

Health Management and Social Care

Field Learning Resources Series

Agency Handbook



Curriculum Development Institute, Education Bureau

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Field Learning Resources Series (3)

Agency Handbook

Introduction

This series aims to provide practical information to agencies/ service units on “HMSC field learning” which is focused on introducing field learning to agencies/ service units and will briefly describe the roles of agencies/ service units in field learning so as to facilitate the collaboration between schools and agencies/ service units in providing appropriate and meaningful learning activities to students.

1. Field learning – A Practice of Experiential 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.¹ 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 ²

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 scholars³ 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

¹Cummings, J. (2000). Academic language learning, transformative pedagogy, and information technology: Towards a critical balance. *TESOL Quarterly*, 34(3), 537-548..

²Barr, 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.

³Dunn, 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”⁴

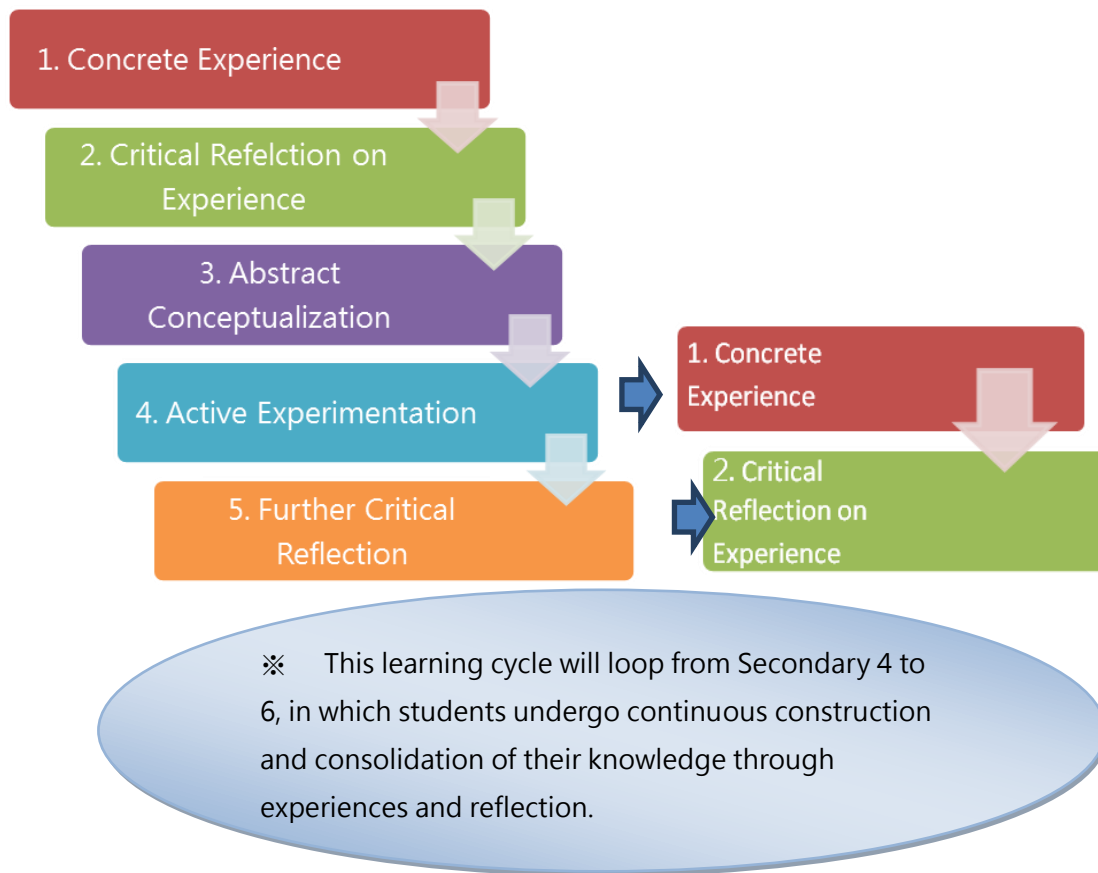
A common approach to comprehending experiential learning is linked to a learning cycle⁵ of concrete experience, observation and reflection, abstract conceptualization, and testing of concepts in new situations (Figure 3.1). According to this learning model, the concrete experience is the basis for observations and reflections, which allow the development of concepts (i.e. knowledge). Concepts⁶ 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.

⁴ 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

⁵ 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.

⁶ 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 3.1 Experiential Learning Cycle



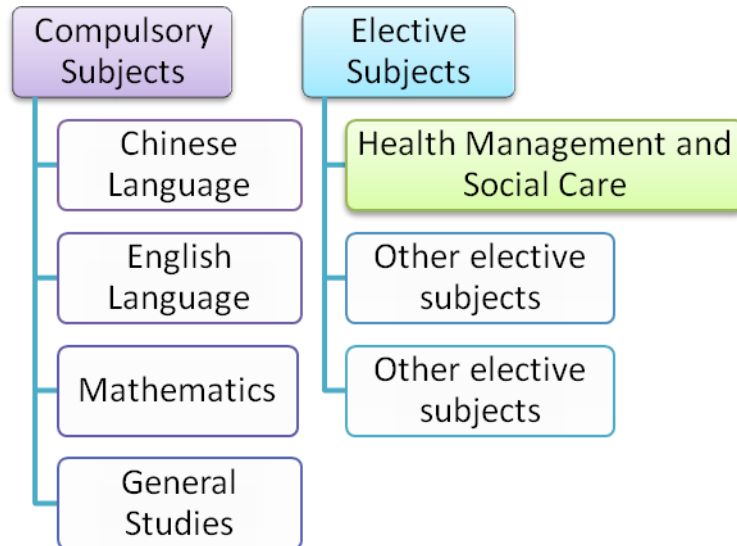
Simply put, experiential learning advocates the idea of which learners are given concrete opportunities to observe and reflect from actual practices (i.e. experience), to apply knowledge and skills, to test and criticize assumptions, to juxtapose ideas and beliefs, to develop and enhance certain skills (mostly reflective, critical and problem-solving skills), and to construct knowledge about the world and its relations.⁷

⁷ 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.

2. Field Learning in HMSC Curriculum

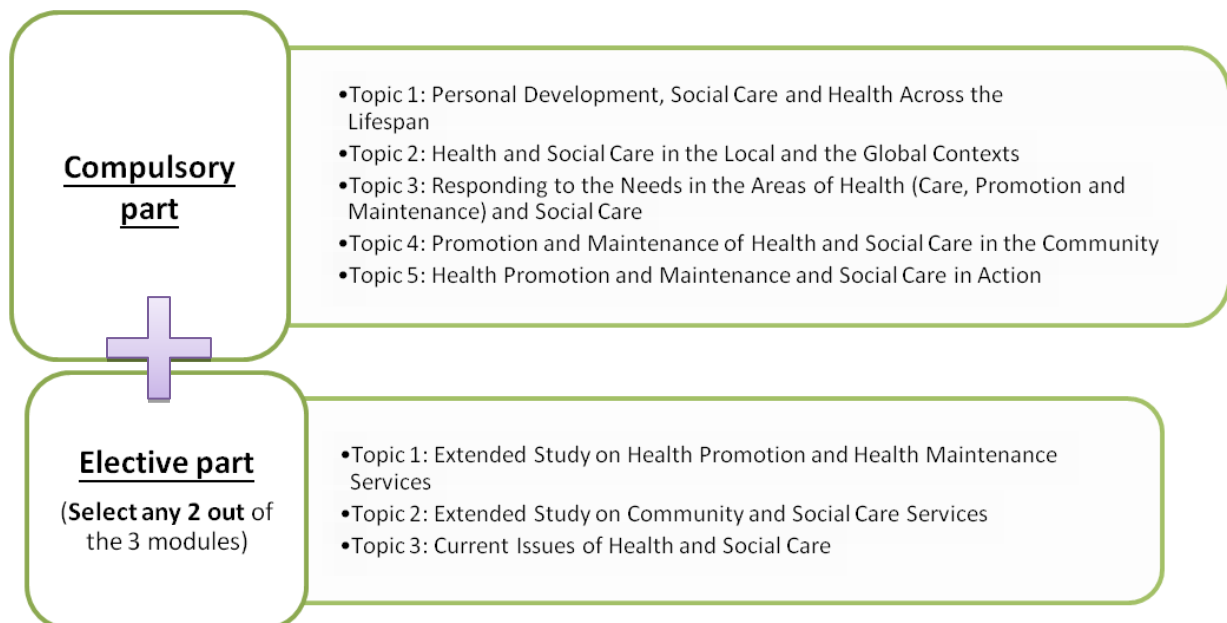
HMSC is one of the elective subjects in secondary school (Secondary 4 to 6)

Figure 3.2



The topics of HMSC curriculum are as follows:

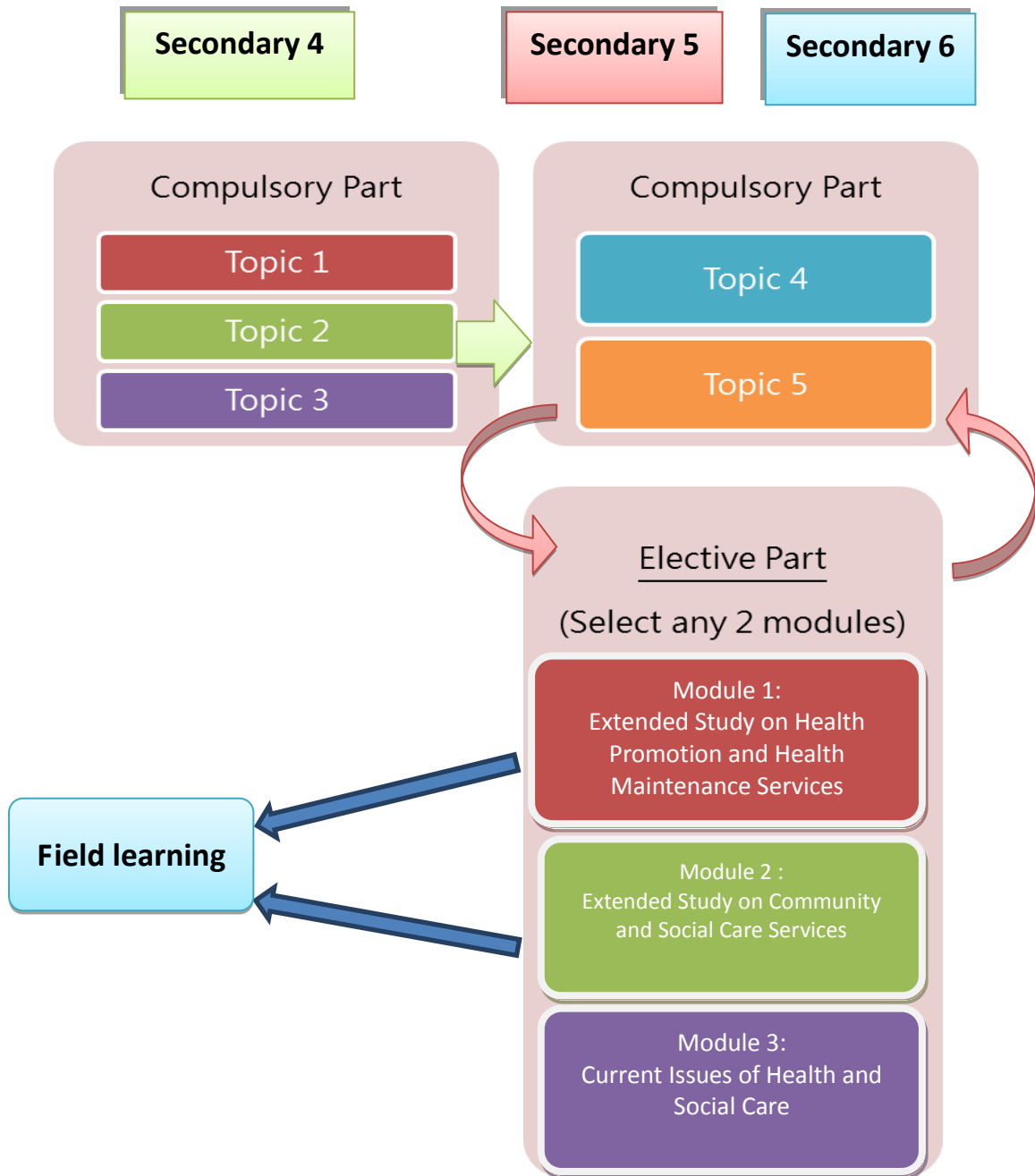
Figure 3.3



In the learning process, students have the opportunity to develop a holistic view of health and social care through personal empowerment, involvement in groups, community learning and action, and the application of strategies of social advocacy. In this way, students should be able to acquire the foundation knowledge stipulated in the compulsory part before attempting the elective part. Field learning provides learners with authentic settings 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. Figure 3.4 shows an example of field learning arranged for the subject.⁸

⁸ 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)* (p.44). Hong Kong: Education and Manpower Bureau.

Figure 3.4⁹



Teachers will decide the sequences that fit the needs of schools, students, social organizations or other relevant parties. The core principle is that

⁹ Jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority, 2007. "Health Management and Social Care- Curriculum and Assessment Guide (Secondary 4 to 6)". Hong Kong: The Education and Manpower Bureau.

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.

The aims and learning targets 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, analyze, evaluate and communicate issues pertaining to health and to social and community care, and participate in related support services provided by institutions and agencies;

Learning Targets


Knowledge and understanding

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


Capability

- 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:




• to demonstrate knowledge and understanding of the concepts of the subject matter;




• to apply the knowledge and techniques to address the health and social issues;



• to plan and carry out tasks for support services provided by institutions and organizations;



• to show competencies in communication and empathic responses in collaboration and service provision;



• to reflect upon the field learning tasks and be able to suggest alternatives for improvements;



• to perform interpersonal skills needed in communication when giving support to others.

3. Roles of Agencies in Field Learning

3.1 Providing field learning activities

The partnership between school and agency is a significant component of the whole field learning experience. The agencies offer authentic settings for students to apply the concepts and theories learnt in the HMSC curriculum. It helps students plan and organise health promotion and social care programs for a variety of social groups, in which students learn interpersonal skills when helping others. A good field learning experience may inspire or motivate students to pursue further study in related fields.

How can field learning help service units directly?

Wisdom of Teachers

- ※ Students provide different types of activities for service units and help them to promote services through field learning.
- ※ Field learning serves as a channel for service units to promote service in different settings, such as schools.

Field learning builds on a good cooperation between schools and organisations (agencies). 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.

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:

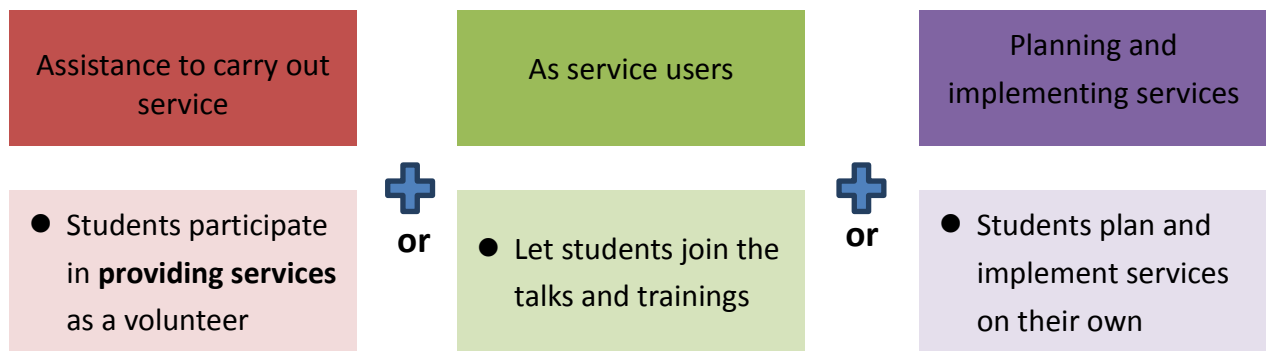
- Field learning nurtures the youth to be responsible and caring citizens who wish to be a helping person. It matches the visions of a majority of agencies and service units.
- Field learning provides volunteers to service units who are inspired to work in the fields of health and social services. It 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.

3.2 Roles of agencies:

Only limited resources are required for the agencies to support field learning. Agencies may negotiate with schools and concerned teachers on the degree of participation regarding their resources or other factors (Appendix 1), and decide the types of field learning activities that can be offered (Appendix 2).

Example of field learning:



Agencies are encouraged to review if they accept the following commitment

before starting the cooperation with schools and teachers:

- 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.;

After confirmation on assisting schools and teachers to practice field learning, agencies and organisations can:

Before activity:

- Assign a responsible staff as the contact person between the school and the service unit, looking after the administrative arrangement during the field learning activities and understanding the design and implementation of field learning, as well as the assignments to be completed by students..
- Let schools and teachers 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)

- ❑ Confirm the details of relevant arrangement with the school and teachers (Appendix 3).

During Activity:

- ❑ Provide briefing for students to understand more about the aims, mission, structure, roles and tasks, resources and facilities of the service units.
- ❑ Closely communicate with the teachers and understand the design of the activities so as to help the students apply theoretical knowledge into field learning activities.
- ❑ If teachers are unable to supervise the activities on the site, ensure that the appointed staff is responsible for the overall arrangement of the activities and taking care of the students' safety.
- ❑ ensure that students will not contact with the clients with potential dangers, such as those with propensity for violence, those who are vulnerable in contacts with outsiders, as well as the patients of infectious diseases.

- ❑ Whenever necessary, help students to communicate with vulnerable groups (such as patients suffering from serious illness) effectively, e.g. to avoid inappropriate manner and sensitive issues.
- ❑ Ensure that students follow the regulations of the agency, accept the instructions, and pay extra attention to protect the safety and confidentiality of the personal information of service users. No matter the organisation has settled the complaints or grievances or not, the agency staff should report to teachers about the conflicts between students and staff/ clients.
- ❑ Give feedback to help students build competence for self-assessment
- ❑ Ensure all students are equally involved in the field learning activities but also protect the interests of service users
- ❑ 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

After activity:

- ❑ 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 future

Health Management and Social Care
Updated Information of Field Learning

Information of Agency

Name of Agency :					
Brief Introduction of Services : (Not more than 100 words)					
Types of Activity that Can be Provided for Field Learning :					
Service Area(s) / District(s) :					
Client (s) :					
No. of students per Activity :	Person(s)	Training provided :	<input type="checkbox"/> Yes <input type="checkbox"/> No	Training Fee :	<input type="checkbox"/> Charges <input type="checkbox"/> Free of Charge
Contact Person :				Tel. No. :	
Website :				Fax :	
Email Address :					

Examples of Field Learning Activities

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	※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	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
	<input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the unit	※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	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

Service Unit	Observation	Interview	Service / Activity
Special Education Centre for Children	<p>Topics : Personal growth and development (childhood stage) /vulnerable groups</p> <p>➤ Examples of relevant concepts: justice, discrimination, community resources, characteristics of students in childhood, peer relationship, self-concept, parenting skills, pressure on caretakers.</p>		
	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> ※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 	<p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication games <input type="checkbox"/> Exercises <input type="checkbox"/> Neighbourhood scheme <p>Sit in / Be an observer in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Workshop on parenting skills

Service Unit	Observation	Interview	Service / Activity
Elderly Centre	Topics : Personal growth and development (elderly) , aging problem, social welfare system, healthcare system ➤ Examples of relevant concepts: elderly eating habits, health literacy , disease prevention, interpersonal relationship, communication skills.		
	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> ※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 	<ul style="list-style-type: none"> 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

Service Unit	Observation	Interview	Service / Activity
Integrated Family Service Centre	<p>Topics : Personal growth (family roles) , family relationship, family 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"> <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the unit 	<ul style="list-style-type: none"> ※ Client <ul style="list-style-type: none"> <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Physical, intellectual, emotional and social aspects of health (PIES) <input type="checkbox"/> Family relationship <input type="checkbox"/> Relevant questions to explore other concepts ※ Professionals <ul style="list-style-type: none"> <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 	<p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assist in organising family activities, for example: family picnic <input type="checkbox"/> Community survey <input type="checkbox"/> Neighbourhood scheme <p>Sit in / Be an observer in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Workshop on parenting skills

Service Unit	Observation	Interview	Service / Activity
New Immigrant Service Centre	<p>Topics : Vulnerable groups, Caring community</p> <p>➤ 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.</p> <p><input type="checkbox"/> Environment: safety measures</p> <p><input type="checkbox"/> Characteristics of client groups</p> <p><input type="checkbox"/> Atmosphere of the centre</p> <p><input type="checkbox"/> Services provided</p> <p><input type="checkbox"/> Job duties of various workers in the unit</p>	<p>※ Clients</p> <p><input type="checkbox"/> Problems</p> <p><input type="checkbox"/> Needs</p> <p><input type="checkbox"/> Views on services</p> <p><input type="checkbox"/> Experience of using the services</p> <p><input type="checkbox"/> Physical, intellectual, emotional and social aspects of health (PIES)</p> <p><input type="checkbox"/> Relevant questions to explore other concepts</p> <p>※Professionals</p> <p><input type="checkbox"/> Duties / division of work</p> <p><input type="checkbox"/> Intervention objectives, approaches and skills</p> <p><input type="checkbox"/> Work related training programmes / pathways</p> <p><input type="checkbox"/> Difficulties related to the jobs</p>	<p>Volunteer services can be provided through:</p> <p><input type="checkbox"/> After-school care programmes</p> <p><input type="checkbox"/> Neighbourhood scheme</p> <p>Sit in / Be an observer in:</p> <p><input type="checkbox"/> Workshop on parenting skills</p> <p><input type="checkbox"/> Home safety measures</p>

Service Unit	Observation	Interview	Service / Activity
Organisations / services for poverty alleviation	Topics : Building a healthy city, poverty ➤ 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	

Setting: Health / Medical Service Units

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

Service Unit	Observation	Interview	Service / Activity
Hospitals / care-and-attention homes / day hospitals	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"> ● Polyclinic ● Outpatient clinic ● Pharmacy ● Three-tier medical care <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"> □ Health promotion activities □ Visits Sit in / Be an observer in: <ul style="list-style-type: none"> □ Seminars on infection control □ Talks on the needs of patients □ Seminars on communication skills with patients

Service Unit	Observation	Interview	Service / Activity
Rehabilitation Service e.g.: Half-way Home (Psychiatric)	<p>Topics : Health care system, mental health, rehabilitation services</p> <p>➤ Examples of relevant concepts : residential care, community care, rehabilitation services, classification of mental illness, needs of patients with mental illness, isolation, discrimination, institutionalization</p> <ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> ※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 	<p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health promotion activities <input type="checkbox"/> Visits <input type="checkbox"/> Health information Exhibition <p>Possible learning activities:</p> <ul style="list-style-type: none"> <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
Patient self-help groups (e.g. physical disabled, vision-impaired, hearing-impaired & speech-impaired)	<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"> <input type="checkbox"/> Environment and facilities of the centre <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Relationship among patients <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the centre 	<ul style="list-style-type: none"> ※Patient <input type="checkbox"/> Needs <input type="checkbox"/> Difficulties: e.g. reactions after medication, medical expenses <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 the patients <input type="checkbox"/> Informal support/ Support network <input type="checkbox"/> Feelings ※Professional <input type="checkbox"/> Work condition <input type="checkbox"/> Intervention approach and skills <input type="checkbox"/> Training <input type="checkbox"/> Advocacy work <input type="checkbox"/> Organisational skills 	<p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health promotion activities <input type="checkbox"/> Neighbourhood scheme <p>Sit in / Be an observer in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Home help & care services <input type="checkbox"/> Training for self-help groups, for example: workshops on health care practice <p>Possible learning activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experiencing the daily lives of the disabled <input type="checkbox"/> Barrier-free city campaign

Setting: Schools

Target Groups	Observation	Interview	Service / Activity
Students and School Staff	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

			<p>ambassadors</p> <ul style="list-style-type: none"><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
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Arrangement of field learning activity

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. Financial expenses:	<input type="checkbox"/> Paid by agency <input type="checkbox"/> Paid by school <input type="checkbox"/> Paid by both agency and school <input type="checkbox"/> Others: _____			

<p>8. Responsible staff of agency</p>	<p>Name:</p> <p>Position:</p> <p>Contact number:</p> <p>Email:</p>
<p>9. Responsible teacher of school</p>	<p>Name:</p> <p>Position:</p> <p>Contact number:</p> <p>Email</p>
<p>10. Other remarks:</p>	<p>i) During the period, the agency should designate a staff as the agent to help arrange for the field learning activities.</p> <p>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.</p> <p>iii) When students use the venues provided by the agency for field learning, they must follow the regulations set by the agency,</p>

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.