

**REGULATIONS FOR THE DEGREE OF  
BACHELOR OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY  
[BSc(SLP)]**

*These regulations apply to students admitted to the 5-year Bachelor of Science in Speech-Language Pathology [BSc(SLP)] curriculum in the academic year 2025-26 and thereafter.*

*(See also General Regulations and Regulations for First Degree Curricula)*

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**Ed131 Admission to the degree**

To be eligible for admission to the degree of Bachelor of Science in Speech-Language Pathology, 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 Period of study**

The curriculum for the degree of Bachelor of Science in Speech-Language Pathology 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:
    - 246 credits in Professional Core courses (including a 78-credit Capstone Requirement which comprises Clinical Practicum in years 3, 4 and 5 and final year research courses),
    - 12 credits in language enhancement courses, including a non-credit bearing Academic Communication in English course<sup>1</sup>, 6 credits in English in the Discipline and 6 credits

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<sup>1</sup> Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement.

- in a Chinese language enhancement course<sup>2</sup>,
  - 36 credits in the Common Core Curriculum, comprising at least 6 credits and not more than 12 credits from each Area of Inquiry with not more than 24 credits being selected within one academic year except where candidates are required to make up for failed credits,
  - 6 credits in artificial intelligence literacy, and
  - a non-credit bearing course in national education and national security education, and any other non-credit bearing courses as may be required from time to time.
- (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).
- (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 before admission to the University 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 curriculum 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(SLP) degree, honours classification and whether a candidate shall be recommended for discontinuation of studies.
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<sup>2</sup> Candidates who did not study Chinese language during their secondary education and have not reached the required proficiency level for the Chinese language enhancement course specified for the degree curriculum may take a course in either Chinese language or Chinese culture in lieu.

- (c) Candidates shall not be permitted to repeat a course for which they have received a passing 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 seven calendar days 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.
  - (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(SLP) 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(c).
  - (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 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
- (d) 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-Language Pathology, candidates shall have successfully completed the curriculum as stipulated under Regulation Ed134.
- (b) Honours classifications for the degree of Bachelor of Science in Speech-Language Pathology 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 Graduation GPA scores (GGPA) 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') carrying weightings which are proportionate to their credit values<sup>3</sup>:

<u>Class of honours</u>	<u>CGPA range</u>
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 Graduation 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 Graduation 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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<sup>3</sup> For students in the 2025-26 intake and thereafter who have successfully completed six 6-credit Common Core courses, the calculation of Graduation GPA is subject to the proviso that either five 6-credit Common Core courses with the highest grades (covering all five Areas of Inquiry), or all six 6-credit courses will be counted towards Graduation GPA, depending on which generates the higher Graduation GPA. For students who have successfully completed two 3-credit Common Core Microcredentials in place of one 6-credit Common Core course, the average grade point of the two 3-credit courses will be treated as the grade point of a 6-credit Common Core course.

## **SYLLABUSES FOR THE DEGREE OF BACHELOR OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY [BSc(SLP)]**

*These syllabuses apply to students admitted to the 5-year Bachelor of Science in Speech-Language Pathology [BSc(SLP)] curriculum in the academic year 2025-26 and thereafter.*

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The syllabus provides descriptors for every course. Students must complete:

- 246 credits in Professional Core courses (including a 78-credit Capstone Requirement which comprises Clinical Practicum in Years 3, 4 and 5 and final year research courses);
- 12 credits in language enhancement courses, including a non-credit bearing Academic Communication in English course<sup>1</sup>, 6 credits in English in the Discipline and 6 credits in Chinese language enhancement<sup>2</sup>;
- 36 credits in the Common Core Curriculum, comprising at least 6 credits and not more than 12 credits from each Area of Inquiry with not more than 24 credits being selected within one academic year except where candidates are required to make up for failed credits;
- 6 credits in artificial intelligence literacy; and
- a non-credit bearing course in national education and national security education, and any other non-credit bearing courses as may be required from time to time.

All courses in communication and swallowing disorders are underpinned by a conceptual framework that recognises the importance to the profession of evidence-based practice and the World Health Organization's International Classification of Functioning, Disability and Health. People with communication and swallowing disorders are considered throughout our courses from the perspective of Bronfenbrenner's Bio-Ecological Systems Theory.

Courses in the first two years build a foundation for subsequent academic and clinical courses in child and adult communication and swallowing disorders in Years 3 and 4 respectively, with Year 5 culminating in capstone clinical and research courses.

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### **FIRST YEAR**

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#### **SLPC1031 Human Development for Speech-Language Pathology (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 Bio-Ecological Systems 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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#### **SLPC1032 Clinical Linguistics I: Semantics and Syntax (6 credits)**

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<sup>1</sup> Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement.

<sup>2</sup> Candidates who did not study Chinese language during their secondary education and have not reached the required proficiency level for the Chinese language enhancement course specified for the degree curriculum may take a course in either Chinese language or Chinese culture in lieu.

This course is the first two whose purpose is to introduce linguistics—the scientific study of language—to speech-language pathology students. The course begins with a general overview of language and its main linguistic components and then focuses on three specific areas: semantics, English grammar, and Cantonese grammar. Basic descriptive frameworks are presented in each area for the purpose of providing students with the linguistic foundations necessary for clinical applications related to assessment and intervention of people with communication disorders.

Assessment: 100% coursework.

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### **SLPC1033      Introduction to Communication Disorders (6 credits)**

This course extends students' learning from the first semester course Human Development by applying Bronfenbrenner's Bio-Ecological Model to a person-centred approach to the study of communication and swallowing disorders across the lifespan. This course provides a) a brief overview of how and when children achieve communication competence, and b) two methods of behavioural observation (time sampling and item sampling), and c) an overview of the communication and swallowing disorders through the lens of the World Health Organization's International Classification of Functioning, Disability and Health (ICF) framework. Students will learn the basics of human communication and communication breakdown and apply the ICF framework to cases. The course involves observation and analysis of the effectiveness of human communication.

Assessment: 100% coursework.

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### **SLPC1034      Anatomy and Physiology for Speech-Language Pathology (6 credits)**

This course will enable the students to learn about the anatomy and physiology of the speech, language and swallowing mechanism, and the hearing system, through lectures, video review, and small-group discussion and reporting.

Assessment: 100% coursework.

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### **SLPC1035      Clinical Linguistics II: Phonetics (6 credits)**

In this introductory course, students learn to describe and analyse English and Cantonese consonant and vowel productions using appropriate phonetic terminology, transcribe English and Cantonese speech sounds using the International Phonetic Alphabet, describe variations in consonant and vowel productions in connected speech, and recognise variations in dialectal and disordered speech.

Assessment: 100% coursework.

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## **LANGUAGE ENHANCEMENT COURSE**

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### **CAES1001      Academic Communication in English (non-credit bearing)**

*(Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement.)*

The course is designed to equip first-year undergraduate students with a solid foundation in academic English literacy to succeed in their university studies. The course is dedicated to nurturing students'

competencies in an English-medium university environment and fostering their confidence in effective oral, written, and visual communication. This is achieved by cultivating students' critical reading skills, information literacy skills, and digital literacy skills for academic English learning. The course also provides students with a comprehensive understanding of academic rhetoric across different mediums, including written, spoken, and visual tasks. By familiarising students with the key genres and communication conventions in university education, the course empowers students to apply the acquired knowledge and skills to Common Core Courses.

Assessment: 100% coursework.

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

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

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## **ARTIFICIAL INTELLIGENCE LITERACY (3 credits)**

Candidates are required to complete 3 credits in artificial intelligence literacy.

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## **SECOND YEAR**

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### **SLPC2031      Neurology and Neuroscience (6 credits)**

This course provides an introductory orientation to the nervous system, the neuroscience technologies for examining and studying the brain, and a background to neurological conditions following brain damage. Students will also be introduced to clinical methods and investigative tools to achieve an understanding of the neurological factors underlying communication disorders.

Assessment: 100% coursework.

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### **SLPC2032      Research Methods and Statistics for Speech-Language Pathology (6 credits)**

This course combines lectures with tutorials. The lectures provide students with an introduction of basic concepts of statistics, statistical reasoning and different types of statistical tests including tests for differences (t-test, ANOVA), tests for association (i.e., correlation, Chi-square) and predictive modelling (i.e., regression). The tutorials help students understand, apply and exercise the lecture content, and also provide demonstrations of using statistical software (e.g., SPSS) to perform statistical tests commonly used in communication sciences. Students will develop a basic understanding of the statistical information presented in published research literature, learn to choose and compute statistical tests for different types of data, and gain the skills to analyse the data using statistical software and interpret and translate statistical test results for reports and presentation.

Assessment: 100% coursework.

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### **SLPC2033      Evidence-Based Practice in Speech-Language Pathology (6 credits)**

Evidence-based practice (EBP) is, in part, the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual clients (Centre for Evidence-Based Medicine, Oxford). Having its origins in the fields of medicine and clinical epidemiology, EBP is a growing part of speech-language pathology. This course will develop students' knowledge and skills in this area by

introducing them to ways of judging the value of assessment procedures and intervention practices in speech-language pathology.

This course will introduce students to the principles and methods of EBP. Students will learn about the structure of research papers and how they get reviewed and published. Students will develop knowledge of intervention research designs ranging from single-subject designs to randomised controlled trials. Students will learn how to judge the value of intervention and assessment research evidence, and clinical practice evidence in relation to their clients' unique values and circumstances. Students will learn how to monitor the extent to which standards of best practice are being implemented. Students will also 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 them.

Assessment: 100% coursework.

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### **SLPC2034      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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### **SLPC2035      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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### **SLPC2038      Introduction to Clinical Practice I (6 credits)**

This course introduces students to the principles of ethical practice, the clinical and supervisory processes, the therapeutic process, test administration, and CBOS (Competency-based Occupational Standards for Speech Pathologists).

Assessment: 100% coursework.

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### **SLPC2039      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. Standardised assessment methods will be appraised with respect to internal and external validity, and reliability. In the second component, students will learn about the values and ethics of counselling, and develop basic skills in achieving therapeutic alliance, information collection, goal setting, and empathic counselling through the person-centred and family-based approaches. Students will engage in role plays and case discussions to develop



and appraise their own communication and interpersonal skills with respect to engaging with clients and their significant others.

Assessment: 100% coursework.

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## **LANGUAGE ENHANCEMENT COURSE**

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### *English in the Discipline*

#### **CAES9421 Academic English for Speech-Language Pathology Students (6 credits)**

This 6-credit English in the Discipline (ED) course aims to help speech-language pathology students to develop their critical reading strategies, report writing and oral presentation skills for disciplinary studies and academic purposes. Students will conduct a small-scale research project on a topic related to speech-language pathology of their choice and communicate an argument to an academic audience with appropriate organizational and linguistic features. During the process, students need to collect data by means of interviews, analyze the information they obtain, and present their findings orally and in formal report writing. The course will allow students to practice relevant English language skills for their Final Year Project/Capstone Experience courses.

Assessment: 100% continuous assessment by coursework.

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

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

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#### **ARTIFICIAL INTELLIGENCE LITERACY (3 credits)**

Candidates are required to complete 3 credits in artificial intelligence literacy.

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## **THIRD YEAR**

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#### **SLPC3031 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 at least to one example case.

Assessment: 100% coursework.

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#### **SLPC3032 Language Development and Language Disorders in the Pre-Primary School Years (6 credits)**

The course will begin with an overview of preschool language development in Cantonese Chinese and in English, followed by an introduction to language disorders with a focus on Developmental Language

Disorder (DLD) (previously known as Specific Language Impairment). These two sessions are taught with extensive use of video-clips of Cantonese Chinese-speaking children with and without DLD. In the second part of this course, students will learn a framework for the analysis of language samples in Cantonese Chinese, and the principles and procedures of language assessment with a focus on criterion-measured probe tasks. A key part of this course is on vocabulary and grammar intervention for pre-primary children at different development stages. Students will examine the key components of language intervention including goals, procedures, models of service delivery, dosage, activities, and measurement of outcomes, with illustrations from several input-based and output-driven approaches. Students will also learn how book reading may provide a meaningful context for intervention of expressive and receptive language. In addition to expressive language, students will learn how to assess language comprehension and take into account of children's comprehension difficulties in their design of intervention.

Through class activities, students will discuss how to use evidence-based practice in the assessment and intervention of pre-primary children with language disorders, and to apply the WHO's International Classification Framework of Functioning, Disability and Health (ICF) and Vygotsky's zone of proximal development, in making decisions about goals for intervention.

Assessment: 100% coursework.

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### **SLPC3033      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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### **SLPC3034      Audiology and Aural Rehabilitation (6 credits)**

The course introduces students to the symptoms and diagnosis of common hearing disorders. It provides students with the fundamental principles and practices associated with aural habilitation/rehabilitation for infants, children, and adults with hearing impairment using amplification devices such as hearing aids and cochlear implants. The philosophy and research evidence of the Auditory-Verbal approach for children with impaired hearing will receive particular attention. Students will gain an awareness of how such techniques are applied clinically with both English and Cantonese speaking clients. The course will involve both lectures and practical work.

Assessment: 50% coursework, 50% examination.

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### **SLPC3035      Complex Cases Paediatric (12 credits)**

In this course students will undertake advanced study in specialised areas of speech-language pathology, with a focus on neurodevelopmental communication disorders. Students will engage in case-based learning to examine a series of challenging clinical cases. Students will apply 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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### **SLPC3036      Voice Disorders (6 credits)**

In this course students apply the Bronfenbrenner's Bio-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 realise 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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### **SLPC3038      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 analyse data, and plan intervention under supervision. Students will learn to manage client behaviours and work with parents in the clinic, and deliver treatment to clients or their caregivers via telepractice mode. Students will develop Novice level performance in professional competencies and occupational competencies as specified by CBOS 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. CBOS refers to Competency-based Occupational Standards for Speech Pathologists.

Assessment: 100% coursework.

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### **SLPC3039      Paediatric Clinical Practicum II (12 credits) (A Capstone Requirement)**

This course broadens students' experience with a range of paediatric communication disorders, working under supervision at the HKU (KTC) clinic and in community settings in Hong Kong or via telepractice. Students will apply the WHO-ICF framework to the assessment and management of paediatric communication disorders. Students will demonstrate predominately Intermediate level performance in professional competencies and occupational competencies as specified by CBOS in the management of paediatric cases. Students may demonstrate Novice level performance in a few 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. CBOS refers to Competency-based Occupational Standards for Speech Pathologists.

Assessment: 100% coursework.

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## **FOURTH YEAR**

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**SLPC4031      Dysphagia (6 credits)**

This course aims to equip the students 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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**SLPC4032      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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**SLPC4033      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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**SLPC4034      Fluency, Laryngectomy and Craniofacial Disorders (6 credits)**

This is an advanced course on three specialised areas of speech-language 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.

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**SLPC4035      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 Bio-Ecological 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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### **SLPC4038      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 the CBOS (Competency-based Occupational Standards for Speech Pathologists) in the management of adult cases. Students may demonstrate Novice level performance in certain 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.

Assessment: 100% coursework.

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### **SLPC4039      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 go beyond Intermediate level performance in professional competencies and occupational competencies as specified by the CBOS (Competency-based Occupational Standards for Speech Pathologists) 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.

Assessment: 100% coursework.

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## **LANGUAGE ENHANCEMENT COURSE**

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### *Chinese Language Enhancement*

Candidates are required to successfully complete the 6-credit Faculty-specific Chinese language enhancement course, except for candidates who did not study Chinese language during their secondary education and have not reached the required proficiency level for the Chinese language enhancement course specified for the degree curriculum may take a course in either Chinese language or Chinese

culture in lieu.

**CEDU9001 Practical Chinese for BSc(SLP) 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, 50% examination.

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**CHIN9501 Chinese as a Foreign Language I (6 credits)**

This intensive course is intended for foreign learners who have no prior knowledge of the Chinese language. It aims to build a solid foundation for students wishing to go on to more advanced levels of language study and in-depth study of Chinese culture and society. It familiarizes students with the phonetic structures of Putonghua, the Hanyu Pinyin system, pronunciation, tones, intonation, sentence patterns, and the characteristics of situational conversations. 400 most frequently used Chinese characters will be introduced and students will be taught how to make use of Chinese dictionaries.

Assessment: 100% coursework.

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**CHIN9511 Cantonese as a Foreign Language I (6 credits)**

This course is intended for foreign learners who have no prior knowledge of Cantonese (Mandarin speakers may apply). The course introduces the fundamental structure of the language that can immediately be put to use in daily life. It aims to develop oral communication skills through a variety of situational conversations to make life in Hong Kong easier and more enjoyable.

Assessment: 100% coursework.

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**CHIN9521 The Fundamentals of Chinese Characters (6 credits)**

This intensive course is intended for international students, exchange and visiting students whose mother tongue is not Chinese. It is designed to introduce the origins and evolution of Chinese characters. The formation and the structure of Chinese characters will be emphasized to help students to break the puzzles of Chinese written form. This course also familiarizes students with the distinctive features of the Chinese characters as a means to introduce them to the unique characteristics of the Chinese language and culture. Students will be equipped with the writing skills to copy any Chinese characters in correct stroke-order and will be familiar with the commonly used components of combined characters after this course. The course will teach up to 220 Chinese characters and about 350 compound words. Students are taught how to use Chinese dictionaries in order to continue learning Chinese characters by themselves.

Assessment: 100% coursework.

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**CHIN9522 Exploration of Major Cultural Themes across Chinese History (6 credits)**

This history and culture course familiarizes exchange/visiting/non-JUPAS students with China and its past, approached from non-traditional perspectives. Instead of traditional emphasis on remembering who is who and remembering definitions passed down from centuries ago, students are encouraged to produce critique of established thoughts/definition of historic figures, theories, social events and to demonstrate critical thinking and ability to analyze events, people, and cultural themes. They are encouraged to participate in group discussions and to use cross reference of other parts of the world and learn lessons from history.

The course covers Chinese history, schools of thoughts, cultural themes, and achievements in Chinese civilization; highlights cultural differences and similarities between Chinese and other cultures; stimulates students' interest in deeper understanding of China, its people, its history, and its culture in the global context.

Assessment: 100% coursework.

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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 the capstone courses.

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### **SLPC5032      Advanced Studies I: Inter-professional Practice & Multilingualism in Paediatric Settings (6 credits)**

According to the World Health Organization, inter-professional practice refers to an activity that occurs “when two or more professions learn about, from, and with each other to enable effective collaboration and improve outcomes for individuals and families who we serve” (Hopkins, 2010). Inter-professional practice leads to quality client-centered care and improved outcomes. This course is designed to help students develop core competencies in inter-professional practice in education settings. These competencies include professional communication, inter-professional conflict management, collaborative leadership and reflective practice. The course has three components: lectures, term-based learning, and case discussions. From the lectures, students will learn about the professional training and scope of practice of Chinese language teachers, early childhood educators, special education teachers, and occupational and physical therapists. Through team-based activities, students will engage in collaborative team-based inter-professional learning with early childhood student teachers on child development and neurodevelopment disorders. Through case-based discussions, students will appraise vignettes of inter-professional management of children with complex problems and needs, and develop a care plan for them.

This course will also describe and analyse the development of bilingualism and multilingualism in children. A focus on how bilingual/trilingual educational policies are implemented in local kindergartens and primary schools will be explored. The Education Bureau's recommendations to support ethnic minority children to learn Chinese will be discussed.

Assessment: 100% coursework.

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### **SLPC5033      Topics in Advanced Clinical Practice (6 credits)**

The course aims to introduce current local and international issues as they relate to policy and practice in speech-language pathology across settings. It is designed to allow students to bridge theory and research evidence to clinical practice with individuals with a wide range of speech, language,

communication, and swallowing disorders. With guidance from the instructor, students will engage in collaborative learning through group discussion and hands-on practices on the management of children and adults with complex problems and needs.

Assessment: 100% coursework.

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**SLPC5034      Research in Human Development and Communication Disorders I (6 credits)**  
**(A Capstone Requirement)**

This course represents a capstone experience in which students are expected to integrate, extend, criticise, and apply knowledge of speech, language, hearing, and swallowing sciences and disorders gained during the undergraduate programme. Students will engage in a process of developing a specific research study by analysing, evaluating, and integrating of research studies in the field of communication sciences and disorders. Students will be expected to demonstrate critical thinking and problem-solving skills, flexibility and adaptability of collaborating with their peers, as well as effective oral and written communication skills. Additionally, students are expected to be aware of standard ethical standards of carrying out a research project by successfully obtaining research ethical clearance for their research projects.

Assessment: 100% coursework.

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**SLPC5035      Advanced Studies II: Inter-professional Practice & Multimodal Communication**  
**in Adult Settings (6 credits)**

This course introduces theoretical and practical aspects of inter-professional care and multimodal communication for speech-language pathologists. Clinical issues of multidisciplinary approaches in communication assessment, intervention, and management; and the application of different channels and senses employed in communication will be covered. Practical experience will be provided to develop skills in inter-professional care and using different types of multimodal communication to assist individuals with such needs.

The use of multimodal communication and its impact on language development, methods of coding, feedback used in multimodal communication, and its applications in different pathological populations will also be covered.

Assessment: 100% coursework.

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**SLPC5036      Research in Human Development and Communication Disorders II (12 credits)**  
**(A Capstone Requirement)**

The course represents a capstone experience consolidating knowledge of speech, language, swallowing, and hearing sciences and disorders gained across the years. Students will engage in research projects, experimental study or systematic review, that may examine normal and abnormal communication and swallowing, report research findings, or apply theory to practice to critically analyse case assessment data, form a diagnosis, and carry out an intervention.

Assessment: 100% coursework.

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**CLINICAL PRACTICUM**

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<b>SLPC5041</b>	<b>Advanced Clinical Practicum I (6 credits) (A Capstone Requirement)</b>
<b>SLPC5042</b>	<b>Advanced Clinical Practicum II (6 credits) (A Capstone Requirement)</b>
<b>SLPC5043</b>	<b>Advanced Clinical Practicum III (6 credits) (A Capstone Requirement)</b>
<b>SLPC5044</b>	<b>Advanced Clinical Practicum IV (6 credits) (A Capstone Requirement)</b>

The component of clinical practicum in the final year is composed of four courses, Advanced Clinical Practica I to IV, which represent the highest level of pre-qualification clinical training of the students before completion of the BSc(SLP) programme, and thereby satisfies a capstone requirement. Students are given an opportunity to participate in activities which are authentic to speech-language pathologists. The clinical placement prepares the students for future profession as speech-language pathologists by provision of experiential learning in an optimal scope of real-life speech-language pathology settings. The students will learn the customs of a profession, and therefore take a step towards acquiring membership of the speech-language pathology profession. The students take four of five practicum options, one of which is an international practicum, 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. The placement is set up for students to perform speech-language pathology 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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