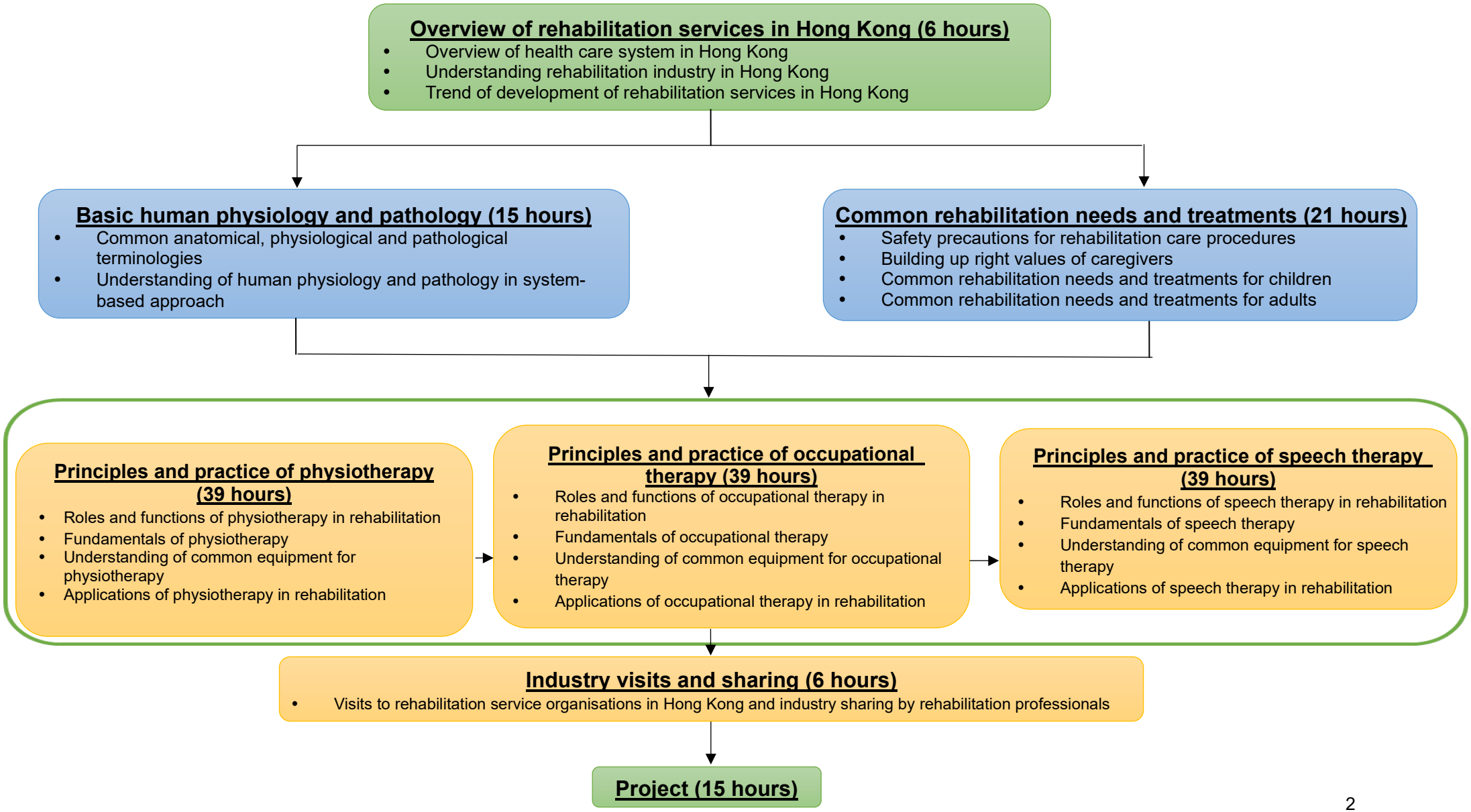
Applied Learning

2026-28 Cohort; 2028 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: (i) demonstrate a basic understanding of the role and operation of rehabilitation services in Hong Kong; (ii) apply the knowledge in fundamental human biology to interpret the basic concepts and principles of rehabilitation therapy; (iii) apply the knowledge and skills from physiotherapy, occupational therapy and speech therapy to perform simple rehabilitation care procedures; (iv) demonstrate the proper attitudes of rehabilitation care practitioners and follow related guidelines; and (v) enhance self-understanding and explore directions on further studies and career pursuits.

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

Possible further study and career pathways

Further studies

- e.g. courses related to physiotherapy, occupational therapy, speech therapy, nursing, medicine, Chinese medicine, gerontology, public health, life science and health service management

Career development

- e.g. rehabilitation assistants, therapist assistants, health care assistants, health coach trainees, physiotherapists, occupational therapists, speech therapists, nurses

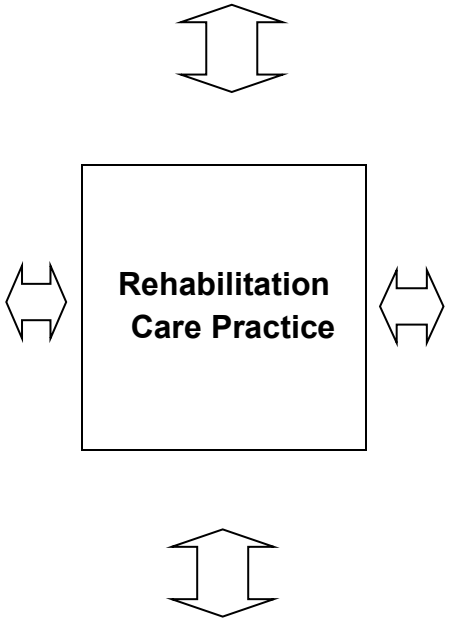
Complementarity with core subjects and other elective subjects

Enhancing and enriching**,** e.g.

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

Expanding horizons**,** e.g.

- students taking **Geography** can gain exposure related to rehabilitation care and diverse learning experiences through visits to rehabilitation centre and simulated exercises



Relations with other Areas of Studies/ courses of Applied Learning

e.g.

Business, Management and Law

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

Services

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

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 knowledge
- **Personal, Social and Humanities Education** – responsibility and commitment of citizens, mutual respect, devotion to society

8. Learning and Teaching

In this course, 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) 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. simulated exercises enable students to develop skills in rehabilitation care, health needs assessment, allied health therapeutic modalities and exercise for fitness).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. students develop a better understanding on the facilities and operation of a rehabilitation care centre, as well as integrate their rehabilitation care knowledge and skills in authentic contexts through role-play activities in simulated clinical settings).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) 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 rehabilitation care skills) in daily life and work-related contexts; and
- identify the biological, social and economic factors that contribute to health and illness.

(ii) Foundation Skills

- demonstrate 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 (e.g. gait parameters, oxygen saturation and heart rate reserve).

(iii) 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.

(iv) People Skills

- demonstrate interpersonal skills during interactions with tutors and classmates in group discussions, case studies and other simulated practices;
- work collaboratively with others as a team in practising rehabilitation skills during the delivery of simulated rehabilitation exercises; and
- apply the holistic care concept, showing concern to others and taking care of clients' physical, emotional and spiritual needs.

(v) Values and Attitudes

- show the attitude of self-confident, responsible and empathetic to clients and their families when performing rehabilitation procedures;
- act in accordance with the health and safety practices and procedures, as well as professional ethics in rehabilitation care;
- comply with the allied health practitioners' protocol; and
- demonstrate sensitivity in identifying allied health issues in society and willingness to learn the updated knowledge and skills in the field of rehabilitation care.