



# Nurturing future speech-language pathologists

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**Professor William Choi, FPsyc**  
Admissions Tutor of BSc (SLP) [6157]

# How does BSc (SLP) nurture our students to become:

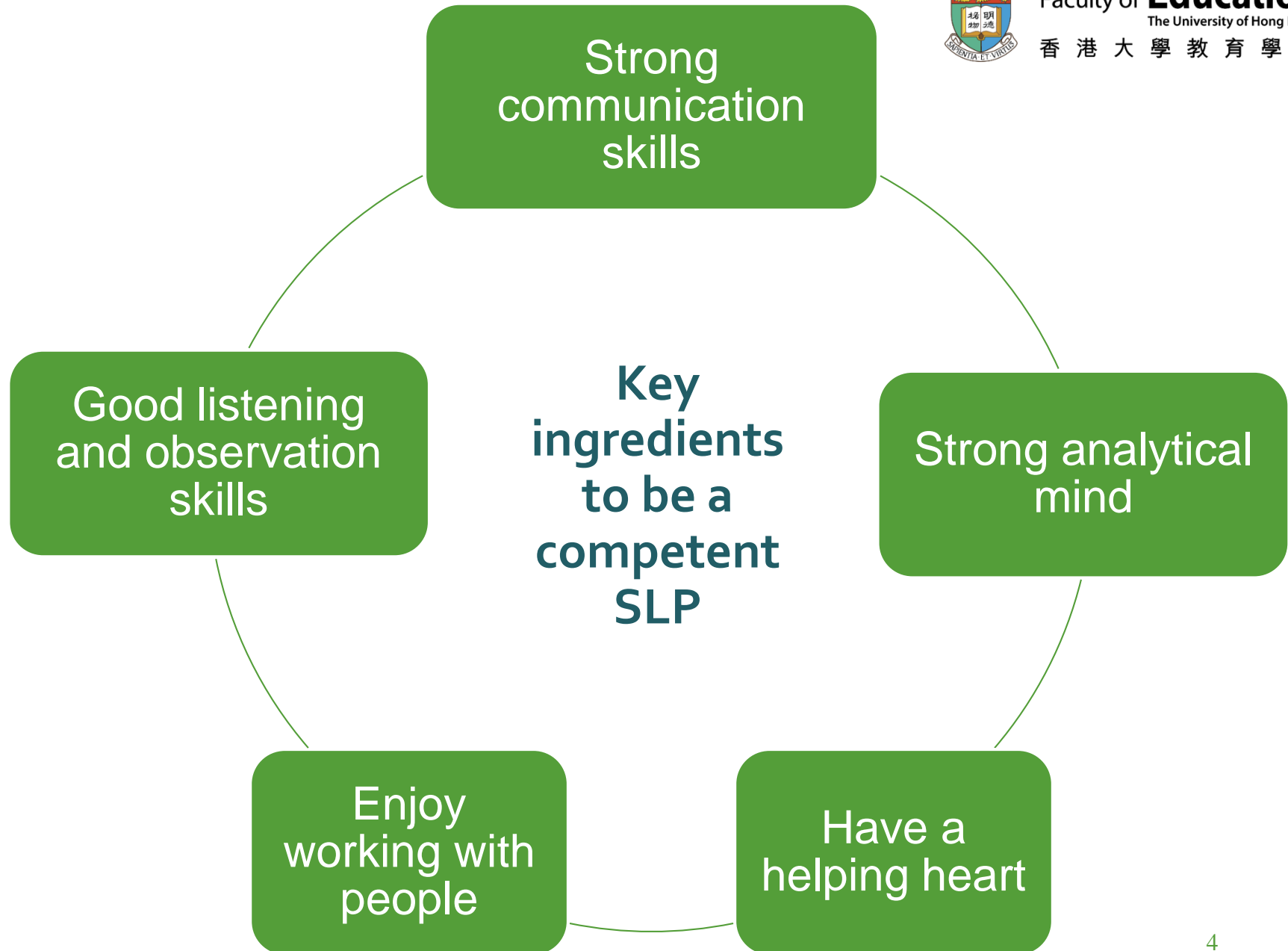
1. A competent speech-language pathologist
2. The future leaders in the field





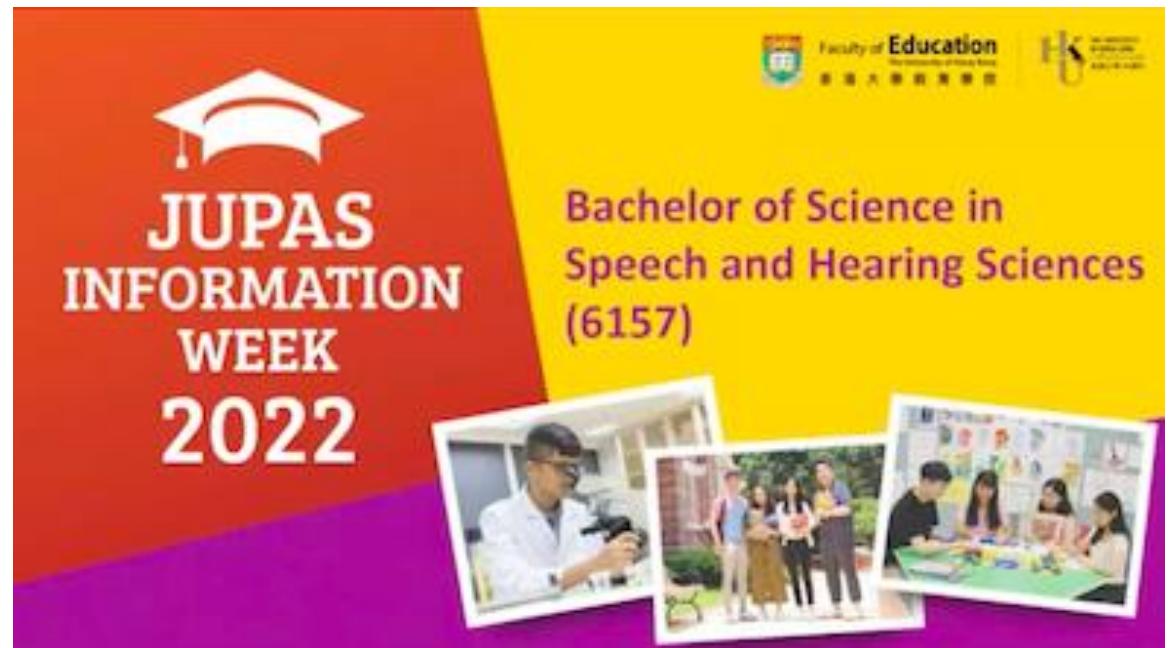
Faculty of **Education**  
The University of Hong Kong

# **BACHELOR OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY**





# Recap of the “Key ingredients to be a competent speech-language pathologist”



# Curriculum structure



Year	Course Content
1	Human Development, Anatomy & Physiology for SHS, Clinical Linguistics, Introduction to Communication Disorders. <b>Foundation</b>
2	Speech Science, Neurology & Neuroscience, Cognition and Language Processing, Evidence-based Practice, Research Methods & Statistics, Introduction to Clinical Practice. <b>Foundation</b>
3	Speech & Language Development and Disorders, Voice disorders, Audiology & Aural Rehabilitation, Pediatric Complex Cases Management, Pediatric Clinical Practicum. <b>Pediatric</b>
4	Aphasia, Motor Speech Disorders, Swallowing Disorders, Fluency, Laryngectomy & Craniofacial Disorders, Adult Complex Cases Management, Adult Clinical Practicum. <b>Adult</b>
5	Inter-professional Practice, Multilingualism. Two capstone courses: 1) Research in Human Development & Communication Disorders, 2) Advanced Clinical Practicum. <b>Inter-professional</b>

# Curriculum structure



Year	Course Content	Delivery Methods	
1	Human Development, Anatomy & Physiology for SHS, Clinical Linguistics, Introduction to Communication Disorders. <b>Foundation</b>	Lectures & workshops	Clinical observations
2	Speech Science, Neurology & Neuroscience, Cognition and Language Processing, Evidence-based Practice, Research Methods & Statistics, Introduction to Clinical Practice. <b>Foundation</b>		
3	Speech & Language Development and Disorders, Voice disorders, Audiology & Aural Rehabilitation, Pediatric Complex Cases Management, Pediatric Clinical Practicum. <b>Pediatric</b>		Clinical placements (KTC clinic, schools, NGOs, nursing homes, hospitals, etc.)
4	Aphasia, Motor Speech Disorders, Swallowing Disorders, Fluency, Laryngectomy & Craniofacial Disorders, Adult Complex Cases Management, Adult Clinical Practicum. <b>Adult</b>		
5	Inter-professional Practice, Multilingualism. Two capstone courses: 1) Research in Human Development & Communication Disorders, 2) Advanced Clinical Practicum. <b>Inter-professional</b>	Lectures & workshops. Research	

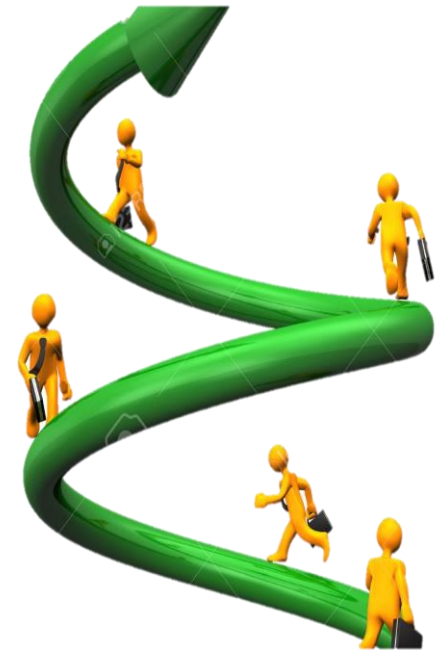
# How do we nurture our students?

## Strong theoretical knowledge

- Reinforce your theoretical knowledge across years through spiral learning.

## Clinical practicum

- Complete more than 300 hours of direct clinical contact under the supervision of an experienced clinical educator.
- In a variety of settings, including internal clinic (KTC), external sites and hospitals.
- Put strong emphasis on evidence-based and scientific practice.





# Our internal clinic:



## Speech, Language and Hearing Clinic at Kennedy Town Centre (KTC)





# Clinical placements at external sites

Pre-school centers, kindergartens

Schools (mainstream, special)

Non-governmental organizations

Nursing homes / Old-age homes

Rehabilitation centers

Hospitals

Government organizations



Some examples:



香港特別行政區政府  
衛生署



醫院管理局  
HOSPITAL  
AUTHORITY



中華人民共和國香港特別行政區政府  
教育局



匡智會  
Hong Chi Association



扶康會  
Fu Hong Society



家福會  
HKFWS



香港盲人輔導會  
The Hong Kong Society for the Blind



香港基督教服務處  
HONG KONG CHRISTIAN SERVICE



基督教家庭服務中心  
Christian Family Service Centre



基督教香港信義會社會服務部  
Evangelical Lutheran Church  
Social Service - Hong Kong



香港聖公會  
HONG KONG SHENG KUNG HUI



香港明愛  
Caritas  
HONG KONG



救世軍  
THE SALVATION ARMY



聖雅各福群會  
St. James' Settlement



仁愛堂  
YAN OI TONG



東華三院  
Tung Wah Group of Hospitals



保良局  
PO LEUNG KUK



SAHK  
香港耀能協會  
We advance in rehabilitation 卓越展新



協康會  
CHEEP HONG SOCIETY



# How do we nurture our students?

## Experiential learning

- Embedded in coursework.
- Events (e.g., School Fun Day, World Voice Day, World Swallowing Day).
- Visits at external organizations and clinics (e.g., Gerontechnology centre).
- Experiential learning service trip to Wuhan.





# Visiting the gerontechnology center



Initiatives in curriculum development



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院

# Inter-professional education



**HKU  
Med**

LKS Faculty of Medicine  
Bau Institute of Medical & Health  
Sciences Education  
香港大學鮑氏醫學及衛生教育研究所



Interprofessional Education  
The University of Hong Kong



Cases on:  
dementia (adult)  
developmental delay (pediatric)





## Initiatives in clinical education

# Telehealth clinic



The SLP (top-right corner) is conducting a communication treatment for the patient. She is showing flash cards to teach the patient how to pronounce words.



# Speech Therapists x ActoR Teachers (START) Partnership in Clinical Education

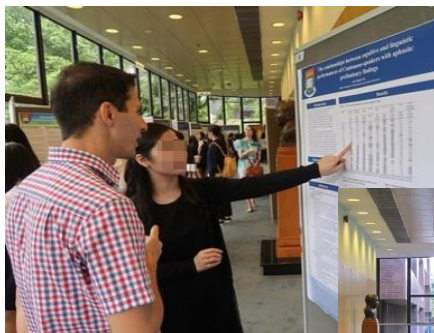




# How do we nurture our students?

## Research opportunities

- Research project in year 5.
- Research laboratories.
- University-level research fellowships.  
(Laidlaw Research & Leadership Programme)  
(University Research Fellowship Programme)



**The choice of musical instrument matters:  
Effect of pitched but not unpitched  
musicianship on tone identification and  
word learning**

William Choi<sup>1,2</sup>, Cheuk Yiu To<sup>1,2</sup> and Runqing Cheng<sup>1,2</sup>

<sup>1</sup>Academic Unit of Human Communication, Development, and Information Sciences, The University of Hong Kong, Hong Kong and <sup>2</sup>Speech and Music Perception Laboratory, The University of Hong Kong, Hong Kong  
Corresponding author: William Choi; Email: [wilchoi@hku.hk](mailto:wilchoi@hku.hk)



### The Impact of Dysphonic Voices on Children's Comprehension of Spoken Language

Johnny C.-H. Chui, and Estella P.-M. Ma, Hong Kong

**Summary: Background.** This study investigated the effect of teachers' dysphonic voices on children's listening comprehension.

**Methods.** One hundred thirty-four grade three and four students were recruited from local primary schools in Hong Kong. They were required to listen to six passages, three in Cantonese and three in English, which were either read in normal, mildly dysphonic, or severely dysphonic voices. The students were required to complete six multiple-choice comprehension questions upon listening to each passage. Comprehension performance across languages, dysphonic severities, genders, and question types were examined.

**Results.** The results showed that listening comprehension was significantly poorer even when speaker's voice quality was mildly impaired. Performance in Cantonese was generally better than that in English but no significant difference in the pattern of decline was found. Both boys and girls suffered to similar extent under dysphonic situations. Differen-

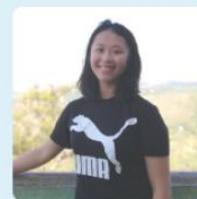




# Innovations and awards



**Our student is the 1st runner-up of the  
AI Future Tense: Pitching InnoTech Solutions  
competition**



Yue Hang Chi, Rachel



Lee Hoi In, Lesley



"MotOral" mobile app

**Faculty of Education students win  
the Pitching Contest for Engineering Undergraduates  
and InnoHub members 2022**

**Education student receives award as  
Top 10 Outstanding Tertiary Student  
of Hong Kong 2022**



Yue Hang Chi, Rachel  
[Bachelor of Science in  
Speech and Hearing Sciences]