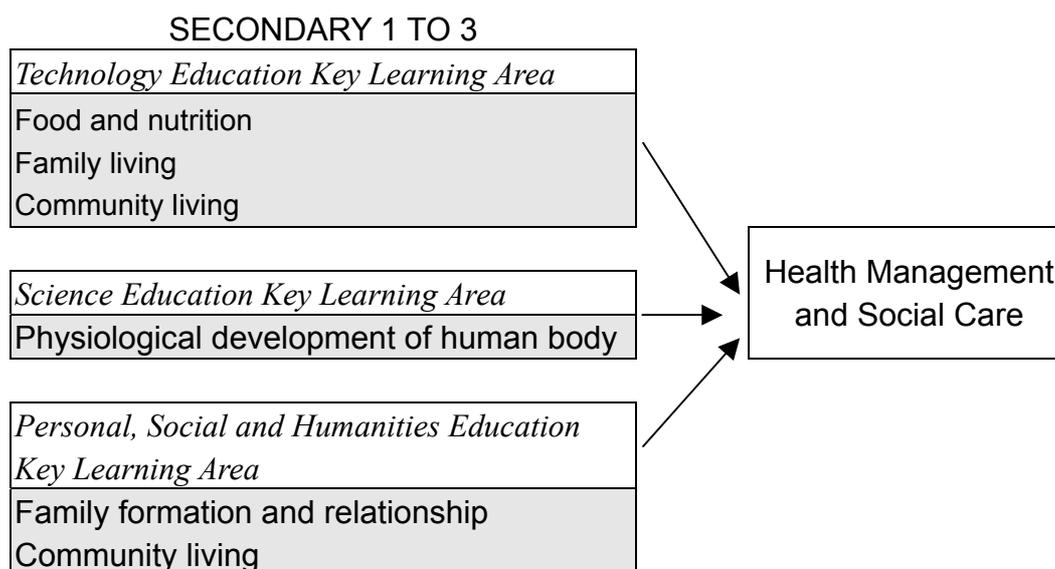


Health Management and Social Care

Introduction

1. The Health Management and Social Care (HMSC) curriculum builds upon the concepts and knowledge students have learned at junior secondary level from various Key Learning Areas, as exemplified in the following diagram:



2. HMSC (Senior Secondary) is one of the elective subjects offered under the Technology Education Key Learning Area. A brief explanation of the role and position of Technology Education at the senior secondary level can be found in the Appendix for subjects under Technology Education KLA on p.295.

Rationale

3. With concerns growing about health and health practices in the Hong Kong community, in particular with regard to infectious / communicable diseases, and with demands growing for better social care services, we need to ensure that our younger generation is adequately prepared to live a healthy life and to meet the health and social care challenges of the 21st century. The HMSC curriculum offers students the opportunity to understand the important determinants of health and enables them to contribute to the building of a healthy, equitable, caring and supportive society.

4. The HMSC curriculum enables students to develop knowledge, skills and positive attitudes in the fields of health and social care, in areas such as mental fitness, community health and the prevention of diseases, the provision of support and care to disadvantaged and minority groups in the community, the design and implementation of effective health and social policies, and the allocation of appropriate resources to health services and social services etc.

5. The HMSC curriculum provides a foundation for a range of studies at post secondary level, e.g. health care science in medical studies, the study of caring services for different client groups in nursing studies, social sciences and social work, health promoting practices in food and catering management, etc. The curriculum will enable students to acquire a foundation of knowledge and positive attitudes for developing a career in health promotion and social care services.

Curriculum Aims

6. The HMSC curriculum aims at preparing students:

- ✧ to be responsible citizens willing and able to promote and put into practice a healthy life style and a caring attitude at individual, family and society levels;
- ✧ for further studies and life long learning in health and social care related fields.

7. The curriculum is designed to enable students to:

- ✧ understand the physical, social and mental dimensions of the health of an individual throughout life and the interrelationship of these dimensions with community health and illness
- ✧ develop communication and management skills necessary for carrying out and evaluating health and social care services in various contexts
- ✧ extend their sense of belonging beyond themselves and their family to care and concern for the community and the world as a whole, through enacting and reflect on their role as empathetic and responsible citizens
- ✧ identify, develop and evaluate actions and strategies and create sensible, logical and constructive solutions for local, national and global health and social care issues

Curriculum Objectives

8. Through the learning of the HMSC curriculum, students should be able to:

Knowledge and Understanding

- ✧ understand the process of human growth and development, and the different dimensions of a healthy individual
- ✧ understand and acknowledge the effects of personal behaviour on the health and social well-being of oneself and of the community
- ✧ understand the influence that people have on the health and safety of the environment, and the way in which the environment affects the health of individuals
- ✧ analyse and evaluate the effectiveness and value of a range of practices and techniques adopted in health and social care organisations

Process and Skills

- ✧ develop and apply knowledge and skills leading to healthy choices in the selection of products and services for lifelong good health
- ✧ be able to critically analyse up-to-date health related information and its impact on our quality of life
- ✧ be able to use a variety of health indicators, interpret information on health, and work towards achieving goals for improvement
- ✧ plan and conduct health promotion and social care activities for different target groups
- ✧ develop a foundation in social science research skills such as formulating questions, collecting and analysing data, and organising and communicating results
- ✧ demonstrate the skills needed to interact and communicate with people when providing support to others

Values and Attitudes

- ✧ develop an acceptance of lifelong personal responsibility in maintaining personal health
- ✧ inculcate concern and care for the health and well-being of others in the family, school, peer group and community
- ✧ respect the dignity of individuals and recognize the differences and similarities among individuals, in age, gender, culture, ethnicity, disability, socio-economic background, etc.
- ✧ be aware of emerging contemporary social issues and the impact of these on our values and beliefs

Curriculum Framework

(This part should be read in conjunction with the section “Curriculum Framework” of the Main Document. It should be noted that the curriculum framework suggested below is for initial consultation only. Feedback from the public will be taken into account and further details will be provided in the next stage of consultation.)

9. The curriculum framework of HMSC comprises two parts: a compulsory part and an elective part. Students are expected to study the compulsory part and select any 2 out of the 3 modules suggested in the elective part. The total lesson time for the 3-year curriculum will be around 255 hours. The following table shows the suggested learning areas and their time allocation:

Compulsory Part	Number of hours allocated
1. Personal Growth and Development at Different Stages of Life	<i>Sub-total: 155 hours</i>
2. Personal Health Management	
3. Promotion of Community Health	
4. Global Trend of Development in Health and Social Care Services	
5. Communication and Supportive Skills for Health and Social Care	
Elective Part (Select any 2 modules)	Number of hours allocated
1. Extended Study on Health Promotion and Health Care Services	<i>Sub-total: 100 hours (50 hours each)</i>
2. Extended Study on Social Care Services	
3. Study on Current Issues Related to Health Management and Social Care	

10. The compulsory part provides a holistic understanding of health, health management and promotion, social care and caring services in the context of the individual, the society and the nation. It lays the foundation for students to further explore and extend their studies in specific areas according to their learning interests and needs, for example, the lifestyles for health promotion, accumulating social capital, nurturing of supportive and caring environment, equity and social justice in resources allocation for health and care, etc.

11. In the elective part, the focus is on action-oriented, contextualised learning. Each module allows students to extend their knowledge of health promotion and care services, of social care and related services, and of current issues related to health management and social care, through engaging in practical learning experiences and applying the theory and concepts acquired in the compulsory part.

12. A detailed overview of the learning elements in the compulsory and elective parts is given below. The sequence of learning elements presented in each part should not be taken as the order in which they must be learned. Each set of elements should not be learned in isolation.

Compulsory Part	
Personal Growth and Development at Different Stages of Life	<ul style="list-style-type: none"> • Life span development – infancy and toddlerhood, childhood, adolescence, adulthood and old age: their physical, cognitive, social and emotional development and needs; family life cycle and relationships • Factors affecting growth and development – biological factors, living style, cultural and social influences • Problems of development – e.g. eating disorders, depression, suicide, delinquency, etc. • Managing major life events – life goals, key events in our life cycle (birth, death, illness, marriage, parenting, retirement, etc.)
Personal Health Management	<ul style="list-style-type: none"> • Personal health – physical, social and mental health of an individual; nutritional requirements and dietary goals; relationship of health and illness; healthy ageing • Self-care and empowerment – self-concept, self-understanding, self-esteem, mental personality development • Stress management –main causes of stress, stress coping skills (e.g. assertiveness, access to informal support and professional help, etc.)
Promotion of Community Health	<ul style="list-style-type: none"> • Principles of disease prevention (immunization) – primary, secondary and tertiary prevention of common diseases: infectious and chronic diseases • Hygiene and safety – health hazards (e.g. at home and in our community); safety management • Environmental issues and their impact on health – environmental policy, health and safety concerns, technological issues, industrial activities, etc.
Global Trend of Development in Health and Social Care Services	<ul style="list-style-type: none"> • Social care policy – framework and the value base underpinning the policy, and policy goals and meeting the needs of individuals, the provision of care services for children, old aged, disabled, people-at-risk, etc. • Values underpinning care services – equality, social integration, social justice, anti-discrimination and positive discrimination, poverty cycle, etc. • Contemporary family and social issues – e.g. family violence, gambling, alcohol, drug abuse, night drifters and marginal youth, ageing society, suicide, etc. • Management of services delivery – access to services, primary health care, social care • Health and care industry –social and medical insurance system; service providers: statutory care sector, private care sector and voluntary care sector

Compulsory Part	
Communication and Supportive Skills for Health and Social Care	<ul style="list-style-type: none"> • Role and responsibilities of health and social care professionals – codes of practice, beliefs and value • Communication skills – types of interaction, effective interaction on health and social well being • Caring skills – interpersonal and communication skills in different care organizations and settings, e.g. childcare centre, elderly home, youth centre, home for the disabled, health centre, etc. • Basic social research methodology – an enquiring mind, etc. • Leadership and team-building • Emergency management – dealing with hazards and contingency matters

Elective Part (Select any 2 out of the 3 modules suggested)	
1. Extended Study on Health Promotion and Health Care Services	
<i>Examples of themes:</i>	
<ul style="list-style-type: none"> • Development of a health care system – cultural, social and economic considerations, management of community resources to promote health, etc. • Strategies for health promotion – designing health promoting activities, etc. • Current practices in health care management, e.g. QA system, IT system, marketing, etc. – how these practices interrelate to provide effective management 	
2. Extended Study on Social Care Services	
<i>Examples of themes:</i>	
<ul style="list-style-type: none"> • Social care policy and welfare system in Hong Kong • Social care service providers – their major roles, the value base of different providers • Understanding the workplace of caring organizations 	
3. Study on Current Issues Related to Health Management and Social Care	
<i>Examples of themes:</i>	
<ul style="list-style-type: none"> • Reflective-based learning in health and social issues • Work-based learning in the delivery of health and social care services • Planning for an ageing society • Client choice – the influence of cultural background, race, social class, religion, gender, etc. 	

Learning and Teaching

13. Students will have opportunities to learn in a variety of ways, for example:
- ✧ Learning independently
Students will build up their self-managing skills and work on their own from time to time, in particular for their mini-study and practicum.
 - ✧ Learning cooperatively
In group investigations, students study together to master information, ideas and skills, while simultaneously developing their social competence.
 - ✧ Learning through inquiry
In the inquiry process, students identify and define an issue, explore it, make proposals on how to adjust or change the situation based on their own beliefs and values, and reflect on the impact of the issue. Through this students will develop their critical thinking and decision-making skills.
 - ✧ Learning through information-processing
Students learn to collect and organize data, conceptualise ideas from the information gathered and construct their knowledge. Information-processing is an essential skill for students engaged in social science research.
 - ✧ Learning through field experience
Students will have opportunities to make connections between theory and real life application through engaging in field experience, e.g. through being able to put into practice caring skills in health and social care-giving organizations.

Assessment

(This part should be read in conjunction with the section “Assessment” of the Main Document.)

Aims of Assessment

14. Assessment is the practice of collecting evidence of student learning. The aims of assessment are to improve learning and teaching as well as to recognise achievement of students. The assessment design of HMSC will be aligned with the curriculum aims and objectives, the curriculum framework, and the learning processes of the subject.

Internal Assessment

15. Internal assessment refers to the assessment practices that schools employ as part of the learning and teaching process during the three years of senior secondary studies in HMSC. It serves the purpose of providing feedback to improve learning and teaching as

well as to report on student progress at appropriate times (e.g. at the end of school year etc). Throughout the HMSC curriculum, a holistic approach to assessment will be adopted to reflect all dimensions of student learning and to facilitate continuous feedback.

16. The design of internal assessment will depend on a number of factors, including the culture of the school, the learning needs of the students, the state of school-based curriculum planning etc. It may include assessment practices such as keeping a record of student performance in the learning process; exercises to assess students' understanding and mastering of particular concepts or skills; tasks in which students demonstrate their ability to apply the concepts and skills they have been learning, e.g. a practicum session in a social care agency; as well as tests and examinations at appropriate times.

17. Schools may also wish to adopt a portfolio through which to record and report student achievement in major domains of the subject by means of evidence collected during the learning process.

Public Assessment

18. Public assessment of HMSC leads to a qualification in the subject to be offered by the HKEAA. In the public assessment of the HMSC curriculum, a standards-referenced approach will be adopted for grading and reporting student performance.

Standards-referenced Assessment (SRA)

19. The purpose of SRA is to recognize what each student can do in a subject at the end of the 3-year senior secondary education. Each student's performance will be matched against a set of performance standards, rather than compared to the performance of other students. It makes the implicit standards explicit by providing specific indication of student performance. Descriptors will be provided for the set of standards at a later stage.

Modes of Public Assessment

20. Initial proposal of the public assessment will include a written examination component and a School-based Assessment component.

(a) **Written examination**

The proposed written examination component will have two papers which accounts for 70% of the public assessment. The two papers could be as follows:

	Duration	Weighting	Remarks
Paper One	2 hours	40%	Written examination (e.g. short answer questions and essay type questions)
Paper Two	1.5 hours	30%	Written examination (e.g. case analysis)

(b) **School-based Assessment (SBA)**

The SBA component will take up 30% of the total weighting of the public assessment. The merits of adopting SBA are as follows:

- (i) SBA provides a more valid assessment than an external written examination alone, since it can cover a more extensive range of learning outcomes through employing a wider range of assessment modes that are not all possible in written examinations.
- (ii) SBA enables the sustained work of students to be assessed. It provides a more comprehensive picture of student performance throughout the period of study rather than their performance in a one-off examination alone.

21. It should be noted that SBA is not an “add-on” element in the curriculum. Assessing student performance through practices such as class discussion and class observation is a normal in-class and out-of-class activity. The assessment modes selected for SBA in HMSC will be appropriate to the learning objectives and processes that are to be assessed. The design and implementation of SBA should avoid unduly increasing the workload of both teachers and students.

22. In designing tasks for School-based Assessment, the following should be noted:

- ✧ SBA should be manageable to both teachers and students. It is not an added element in the curriculum and should not be the driving force behind teaching
- ✧ class-time should be properly used to facilitate SBA, and no special timetable should be arranged to administer it
- ✧ a range of different modes of SBA (e.g. field studies diaries, reflective journals) should be used to ensure a proper coverage of knowledge and skill
- ✧ clear targets and criteria for the assessment of performance should be provided to students. Work samples can be used for exemplification.

Supporting Measures

23. To support the implementation of the HMSC curriculum, a Curriculum and Assessment Guide will be published. This will provide information on the curriculum aims, learning objectives, learning targets, course requirements and examination. The Guide will also serve as a framework to guide teachers on teaching content, suggested pedagogies and learning strategies, and school-based assessment. Other support materials may include sample examination questions, and guidelines on the implementation of school-based assessment.

Learning and Teaching Resources

24. For the HMSC curriculum, schools can select a wide range of learning and teaching resources / support materials, including reference books, policy documents / reports, research findings, information leaflets / brochures, newspapers, etc. Students are expected to use the Internet to search for information as required. Learning packages will also be produced by Education and Manpower Bureau for teachers' reference. Regular updates will be made available on the Curriculum Development Institute web page (<http://www.emb.gov.hk/cd>).

Professional Development Programmes

25. Professional development programmes have been started and more programmes will be organised to equip teachers for the implementation of the curriculum. The professional development programmes for teachers will focus on the following areas:

- ✧ curriculum leadership
- ✧ knowledge update
- ✧ learning and teaching
- ✧ assessment