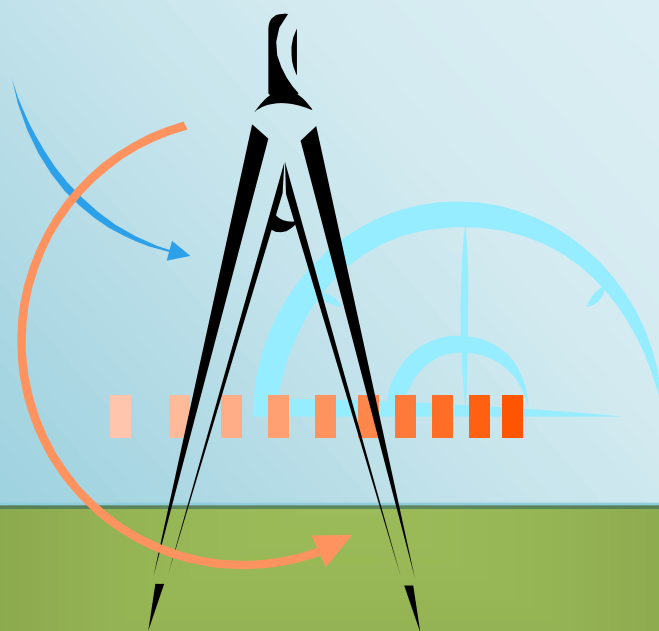


# *Health Management and Social Care*

*Field Learning Resources Series*

## **Teacher Handbook: Curriculum Design Planning and Management**



*Curriculum Development Institute, Education Bureau*

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# Field Learning Resources Series (1)

## Teacher Handbook (I)

### Curriculum Design Planning and Management

#### Introduction

This series aims at introducing theories related to the field learning of “Health Management and Social Care” (HMSC) to HMSC teachers in order to facilitate their curriculum design, planning and management. Teachers are recommended to read along with Curriculum and Assessment Guide (Secondary 4-6)<sup>1</sup> in order to obtain relevant background information.

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<sup>1</sup> Curriculum Development Council and the Hong Kong Examinations and Assessment Authority,( 2007). “Health Management and Social Care: Curriculum and Assessment Guide”. Hong Kong: The education and Manpower Bureau HKSARG.

# 1. Design of Field Learning

As the postmodern world changes rapidly, the association between education and society has undergone radical variation which necessitates the integration of teaching and learning procedures that interact with the world in which learners live.<sup>2</sup> A paradigm shift is taking hold in education where a range of teaching and learning pedagogy has been proposed to replace the traditional instruction-based one <sup>3</sup>.

One pedagogical innovation that has grown in popularity is experiential learning which emphasizes the positive role that reflection over experience might play in teaching and learning. Some scholars<sup>4</sup> have suggested that teaching and learning can only be accomplished by reflective practice—i.e. critically analysing experience and acting on the basis of that analysis. This pedagogy can best be presented by one speech— “An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has a vital and verifiable

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<sup>2</sup>Cummings, J. (2000). Academic language learning, transformative pedagogy, and information technology: Towards a critical balance. *TESOL Quarterly*, 34(3), 537-548..

<sup>3</sup>Barr, R. B., & Tagg, J. (1995). From teaching to learning—A new paradigm for undergraduate education. *Change: The magazine of higher learning*, 27(6), 12-26.

<sup>4</sup>Dunn, L. (2002). *Theories of learning. Learning and Teaching Briefing Papers Series*, Oxford Centre for Staff and Learning Development OCSLD, Oxford Brookes University. ; Freire, P. (1972). *Pedagogy of the Oppressed*. Harmondsworth: Penguin.; Knowles, M. S. (1990). *The Adult Learner: A Neglected Species* (4th ed.). Houston: Gulf Publishing. ; Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2012). *The adult learner*. Routledge. ; Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic books. ; Sigmon, R. (1979). Service-learning: Three principles. *Synergist*, 8(1), 9-11. ; Sigmon, R. L. & Pelletier, S. G. (1996). *Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities*. (Eds). Washington, DC: Council of Independent Colleges.

significance”<sup>5</sup>.

A common approach to comprehending experiential learning is linked to a learning cycle<sup>6</sup> of concrete experience, observation and reflection, abstract conceptualization, and testing of concepts in new situations (Figure 1.1). According to this learning model, the concrete experience is the basis for observations and reflections, which allow the development of concepts (i.e. knowledge). Concepts<sup>7</sup> are then tested in new situations to lead to more concrete experience. The process is continuous and can begin at any of the stages. In order to ensure the learning be effective, all five of these stages must be incorporated.

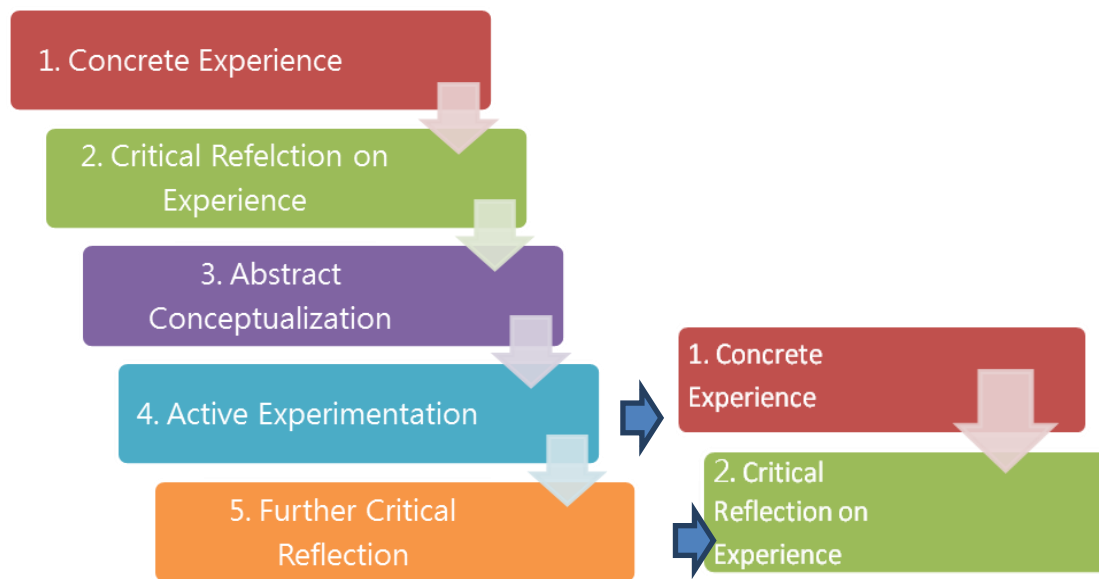
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<sup>5</sup> Dewey, J. (1985). *Democracy and education*, 1916. in J. A. Boydston, & P. Baysinger (Eds.). *John Dewey: The middle works, 1899-1924*. Carbondale: Southern Illinois University Press. , p. 109

<sup>6</sup> Furco, A. (1996). *Service-learning: A balanced approach to experiential education*. Expanding boundaries: Serving and learning, 1, 1-6. ; Rogers, A., & Horrocks, N. (2010). *Teaching adults*. McGraw-Hill International.

<sup>7</sup> Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs: Prentice-Hall. ; Dunn, L. (2002). *Theories of learning*. Learning and Teaching Briefing Papers Series, Oxford Centre for Staff and Learning Development OCSLD, Oxford Brookes University.

**Figure 1.1 Experiential Learning Cycle**



※ This learning cycle will loop from Secondary 4 to 6, in which students undergo continuous construction and consolidation of their knowledge through experiences and reflection.

Simply put, experiential learning advocates the idea of which learners are given concrete opportunities to observe and reflect from actual practices (i.e. experience), to apply knowledge and skills, to test and criticize assumptions, to juxtapose ideas and beliefs, to develop and enhance certain skills (mostly reflective, critical and problem-solving skills), and to construct knowledge about the world and its relations.<sup>8</sup>

<sup>8</sup> Dovros, N., & Makrakis, V. (2012). Transforming the Classroom into a Reflective Community: A Blended Learning Instructional Approach. *Journal of Teacher Education for Sustainability*, 14(2), 73-88

Field Learning therefore aims to integrate study with field practices, so as to promote experiential learning with an emphasis given on prioritizing the development of students' knowledge and skills.<sup>9</sup> The promotion and/or operation of field learning will therefore target on facilitating students to set and fulfill learning objectives but avoiding over-inclination into servicing.

Field learning aims to offer students field practice opportunities to facilitate integration and coordination between theoretical (compulsory part) and applied (elective part) knowledge. It is an integral component of the HMSC curriculum and actualized through a collaborative and reciprocal relationship between the school (and teachers), community organizations and institutions and students.

The aims and learning target of field learning are as follows:

#### Curriculum Aims

- develop an understanding of the various approaches to creating and maintaining a healthy community and appreciate the value of sustaining its development;
- develop the basic competencies necessary to research, analyse, evaluate and communicate issues pertaining to health and to social and community care, and participate in related support services provided by agencies and institutions ;

<sup>9</sup> Bringle, R. G., & Hatcher, J. A. (1996). Implementing service learning in higher education. *The Journal of Higher Education*, 221-239. ; Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service learning: Making meaning of experience. *Educational Horizons*, 77, 179-185. ; Lemieux, C. M., & Allen, P. D. (2007). Service learning in social work education: The state of knowledge, pedagogical practicalities, and practice conundrums. *Journal of Social Work Education*, 43(2), 309-326. ; Williams, N. R., King, M., & Koob, J. J. (2002). Social work students go to camp: The effects of service learning on perceived self-efficacy. *Journal of Teaching in Social Work*, 22(3-4), 55-70.

## Learning Targets

Knowledge and understanding

- Understand the structures, processes, techniques and practices in health and social care groups and agencies, and assess their effectiveness.

Skill

- Plan and implement health promotion and social care activities in various environments and contexts, and for different groups; demonstrate the skills needed to interact with people when providing support to others.

Field learning can achieve the following learning outcomes:

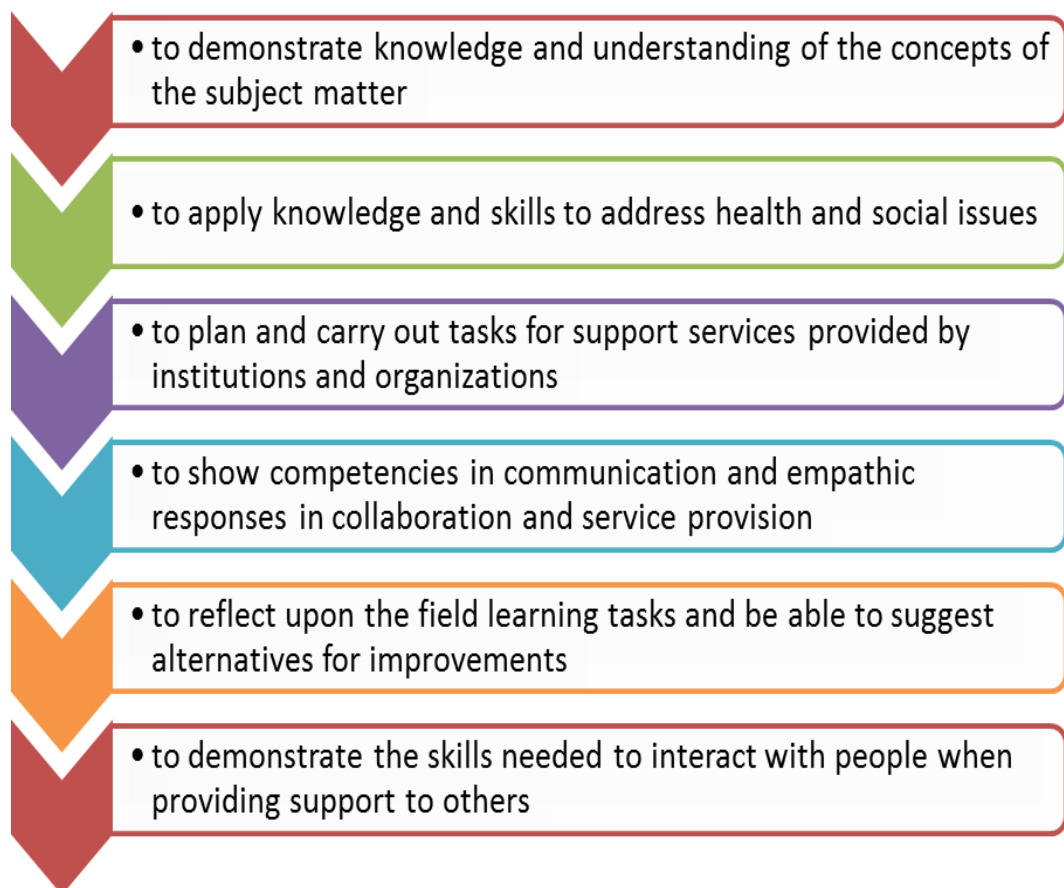
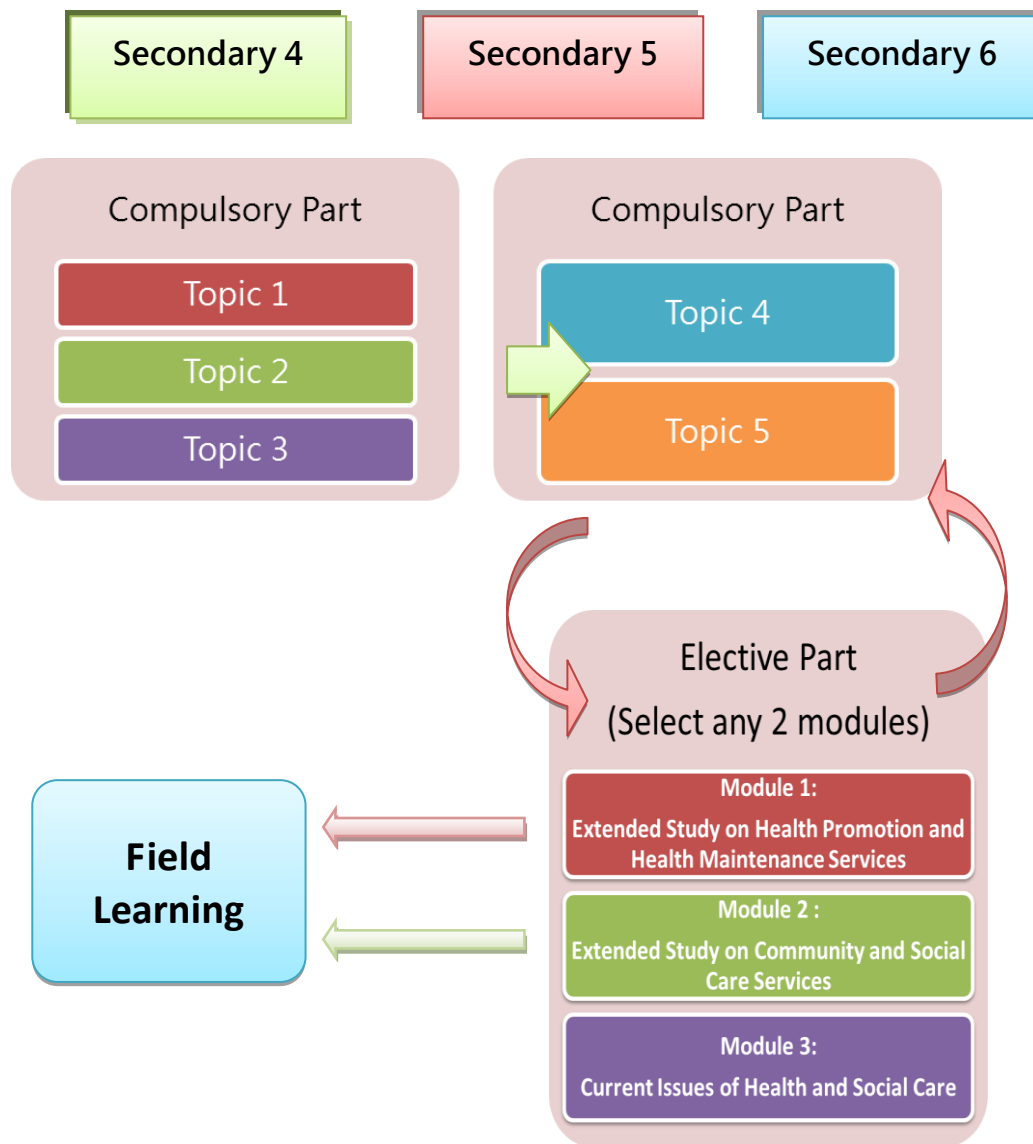




Figure 1.2 shows one of the examples on the field learning in curriculum planning<sup>10</sup>:

**Figure 1.2 Example of Implementation (CDC and HKEAA, 2007)**



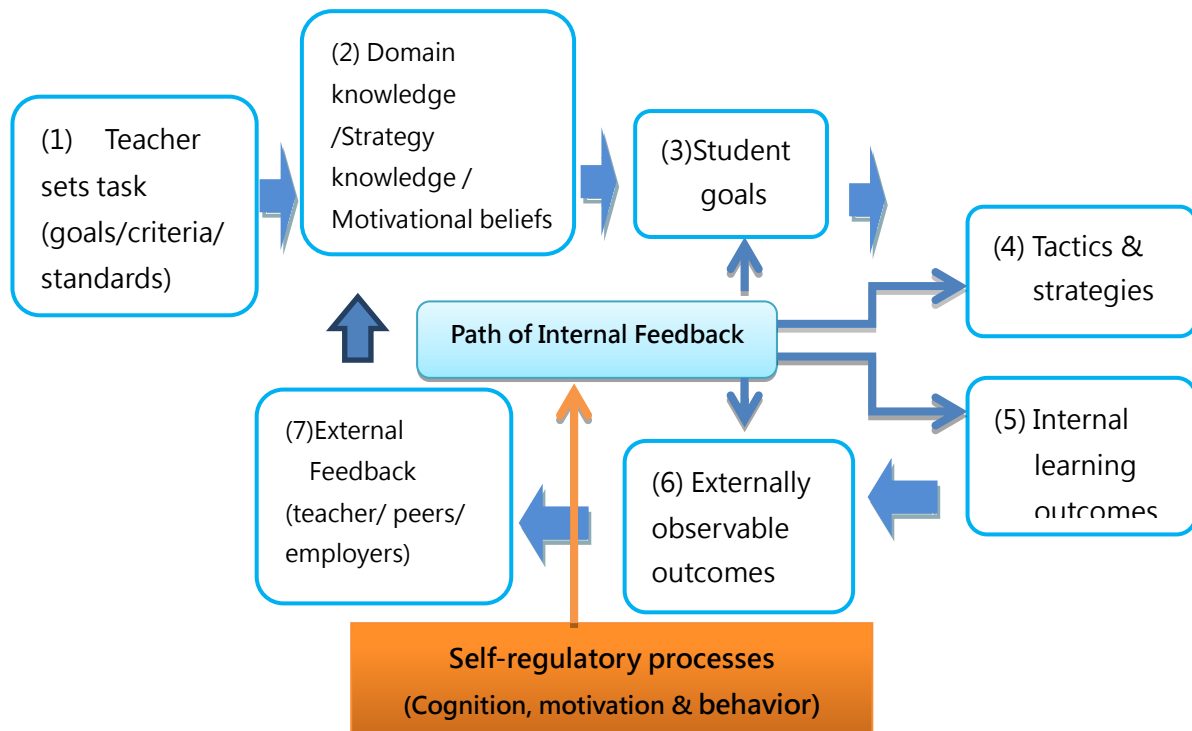
<sup>10</sup> Curriculum Development Council & Hong Kong Examination and Assessment Authority (2007). *Technology Education Key Learning Area: Health Management and Social Care Curriculum and Assessment Guide (Secondary 4-6)*. Hong Kong: Education and Manpower Bureau. P.44.

Teachers are encouraged to decide the sequences that fit the needs of schools, students, social organizations or other relevant parties. The core principle is that students are able to extend their knowledge acquired in the compulsory part through engaging in practical learning experiences where knowledge can be applied in actual practices. This means teachers can arrange and help students to engage in their field learning any point whenever appropriate —teachers, for instance, can arrange agency visit for Secondary 4 (S4) students to observe the environment, to meet the service users or patients or to talk to the staff. This learning experience in S4 equips students with relevant knowledge and skills for planning the field learning, carrying out their plans and achieving the learning targets in Secondary 5 (S5), which provides them with authentic contexts to apply and consolidate the essential value, knowledge and skills, such as communication and interpersonal skills, professional ethics and values, healthy practices for personal and social well-beings, relevant to the extended study.

## 2. Self-regulated learning

Self-regulated learning<sup>11</sup> (Figure 1.3) is one of the features of field learning. Self-regulated learning can be realized in field learning.

**Figure 1.3 Self-regulated Learning Model**



This model suggests that (1) a task would be set down by the teacher serving as the trigger to initiate self-regulatory teaching and learning processes. It is strongly believed that the setting of clearly articulated learning goals is the very foundation towards effective and meaningful

<sup>11</sup>Graham, C., Cagiltay, K., Lim, B., Craner, J., & Duffy, T. M. (2001). Seven principles of effective teaching: A practical lens for evaluating online courses. *The Technology Source*, 30(5), 50. ; Ignash, J. M., & Townsend, B. K. (2000). Evaluating State-Level Articulation Agreements According to Good Practice. *Community College Review*, 28(3), 1-21. ; Herson, P., & Dugan, R. E. (2009). Student learning assessment: Options and resources. *Library & Information Science Research*, 31(1), 71. ; Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in higher education*, 31(2), 199-218. ; Riley-Douchet, C., & Wilson, S. (1997). A three-step method of self-reflection using reflective journal writing. *Journal of Advanced Nursing*, 25(5), 964-968.

education.<sup>12</sup> (2) The students need to refer to their prior knowledge and/or motivational beliefs so as to interpret the content and requirement of the learning task. (3)The students then formulate their learning goals. A student may simply follow the instructions / guidance given by the teacher to formulate the goals or he/she will come out with goals that might be different from the teacher' s initial expectation, the setting of her own goals helps shaping the strategies and/or tactics (4) she would use. Besides, students can initiate dialogue with the teacher or peers that the gaining of feedback can help ensuring the relevance of their goals, strategies and/or tactics. Eventually outcomes are generated, and they are observable internally (5) and externally (6).

Internal outcomes refer to changes in the cognitive or affective/motivational states that occur during her/his engagement with the tasks (e.g. increased understanding of concepts and their applications); and external outcomes refer to behaviours (e.g. presentation, share, discussion) and tangible products (e.g. notes, assignments) produced. Throughout the whole process, internal feedback, derived from a comparison of current progress against the desired goals, is generated at a variety of levels (i.e. cognitive, motivational and behavioural). These comparisons help the students to undertake self-regulation, particularly they will consider whether they are correct in

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<sup>12</sup> Herson, P., & Dugan, R. E. (2009). Student learning assessment: Options and resources. *Library & Information Science Research*, 31(1), 71.

interpreting the tasks and/or setting the goals and strategies, or whether they need to make revision or changes to meet the newly constructed knowledge.

Self-regulated learning also needs to be strengthened by (7) external feedbacks (i.e., other opinions that reflect the whole learning process).

### Self-regulated process of field learning:

Wisdom of Teachers:

- ❖ Letting students plan the field learning activities on their own and link up different topics helps them understand the correlations of these topics more easily.
- ❖ The abstract concepts can be easier to be understood by students through experience.
- ❖ Students can develop deeper understanding on the gaps between theories and reality in authentic settings.
- ❖ Through a series of field learning activities, students construct their knowledge through reflection on experience continuously and eventually the desired learning outcomes set by the teacher can be achieved.

The following is an example of field learning task which demonstrates the self-regulated model in practice:

<b>Topic :</b>	<b>Building a Healthy city</b>
<b>Level :</b>	2 <sup>nd</sup> Term in Secondary 5
<b>Previous knowledge :</b>	Personal needs and development across the life span, holistic concept of health, factors affecting health, Healthy city

<b>Related topics:</b>	Risk assessment, Healthy city
<b>Key question:</b>	How can we promote healthy styles at different settings and for different clients?

Self-regulated learning	Application in HMSC lessons
(1) Teachers set teaching targets, strategies and the task description	<p><b><u>Targets (to let students...)</u> :</b></p> <ul style="list-style-type: none"> <li>● Understand the concepts such as health promotion, holistic health of the elderly and children, risk management, roles and skills of professionals, building a Healthy City etc.</li> <li>● Apply the above concepts in authentic settings and reflect the discrepancies between the theories learnt in classroom and the practice in reality</li> </ul> <p><b><u>Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Develop and cultivate the following study skills: setting questionnaires, interview skills, observation skills, survey methods, as well as data collection and analysis.</li> </ul> <p><b><u>Task description:</u></b></p> <ul style="list-style-type: none"> <li>● To plan field learning activities with relevant knowledge, introduce the plan to service units, carry out health promotion activities for clients (service users or school mates) and complete the reflective journal</li> </ul>
(2) Previous Knowledge and Skills	<p><b><u>Previous knowledge</u> :</b> different levels of factors affecting health, personal needs and development across the life span, holistic concept of health concept, Healthy city</p> <p><b><u>Skill learnt:</u></b> Writing of activity plan</p>
(3) Students set their own learning	<ul style="list-style-type: none"> <li>● Students choose different topics in groups (children or elderly) and discuss how the selected theme and concepts can be applied at different</li> </ul>

Self-regulated learning	Application in HMSC lessons		
goals and learning themes	settings and for different target groups. <ul style="list-style-type: none"> <li>● Students choose to carry out their plans in either a youth centre or an elderly centre</li> </ul>		
(4) Students develop strategies for implementation	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>● Collect information about the service and the users</li> </ul> <p><b>Process</b></p> <ul style="list-style-type: none"> <li>● Design format and content of the activities as well as the division of work</li> <li>● Carry out the plan, analyse the data collected, adjust the programme content</li> <li>● Interview clients, collect their feedback and use the data as the reference of reflective journals</li> </ul> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>● Health Conference: invite clients to school to share learning outcomes</li> </ul>		
(5) Internal learning outcomes	<b>Knowledge</b>	<b>Skills</b>	<b>Attitude</b>
	<ul style="list-style-type: none"> <li>✧ Healthy diets for elderly</li> <li>✧ Risks of elderly at home and in community</li> <li>✧ Prevention of fall of elderly</li> <li>✧ Services provided by elderly centre</li> <li>✧ Children growth and needs</li> <li>✧ Self-confidence/ self-concepts</li> <li>✧ Roles and tasks of professionals</li> </ul>	<ul style="list-style-type: none"> <li>✧ Health promotion skills- teaching of the cooking of healthy meals and exercises for elderly, games and learning activities for children</li> <li>✧ Communication skills with the elderly and children</li> <li>✧ Organising health promotion</li> </ul>	<ul style="list-style-type: none"> <li>✧ Respect the elderly</li> <li>✧ Respect the needs of children and the elderly</li> <li>✧ Appreciate the importance of health</li> </ul>

Self-regulated learning	Application in HMSC lessons	
	<ul style="list-style-type: none"> <li>※Importance of exercises</li> </ul>	<ul style="list-style-type: none"> <li>activities</li> <li>※Collaboration skills</li> <li>※Oral presentation skills – including presenting proposals, interviewing staff and service users</li> <li>※Observation skills</li> <li>※Report writing skills</li> </ul>
<b>(6) Externally observable outcomes</b>	<ul style="list-style-type: none"> <li>※ A health conference in school</li> <li>※ Oral presentation to other students and teachers</li> <li>※ PowerPoint and other presentation materials</li> <li>※ Field learning plans and field learning notes</li> <li>※ Reflective journals</li> </ul>	
<b>(7) External feedback</b>	<p><b><u>Feedback from teachers</u></b></p> <ul style="list-style-type: none"> <li>※ Assessment on the performance of students' presentation</li> <li>※ Assessment on the reflective journals</li> </ul> <p><b><u>Feedback from peers</u></b></p> <ul style="list-style-type: none"> <li>※ Class discussion</li> <li>※ Peer assessment</li> </ul> <p><b><u>Feedback from center staff and clients</u></b></p> <ul style="list-style-type: none"> <li>※ Oral feedbacks before, during and after the activities</li> </ul> <p><b><u>Feedback collected in exhibitions and health conference from teachers, students and community members</u></b></p>	



The above example only serves as the reference for planning the field learning activities. The needs of schools, teachers and students should be taken into account in planning and implementation of field learning. The following are two modified examples based on the above information to assist teachers to plan and conduct field learning in different modes, with reference to students' different learning experiences and different levels of collaboration with students, so as to meet different needs of students.

**Modified Example (1) : Mainly Arranged by HMSC Teacher**

Apply to:

1. the first field learning experience; or
2. students who need more guidance in their work

Field learning task:		Venues	Target groups	Date/ time	Theme	Activities
Health promotion for elderly		Elderly Centre	Senior member	Arranged by Centres	(1) Healthy eating Or (2) Prevention of fall	(1) Talks and activities at Centre (2) Cooking and exercise at school (3) health exhibition
Decision making	Teachers	✓	✓	✓		
	Students				✓	✓

Self-regulated learning	Application in HMSC lessons
(1) Teachers set teaching targets, strategies and the task description	<p><b><u>Targets (to let students...) :</u></b></p> <ul style="list-style-type: none"> <li>● Apply the health promotion concepts in authentic settings,</li> <li>● Reflect the discrepancies between the theories learnt in classroom and the practice in reality</li> </ul> <p><b><u>Strategies</u></b></p> <ul style="list-style-type: none"> <li>● Facilitate students' understanding of the concepts such as health promotion, elderly health and risk management through applications</li> </ul> <p><b><u>Task description:</u></b></p> <ul style="list-style-type: none"> <li>● To apply the knowledge to carry out health promotion activities for service users and complete the reflective journal</li> </ul>
(2) Previous Knowledge	<ul style="list-style-type: none"> <li>● Personal development and needs across the life span – the needs of elderly (nutrition, prevention of fall)</li> <li>● Health promotion models, healthy city, healthy eating, risk assessment and management</li> </ul>
(3) Students set their own learning goals and learning themes	<p>Students review the topics such as the health, safety issues and needs of elderly to identify possible themes for inquiry, for example:</p> <ul style="list-style-type: none"> <li>● Healthy eating of elderly</li> <li>● Prevention of fall of elderly</li> </ul>
(4) Students develop strategies for implementation	<p><b><u>Preparation</u></b></p> <ul style="list-style-type: none"> <li>● Collect information - healthy eating of elderly, elderly risks at home and in community</li> </ul> <p><b><u>Process</u></b></p> <ul style="list-style-type: none"> <li>● Design the format and content of the activities, and division of work</li> </ul> <p><b><u>Outcome</u></b></p>

	<ul style="list-style-type: none"> <li>● Demonstration of learning outcomes: oral presentation, videos and storylines</li> </ul>		
<b>(5) Internal learning Outcomes</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Attitude</b>
	<ul style="list-style-type: none"> <li>※ healthy eating of elderly</li> <li>※ Risks of the elderly at home and in community</li> <li>※ Prevention of fall of elderly</li> <li>※ Services provided by elderly centres</li> <li>※ Roles and work of Professionals</li> </ul>	<ul style="list-style-type: none"> <li>※ Health promotion skills- teaching of the cooking of healthy meals and exercises for elderly</li> <li>※ Communication skills with elderly</li> <li>※ Organising health promotion activities</li> <li>※ Collaboration skills</li> <li>※ Oral presentation skills – including interviewing staff and service users</li> <li>※ Observation skills</li> <li>※ Report writing skills</li> </ul>	<ul style="list-style-type: none"> <li>※ Respect the elderly</li> <li>※ Respect the needs of the elderly</li> <li>※ Appreciate the importance of health</li> </ul>
<b>(6) Externally Observable Outcomes</b>	<ul style="list-style-type: none"> <li>※ Oral presentation to other students and teachers</li> <li>※ PowerPoint and other presentation materials</li> <li>※ Field learning plans and field learning notes</li> <li>※ Reflective journals</li> </ul>		

<b>(7) External feedback</b>	<b><u>Feedbacks from teachers</u></b> <ul style="list-style-type: none"><li>※ Assessment on the performance of students' presentation</li><li>※ Assessment on the reflective journals</li></ul> <b><u>Feedbacks from peers</u></b> <ul style="list-style-type: none"><li>※ Class discussion</li><li>※ Peer assessment</li></ul> <b><u>Feedback from Centre staff and service target groups</u></b> <ul style="list-style-type: none"><li>※ Oral feedbacks before, during and after the activities.</li></ul>
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### Modified Example (2) : Mainly Arranged by HMSC Students

Apply to:

1. Students who understand the nature of field learning and have competence to organise and implement health promotion and social care services;
2. Students with higher ability for self-directed learning.

Field learning		Venues	Targets	Date / Time	Theme	Activities
		Students arrange their own learning activities and negotiate with agencies.				
Decision making	Teachers					
	Students	✓	✓	✓	✓	✓

Self-regulated learning	Application in HMSC lessons
(1) Teachers set teaching targets, strategies and the task description	<p><b><u>Targets (to let students...)</u> :</b></p> <ul style="list-style-type: none"> <li>● Plan and organise health promotion and social care activities for different social groups at different settings and environment</li> <li>● Demonstrate the skills needed to interact with people when providing support to others</li> </ul> <p><b><u>Strategies</u></b></p> <ul style="list-style-type: none"> <li>● Facilitate self-regulated learning of students</li> </ul> <p><b><u>Task description</u></b></p> <ul style="list-style-type: none"> <li>● To plan field learning activities with relevant knowledge, contact and negotiate with service units, carry out health promotion activities for</li> </ul>

	clients and complete the reflective journal		
(2) Knowledge already acquired by students	<ul style="list-style-type: none"> <li>● Compulsory part of the curriculum</li> <li>● Ability to develop health promotion and social care, including <ul style="list-style-type: none"> <li>※ Team building</li> <li>※ Communication skills</li> <li>※ Organisation skills</li> <li>※ Information interpretation skills</li> </ul> </li> </ul>		
(3) Students set their own learning goals and themes	<ul style="list-style-type: none"> <li>● Learning plan- themes, objectives, targets, service units, dates, programmes / activities content, division of work and allocation of learning hours</li> </ul>		
(4) Students develop their own implementation strategy	<p><b><u>Preparation</u></b></p> <ul style="list-style-type: none"> <li>● Draft learning plan</li> <li>● Data collection</li> <li>● Contact the service units</li> </ul> <p><b><u>Process</u></b></p> <ul style="list-style-type: none"> <li>● Design the nature, content of service and division of labor</li> <li>● Communicate with the service units</li> </ul> <p><b><u>Outcome</u></b></p> <ul style="list-style-type: none"> <li>● Demonstration of learning outcomes: oral presentation, videos, storylines</li> </ul>		
(5) Internal learning Outcomes	<b>Knowledge</b>	<b>Skills</b>	<b>Attitude</b>
	<ul style="list-style-type: none"> <li>※ Compulsory part of HMSC curriculum</li> <li>※ Knowledge gained from reflection of experiences</li> </ul>	<ul style="list-style-type: none"> <li>※ Planning skills</li> <li>※ Communication skills</li> <li>※ Organisation skills</li> <li>※ Team building and cooperation skills</li> </ul>	<ul style="list-style-type: none"> <li>※ Independent self-regulated learning</li> </ul>
(6) Externally	※ Learning plan		

<b>observable outcomes</b>	<ul style="list-style-type: none"> <li>※ Oral presentation</li> <li>※ PowerPoint, video clips, storylines</li> <li>※ Reflective journals</li> </ul>
<b>(7) External feedback</b>	<p><b><u>Feedbacks from teachers</u></b></p> <ul style="list-style-type: none"> <li>※ Assessment on the performance of students' presentation</li> <li>※ Assessment on the reflective journals</li> </ul> <p><b><u>Feedbacks from peers</u></b></p> <ul style="list-style-type: none"> <li>※ Class discussion</li> <li>※ Peer assessment</li> </ul> <p><b><u>Feedback from Centre staff and service target groups</u></b></p> <ul style="list-style-type: none"> <li>※ Oral feedbacks before, during and after the activities.</li> </ul>

### 3. Examples of Implementation Schedule

Teachers need to consider the curriculum planning and classroom teaching, the relevant guidelines of schools and the liaison and agreement with service units in the arrangement of field learning. Teachers should make reference to the relevant guidelines of schools and Education Bureau (EDB). For details of EDB guidelines, please refer to the School Administration Guide on EDB webpage (website : <http://www.edb.gov.hk>. path : Home>School Administration and Management>Regulations> School Administration Guide). Besides, teachers may need to approach the NGOs in advance to explore and seek consensus on how they could collaborate before planning in details.

The following are some examples of implementation schedule provided by schools. They serve as a reference for teachers and subject to be changed according to different situations and needs of schools:

### Second Term of Secondary 4

Curriculum planning and classroom teaching	Preparing school resources	Preparing the service unit
<ul style="list-style-type: none"> <li>Help students develop skills related to field learning activities such as writing proposals, observation and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Carefully read the guidelines for the issues on safety and insurance of students in outside school activities</li> </ul>	<ul style="list-style-type: none"> <li>Contact and discuss with the responsible person of service unit on the initial plan</li> </ul>
<ul style="list-style-type: none"> <li>Plan the schedule of field learning ( may need the timetable and/or the school calendar of the coming year for reference)</li> </ul>	<ul style="list-style-type: none"> <li>Prepare the planning of learning task including the resources for implementing the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct site visit to observe the environment and further discuss the arrangement with the supervisor</li> </ul>
<ul style="list-style-type: none"> <li>Set the initial plan on the objectives, modes, target groups, formats and venues of the field learning</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with school management about the schedule and arrangement of manpower</li> </ul>	<ul style="list-style-type: none"> <li>Send a letter / email to the service unit to confirm the collaboration</li> </ul>
<ul style="list-style-type: none"> <li>Others:</li> </ul>	<ul style="list-style-type: none"> <li>Others:</li> </ul>	<ul style="list-style-type: none"> <li>Others:</li> </ul>



## Secondary 5

Curriculum planning and classroom teaching	School administration	Collaboration with service unit
<b>Before</b>		
<ul style="list-style-type: none"> <li>● Explain the task and assessment criteria thoroughly to students and help them set the field learning plan</li> <li>● Clearly explain and define the roles, appropriate behaviours, attitude and practice of students in the service units</li> <li>● Training on observation, communication and interpersonal skills</li> <li>● Others</li> </ul>	<ul style="list-style-type: none"> <li>● Seek parents' consent through letters to parents</li> <li>● Inform school of the arrangement of the activities</li> <li>● Remind students to inform their parents of the field learning activities including the starting and the dismissal time</li> <li>● Others</li> </ul>	<ul style="list-style-type: none"> <li>● Re-confirm with the service units about the arrangement</li> <li>● Get information about the responsible staff and their contacts</li> <li>● Confirm the particulars of activities through email or phone</li> <li>● Provide an emergency contact list of students to service units, if necessary</li> <li>● Others</li> </ul>
<b>During</b>		
<ul style="list-style-type: none"> <li>● Monitor the attendance and safety of students during activities</li> <li>● Remind students to complete the field notes and give timely feedback</li> <li>● Others</li> </ul>	<ul style="list-style-type: none"> <li>● Keep school informed of the following for enquiries from parents and other staff:                             <ul style="list-style-type: none"> <li>➤ Basic information of the field learning activities, including the starting and dismissal time</li> <li>➤ An emergency contact list of students</li> </ul> </li> <li>● Others</li> </ul>	<ul style="list-style-type: none"> <li>● Keep contact with the service units to evaluate the learning of the students</li> <li>● Others</li> </ul>
<b>After</b>		
<ul style="list-style-type: none"> <li>● Assist students to round up and follow up the task</li> <li>● Remind students to submit assignments on time, and give timely feedback</li> <li>● Others</li> </ul>	<ul style="list-style-type: none"> <li>● Compile the relevant documents and keep clear record for future reference</li> <li>● Others</li> </ul>	<ul style="list-style-type: none"> <li>● Invite supervisor(s) of the service unit(s) to give feedback on students' performance and the arrangement of the tasks</li> <li>● Evaluate and suggest the collaboration in the coming years, if appropriate</li> <li>● Others</li> </ul>

## 4. Liaison with service units

### 4.1. Introducing field learning to service units

The partnership between the school and the service units is vital to the implementation of field learning. The service units can provide an authentic context for students to apply the concepts learnt in the HMSC curriculum and put them into practice. In field learning tasks, students plan and implement health promotion and social care activities for different groups and develop the skills needed to interact with people when providing support to others. A good field learning experience may inspire or motivate students to pursue further study in related fields.

Therefore, schools and service units should develop good collaboration. Continuous communication is needed in the design, implementation, supervision and evaluation of the field learning tasks in order to ensure the visions and learning objectives are shared and understood by both parties.

#### **In what ways the service units can benefit from field learning?**

Wisdom of Teachers:

- ✧ Students help provide different types of activities and thus help service units to extend the scope of services.
- ✧ Field learning provides opportunities for service units to promote services to the community, such as schools.

Some service units may have mistaken field learning as a kind of service learning, which is an educational activity to all students in general.

Teachers may need to introduce the following outstanding features of field learning to service units:

- Field learning nurtures the youth to be responsible and caring citizens who wish to be a helping person. It matches the visions of a majority of agencies and service units.
- Field learning provides volunteers to service units who are inspired to work in the fields of health and social services. It provides manpower to the service units and supports the service delivery. For example, getting along with the young people may bring fresh experience to elder clients. The field learning activities only take place within a short period of time. The service units can either arrange a few events or one-off event for students to organise or participate in (such as telling life stories or festival celebrating activities).
- Due to the aging population and the changes in the labour market, there is labour shortage in the fields of social services and residential care. HMSC field learning allows students to directly reach the service users in real-life circumstances, inspire their interest in health and social care, and equip them with services experiences, fundamental techniques and knowledge, so as to become enthusiastic and capable workers in the health and social welfare services from all walks of life. Field learning provides opportunities for students to gain relevant and practical training when serving the service units.

## 4.2 Finding the suitable cooperative partners

Many service units may be willing to collaborate with teachers to offer field learning activities to students. Students' interest, skills required, services requirement and geographic location are needed to be taken into consideration, as well as whether the service units can provide students with relevant learning experiences (Appendix 1), human resources for supervision and/or coordination work, and to what extent they are willing to work with teachers to achieve the relevant learning outcomes.

Good partners will bring field learning with effectiveness and efficiency. They will be :

- willing to collaborate with schools to plan the field learning activities;
- committed and supportive to the beliefs, mode and objectives of field learning;
- willing to assign relevant person(s) to work with the HMSC teachers;
- willing to involve HMSC students in providing services so they could understand more about the modes of service delivery;
- willing to answer students' questions regarding the operation and the professional intervention of the service units;
- willing to provide appropriate support to teachers and students in the field learning activities

- willing to provide students with opportunities to have contacts with clients; and
- willing to give feedback on the field learning activities and performance of students, etc.;

When finding the partners for collaboration, teachers should have sufficient information about the natures of the service and the clientele so as to identify the potential risks of the settings and ensure that students will not contact with the clients with potential dangers, such as those with propensity for violence, or patients of infectious diseases.

Before confirming the collaboration, the HMSC teacher should thoroughly discuss and liaise with the service units on the arrangement of the activities and then follow with a letter (Appendix 2) or an email to confirm the details.

#### **4.3 Meeting and communicating with services units**

##### Before activities :

- Help the service units understand the design and implementation of field learning, as well as the assignments to be completed by students.
- Make sure that a responsible staff is assigned as the contact person between the school and the service unit, looking after the administrative arrangement during the field learning activities.

- Organise a meeting to introduce and plan field learning with the related staff.
- Understand the specific procedures, particular guidelines and instructions (such as infection control measures) of the service units (such as hospitals, half-way houses, elderly homes, clinics). Confirm if the students need to attend pre-activity trainings like infection control training to help them understand and follow the relevant practices (such as washing hands, wearing gloves, gowns or masks). Teachers also need to keep abreast of the latest information of the Centre for Health Protection (CHP) of the Department of Health (<http://www.chp.gov.hk>).
- Confirm the details of relevant arrangement with the service units (Appendix 2).

During activities :

- Closely communicate with the related staff, to make sure the students :
  - Get enough opportunities and assistance to apply theoretical knowledge into field learning activities.
  - Follow the rules of agencies, accept the instructions of the staff and make effort to keep the personal information of the service users confidential.
- Arrange service units to provide briefing for students to understand more about the aims, mission, structure, roles and tasks, resources

and facilities of the corresponding service units.

- Encourage the service units to give feedback, in order to help students build competence for self-assessment.
- Ensure all students are equally involved in the field learning activities, with respect to the rights of the service units to reject the participation of individual students in order to protect the interests of service users.
- If teachers are unable to supervise the activities on the site, it is important to ensure that the appointed staff is responsible for the overall arrangement of the activities and taking care of the students' safety.
- If the field learning activities are held outside school, teachers and service units should prepare contingency plan in case of bad weather, and inform students and their parents of the relevant arrangement. For details, please refer to the EDB website <http://www.edb.gov.hk>  
-Home > School Administration and Management > Administration  
> About Activities > School Activities Guidelines.

After activities:

- Invite the supervisors of the service units to give feedback on students' learning and the design of the activities.
- Evaluate the current arrangement and reach initial agreement for the improvement and collaboration in the coming year.

## 5. Resources management

### 5.1 Types of resources

The HMSC teachers can make use of different types of resources, whether inside or outside school, to implement field learning:

- **Inside School**

**Apart from teachers, are there other human resources?**

Wisdom of Teachers:

- ✂ We could invite the experts from service units to give a talk on some special topics (such as mental illnesses).
- ✂ We could cooperate with school social workers or other teachers of subjects in related areas to offer different skill trainings.
- ✂ We could also invite the former students of this subject to share with the current students.

Teachers can work closely with school social workers to arrange the field learning activities, so they could support the students in the activities. For instance, school social workers may teach students the basic skills for communication and expressing care to clients. Teachers may obtain information and funding from the school social workers and the related network of the agencies.



### How HMSC teachers work effectively with school social workers?

Wisdom of Teachers:

- ※ School social workers can provide teachers and students with professional advices and help, including training and teaching of skills and knowledge related to social work and assisting teachers to comment on the learning plans of students.
- ※ School social workers may serve as the agent between teachers and other social workers / agencies, giving relevant information to teachers so they could plan the field learning activities effectively.
- ※ Social workers are more familiar with the opportunities offered by agencies for field learning.
- ※ Teachers could seek assistance from social workers when preparing the application for services.

#### ● **Outside School**

School may arrange students to join the funded projects as participants.

Example 1: A social service unit was funded by the Quality Education Fund (QEF) on implementing teen mental health service. The HMSC teacher of School A appointed a group of students to be the health ambassadors to assist the service unit to implement the service. The relevant expenses of the activities were covered by QEF.

Example 2: School B participated in a volunteer programme organised by the hospital chaplains to pay regular visits to patients. The

healthcare professionals of the hospital were also arranged to organise health promotion activities in school, with the assistance from students, as a form of community services. All the activities were financially supported by the hospital.

Teachers may also contact the Youth Section under the Social Welfare Department for consultation of relevant service items.

Activity fund can be another financing option for teachers. They may encourage students to write application to support the implementation of their planned services. The examples of funding are: the Disabled Innovative Activity Funding Scheme, Leadership Empowerment Action Project, Quality Education Fund, LCH Charitable Foundation Social Services Funding Project, etc.

## **5.2. Developing school-based database**

For the sustainability of the curriculum development, teachers can build their school-based database to keep record on the field learning activities provided by the service units, the process of implementation and the suggestions on improvement. The information will be useful as the references for planning of field learning in future.

## Examples of Field Learning Activities

*The following are some examples provided by schools. They serve as a reference for teachers and subject to be changed according to different situations and needs of schools.*

### 1. Setting: Social Service Units

Service Unit	Observation	Interview	Service / Activity
Children and Youth Centre	Topics: Healthy social well-being/ Personal growth and development (childhood and adolescence)		
	➤ Examples of relevant concepts : communication skills, peer relationship, self-concept, parenting skills, interpersonal relationship, conflict management		
	<input type="checkbox"/> Environment: safety measures <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Learning atmosphere <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the unit	※Clients <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Relevant questions to explore other concepts ※Professionals <input type="checkbox"/> Working condition <input type="checkbox"/> Duties <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs	Volunteer services can be provided through: <input type="checkbox"/> After-school care programmes <input type="checkbox"/> Play Group <input type="checkbox"/> After school tutorial programmes  Sit in / Be an observer in: <input type="checkbox"/> Workshop on parenting skills <input type="checkbox"/> Children Group <input type="checkbox"/> Youth group <input type="checkbox"/> Parents group

Service Unit	Observation	Interview	Service / Activity
Anti-drug Abuse Centre	Topic : Addiction ➤ Examples of relevant concepts : reasons for addiction, treatment, "relapse prevention"		
	<input type="checkbox"/> Environment of the centre <input type="checkbox"/> Services provided <input type="checkbox"/> Staff relationship <input type="checkbox"/> Job duties of various workers in the unit	※Clients <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Family relationship <input type="checkbox"/> Peer relationship <input type="checkbox"/> Relevant questions to explore other concepts  ※Professional <input type="checkbox"/> Working condition <input type="checkbox"/> Duties <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs	Volunteer services can be provided through: <input type="checkbox"/> Anti-drug ambassador <input type="checkbox"/> School promotion activities <input type="checkbox"/> Writing stories of ex-drug addicts <input type="checkbox"/> Anti-drug carnival  Sit in / Be an observer in: <input type="checkbox"/> Sharing of ex-drug addicts <input type="checkbox"/> Talks on drugs
Special	Topics : Personal growth and development (childhood stage)		

Service Unit	Observation	Interview	Service / Activity
Education Centre for Children	/vulnerable groups ➤ Examples of relevant concepts: justice, discrimination, community resources, characteristics of students in childhood, peer relationship, self-concept, parenting skills, pressure on caretakers.		
	<input type="checkbox"/> Environment: safety measures <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Learning atmosphere <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the unit	※Clients : Parents <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Family relationship <input type="checkbox"/> Stressors <input type="checkbox"/> Stress management <input type="checkbox"/> Peer relationship <input type="checkbox"/> Relevant questions to explore other concepts ※Professional <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs	Volunteer services can be provided through: <input type="checkbox"/> Communication games <input type="checkbox"/> Exercises <input type="checkbox"/> Neighbourhood scheme  Sit in / Be an observer in: <input type="checkbox"/> Workshop on parenting skills
Elderly	Topics : Personal growth and development (elderly) , aging problem,		

Service Unit	Observation	Interview	Service / Activity
<b>Centre</b>	social welfare system, healthcare system ➤ Examples of relevant concepts: elderly eating habits, health literacy , disease prevention, interpersonal relationship, communication skills.		
	<input type="checkbox"/> Environment: safety measures <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the unit	※Clients <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Health literacy <input type="checkbox"/> Healthy lifestyles <input type="checkbox"/> Relevant questions to explore other concepts  ※Professional <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs	Volunteer services can be provided through: <input type="checkbox"/> Health promotion activities <input type="checkbox"/> Visits <input type="checkbox"/> Writing life stories <input type="checkbox"/> Intergenerational learning program – teaching computer knowledge / exercises to elderly <input type="checkbox"/> Chinese medicine promotion Carnival <input type="checkbox"/> Neighbourhood scheme <input type="checkbox"/> Health checks for single elderly <input type="checkbox"/> Prevention of fall <input type="checkbox"/> Intergenerational Sports Day
<b>Integrated</b>	Topics : Personal growth (family roles) , family relationship, family		

Service Unit	Observation	Interview	Service / Activity
Family Service Centre	<p>problems, social welfare system</p> <p>➤ Examples of relevant concepts : interpersonal relationship, family relationship, communication among family members, holistic health</p>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Atmosphere of the centre</li> <li><input type="checkbox"/> Services provided</li> <li><input type="checkbox"/> Job duties of various workers in the unit</li> </ul>	<ul style="list-style-type: none"> <li>※ Client <ul style="list-style-type: none"> <li><input type="checkbox"/> Needs</li> <li><input type="checkbox"/> Views on services</li> <li><input type="checkbox"/> Experience of using the services</li> <li><input type="checkbox"/> Physical, intellectual, emotional and social aspects of health (PIES)</li> <li><input type="checkbox"/> Family relationship</li> <li><input type="checkbox"/> Relevant questions to explore other concepts</li> </ul> </li> <li>※ Professionals <ul style="list-style-type: none"> <li><input type="checkbox"/> Duties / division of work</li> <li><input type="checkbox"/> Intervention objectives, approaches and skills</li> <li><input type="checkbox"/> Work related training programmes / pathways</li> <li><input type="checkbox"/> Difficulties related to the jobs</li> </ul> </li> </ul>	<p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assist in organising family activities, for example: family picnic</li> <li><input type="checkbox"/> Community survey</li> <li><input type="checkbox"/> Neighbourhood scheme</li> </ul> <p>Sit in / Be an observer in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop on parenting skills</li> </ul>
New	Topics : Vulnerable groups, Caring community		

Service Unit	Observation	Interview	Service / Activity
Immigrant Service Centre	<ul style="list-style-type: none"> <li>➤ Examples of relevant concepts: equality, discrimination, cultural differences, community resources, self-concept, vulnerable groups, community work, community support network, different forms of care, empowerment, holistic health, social welfare system.</li> </ul>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Environment: safety measures</li> <li><input type="checkbox"/> Characteristics of client groups</li> <li><input type="checkbox"/> Atmosphere of the centre</li> <li><input type="checkbox"/> Services provided</li> <li><input type="checkbox"/> Job duties of various workers in the unit</li> </ul>	<ul style="list-style-type: none"> <li>※ Clients</li> <li><input type="checkbox"/> Problems</li> <li><input type="checkbox"/> Needs</li> <li><input type="checkbox"/> Views on services</li> <li><input type="checkbox"/> Experience of using the services</li> <li><input type="checkbox"/> Physical, intellectual, emotional and social aspects of health (PIES)</li> <li><input type="checkbox"/> Relevant questions to explore other concepts</li> <li>※Professionals</li> <li><input type="checkbox"/> Duties / division of work</li> <li><input type="checkbox"/> Intervention objectives, approaches and skills</li> <li><input type="checkbox"/> Work related training programmes / pathways</li> <li><input type="checkbox"/> Difficulties related to the jobs</li> </ul>	<p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> After-school care programmes</li> <li><input type="checkbox"/> Neighbourhood scheme</li> </ul> <p>Sit in / Be an observer in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop on parenting skills</li> <li><input type="checkbox"/> Home safety measures</li> </ul>
Organisations	Topics : Building a healthy city, poverty		



Service Unit	Observation	Interview	Service / Activity
/ services for poverty alleviation	➤ Examples of relevant concepts : poverty, need-based approach, assets -based approach, equality, discrimination, cultural difference, community resources , self-concept, vulnerable groups, community work, community support network, different forms of care, empowerment, holistic health, social welfare system.		
	<input type="checkbox"/> Environment and facilities of the centre <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided - need-based approach, assets -based approach <input type="checkbox"/> Job duties of various workers in the centre	※ Clients <input type="checkbox"/> Problems <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Neighbourhood relationship <input type="checkbox"/> Physical, intellectual, emotional and social aspects of health (PIES) <input type="checkbox"/> Relevant questions to explore other concepts  ※Professionals <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes /	Volunteer services can be provided through: <input type="checkbox"/> Hunger Banquet <input type="checkbox"/> Cyber School <input type="checkbox"/> Volunteer service <input type="checkbox"/> School Donations  Possible learning activities: <input type="checkbox"/> Observing squatter occupant living condition <input type="checkbox"/> Visiting people in bed space and cubicle apartments <input type="checkbox"/> Community tours  Sit in / Be an observer in: <input type="checkbox"/> Food Bank <input type="checkbox"/> District partnership programmes

Service Unit	Observation	Interview	Service / Activity
		pathways <input type="checkbox"/> Difficulties related to the jobs <input type="checkbox"/> Approach on alleviating poverty  ※Other students, school staff <input type="checkbox"/> Views on poverty	

## 2. Setting: Health / Medical Service Units

Service Unit	Observation	Interview	Service / Activity
<b>Health Centre / Community Health Promotion (e.g. Health InfoWorld of Hospital Authority)</b>	Topics : Health promotion, disease prevention ➤ Examples of relevant concepts : holistic health, health education, models of health promotion, personal health practices and public health, healthy practices, different stages of illness prevention, healthy lifestyle		
	<input type="checkbox"/> Environment: safety measures <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided - for example: <ul style="list-style-type: none"> <li>■ Vaccination</li> <li>■ Outreaching service</li> <li>■ Community service</li> </ul> <input type="checkbox"/> Job duties of various workers in the centre	※Clients <input type="checkbox"/> Need <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Risk assessment <input type="checkbox"/> Relevant questions to explore other concepts  ※Professionals <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Promotion and intervention methods <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs	Volunteer services can be provided through: <ul style="list-style-type: none"> <li>□ Health promotion activity – health education exhibition</li> <li>□ Quiz on communicable diseases</li> </ul> Sit in / Be an observer in: <ul style="list-style-type: none"> <li>□ Physical check-ups</li> <li>□ Health talks</li> </ul>

Service Unit	Observation	Interview	Service / Activity
<b>Hospitals / care-and-attention homes / day hospitals</b>	Topic : Health care system ➤ Examples of relevant concepts : three levels of medical care, first aid skills, disease prevention and infection control, hospital three-tier alert mechanism, residential care, community care, medical care		
	<input type="checkbox"/> Environment of the institution <input type="checkbox"/> Atmosphere of the institution <input type="checkbox"/> Services provided, for example: <ul style="list-style-type: none"> <li>● Polyclinic</li> <li>● Outpatient clinic</li> <li>● Pharmacy</li> <li>● Three-tier medical care</li> </ul> <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Job duties of various workers in the centre <input type="checkbox"/> Atmosphere of the team work <input type="checkbox"/> Risk assessment	※Patient and care givers <input type="checkbox"/> Need <input type="checkbox"/> Difficulties: e.g. reactions after medication <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Relevant questions to explore other concepts  ※Professionals <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs <input type="checkbox"/> Roles and skills of management	Volunteer services can be provided through: <ul style="list-style-type: none"> <li>□ Health promotion activities</li> <li>□ Visits</li> </ul> Sit in / Be an observer in: <ul style="list-style-type: none"> <li>□ Seminars on infection control</li> <li>□ Talks on the needs of patients</li> <li>□ Seminars on communication skills with patients</li> </ul>

Service Unit	Observation	Interview	Service / Activity
<b>Rehabilitation Service</b> <b>e.g.: Half-way Home (Psychiatric)</b>	Topics : Health care system, mental health, rehabilitation services ➤ Examples of relevant concepts : residential care, community care, rehabilitation services, classification of mental illness, needs of patients with mental illness, isolation, discrimination, institutionalization		
	<input type="checkbox"/> Environment of the institution <input type="checkbox"/> Atmosphere of the institution <input type="checkbox"/> Services provided <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Job duties of various workers in the centre <input type="checkbox"/> Atmosphere of the team work <input type="checkbox"/> Risk assessment	※Clients <input type="checkbox"/> Needs <input type="checkbox"/> Difficulties: e.g community integration, living in the community <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Relevant questions to explore other concepts ※ Family members of patients <input type="checkbox"/> Informal care <input type="checkbox"/> Feelings <input type="checkbox"/> Support network ※Professionals <input type="checkbox"/> Work condition <input type="checkbox"/> Intervention approach and skills <input type="checkbox"/> Training <input type="checkbox"/> System of the institution	Volunteer services can be provided through: <input type="checkbox"/> Health promotion activities <input type="checkbox"/> Visits <input type="checkbox"/> Health information Exhibition  Possible learning activities: <input type="checkbox"/> Sharing of Rehabilitees <input type="checkbox"/> Stress management workshop <input type="checkbox"/> Workshops on health care practice <input type="checkbox"/> Seminars on positive psychology

Service Unit	Observation	Interview	Service / Activity
<p><b>Patient self-help groups (e.g. physical disabled, vision-impaired, hearing-impaired &amp; speech-impaired)</b></p>	<p>Topic : Caring Community</p> <p>➤ Examples of relevant concepts: vulnerable groups, communication skills, community work, community support network, different forms of care, models of health promotion, empowerment, needs of caregiver, holistic health, health care and social welfare systems</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Environment and facilities of the centre</li> <li><input type="checkbox"/> Characteristics of client groups</li> <li><input type="checkbox"/> Relationship among patients</li> <li><input type="checkbox"/> Atmosphere of the centre</li> <li><input type="checkbox"/> Services provided</li> <li><input type="checkbox"/> Job duties of various workers in the centre</li> </ul>	<ul style="list-style-type: none"> <li>※Patient <ul style="list-style-type: none"> <li><input type="checkbox"/> Needs</li> <li><input type="checkbox"/> Difficulties: e.g. reactions after medication, medical expenses</li> <li><input type="checkbox"/> Views on services</li> <li><input type="checkbox"/> Experience of using the services</li> <li><input type="checkbox"/> Relevant questions to explore other concepts</li> </ul> </li> <li>※Family members of the patients <ul style="list-style-type: none"> <li><input type="checkbox"/> Informal support/ Support network</li> <li><input type="checkbox"/> Feelings</li> </ul> </li> <li>※Professional <ul style="list-style-type: none"> <li><input type="checkbox"/> Work condition</li> <li><input type="checkbox"/> Intervention approach and skills</li> <li><input type="checkbox"/> Training</li> <li><input type="checkbox"/> Advocacy work</li> <li><input type="checkbox"/> Organisational skills</li> </ul> </li> </ul>	<p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health promotion activities</li> <li><input type="checkbox"/> Neighbourhood scheme</li> </ul> <p>Sit in / Be an observer in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Home help &amp; care services</li> <li><input type="checkbox"/> Training for self-help groups, for example: workshops on health care practice</li> </ul> <p>Possible learning activities:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiencing the daily lives of the disabled</li> <li><input type="checkbox"/> Barrier-free city campaign</li> </ul>

### 3. Setting: Schools

Target Groups	Observation	Interview	Service / Activity
<b>Students and School Staff</b>	Topic : Healthy School ➤ Examples of relevant concepts: health advocacy, safety settings, holistic health, risk, risk assessment, risk management, healthy lifestyles, interpersonal relationship, peers, disease prevention.		
	Risk assessment: <input type="checkbox"/> School environment: lighting · safety measures etc. <input type="checkbox"/> Work condition of school staff  Holistic health: <input type="checkbox"/> Supply of snacks at tuck shops <input type="checkbox"/> Exercises / PE lessons <input type="checkbox"/> School breakfast and lunch	※Students and school Staff <input type="checkbox"/> Eating habit <input type="checkbox"/> Health knowledge – drug addiction <input type="checkbox"/> Physical, intellectual, emotional and social aspects of health (PIES) <input type="checkbox"/> Attitude towards disease prevention / healthy lifestyles <input type="checkbox"/> Peer relationship  ※Parent <input type="checkbox"/> Parenting skills / counseling skills <input type="checkbox"/> Communication skills	<input type="checkbox"/> School tour- Assessing the safety and risks of facilities Inside and outside school <input type="checkbox"/> Health promotion activities <input type="checkbox"/> Food label design competition <input type="checkbox"/> Healthy diet carnival <input type="checkbox"/> Peer counseling schemes <input type="checkbox"/> Questionnaires survey : different people with different perspectives on health <input type="checkbox"/> Sharing of anti-drug

Target Groups	Observation	Interview	Service / Activity
			ambassadors <input type="checkbox"/> Stress management, such as 'Mind Oasis' mental health workshop <input type="checkbox"/> Eat smart@school campaign <input type="checkbox"/> Collecting and analyzing data related to healthy diets at schools



Sample of Letter for Collaboration in Field Learning Activities

*The following example provided by school serves as a reference for teachers and subject to be changed according to different situations and needs of schools*

(Date)

(Agency name)

(Position)

(Agency address)

Sir/ Madam (Name of receiver)

**Arrangement on the Field Learning  
of Health Management and Social Care Curriculum**

Thanks for your kindness to offer our HMSC students the precious learning opportunities in conducting the field learning in your agency. Please find the details of the arrangement as per our telephone conversation as follows:

Date/ Time: \_\_\_\_\_

Time/Timeslot: \_\_\_\_\_

Venue: \_\_\_\_\_

Number of students: \_\_\_\_\_

Responsible teacher(s) : \_\_\_\_\_

Types of field learning to be offered: \_\_\_\_\_

Attached please find the following information for your reference and record:

1. Information of the participants (e.g. name of teachers and students)
2. Field learning guide / guidelines
3. Students' proposals on the field learning activity (if applicable)
4. Others : \_\_\_\_\_

The teacher in charge of the HSMC, Ms. / Mr. XXX (supervising or responsible teacher of this field learning activity) will contact your staff in charge directly for the arrangement before the implementation. If you have any questions during the period, please contact Ms. / Mr. XXX at 1234 5678.

Thanks again for your kind assistance!

School chop

Principal

\_\_\_\_\_  
(Name of Principal)

### Arrangement of field learning activity

*The following example provided by school serves as a reference for teachers and subject to be changed according to different situations and needs of schools*

Project	Content			
1. Agency name:				
2. Agency address:				
3. Agency contact number:				
4. Period of time:	From (date) in 20____ to (date) in 20____			
5. Number of students:	No. of Person in total: ____ ( ____ Male __Female) Level: Secondary _____			
6. Learning activity in the agency:	Forms	No. of persons	Date	No. of hours
7. Responsible staff of agency	Name: Position: Contact number: Email:			
8. Responsible teacher of school	Name: Position: Contact number: Email			
9. Other remarks:	i) During the period, the agency should designate a staff as the agent to help arrange for the field learning activities.  ii) During the period, if school teachers are unable to participate, the designated staff of the agency should be responsible for the			

overall arrangement of the activity, as well as the safety of students.

- iii) When students use the venues provided by the agency for field learning, they must follow the regulations set by the agency, accept staff's instructions, and pay attention to the safety issues and keep the users' personal information confidential.
- iv) Everything in field learning is jointly set by the school and the agency and should be implemented according to the agreed plan.
- v) If the performance of students is unsatisfactory, or students are unable to fulfil the work assigned by the teacher(s) and agency, the agency should inform and discuss with the responsible school teacher(s).
- vi) Field learning activities should be relevant to the knowledge of the curriculum.
- vii) The agency must not allow students to undergo dangerous and illegal activities, or assign work that is unrelated to the aims of field learning.