

THE UNIVERSITY OF HONG KONG

CREDIT UNIT STATEMENT

Bachelor of Science in Speech-Language Pathology [BSc(SLP)]

The Bachelor of Science in Speech-Language Pathology programme introduces concepts of lifespan development, evidence-based practice and person-centred service delivery in speech-language pathology 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 total student learning hours for the programme range from 6,390 to 7,590 hours.

The professional core courses are 6- or 12-credit courses, including a 78-credit Capstone Requirement which comprises Clinical Practicum in Years 3, 4 and 5 and final year research courses. The professional core courses include Academic Courses, Capstone Clinical Practicum Courses and Capstone Research Courses. The total student learning hours for the professional core courses range from 5,310 to 6,150 hours. 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. Academic courses (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 lectures, workshops, group enquiry-based case discussion, 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 is by either 100% coursework or a combination of coursework (0%-50%) and examination (50%-100%).

2. Capstone clinical practicum courses (6 or 12 credits)

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

Supervision. Students work under the supervision of qualified, experienced speech-language pathologists 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.