

Applied Learning (Senior Secondary Level)

2021-23 Cohort

Learning and Teaching

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

In Rehabilitation 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 rehabilitation 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 anatomy, pathophysiology, physiotherapy, occupational therapy and speech therapy, etc.) and eye-opening opportunities to experience the complexity of the context (e.g. District Health Centre visits, health promotion carnivals conducted by health care professionals enhance students' understanding of the rehabilitation 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 rehabilitation care, health needs assessment, allied health therapeutic modalities and exercise for fitness).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation (e.g. In the project module, students collect, analyse and present information for their selected rehabilitation issue and also learn to reflect on health and wellness of the community). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. through participating in the role-play activities in simulated clinical settings, students develop a better understanding on the facilities and operation of a rehabilitation centre, as well as integrate their rehabilitation care knowledge and skills in authentic contexts).

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Curriculum Pillars of Applied Learning in Context – Rehabilitation Care Practice

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

- demonstrate a basic understanding of the role and operations in rehabilitation services in Hong Kong;
- recognise the basic knowledge of human anatomy, physiology, pathophysiology and principles of rehabilitation practices;
- demonstrate a basic understanding of the principles and practice of physiotherapy, occupational therapy and speech therapy;
- apply rehabilitation skills of physiotherapy, occupational therapy and speech therapy;
- employ communication, analytical and problem-solving skills and demonstrate the positive values and attitudes in the context of rehabilitation care; 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 rehabilitation care in Hong Kong, as well as the roles and responsibilities of the different disciplines of the rehabilitation care profession;
- apply scientific knowledge (e.g. human anatomy, pathophysiology and continuum of care) and skills (e.g. ambulatory skills, health assessment skills and therapeutic skills) in daily life and work-related contexts; and
- identify 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 gait parameters, oxygen saturation and heart rate reserve.

3. Thinking Skills

- collect information and use appropriate resources in planning and delivering rehabilitation care;
- demonstrate problem-solving, analytical and decision-making skills in assessing clients' situations, identifying the causes of clients' problem and draw up possible solutions;
- apply critical thinking skills in evaluating the effectiveness of therapeutic interventions and discussing health issues from different perspectives; and
- generating creative ideas to promote rehabilitation 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 rehabilitation skills during the delivery of simulated rehabilitation training; and
- apply the 'total client' concept, showing concern to others and taking care of clients' physical, emotional and spiritual needs.

5. Values & Attitudes

- show self-confidence and responsibility in practising rehabilitation 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 allied health care practitioners' protocol; and
- demonstrate sensitivity in identifying health issues in society and willingness to learn the updated knowledge and skills in the field of allied health care.