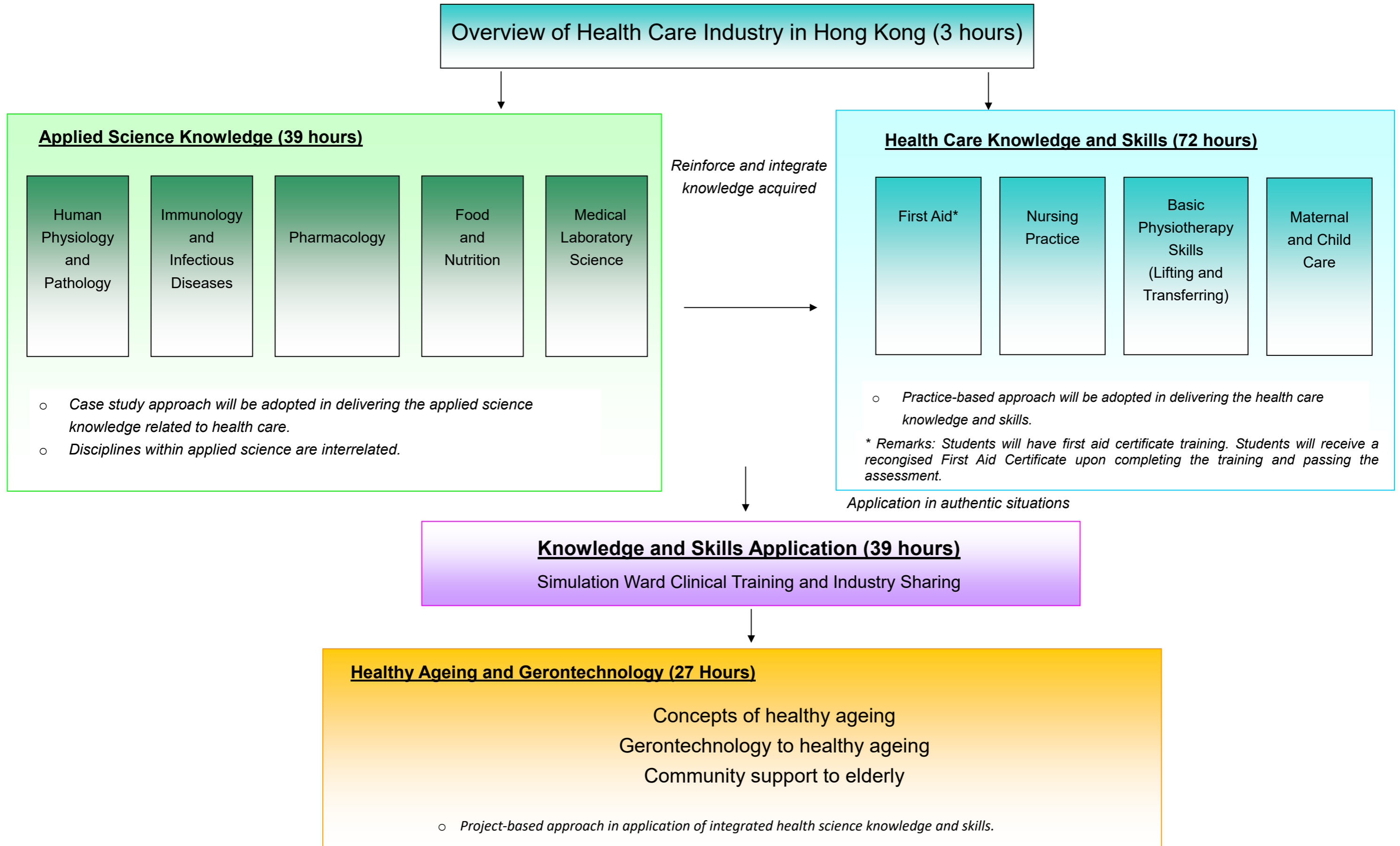


Applied Learning

2024-26 Cohort; 2026 HKDSE

Item	Description
1. Course Title	Health Care Practice
2. Course Provider	Caritas Institute of Community Education
3. Area of Studies/ Course Cluster	Applied Science/ Medical Science and Health Care
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> (i) demonstrate a basic understanding of the concepts, principles and operations of the health care industry; (ii) apply the knowledge of health care to identify specific medical conditions and basic nursing skills to provide care services in selected clinical settings; (iii) demonstrate basic analytical, problem-solving, and decision-making skills in tackling health care problems; (iv) employ effective communication skills in collaborating with teammates to provide patient-centred care services; (v) demonstrate basic pharmaceutical knowledge, dispensing skills, and competence in first aid and nursing skills; (vi) demonstrate a basic understanding of the professional ethics and demonstrate proper values and attitudes of health care practitioners; and (vii) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure



7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

Possible further study and career pathways

Further studies

- e.g. courses related to medicine, Chinese medicine, pharmacology, nursing, food and nutritional science, physiotherapy, occupational therapy

Career development

- e.g. doctors, nurses, physiotherapists, dieticians, pharmacists, dispensers, health care assistants, sales executives for health care products

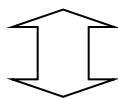
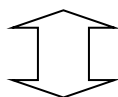
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

- the study of physiology, pathology and immunology enriches the study of human body, human systems, healthy lifestyle, diseases, etc. in **Biology**
- application of concepts in **Chemistry** (e.g. acid and bases) in the study of pharmacology and nutrition in health care practice consolidates and reinforces the learning of both subjects

Expanding horizons, e.g.

- students taking **Chinese History** gain exposure related to health care and diverse learning experiences through visits to hospital/health agency and simulation ward clinical training



Health Care Practice

Relations with other areas of studies/ courses of Applied Learning

e.g.

Business, Management and Law

- study of the course should allow students to understand and explore the need for new service requirements in the health care industries

Services

- the course can equip students with people skills which are essential in the service industry

Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and **English Language Education** – to communicate effectively in group discussion, report writing and presentation
- **Science Education** – fundamental scientific concepts, experiment design and laboratory techniques, inquiring skills to explore and formulate laws of nature
- **Technology Education** – technological know-how for problem-solving, researching, data processing and making presentations
- **Personal, Social and Humanities Education** – human virtues, including perseverance, responsibility and commitment of citizens

8. Learning and Teaching

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in health care industry.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures, in-class exercises, group discussion, practical exercises, role play and case studies enable students to acquire knowledge of applied science, including human physiology, immunology, pharmacology and medical laboratory science) and eye-opening opportunities to experience the complexity of the context (e.g. health agency visits, community talk and seminars conducted by health care professionals enhance students' understanding of the health care industry and the related work ethics).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. simulation exercises enable students to develop skills in nursing care, first aid, physiotherapy and drug dispensing).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. through participating in the simulation ward clinical training, students develop a better understanding on the facilities and operation of hospital, as well as integrate their health care knowledge and skills in authentic contexts).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) **Career-related Competencies**

- describe the structure of the health care system in Hong Kong, as well as the roles and responsibilities of the different disciplines of the health care profession;
- apply scientific knowledge (e.g. physiology, pharmacology, food and nutrition, etc.) and skills (e.g. nursing skills, dispensing skills and first aid skills, etc.) in daily life and work-related contexts; and
- relate the biological, social and economic factors that affect health and illness.

(ii) **Foundation Skills**

- display communication skills through role-play activities in simulated clinical settings;
- present and explain data and information related to health in a variety of forms (e.g. use of charts and information technology); and
- apply mathematical skills through making estimations, verifying calculations, measuring and recording biological data such as blood pressure, temperature and pulse rate etc.

(iii) **Thinking Skills**

- collect information and use appropriate resources in planning and delivering patient care;
- demonstrate problem-solving, analytical and decision-making skills in assessing patients' situations, identifying the root causes of patients' problem and draw up possible solutions;
- apply critical thinking skills in evaluating the effectiveness of patient intervention and discussing health care issues from different perspectives; and
- generating creative ideas to promote health care.

(iv) **People Skills**

- display interpersonal skills during interactions with tutors and classmates in group discussions, case studies and other simulation practices;
- work collaboratively with others as a team in practising nursing skills during the simulation ward clinical training; and
- apply the 'total client' concept, showing concern to others and taking care of patients' physical, emotional and spiritual needs.

(v) **Values and Attitudes**

- show self-confidence and responsibility in practising nursing skills;
- act in accordance with the health and safety practices and procedures, as well as work ethics in health care;
- respect laws and authority and comply with the protocol of nursing skill practice; and
- demonstrate sensitivity in identifying health care issues in society and willingness to learn the updated knowledge and skills in the field of health care.