



Pre-requisites	Nil
No of AUs	3
Contact Hours	Total hours: 39 Lecture: 26 Laboratory: 13

Course Aims

This course aims to provide you with knowledge and understanding of pertinent health and wellness concepts from a holistic approach. It aims to empower you to identify your health risks, to examine your behaviors and make informed choices towards adopting healthy lifestyles. The course will provide a strong foundation for students to use practical strategies to promote healthy lifestyle choices in the community. This course includes input and activity sessions in health promotion, nutrition, body composition, stress and sleep, weight management, exercise, eating disorders as well as collaborative group work for learning.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Compare and contrast the medical model of health and the public health model, and discuss the six dimensions of health and wellness.
2. Define health/wellness, disease prevention, health education and promotion and identify health risks.
3. Explain the physiological and behavioral effects of alcohol.
4. Discuss the social and political issues involved in tobacco use.
5. Describe the health risks and physical impact associated with using tobacco products.
6. Identify common causes of and risk factors for cancer.
7. Outline strategies and recommendations for cancer prevention, screening and treatment.
8. Outline how to eat healthfully & maintain a healthy body weight through healthy nutrition and exercise

Course Content

The following topics will be covered:

1. Wellness
2. Substance abuse
3. Smoking and alcohol
4. Cancer and cardiovascular disease
5. Nutritional issues
6. Body composition and weight management
7. Physical activity and exercise
8. Disordered eating and body image disorders
9. Stress and sleep
10. Sexually transmitted diseases and AIDs

Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Group Project	1, 2, 3, 4, 5, 8	A1, A3, C1, C2, D1	20% a) infographics (5%) b) presentation (15%)	Team	Appendix 1
2. Individual Written Assignment	1-8	A1, A3	40%	Individual	Appendix 2
3. Class Test	1-8	A1, A2	30%	Individual	
4. Professional Attributes	1-8	D1, D2, E1, E2	10%	Individual	Appendix 3
Total			100%		

Graduates of SSM programmes should be able to:

Competence

A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services

Creativity

B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	critically analyse data from a multitude of sources

B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
Communication	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
Civic-Mindedness	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative feedback

Feedback for learning will be verbal provided during each laboratory class session where you have the opportunity to learn techniques and apply yourselves to problems related to each topic.

During the completion of the Group Presentation, as a group, you will be provided with verbal feedback pertaining to your assessed performance. Generic verbal and written feedback will be provided to the class for the test.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Input sessions	Lectures will provide information for key learning concepts and theories and support understanding of key concepts
Activity sessions	Laboratories will: <ul style="list-style-type: none"> - Give hands-on experiential learning to support key theories and information provided in class - Provide tasks for you to utilise what they recently learned to solve specific problems. - Give space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning Allow opportunity for verbal feedback from instructor to you on techniques and material.
Online learning	Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts covered in lectures and laboratories. Videos will also be uploaded with discussion questions.
Group Project	This is an opportunity for you to work collaboratively in small groups. You are expected to work on an assigned topic and create a poster as a tool for health education and promotion. You have to do a show and tell using different modes of presentation (skits, drama, dance). Assessment will base on your creativity in the poster design, the clarity of the message/information and the overall presentation using skit, drama or dance (30%).

Reading and References

1. Rebecca J. Donatelle, Health, the Basics, 11th Edition, Pearson, 2015.
2. Chia M, Leong, LK, Quek JJ. Healthy Well & Wise, 2nd edition, 2004.
3. Randall R. Cottrell, James T. Girvan, James F. Mckenzie, Principles and Foundations of Health and Education, 5th Edition, Pearson, 2012.
4. Resources posted online on NTULearn

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually and submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions you

have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

(4) Attire and safety

You are expected to participate in practical laboratory activities. Some of these activities involve exercise. All of you are expected to wear appropriate attire for participation, obey laboratory safety rules, and take appropriate care of and return all equipment after use.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course ILO	Readings/ Activities
1	Introduction to health concepts	LO 1, 2,	Chp 1 Accessing your health, pp 25-49
2	Substance Abuse: Illegal substances	LO 2, 3, 4,	Chp 7 Recognizing and avoiding addiction and drug abuse, pp 222-250
3	Alcohol	LO 2, 3, 4, 5,	Chp 8 Drinking alcohol responsibly and ending tobacco use, pp 251-281
4	Smoking	LO 2, 3, 4, 5,	Chp 8 Drinking alcohol responsibly and ending tobacco use, pp 251-281
5	Heart disease	LO 2, 4-8	Chp12 preventing and fighting disease, pp 378-390
6	Cancer	LO 2, 4-8	Chp12 preventing and fighting disease, pp 391-408
7	Nutritional concerns	LO 6, 7	Chp 9 Eating for a healthier you, pp 283-314
8	Weight management	LO 2, 6, 7	Chp 10 Reaching and maintaining a healthy weight, pp 317-341
9	Exercise, stress & sleep	LO 2, 8	Chp 3 Managing stress and coping with life's challenges, pp 95-121

10	Disordered eating & body image disorders	LO 2, 6, 7	Chp 10 Enhancing your body image, pp 342-352
11	STDs & AIDs	LO 2	Chp 13 protecting against infectious diseases and sexually transmitted infections, pp 420-447
12	Group presentation & submission of individual assignment	LO 5-8	Chp 3, 9, 10, 13
13	Class test		Chp 1-10

Appendix 1: Assessment Criteria for Group Presentation:

a) Infographic 5%

Criteria/Category	4-5 Exceptional	3 Good	2 Acceptable	0-1 Unacceptable
Coverage of Topic (5 marks)	Details on the poster capture important information about the topic and increase the audience's understanding.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with the main topic.
Graphics-originality (5 marks)	Several of the graphics used on the poster reflect an exceptional degree of students' creativity in their creation and/or display.	One or two of the graphics used on the poster reflect students' creativity in their creation and/or display.	The graphics are made by the students, but are based on the designs or ideas of others.	No graphics made by the students are included.
Attractiveness (5 marks)	The poster is exceptionally attractive in terms of design, layout, color scheme and neatness.	The poster is attractive in terms of design, layout, color scheme and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

b) Presentation 15 %

Category	4-5	3	2	0-1
Creativity (5 marks)	Very creative. The group presented exceptionally well cogently put across the message of the infographic and capture audience's attention.	Creative. The group presented sufficiently well the message of the infographic and capture audience's attention.	Some creativity. The group did not sufficiently present the message of the infographic or capture audience's attention.	Lacking creativity. The group did not present the message of the infographic. Failed to capture the audience's attention.
Overall presentation (5 marks)	The presentation was the appropriate length. It did not	The presentation was the appropriate length but	The presentation was the appropriate length but	The presentation was too long or too short. The group showed a

	seem hurried or too slow. The group was very well rehearsed, organized and showed excellent group dynamics. Established eye contacts with audience all the time.	seemed slightly hurried or too slow. The group was rehearsed, organised and showed good group dynamics. Established eye contacts with audience.	seemed very hurried or too slow. The group was not well rehearsed or organized and group dynamics was weak. Established very little eye contacts with the audience.	lack of rehearsal and group dynamics. Very messy presentation. Did not establish eye contacts with the audience.
Use of technology (5%)	Used relevant technology very well to supplement and enhance quality of presentation.	Good use of technology to improve the presentation.	Some use of technology to help improve the presentation.	No clear use of technology in the presentation.

Your individual score may vary according to observations and feedback on your individual's contribution to the group's final product and one another's learning.

Appendix 2: Individual written assignment (40%)

Category	4-5	3	2	0-1
Research-Quality (10 marks)	Included facts, conclusions and opinions from reliable sources. Included opinions of subject-matter experts.	Included facts, conclusions and opinions from reliable sources.	Included a mixture of facts from reputable sources and opinions from unreliable sources.	Included more opinion than fact. Information was taken from unreliable sources.
Research documentation (10 marks)	Project bibliography or credits were complete and flawlessly formatted. All sources cited and media included captions showing source.	Project bibliography or credits were complete. All information and media resources were cited.	Project bibliography or credits were incomplete. Less than half of the sources were cited.	Very little project bibliography or credits. One or two sources were cited.
Writing-organization (10 marks)	All ideas were presented in a logical order. Introduction was clear, body included many details and conclusion summarized main idea/topic. Writing flowed smoothly throughout.	Ideas were presented in a logical order. Introduction was clear, body included many details and conclusion summarized main idea/topic.	Some ideas were presented in logical order. Introduction, body and conclusion were included.	Writing was fragmented. Ideas were not presented in logical order. Introduction, body and conclusion were not clear.
Writing-ideas: Interesting, informative details. (10 marks)	All details were unique, interesting, and related to and supported the main idea/topic.	Writing had many interesting details which supported the main idea/topic.	Writing had three or more details that supported the main idea/topic.	Writing had few details.

Appendix 3: Professional Attributes (10%)

	Poor (0-1 Mark)	Satisfactory (2 Marks)	Good (3-4 Marks)	Excellent (5 Marks)
Professional Attributes (10%)	Student shows no energy and interest in class. Student is not cooperative in class activities and is not responsible for the assignments given to him or her, including the group assignment.	Student shows little interest in class but gets distracted easily. He/she is sometimes late without a valid reason. Student is cooperative in class activities but not always responsible for the assignments given to him or her, including the group assignment.	Student shows good energy and interest in class. He/she is occasionally punctual. Student is cooperative in class activities and always responsible for the assignments given to him or her, including the group assignment.	Student shows good energy and much enthusiasm in class. He/she is always punctual. Student is very cooperative in class activities and always responsible for the assignments given to him or her, including the group assignment.