

**REGULATIONS FOR THE DEGREE OF  
BACHELOR OF SCIENCE IN SPEECH AND HEARING SCIENCES  
(BSc[Sp&HearSc])**

*These regulations apply to students admitted to the 5-year Bachelor of Science in Speech and Hearing Sciences (BSc[Sp&HearSc]) curriculum in the academic years 2013-14, 2014-15 and 2015-16.*

*See also General Regulations and Regulations for First Degree Curricula.*

The degree of Bachelor of Science in Speech and Hearing Sciences (BSc[Sp&HearSc]) is awarded for the satisfactory completion, on a full-time basis, of a prescribed programme of study in Speech and Hearing Sciences.

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**Ed131 Admission to the degree**

To be eligible for admission to the degree of Bachelor of Science in Speech and Hearing Sciences, candidates shall

- (a) comply with the General Regulations;
  - (b) comply with the Regulations for First Degree Curricula; and
  - (c) satisfy all the requirements of the curriculum in accordance with these regulations and the syllabuses.
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**Ed132 Length of curriculum**

The curriculum for the degree of Bachelor of Science in Speech and Hearing Sciences shall normally require ten semesters of full-time study, extending over not fewer than five academic years, and shall include any assessment to be held during and/or at the end of each semester. Candidates shall not in any case be permitted to extend their studies beyond the maximum period of registration of eight academic years, unless otherwise permitted or required by the Board of the Faculty.

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**Ed133 Selection of courses**

- (a) Candidates shall select their courses in accordance with these regulations and the guidelines specified in the syllabuses before the beginning of each semester. Changes to the selection of courses may be made only during the add/drop period of the semester in which the course begins, and such changes shall not be recorded on the transcript of the candidate. Requests for changes after the designated add/drop period of the semester shall not normally be considered.
  - (b) Withdrawal from courses beyond the designated add/drop period will not be permitted, except for medical reasons approved by the Board of the Faculty.
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**Ed134 Curriculum requirements**

- (a) To complete the curriculum, candidates shall follow instruction in the syllabuses prescribed and
  - (i) satisfy the requirements prescribed in UG5 of the Regulations for First Degree Curricula;
  - (ii) complete successfully not fewer than 300 credits in the manner specified in the syllabuses, comprising:

For 2013-14 intake:

- 204 credits in Professional Core courses (including a 96-credit Capstone Requirement which comprises three blocks of Clinical Practicum in years 3, 4 and 5 and a final year research course),
- 18 credits in language enhancement courses, including 6 credits in Core University English<sup>1</sup>, 6 credits in English in the Discipline and 6 credits in a Chinese language enhancement course,
- 36 credits of courses in the Common Core Curriculum, comprising at least one and not more than two courses from each Area of Inquiry with not more than 24 credits of courses being selected within one academic year except where candidates are required to make up for failed credits, and
- 42 credits in elective courses.

For 2014-15 intake:

- 210 credits in Professional Core courses (including a 96-credit Capstone Requirement which comprises three blocks of Clinical Practicum in years 3, 4 and 5 and a final year research course),
- 18 credits in language enhancement courses, including 6 credits in Core University English<sup>1</sup>, 6 credits in English in the Discipline and 6 credits in a Chinese language enhancement course,
- 36 credits of courses in the Common Core Curriculum, comprising at least one and not more than two courses from each Area of Inquiry with not more than 24 credits of courses being selected within one academic year except where candidates are required to make up for failed credits, and
- 36 credits in elective courses.

For 2015-16 intake:

- 228 credits in Professional Core courses (including a 96-credit Capstone Requirement which comprises three blocks of Clinical Practicum in years 3, 4 and 5 and a final year research course),
- 18 credits in language enhancement courses, including 6 credits in Core University English<sup>1</sup>, 6 credits in English in the Discipline and 6 credits in a Chinese language enhancement course,
- 36 credits of courses in the Common Core Curriculum, comprising at least one and not more than two courses from each Area of Inquiry with not more than 24 credits of courses being selected within one academic year except where candidates are required to make up for failed credits, and
- 18 credits in elective courses.

- (b) Candidates shall normally be required to take not fewer than 24 credits nor more than 30 credits in any one semester (except the summer semester) unless otherwise permitted or required by the Board of the Faculty, or except in the last semester of study when the number of outstanding credits required to complete the curriculum requirements may be fewer than 24 credits.
- (c) Candidates may, of their own volition, take additional credits not exceeding 6 credits in each semester, and/or further credits during the summer semester, accumulating up to a maximum of 72 credits in one academic year. With the special permission of the Board of the Faculty, candidates may exceed the annual study load of 72 credits in a given academic year provided that the total number of credits taken does not exceed the maximum curriculum study load of 360 credits for the normative period of study specified in the curriculum regulations, save as provided for under Ed134(d).

<sup>1</sup> Candidates who have achieved Level 5\*\* in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement and should take a 6-credit elective course in lieu.

- (d) Where candidates are required to make up for failed credits, the Board of the Faculty may give permission for candidates to exceed the annual study load of 72 credits provided that the total number of credits taken does not exceed the maximum curriculum study load of 576 credits for the maximum period of registration specified in these regulations.
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#### **Ed135    Advanced standing and credit transfer**

- (a) Advanced standing may be granted to candidates in recognition of studies completed successfully in an approved institution of higher education elsewhere in accordance with UG2 of the Regulations for First Degree Curricula. Credits granted for advanced standing shall not be included in the calculation of the GPA but will be recorded on the transcript of the candidate.
- (b) Candidates may, with the approval of the Board of the Faculty, transfer credits for courses completed at other institutions at any time during their candidature. The number of transferred credits will be recorded on the transcript of the candidate, but the results of courses completed at other institutions shall not be included in the calculation of the GPA. The number of credits to be transferred shall not exceed half of the total credits normally required under the degree curricular of the candidates during their candidature at the University.
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#### **Ed136    Assessment and grades**

- (a) Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of coursework, written examinations and/or other assessable activities. Only passed courses will earn credits. Grades shall be awarded in accordance with UG8 of the Regulations for First Degree Curricula.
- (b) Courses in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-examined as a second attempt or retakes the failed course. All failed grades shall be included in calculating the GPA and shall be taken into account for the purposes of determining eligibility for award of the BSc(Sp&HearSc) degree, honours classification and whether a candidate shall be recommended for discontinuation of studies.
- (c) Candidates shall not be permitted to repeat a course for which they have received a D grade or above for the purpose of upgrading.
- (d) There shall be no appeal against the results of examinations and all other forms of assessment.
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#### **Ed137    Absence from examination**

Candidates who are unable, because of illness or other acceptable reason, to be present at the written examination of any course may apply for permission to present themselves at a supplementary examination of the same course to be held before the beginning of the First Semester of the following academic year. Any such application shall be made within two weeks of the first day of the candidate's absence from any examination. Any supplementary examination shall be part of that academic year's examinations, and the provisions made in these regulations for failure at the first attempt shall apply accordingly.

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#### **Ed138    Retaking / re-examination of failed course(s)**

- (a) Candidates who have failed to satisfy the examiners in course(s), but have
- completed successfully 36 or more credits in two consecutive semesters (not including the summer semester), except where candidates are not required to take such a number of credits in the two given semesters; and

- achieved an average Semester GPA of 1.0 or higher for two consecutive semesters (not including the summer semester),
- shall be required, as specified by the relevant Board of Examiners:
- (i) to undergo re-assessment(s)/re-examination(s) in the failed course(s) to be held no later than the end of the following semester (not including the summer semester); or
  - (ii) to re-submit failed coursework, without having to repeat the same course of instruction; or
  - (iii) to repeat the failed course(s) by undergoing instruction and satisfying the assessments; or
  - (iv) for elective course(s), to take another course *in lieu* and to satisfy the assessment requirements.
- (b) Candidates shall not be permitted to retake a failed course or present themselves for re-examination as a second attempt if they have otherwise satisfied all the requirements stipulated in these regulations for the award of the BSc(Sp&HearSc) degree.
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#### **Ed139 Failure in re-examination**

- (a) Candidates who have failed to satisfy the examiners at re-assessment(s)/re-examination(s), granted under Regulation Ed138, of Professional Core course(s) of more than 12 credits shall normally be recommended for discontinuation of their studies in accordance with Regulation Ed140(d).
  - (b) Candidates who have failed to satisfy the examiners at a supplementary examination granted under Regulation Ed137 shall be permitted to present themselves for re-assessment, in accordance with Ed138 as directed by the Board of Examiners.
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#### **Ed140 Discontinuation**

Unless otherwise permitted by the Board of the Faculty, candidates shall be recommended for discontinuation of their studies if they have

- (a) failed to complete successfully 36 or more credits in two consecutive semesters (not including the summer semester), except where candidates are not required to take such a number of credits in the two given semesters; or
  - (b) failed to achieve an average Semester GPA of 1.0 or higher for two consecutive semesters (not including the summer semester); or
  - (c) failed in any component of the Capstone Requirement; or
  - (d) failed to satisfy the examiners at re-assessment(s)/re-examination(s) of Professional Core course(s), granted under Regulation Ed138, of more than 12 credits; or
  - (e) exceeded the maximum period of registration specified in Ed132.
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#### **Ed141 Award of degree and honours classifications**

- (a) To be eligible for the award of the degree of Bachelor of Science in Speech and Hearing Sciences, candidates shall have successfully completed the curriculum as stipulated under Regulation Ed134.
- (b) Honours classifications for the degree of Bachelor of Science in Speech and Hearing Sciences shall be awarded in five divisions: First Class Honours, Second Class Honours Division One, Second Class Honours Division Two, Third Class Honours and Pass. The classification of honours shall be determined by the Board of Examiners for the degree in accordance with the following Cumulative GPA scores stipulated in UG9(a) of Regulations for First Degree Curricula, with all courses taken (including failed courses, but not including courses approved by the Senate graded as 'Pass', 'Fail' or 'Distinction') carrying equal weighting:

<i>Class of honours</i>	<i>CGPA range</i>
First Class Honours	3.60 – 4.30
Second Class Honours	(2.40 – 3.59)
Division One	3.00 – 3.59
Division Two	2.40 – 2.99
Third Class Honours	1.70 – 2.39
Pass	1.00 – 1.69

- (c) Honours classification may not be determined solely on the basis of a candidate's Cumulative GPA and the Board of Examiners for the degree may, at its absolute discretion and with justification, award a higher class of honours to a candidate deemed to have demonstrated meritorious academic achievement but whose Cumulative GPA falls below the range stipulated above of the higher classification by not more than 0.1 Grade Point.
- (d) A list of candidates who have successfully completed all degree requirements shall be posted on Faculty notice boards.
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## **SYLLABUSES FOR THE DEGREE OF BACHELOR OF SCIENCE IN SPEECH AND HEARING SCIENCES (BSc[Sp&HearSc])**

The syllabuses which follow are set out in the form of subject areas and topic entries but the curriculum is coordinated throughout in integrated interdisciplinary units. Candidates are required to complete courses not fewer than 300 credits, comprising:

*For 2013-14 intake:*

- 204 credits in Professional Core courses (including a 96-credit Capstone Requirement which comprises three blocks of Clinical Practicum in Years 3, 4 and 5 and a final year research course);
- 18 credits in language enhancement courses, including 6 credits in Core University English<sup>1</sup>, 6 credits in English in the Discipline and 6 credits in Chinese language enhancement;
- 36 credits of courses in the Common Core Curriculum, comprising at least one and not more than two courses from each Area of Inquiry with not more than 24 credits of courses being selected within one academic year except where candidates are required to make up for failed credits; and
- 42 credits in elective courses.

*For 2014-15 intake:*

- 210 credits in Professional Core courses (including a 96-credit Capstone Requirement which comprises three blocks of Clinical Practicum in Years 3, 4 and 5 and a final year research course);
- 18 credits in language enhancement courses, including 6 credits in Core University English<sup>1</sup>, 6 credits in English in the Discipline and 6 credits in Chinese language enhancement;
- 36 credits of courses in the Common Core Curriculum, comprising at least one and not more than two courses from each Area of Inquiry with not more than 24 credits of courses being selected within one academic year except where candidates are required to make up for failed credits; and
- 36 credits in elective courses.

*For 2015-16 intake:*

- 228 credits in Professional Core courses (including a 96-credit Capstone Requirement which comprises three blocks of Clinical Practicum in Years 3, 4 and 5 and a final year research course);
- 18 credits in language enhancement courses, including 6 credits in Core University English<sup>1</sup>, 6 credits in English in the Discipline and 6 credits in Chinese language enhancement;
- 36 credits of courses in the Common Core Curriculum, comprising at least one and not more than two courses from each Area of Inquiry with not more than 24 credits of courses being selected within one academic year except where candidates are required to make up for failed credits; and
- 18 credits in elective courses.

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### **FIRST YEAR**

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*For 2013-14, 2014-15 and 2015-16 intakes*

#### **SHSC1021 Foundations of Speech and Language Pathology (6 credits)**

This course gives a brief introduction to speech/language pathology. The students will learn necessary skills in analyzing speech/language samples in English and Cantonese, and will take part in fieldwork in groups.

Assessment: Two skills laboratory assessments (50% each).

<sup>1</sup> Candidates who have achieved Level 5\*\* in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement and should take a 6-credit elective course in lieu.

## **SHSC1022 Foundations of Speech and Hearing Sciences (6 credits)**

This course gives an introduction to speech and hearing sciences to prepare students for clinical work in speech and language pathology. The students will learn about the anatomy and physiology of the speech and language mechanism, and the hearing system, through video review, small-group discussion and report, as well as lectures.

Assessment: Two skills laboratory assessments (50% each).

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## **COMMON CORE CURRICULUM (24 credits)**

Candidates should normally take 24 credits of courses in the Common Core Curriculum in the first year.

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## **LANGUAGE ENHANCEMENT COURSE**

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### **CAES1000 Core University English (6 credits)**

(Candidates who have achieved Level 5\*\* in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement and should take a 6-credit elective course in lieu.)

The Core University English (CUE) course aims to enhance first-year students' academic English language proficiency in the university context. CUE focuses on developing students' academic English language skills for the Common Core Curriculum. These include the language skills needed to understand and produce spoken and written academic texts, express academic ideas and concepts clearly and in a well-structured manner and search for and use academic sources of information in their writing and speaking. Students will also complete four online-learning modules through the Moodle platform on academic grammar, academic vocabulary, citation and referencing skills and understanding and avoiding plagiarism. This course will help students to participate more effectively in their first-year university studies in English, thereby enriching their first-year experience.

Assessment: 65% coursework and 35% examination.

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## **SECOND YEAR**

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*For 2013-14 and 2014-15 intakes*

### **SHSC2021 Introduction to Communication Disorders I (12 credits)**

This course gives a brief introduction to the speech, language and hearing sciences and disorders. An overview of speech and language development and disorders from birth to old age will be covered. The course adopts a Problem-Based Learning (PBL) method and will be conducted primarily in small group tutorials supplemented by a master lecture.

Assessment: 10% coursework and 90% examination.

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### **SHSC2022 Introduction to Communication Disorders II (12 credits)**

This course builds on SHSC2021 and explores further speech, language and hearing sciences and disorders. More in-depth learning on pediatric speech and language, feeding development and disorders, voice and hearing disorders will be included. The course employs Problem-Based Learning

(PBL) method and will be conducted primarily in small group tutorials, supplemented by a master lecture.

Assessment: 10% coursework and 90% examination.

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*For 2015-16 intake*

**SHSC1031 Human Development for Speech and Hearing Sciences (6 credits)**

This course provides an introduction to human development across the lifespan, from embryo through late life. The physical, cognitive, language, social, and personality changes at each stage will be explored with key milestones and prominent theories discussed. Bronfenbrenner's Bioecological System Theory will be a common thread that runs through this course, allowing students to explore the complex relationship between individuals and the many contextual variables that shape their development at each stage of life.

Assessment: 100% coursework.

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**SHSC2031 Neurology and Neuroscience (6 credits)**

This course provides a background to neurological conditions following brain damage. The course will cover neuroanatomy for speech therapists using a personalised learning approach. Students will also be introduced to research methods as investigative tools to achieve an understanding of the principles of neurological factors underlying communication disorders.

Assessment: 100% examination.

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**SHSC2032 Research Methods and Statistics for Speech and Hearing Sciences (6 credits)**

This course provides students an introduction of basic concepts of statistics, and statistical reasoning, as well as research design and data analysis commonly used in communication sciences. The aim of this course is to enable students to understand statistical information presented in published research literature, and to develop the ability to design and test a research question with appropriate statistical test; and to learn to analyze the data using statistical software SPSS and interpret and translate statistical test results for reports and presentation. Students are expected to understand the computation of different types of statistical tests and confidence intervals. The course includes a weekly tutorial session that provides on-site instruction in data analysis using SPSS.

Assessment: 40% coursework and 60% examination.

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**SHSC2033 Evidence-Based Practice in Speech-Language Therapy (6 credits)**

This course will introduce you to the principles and methods of evidence-based clinical practice. You will learn about the structure of research papers and how they get reviewed and published. You will develop knowledge of intervention research designs ranging from single-subject experiments to randomised controlled trials. You will learn how to judge the value of intervention and assessment research evidence and clinical practice evidence in relation to your client's unique values and circumstances. You will develop skills in searching for and critically appraising research evidence and present a critical review of evidence related to a specific area of clinical interest to you.

Assessment: 100% coursework.

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**SHSC2034    Speech Science (6 credits)**

This course introduces students to basic concepts and principles of sounds, speech acoustics, speech analysis and speech perception. Simple acoustical and physiological measurements and the related instrumentation will be covered. Hands on experience on data acquisition and analyses will be provided. Upon completion of the course, the students will be able to carry out basic acoustic recording, segmentation, time-domain and frequency-domain analyses and simple synthesis.

Assessment: 100% coursework.

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**SHSC2035    Cognition and Language Processing (6 credits)**

This course provides a background to the cognitive mechanisms underlying normal language functions including speaking, comprehending, reading and writing. Discussion will cover cognitive components including attention, memory, executive function, concept learning, judgement, decision-making, and models of language processing at different linguistic levels. Students will also be introduced to behavioural and brain-imaging methods as investigative tools to achieve an understanding of the cognitive principles underlying normal language performance.

Assessment: 100% coursework.

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**SHSC2039    Introduction to Clinical Practice II (6 credits)**

This course comprises two components. In the first, students will learn to analyse the psychometric properties of common standardised speech and language tests, and apply them to the relevant population. Nonstandardised assessment methods will be appraised with respect to internal and external validity, and reliability.

In the second component, students will learn the concepts and principles of a person-centred approach to counselling. Students will develop skills in information-getting, information-giving and affective counseling. They will engage in role plays and case discussions to develop and appraise their own communication and interpersonal skills with respect to engaging with clients, their significant others, and other professionals.

Assessment: 100% coursework.

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**LANGUAGE ENHANCEMENT COURSE**

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*English in the Discipline*

***For 2013-14, 2014-15 and 2015-16 intakes***

**CAES9421    Academic English for Speech & Hearing Sciences Students (6 credits)**

This one-semester, 6-credit course will provide the opportunity for Speech & Hearing Sciences students to develop their critical reading strategies and English writing skills (writing academic essays; and reading forms) for disciplinary studies and academic purposes. Students will conduct their own research on a Speech & Hearing Sciences-related topic of their choice and communicate an argument to an academic audience in writing with appropriate organizational and rhetorical skills. The following academic essay writing skills will be covered in the course: appropriate formats and structures within an academic essay, citation and referencing skills, logical development and signposting, cohesion and coherence in academic writing. This course will also cover a portfolio of language functions and skills, progressing from descriptive explanatory language to more argumentative language strategies and functions.

Assessment: 100% coursework.

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## **COMMON CORE CURRICULUM (12 credits)**

Candidates should normally take 12 credits of courses in the Common Core Curriculum in the second year.

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## **THIRD YEAR**

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### ***For 2013-14 intake***

#### **SHSC3021 Pediatric Communication Disorders I (18 credits)**

The course builds on the general overview of speech, language, and hearing sciences and disorders in SHSC2021 and SHSC2022 and focuses on issues on speech and language development and disorders in children from birth to school age. Using a Problem-Based Learning (PBL) approach, curriculum materials are examined from medical, behavioral and linguistic perspectives in an integrated fashion. Students engage in active reflective learning through small group tutorials, supplemented by skills laboratories and a master lecture.

Assessment: 10% coursework and 90% examination.

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#### **SHSC3022 Pediatric Communication Disorders II (18 credits)**

As a continuation of SHSC3021, the course further examines issues on speech and language development and disorders in children from birth to school age. Using a Problem-Based Learning (PBL) approach, curriculum materials are examined from medical, behavioral and linguistic perspectives in an integrated fashion. Students engage in active reflective learning through small group tutorials, supplemented by skills laboratories and a master lecture.

Assessment: 10% coursework and 90% examination.

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## **CLINICAL PRACTICUM**

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#### **SHSC3026 Pediatric Clinical Practicum (18 credits) (A Capstone Requirement)**

Through experiential learning, students are expected to develop clinic skills and attitudes and to construct knowledge. Students will be required to undertake clinical visits, observation, orientation and supervised practice in pediatric clinics and other settings as directed.

Assessment: 100% continuous clinical evaluation.

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### ***For 2014-15 intake***

#### **SHSC2032 Research Methods and Statistics for Speech and Hearing Sciences (6 credits)**

This course provides students an introduction of basic concepts of statistics, and statistical reasoning, as well as research design and data analysis commonly used in communication sciences. The aim of this course is to enable students to understand statistical information presented in published research literature, and to develop the ability to design and test a research question with appropriate statistical test; and to learn to analyze the data using statistical software SPSS and interpret and translate statistical test results for reports and presentation. Students are expected to understand the computation of different types of statistical tests and confidence intervals. The course includes a

weekly tutorial session that provides on-site instruction in data analysis using SPSS.  
Assessment: 40% coursework and 60% examination.

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**SHSC2033 Evidence-Based Practice in Speech-Language Therapy (6 credits)**

This course will introduce you to the principles and methods of evidence-based clinical practice. You will learn about the structure of research papers and how they get reviewed and published. You will develop knowledge of intervention research designs ranging from single-subject experiments to randomised controlled trials. You will learn how to judge the value of intervention and assessment research evidence and clinical practice evidence in relation to your client's unique values and circumstances. You will develop skills in searching for and critically appraising research evidence and present a critical review of evidence related to a specific area of clinical interest to you.

Assessment: 100% coursework.

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**SHSC2035 Cognition and Language Processing (6 credits)**

This course provides a background to the cognitive mechanisms underlying normal language functions including speaking, comprehending, reading and writing. Discussion will cover cognitive components including attention, memory, executive function, concept learning, judgement, decision-making, and models of language processing at different linguistic levels. Students will also be introduced to behavioural and brain-imaging methods as investigative tools to achieve an understanding of the cognitive principles underlying normal language performance.

Assessment: 100% coursework.

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**SHSC3031 Speech Development and Speech Sound Disorders (6 credits)**

This course provides an overview of normal speech sound production and development and speech sound disorders in English- and Cantonese-speaking children. Characteristics, incidence, aetiology and related factors of speech sound disorders in children will be discussed. Students will apply their knowledge from the pre-requisite courses and the newly learned material to apply principles and methods of assessment and methods of intervention for SSD to novel cases. Measurement of treatment efficacy for SSD will be applied to one example case.

Assessment: 100% coursework.

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**SHSC3032 Language Development and Language Disorders in the Pre-Primary School Years (6 credits)**

The first half of this course introduces students to language development of children in the pre-primary school years. Students will develop an understanding of the processes, components and modalities of language development. Students will learn the developmental sequences, theoretical perspectives and factors involved in successful language learning. The second half of the course introduces students to the definitions and models of language disorders in children in the pre-primary school years. Students will develop an understanding of the prevalence, causes and characteristics of key developmental language disorders. Students will learn the principles of clinical assessment and intervention and models of service delivery. Students will apply evidence-based practice and the WHO's ICF in establishing suitable goals for intervention.

Assessment: 100% coursework.

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**SHSC3033 School-Age and Adolescent Language and Literacy Disorders (6 credits)**

This course provides an introduction to theories of language, reading and learning disorders during the school and adolescent years. Later language development including narration and discourse, advances in vocabulary, syntax, and morphology and the development of metalinguistic skills will be reviewed. The course will also examine decoding (English and Chinese) orthography and reading comprehension. Common language, literacy and learning disabilities, and intervention for word skills, reading decoding, reading comprehension, and advanced language will be discussed. Students learn to critically appraise methods of assessment, diagnosis and intervention for communication disorders in later childhood and adolescence.

Assessment: 100% coursework.

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**SHSC3036 Voice Disorders (6 credits)**

In this course, students apply the Bronfenbrenner's ecological model, EBP and the World Health Organization's ICF framework in assessing and managing individuals with voice disorders. Students will learn about 1) the causes and classifications of voice disorders across the lifespan; 2) the principles and technical skills of voice assessments from the perceptual, acoustic, aerodynamic and physiological perspectives; 3) the behavioral, psychological, medical and surgical management of voice disorders. Students will understand the importance of multidisciplinary involvements in the assessment and management of voice disorders. They will also realize cutting-edge research and clinical work in the assessment and management of voice disorders. Lectures and practical work will be involved.

Assessment: 100% coursework.

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**CLINICAL PRACTICUM**

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**SHSC3038 Paediatric Clinical Practicum I (6 credits) (A Capstone Requirement)**

This course introduces students to clinical practice with children with speech sound disorders and language disorders across the pre-primary to the secondary school years. Students will learn to provide assessment, interpret and analyze data, and plan intervention under supervision. Students will learn to manage client behaviours and work with parents. Students will develop novice-level professional and clinical competence in the management of paediatric cases as specified by CBOS. Students will translate theory to practice and make evidence-based decisions in all aspects of client management, and as demonstrated in reflective- practice discussions.

Assessment: 100% coursework.

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**SHSC3039 Paediatric Clinical Practicum II (12 credits) (A Capstone Requirement)**

This course broadens students' experience with a range of paediatric communication disorders, working under supervision in community settings in Hong Kong. Students will apply the WHO-ICF framework to the assessment and management of paediatric communication disorders. Students will extend their professional and clinical competence to intermediate-level in the management of paediatric cases as specified by CBOS. Students will translate theory to practice and make evidence-based decisions in all aspects of client management, and as demonstrated in reflective-practice discussions. Students will engage in critical appraisal of clinical tools and methods.

Assessment: 100% coursework.

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*For 2015-16 intake*

**SHSC3031      Speech Development and Speech Sound Disorders (6 credits)**

This course provides an overview of normal speech sound production and development and speech sound disorders in English- and Cantonese-speaking children. Characteristics, incidence, aetiology and related factors of speech sound disorders in children will be discussed. Students will apply their knowledge from the pre-requisite courses and the newly learned material to apply principles and methods of assessment and methods of intervention for SSD to novel cases. Measurement of treatment efficacy for SSD will be applied to one example case.

Assessment: 100% coursework.

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**SHSC3032      Language Development and Language Disorders in the Pre-Primary School Years (6 credits)**

In the first part of this course, students will develop an understanding of the processes, components and modalities of language development, and the factors involved in successful language learning. Students will describe the milestones of language development in Cantonese-Chinese speaking children in the pre-primary school years. The second part of this course introduces students to the definitions and models of language disorders in children. Students will develop an understanding of the prevalence, causes and characteristics of Developmental Language Disorder (also known as Specific Language Impairment). In the third part of this course, students will learn the principles and procedures of language assessment and intervention for children in the pre-primary years. Students will apply evidence-based practice in the assessment and intervention of pre-primary children and the WHO's International Framework of Functioning, Disability and Health (ICF) in establishing suitable goals for intervention.

Assessment: 100% coursework.

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**SHSC3033      School-Age and Adolescent Language and Literacy Disorders (6 credits)**

This course provides an introduction to theories of language, reading and learning disorders during the school and adolescent years. Later language development including narration and discourse, advances in vocabulary, syntax, and morphology and the development of metalinguistic skills will be reviewed. The course will also examine decoding (English and Chinese) orthography and reading comprehension. Common language, literacy and learning disabilities, and intervention for word skills, reading decoding, reading comprehension, and advanced language will be discussed. Students learn to critically appraise methods of assessment, diagnosis and intervention for communication disorders in later childhood and adolescence.

Assessment: 100% coursework.

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**SHSC3034      Audiology and Aural Rehabilitation (6 credits)**

The course aims to equip speech therapy students with basic audiological knowledge and fundamental principles and practices in aural rehabilitation to work with individuals with hearing impairment. The course provides an overview of fundamental audiometric techniques and their interpretation for diagnostic and screening purposes. Symptoms and diagnosis of common hearing disorders will be introduced. Intervention strategies such as hearing devices (e.g., hearing aids, cochlear implants). Philosophy and research evidence of Auditory-Verbal approach for children with impaired hearing will receive particular attention. Lectures and practical work will be involved.

Assessment: 100% coursework.

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**SHSC3035      Complex Cases Paediatric (12 credits)**

In this course students undertake advanced study in specialised areas of speech-language pathology, with a focus on neurodevelopmental communication disorders. Students engage in problem-based learning to examine a series of challenging clinical cases. Students will apply the concepts of evidence-based practice and the WHO-ICF framework in determining assessment procedures, differential diagnosis, intervention approaches and intervention effectiveness.

Assessment: 100% coursework.

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**SHSC3036      Voice Disorders (6 credits)**

In this course, students apply the Bronfenbrenner's ecological model, EBP and the World Health Organization's ICF framework in assessing and managing individuals with voice disorders. Students will learn about 1) the causes and classifications of voice disorders across the lifespan; 2) the principles and technical skills of voice assessments from the perceptual, acoustic, aerodynamic and physiological perspectives; 3) the behavioral, psychological, medical and surgical management of voice disorders. Students will understand the importance of multidisciplinary involvements in the assessment and management of voice disorders. They will also realize cutting-edge research and clinical work in the assessment and management of voice disorders. Lectures and practical work will be involved.

Assessment: 100% coursework.

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**CLINICAL PRACTICUM**

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**SHSC3038      Paediatric Clinical Practicum I (6 credits) (A Capstone Requirement)**

This course introduces students to clinical practice with children with speech sound disorders and language disorders across the pre-primary to the secondary school years. Students will learn to provide assessment, interpret and analyze data, and plan intervention under supervision. Students will learn to manage client behaviours and work with parents. Students will develop Novice level performance in professional competencies and occupational competencies as specified by Competency Based Occupational Standards (CBOS) for Speech Pathologists in the management of paediatric cases. Students will translate theory to practice and make evidence-based decisions in all aspects of client management, and as demonstrated in reflective- practice discussions.

Assessment: 100% coursework.

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**SHSC3039      Paediatric Clinical Practicum II (12 credits) (A Capstone Requirement)**

This course broadens students' experience with a range of paediatric communication disorders, working under supervision in community settings in Hong Kong. Students will apply the WHO-ICF framework to the assessment and management of paediatric communication disorders. Students will demonstrate mainly Intermediate level performance in professional competencies and occupational competencies as specified by Competency Based Occupational Standards (CBOS) for Speech Pathologists in the management of paediatric cases. Students may demonstrate Novice level performance in some competencies. Students will translate theory to practice and make evidence-based decisions in all aspects of client management, and as demonstrated in reflective-practice discussions. Students will engage in critical appraisal of clinical tools and methods.

Assessment: 100% coursework.

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## FOURTH YEAR

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*For 2013-14 intake*

### **SHSC2033 Evidence-Based Practice in Speech-Language Therapy (6 credits)**

This course will introduce you to the principles and methods of evidence-based clinical practice. You will learn about the structure of research papers and how they get reviewed and published. You will develop knowledge of intervention research designs ranging from single-subject experiments to randomised controlled trials. You will learn how to judge the value of intervention and assessment research evidence and clinical practice evidence in relation to your client's unique values and circumstances. You will develop skills in searching for and critically appraising research evidence and present a critical review of evidence related to a specific area of clinical interest to you.

Assessment: 100% coursework.

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### **SHSC3036 Voice Disorders (6 credits)**

In this course, students apply the Bronfenbrenner's ecological model, EBP and the World Health Organization's ICF framework in assessing and managing individuals with voice disorders. Students will learn about 1) the causes and classifications of voice disorders across the lifespan; 2) the principles and technical skills of voice assessments from the perceptual, acoustic, aerodynamic and physiological perspectives; 3) the behavioral, psychological, medical and surgical management of voice disorders. Students will understand the importance of multidisciplinary involvements in the assessment and management of voice disorders. They will also realize cutting-edge research and clinical work in the assessment and management of voice disorders. Lectures and practical work will be involved.

Assessment: 100% coursework.

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### **SHSC4031 Dysphagia (6 credits)**

This course aims to equip the student with evidence-based principles and practices to provide assessment, management and treatment to individuals with developmental and acquired swallowing disorders. Topics will include the development, structures and functions of the swallowing mechanism, aetiology, assessment, management and treatment of dysphagia. The course will provide students with opportunities to observe and apply the course knowledge to multiple cases of dysphagia.

Assessment: 100% coursework.

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### **SHSC4032 Aphasia (6 credits)**

This course introduces students to the characteristics and nature of acquired language disorders, and the major approaches to diagnosis and intervention for individuals with aphasia. Upon completion of the course, students are expected to be able to identify and/or develop tests to evaluate performance at various linguistic levels, functional communication, and life participation of people with aphasia, and select and/or design therapies following the standard of evidence-based practice of language rehabilitation.

Assessment: 100% coursework.

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**SHSC4033    Motor Speech Disorders (6 credits)**

This course will guide the student to acquire an understanding of adult and childhood motor speech disorders, including dysarthria and apraxia of speech. The course will develop the student's proficiency in the clinical assessment and management of individuals with motor speech disorders. Materials will contain the structure and function of the speech production mechanism, evidence-based clinical and instrumental assessment, differential diagnosis and prognosis, evidence-based treatment and the development of intervention goals.

Assessment: 100% coursework.

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**SHSC4036    Aural Rehabilitation (3 credits)**

The course aims to equip speech therapy students with fundamental principles and practices in aural rehabilitation to work with individuals with hearing impairment. Philosophy and research evidence of Auditory-Verbal approach for children with impaired hearing will receive particular attention. Lectures and practical work will be involved.

Assessment: 100% coursework.

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**SHSC4037    Laryngectomy and Statistics (3 credits)**

This course provides students with a knowledge of laryngectomy. Students will be introduced to the anatomical and physiological substrates, medical and surgical management, objective and subjective assessments and intervention for laryngectomy. In the course, students will acquire skills in evaluating, assessing, and managing individuals with laryngectomy. Students will also learn to conduct hypothesis testing using t-test and Analysis of Variance (ANOVA).

Assessment: 100% examination.

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**CLINICAL PRACTICUM**

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**SHSC4038    Adult Clinical Practicum I (6 credits) (A Capstone Requirement)**

This course introduces students to clinical practice with adults with communication disorders. Students will learn to provide assessment, interpret and analyze data, and plan intervention under supervision. Students will apply the WHO-ICF framework to the assessment and management of adult communication and swallowing disorders in a range of settings with consideration of the cultural and ethical contexts of practice. Students will develop novice-level professional and clinical competence in the management of adult cases as specified by CBOS. Students will translate theory to practice and make evidence-based decisions in all aspects of client management, and as demonstrated in reflective-practice discussions.

Assessment: 100% coursework.

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**SHSC4039    Adult Clinical Practicum II (12 credits) (A Capstone Requirement)**

This course broadens students' experience with adults with communication and swallowing disorders and facilitates increasing independence in clinical practice with an appropriate level of supervision. Students will apply evidence-based assessment, interpret and analyze data, and plan evidence-based intervention. Students will document treatment efficacy and reflect on alternatives to practice. Students will apply the WHO-ICF framework to the assessment and management in a range of settings with consideration of the cultural and ethical contexts of practice. Students will demonstrate

intermediate-level professional and clinical competence in the management of adult cases as specified by CBOS. Students will translate theory to practice and make evidence-based decisions in all aspects of client management and as demonstrated in reflective-practice discussions.  
Assessment: 100% coursework.

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*For 2014-15 and 2015-16 intakes*

**SHSC4031     Dysphagia (6 credits)**

This course aims to equip the student with evidence-based principles and practices to provide assessment, management and treatment to individuals with developmental and acquired swallowing disorders. Topics will include the development, structures and functions of the swallowing mechanism, aetiology, assessment, management and treatment of dysphagia. The course will provide students with opportunities to observe and apply the course knowledge to multiple cases of dysphagia.  
Assessment: 100% coursework.

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**SHSC4032     Aphasia (6 credits)**

This course introduces students to the characteristics and nature of acquired language disorders, and the major approaches to diagnosis and intervention for individuals with aphasia. Upon completion of the course, students are expected to be able to identify and/or develop tests to evaluate performance at various linguistic levels, functional communication, and life participation of people with aphasia, and select and/or design therapies following the standard of evidence-based practice of language rehabilitation.  
Assessment: 100% coursework.

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**SHSC4033     Motor Speech Disorders (6 credits)**

This course will guide the students to acquire an understanding of adult and childhood motor speech disorders, including dysarthria and apraxia of speech. The course will develop the students' proficiency in the clinical assessment and management of individuals with motor speech disorders. Materials will contain the structure and function of the speech production mechanism, evidence-based clinical and instrumental assessment, differential diagnosis and prognosis, evidence-based treatment and the development of intervention goals.  
Assessment: 100% coursework.

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**SHSC4034     Fluency, Laryngectomy and Craniofacial Disorders (6 credits)**

This is an advanced course on three specialised areas of speech pathologies: speech problems related to fluency, laryngectomy and craniofacial anomalies. The first part of the course deals with fluency and its related speech deficits. The course will elaborate on the nature and theories behind stuttering. Students will learn how to distinguish between normal dysfluency and stuttering, stuttering vs. stammering, stuttering in adults vs. children. Assessment and management of stuttering will be taught. The second part of the course is related to laryngeal cancer and laryngectomy. Students will be introduced to the anatomical and physiological substrates, medical and surgical management, objective and subjective assessments and intervention for laryngectomy. The third part of the course focuses on craniofacial anomalies, and speech problems related to cleft of the lip and/or cleft palate. The students will be taught the craniosynostosis, syndromes that are related to cleft lip and/or palate, and velopharyngeal dysfunction. Speech issues related to cleft palate and their assessment and management will be discussed.  
Assessment: 100% coursework.

### **SHSC4035    Complex Cases Adult (12 credits)**

In this course students undertake advanced study in specialised areas of speech-language pathology, with a focus on complex communication/swallowing disorders in adults. Students engage in problem-based learning to examine a series of challenging clinical cases. Students will apply the concepts of Bronfenbrenner's Bioecological Model, evidence-based practice and the WHO-ICF framework in determining assessment procedures, differential diagnosis, intervention approaches and intervention effectiveness.

Assessment: 100% coursework.

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## **CLINICAL PRACTICUM**

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### **SHSC4038    Adult Clinical Practicum I (6 credits) (A Capstone Requirement)**

This course introduces students to clinical practice with adults with speech, language, voice, communication or swallowing disorders. Students will learn to provide assessment, interpret and analyse data, and plan intervention under supervision. Students will apply the WHO-ICF framework to the assessment and management of adult communication and swallowing disorders in a range of settings with consideration of the cultural and ethical contexts of practice. Students will develop mainly Intermediate level performance in professional competencies and occupational competencies as specified by CBOS in the management of adult cases. Students may demonstrate Novice level performance in some competencies. Students will translate theory to practice and make evidence-based decisions in all aspects of client management, and as demonstrated in reflective-practice discussions. CBOS refers to Competency-based Occupational Standards for Speech Pathologists. Assessment: 100% coursework.

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### **SHSC4039    Adult Clinical Practicum II (12 credits) (A Capstone Requirement)**

This course broadens students' experience with adults with speech, language, voice, fluency, communication and swallowing disorders and facilitates increasing independence in clinical practice with an appropriate level of supervision. Students will apply evidence-based assessment, interpret and analyse data, and plan evidence-based intervention. Students will document treatment efficacy and reflect on alternatives to practice. Students will apply the WHO-ICF framework to the assessment and management in a range of settings with consideration of the cultural and ethical contexts of practice. Students will consistently demonstrate Intermediate level performance in professional competencies and occupational competencies as specified by CBOS in the management of adult cases. Students may demonstrate Entry level in some competencies. Students will translate theory to practice and make evidence-based decisions in all aspects of client management and as demonstrated in reflective-practice discussions. CBOS refers to Competency-based Occupational Standards for Speech Pathologists.

Assessment: 100% coursework.

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## LANGUAGE ENHANCEMENT COURSE

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### *Chinese Language Enhancement*

***For 2013-14, 2014-15 and 2015-16 intakes***

#### **CEDU9001 Practical Chinese for BSc (Sp&HearSc) Students (6 credits)**

This course aims to introduce students to the necessary Chinese language skills to respond to the demands of their profession and the needs of related audiences. It highlights the various writing techniques in the use of practical Chinese. Students will familiarize themselves with the Traditional Chinese characters, Simplified Chinese characters, Modern Chinese grammar and rhetoric through the outcomes-based assignments. The fundamentals of Cantonese phonetics are covered and students are required to present their oral and written reports on speech issues confronting the people of Hong Kong.

Assessment: 50% coursework and 50% examination.

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## FIFTH YEAR

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In the final year of the curriculum students integrate knowledge of typical and atypical human communication and swallowing to theory and practice in two capstone courses.

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***For 2013-14, 2014-15 and 2015-16 intakes***

#### **SHSC5031 Research in Communication Disorders (30 credits) (A Capstone Requirement)**

The course represents a capstone experience integrating knowledge of speech, language, and hearing sciences and disorders gained across the years. Students will engage in research projects examining normal and abnormal communication and swallowing, report research findings, and apply theory to practice in critically analysing case assessment data, forming a diagnosis, and generating an intervention plan.

Assessment: 75% coursework and 25% examination (2013-14 intake).

100% coursework (2014-15 and 2015-16 intakes).

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## CLINICAL PRACTICUM

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#### **SHSC5038 Advanced Clinical Practicum (30 credits) (A Capstone Requirement)**

The Advanced Clinical Practicum is the highest level of pre-qualification clinical training of the students before completion of BSc in Speech and Hearing Sciences, and thereby satisfies a capstone requirement. Students are given an opportunity to participate in activities which are authentic to speech therapy profession. The clinical placement prepares the students for future profession as speech-language therapists/pathologists by provision of experiential learning in an optimal scope of real-life speech therapy practice. The students will learn the customs of a profession, and therefore take a step towards acquiring membership of the speech therapy profession. The placement is set up for students to perform speech therapy services across paediatric, school, and geriatric populations,

across university-based clinics and community service providers and across models of service delivery.

Assessment: 100% coursework.

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## **ELECTIVE COURSES**

Candidates are required to complete the required credits of elective courses in the following manner:

For 2013-14 intake: 18 credits in Year 1, 18 credits in Year 2 and 6 credits in Year 3

For 2014-15 intake: 18 credits in Year 1 and 18 credits in Year 2

For 2015-16 intake: 18 credits in Year 1

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