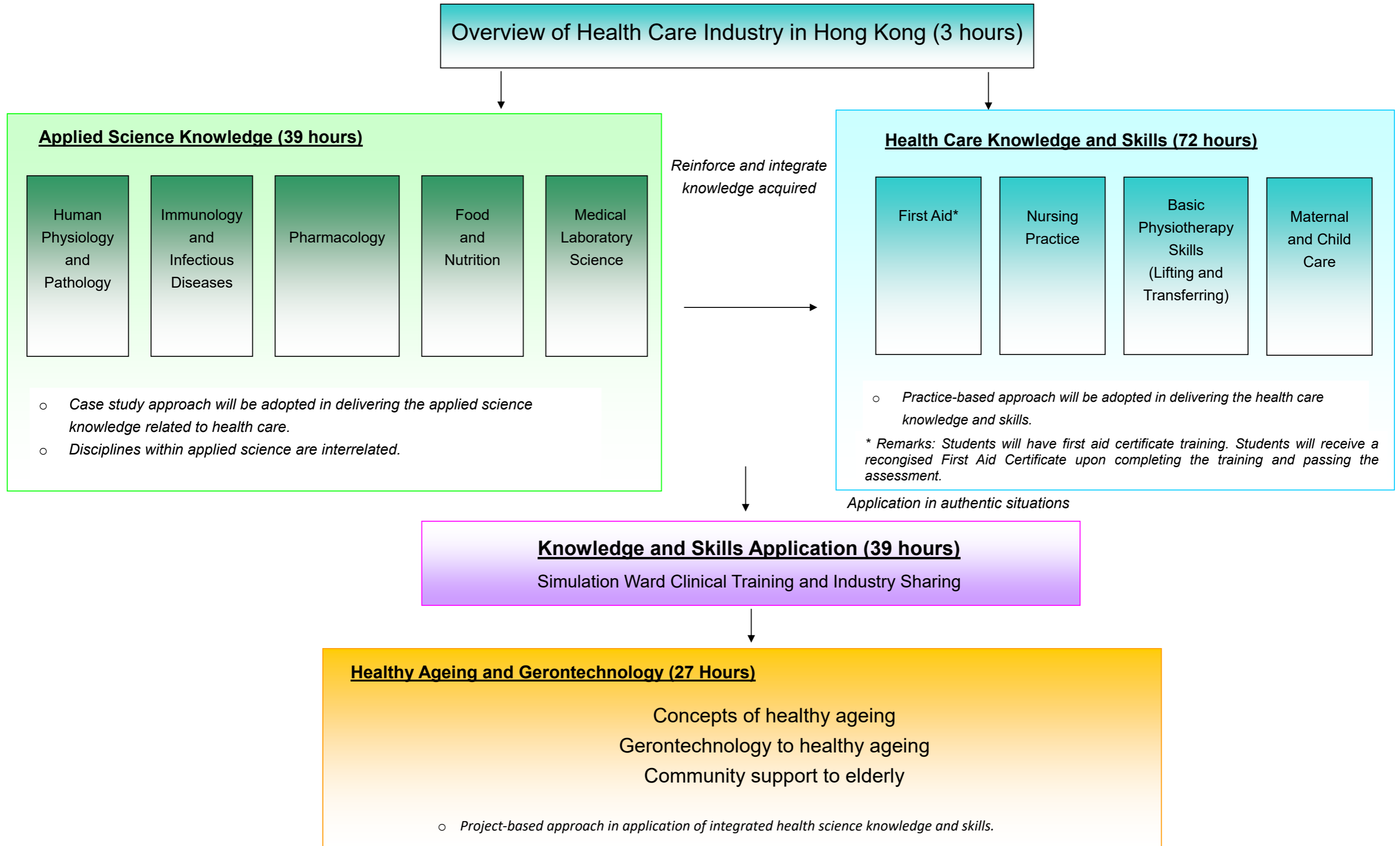


Applied Learning

2023-25 Cohort; 2025 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> <ol style="list-style-type: none"> (1) demonstrate a basic understanding of the concepts, principles and operations of the health care industry; (2) apply the knowledge of health care to identify specific medical conditions and basic nursing skills to provide care services in selected clinical settings; (3) demonstrate basic analytical, problem-solving, and decision-making skills in tackling health care problems; (4) employ effective communication skills in collaborating with teammates to provide patient-centred care services; (5) demonstrate basic pharmaceutical knowledge, dispensing skills, and competence in first aid and nursing skills; (6) demonstrate a basic understanding of the professional ethics and demonstrate positive values and attitudes of health care practitioners; and (7) develop self-understanding for further studies and career development in the related field.

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. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions.

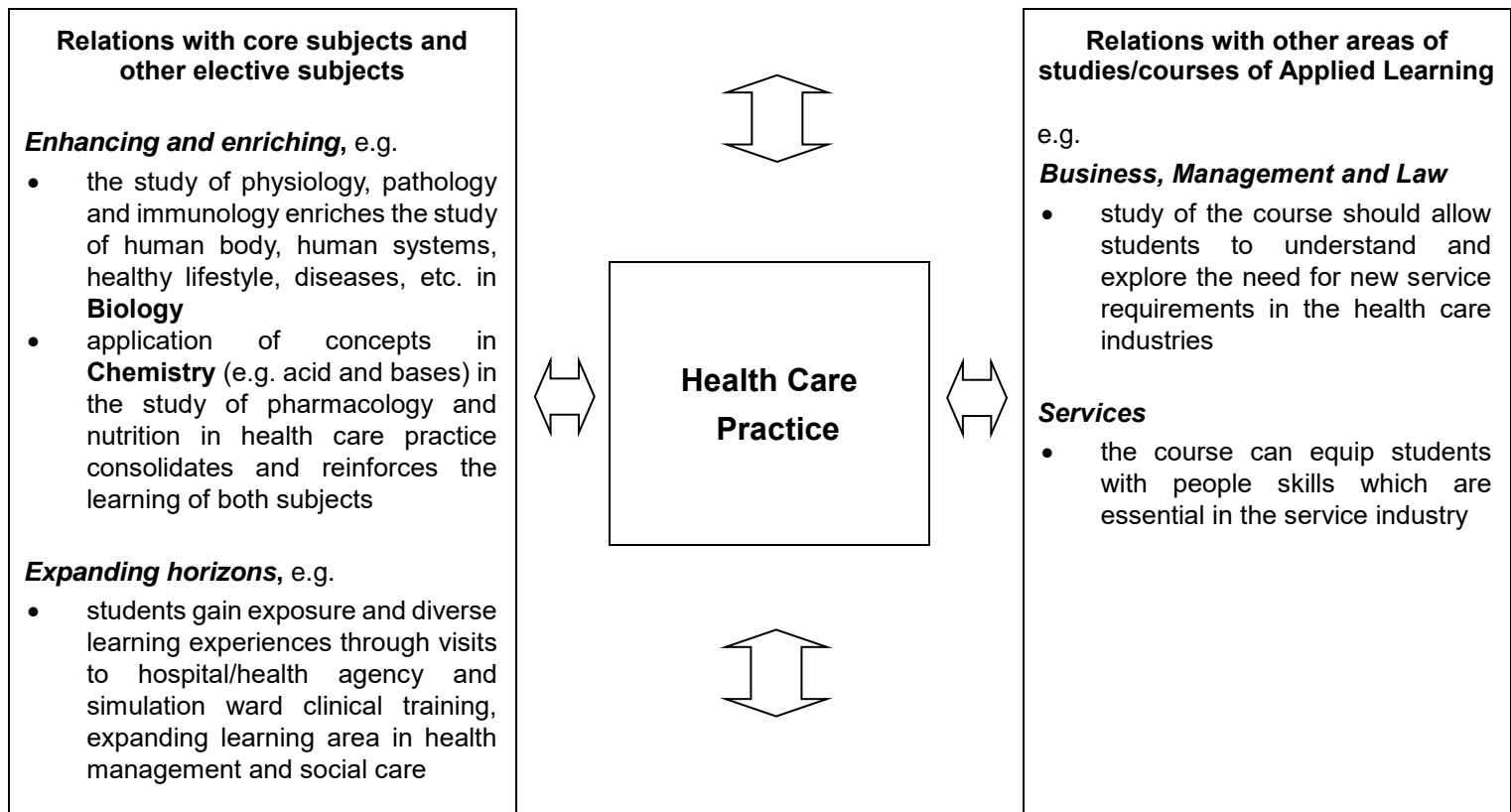
Possible further study and career pathways

Further studies

- e.g. 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



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

Applied Learning

2023-25 Cohort; 2025 HKDSE

Learning and Teaching

Course 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 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).

Applied Learning

2023-25 Cohort; 2025 HKDSE

Curriculum Pillars of Applied Learning in Context – Health Care Practice

Through the specific contexts related to the course, 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, 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.

2. 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.

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.

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 simulation ward clinical training; and
- apply the 'total client' concept, showing concern to others and taking care of patients' physical, emotional and spiritual needs.

5. 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.