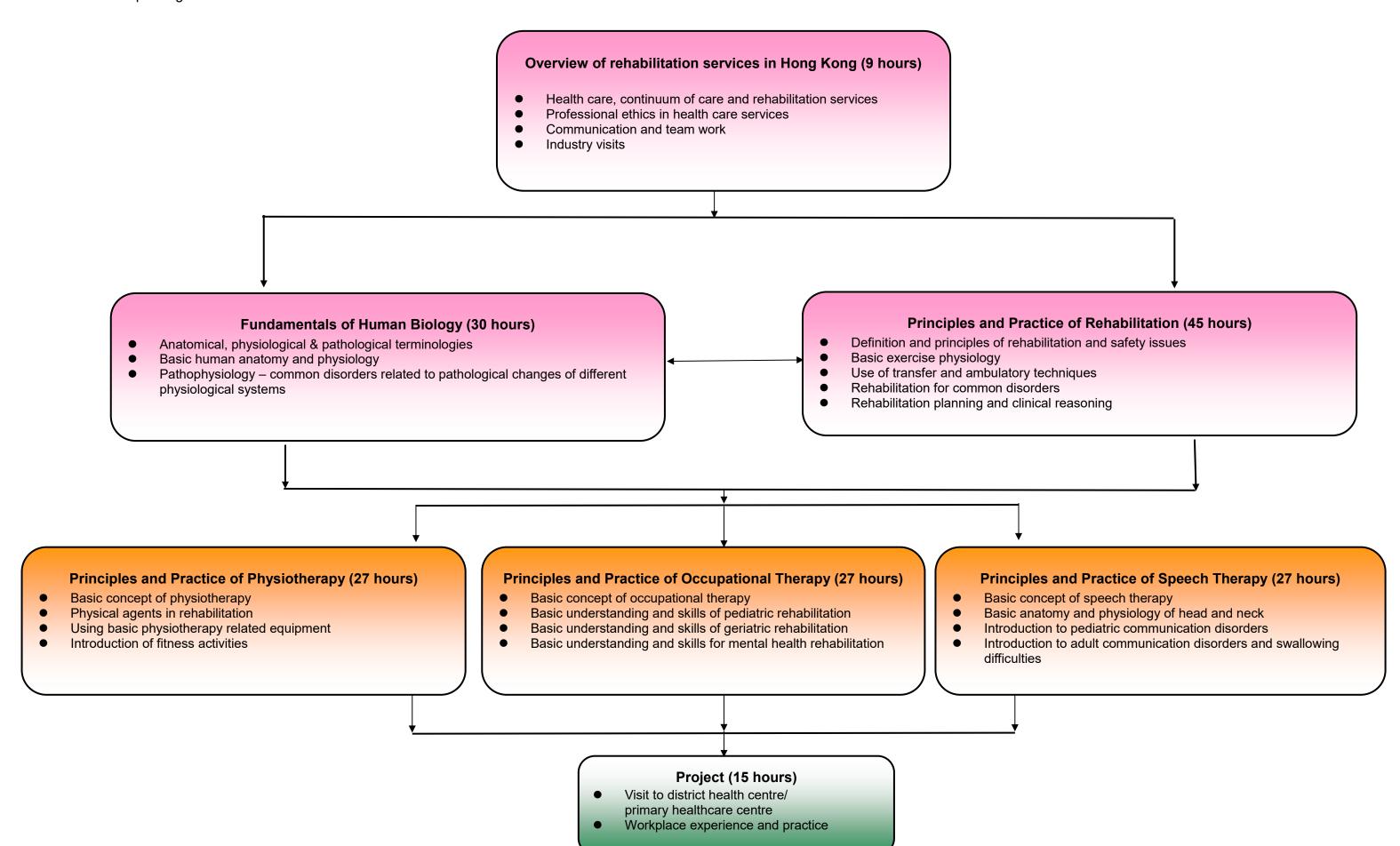
Applied Learning

2022-24 Cohort; 2024 HKDSE

| Item | Description |
|---------------------------------------|--|
| 1. Course Title | Rehabilitation 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 | Upon completion of the course, 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. |

6. Curriculum Map – Organisation and Structure



The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. The Education Bureau and the course providers of Applied Learning are exploring and seeking recognition related to further education and career development opportunities for students successfully completing the Applied Learning courses. exploring and seeking recognition related to further education and career development opportunities for students successfully completing the Applied Learning courses.

Possible further study and career pathways

Further studies

• e.g. Physiotherapy, Occupational Therapy, Speech Therapy, Nursing, Medicine, Chinese Medicine and Biological Science

Career Development

• e.g. Rehabilitation assistant, rehabilitation instructor, therapist assistant, physiotherapist, occupational therapist, speech therapist and nurse

Relations with core subjects and other elective subjects

Enhancing and enriching, e.g.

 the study of human anatomy and pathophysiology enriches the study of human body, human systems, healthy lifestyle, disorders in **Biology**

Cross-fertilisation, e.g.

 the application of the knowledge and concepts of this course, **Chemistry** and **Physics** can reinforce the understanding of the application of science to disease prevention and follow-up

Expanding horizons, e.g.

 students taking the Personal, Social and Humanities Education and Technology Education Key Learning Areas gain exposure and diverse learning experiences through visits to rehabilitation centre and workplace experience

Consolidating and synergising students' studies,

• students undertake in-depth project to consolidate their knowledge and skills acquired in prior learning

Cluster of professions/trades/industries related to the course

• e.g. Allied health professionals, health care, sales of medical device and applied science

Future global and local outlook

Demand for rehabilitation care service is bound to grow as a result of:

- as Hong Kong's aging population and children with special learning needs increase, the demand for rehabilitation services will continue to rise
- under the government's policy of encouraging "community care" and "continuum of care", the demand for rehabilitation services is increasing in both public and private sectors
- the 2018 and 2019 Policy Addresses proposed to further explore the effectiveness of medical-social collaboration model among primary health care services. A District Health Centre with a new mode of operation in all districts of Hong Kong aims to enhance the awareness of public health management, strengthening disease prevention, and strengthening community health and rehabilitation services
- the "Deepening Guangdong-Hong Kong-Macao Cooperation in the Development of the Bay Area" stated that one of the key tasks is to facilitate Hong Kong's advantages, especially the medical and educational settlements in the Greater Bay Area. Rehabilitation care services can be one of sound development areas in the Greater Bay Area

Beginners' skill set to facilitate entry to further studies and/or work

- understanding the process of applied scientific inquiry (the development, testing and communication of scientific ideas) as well as the nature of science
- understanding the rehabilitation care system and the roles of a broad spectrum in the professional care industry
- acquiring the basic knowledge and skills of rehabilitation principles and practice, physiotherapy, occupational therapy as well as speech therapy
- aware of social, legal and ethical responsibilities relating to the professional practice in rehabilitation care industry
- applying rehabilitation care knowledge and skills in daily life and work-related contexts
- exploring the aptitudes and ability required in selected career clusters in applied science and developing a personal roadmap to articulate to different levels of qualifications



Foundation knowledge developed in junior secondary education and Secondary 4

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
- **Technology Education** technological know-how for problem-solving, researching, data processing and making presentations
- Science Education—fundamental scientific concepts
- **Personal, Social and Humanities Education**—human virtues, including perseverance, responsibility and commitment of citizens, mutual respect, devotion to society

Relations with other areas of studies/courses of Applied Learning

Services

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

Business, Management and Law

 the course can inspire students to create new business ideas and opportunities in the rehabilitation care industries



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Learning and Teaching

Course 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 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 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 professional 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 course, 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 course, 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 professional 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.