



Course Outline for xxxx

××课程 大纲

Tutor: in English

授课教师： in Chinese

MBA Education Center

Guangdong University of Foreign Studies

2012-xx-xx

Course title:	黄帝内经的养生思想	Pre-requisites:	前修课程
Course code:		Nature:	选修课
Credit hours:	16	Credit points:	1
Instructor name:	杨志敏 范宇鹏	Class time:	
Instructor title:	副院长 主治医师	Classroom:	
Office:		Phone:	15813317693
Office hours:	课后讨论	Email:	hanwuhao@126.com
Teaching Assistant:	助教	Website:	

I. Course Description 课程描述：课程主要内容

.....

本课程主要介绍《黄帝内经》的养生智慧。

《黄帝内经》是我国现存最早的医学文献典籍，全面地阐述了中医学理论体系的基本内容，反映了中医学的学术思想和理论原则，为中医学的发展奠定了基础，后世的众多中医学术流派，都是在《黄帝内经》理论体系的基础上发展起来的。通过对人与自然以及人体自身生命规律的深刻认识确立了“不治已病治未病”的养生基本原则，并全面论述了四时环境、饮食起居、精神情志、动静调形等养生大法，奠定了后世中医养生思想的理论走向和基本理论框架。

主要讲授内容：

1. 《黄帝内经》的养生思想与养生原则
 - 1.1 《黄帝内经》的健康观和健康判别维度（平人标准）；
 - 1.2 天人合一，一气周流的圆运动思想；
 - 1.3 自然之圆运动；
 - 1.4 人体之圆运动；
 - 1.5 中药之圆运动；
 - 1.6 “道法自然”的养生思想；
2. 《黄帝内经》的养生方法
 - 2.1 脏腑调和；
 - 2.2 经络畅和；
 - 2.3 形神兼备；

2.4饮食五味;

2.5动静调形。

3.体质养生与中医健康管理

3.1平和质养生;

3.2阳虚质养生;

3.3气虚质养生;

3.4痰湿质养生;

3.5湿热质养生;

3.6阴虚质养生;

3.7血瘀质养生;

3.8气郁质养生;

3.9特禀质养生;

3.10中医健康管理简介。

Mapping of the course content against the AMBA Criteria (please tick relevant boxes)

Tic k ✓	AMBA Criteria
	(i) the concepts, processes and institutions in the production and marketing of goods and/or services and the financing of business enterprise or other forms of organisation;
	(ii) the concepts and applications of accounting, of quantitative methods, and management information systems including IT applications;
	(iii) organisation theory, behaviour, HRM issues and interpersonal communications;
	(iv) the processes and problems of general management at the operational and strategic level;
	(v) Macro and micro economics
	(vi) business research methods and consultancy skills;
	(vii) the impact of environmental forces on organisations, including: legal systems; demographics; ethical, social, and technological change issues;
	(viii) explicit coverage of the ability to respond to and manage change;

	(ix) business policy and strategy;
	(x) leadership and entrepreneurship;
	(xi) an understanding of the impact of sustainability, ethics and risk management on business decisions and performance;
	(xii) further contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, knowledge management, and globalisation;
	(xiii) the international dimension to the above, including political risk and contemporary processes of regionalisation, emerging markets, global governance and globalisation.

Comment [□□□□]: To be determined by the end of August.

II. Course Learning Outcomes

On completion of this course , students should be able to:

- 1.掌握《黄帝内经》的健康观和健康判别维度;
- 2.熟悉天人合一, 一气周流的圆运动思想;
- 3.熟悉《黄帝内经》的养生方法;
- 4.熟悉九种体质的生理心理特点和针对性的养生方案;
- 5.了解中医健康管理的意义、内涵、实施方法。

Alignments of Program and Course Learning Outcomes (CLO):不填

Program Learning Outcomes	Course learning outcomes (CLO) #

III. Syllabus教学安排

General description of the teaching arrangement

Tentative Teaching Schedule

Session	Date	Topic	Reading	Cases/Exercises	Writing Assignment Due
1.		《黄帝内经》的养生思想与养生原则	《黄帝内经》		
2		《黄帝内经》的养生方法	《黄帝内经》		
3		体质养生与中医健康管理（上）	《黄帝内经》		
4		体质养生与中医健康管理（下）	《黄帝内经》		
5					
6					
7					
8					
9					
10					
11					

Comment [] [] [] []: These methods include lectures, interactive mini-lectures, seminars, workshops, action learning, reading, individual and group projects, distance learning, computer-based training, case study, role play, a visiting speaker programme, simulations, visits to companies and organizations, student-led teaching sessions, live client projects, the use of Internet, etc.

Comment [] [] [] []: Assessment scheme may include coursework and examinations. Coursework assignments may be individual or group-based, or a mixture of the two. Assessment methods include discussion, Q &A, written assessment, quiz, test, etc..

IV. Prescribed Texts and Reference Materials

Textbook

1. 《中医临床必读丛书:黄帝内经素问》，人民卫生出版社，2007.1第一版。
2. 《中医临床必读丛书:黄帝内经灵枢》，人民卫生出版社，2007.1第一版。
3. 《中医临床必读丛书:四圣心源》，黄元御，人民卫生出版社，2007.1第一版。
4. 《圆运动的古中医学》，彭子益，中国中医药出版社，2007.6第一版

Reference Materials

Websites

V. Teaching and Learning Methods, and Learning Outcome Assessment

Learning Outcomes	Teaching & Learning Methods	Assessment

VI. Assignments and Requirements

VII. Composition of Total Marks and Criteria 最终成绩的组成部分

Items	% of grade	Due
Attendance	0	
Participation	0	
Individual assignment	0	
Group assignment	0	
Case study and presentation	0	
Essay	100%	
Exam	0	
....	0	

Grading Criteria for each item

.....

VIII. Academic Misconduct

The University takes any form of academic misconduct seriously. Academic misconduct on the part of a student, which involves amongst other forms of misconduct: Cheating, Plagiarism and Collusion.

Plagiarism is the use of another scholar's work as your own. It includes not only the representation of an entire article or section in a paper, but also (most commonly) the paraphrasing or rearrangement of another's material without proper attribution. Summarizing someone else's ideas and putting them in your own words does **not** free you from the obligation of acknowledging their work by way of appropriate citation and referencing. Failure to acknowledge material correctly is an offence against professional standards.

Most commonly, plagiarism exists when: the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for the student's own in an examination or test); parts of the work are taken from another source without reference to the original author; or the whole work, such as an essay, is copied from another source.

Collusion includes inciting, assisting, facilitating, concealing or being involved in plagiarism, cheating or other academic misconduct by others.

IX. Student evaluation of member participation form (refer Appendix 1)

When undertaking syndicate work, each student must complete a 'student evaluation form' and it must accompany all group work assessments. This form is an evaluation, by the student, of each member's participation and cooperation in the various projects.

Where a student evaluation form is not submitted the lecturer will assume equal participation for that component of the program. If a form is not submitted, a student may not at a later time (such as after receiving a fail grade for the subject) claim that they did a larger proportion of the work than other team members. Where students' evaluation of other team members' input differs, the lecturer will determine the relative weighting of each member's participation based on the submitted student evaluation sheets. The lecturer's decision will be final.

APPENDIX 1

**STUDENT EVALUATION OF MEMBER PARTICIPATION
SEPARATE FORM TO BE COMPLETED BY EACH STUDENT**

In order to encourage equal participation on the part of all group members, each group member will complete and turn in an evaluation of the group members. This evaluation will indicate the percentage of contribution of each group member to the group's over all performance. An evaluation will accompany each group presentation and the written research project report.

Name of assessment component _____

Group: _____

Date: _____

Student's Name: _____

Project Mark: _____

Student's name	% Participation

The average of the awarded percentages should equal 100%. Individual marks are calculated by multiplying paper grade by the percentage awarded by peers. For example, If Joe Black was awarded 90% for his contribution to the project and the group received 36 out of 40 points for the project, Joe's mark would be 32.4%. However no individual can exceed the maximum points for the project.

Students can give each of the group members 100%. If this is done, each student receives the mark that was awarded to the total project (in the above example 36 points). No student should receive zero unless they really did nothing to contribute to the completion of the project (EG, did not go to meetings, did not complete assigned tasks, and did not contribute to the conceptualization of the project).

In completing this form take into account:

Willingness of the individual to carry out jobs assigned

Ability of the individual to meet deadlines

Cooperation with other team members

Quality of the individual's work



Assignment Form

SECTION 1: STUDENT TO COMPLETE

Name: _____ Student ID No. _____

Course: _____ Assignment No. _____

STUDENT DECLARATION

I declare that this assignment is my own work, that all sources of reference are acknowledged in full and it has not been submitted for any other course.

Signature _____ Date _____

SECTION 2: INSTRUCTOR TO COMPLETE

Date Received: _____

SECTION 3: INSTRUCTOR'S COMMENTS AND ASSESSMENT

STRENGTHS

WEAKNESSES

- | | |
|---|--|
| <input type="checkbox"/> Good use of relevant study materials | <input type="checkbox"/> Insufficient use made of study material |
| <input type="checkbox"/> Detailed analysis of the questions | <input type="checkbox"/> Superficial treatment of question |
| <input type="checkbox"/> Successful use of analysis | <input type="checkbox"/> Too descriptive-little/no analysis |
| <input type="checkbox"/> Good illustrations | <input type="checkbox"/> Lack of illustrations |
| <input type="checkbox"/> Clear/logical structure | <input type="checkbox"/> Weak structure |
| <input type="checkbox"/> Effective communication | <input type="checkbox"/> Ineffective communication |

Additional Comments:

Grade awarded for assignment _____