

**Specification of Competency Standards**  
**for the Elderly Care Service Industry**  
**Unit of Competency**

Functional Area - Common

Title	Promote Health Education
Code	110898L5
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry. The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills. Practitioners should be able to assess and analyze the elderly's and carer's health needs, select appropriate health education content, and execute health education for them using appropriate methods, in order to improve their health quality, promote the establishment of healthy lifestyles, and prevent diseases.
Level	5
Credit	4 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on health education</p> <ul style="list-style-type: none"> <li>• Understand the definition and concepts of health</li> <li>• Understand the physical, psychological, social and spiritual changes of the elderly persons</li> <li>• Understand the methods to promote health, such as: <ul style="list-style-type: none"> <li>○ Good living habits</li> <li>○ Principles of the healthy diet</li> <li>○ Regular and moderate exercise</li> <li>○ Regular physical examination</li> <li>○ Maintain cheerful moods</li> <li>○ Methods to de-stress</li> <li>○ Maintain social circles, etc.</li> </ul> </li> <li>• Understand the relevant knowledge on the common diseases of the elderly, including the causes, signs and symptoms, diagnosis, nursing and treatment methods, such as: <ul style="list-style-type: none"> <li>○ Dementia</li> <li>○ Cardiovascular diseases</li> <li>○ Diabetes mellitus</li> <li>○ Stroke</li> <li>○ Chronic kidney disease</li> <li>○ Pain, etc.</li> </ul> </li> <li>• Understand the different levels of disease prevention, such as: <ul style="list-style-type: none"> <li>○ Primary Prevention: hygiene to prevent disease</li> <li>○ Secondary Prevention: methods to detect the occurrence of signs and symptoms of the disease, early diagnosis to prevent deterioration</li> <li>○ Tertiary Prevention: appropriate management of the disease, decrease the progression of the disease, prevent complications and recurrence</li> </ul> </li> <li>• Understand the elderly's and carer's common misunderstandings on health and diseases, such as: <ul style="list-style-type: none"> <li>○ Confusing the aging process with disease symptoms</li> <li>○ Exercise causes arthritis and pain</li> <li>○ Reduce the activity to avoid the risks of falling, etc.</li> </ul> </li> <li>• Understand the current health-related issues in the society, such as: the spread of communicable disease, self-health management, medical policies and welfare, etc.</li> <li>• Understand the methods to distinguish the authenticity of health information, etc.</li> <li>• Understand the methods and skills of health education, such as:</li> </ul>

**Specification of Competency Standards**  
**for the Elderly Care Service Industry**  
**Unit of Competency**

Functional Area - Common

	<ul style="list-style-type: none"> <li>○ Execution models, such as: lectures, workshops, groups, brochures, carnivals, online activities, etc.</li> <li>○ Advertisement methods</li> <li>○ Manpower and resource arrangements, etc.</li> <li>● Understand the resources related to health education, such as:             <ul style="list-style-type: none"> <li>○ The Hospital Authority’s Community and Patient Resource Centers and Health Resource Centers</li> <li>○ The Department of Health’s Elderly Health Centers</li> <li>○ The Leisure and Cultural Services Department’s Elderly Fitness Program</li> <li>○ Patient organization, medical information websites, etc.</li> </ul> </li> </ul> <p>2. Promote health education</p> <ul style="list-style-type: none"> <li>● Assess the elderly’ and carer’s needs to determine the direction and content of health education, such as:             <ul style="list-style-type: none"> <li>○ District Elderly Community Centers and Neighborhood Elderly Centers focus on health issues that concern the elderly persons, such as: common diseases and their methods of prevention, etc.; or organize body check activities, such as: blood glucose testing, psychological surveys, etc.</li> <li>○ Day Care Centres for the Elderly focus on the elderly’s and carer’s needs</li> </ul> </li> <li>● Arrange the priority of health education to meet the elderly’s and carer’s needs</li> <li>● Design and execute health education plans and its content, such as:             <ul style="list-style-type: none"> <li>○ Health education topics</li> <li>○ Activity goals</li> <li>○ Speaker requirements</li> <li>○ Audience and expected attendance</li> <li>○ Execution method, date and location</li> <li>○ Required materials</li> <li>○ Financial budget</li> <li>○ Staffing arrangements</li> <li>○ Advertisement methods, etc.</li> </ul> </li> <li>● Invite appropriate professionals to help explain and execute health education, according to the needs of the plan, such as: specialist doctors, clinical psychologists, nutritionists, etc.</li> <li>● Ensure that the content of health education is clear and easy to understand for the elderly persons and carers</li> <li>● Review the effectiveness of the program execution, and propose improvements accordingly, in order to optimize the health education plan</li> <li>● Collect the latest updates and information on community health, and distribute them to the elderly persons and carers</li> </ul> <p>3. Exhibit professionalism</p> <ul style="list-style-type: none"> <li>● Ensure that the information provided by the health education activities are accurate and up to date, in order to achieve the expected results</li> <li>● Meet the elderly’s and carer’s abilities, utilize appropriate teaching materials and methods, and continue to review and suggest improvements accordingly</li> </ul>
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> <li>● Able to analyze the elderly’s and carer’s health needs and design specific and feasible health education programs to improve their health quality, promote a healthy lifestyle and prevent diseases in the community; and</li> </ul>

**Specification of Competency Standards**  
**for the Elderly Care Service Industry**  
**Unit of Competency**

Functional Area - Common

	<ul style="list-style-type: none"><li>• Able to review, amend and improve the contents of health education plans, and ensure that its contents meet the elderly's and carer's needs.</li></ul>
Remark	Practitioners who perform this UoC possess knowledge on the elderly's diseases and health promotion methods.