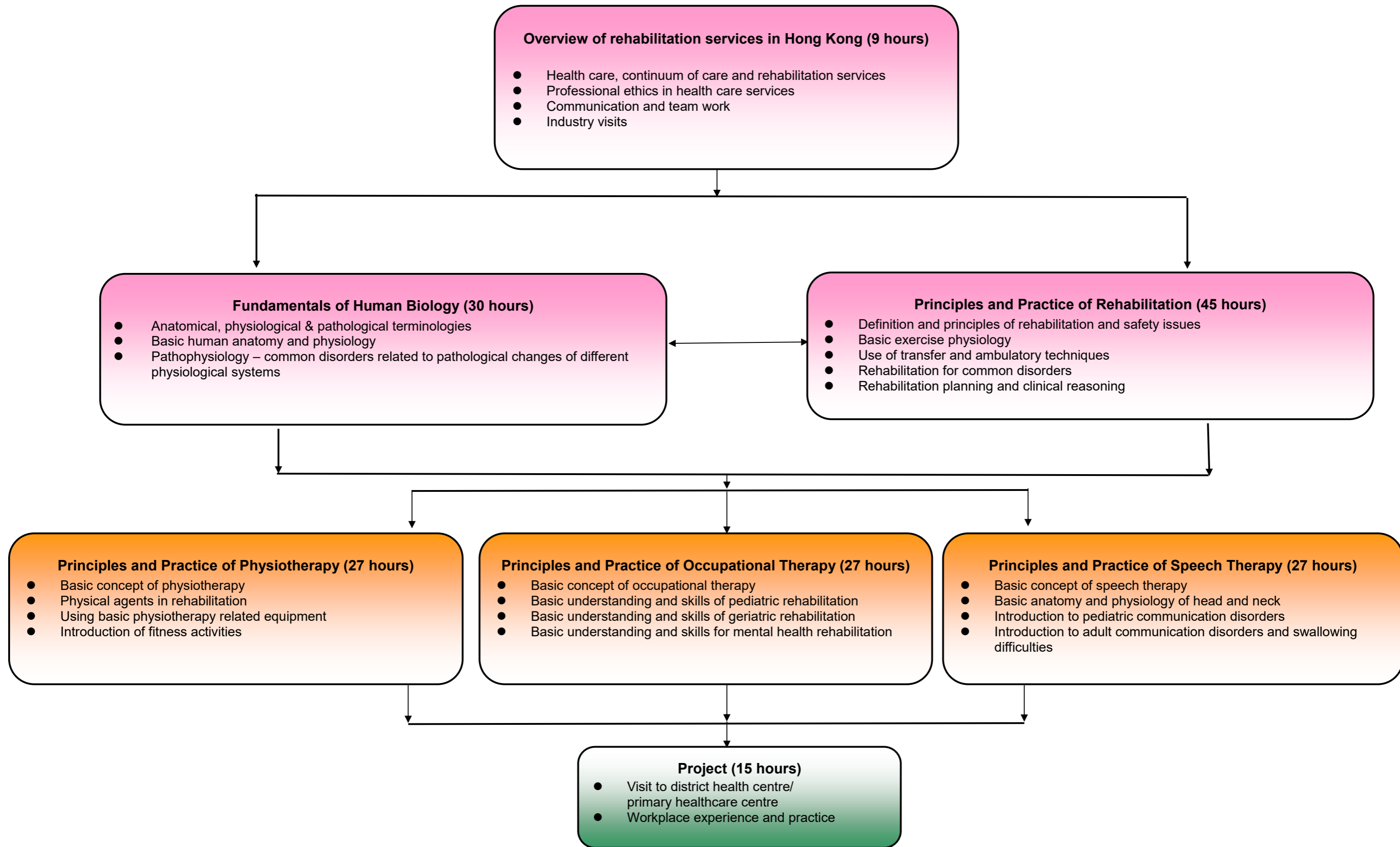


Applied Learning

2023-25 Cohort; 2025 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	<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 role and operations in rehabilitation services in Hong Kong; (2) recognise the basic knowledge of human anatomy, physiology, pathophysiology and principles of rehabilitation practices; (3) demonstrate a basic understanding of the principles and practice of physiotherapy, occupational therapy and speech therapy; (4) apply rehabilitation skills of physiotherapy, occupational therapy and speech therapy; (5) employ communication, analytical and problem-solving skills and demonstrate the positive values and attitudes in the context of rehabilitation care; and (6) 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. 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

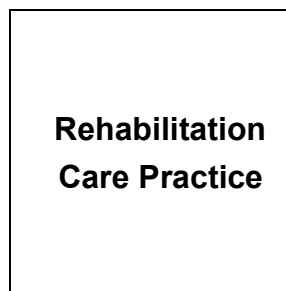
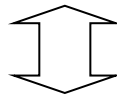
Relations with core subjects and other elective subjects

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**
- 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 **Humanities subjects** gain exposure and diverse learning experiences through visits to rehabilitation centre and workplace experience



Relations with other areas of studies/courses of Applied Learning

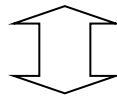
e.g.

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



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
- **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

Applied Learning

2023-25 Cohort; 2025 HKDSE

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. 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).

Applied Learning

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Curriculum Pillars of Applied Learning in Context – Rehabilitation 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 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 and 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.