

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Infectious Diseases and Public Health  
with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** One Health

**Course Code:** VM 2001

**Course Duration:** 1 semester

**Credit Units:** 3 credits

**Level:** B2

Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations

*(for GE courses only)*

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil

*(Course Code and Title)*

**Precursors:** Nil

*(Course Code and Title)*

**Equivalent Courses:** Nil

*(Course Code and Title)*

**Exclusive Courses:** Nil

*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The idea of “One Health” has evolved from earlier concepts and re-definitions of the veterinarian’s contribution to Public Health, and is based on the complex interactions and inter-dependencies of animal and human populations with each other and the environment. The course will introduce and sensitise the students to these complex relationships, and through appropriate lectures, tutorials and field trips involving appropriate practitioners of the concept in Hong Kong, deepen their exposure and appreciation of that subject matter. This course establishes an intellectual framework which will be carried through and touched upon throughout the curriculum. Zoonoses together with endemic, epidemic and exotic diseases will be considered during an introduction to epidemiology.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Develop an understanding of the interrelatedness of wild and domestic animals, humans and the environment			✓	
2.	Understand the ethical and legal responsibilities of the veterinary surgeon in relation to patients, clients, society and the environment (RCVS)			✓	
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students’ achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Aspects of One Health explained	✓	✓			1 hr/wk
Tutorials	Led group discussions/ investigations	✓	✓			1 hr/wk

**4. Assessment Tasks/Activities (ATs)**

*(ATs are designed to assess how well the students achieve the CILOs.)*

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: <u>0</u> %								
Examination: <u>100</u> % (duration: 2 hours)								
							100%	

*\* The weightings should add up to 100%.*

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C)	Failure (F)
1. Field reports/ quizzes	Develop an appreciation of the interactions between animal, human populations and the environment	Highly developed understanding of the complex interactions between animals, humans and the environment	Well developed understanding of the complex interactions between animals, humans and the environment	Shows a basic understanding of the complex interactions between animals, humans and the environment	Shows lack of understanding of the complex interactions between animals, humans and the environment
2. Final examination	Demonstrate a thorough, overall understanding of the complexity of the interactions between animals, humans, and the environment	Able to demonstrate a highly competent understanding of the complexity of the interactions between animals, humans, and the environment	Able to demonstrate a good, competent understanding of the complexity of the interactions between animals, humans, and the environment	Able to demonstrate a basic competent understanding of the complexity of the interactions between animals, humans, and the environment	Unable to demonstrate a competent understanding of the complexity of the interactions between animals, humans, and the environment

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

One Health, Emerging Disease, Animals, Wildlife, Livestock, Companion Animals, Humans, Environment, Human behaviour, Interface

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Zinsstag J et al. (2015). <i>One Health</i> . CABI International.
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**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Whitmee S et al (2015). Safeguarding human health in the Anthropocene epoch: report of The Rockefeller Foundation–Lancet Commission on planetary health. <i>The Lancet</i> 386:1973-2028.
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