

Applied Learning (Senior Secondary Level)

2016-18 Cohort

Learning and Teaching

Subject Title : **Health Care Practice**
Area of Studies : **Applied Science**
Course Provider : **Caritas Institute of Community Education**

In Health Care Practice, 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.

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. hospital / 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-practicing 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 innovation and entrepreneurship (e.g. In studying the "Healthy Ageing" module, students collect, analysis and present information for their projects and also learn to reflect on issues related to health and wellness of the elderly; during the in-class exercises in the "Mental Health Education" module, students are given the opportunity to apply their health care knowledge and first aid skills in simulated contexts). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. through participating in the hospital / medical treatment centre and simulation ward training, students develop a better understanding on the facilities and operation of hospitals, as well as integrate their health care knowledge and skills in authentic contexts).

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Curriculum Pillars of Applied Learning in Context – Health Care Practice

Upon completion of the subject, students should be able to:

- demonstrate a basic understanding of the concepts, principles and operations of the health care industry;
- apply the knowledge of health care to identify specific medical conditions and basic nursing skills to provide care services in selected clinical settings;
- demonstrate basic analytical, problem-solving, and decision-making skills in solving health care problems;
- employ effective communication skills in collaborating with teammates to provide patient-centred care services;
- demonstrate basic pharmaceutical knowledge, dispensing skills, and competence in first aid and nursing skills;
- recognise the professional ethics and demonstrate positive values and attitudes of health care practitioners; and
- develop self-understanding for further studies and career development in the related field.

Through the specific contexts related to the subject, students have different learning opportunities, for example:

1. 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) and skills (e.g. nursing skills, dispensing skills and first aid skills) in daily life and work-related contexts; and
- relate the biological, social and economic factors that contribute to health and illness.

2. Foundation Skills

- display verbal 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 numeracy skills through making estimations, verifying calculations, measuring and recording biological data such as blood pressure, temperature and pulse rate.

3. 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 to local residents.

4. 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 'Hospital and Simulation Ward Training'; and
- apply the 'total client' concept, showing concern to others and taking care of patients' physical, emotional and spiritual needs.

5. Values & 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 nursing 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.