



Nurturing future speech-language pathologists

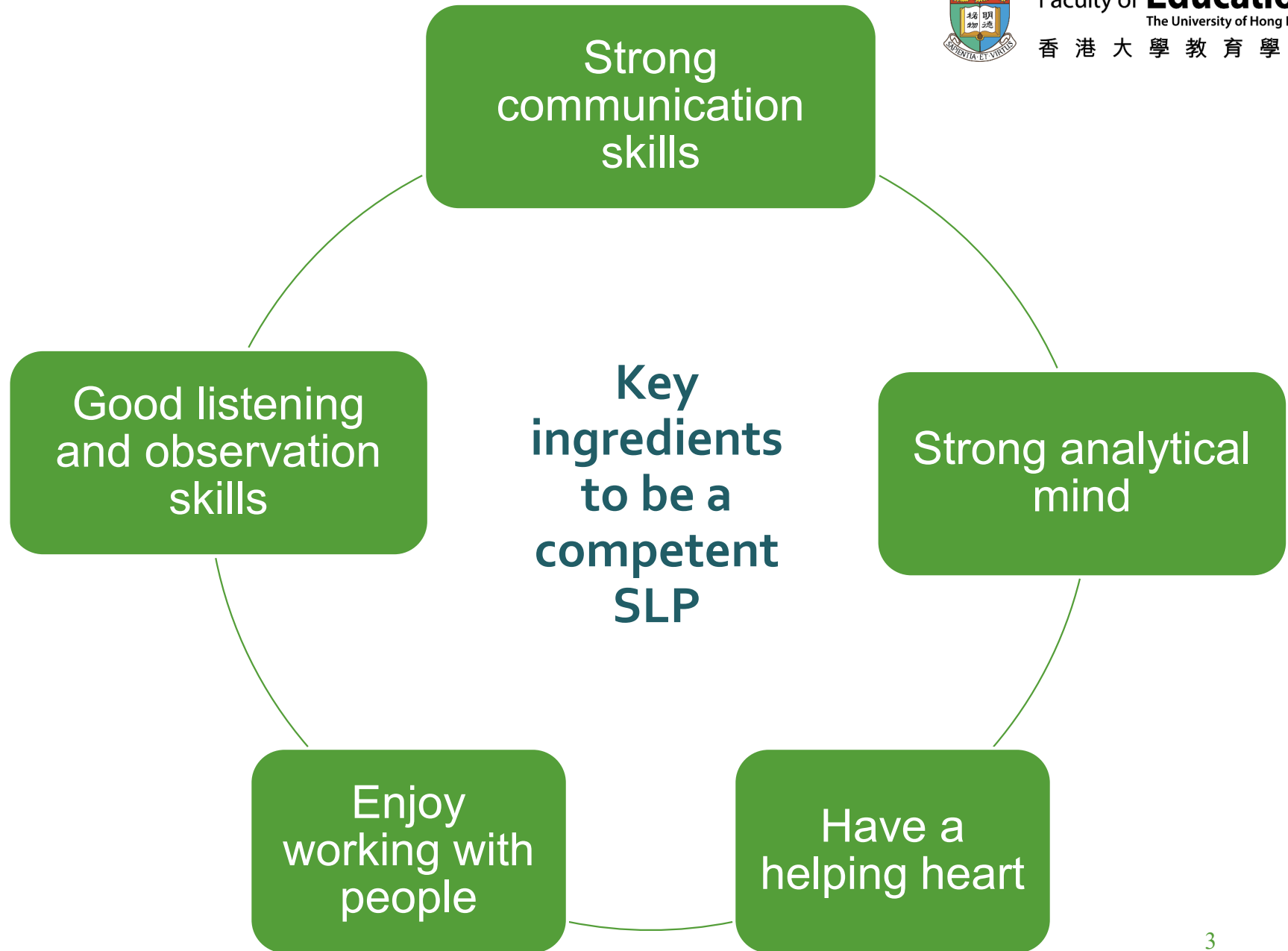
Dr. Estella Ma, Ph.D.

Admissions Tutor [BSc (SLP) 6157]
Associate Professor, Faculty of Education

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

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







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



**JUPAS
INFORMATION
WEEK
2022**

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

**Bachelor of Science in
Speech and Hearing Sciences
(6157)**

Curriculum structure



Year	Course Content
1	Human Development, Anatomy & Physiology for SHS, Clinical Linguistics, Introduction to Communication Disorders. <div data-bbox="1085 406 1317 474" style="border: 1px solid red; padding: 2px; display: inline-block; color: red; font-weight: bold;">Foundation</div>
2	Speech Science, Neurology & Neuroscience, Cognition and Language Processing, Evidence-based Practice, Research Methods & Statistics, Introduction to Clinical Practice. <div data-bbox="1085 624 1317 691" style="border: 1px solid red; padding: 2px; display: inline-block; color: red; font-weight: bold;">Foundation</div>
3	Speech & Language Development and Disorders, Voice disorders, Audiology & Aural Rehabilitation, Pediatric Complex Cases Management, Pediatric Clinical Practicum. <div data-bbox="1120 841 1317 908" style="border: 1px solid green; padding: 2px; display: inline-block; color: green; font-weight: bold;">Pediatric</div>
4	Aphasia, Motor Speech Disorders, Swallowing Disorders, Fluency, Laryngectomy & Craniofacial Disorders, Adult Complex Cases Management, Adult Clinical Practicum. <div data-bbox="1178 1046 1317 1113" style="border: 1px solid purple; padding: 2px; display: inline-block; color: purple; font-weight: bold;">Adult</div>
5	Inter-professional Practice, Multilingualism. Two capstone courses: 1) Research in Human Development & Communication Disorders, 2) Advanced Clinical Practicum. <div data-bbox="983 1275 1317 1342" style="border: 1px solid red; padding: 2px; display: inline-block; color: red; font-weight: bold;">Inter-professional</div>

Curriculum structure



Year	Course Content	Delivery Methods	
1	Human Development, Anatomy & Physiology for SHS, Clinical Linguistics, Introduction to Communication Disorders. Foundation	Lectures & workshops	Clinical observations
2	Speech Science, Neurology & Neuroscience, Cognition and Language Processing, Evidence-based Practice, Research Methods & Statistics, Introduction to Clinical Practice. Foundation		
3	Speech & Language Development and Disorders, Voice disorders, Audiology & Aural Rehabilitation, Pediatric Complex Cases Management, Pediatric Clinical Practicum. Pediatric		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. Adult		
5	Inter-professional Practice, Multilingualism. Two capstone courses: 1) Research in Human Development & Communication Disorders, 2) Advanced Clinical Practicum. Inter-professional	Lectures & workshops. Research	6

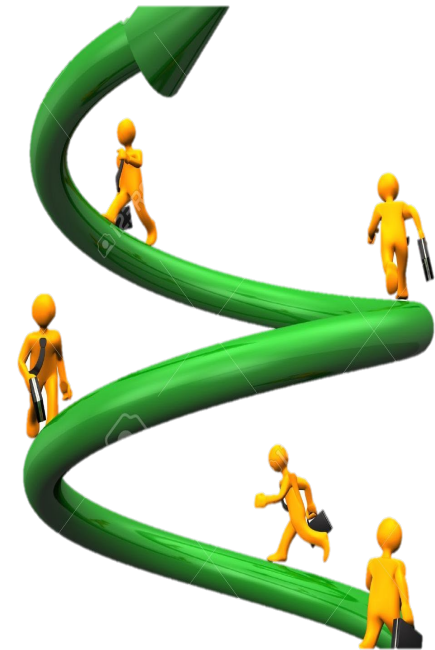
How do we nurture our students?

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.

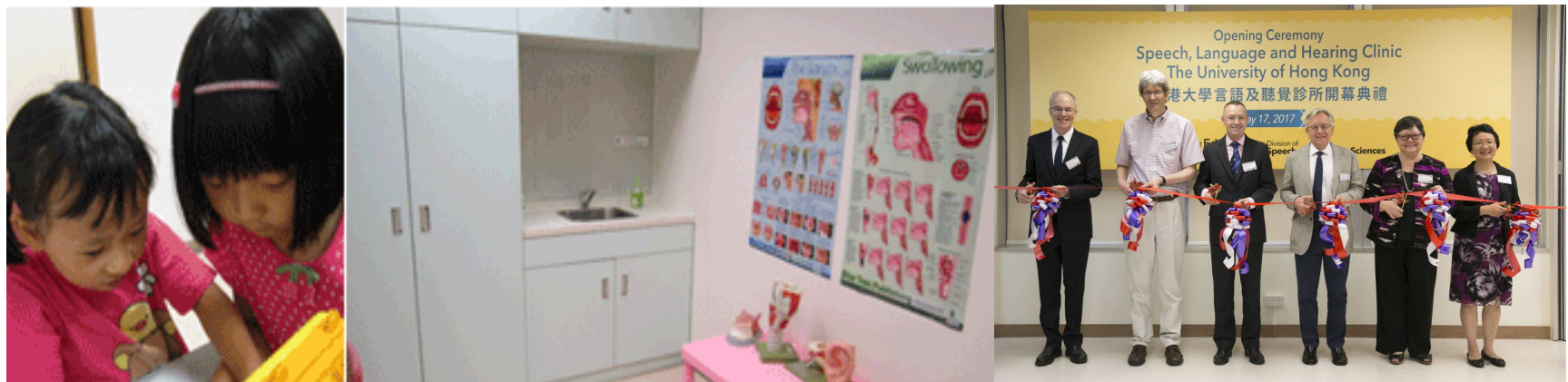




Our internal clinic:



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



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
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
SHEEP 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

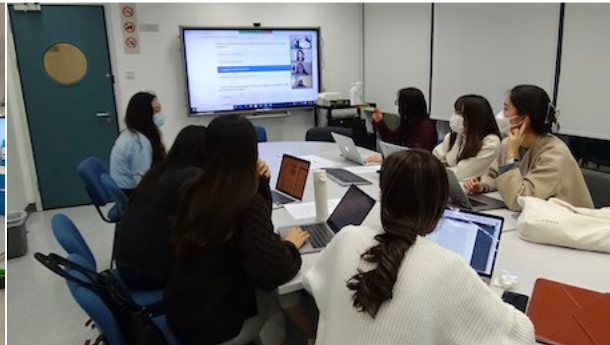
Inter-professional education



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.



Initiatives in clinical education



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



Simulation clinic

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

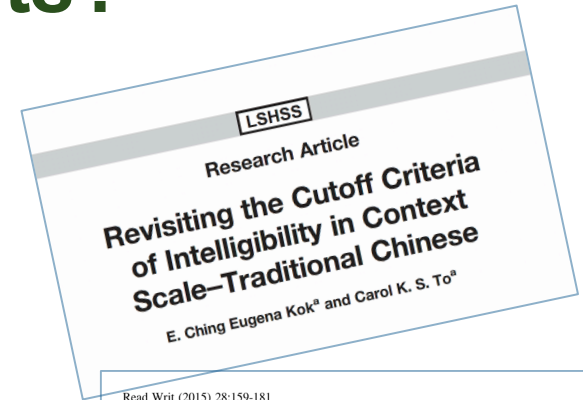




How do we nurture our students?

Research opportunities

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



Read Writ (2015) 28:159-181
DOI 10.1007/s11145-014-9519-y

Cracking the Chinese character: radical sensitivity in learners of Chinese as a foreign language and its relationship to Chinese word reading

Xiuli Tong · Joanna Hew Yan Yip



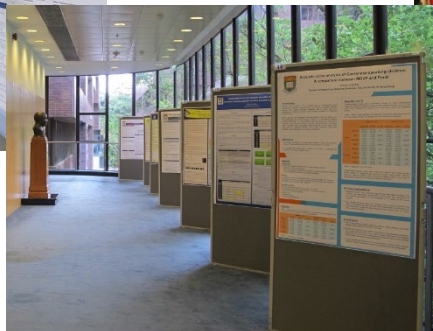
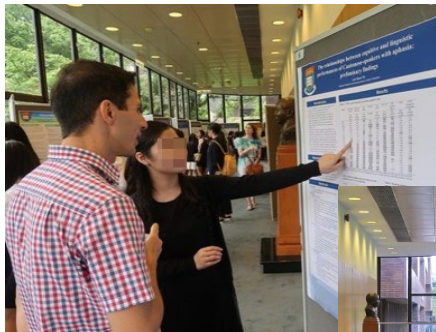
The Impact of Dysphonic Voices on Children's Comprehension of Spoken Language

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-

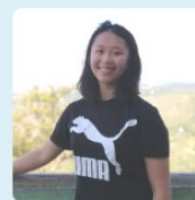




Innovations and awards



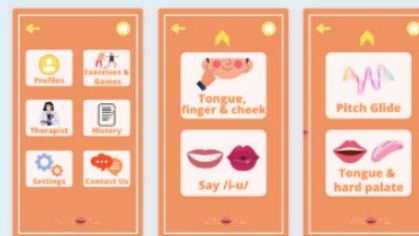
Our student is the 1st runner-up of the AI Future Tense: Pitching InnoTech Solutions competition



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 a Top 10 Outstanding Tertiary Student of Hong Kong 2022



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