

# 國立臺北護理健康大學 智慧健康照護跨領域學院

## 110 學年度第一學期第二次課程委員會會議議程

時間：110 年 12 月 14 日（三）13：00-13：30

地點：國立臺北護理健康大學 跨領域學院會議室

主席：陳依兌 院長

出席人員：陳依兌院長、廖翊宏主任、蔡君明主任、吳國鳳老師、孫若馨老師

紀錄：張芯瑜

壹、 主席致詞：

貳、 業務報告：無。

參、 討論事項：

**案由一：擬提送「智慧健康科技技優專班」課程教學計劃 1 門，請 討論。**

說明：

一、「智慧健康科技技優專班」擬開設專業選修「保健旅遊概論」2 學分 2 學時。

二、「保健旅遊概論」教學計劃如附件 1（頁 2）。

三、本案通過後，擬自 110 學年度新生適用。

決議：照案通過。

**案由二：智慧健康科技技優專班 110 學年度第二學期專業選修科目「保健旅遊概論（2 學分/2 學時）」**

**擬申請為 EMI 課程，請 討論。**

說明：

一、「保健旅遊概論」英文教學計劃如附件 2（頁 7），EMI 自我檢核表如附件 3（頁 11）。

二、本案通過後，擬自 110 學年度新生適用。

決議：照案通過。

肆、 臨時動議

伍、 散會

## 國立臺北護理健康大學

## 教學計畫

## 一、課程基本資訊：【授課教師請自行決定是否使用格線】

開課系所組別	智慧健康照護跨領域學院		
科目名稱	保健旅遊概論		
開課班級		學分數	2
科目類別	<input type="checkbox"/> 專業必修 V 專業選修 <input type="checkbox"/> 通識必修 <input type="checkbox"/> 通識選修		
授課學年/學期			
授課時間			
授課地點	依教務處公告		

## 二、授課教師姓名及聯絡方式：【聯絡方式不同意公開請填寫授課教師姓名但勿填寫聯絡資訊】

由二位教師以上共同授課者須填寫課程主要協調教師並於課程主要協調教師請於教師姓名前填寫「\*」【授課教師請自行決定是否使用格線】

授課教師姓名	聯絡方式	
	校內分機	E-mail

## 三、教學設計：

1. 先修課程：無
2. 本課程橫向統合及縱向銜接之實施情形：本科目之教學設計縱向銜接各旅遊產品之特性與活動型態概念，並橫向統整健康促進與休閒概念，培養學生具備規劃健康旅遊產品之專業知能。
3. 修課建議：無

## 四、課程摘要（請以敘述式）：

本課程在結合觀光旅遊商品特色與旅遊型態，整合健康概念與保健旅遊趨勢，透過理論架構及實務案例的導入，探討旅遊產品與健康促進之交互關係，運用旅遊產品設計與安全防護等概念，培養學生具備評估旅遊產品之安全性與健康促進特色，並能初步規劃保健旅遊商品之企劃能力。

## 五、教學目標：

1. 具備保健旅遊概念。
2. 了解旅遊產品特性與相對休憩安全與健康整合概念。
3. 了解旅遊市場特性與旅遊產品組成要素。
4. 探討保健旅遊相關實務案例。
5. 具備規劃保健旅遊產品之企劃能力。

## 六、課程與系所核心能力之關聯：

核心能力	健康事業管理之專業基礎能力	應用資訊科技能力	語言能力	自主學習能力	團隊合作與溝通協調能力	人文素養與公民行為	尊重生命及關懷環境行為
有關聯(請填寫%)	10%	10%	20%	20%	20%		20%

## 七、授課方法/學習方式：

除了課堂講授與考試測驗之外，本課程在學期中可能會運用到

1. 小組討論
2. 個案實務分析
3. 期末報告/發表

以進一步提升學生學習成效

## 八、教師提供學生學習諮詢時間 (office hour)：2小時/每週

學生須與授課老師事先預約時間

## 九、教學進度：【授課教師可依需求自行增減欄位】

週次	日期	課程進度	教學時數	備註
1	2/21	課程說明	2	
2	2/28	保健旅遊概念	2	
3	3/7	旅遊產品樣態與特性	2	
4	3/14	旅遊產品樣態與特性	2	
5	3/21	旅遊需求與供應	2	
6	3/28	旅遊產品組成要素	2	

週次	日期	課程進度	教學時數	備註
7	4/4	旅遊休憩安全	2	
8	4/11	期中考	2	
9	4/18	旅客行為	2	
10	4/25	旅遊商品設計	2	
11	5/2	醫療觀光	2	
12	5/9	老人旅遊與健康	2	
13	5/16	親子旅遊與健康	2	
14	5/23	運動旅遊與健康	2	
15	5/30	主題旅遊/古蹟旅遊與健康	2	
16	6/6	報告資料蒐集與準備	2	
17	6/13	期末報告 1	2	
18	6/20	期末報告 2	2	

十、成績評定項目及所佔百分比：

- 1 課程參與及討論 20%
- 2 期中考 40%
- 3 期末報告：個案報告 40%

十一、學習規範：【授課教師可依課程需求自行增減本項目】

1. 本課程期待學生於上課前閱讀相關指定教材，並於課堂中積極發言、提問、討論、質疑課程內容。尊重授課老師及全班同學發言的權力與內容，並培養個人理解、包容與欣賞多元價值與多元思考模式的能力與態度。
2. 期末報告重視對於旅遊產品與健康概念結合的整合性、原創性與多元性，若報告作業經查屬有抄襲行為，報告將扣分。

十二、參考資料

1. William, T. (2005). Global Tourism third edition, Elsevier Inc.
2. Yvette, R. (2009). International Tourism : Cultures and Behaviour, Elsevier Inc.
3. Roland, C & Martin, B(2010). Trends and Issues in Global Tourism 2010, Springer – Verlag BH.
4. Roman, E. & Dimitrios, B.(2008). Etourism case studies , Elsevier Inc.
5. Melanie, S. (2011). Health and Wellness tourism, Elsevier Inc.
6. Milica, Z& Karla R.( 2007). Medica Tourism Developing Countries, Macmillan India Ltd.
7. Rajesh, K. (2009).Global Trends in Health and Medica Tourism, SBS Publishers & Distributors PVT, Ltd.

十三、教學自我評量（教師自行評量並建檔存參）【授課教師上傳教學計畫時可自行刪除或保留本項目】

1. 我這門課的教學理念是否能反應學校及系所的教育理念？
2. 我這門課的課程內容是否合乎職場的需求？
3. 我這門課的課程設計是否考慮到與其他相關課程之橫向統合與縱向銜接？
4. 我這門課的課程摘要是否清楚的描述整門課的教學方向與重點？
5. 我這門課的教學目標是否明確並符合學生的程度？
6. 我這門課的教學及學習活動是否多元並生動有趣？
7. 我是否客觀公平的評值學生？
8. 我所使用的參考資料是否合乎時宜？
9. 我這門課的教學過程及內容是否具有正確性別平等概念？

**請遵守智慧財產權，並不得非法影印**

# National Taipei University of Nursing and Health Sciences

## Teaching Plan

<p><b>Department &amp; Section:</b> (Graduate School)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School of Nursing</li> <li><input type="checkbox"/> Nurse-Midwifery and Women Health</li> <li><input type="checkbox"/> Allied Health Education and Digital Learning</li> <li><input type="checkbox"/> Traditional Chinese Medicine with Western Nursing</li> <li><input type="checkbox"/> Health Care Management</li> <li><input type="checkbox"/> Information Management</li> <li><input type="checkbox"/> Leisure Industry and Health Promotion</li> <li><input type="checkbox"/> Long-Term Care</li> <li><input type="checkbox"/> Speech Language Pathology and Audiology</li> <li><input type="checkbox"/> Infant and Child Care</li> <li><input type="checkbox"/> Exercise and Health Science</li> <li><input type="checkbox"/> Thanatology and Health Counseling</li> </ul>	<p><b>Department &amp; Section:</b> (Undergraduate School)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School of Nursing</li> <li><input type="checkbox"/> Nurse-Midwifery and Women Health</li> <li><input type="checkbox"/> Allied Health Education and Digital Learning</li> <li><input type="checkbox"/> Gerontological Health Care</li> <li><input type="checkbox"/> Health Care Management</li> <li><input type="checkbox"/> Information Management</li> <li><input type="checkbox"/> Leisure Industry and Health Promotion</li> <li><input type="checkbox"/> Long-Term Care</li> <li><input type="checkbox"/> Speech Language Pathology and Audiology</li> <li><input type="checkbox"/> Infant and Child Care</li> <li><input type="checkbox"/> Exercise and Health Science</li> <li><input type="checkbox"/> Thanatology and Health Counseling</li> <li><input checked="" type="checkbox"/> <b>Smart Health Technology Technical Excellence Course</b></li> </ul> <p><b>Program:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Two-Year</li> <li><input checked="" type="checkbox"/> Four-Year</li> </ul> <p><b>Department &amp; Program:</b> (Post – Baccalaureate)</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Second Bachelor's Degree in Nursing</b></li> </ul>
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**Course:** Introduction of Health Tourism

**Chinese :** 保健旅遊概論 (In Chinese)

**Credit(s):** 2 Credits

**Instructor:** \_\_\_\_\_

### Course Description:

This course integrates the characteristics of tourism products and tourism patterns, incorporates health concepts and trends in health tourism, explores the interaction between tourism products and health promotion through theoretical frameworks and practical cases, applies concepts of tourism product design and safety protection, and cultivates students' ability to evaluate the safety and health promotion characteristics of tourism products and to

plan health tourism products.

請遵守智慧財產權，並不得非法影印

## National Taipei University of Nursing and Health Sciences (NTUNHS)

## Syllabus

I. Basic Information of the Course: **(The instructor may decide whether or not to use grid lines)**

Department/Institute offering the course	Smart Healthcare Interdisciplinary College		
Course title	Introduction of Health Tourism		
Class		Credits	2
Course Type	<input type="checkbox"/> Professional requirement V Professional elective <input type="checkbox"/> General education requirement <input type="checkbox"/> General education elective		
Academic Year/Semester	The _____ semester of the academic year _____		
Class Time			
Class Location	As announced by the Office of Academic Affairs		

II. Name and contact information of the instructor: **(If the instructor does not wish to disclose their contact information, please fill in the name of the instructor but leave the contact information blank)**

If the course is conducted by more than one instructors, please add a "\*" before the name of the instructor responsible for coordination. **(The instructor may decide whether or not to use grid lines)**

Name of the Instructor	Contact Information	
	Extension Number	E-mail

## III. Course Design:

1.Prerequisites: Non

2.Course status in terms of horizontal integration and vertical linkage:

This course is designed to connect the characteristics of tourism products and activity concepts vertically, and to integrate the concepts of health promotion and leisure horizontally, in order to cultivate students with the professional knowledge of planning health tourism products. 3. Course recommendations:

## IV. Course Summary (Please describe):

This course integrates the characteristics of tourism products and tourism patterns, incorporates health concepts and trends in health tourism, explores the interaction between tourism products and health promotion through theoretical frameworks and practical cases, applies concepts of tourism product design and safety protection, and cultivates students' ability to evaluate the safety and health promotion characteristics of tourism products and to plan health tourism products.

## V. Course Objectives:

- 1 Understand the concept of health tourism.
2. Understand the characteristics of tourism products and the concept of relative leisure safety and health integration.
3. Understand the characteristics of the tourism market and the components of tourism products.
- 4.To explore practical cases related to health tourism.
5. Have the ability to plan health tourism products.

Relationship between the course and the core competencies required by the

Core Competencies	Basic Professional Competence in Health Business Management	Language Proficiency	Ability to apply information technology	Self-directed learning ability	Teamwork and communication skills	Humanities and Civic Behavior	Respect for Life and Caring for the Environment
Relevancy (please specify the percentage %)	10%	10%	20%	20%	20%		20%

## VI. Teaching/Learning Methods:

In addition to classroom lectures and exams, this course may use during the semester

- 1.Group discussion
2. Case study analysis
- 3.Final report/presentation

To further enhance students' learning effectiveness.

## VII. Time available for student counseling (office hour):2 hrs./ week

Student must make an appointment with the instructor in advance.

## VIII. Course Schedule: (The instructor may add or delete the columns as needed)

Week	Date	Course Contents	Class Hours	Remarks
1	2/21	Course Introduction	2	
2	2/28	Health Tourism Concept	2	
3	3/7	Travel Product Patterns and Characteristics	2	
4	3/14	Tourism Product Patterns and Characteristics	2	
5	3/21	Tourism Demand and Supply	2	
6	3/28	Tourism Product Components	2	
7	4/4	Tourism Rest and Safety	2	
8	4/11	Midterm Examination	2	



Week	Date	Course Contents	Class Hours	Remarks
9	4/18	Tourist Behavior	2	
10	4/25	Tourism Product Design	2	
11	5/2	Medical Tourism	2	
12	5/9	Silver Tourism and Health	2	
13	5/16	Family Tourism and Health	2	
14	5/23	Sports Tourism and Health	2	
15	5/30	Theme Park /Heritage Tourism & Health	2	
16	6/6	Data collection and project writing	2	
17	6/13	Final Report 1 (Oral presentation)	2	
18	6/20	Final Report 2 (Oral presentation)	2	

#### IX. Grading Criteria and their Percentage:

- 1 Course participation and discussion 20%
- 2 Midterm Exam 40%
- 3 Final Report: Case Report 40%

#### X. Learning Criteria: (The instructor may add or delete the contents based on course requirements)

1. Students are expected to read the assigned materials before class and to actively speak, ask questions, discuss, and question the course content in class. Students are expected to respect the right of the instructor and the class to speak and to develop the ability and attitude to understand, tolerate, and appreciate multiple values and modes of thinking.
2. The final report emphasizes the integration, originality, and diversity of tourism products and health concepts. If the report is found to be plagiarized, final grade will be deducted.

#### XI. Reference Materials

1. William, T. (2005). Global Tourism third edition, Elsevier Inc.
2. Yvette, R. (2009). International Tourism : Cultures and Behaviour, Elsevier Inc.
3. Roland, C & Martin, B(2010). Trends and Issues in Global Tourism 2010, Springer – Verlag BH.
4. Roman, E. & Dimitrios, B.(2008). Etourism case studies , Elsevier Inc.
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7. Rajesh, K. (2009).Global Trends in Health and Medica Tourism, SBS Publishers & Distributors PVT, Ltd.

#### XII. Self-assessment by the instructor (the instructor conducts self-assessment, which will be kept in file for reference). **(The instructor may retain or delete this item when**

**uploading the syllabus.)**

1. Does the teaching philosophy of the course properly reflect that of the department/institute and the school?
2. Does the content of the course help the students meet the professional requirements of the workplace?
3. In terms of course design, have I taken into consideration the horizontal integration and vertical linkage with the related courses?
4. Does the course summary provide a clear picture on the teaching approach and focus of the course?
5. Is the course objective clear and attainable to the students?
6. Are the teaching and learning activities of the course diversified and interesting?
7. Am I using objective and fair criteria to grade the students?
8. Are the reference materials for the course proper and updated?
9. Does the teaching process and contents of this course promote gender equality?

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### 附件3

## EMI 課程自我檢核表

課程名稱: Introduction of Health Tourism (保健旅遊概論)

授課教師:

SMART	項目	校內定義	是否做到
Specific(明確)	設定目標	此課程有明確的教學目標?	是 <input type="checkbox"/> V 否 <input type="checkbox"/>
Measurable(能夠衡量)	進行 4 項技能的前測與後測(聽、說、讀、寫)	此課程設計是否於課前及課後(第 1 週及第 18 週)針對學生聽、說、讀、寫之能力進行測驗,以確認透過該課程提升學生之英語能力?(教師須自行設計與測驗)	聽 <input type="checkbox"/> 說 <input type="checkbox"/> 讀 <input type="checkbox"/> 寫 <input type="checkbox"/> 以上皆是 <input type="checkbox"/>
Achievable(可以達成)	依程度將課程分級	評估此課程之使用英語程度,以利學生選課時辨別課程之英語難易度(請教師參閱 CEFR 英語能力 A2、B1、B2、C1、C2 對照表)	A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> V C2 <input type="checkbox"/>
Relevant(具相關性)	對接目標與結果	本課程課後是否能夠提升學生英語能力?	是 <input type="checkbox"/> V 否 <input type="checkbox"/>
Relevant(具相關性)	以產出能力為主	本課程課後學生是否能夠提升本身專業能力?	是 <input type="checkbox"/> V 否 <input type="checkbox"/>
Measurable(能夠衡量)	依目標進行評量	本課程是否有依教學目標進行課程評量?	是 <input type="checkbox"/> V 否 <input type="checkbox"/>
Time based(具時間性)	課程地圖、達成課程目標	本課程教學目標是否定期審視、更新?	是 <input type="checkbox"/> V 否 <input type="checkbox"/>
Measurable(能夠衡量)	開發、挑選、評估教材	本課程教材之開發是否符合教學目標?	是 <input type="checkbox"/> V 否 <input type="checkbox"/>
Measurable(能夠衡量)	與評量提供者合作	本課程是否有與雙語計畫推動單位進行合作?	是 <input type="checkbox"/> 否 <input type="checkbox"/> V
Measurable(能夠衡量)	收集、管理、分析數據	本課程是否有衡量、收集、管理與分析學生專業與英語能力之設計?(請參考 EMI 課程採用英語比例調查表)	是 <input type="checkbox"/> 否 <input type="checkbox"/> V

## EMI 課程採用英語比例調查表(課前評估)

活動類型	課程採用英語之比例		
內容與教學 (Content delivery)	70%以下	超過 70%-未達 100%	100%
學術/教學教材 (Academic/ Teaching Materials)			V
學習成效之評量與展現 (Assessment demonstration of learning outcomes)			V
課程師生互動 (In-classroom lecturer/ Student interaction)			V
學生間互動 (Student/Student interaction)	V		

## 國立臺北護理健康大學 智慧健康照護跨領域學院

### 110 學年度第一學期第二次課程委員會 簽到表

時間：110 年 12 月 14 日（四）13:00-13:30

地點：國立臺北護理健康大學 跨領域學院會議室

主席：陳依兌 院長

職稱	姓名	簽名
智慧健康照護跨領域學院 院長	陳依兌	陳依兌
運動保健系主任	廖翊宏	廖翊宏
高齡照護系主任	蔡君明	蔡君明
校務研究辦公室	吳國鳳	吳國鳳
大健康產業創新研究中心	孫若馨	孫若馨
國立聯合大學經營管理學 系助理教授	于世恒	
衛生福利部資訊處副處長	王復中	
健四一A（智慧健康科技 技優專班）	林樺蓁	
智慧健康照護跨領域學院	張芯瑜	張芯瑜