

THE UNIVERSITY OF HONG KONG

CREDIT UNIT STATEMENT**Bachelor of Science in Speech and Hearing Sciences**

The revamped structure of the Bachelor of Science in Speech and Hearing Sciences Programme implemented from the academic year 2016-17 facilitates the application of theory to practice (translational learning) in all components of the degree. The programme introduces concepts of lifespan development, evidence-based practice and person-centred service delivery in speech therapy early in the degree. The structure ensures students develop a firm foundational knowledge base of medical sciences, audiology, behavioural sciences, speech sciences and clinical linguistics before developing critical understandings of the nature of communication and swallowing impairments in discipline-specific courses and professional practice. The structure of the degree and the content of the courses maximises the bridging between theory and practice.

The academic courses are 6-credit courses, with professional/clinical practice/capstone research courses of 6- and 12-credits in Years 3, 4 and 5. Courses involve classroom activities (lectures, workshops, group enquiry-based case discussion), online interaction (recorded lectures, clinical demonstrations and case examples), reading, discussing, problem-solving, research and clinical practice. Summative assessment of student learning is assessed by diverse measures including online quizzes, group reports, written essays, written case reports of diagnosis and management, clinical performance ratings, and written examination. Formative assessment of student learning is via online quizzes, interim clinical performance ratings, and verbal comments on group discussions delivered in-situ. Self-assessment of learning is via reflective logs.

1. Classroom activities (6 or 12 credits):

- A 6-credit course: 36 contact hours; 120 to 150 hours of study load
- A 12-credit course: 72 contact hours; 240 to 300 hours of study load

The 120-300 hours of study load include preparation for in-class activities, written assignment, and/or examination. A range of assessment tasks may be used including written assignment, project, report, presentation, class participation, critical appraisal, self-reflection, quiz/test, examination, take home assessment, experiential learning project, skills demonstration, and other forms of assessment as appropriate. The word length for written assignment is around 1,500 to 3,000 words. Assessment for most 6-credit courses and all 12-credit courses is by 100% coursework. For other 6-credit courses, assessment is conducted through coursework (0-40%) and/or examination (60-100%).

2. Clinical practicum courses (6 or 12 credits):

Setting. Clinical training takes place in a wide variety of settings. Internal clinics in the division evaluate and treat clients with a range of communication and swallowing disorders. External settings include hospitals, rehabilitation centres, early education training centres, special schools, as well as private clinics.

Supervision. Students work under the supervision of qualified, experienced speech therapists and audiologists. Supervision is gradually decreased to foster independent work as the students approach graduation.

Placement. Year 2 students start by attending clinical skills lectures and workshops and observation of internal speech and language clinics and community adult clinics. Clinical practica for Years 3 and 4 students is 6 credits in Semester 1, scheduled as one-half day of hands-on practice, supported by reflective practice. For Years 3 and 4, 12-credit clinical courses in Semester 2 are scheduled as two x half day placements for hands-on practice.

Year 5 students take 4 of 5 practicum options, one of which is an international practicum which may take place in pediatric, adult or mixed setting, the other four are local clinical placement in pediatric or adult settings. Each 6-credit clinical practicum course involves one clinical placement. At least one of the clinical blocks will require students to reach entry level competence for pediatric clinical practice and one to reach entry level competence for adult clinical practice. A minimum of 450 hours of clinical experience will be acquired according to the guidelines of the Royal RCSLT (The Royal College of Speech and Language Therapists) 2000.

Assessment. In third, fourth, and fifth years, the assessment of clinical skills is based on supervisor's rating at the middle and at the end of each placement. The mid-placement rating is formative and the end of placement rating is summative. Assessment is conducted through continuous assessment (100%).

Study load. For 6-credit clinical practicum courses, the total study load is 150 hours, including 48 hours of clinical practicum and 102 hours of self study. For 12-credit clinical practicum courses, the total study load is 300 hours, including 96 hours of clinical practicum, 4 hours of reflective practice meetings and 200 hours of self study.

3. Capstone research courses (6 or 12 credits)

Students in groups of 2 to 4 carry out a group research project under the supervision of a teaching staff member. This project is supported by regular meetings with the supervisor and a series of dissertation seminars. Students spend most of their time working independently on data collection, data analysis, and thesis writing. The research course is decomposed to semester-based courses. In the first semester course (6 credits), assessment is based on an individually written proposal (2,000 words). The study load is about 150 hours, including 10 hours of dissertation workshops, 26 hours of supervision meetings and 114 hours of self study. In the second semester course (12 credits), assessment is based on an individually written dissertation with a main text of no more than 4,000 words. The study load is about 300 hours, including 10 hours of dissertation workshops, 62 hours of supervision meetings and 228 hours of self study.