

# Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	FUNCTIONAL RECOVERYORIENTED EXERCISE DESIGN FOR SUB-HEALTHY OLDER ADULTS	Instructor	WU, CAI-LING			
Course Class	TZHBM1A MASTER'S PROGRAM, DIVISION OF PRECISION HEALTHCARE, GRADUATE INSTITUTE OF SENIOR HEALTHCARE MANAGEMENT, 1A	Details	<ul style="list-style-type: none"> <li>♦ General Course</li> <li>♦ Selective</li> <li>♦ One Semester</li> <li>♦ 3 Credits</li> </ul>			
Relevance to SDGs	SDG3 Good health and well-being for people SDG4 Quality education					
Departmental Aim of Education						
I. Development of problem solving capacity. II. Development of research and innovation capacity. III. Enhancement of cross-disciplinary capacity. IV. Development of lifelong self learning capacity.						
Subject Departmental core competences						
A. Capacity of problem solving.(ratio:15.00) B. Capacity of senior health management.(ratio:10.00) C. Capacity of Healthcare Industry Management.(ratio:15.00) D. Analytical capacity of health informatics.(ratio:15.00) E. Capacity of research and innovation.(ratio:15.00) F. Capacity of Scientific Paper Writing.(ratio:15.00) G. Capacity of lifelong self learning.(ratio:15.00)						
Subject Schoolwide essential virtues						
1. A global perspective. (ratio:10.00) 2. Information literacy. (ratio:10.00) 3. A vision for the future. (ratio:10.00) 4. Moral integrity. (ratio:10.00) 5. Independent thinking. (ratio:20.00) 6. A cheerful attitude and healthy lifestyle. (ratio:15.00) 7. A spirit of teamwork and dedication. (ratio:15.00)						

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

Course Introduction	This course aims to equip students with the comprehensive skills needed to design and implement rehabilitative exercise programs for sub-healthy populations. Students will learn the concept of sub-health, master functional assessment tools, and develop the ability to create safe and effective exercise prescriptions based on assessment results. The ultimate goal is to prepare students for professional practice by guiding them through the entire process, from initial assessment to program evaluation.

**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. To understand the concept of sub-health and its physiological impact. 2. To master the use of various functional assessment tools. 3. To design safe and effective rehabilitative exercise prescriptions. 4. To apply the full process of rehabilitative exercise design in practical settings.	Cognitive

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

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

**Course Schedule**

Week	Date	Course Contents	Note

1	114/09/15~ 114/09/21	Course Introduction / Discussion / Grouping 課程內容介紹/討論/分組	
2	114/09/22~ 114/09/28	Concepts of Sub-health 、icf 、Reablement 亞健康、ICF模型、復能概念	
3	114/09/29~ 114/10/05	Analysis of Human Movement Function 人體動作功能分析	
4	114/10/06~ 114/10/12	Functional Assessment Tools 功能性評估工具	
5	114/10/13~ 114/10/19	Cardiopulmonary Fitness and Physical Fitness Assessment / Report Submission 心肺功能與體適能評估/報告繳交	
6	114/10/20~ 114/10/26	Basic Assessment and Principles of Exercise Prescription Design 基礎評估及運動處方設計原則	
7	114/10/27~ 114/11/02	Practice: Let's have a physical exercise class! 實作：來一堂身體運動課吧！	
8	114/11/03~ 114/11/09	Midterm exam 期中考	
9	114/11/10~ 114/11/16	How to do? Strength and Endurance Training How to do ? 肌力(A)與肌耐力(B)訓練	
10	114/11/17~ 114/11/23	How to do? Cardiopulmonary and Balance Training How to do ? 心肺(C)與平衡(D)訓練	
11	114/11/24~ 114/11/30	How to do? Movement Control and Coordination Training 1 How to do ? 動作控制(E)與協調性(F)訓練	
12	114/12/01~ 114/12/07	Special Lecture: The Right Kind of Exercise for Sub-health Populations (Tentative) 專題演講：亞健康族群的正確運動 (暫定)	
13	114/12/08~ 114/12/14	How to do? Exercise Design for Sub-health Special Populations Submission 特殊族群的復能運動設計	
14	114/12/15~ 114/12/21	Group Project Report Discussion 小組專題報告討論	
15	114/12/22~ 114/12/28	Group Project Report / Assignment Submission 小組專題報告/作業繳交	
16	114/12/29~ 115/01/04	Final Summary 期末總結	
17	115/01/05~ 115/01/11	Flexible Instruction Week 教師彈性教學週	
18	115/01/12~ 115/01/18	Flexible Instruction Week 教師彈性教學週	

Key capabilities	self-directed learning Social Participation Humanistic Caring Problem solving
Interdisciplinary	Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) 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	Translation Teaching Course Special/Problem-Based(PBL) Courses
Course Content	Intellectual Property (learning intellectual property) Logical Thinking
Requirement	<ul style="list-style-type: none"> <li>• Please be punctual for class. Arriving 30 minutes or more late will be considered an absence.</li> <li>• All leaves of absence must be processed in accordance with school regulations, and the leave application form must be submitted within two weeks. Failure to apply for leave as required will result in the absence being recorded as one truancy. Students who accumulate three truancies or four total absences throughout the semester will receive a score of zero for their participation grade, and the final course grade will be failing.</li> <li>• All assignments and reports must be submitted on time. Late submissions will not be graded.</li> </ul> <p>• Grading Policy:        • Class Attendance and Participation: 45%        • Assignments and Reports: 35%        • Final Project Presentation: 20%</p> <p>Students taking this course should be aware that course assignments, reports, or personal reflections may not use content generated by generative AI.</p>
Textbooks and Teaching Materials	Self-made teaching materials:Presentations
References	
Grading Policy	<p>◆ Attendance : 25.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 15.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other (Group Project Report) : 20.0 %</p>

Note

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>.

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