


國立臺灣大學公共衛生學院

105 學年度第 4 次課程委員會(通訊會議)紀錄

106.03.02

投票時間：106 年 2 月 24 日至 106 年 3 月 1 日

投票方式：E-mail 通訊投票

召集人：陳為堅院長 

委員：黃耀輝主任、楊銘欽主任、陳保中所長、鍾國彪所長、蔡詩偉所長、簡國龍所長、陳端容所長、研究生學生會會長邱冠智同學、公共衛生學系學生會會長李俊霆同學

記錄：林淑娟

參、討論事項

一、105 學年度第 2 學期教師教授全英語課程申請核減授課時數案，請審核。

說明：

(一) 依據本院「國立臺灣大學公共衛生學院教師教授全英語課程授課時數減免要點」第二點，本學院各系、所、學位學程在不影響必修課程及核心課程開設情形下，開授全英語課程之教師得申請核減當學期之授課時數，開授 2 學分之全英語課程核減 1 小時，3 學分之全英語課程核減 1.5 小時。

(二) 本次申請全英語授課時數減免共五門課程：(列表如附件)

- 1、健管所張睿詒老師開授「健康照護財務概論」課程擬申請全英語課程授課時數減免 1 小時，課程大綱如附件一。本案經健管所 105 學年度第 8 次課程委員會(通訊會議)通過。
- 2、行社所黃俊豪老師開授「健康傳播與健康促進」課程擬申請全英語課程授課時數減免 1 小時，課程大綱如附件二。本案經行社所 105 學年度第 1 次課程委員會(通訊會議)通過。
- 3、職衛所詹長權老師開授「當代全球衛生議題」及吳章甫老師開授「環境及職業健康」課程擬申請全英語課程授課時數減免各 1.5 小時，課程大綱如附件三、四。本案經職衛所 105 學年度第 9 次課程委員會(通訊會議)通過。
- 4、環衛所李婉甄老師開授「環境與職業流行病學之暴露評估計量模擬及應用」課程擬申請全英語課程授課時數減免 1 小時，課程大綱如附件五。本案經環衛所 105 學年度第 1 次課程委員會(通訊會議)通過。

(三) 本次申請授課時數減免課程近年教學意見調查統計表 (附件六)

決議：通過。

教師教授全英語課程申請核減授課時數列表：

#	系所	課程名稱	學分數	授課教師	個別教師核減時數	申請核減總時數
1	健管所	健康照護財務概論	2	張睿詒	1	1
2	行社所	健康傳播與健康促進	2	黃俊豪	1	1
3	職衛所	當代全球衛生議題	3	詹長權	1.5	1.5
4	職衛所	環境及職業健康	3	吳章甫 (主授)	吳章甫 0.46 黃耀輝 0.1 陳佳堃 0.1 楊孝友 0.1 陳家揚 0.1 林靖愉 0.1 王根樹 0.1 蔡坤憲 0.32 李婉甄 0.1	1.48
5	環衛所	環境與職業流行病學之暴露評估計量模擬及應用	2	李婉甄	1	1

國立臺灣大學課程綱要格式

課程資訊				
課程名稱	中文名稱：健康照護財務概論 英文名稱：Fundamentals of Healthcare Finance			
課程編號	HPM 5017	班次	學分數	2 學分
全/半年			必/選修	
授課教師	張睿詒		開課系所	健康政策與管理研究所
上課時間	星期二 6,7		上課地點	公衛 207
備註	本課程以英語授課 (如有選課時特殊規範，例如選課人數限制等可填入)			
課程網頁	https://ceiba.ntu.edu.tw/1042HPM5017_			
課程大綱				
為確保您我的權利,請尊重智慧財產權及不得非法影印				
課程概述	<p>本課程關注在健康服務機構部門管理最重要的會計與財務管理原理與觀念，課堂講授、測驗與案例分析為主要學習工具。本課程之學習效益將與學生對課程投入程度(課業準備與參與)有直接的關聯。</p> <p>本課程探討影響健康照護組織之基本會計與財務管理原理包括： 會計基礎、損益表、資產負債表、現金流量表、比率分析、營運資金、時間價值、資本預算、淨現值、內部報酬分析</p> <p>This course focuses on the most important accounting and financial management principles and concepts relevant to department-level management of health services organizations. Lectures, homeworks and cases, are the primary learning tools. The benefits you receive from this course are directly related to your class preparation and participation—in other words, to the effort you put into the course.</p> <p>This course examines basic accounting and financial management concepts affecting health care organizations, including:</p> <ul style="list-style-type: none"> • Accounting Basics: double entry, GAAP, FASB, notes to statements, auditing • Income Statement: charges, contractual allowances, expenses • Balance Sheet: assets, liabilities, equity, inventory, capital structure • Cash Flow Statement: reimbursements, depreciation (SL, DDB, MACRS) • Ratio Analysis, Working Capital, DCF, TVM, NPV, IRR <p style="color: red; font-size: small;">(必填欄位，最少要有 50 個字，並且依學校政策，為使台大課程國際化，請務必中英文都要輸入)</p>			
課程目標	<p>修畢本課程之學生被期待具備了解與使用會計原理來評估健康照護組之短期中期與長期之財務狀況，並且能夠提出解決健康產業機構財務問題之能力。特別是在 a) 收費與收入之差異、淨利與付費(償付)之差異，b) 折現分析之能力。</p> <p>Upon completion of this course, you will be able to demonstrate an understanding of the accounting principles used to assess the immediate, short-term and long-term financial strength of health care organizations. You will also be able to propose solutions to financial problems within the health care organizations. Specifically, you</p>			

	<p>will be able to: (a) understand the differences between charges and revenue and between income and reimbursement; (b) demonstrate competence with discounted cash flow.</p> <p>(必填欄位，最少要有 50 個字，並且依學校政策，為使台大課程國際化，請務必中英文都要輸入)</p>																
課程要求	<p>學術誠實行為必須被遵守，任何形式違反誠實將會導致未能通過此課程之評量。修課同學希望均能出席上課，缺席二次(含)以上將無法獲得課堂出席的分數。</p> <p>Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. Violations of these rules will result in receiving a failing grade for the course.</p> <p>Attendance: Attendance is mandatory and expected for all classroom sessions. Attendance will be taken randomly throughout the semester. I will allow missing one face to face session in this semester. Missing two in class sessions will result in no point assigned to this grade component.</p>																
關鍵字	會計、財務管理、健康照護機構																
Office Hours																	
指定閱讀	Gapenski, Louis C.: Fundamentals of Healthcare Finance, 2nd edition. Health Administration Press, 2013.																
參考書目																	
評量方式	<p>(百分比相加不可少於 100%，但可以超過 100%，讓老師有加分的空間)</p> <table border="1"> <thead> <tr> <th>No.</th> <th>項目</th> <th>百分比</th> <th>說明</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Homeworks</td> <td>30%</td> <td></td> </tr> <tr> <td>2.</td> <td>Case Studies</td> <td>60%</td> <td></td> </tr> <tr> <td>3.</td> <td>Attendance</td> <td>10%</td> <td></td> </tr> </tbody> </table>	No.	項目	百分比	說明	1.	Homeworks	30%		2.	Case Studies	60%		3.	Attendance	10%	
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1.	Homeworks	30%															
2.	Case Studies	60%															
3.	Attendance	10%															

國立臺灣大學課程綱要格式

課程資訊				
課程名稱	Health Communication and Health Promotion 健康傳播與健康促進			
課號	HBCS7008	班次		學分數 2
全/半年	Half (Spring 2017)		必/選修	Selective
授課教師	Jiun-Hau Huang		開課系所	Institute of Health Behaviors and Community Sciences
上課時間	Monday, 10:20–12:10 AM	上課地點	College of Public Health Bldg., Rm. 209	
備註	Enrollment is limited to 30.			
課程網頁	https://ceiba.ntu.edu.tw/1052HBCS7008_HCHP			
課程大綱				
為確保您我的權利,請尊重智慧財產權及不得非法影印				
課程概述	This course is designed to provide students with a basic understanding of how health communication can be used in the field of health promotion, including strategic planning for integrated mass media campaigns and the development of health communication messages that are consonant with principles of behavioral sciences. This course reviews the role of health communication as a means of promoting public health and also stimulates thinking about how the power of health communication can be harnessed to advance a public health agenda.			
課程目標	After completing this course, students will be able to: 1. Describe the underpinning theories of health communication. 2. Understand the key elements of developing evidence-based health communication strategies. 3. Describe all major steps involved in the health communication process.			
課程要求	Assigned readings; attendance and participation; class discussions; concept papers; oral presentations			
關鍵字	Health Communication; Health Promotion; Health Behavior			
Office Hours	By appointment			
指定閱讀	<i>Making Health Communication Programs Work</i> . Bethesda, MD: National Cancer Institute, 2001. http://www.cancer.gov/cancertopics/cancerlibrary/pinkbook/Pink-Book.pdf			
參考書目	Thomas, R.K. <i>Health communication</i> . Boston, MA: Springer, 2006. Wright, K.B. et al. <i>Health communication in the 21st century</i> . Malden, MA; Oxford: Blackwell Pub., 2008. Schiavo, R. <i>Health communication: from theory to practice</i> . San Francisco, CA: Jossey-Bass, 2007.			

評量方式	No.	項目	百分比	說明
	1.	Attendance and participation	10%	
	2.	Class discussions	20%	
	3.	Concept papers	35%	1.Summary of main points 2.Take-home messages 3.Empirical studies 4.Applications to research or practice
	4.	Oral presentations	35%	
週次	日期	單元主題		
第 1 週	2/20	Course introduction and overview of health communication (pp 1-13)		
第 2 週	2/27	Adjusted holiday (no class)		
第 3 週	3/6	Planning and strategy development (I): Assessing health issues and identifying solutions; Defining communication objectives (pp 16-23)		
第 4 週	3/13	Planning and strategy development (II): Defining intended audiences; Exploring communication settings, channels, and activities (pp 23-35)		
第 5 週	3/20	Planning and strategy development (III): Identifying potential partners and collaborating (pp 35-40)		
第 6 週	3/27	Planning and strategy development (IV): Developing a communication strategy and drafting communication and evaluation plans; Common myths about planning (pp 40-50)		
第 7 週	4/3	Adjusted holiday (no class)		
第 8 週	4/10	Developing and pretesting concepts, messages, and materials (I): Reviewing existing materials; Develop and test message concepts (pp 54-63)		
第 9 週	4/17	Developing and pretesting Concepts, Messages, and Materials (II): Deciding what materials to develop; Developing effective materials (pp 63-77)		
第 10 週	4/24	Developing and pretesting concepts, messages, and materials (III): Pretest messages and materials; Planning for production, distribution, promotion, and process evaluation; Common myths and misconceptions about pretesting (pp 77-87)		
第 11 週	5/1	Implementing the program (pp 92-104)		
第 12 週	5/8	Assessing effectiveness and making refinements (pp 108-123)		
第 13 週	5/15	Types of communication research; Differences between qualitative and quantitative research methods; Qualitative research methods (pp 126-141)		
第 14 週	5/22	Quasi-quantitative research methods (I) (pp 141-147)		
第 15 週	5/29	Adjusted holiday (no class)		
第 16 週	6/5	Quasi-quantitative research methods (II) (pp 147-157)		
第 17 週	6/12	Quantitative research methods; Additional research methods (pp 157-167)		

Course Instructor: Prof. Jiun-Hau Huang

E-mail: jhuang@ntu.edu.tw

Course TA: Iris Huang

E-mail: r04850007@ntu.edu.tw

國立臺灣大學課程綱要格式

課程資訊	
課程名稱	當代全球衛生議題 Contemporary Issues in Global Health
開課學期	105-2
授課對象	公共衛生學院 職業醫學與工業衛生研究所
授課教師	詹長權
課號	OMIH5125
課程識別碼	841 U5770
班次	
學分	3
全/半年	半年
必/選修	必修
上課時間	星期五 234
上課地點	公衛 206
備註	本課程以英語授課。博士班全球衛生組必修。 總人數上限：12 人
核心能力關聯	本課程尚未建立核心能力關連
課程大綱	
為確保您的權利,請尊重智慧財產權及不得非法影印	
課程概述	This Contemporary Issues in Global Health is designed for doctoral students, majoring in global health. This course will provide students with knowledge of cross-cutting global health theme and global burden of diseases, and ways of working together to improve global health. In addition to lecture, it will cover global health cases in Asia and Africa.
課程目標	
課程要求	1. Preview each week's reading material 2. Participation in class and at group discussions 3. Complete group assignments by the end of each class

	4. Final project and presentation		
Office Hours			
參考書目	一、 指定閱讀 Essentials of Global Health by Richard Skolnik (Jones & Bartlett Learning) 二、 延伸閱讀 Case Studies in Global Health Millions Saved by Ruth Levine (Jones & Bartlett Learning)		
指定閱讀			
評量方式 (僅供參考)	課程進度		
	週次	日期	單元主題
	無資料		

國立臺灣大學課程綱要格式

課程資訊	
課程名稱	環境及職業健康 Environmental and Occupational Health
開課學期	105-2
授課對象	公共衛生學院 職業醫學與工業衛生研究所
授課教師	吳章甫
課號	OMIH5126
課程識別碼	841 U5780
班次	
學分	3
全/半年	半年
必/選修	必修
上課時間	星期二 234
上課地點	
備註	本課程以英語授課。公衛 105 教室。全球衛生組必修。公衛學院外限具自然科學背景之碩博班學生選修。與黃耀輝、陳佳、楊孝友、陳家揚、林靖愉、王根樹、蔡坤憲、李婉甄合開 總人數上限：10 人 外系人數限制：5 人
Ceiba 課程網頁	http://ceiba.ntu.edu.tw/1052OMIH5126_EOH
核心能力關聯	核心能力與課程規劃關聯圖
課程大綱	
為確保您我的權利,請尊重智慧財產權及不得非法影印	
課程概述	Introduce the core knowledge in environmental and occupational health. Understand the real-world application and practical issues through site visits. (The site visits may be arranged outside regular class time.)
課程目標	Be familiar with environmental factors affecting human health. Can summarize and interpret variables and indicators commonly used in the field of environmental and occupational health.

課程要求	Required course for students in the Global Health program of College of Public Health. Restriction - Doctoral and master students not in College of Public Health but with background in natural sciences may take this course. Please consult with the instructor first. This course is offered in English.						
Office Hours							
參考書目	Environmental health, by Dade W. Moeller, Cambridge, Mass.: Harvard University Press, 2011						
指定閱讀							
評量方式 (僅供參考)							
	課程進度						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; text-align: center;">週次</th> <th style="width: 15%; text-align: center;">日期</th> <th style="width: 70%; text-align: center;">單元主題</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">無資料</td> </tr> </tbody> </table>	週次	日期	單元主題	無資料		
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無資料							
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國立臺灣大學課程綱要格式

課程資訊				
課程名稱	Exposure and Dose Metrics for Environmental and Occupational Epidemiology 環境與職業流行病學之暴露評估計量模擬及應用			
課程編號		班次	學分數	2
全/半年	半年		必/選修	選修
授課教師	李婉甄		開課系所	環境衛生研究所
上課時間	(三) 6,7 節 1:20-3:10pm		上課地點	
備註				
課程網頁				
課程大綱				
為確保您我的權利,請尊重智慧財產權及不得非法影印				
課程概述	<p>空氣汙染的量測誤差會影響相關健康效應的評估，而誤差的來源包括暴露濃度在時序上的變異以及量測的計量方式。本課程將透過 Excel 試算表，針對可逆(reversible)、不可逆(irreversible)、等比例(proportional)及超過閾值而誘發(discrete)之四類健康效應，進行汙染物暴露濃度模擬，以了解暴露計量(exposure metrics) 包含之變異性，並探討暴露計量與體內劑量之關係，以及可能之誤差。建此基礎之上，本課程將引導學生應用上述模擬之結果及觀察，針對課程指定之文獻進行回顧及批判分析，提出該文獻暴露評估之限制，進一步於期末報告利用分組方式，結合暴露計量觀念提出可行之研究設計及解決方案。</p> <p>Hazardous exposures are usually complex extended temporal processes leading to the development of biological responses, “damage/adverse responses/health effects”. A study intended to determine the quantitative relationship between exposure and risk of the effect requires a careful matching of the temporal variation in exposure with the kinetics of uptake, distribution and metabolism and matching those to the dynamics of response. However, bias and attenuation of the health risk estimate can be introduced when there is exposure error in air pollution measurement. Adequate exposure metrics may provide a means of reducing error (leading to less bias and uncertainty in health risk estimates) if they capture variability in exposure, which depends on the study design, health outcome, and pollutant of interest.</p> <p>To enable this, the course will start from a review of the basic components of exposure assessment for air pollution and subsequently introduce exposure metrics</p>			

	<p>for four types of health outcomes: different combination of reversible/irreversible and discrete/proportional outcomes. Students will develop knowledge of exposure determinants and its temporal behavior (variability), in conjunction with skills for modeling temporal behavior of exposures and outcomes through simulations using excel spreadsheets. Guided critical analysis of publications will be performed, and information from simulations will be used to design an exposure assessment matched to the biology of the adverse effect(s). In the finals, the class will culminate with a design project where small groups of students design a new study of a specific exposure and hypothesized effect(s) reported in a previously critiqued scientific paper.</p>
<p>課程目標</p>	<p>本課程之整體目標在於培養學生根據流行病學中不同類型的健康效應，有能力判斷並使用正確、合適的暴露計量來探討污染物及不良健康危害之因果關係。具體的目標包含以下四點：(1) 課程利用閱讀文獻、討論、批判思考之方式穩固學生暴露評估之基礎知識；(2) 學習如何使用暴露計量之模擬來探討暴露評估策略對前述四類健康效應之影響；(3) 利用前述學習之方法探討課程指定文獻中暴露計量與健康效應之關係，並指出暴露評估之限制；(4) 針對文獻中暴露評估之限制，於期末分組報告提出改良之研究設計。</p> <p>The overall goal of this class is to develop the student’s ability to perform a biologically-based exposure assessment suited for testing an agent based hypothesis about a causal exposure-risk relationship in an epidemiological study.</p> <p>The specific learning objectives are:</p> <ol style="list-style-type: none"> 1. The student’s knowledge base of exposure characteristics and assessment methods, and their application will be broadened through presentations, readings, critiques, and discussions of exposure assessment for environmental and occupational epidemiology. 2. The students will be introduced to a temporal modeling approach for simulating environmental and occupational exposures (exposure metrics), formulating a model of a linked exposure and health effects process as the basis for designing an epidemiologic study, and they will apply this approach to four different types of disease outcomes. 3. The students will be able to apply the knowledge and use their analytical skills to critique the exposure assessments and linkage with the health outcomes in selected publications. 4. Given a previously critiqued publication with a limited exposure assessment, the

	students will develop an improved study design using the temporal model approach that will provide a better test of the epidemiologic exposure-risk hypothesis, and present that approach to the class.	
課程要求	課堂除了教師授課，亦採用討論及分組報告之方式進行。 The course sessions will include presentation on the topic of the day by the lecturer, and discussions of reading, review of homeworks, paper critiques, and other topics of interest.	
關鍵字	Dose metric(s), Exposure assessment	
Office Hours		
指定閱讀		
參考書目	<ol style="list-style-type: none"> 1. Thomas Smith and David Kriebel, "A Biological Approach to Environmental Assessment and Epidemiology," Oxford University Press, 2010. 2. Mark Nieuwenhuijsen, "Exposure assessment in occupational and environmental epidemiology," Second Edition. Oxford University Press, 2015. 	
評量方式	<ol style="list-style-type: none"> 1. Homeworks – Total of three homeworks will be worth 15% of the course grade. 2. Paper critiques – Each critique will be worth 5%; and all of the critiques will be worth 15% of the course grade. 3. Midterm – 15% of the course grade. 4. Class research design project – This will be worth 50% of the class grade. 5. Class participation –5% of the class grade for participation in discussions. 	
週次	單元主題	核心能力
第 1 週	(1) Review of syllabus organization and schedule (2) Introduction to nature of exposure and its assessment in epidemiology	B
第 2 週	Exposure characterization – strategies for quantitative measurements and practical issues	A,B
第 3 週	Biomarkers as indicators of exposure	B
第 4 週	An over view of disease process models	B
第 5 週	Exposure and dose metrics: approaches for epidemiologic studies (I)	B
第 6 週	Exposure and dose metrics: approaches for epidemiologic studies (II)	B
第 7 週	Exposure and dose metrics: approaches for epidemiologic studies (III)	B
第 8 週	Measurement errors and study design issues	A,B,C
第 9 週	Midterm	
第 10 週	Critique approaches	B,C
第 11 週	Paper critique 1	B,C
第 12 週	Paper critique 2	B,C
第 13 週	Demonstration of course final project (presentation by course instructor)	B,C

第 14 週	Paper critique 3	B,C
第 15 週	Where do we go from here? Summary and discussion for final projects	B,C,D
第 16 週	Final project (I)	B,C,D,E
第 17 週	Final project (II)	B,C,D,E
第 18 週	Final exam	

學生完成本所碩士班課程之後，應具備之核心能力如下：

- A. 具備環境衛生核心教育有關的知識與執行環境測量與分析的技能
- B. 能應用知識客觀評論環境與健康科學的資訊
- C. 善用知識與技能評估、設計和執行環境衛生相關議題的研究
- D. 能夠將環境衛生議題適當的置入公共衛生實務
- E. 能夠與專家及非專家溝通環境與健康科學的知識

學生完成本所博士班課程之後，應具備之核心能力如下：

- A. 有環境衛生相關領域的基本知識
- B. 有環境與職業疾病的知識
- C. 有職業與一般環境暴露的知識
- D. 有瞭解與評估環境衛生與職業衛生標準的能力
- E. 有能力以寫作及口頭發表的方式傳達環境衛生與職業衛生的基本觀念
- F. 有能力判斷文獻的缺失以及客觀評論進行中的研究與公開發表的論著
- G. 有能力發展可量化及可測量的環境衛生假設
- H. 有應用研究方法的知識與能力