

國立體育大學授課教學大綱 (Teaching Plan)

科目中文名稱 Chinese Course Title	身體活動與公共衛生研究 (英語授課)
科目英文名稱 English Course Title	Physical Activity and Public Health (Lecture in English)
授課老師 Instructor	Jackson Pui Man Wai 衛沛文
修課條件 Prerequisite	Undergraduate level courses in anatomy, human physiology, and exercise physiology are required. Students with deficiency in prerequisite courses are required to obtain permission from the course instructor.
教學目標 Objective	At the end of this semester, student will be able to understand contemporary issues of physical activity and public health broadcasted or presented in English language.
先修科目 Pre Course	“ see prerequisite”
教材內容 Outline	Prevalence of Physical Activity: Western countries, Asian countries, Taiwan Physical activity and lifestyle: Smoking, sleeping, drinking, diet. Physical activity and mortality: Cardiovascular, cancer, diabetes, pulmonary diseases, etc. Physical activity and cardiovascular disease: Coronary heart disease, stroke, peripheral vascular disease. Physical activity and cancer: Lung cancer, breast cancer, colon cancer, ovarian cancer, prostate cancer, leukemia, etc. Physical activity and obesity: Epidemics, management and treatment Physical activity and mental health: Dementia, Alzheimer's disease, Parkinson disease. Physical activity and musculoskeletal disorder: Muscular weakness and fatigue, lower back pain, osteoporosis, arthritis. Physical activity and diabetes: visceral fat, insulin-resistance, glucose tolerance. Physical activity and women: Menstrual cycle, pregnancy, post-menopause. Physical activity and nutrition: Energy balance, vitamins, minerals, cholesterol. Physical activity and adolescent health: Growth, maturation, body composition Physical activity and aging: Quality of life, functional ability, falling
教學方式 Teaching Method	Classroom instructions, discussions of related research literature and quizzes.

參考書目
References

Text books and referent research literatures

1. Chi-Pang Wen, **Jackson Pui-Man Wai**, Hui-Ting Chan, Yi-Chen Chan, Po-Hwang Chiang, and Ting-Yuan Cheng. Evaluating the physical activity policy in Taiwan: comparison of the prevalence of physical activity between Taiwan and the U.S. *Taiwan Journal of Public Health*. 26(5): 386-399, 2007
2. Yu-Chen Lin, Chi-Pang Wen, **Jackson Pui-Man Wai**. Leisure-time physical activity and its association with health behaviors, health status and health-related quality of life among Taiwanese adults. *Taiwan Journal of Public Health*. 26(3): 218-228, 2007.
3. Chi Pang Wen, **Jackson Pui Man Wai**, Min Kuang Tsai, Yi Chan Yang, Ting Yuan, David Cheng, Meng-Chih Lee, Hui Ting Chan, Chwen Keng Tsao, Shan Pou Tsai, Xifeng Wu. Minimum amount of physical activity for reduced mortality: a prospective cohort study. *The Lancet*. Published online (www.thelancet.com) August 16, 2011 DOI:10.1016/S0140- 6736(11)60749-6. *These authors shared first authorship. [2010 SCI impact factor 33.633]
4. Chi-Pang Wen, Hui-Ting Chan, Min-Kuang Tsai, Ting-Yuan D Cheng, Wen-Shen I Chung, Yen-Chen Chang, Hui-Ling, Hsu, Shan-Pou Tsai, Chwen-Keng Tsao, **Jackson Pui Man Wai** and Chih-Cheng Hsu. Attributable mortality burden of metabolic syndrome : comparison with its individual components. *European Journal of Cardiovascular Prevention & Rehabilitation*. August 2011 18: 561-573, first published on March 4, 2011 doi:10.1177 /1741826710389422.
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14. Thune I, Furberg A-S. Physical activity and cancer risk: dose-response and cancer, all sites and site-specific. *Med Sci Sports Exerc*. 2001; 33(6): S530-50.
15. Lee I-M, Rexrode KM, Cook NR, Manson JE, Buring JE. Physical activity and coronary heart disease in women- Is no pain, no gain passe? *JAMA*. 2001; 285: 1447-54.
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教學進度 Syllabi	請詳載 18 週授課內容 (Teaching contents in 18 weeks) Week 1-2: Prevalence of Physical Activity: Western countries, Asian countries, Taiwan Week 3-4: Physical activity and lifestyle: Smoking, sleeping, drinking, diet. Week 5: Physical activity and mortality: Cardiovascular, cancer, diabetes, pulmonary diseases, etc. Week 6: Physical activity and cardiovascular disease: Coronary heart disease, stroke, peripheral vascular disease. Week 7: Physical activity and cancer (lung cancer, breast cancer, colon cancer, ovarian cancer, prostate cancer, leukemia, etc.) Week 8: Physical activity and obesity (epidemics, management and treatment) Week 9: Physical activity and mental health (dementia, Alzheimer's disease, Parkinson disease) Week 10: Mid-term Examinations Week 11 Physical activity and musculoskeletal disorder (muscular weakness and fatigue, lower back pain, osteoporosis, arthritis) Week 12: Physical activity and diabetes (visceral fat, insulin-resistance, glucose tolerance) Week 13: Physical activity and women (menstrual cycle, pregnancy, post-menopause) Week 14: Physical activity and nutrition (energy balance, vitamins, minerals, cholesterol) Week 15: Physical activity and adolescent (growth, maturation, body composition) Week 16: Physical activity and aging (quality of life, functional ability, falling) Week 17: Review Session Week 18: Final examination

評量方式 Evaluation	評量方式與百分比 (Method and percentage) In-class oral discussion (60%) Mid-term examination (20%) Final examination (20%)
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注意事項：

- 1.課程之中英文名稱請依各開課單位學分科目表填寫。
- 2.本表各欄位如有不足，請自行增列後填寫。

Core Ability Rubric

Core ability	%	Course objectives	Level of skill	Teaching strategy	Evaluation method
1. 具備運用運動生理、運動營養與運動科技知識的能力	60	Demonstrate understandings and application of the context of course material	Academic skill	- Classroom instructions - Stimulation of thinking	- In-class oral discussion - Examination
2. 具備分析與解決運動科學相關問題的能力	0				
3. 具備運動科學專業文獻 (含外語) 之閱讀、寫作及發表 (含外語) 的能力	20	- Able to search, identify, screen, and implement research literatures - Able to write a concise and comprehensible term paper	Integrative skill	- Classroom instructions - Instructions on effective communications	- In-class oral discussion - Examination
4. 具備運動科學研究之團隊合作與溝通能力	0				
5. 具備運動科學國際觀	20	- Student is able to understand English research literatures - Student is able to appreciate the role of important research findings in the current model of knowledge - Student is aware and able to analyze multiple and diverse sources and viewpoints of information and compare and evaluate according to specific criteria appropriate for the discipline	Integrative skill	Classroom Instructions on screening and extraction of important evidence through extensive search and reading of international (English) research literatures	Appropriately support line of thoughts and points of view by citing international literatures in term paper

In-Class Discussion Rubric (60% of course evaluation)

Objectives	Low Performance	At or Below Average	At or Above Average	Exemplary Performance	Earned Points
	1-4 points	5-6 points	7-8 points	9-10 points	
Student responds to other students in the discussion group. (20%)	Student seems distracted or engages in unrelated conversations while other students speak.	Student often interrupts other students' comments and opinions by insulting them or by forcefully adding their own opinions.	Student occasionally interrupts other students, but generally adds a related argument or opinion.	Student waits until the speaker is done speaking before contributing and integrates past comments into their own statement.	
Student is prepared for discussion. (30%)	Student is unable to discuss due to not completing the assignment or activity leading to the discussion.	Student makes random comments that repeat what others have said without contributing anything new or randomly adds opinions that are off topic.	Student is engaged in the discussion, occasionally using references from the preparatory assignment or activity.	Student is engaged in the discussion, and often cites specific references to the preparatory assignment or activity and clearly connects the references to main opinions.	

Student demonstrates understanding of topic being discussed. (50%)	Student does not engage in the discussion.	Student offers opinions that are only occasionally related to the topic.	Student connects the topic to life experiences and previous knowledge.	Student uses examples to help struggling students see the ways the topic connects to life experiences and previous knowledge, and student is able to answer group members' questions with ease.	
				Score (max 100):	