 113/04/29~ 113/05/05 | 心理健康與健康促進 Mental Health and Health Promotion | |
| 12 | 113/05/06~ 113/05/12 | 生活型態健康促進 Lifestyle Health Promotion | |
| 13 | 113/05/13~ 113/05/19 | 高齡職場健康促進 Health Promotion in an Aging Workforce | |
| 14 | 113/05/20~ 113/05/26 | 社區安全促進 Community Safety Promotion | |
| 15 | 113/05/27~ 113/06/02 | 健康促進醫療場所 Health Promotion in Medical Settings | |
| 16 | 113/06/03~ 113/06/09 | 健康及高齡友善城市 Health and Age-Friendly Cities | |
| 17 | 113/06/10~ 113/06/16 | 期末成果發表 Final Report | |
| 18 | 113/06/17~ 113/06/23 | 彈性教學週(自主學習) Flexible Teaching Week (Independent Learning) | |
| Key capabilities | | Social Participation Humanistic Caring Problem solving | |
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| Interdisciplinary | In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching |
| Distinctive teaching | Industry-university collaboration courses Project implementation course Special/Problem-Based(PBL) Courses |
| Course Content | Sustainability issue |
| Requirement | Course Enrollment Reminders: Attendance: Ensure timely attendance and meet requirements. Assignment Deadlines: Pay attention to assignment due dates and submit on time. Midterm Exam: Give importance to midterm exam, as it impacts overall grades. Final Exam: Familiarize with exam rules and focus areas. Academic Integrity: Uphold academic ethics, avoid plagiarism. Seek Assistance: Consult the instructor when in doubt. Motivation: Maintain a positive learning attitude. |
| Textbooks and Teaching Materials | Self-made teaching materials:Presentations, Handouts Using teaching materials from other writers:Presentations, Videos |
| References | |
| Grading Policy | ◆ Attendance : 20.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other () : % |
| Note | This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications. |