

Learning and Teaching Strategies for the Health Management and Social Care Curriculum Series: **(6) Effective Learning and Teaching Strategies for Field Learning at Health and Social Service Settings (New)**

Debriefing on field learning in health and social care setting

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Debriefing on field learning in health and social care setting

14:00-14:30	Review of past sessions: health setting and social care setting
14:30-14:50	Debriefing: <ul style="list-style-type: none">- Steps for field learning and self –reflection in adolescent mental health promotion and social care setting
14:50-15:00	Tea Break
15:00-15:20	Debriefing: <ul style="list-style-type: none">- Effective teaching strategies and skills in field learning
15:20-15:40	Conclusion: <ul style="list-style-type: none">- Identify the key concepts from field learning
15:40-16:00	Q and A



Review : Field learning in health and social care settings

- **Health Care Setting**

- Key message (core principles) in health care promotion
- Case study of health promotion in NGO
- Background and mission of NGO in health promotion
- Experience on conducting the health promotion program
- Learning and reflection from health promotion program



Review : Field learning in health and social care settings

- **Social Care Setting**

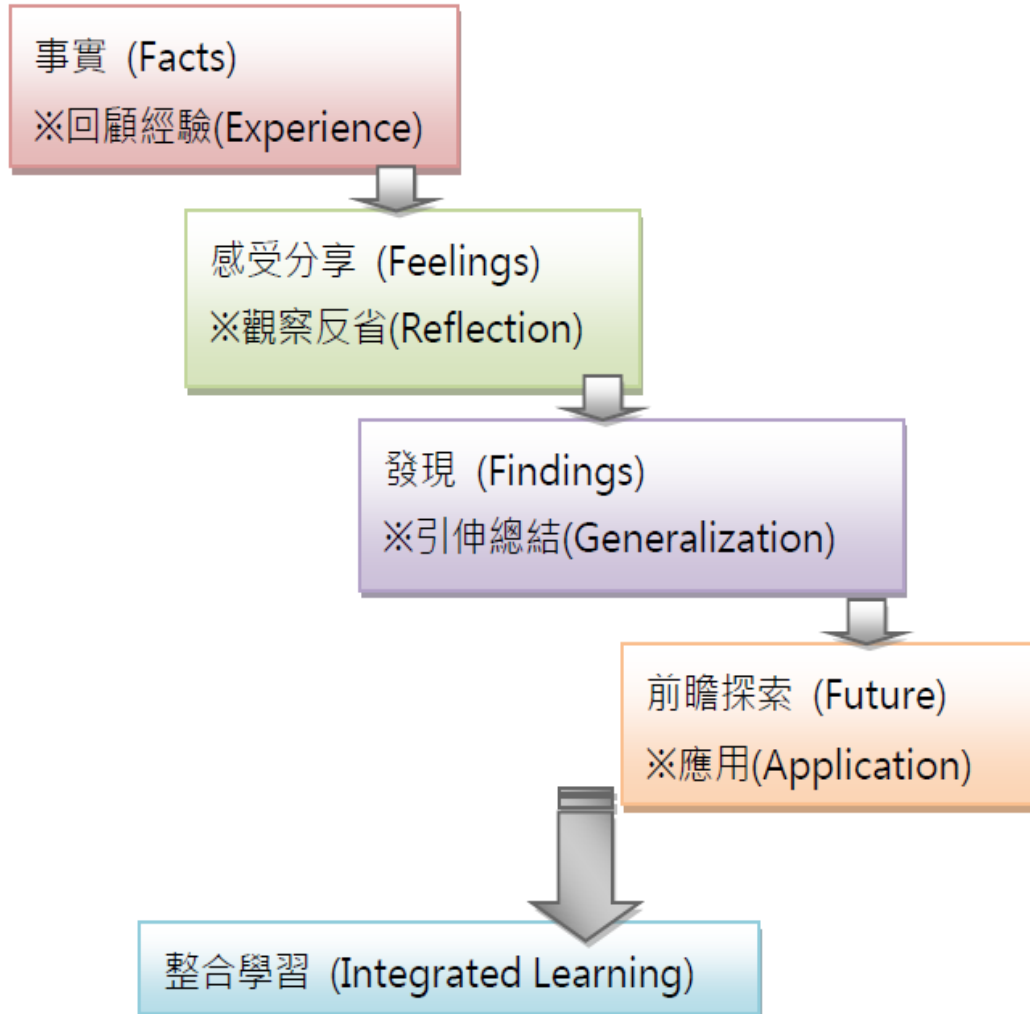
- Knowledge on people with disabilities
- Principles of conducting inclusion program
- Background and mission of NGO in conducting inclusion program
- Experience on conducting inclusion program
- Learning and reflection from inclusion program



Debriefing

解說的流程 (Debriefing)

(資料來源: Roger Greenaway : 網址: <http://reviewing.co.uk/learning-cycle/index.htm>)



Debriefing Form (Teacher's handbook)

Debriefing	Questioning	Participant's response
1. Facts	What impressed you most in the activity?	
1. Feelings	How did you feel?	
1. Findings	What did you find or learn in this activity?	
1. Future	What are your suggestions and planning?	



Debriefing: Steps for field learning

- **Steps for field learning** (with example of adolescent mental health promotion program and A-Soulroom)

- Data collection

- ✓ Explore the social needs / problems in health care setting
- ✓ Explore the demography
- ✓ Literature review on such social needs/ problems
- ✓ Literature review on related concepts or theoretical framework
- ✓ Conduct the needs assessment



Debriefing: Steps for field learning

- **Steps for field learning**
 - Initial field learning plan
 - ✓ Define the needs/problems
 - ✓ Define the theme/topic
 - ✓ Define the target population
 - ✓ Objectives Achieved
 - ✓ Plan the program /activity
 - ✓ Expected outcome



Debriefing: Steps for field learning

- **Steps for field learning**

- Practice (Implementation)

- ✓ Preparation

- ✓ Service delivery

- ✓ Evaluation

- Reflection

- ✓ Learning and experience from the field setting

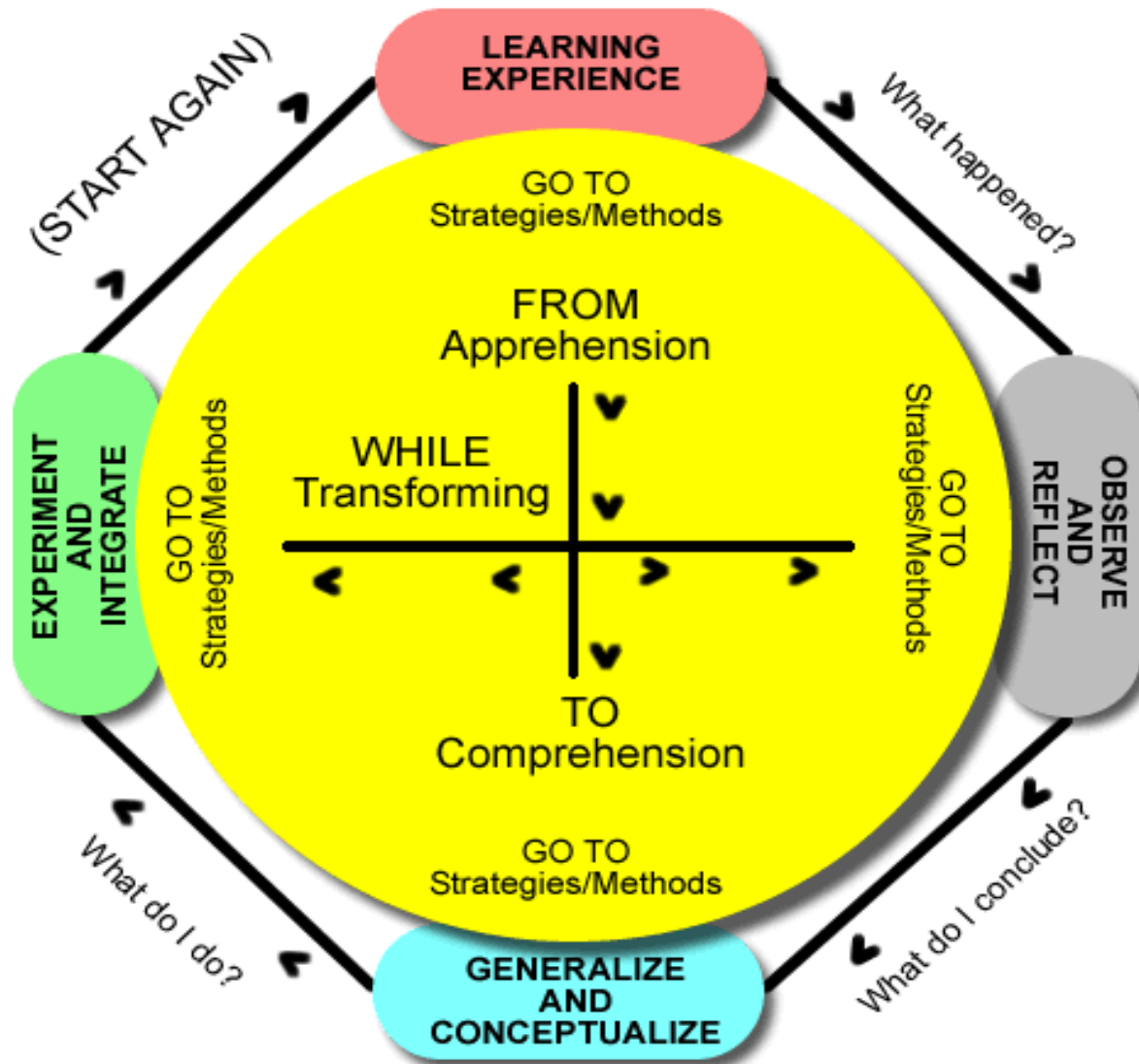
- ✓ Improvement at upcoming planning and practice



Effective Teaching Strategies & Skills In Field Learning

Stages in Experiential Learning Cycle	Strategies	Explorative Questions (Refer to P.35, My reflective Journal of Student Handbook)
Concrete experience	<ul style="list-style-type: none"> Observation Interview / Survey Services Participation in activities 	<ul style="list-style-type: none"> What happens? What impressed me most in the event? Process of the activity design How the observation / the related data are collected to address the questions to be explored?
Observation and reflection	<ul style="list-style-type: none"> Watching video-taped records / photos Whole class discussion Group discussion Writing reflective journal 	<ul style="list-style-type: none"> Is there any discrepancies on expected outcomes from observation / data collected ? Does this activity meet the needs of service users?
Generalization and conceptualization		<ul style="list-style-type: none"> Any related theories / terminology / frameworks can be applied?
Experiment and integration	<ul style="list-style-type: none"> Writing proposal / suggestions Planning for services / programme 	<ul style="list-style-type: none"> Any suggestions for improvement of the services

Effective Teaching Strategies & Skills In Field Learning

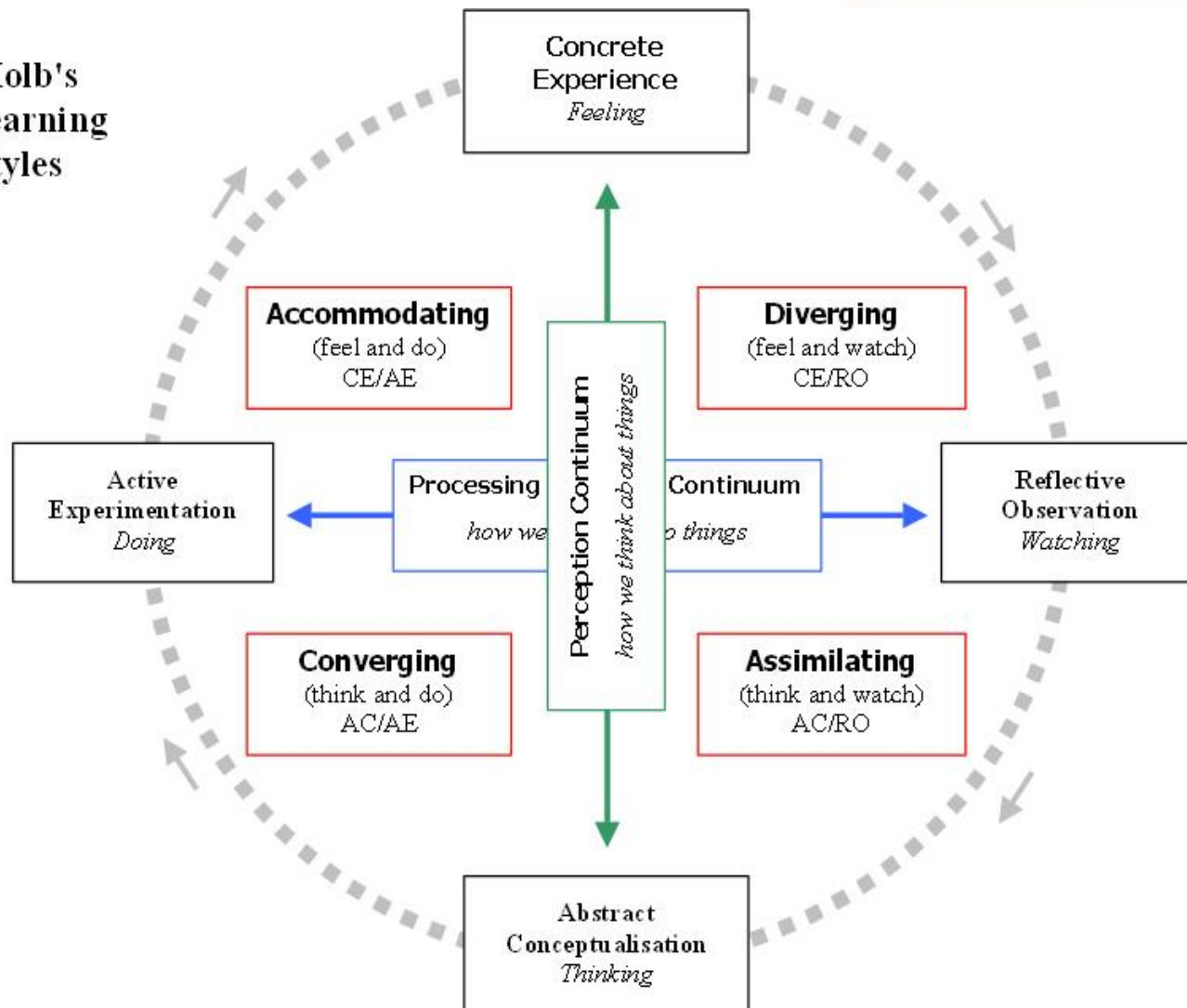


Effective Teaching Strategies & Skills In Field Learning – “Activity”

Stages in Experiential Learning Cycle	Strategies	Explorative Questions (Refer to P.35, My reflective Journal of Student Handbook)	Questions from the experiences in field learning (mental health promotion and A-Soulroom)
Concrete experience	Observation Interview / Survey Services Participation in activities	What happens? What impressed me most in the event? Process of the activity design How the observation / the related data are collected to address the questions to be explored?	
Observation and reflection	Watching video-taped records / photos Whole class discussion Group discussion Writing reflective journal	Is there any discrepancies on expected outcomes from observation / data collected ? Does this activity meet the needs of service users?	
Generalization and conceptualization		Any related theories / terminology / frameworks can be applied?	
Experiment and integration	Writing proposal / suggestions Planning for services / programme	Any suggestions for improvement of the services	

Identify the key Concept from the field learning

Kolb's
learning
styles



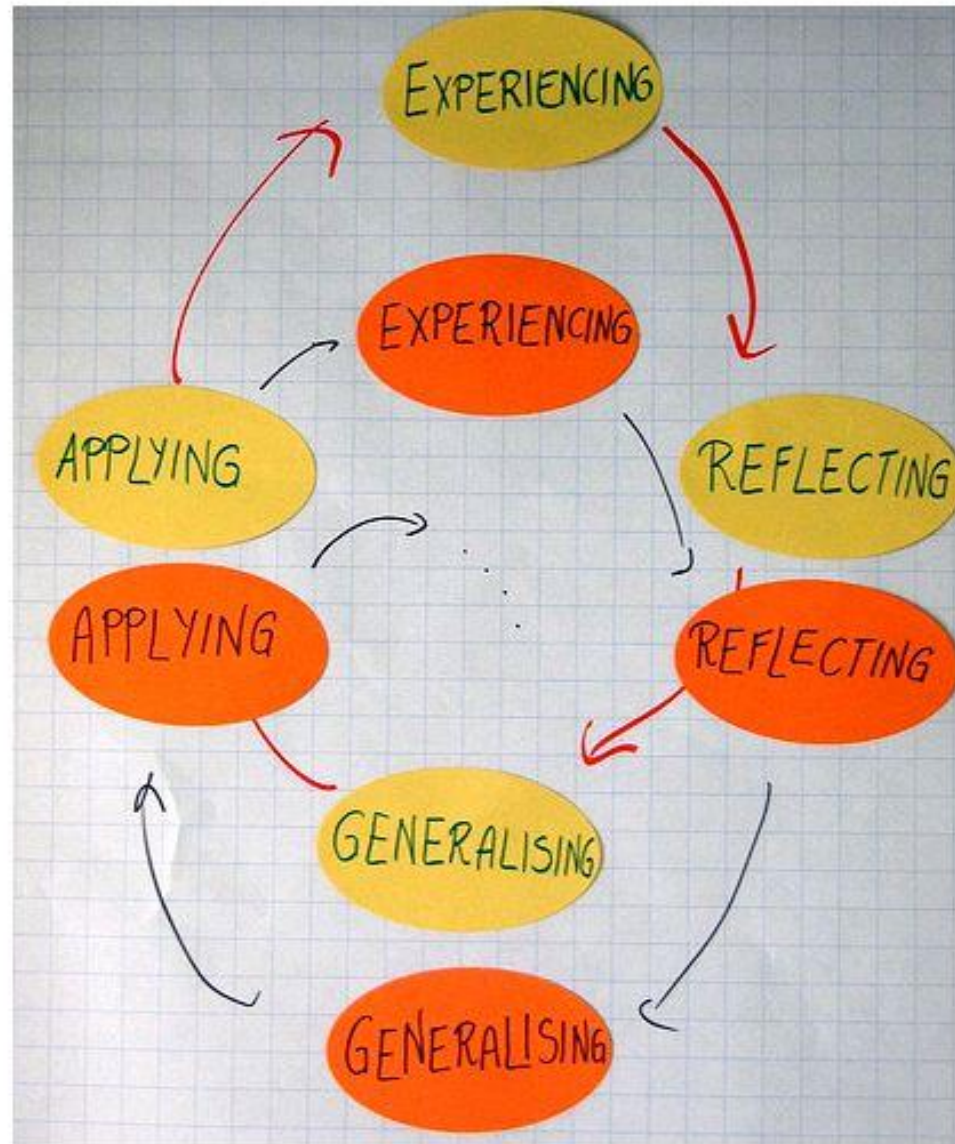
Reflecting Questioning

□ Questions In The Experiential Learning:

- Did you notice...?
- Why did that happen?
- Does that happen in life?
- Why does that happen?
- How can you use that?
- What do you reflect?
- How do you integrate such experience into practice?



Transform The Old Experience To New Experience



Reflecting Questioning

□ Questions For Key Concept:

- What social problem/issue do you observe/raise?
- What question/ issue do you want to address?
- Why do you choose such question /issue?
- Why such program?
- What impact do you expect ?
- How to convert such message?



Conclusion: Key Concepts In Field Learning

- **Health Care Setting (principle to health promotion)**
 - stages of change model
 - 5 Action Means of Ottawa Charter
 - Healthy setting - healthy school, healthy city



Conclusion: Key Concepts In Field Learning

- **Social Care Setting (Principles to Inclusion Service)**
 - Social inclusion
 - Discrimination
 - Assets-building for People with Disability
 - Communication Skills
 - Social Enterprise



Conclusion: Guiding Principle In Field Learning

- **Principles to field learning**

- Creating atmosphere for learning excitement
- Sufficient preparation for students with specified field setting
- Clear expectations and standards for students
- Explicit concern and support for individual learning in field setting
- Clear learning cycles of experiments, feedbacks and assessments

