

Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	SPECIAL TOPICS ON EXERCISE AND METAL HEALTH FOR THE ELDERLY	Instructor	HUANG, CHIA-SHENG
Course Class	TZHAM1A MASTER'S PROGRAM, DIVISION OF INTELLIGENT MANAGEMENT, GRADUATE INSTITUTE OF SENIOR HEALTHCARE MANAGEMENT, 1A	Details	♦ General Course ♦ Selective ♦ One Semester ♦ 2 Credits
Relevance to SDGs	SDG3 Good health and well-being for people		
D e p a r t m e n t a l A i m o f E d u c a t i o n			
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			
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			
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 focuses on the relationship between physical activity and psychological health in older adults. It integrates core theories from aging physiology, exercise psychology, and the concept of successful aging to examine how physical activity can mitigate age-related decline and support cognitive and emotional functioning. Through critical literature review and comparative analysis, students will develop theoretical and applied competencies essential for future work in health promotion, exercise interventions, and aging-related research.

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	1.Understand key physiological and psychological characteristics of aging.(了解高齡者老化的關鍵生理和心理特徵)	Cognitive
2	2.Analyze how physical activity influences cognitive function, emotional well-being, and physical health in older adults.(分析運動如何影響高齡者的認知功能、情緒、與生理健康)	Cognitive
3	3.Evaluate psychological and behavioral patterns related to older adults' participation in fitness activities.(評估高齡者參與健身運動相關的心理和行為模式)	Cognitive
4	4.Critically review scientific literature and demonstrate an understanding of research methodologies in the relevant fields.(能以批判性思考評論科學文獻，並了解相關領域的研究方法)	Affective
5	5.Integrate various theoretical perspectives into the design of fitness interventions for older adults and develop research proposals accordingly.(將各種理論觀點融入高齡者健身介入措施的設計之中，發展出研究計劃)	Affective

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment				
No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	BCD	136	Lecture, Discussion	Study Assignments, Discussion(including classroom and online), Report(including oral and written)
2	ABDEG	12356	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written)
3	ABCDE	134567	Lecture, Discussion, Publication, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written)
4	ADEFG	13568	Discussion, Publication, Experience	Study Assignments, Discussion(including classroom and online), Activity Participation
5	ABDEFG	13567	Lecture, Discussion, Publication	Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written)
Course Schedule				
Week	Date	Course Contents	Note	
1	114/09/15 ~ 114/09/21	Course Introduction & Global Aging Trends Reading		
2	114/09/22 ~ 114/09/28	Physiological and Cognitive Changes in Aging Brain		
3	114/09/29 ~ 114/10/05	Theories of Successful and Functional Aging Essay: Healthy & Functional Aging		
4	114/10/06 ~ 114/10/12	Exercise & Cognition I: Aerobic Training and Brain Health Literature summary		
5	114/10/13 ~ 114/10/19	Exercise & Cognition II: Neuroplasticity and BDNF on neuroplasticity	Group report	
6	114/10/20 ~ 114/10/26	Exercise & Mental Health I: Stress, Anxiety, Depression	Case study analysis	
7	114/10/27 ~ 114/11/02	Exercise & Mental Health II: Self-esteem and Well-being	Reflective writing	
8	114/11/03 ~ 114/11/09	Exercise Motivation & Behavioral Theories Comparison	Midterm exam week; Group report	
9	114/11/10 ~ 114/11/16	Transtheoretical Model & Older Adults Application	Group report	

10	114/11/17 ~ 114/11/23	Self-Determination Theory in Fitness Interventions Exercise	Group report
11	114/11/24 ~ 114/11/30	Social Support, Family Role, Community Involvement Interview	Group report
12	114/12/01 ~ 114/12/07	Research Reading & Critical Analysis Techniques Research	
13	114/12/08 ~ 114/12/14	Research Design I: Research Idea, Topic and Methodology Discussion	
14	114/12/15 ~ 114/12/21	Research Design II: Review & Revision Peer Feedback & Meeting	
15	114/12/22 ~ 114/12/28	Final Project Presentation & Sharing I	
16	114/12/29 ~ 115/01/04	Final Project Presentation & Sharing II	Final exam week
17	115/01/05 ~ 115/01/11	Flexible learning week	Online group discussion
18	115/01/12 ~ 115/01/18	Flexible learning week	Online group discussion
Key capabilities	self-directed learning Information Technology Humanistic Caring Problem solving Interdisciplinary		
Interdisciplinary	Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)		
Distinctive teaching	Project implementation course Special/Problem-Based(PBL) Courses		
Course Content	Logical Thinking AI application		

Requirement	<p>I. Teaching Methods</p> <p>(1) Presentation and Guided Reading: The teacher or groups report on the topic of discussion for the week, reading materials include designated chapters from the textbook and research papers.</p> <p>(2) Questions and Discussion: Before each class, students must preview the literature scheduled in the course progress, and create a summary of key points.</p> <p>(3) Exchange of Opinions: Group discussions and sharing.</p> <p>II. Attendance Notice</p> <p>(1) In case of absence, it is mandatory to follow the school's procedures to apply for leave, or inform via E-mail or message. The format for the application is flexible; however, the leave application must specify class, student ID number, name, and reason for absence.</p> <p>(2) Those who are absent without applying for leave will be counted as having skipped a class once; if the number of leaves reaches 3 times in a semester (including applied leaves), and if absences reach 3 times, the semester grade will be calculated as failing.</p>
Textbooks and Teaching Materials	<p>Self-made teaching materials: Presentations</p> <p>Using teaching materials from other writers: Textbooks</p> <p>Name of teaching materials:</p> <p>Hantke, N., Etkin, A., & O' Hara, R. (2020). Handbook, of mental health and aging. Science Direct.</p>
References	<p>Bouchard, D. R. (2021). Exercise and physical activity for older adults. Human Kinetics.</p> <p>方進隆 (2022)。高齡者的運動與全人健康 (二版)。華都文化。</p> <p>程千芳、游一龍 (2024)。老年心理學：從心理科學看優雅成功老化。雙葉書廊。</p> <p>李淑芳、王秀華、溫蕙甄、蔡健儀、林玉瓊、王順正、李桂倫、丁文琴、錢桂玉、李麗晶等 (2015)。高齡及特殊族群之運動處方。華都文化。</p> <p>Segal, D. L., Qualls, S. H., & Smyer, M. A. (2018). Aging and mental health (understanding aging). Willey Blackwell.</p>
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other () : %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.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.</p> <p>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>