

## Undergraduate Programme Course List (2025/26)

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| <b>Programme Title:</b>      | <b>Bachelor of Science (Honours) in Speech Pathology and Rehabilitation</b> |
| <b>Programme Short Name:</b> | BSc(SPR)  |
| <b>Programme Code:</b>       | A4B121  |
| <b>Year of Entry:</b>        | 2025/26   |

### Major Course List

| <b>Course Code</b> | <b>Course Title</b>  | <b>Course Synopsis / Outline / Remarks (Optional)</b>   |
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| TBC                | Medical Aspects of Communication Disorders                         | This course covers the core concepts of normal and disordered anatomy, physiology, and neurology for speech, language, hearing, communication, literacy, learning and swallowing functions. Course participants will learn about medical issues in different developmental disorders of individuals and acquired disorders in adults which result in other speech, language, hearing, literacy, communication, and swallowing disorders in educational, clinical and community settings.  |
| TBC                | Acoustics for Speech, Language, and Hearing                        | The course covers the physical characteristics of speech and voice, the theories and development of speech and voice perception and production, and concepts on speech intelligibility. Psychoacoustic processes involved in hearing and instrumentation techniques for speech and hearing sciences will be introduced. Course participants will learn how to record speech and voice samples, and perform acoustic analyses on supra-segmental and segmental levels.   |
| TBC                | Educational Counselling, Therapeutic Process and Teaching Pedagogy | This course provides an overview of the practice of speech pathology and teaching in educational settings. It covers a) a critical review of theories and approaches to counselling, b) emotional responses to communication disorders, c) counselling skills for people with communication disorders and their families, and d) inclusive strategies and interventions for students with communication disorders, learning disabilities, and educational challenges.   |
| TBC                | Phonetics and Phonology  | Phonetic aspects in this course cover knowledge of speech sounds including the fundamental mechanism in speech perception and production for application in clinical settings. Course participants will be equipped with the skill to transcribe speech sounds in both normal and atypical speech in Cantonese. The phonology aspect of this course focuses on the phonological issues in Cantonese including its basic phonemic inventory, phonotactic and syllable structure constraints, phonological processes and the tonal phenomena exhibited in the language. |

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| TBC | Language Development  | This course covers language acquisition milestones in typical Chinese and English development from infancy into adulthood. Topics include early linguistic and cognitive development, word learning, syntactic, semantic and pragmatic development. The major theoretical issues in the field will be used to frame the discussions of language development such as the contribution of biological and social factors in language acquisition, mental representations of linguistic knowledge and individual variations in language acquisition.  |
| TBC | Speech, Language and Communication Disorders                                    | This course will cover the causes and profiles of individuals with different speech, language and communication (SLC) disorders across the lifespan. The course will introduce: (1) speech disorders including functional speech sound disorders, structural speech disorders, sensory/perceptual speech sound disorders, motor/neurological speech sound disorders (apraxia of speech and dysarthria), fluency disorders, and voice disorders; (2) developmental language disorders and language disorders associated with developmental disabilities and sensory impairments; and (3) acquired brain-based and neurogenic SLC disorders.          |
| TBC | Chinese-English Contrastive Grammar   | This course covers fundamental lexico-grammatical differences between Modern Standard Chinese and English. The contrasts will focus on grammatical subsystems of Chinese and English selectively. Common language-contact phenomena as manifested in English (EFL errors) and Chinese (features of Europeanization) will be used to understand salient lexico-grammatical differences between Modern Standard Chinese and English. Phonological differences between Cantonese and English will also be discussed.   |
| TBC | Audiology and Aural Rehabilitation  | The course covers the knowledge of normal and disordered processes of hearing, basic methods of audiological screening and assessment procedures, development and management of hearing conservative programs. Course participants will learn the impacts of hearing disorders on speech, language, literacy, communication, psychosocial developments, academic achievements, and employment. Participants will understand the roles of aided hearing, vision, signing, and hearing prosthesis in the rehabilitation of hearing disorders. They will learn different models of assessment and intervention for individuals with hearing disorders. |
| TBC | Assessment and Intervention for Speech, Language, and Communication in Children | This course covers the fundamentals of clinical assessments and intervention of different types of speech, language, and communication disorders in children. Course participants learn to make responsible decisions about assessment and treatment based on critical appraisal of current practice and evidence. Course topics include standardized and non-standardized assessment procedures and principles; cultural and linguistic issues in assessment, treatment approaches, general principles of intervention selection, sequencing, evaluation, and termination,   |

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|     |  | individual and group therapy techniques, data sampling and collection, service delivery models and collaborative partnership, evidence-based practice, report writing and professional correspondence.   |
| TBC | Assessment and Intervention for Speech, Language, and Communication in Adults    | This course covers the fundamentals of clinical assessments and intervention of different types of speech, language, and communication disorders in adults. Course participants learn to make responsible decisions about assessment and treatment based on critical appraisal of current practice and evidence. Course topics include standardized and non-standardized assessment procedures and principles; cultural and linguistic issues in assessment, treatment approaches, general principles of intervention selection, sequencing, evaluation, and termination, individual and group therapy techniques, data sampling and collection, service delivery models and collaborative partnership, evidence-based practice, report writing and professional correspondence. |
| TBC | Language Disorders and Reading and Writing Disorders in Children and Adolescents | This course covers the acquisition of literacy, learning disabilities, specific learning disability, and literacy (reading and writing) disorders. The course will discuss key areas of literacy including phonological, morphological and syntactic awareness, print concepts and knowledge, and emergent writing. The course will provide an overview of diagnostic and remedial strategies for literacy disorders including individualized assessment, informal tests, classroom-based tools and instruction on intervention strategies specific to literacy disorders.   |
| TBC | Acquired Neurogenic Communication Disorders, Dysphagia, and Pediatric Swallowing | This course covers advanced issues in speech pathology related to disorders in adult population, including: cerebral vascular accidents, traumatic brain injury, dementia, and dysphagia. Course participants will understand the neuroanatomical and neurophysiological bases of the disorders and the impact on language, communication, perception, cognition and behavior. Assessment and treatment approaches on these disorders will be introduced.  |
| TBC | Fluency, Voice, and Bilingualism   | This course covers advanced issues in speech pathology related to acquired speech disorders, including: dysfluency, dysphonia and speech-related disorder secondary to head and neck cancer. Course participants will understand the neuroanatomical, neurophysiological and psychogenic bases of the disorders and the impact on language, communication, perception, cognition and behavior. Assessment and treatment approaches on these disorders will be introduced.  |
| TBC | Bilingualism, Craniofacial Anomalies, Augmentative and Alternative Communication | <p>This course covers advanced issues in speech pathology on a) bilingualism, b) craniofacial anomalies, and c) augmentative and alternative communication.</p> <p>On bilingualism, topics on theories and tools that analyze critical issues in language acquisition and characteristics in bilingual and multilingual populations across local and global contexts.</p>  |

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|     |   | <p>On craniofacial anomalies, topics on the neuroanatomical, neurophysiological of the disorders and the impact on language, communication, perception, cognition and behavior. Assessment and treatment approaches for these disorders will be introduced.</p> <p>On augmentative and alternative communication (AAC), topics on a) types and functions of AAC, b) assessment for tools prescription, c) evaluation of tool use.</p>  |
| TBC | Major Interdisciplinary Course<br>Supporting Students with Social, Emotional, Behavioural and Developmental Disabilities in the Classroom | The course will discuss various social, emotional, behavioural and developmental disabilities and mental health problems in children and adolescents including autistic spectrum disorders, attention deficit / hyperactivity disorders, conduct disorders, and mood disorders. Participants will learn how these disabilities and disorders affect classroom learning, communication, interpersonal relationships, academic achievements, and independence. The course will train participants to understand issues pertaining to intervention in schools, and in particular to work in a collaborative environment with school personnel, and Home-school collaboration. Participants will receive practical knowledge in developing students' positive social and emotional learning. |
| TBC | Cross-faculty Core Course   | Cross-faculty Core Course (CFCC) will comprise of 3 individual components with 1 credit point each and be separately assessed with the aim to widen students' horizons and enable them to look beyond Hong Kong. In Component I, lectures with topics related to Basic Law / National Security will be arranged; in Component II, students will have the opportunities to undertake visits in Greater Bay Area; in Component III, a variety of themes which are linked to the University's development niche areas will be offered by Faculties.   |