



**BACHELOR OF SCIENCE (HONOURS) IN
OCCUPATIONAL THERAPY**

職業治療學理學士(榮譽)

**Programme Definitive Document
2018 Cohort**

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1 General Information about the Programme

Name of Programme (English and Chinese)	Bachelor of Science (Honours) in Occupational Therapy 職業治療學(榮譽)理學士學位
Exit Award (English and Chinese)	Bachelor of Science (Honours) in Occupational Therapy 職業治療學(榮譽)理學士學位
QF Level	Level 5
Award Granting Body (English and Chinese)	Tung Wah College 東華學院
Hosting School	School of Medical and Health Sciences
Mode of Delivery and Programme Length	Full-time 4 Years
Medium of Instructions	English
Venue of Class Meetings	King's Park Campus: 31 Wylie Road, Homantin, Kowloon, Hong Kong Mongkok campus: 90A & 98, Shantung Street, Mongkok, Kowloon, Hong Kong
Programme Length of Exit Award	Max. no. of years: 6 Min. no. of years: 4 Number of notional learning hours: 6,250 Number of QF credit: 625 Contact hours required for the above QF credits: 2,746 hours plus 83 examination hours Ratios of contact hours to self-study hours for various learning and teaching activities: 1:2 (<i>exclude Clinical Practicum and Capstone Project</i>) Number of TWC credits required for graduation: 136
Programme Commencement Date	1 September 2018

2 Programme Objectives and Learning Outcomes

Programme Objectives

2.1 The objectives of the Programme are as follows:

- (a) To equip students with the ability to integrate theory and practice in occupational therapy.
- (b) To practise occupational therapy in different health care and educational settings.
- (c) To enable students' eligibility to apply for registration as Registered Occupational Therapists with the Occupational Therapists Board, The Supplementary Medical Professions Council of Hong Kong.
- (d) To advocate health and wellness for all people in the community
- (e) To enhance students' interpersonal skills, including teamwork and communication skills.
- (f) To foster students' awareness and appreciation of cultural diversity.
- (g) To develop students' critical and creative thinking as well as analytical and problem solving skills.

Programme Intended Learning Outcomes (PILOs)

2.2 Upon completion of the Bachelor of Science (Honours) in Occupational Therapy programme, graduates will be able to achieve the following PILOs (***Table 1***):

Table 1 PILOs of the BSc(OT) programme

PILO 1	Master the ethical, legal and professional standards of occupational therapy profession
PILO 2	Provide competent and safe occupational therapy services through assessment, planning, implementation and re-evaluation for people of all ages and in diverse health care settings
PILO 3	Apply appropriate foundation knowledge in theory and practice of occupational therapy according to approved standards
PILO 4	Demonstrate critical understanding and knowledge of person-environment-occupation relationship and its relationship to health
PILO 5	Apply basic knowledge and skills in integrating research studies, evaluating and utilising research findings in practice
PILO 6	Apply critical and creative thinking and analytical skills in problem solving and decision making
PILO 7	Demonstrate communication skills, in both Chinese and English, as well as good social and interpersonal skills and the teamwork spirit required for effective and professional interaction with individuals, families and members of other disciplines
PILO 8	Demonstrate understanding of the community value of non-profit organisations in terms of their significance in Hong Kong and build a solid foundation in general studies to meet the requirements of the fast-changing environment

Table 2 Mapping of PILOs against Programme Objectives

PILOs	Programme Objectives						
	a	b	c	d	e	f	g
1. Master the ethical, legal and professional standards of occupational therapy profession	✓	✓	✓	✓			
2. Provide competent and safe occupational therapy services through assessment, planning, implementation and re-evaluation for people of all ages and in diverse health care settings	✓	✓	✓	✓		✓	✓
3. Apply appropriate foundation knowledge in theory and practice of occupational therapy according to approved standards	✓	✓	✓	✓			
4. Demonstrate critical understanding and knowledge of person-environment-occupation relationship and its relationship to health	✓	✓	✓	✓	✓	✓	✓
5. Apply basic knowledge and skills in integrating research studies, evaluating and utilising research findings in practice	✓	✓	✓	✓	✓	✓	
6. Apply critical and creative thinking and analytical skills in problem solving and decision making	✓	✓	✓	✓		✓	✓
7. Demonstrate communication skills, in both Chinese and English, as well as good social and interpersonal skills and the teamwork spirit required for effective and professional interaction with individuals, families and members of other disciplines		✓	✓	✓			✓
8. Demonstrate understanding of the community value of non-profit organisations in terms of their significance in Hong Kong and build a solid foundation in general studies to meet the requirements of the fast-changing environment		✓	✓	✓	✓		

3 Programme Structure and Content

Programme Philosophy

- 3.1 Occupational Therapy is a profession concerned with promoting health and well-being through occupation (Kielhofner, 2009). Occupations refer to the everyday activities that people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life (WFOT, 2012). The primary goal of occupational therapy is to enable people to participate in the activities of everyday life. Occupational Therapists achieve this outcome by enabling people to do things that will enhance their ability to participate or by modifying the environment to better support participation (Brown et al, 2014).
- 3.2 The Bachelor of Science (Honours) in Occupational Therapy (BSc(OT)) programme asserts that knowledge in health and medical sciences provides solid knowledge for studying the discipline-based occupational therapy courses which would enable students to carry out occupational therapy assessment and intervention independently in any settings after graduation. The programme curriculum embraces a progressive and integrative learning model where students begin to build up the foundation knowledge about health and occupational therapy in their first year of study. General education and languages, professionalism and communication, understanding of interplays of person, occupation and environment, and the knowledge of health and medical sciences are considered the basic components of knowledge in occupational therapy. Through problem-based learning and solid training in clinical reasoning, students learn to integrate the health and medical knowledge with the theoretical proposition of Occupational Therapy. Through experiential learning in the realistic contexts during the Community Teaching Scheme and Clinical Education, students are anticipated to achieve a mastery of the professional practice of occupational therapy with awareness of cultural relevance and diversity.
- 3.3 The following are the basic philosophy of the programme in terms of Health, Occupation, Education, and their interweaving relationship.

Philosophy of Health

- 3.4 Health is more than the absence of disease (World Health Organization, 2002). Health is strongly influenced by having choice and control in everyday occupations. Health has dimensions associated with spiritual meanings and life satisfaction in occupations and social dimensions associated with fairness and equal opportunity in occupations (Molineux et al, 2011).
- 3.5 In line with the definitions advocated by the World Health Organization (2002), we regard health as the foundation to the economic, social, and cultural well-being of a society. Various determinants contribute to the health of individuals, communities, and populations within society, including biological, cultural, developmental, economic, environmental, psychological, social, and spiritual factors. These determinants of health should be fully understood in terms of their interrelationships and their influences on health and illness. Health, therefore, is committed to well-being through the promotion of health, the enhancement of participation, and the prevention of adverse consequences

related to illness and disabilities (World Health Organization, 2012; Wilcock, 2006). We believe in a client-centered and community approach to health and health care, and individuals should have the right to participate in decisions about their own health (Law, 1998; Sumsion, 1999).

- 3.6 The concept of health among Chinese people with disabilities echoes with some of the above philosophy. Hwu et al (2002) described the following six components which are the expected outcomes of health programs in Chinese communities. The six components are
- (a) Chinese sense of independence, which is “not being sick enough for hospitalization” and “no bothersome symptoms” (Hwu et al., 2002, p.297);
 - (b) Chinese sense of physical functioning, which denotes vitality and physical comfort;
 - (c) Chinese sense of contentment in social interaction, which denotes “a contentment with self, have cohesive family relationship, able to fulfill one’s responsibility” (Hwu et al., 2002, p.297);
 - (d) Chinese zest for life, which denotes “face each day with zest and enthusiasm”, feeling well and happy;
 - (e) Chinese sense of serenity, which is the peace of mind and thought, inspiration from illness and the acceptance of existing situation;
 - (f) Chinese sense of meaning, which is “finding meaning in life, having hope about the future and purposefulness in living” (Hwu et al., 2002, p.297).

Philosophy of Occupation

- 3.7 Occupation is the core of occupational therapy. It is everything that people do during the course of daily life. This includes the occupations through which people take care of themselves, enjoy life, and be a contributing members of society (Law et al., 1997). Enabling occupation means collaborating with people to choose, organize and perform occupations which people find purposeful and meaningful in a given context. Performance, organization, choice and satisfaction in occupations are determined by the relationship between person and their environment (Christiansen et al., 2005; American Occupational Therapy Association, 2014)
- 3.8 Occupational therapist uses the art and science of occupation to optimize occupational performance in the areas of self-care, leisure, and productivity. He/She works with people of all ages to prevent disability and to promote, maintain, or restore occupational health and well-being. Participation can be supported or restricted by (1) the abilities of the individual, (2) the occupation, and (3) the physical, social, attitudinal and legislative environments (Molineux et al, 2011). The promotion of occupational justice is to ensure equitable opportunities which enable people to meet their potential and experience well-being (Wilcock, 2006).

Philosophy of Education

- 3.9 TWC adheres to the principles of OBLT approach as suggested by Spady (1988). They are:
- (a) Clarity of focus: the curriculum should have clear learning outcomes that directly foster desired competencies. Assessments should be able to reflect the achievement of those learning outcomes.

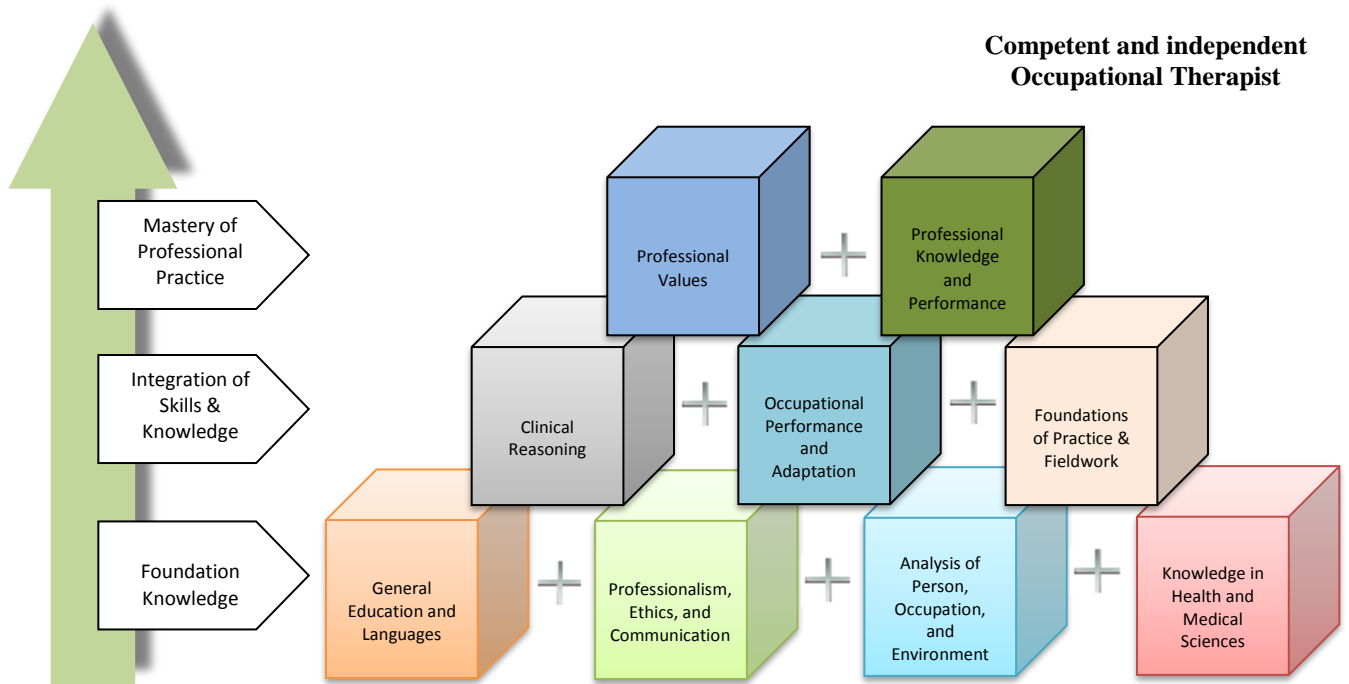
- (b) Design down: the development of all curricular, learning and teaching activities should be based on desired learning outcomes.
 - (c) High expectations: the curriculum should establish high, challenging performance standards in order to engage students in deep learning.
 - (d) Expanded opportunities: various learning opportunities should be provided in order to meet the needs of students at different levels.
- 3.10 TWC values experiential learning. Cooperative education is embedded in the programme structure and all students have to pass this cooperative education in order to graduate from the programme. It carries a total of 18 credits, which operates on top of a full undergraduate curriculum of 136 credits. Cooperative education is a curriculum model that links work and academics (Wilson et al, 1996). It affirms the work-integrated learning principles upon which Co-operative Education Scheme (Co-op) is based. It fosters self-directed learning, reflective practice, and transformative learning and integrates school and work learning experiences that are grounded in adult learning theories. There are connecting activities to integrate school- and work-based learning. Such connecting activities include (1) simulated continuous professional development programs to enhance professional skills and promote life-long learning; (2) seminar and tutorial sessions to facilitate reflection and integration of knowledge with real life experience; and (3) courses on general education to improve interpersonal relationship and communication skills.
- 3.11 The programme structure and design go beyond the minimum standards stated by the World Federation of Occupational Therapists (WFOT) for the education of occupational therapists and are based on the requirements of the Hong Kong context and health system. All entry-level competencies will be mastered as the student complete the programme.

Conceptual Framework of the Programme

- 3.12 The programme asserts that knowledge in health and medical sciences provides solid knowledge for studying the discipline-based occupational therapy courses which would enable students to carry out occupational therapy assessment and intervention independently in any settings after graduation. Figure 2.1 demonstrates this conceptual framework.
- 3.13 The programme curriculum embraces a progressive and integrative learning model where students begin to build up the foundation knowledge about health and occupational therapy in their first year of study. General education and languages, professionalism and communication, understanding of interplays of person, occupation and environment, and the knowledge of health and medical sciences are considered the basic components of knowledge in occupational therapy. Through problem-based education and solid training in clinical reasoning, students will learn to integrate the health and medical knowledge with the theoretical proposition of Occupational Therapy. Through experiential learning in the realistic contexts during Clinical Education, students are anticipated to achieve a mastery of the professional practice of occupational therapy with awareness of cultural relevance and diversity (Crist et al, 2012). (Figure 1)

Figure 1: Conceptual Framework of the Programme Curriculum– Interweaving between Health, Occupation and Professional Education

Graduate Competency and independence



Principles Guiding the Design of the Programme

- 3.14 The 4-year Bachelor of Science (Honours) in Occupational Therapy programme is designed to meet the requirements of QF Level 5. The Programme consists of theoretical input and practicum. The curriculum comprises Discipline courses, General Education courses, and Languages courses in line with the Level 5 Generic Level Descriptors.
- 3.15 According to TWC's academic policy, students are required to complete a minimum of 120 credits in order to be awarded a 4-year baccalaureate degree programme. BSc(OT) is a 136-credit programme (including 28 credits of clinical practicum). An academic year consists of three semesters, two regular semesters of 14 weeks each and a shorter summer semester of 7 weeks.
- 3.16 *Table 3 and 4* show the distribution of the courses by category and by year respectively.

Table 3: Courses by Category

Course	Credits	% contributed to the Programme
(a) Discipline		
- Taught courses	78	57.3
- Clinical Practicum	28	20.6
- Capstone project	6	4.4
Sub-total	112	82.4
(b) General Education	12	8.8
(c) Language	12	8.8
Total (a+b+c)	136	100

Table 4: Courses by Year

	No. of Discipline courses	No. of English courses	No. of Chinese courses	No. of GE courses	Total
Year 1	10	2	-	2	14
Year 2	10	1	1	1	13
Year 3	7*	-	-	1	8
Year 4	5	-	-	-	5
Total	32	3	1	4	40

* OCC4001 is year-course, conducted in Year 3 Sem 3 and Year 4 Sem 2.

Language Courses

- 3.17 Students will be required to take and pass a total of four language courses as follows:
1. ENG1001 Developing English Language Skills
 2. ENG2006 Enhancing Academic English Skills
 3. ENG2011 English for Healthcare Professionals
 4. Chinese Language Elective I

General Education (GE) Courses

3.18 Students will be required to take and pass a total of four GE courses as follows:

1. GEN1008 Introduction to Statistics
2. GEN1304 The Development and Operation of Non-profit Organizations
3. Two GE Elective courses

Discipline courses

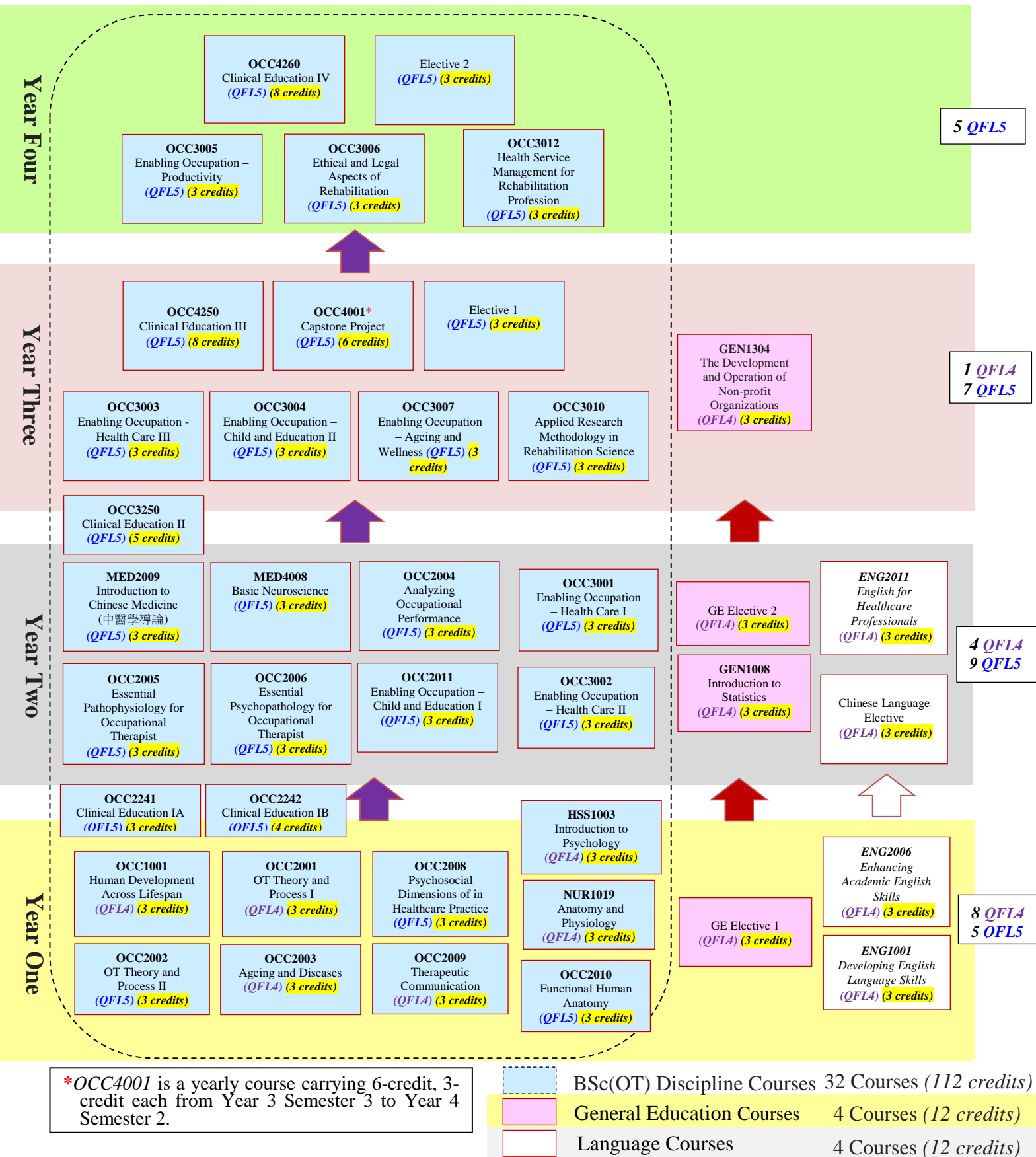
3.19 The 32 discipline courses are listed below:

1. HSS1003 Introduction to Psychology
2. MED2009 Introduction to Chinese Medicine (中醫學導論)
3. MED4008 Basic Neurosciences
4. NUR1019 Anatomy and Physiology
5. OCC1001 Human Development Across Lifespan
6. OCC2001 OT Theory and Process I
7. OCC2002 OT Theory and Process II
8. OCC2003 Ageing and Diseases
9. OCC2004 Analyzing Occupational Performance
10. OCC2005 Essential Pathophysiology for Occupational Therapist
11. OCC2006 Essential Psychopathology for Occupational Therapist
12. OCC2008 Psychosocial Dimensions in Healthcare Practice
13. OCC2009 Therapeutic Communication
14. OCC2010 Functional Human Anatomy
15. OCC2011 Enabling Occupation – Child and Education I
16. OCC3001 Enabling Occupation – Health Care I
17. OCC3002 Enabling Occupation - Health Care II
18. OCC3003 Enabling Occupation - Health Care III
19. OCC3004 Enabling Occupation – Child and Education II
20. OCC3005 Enabling Occupation – Productivity
21. OCC3006 Ethical and Legal Aspects of Rehabilitation
22. OCC3007 Enabling Occupation – Ageing and Wellness
23. OCC3010 Applied Research Methodology in Rehabilitation Science
24. OCC3012 Health Service Management for Rehabilitation Professions
25. OCC4001 Capstone Project
26. OCC2241 Clinical Education IA
27. OCC2242 Clinical Education IB
28. OCC3250 Clinical Education II
29. OCC4250 Clinical Education III
30. OCC4260 Clinical Education IV
31. Two Discipline Elective Courses

3.20 There are 3 discipline elective courses. Students are required to select 2 out of the 3 discipline elective courses as listed below:

1. OCC3008 Primary Health Care Approaches in Occupational Therapy
2. OCC3009 Adaptive and Assistive Technology
3. OCC3011 OT in Traumatology – Evidence-based Practice

Table 5: Curriculum Progression
Bachelor of Science (Honours) in Occupational Therapy



Total: 40 Courses (26 QFL5 + 14 QFL4)

Total TWC credits: 136 (94 credits (QFL5) + 42 credits (QFL4))

12 Total QF Credits: 621 (426 credits (QFL5) + 195 credits (QFL4))

Programme Structure

3.21 The suggested programme structure by semester is provided in **Table 6** below:

Table 6 Programme Structure of Bachelor of Science (Honours) in Occupational Therapy

Year (Yr) Semester (Sem)	Course	QF level	Pre-requisite	Contact Hours	Assessment/ Exam Hours	TWC Credits
YEAR 1 Sem 1	ENG1001 Developing English Language Skills [#]	4		42	3	3
	HSS1003 Introduction to Psychology*	4		42	2	3
	NUR1019 Anatomy and Physiology *	4		45	0	3
	OCC2001 OT Theory and Process I *	4		42	3	3
	OCC2008 Psychosocial Dimensions of in Healthcare Practice*	5		45	0	3
	GE Elective 1 [^]	4		42	3	3
	Total			258	11	18
YEAR 1 Sem 2	ENG2006 Enhancing Academic English Skills [#]	4		42	3	3
	OCC1001 Human Development Across Lifespan *	4		42	3	3
	OCC2002 OT Theory and Process II*	5		42	3	3
	OCC2003 Ageing and Diseases *	4		42	3	3
	OCC2009 Therapeutic Communication*	4		42	3	3
	OCC2010 Functional Human Anatomy ^	5		45	0	3
	Total			255	15	18
YEAR 1 Sem 3	OCC2241 Clinical Education IA*	5	OCC2001	80	0	3
	OCC2242 Clinical Education IB*	5	OCC2002, OCC2241	104	0	4
				184	0	7
YEAR 2 Sem 1	Chinese Language Elective 1 [#]	4		42	3	3
	GEN1008 Introduction to Statistics [^]	4		42	3	3
	MED4008 Basic Neurosciences *	5		42	3	3
	OCC2004 Analyzing Occupational Performance *	5		42	3	3

Year (Yr) Semester (Sem)	Course	QF level	Pre-requisite	Contact Hours	Assessment/ Exam Hours	TWC Credits
	OCC2005 Essential Pathophysiology for Occupational Therapist *	5	OCC2001, OCC2002	42	3	3
	OCC2006 Essential Psychopathology for Occupational Therapist *	5	OCC2001, OCC2002	42	3	3
	Total			252	18	18
YEAR 2 Sem 2	ENG2011 English for Healthcare Professionals [#]	4	ENG1001	42	3	3
	MED2009 Introduction to Chinese Medicine (中醫學導論)*	5		42	3	3
	OCC2011 Enabling Occupation – Child and Education I *	5	OCC2005, OCC2006	42	3	3
	OCC3001 Enabling Occupation – Health Care I *	5	OCC2005, OCC2006	42	3	3
	OCC3002 Enabling Occupation - Health Care II*	5	OCC2010, OCC2005, OCC2006	42	3	3
	GE Elective 2 [^]	4		42	3	3
	Total			252	18	18
YEAR 3 Sem 3	OCC3250 Clinical Education II*	5	OCC2241, OCC2242, OCC1001, OCC2001, OCC2002, OCC2003, OCC2004, OCC2005, OCC2006, OCC2008, OCC2009, OCC2011, OCC3001, OCC3002, MED2009, MED4008, NUR1019, HSS1003	264	0	5
				264	0	5
YEAR 3 Sem 1	OCC3003 Enabling Occupation - Health Care III*	5	OCC2005, OCC2006, MED4008	42	3	3
	GEN1304 The Development and Operation of Non-profit Organizations ^	4		42	3	3
	OCC3004 Enabling Occupation – Child and Education II*	5	OCC2005, OCC2006, OCC2011	42	3	3

Year (Yr) Semester (Sem)	Course	QF level	Pre-requisite	Contact Hours	Assessment/ Exam Hours	TWC Credits
	OCC3007 Enabling Occupation – Ageing and Wellness*	5	OCC2005, OCC2006, MED4008	42	3	3
	Total			168	12	12
YEAR 3 Sem 2	OCC3008 / 3009 / 3011 (Elective 1)*	5	Nil/ Nil/ OCC2010, OCC3002	42	3	3
	OCC3010 Applied Research Methodology in Rehabilitation Science*	5	GEN1008, OCC2001, OCC2002	42	0	3
	OCC4250 Clinical Education III*	5	OCC3250, OCC3003, OCC3004, OCC3007	384	0	8
	Total			468	3	14
YEAR 3 Sem 3	OCC4001 Capstone Project * (Continue to Year 4)	5	OCC3010	90	0	6
	Total			90	0	6
YEAR 4 Sem 1	OCC3005 Enabling Occupation – Productivity*	5	OCC3001, OCC3002, OCC3003	42	3	3
	OCC3006 Ethical and Legal Aspects of Rehabilitation*	5		45	0	3
	OCC3008 / 3009 / 3011 (Elective 2)*	5	Nil/ Nil/ OCC2010, OCC3002	42	3	3
	OCC3012 Health Service Management for Rehabilitation Professions*	5		42	0	3
	Total			171	6	12
YEAR 4 Sem 2	OCC4260 Clinical Education IV*	5	OCC4250, OCC3005	384	0	8
	Total			384	0	8
	Grand Total			2,746	83	136

* Discipline Course

Language Course

^ GE Course

4 Learning and Teaching

General Philosophy and Approach

The Outcome-Based Teaching and Learning (“OBTL”) approach

- 4.1 TWC adopts the OBTL approach. Through the OBTL philosophy, the teaching and learning activities, and assessment tasks can be constructively aligned with the intended learning outcomes. The fact that TWC has been able to work on OBTL model enables better understanding and comparability of learning outcomes and standards, and as a result, facilitates smoother articulation of graduates to study degree programmes of TWC and other tertiary education institutions.
- 4.2 With the OBTL approach, the Programme Intended Learning Outcomes (PILOs) are first designed based on a number of parameters and goals that include: Graduate Outcomes, Generic Level Descriptors of QF Level 5, further study needs, as well as employer expectations. Based on the PILOs, teachers can proceed to design the relevant Course Intended Learning Outcomes (CILOs). Although not every course contributes to the full spectrum of the PILOs, each course has the obligation to indicate clearly how its CILOs align with the PILOs.
- 4.3 Teaching and learning activities are then designed to directly encourage students to achieve those outcomes and reflect on the learning process. Assessment tasks are opportunities for students to demonstrate the attainment of the CILOs.
- 4.4 Course designers identify appropriate assessment tasks that are constructively aligned to ensure the achievement of CILOs (see the course outlines for the alignment of CILOs of individual courses with the PILOs, as well as with the assessment tasks). The final grade is computed by reckoning the marks for coursework and examination.
- 4.5 As an interactive learning and teaching environment through the provision of information and communication technology (ICT) is effective in supporting the OBTL approach, TWC is going to develop a web-based Learning Management System (LMS), through which students are encouraged to actively participate in all stages of learning process. The web-based learning space also provides opportunities for academic staff to develop innovative pedagogies and to monitor student progress in a more effective way. TWC has a clear plan and commitment to adopt OBLT approach in the College.

Specific Teaching/Learning Methods in the Programme

Overall approach

- 4.6 The Programme adopts a teaching approach appropriate for tertiary education. Lectures, practicum, seminars, tutorials, role play, problem-based learning, challenge-based learning and laboratory sessions will be scheduled whenever appropriate. Students will also learn and work on various health problems and issues in small groups using theoretical knowledge through analyzing hypothetical and/or actual health problems from different case scenarios.

Lecture

- 4.7 Lecture will be conducted in large groups as an efficient method of presenting new didactic materials. A diverse range of activities, such as case study, brainstorming, and open-ended discussion and teamwork exercises will be integrated into the lectures to make them interactive and more conducive to learning.

Seminar

- 4.8 Seminars will be student-based. The maximum class size will be 50. Students will present materials on specific aspects of the course; hence communication and presentation skills will be developed. The sessions will be organized by students and facilitated by teaching staff to ensure that presentations are delivered with reasonable competence in terms of material selection, organization and communication. Various forms of presentation will be encouraged.

Tutorial

- 4.9 Tutorials offer students opportunities to clarify concepts learned, to discuss related subject matter and to share experience. The tutorial groups may vary in size depending on the physical setting and the nature of the subject matter to be discussed. It is usually not more than 25. Larger groups may be arranged for discussion of issues familiar to the students; while smaller groups may be more appropriate for intensive exploration of particular topics. Small buzz groups could be organized within large tutorial groups to enhance interaction.

Laboratory

- 4.10 Laboratory sessions aim to deliver specific practical knowledge and skills and give students time for hands-on practice in what has been conceptually presented in lectures. The use of simulation laboratory enhances students in developing critical thinking in clinical reasoning. They are expected to perform basic skills satisfactorily prior to practice in clinical field. The number of student per group is usually small at 20-25 to allow maximum supervised skill training.

Problem-based learning

- 4.11 Problem-based Learning (PBL) is a learning strategy in which students collaboratively participate in discussing practical examples and their learning experiences in solving problems. Facilitated by academic staff, students will work in small groups sharing their knowledge, identifying problems associated with the scenarios given and use the problems to drive their learning process. Students acquire key concepts, principles, content knowledge and strategies necessary to solve problems and are equipped to face challenging, open-ended problems and transfer their learning experiences to problem solving skill.

Clinical Education

- 4.12 The clinical education comprises 28 weeks (1,120 hours) of practice and will spread out through the four-year programme. Students will be placed in hospital clinics, non-governmental organizations, or private clinics during which they can observe procedures, routines, and conduct patient assessment, treatment and evaluation under supervision. They will be supervised by registered occupational therapist in a ratio of not more than 1 teacher to 6 students. At the end of the clinical education, they will keep a log (details and number of hours) and the level of achievement as indicated in the course outline. There will be a reflective written assignment after each block to reinforce students' theoretical learning to that of practice.
- 4.13 The clinical education will be conducted with designated partners in collaboration with TWC. A detailed Clinical Education handbook for students will be given to each student together with the range of activities / observations / practice that will need to be attained to a satisfactory level.

Clinical Education Requirement

- 4.14 The Clinical Education Requirements for the programme are listed as follows (**Table 7**):

Table 7: Practicum requirement summary

Practicum requirement	<u>1120</u> hours for the programme	Compulsory
Duration required	Clinical Education IA: 2 weeks / total 80 hours Clinical Education IB: 2 weeks / total 80 hours Clinical Education II: 6 weeks / total 240 hours Clinical Education III: 9 weeks / total 360 hours Clinical Education IV: 9 weeks / total 360 hours	
Host Unit/ Department	Non-governmental organizations/ hospital settings / private settings	
Intended Learning Outcomes	Upon successful completion of the Clinical Education, students will be able to: 1. gather relevant information to facilitate the selection, conduction and evaluation of assessment. 2. select, plan, conduct, and evaluate appropriate treatment modalities/programmes for specific clients both in a clinical setting and in an appropriate rehabilitation environment. 3. evaluate the effectiveness of treatment.	

	<ol style="list-style-type: none"> 4. present verbal and written occupational therapy reports as an effective means of professional communication. 5. account professionally in accordance with the Code of Ethics of Supplementary Medical Professions Ordinance. 6. practice with the supervision of clinical educators or supervisors selected day-to-day administration of the occupational therapy department. 7. conduct preliminary evaluation on different treatment approaches to prepare for further in-depth evaluation and studies. 8. identify interested areas for future personal and professional development. 9. work with group mates and other members in the team in the learning activities 10. present both written and verbal reports.
Major areas required	<p>There are four major areas required for the clinical education:</p> <ol style="list-style-type: none"> 1. Physical Health 2. Mental Health 3. Geriatric / Community 4. Paediatric
Assessment requirements	<ol style="list-style-type: none"> 1. Clinical Education Evaluation: formative and summative. 2. Skills Assessment (OCSE) 3. Reflective Journal
Support services provided	<p>Clinical Associate will conduct regular visit to the students in clinical education. Regular meetings will be conducted with the clinical educators to review the students' performance and the logistics of the clinical education.</p>

Handbook for Clinical Practicum

- 4.15 All HCIs, College's academic staff and students will be provided with the Handbook for Clinical Practicum to guide them through the clinical practicum. Details such as role and responsibilities of HCI, Resource Person, content of the training workshop for HCI and materials on clinical teaching and learning can be found in the handbook.

Supervision and Management and Assessment Roles by Parties Concerned

- 4.16 The assessment of students will be conducted jointly by the honorary clinical educators and the TWC academic staff. To maintain quality, only Honorary Clinical Educators who have attended the workshop will be conducting assessments on the students.

Teaching Modes

- 4.17 Teachers will meet students three hours per week. These three contact hours are normally broken down into two sessions, a two-hour session and a one-hour session. The two-hour session is for lecture, and the one-hour session is for tutorial/seminar.

Student effort

- 4.18 For every class/laboratory contact hours, students are expected to put in 2 hours of student effort. As such, in a 3-credit course with 45 contact hours, the estimated student effort is 90 hours.

Other Learning Enhancement Services

Work Integrated Learning Programme (WILP)

- 4.19 WILP, arranged by Student Affairs Office (SAO), is a work-based learning experience that takes place in an organizational context. It offers students the opportunity to learn to connect classroom theory with practical workplace applications through on-the-job work placements.
- 4.20 WILP is mandatory for all degree programmes including the BSc(OT) programme. Students are required to complete Component I and Component II of WILP outlined below to be considered as completing the WILP graduation requirements.
- a. Component I - Students are required to complete a minimum of 480 hours of discipline-related internship(s); and
 - b. Component II – Students require to participate in a minimum of 4 College Seminars in each academic year.
- 4.21 Specifically for students in this BSc(OT) programme, they have to pass the 480 hours clinical practicums (which fulfilled the Component I of WILP requirement) AND attend 4 college seminars in each academic year in order to complete the WILP.

English Enhancement Programme

- 4.22 The Centre for Academic and Professional Language Enhancement, which has started its operation in March 2016, will provide students help in their English learning. Students can access its learning resources and programmes on a voluntary basis.

5 Admission Requirement

Year 1 entry to Degree Programmes

5.1 For Year 1 entry to degree programmes, applicants should meet one of the following requirements:

- a. Have obtained Level 3 in Chinese Language and English Language and Level 2 in Mathematics and Liberal Studies plus one Elective/Applied Learning Subject at Level 2 (“3322+2”) in HKDSE; OR
- b. Have passes in AS Use of English and AS Chinese Language and Culture plus one AL subject/two AS subjects in HKALE and Level 2 for Chinese Language and English Language plus passes in three other subjects in HKCEE; OR
- c. Have obtained the International Baccalaureate (IB) Diploma with a minimum score of 28 and fulfilled the English language requirements:
 - i. Grade 4 or better in the Higher Level English Language (B Syllabus); or
 - ii. Grade 5 or better in the Standard Level English Language (B Syllabus); or
 - iii. Grade 4 or better in the Higher or Standard Level English Language (A1 or A2 Syllabus); or
 - iv. Grade 4 or better in the Standard Level English – Text and Performance; or
 - v. Grade 4 or better in the Standard Level English – Literature and Performance (A1 syllabus); OR
- d. Have met the 2nd cut-off line of the respective province for admission to mainland key universities in the National Joint College Entrance Examination (JEE) and the scores of English Language is over 100 (普通高等學校聯合招生考試(JEE,PRC)達到所屬省市報讀第二批重點高校分數線以上及英語科達 100 分或以上); OR
- e. Have obtained equivalent qualifications (such as meeting the admission requirements of a degree programme offered outside Hong Kong);OR

Preference will be given to applicants who have obtained:

- Level 3 or above in Biology or Combined Science with Biology in HKDSE; or
- Level 4 or above in English Language in HKDSE.

Other qualifications deemed by Tung Wah College to be acceptable

Applications must be able to communicate effectively in Cantonese/Putonghua and English.

6 Assessment Scheme

Assessment components

6.1 The objectives of assessment used by TWC have two perspectives:

(a) Assessment for Learning:

As an integral part of the learning and teaching process, assessment for learning is designed to diagnose students' strengths and weaknesses so that they can work to improve their performance. It also assists teachers in their future lesson planning. Through assessment for learning, students will be provided with regular and timely feedback on their learning progress, and on areas to be improved, so that they know what they have to improve and are provided guidance on how to set about doing this. Continuous assessment for learning will be undertaken on a continuous basis using tools, among others, such as assignment, case study, reflective report, project, presentation, and written test.

(b) Assessment of Learning:

Assessment of learning serves to evaluate the extent of students' learning, and the standard they have achieved, and thus ultimately determine students' grades and awards. Governed by the OBTL approach, the assessment tasks are designed with reference to the CILOs of each course. Through these assessment tasks, course instructors can assess if students have met the CILOs and fulfilled requirements of the programme. Assessment of learning is conducted at important intervals, e.g. at the end of a course and at the end of a programme. Assessment of this sort generally takes the form of an examination or the submission of a report or final project.

Assessment Principles

6.2 Students will be assessed in every course on the basis of their performance. Assessment will be undertaken according to the following guiding principles:

- (a) Assessment criteria should be made clear to students so that they understand what is expected and required of them;
- (b) Assessment criteria should reflect learning objectives and measure intended learning outcomes, as defined for respective courses and benchmarked at the appropriate QF level;
- (c) Assessment should be reliable - i.e. designed to yield consistent results from different markers and from the same marker at different times;
- (d) Assessment should fairly reflect students' abilities and achievements; and
- (e) Assessment should be set at a level of challenge that enables teachers to assess students' level of performance in each course and programme, and that allows students to demonstrate their competence.

Forms and Types of Assessment

Forms of Assessment

- 6.3 Assessment can include any one or any combination, of the following forms, according to the nature of the course. They include strategies such as attendance and participation in class written work, research reports, tests, examinations, reflective journals, case studies, presentations portfolios, evaluation reports, and any other form appropriate to a specific course.
- 6.4 As TWC puts a strong emphasis on outcome-based learning and teaching and experiential learning, assessments will be designed in such a way that students are asked to reflect, review and integrate their learning to demonstrate their level of competence and how they learn through the process. Such assessment strategies can test and enhance the integrative abilities of the students which are both essential as assessment for learning and assessment of learning.

Types of Assessment

- 6.5 Assessment can be conducted by one, or a combination, of the following three types of assessment, as and when appropriate:
- (a) Assessment conducted by the College academic staff – this type of assessment can be in the form of observation, tests, examinations, and through setting written assignments, oral presentations, projects and evaluation reports in the clinical practicums, etc.
 - (b) Student's Self Evaluation – through engaging in self-evaluation, students can learn how to review their performance, diagnose strengths and weaknesses, and how to build on the former and address the latter. This type of assessment can be incorporated into presentation and critique sessions, and can be used in tutorials, laboratories and clinical sessions as well as in reflective journals.
 - (c) Peer Evaluation – is also an important tool for developing an understanding of the use of appropriate criteria when evaluating performance, and for helping others to improve. This type of assessment can be incorporated into group assignments, presentation and critique sessions and can be adopted in laboratory and studio sessions.

Assessment Load

- 6.6 Students are assessed for every course in the BSc(OT) programme. Students are assessed in the forms of continuous assessments and examinations. The weighting between continuous and end of course assessments will vary from course to course.
- 6.7 The details of assessment and examination regulations can be referred to Chapter 3 of Student Handbook 2017/2018.
- 6.8 Normally, a student will not have more than three assessments in total for each course. The assessment load of each course is evenly distributed throughout a semester. The Programme Management Committee (PMC) will take up the task to review the assessment loads and the assessment schedules to avoid overloading the students with clashes of assessments and

inform students with the assessment schedule and related information before the commencement of a semester. Meanwhile, course leaders will be reminded regarding the above-mentioned arrangement of assessments in order to make sure that the study load of students is manageable.

Assessment of Clinical Practicum

- 6.9 Students undertake no less than 28 weeks of clinical education. These are practicums in private clinics, hospitals, and non-governmental organizations. These work-related settings aim at providing real-life experience to complement students' clinical skills with theoretical learning at TWC.
- 6.10 Assessment of student's performance will be made by the Honorary Clinical Educator (HCE) (at the Practicums) and will contribute as a formative part of the overall assessment. Students' performance in the direct provision of care under supervision in all HCEs will be assessed by TWC's academic staff and the appointed Honorary Clinical Educators. Generally, a formative and a summative assessment will be carried out for each clinical area, with the former being an assessment for learning and the latter as assessment of learning. The formative assessment must be done at the middle of the practicum while the summative one being held at the end of the Clinical Education. Feedback must be given to students after formative assessment in order to facilitate students' subsequent learning and improvement of practice.
- 6.11 The assessment tool "Student Practice Evaluation Form – Revised Edition (SPEF-R©)", which was developed by the University of Queensland for evaluation of occupational therapy students undertaking professional practice placements across Australia, is adopted. A summary of supervision and assessment across the blocks of practicum is tabulated in **Table 8:**

Table 8: Summary of Practice Supervision and Evaluation

Duration	CE IA	CE IB	CE II	CE III	CE IV
	2 Weeks	2 Weeks	6 Weeks	9 Weeks	9 Weeks
Total Number of hours	80	80	240	360	360
Number of hours per week	40	40	40	40	40
Assessment Criteria	Clinical Education Evaluation		Reflective Journal	Objective Structured Clinical Examination (OSCE)	
	Grading		Pass or Fail	Pass or Fail	
Supervision Arrangements	<p>On site supervision provided by Honorary Clinical Educators (HCEs). All the HCEs are registered Occupational Therapist with at least 5 years' experience.</p> <p>Programme Team including Clinical Associates will visit students accordingly and work closely with CEs.</p>				

- 6.12 Students failing any component in any Clinical Education will have his/her case brought to the Programme Examinations Committee for discussion. Should the students fail in the second attempt or the supplementary practicum, they will be deregistered from the Programme.

7 Graduation Requirements

- 7.1 To be considered for the award of a qualification, a student should:
- a. Have completed the minimum required credit units as prescribed for the Programme with a Graduation Grade Point Average (gGPA) of at least 2.0;
 - b. Have achieved GPA of 1.0 or above in all courses in the Programme;
 - c. Have satisfied the requirements of the graduation project and clinical practicum required by the Programme;
 - d. Have completed the Work-Integrated Learning Programme and Community Service programme required by the Programme; and
 - e. Have attained a valid score of 6.0 in IELTS or equivalent*

** Student would be considered as having fulfilled the requirement if they have obtained a valid score in IELTS or equivalent at the commencement of the Programme.*

Course Description Forms of

Bachelor of Science (Honours) in Occupational Therapy

Discipline Courses

	Course Code	Course Title
1.	HSS1003	Introduction to Psychology
2.	MED2009	Introduction to Chinese Medicine (中醫學導論)
3.	MED4008	Basic Neuroscience
4.	NUR1019	Anatomy and Physiology
5.	OCC1001	Human Development Across Lifespan
6.	OCC2001	OT Theory and Process I
7.	OCC2002	OT Theory and Process II
8.	OCC2003	Ageing and Diseases
9.	OCC2004	Analyzing Occupational Performance
10.	OCC2005	Essential Pathophysiology for Occupational Therapist
11.	OCC2006	Essential Psychopathology for Occupational Therapist
12.	OCC2008	Psychosocial Dimensions in Healthcare Practice
13.	OCC2009	Therapeutic Communication
14.	OCC2010	Functional Human Anatomy
15.	OCC2011	Enabling Occupation – Child and Education I
16.	OCC3001	Enabling Occupation – Health Care I
17.	OCC3002	Enabling Occupation – Health Care II
18.	OCC3003	Enabling Occupation – Health Care III (Neuro-Rehabilitation)
19.	OCC3004	Enabling Occupation – Child and Education II
20.	OCC3005	Enabling Occupation – Productivity
21.	OCC3006	Ethical and Legal Aspects of Rehabilitation
22.	OCC3007	Enabling Occupation – Ageing and Wellness
23.	OCC3010	Applied Research Methodology in Rehabilitation Science
24.	OCC3012	Health Service Management for Rehabilitation Professions
25.	OCC4001	Capstone Project

Discipline Elective Courses

1.	OCC3008	Primary Health Care Approaches in Occupational Therapy
2.	OCC3009	Adaptive and Assistive Technology
3.	OCC3011	OT in Traumatology – Evidence-based Practice

Practicum Courses

1.	OCC2241	Clinical Education IA
2.	OCC2242	Clinical Education IB
3.	OCC3250	Clinical Education II
4.	OCC4250	Clinical Education III
5.	OCC4260	Clinical Education IV

Language Courses

1.	ENG1001	Developing English Language Skills
2.	ENG2006	Enhancing Academic English Skills
3.	ENG2011	English for Healthcare Professionals

Compulsory GE Course

1.	GEN1008	Introduction to Statistics
2.	GEN1304	The Development and Operation of Non-profit Organizations

Course Description Form

Course Code	HSS1003																																																					
Course Title	Introduction to Psychology																																																					
Credit Value	3																																																					
QF Level	4																																																					
QF Credit ¹	12.8																																																					
Pre-requisite	Nil																																																					
Objectives	1. Equip students with the basic knowledge of Psychology. 2. Help students acquire and apply the fundamental vocabulary of Psychology. 3. Enhance students’ understanding on the differences between scientific evidence and personal opinion. 4. Develop students’ analytical mind to examine human beliefs, values and behaviors.																																																					
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students are able to: a. describe and distinguish different approaches in the study of psychology. b. analyse the strengths and weaknesses of different psychological theories. c. explain human behaviours from various school of psychology. d. comment on unscientific beliefs and research about human behavior.																																																					
CILOs in Alignment with PILOs & APILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(b)</td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>(c)</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(d)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)	✓	✓	✓	✓		✓			(b)	✓			✓					(c)	✓	✓	✓						(d)		✓	✓	✓				
CILOs	PILOs																																																					
	1	2	3	4	5	6	7	8																																														
(a)	✓	✓	✓	✓		✓																																																
(b)	✓			✓																																																		
(c)	✓	✓	✓																																																			
(d)		✓	✓	✓																																																		
Course Synopsis/ Indicative Syllabus	The purpose of this course is to introduce fundamental concepts of psychology in the context of daily life. Upon completion of this course, students should have acquired a basic understanding of findings in various areas of psychology, and major psychological theories used to explain human behaviours.																																																					
Learning & Teaching Methodology	<u>Lectures</u> The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes. <u>Tutorials</u> Students apply their knowledge based on the syllabus via semi-structure modules. The modules reinforce their understandings on basic psychological studies and fundamentals. Students work in groups of 4 to 6 on fortnightly basis.																																																					

¹ QF Credit value = Total Notional Learning Hours (NLH) divided by 10
NLH = contact hours + self-study hours + assessment hours (Examination)

Assessment Methods in Alignment with Course Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Course intended learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Examination	30%	✓	✓		
	2. Quiz	30%	✓	✓		
	3. Practical Tasks	40%	✓	✓	✓	✓
	Total	100 %				
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:					
	<u>Quiz and Examination</u> There will be quiz and final examination to assess students’ overall achievement for the course according to the related intended learning outcomes. They are designed to assess students’ basic knowledge of perception, learning, motivation, emotion and stress.					
	<u>Practical Tasks</u> Students apply their knowledge based on the syllabus via semi-structure modules. The modules reinforce their understandings on basic psychological studies and fundamentals. Students work in groups of 4 to 6 on fortnightly basis in the Applied Psychology Laboratory. Their work will be assessed in groups. The assessment included oral presentation on a module. The modules explore themes in perception, learning, motivation, emotion and stress.					
	Student Study Effort Required	Class contact:				
▪ Lectures		28 Hrs.				
▪ Tutorial		14 Hrs.				
Outside study:						
▪ Self-study		28 Hrs.				
▪ Preparation of presentations and assignment		56 Hrs.				
Assessment Hours:						
▪ Examinations		2Hrs.				
Total student study time		128 Hrs.				
Reading List and References	<u>Text</u> 1. Myers, D. G., & DeWall, C. N. (2015). Psychology (11th edition). New York: John Wiley & Sons, Inc.					
	<u>References</u> 1. Bond, H. M. (2010). Oxford Handbook of Chinese Psychology. NY: Oxford					

	<p>University Press.</p> <ol style="list-style-type: none"> 2. Feist, G. J., & Rosenberg, E. L. (2010). <i>Psychology: Making Connections</i>. Boston: McGraw Hill Higher Education. 3. Feldman, R. S. (2009). <i>Understanding Psychology (9th Ed.)</i>. New York, NY: McGraw-Hill. 4. Gerrig, R. J., & Zimbardo, P. G. (2008). <i>Psychology and Life (8th ed.)</i>. Boston: Pearson Education. 5. Hock, R. R. (2005). <i>Forty Studies that Changed Psychology: Exploration into the History of Psychological Research (5th ed.)</i>. Upper Saddle River, J. J.: Pearson/ Prentice Hall. 6. Stewart, S. M., Bond, M. H., Kennard, B. D., Ho, L. M., and Zaman, R. M. (2002). Does the Chinese construct of guan export to the West? <i>International Journal of Psychology</i>, 37(2), 74-82.
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Course Description Form

Course Code	MED2009																																																					
Course Title	Introduction to Chinese Medicine (中醫學導論)																																																					
Credit Value	3																																																					
QF Level	5																																																					
QF Credit	13.3																																																					
Pre-requisite	Nil																																																					
Objectives	本課程的目標是為醫學相關專業學生提供基礎的中醫學知識。課程主要介紹中醫學的基本理論及其與中國文化哲學的關係，讓學生掌握中醫學的基本知識與一般應用，並討論中醫在現今國內外醫療體系中的現況。																																																					
Course Intended Learning Outcomes (CILOs)	完成本課程後，學生應能： a. 從中國文化哲學的角度，描述中醫學對生命認識的核心價值 b. 解釋中醫學常用的理論，並能運用於認識與生命相關的問題 c. 聯繫中醫學基本知識，運用於日常起居飲食、養生保健的範圍 d. 描述香港及國內外中醫在社會上的一般狀況，並對相關問題作出分析及一般評價																																																					
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(b)</td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(c)</td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(d)</td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)						✓			(b)				✓		✓			(c)				✓		✓			(d)				✓		✓		✓
CILOs	PILOs																																																					
	1	2	3	4	5	6	7	8																																														
(a)						✓																																																
(b)				✓		✓																																																
(c)				✓		✓																																																
(d)				✓		✓		✓																																														
Course Synopsis/ Indicative Syllabus	1. 中國傳統文化哲學基礎 2. 中醫學與傳統文化哲學的關係(天人觀、整體觀) 3. 中醫基礎理論：陰陽、五行 4. 中醫對人體的認識：藏象學說、經絡學說 5. 基本四診原理及方法 6. 中藥理論初探並常用中藥介紹 7. 中醫不同療法介紹：針、灸、拔罐、刮痧等 8. 四時、地域、體質與健康的關係 9. 養生與保健 10. 中醫發展史略談 11. 香港中醫在社會的現況 12. 國內外中醫發展現況																																																					
Learning & Teaching Methodology	<u>理論課</u> 理論課以老師講授模式為主，和多媒體影音設備和實物配合，講解與課題相關理論和一般知識，讓學生對課程內容有一定了解。透過課堂上的互動，也可使學生明白如何運用理論於常見現實例子之中。 <u>導修課</u>																																																					

	配合理論課以小班形式進行。按課程內容需要，導修課的模式可以是多種的，如辯論、匯報、小組討論、體驗、練習等，目的是鼓勵學生主動參與，讓學生能從多角度認識課程內容，達到更好的教學果效。					
Assessment Methods in Alignment with Course Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)			
			(a)	(b)	(c)	(d)
	1. 作業	20%	✓	✓	✓	
	2. 小組專題研習	40%		✓	✓	✓
	3. 期末考試	40%	✓	✓	✓	✓
	Total	100 %				
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: <u>作業</u> 就某一題目自行搜集相關資料並結合課堂學習的理論進行分析和總結，從而評估學生對課程內容的掌握、個人搜集資料、綜合分析等能力和文字表達技巧。 <u>小組專題研習</u> 以小組為單位，就老師設定的一個特定場景，結合理論知識，應用於場景之中，使其能全面運用課堂上所學於日常生活之中。透過此項活動，能評估學生的群體合作能力、創意、表達能力、課程內容的掌握及應用能力。 <u>期末考試</u> 考試形式包括選擇題、短答和長答題，題目設計包括場景應用題，以考核學生運用所學的能力。透過考試將對學生能否達成各項預期學習成果進行評估。					
Student Study Effort Required	Class contact:					
	▪ 理論課		28 Hrs.			
	▪ 導修課		14 Hrs.			
	Outside student study effort:					
	▪ 自修/課外閱讀		28 Hrs.			
	▪ 作業、小組活動預備工作		36 Hrs.			
	▪ 期末考試預備		24 Hrs.			
Assessment Hours:						

	<ul style="list-style-type: none"> ▪ 期末考試 	3 Hrs.
	Total student study time	133 Hrs.
Reading List and References	<p><u>參考書目</u></p> <ol style="list-style-type: none"> 1. 印會河、張伯訥。(1993 年)《中醫基礎理論》，上海：上海科學技術出版社。 2. 歐結成。(2004 年)《當中醫遇上西醫》，香港：三聯書局出版。 3. 雷載權。(1995)《中藥學》，上海：上海科學技術出版社。 4. 譚興貴。(2003)《中醫藥膳學》，北京：中國中醫藥出版社。 5. 朱文鋒。(2011)《中醫診斷學》，上海：上海科學技術出版社。 6. 周春才。(2002)《中醫藥食圖典》，北京：中國文聯出版社。 7. 周春才。(2011)《漫畫黃帝內經・靈樞篇》，台北：台灣先智。 8. 張大明。(2014)《小說中醫》，北京：中國中醫藥出版社。 9. 郭少棠。(2002)《走進社區覓舊情》，香港：油尖旺區議會。 10. 謝永光。(1998)《香港中醫藥史話》，香港：三聯書店。 <p><u>參考網址</u></p> <ol style="list-style-type: none"> 1. 神農氏資訊站 http://www.shen-nong.com/chi/front/index.html 	

Course Description Form

Course Code	MED4008																																																					
Course Title	Basic Neuroscience																																																					
Credit Value	3																																																					
QF Level	5																																																					
QF Credit	12.9																																																					
Pre-requisite	Nil																																																					
Objectives	This course provides an in-depth overview of neuroanatomy and neurophysiology with special emphasis on relationships to both normal human function and dysfunction resulting from maldevelopment or injury to the nervous system.																																																					
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. Describe, draw and label major neuroanatomical features of nervous system; b. Explain the neurophysiology of nervous tissues and neuronal structures; c. Discuss the anatomical and molecular basis of communication both within and between neurons, and correlate them with pharmacologic treatments for disease; d. Differentiate motor and sensory consequences following damage to either the brain or the spinal cord.																																																					
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(b)</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(c)</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(d)</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)			✓						(b)			✓						(c)			✓						(d)			✓					
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(b)			✓																																																			
(c)			✓																																																			
(d)			✓																																																			
Course Synopsis/ Indicative Syllabus	<p>This course provides an in-depth overview of neuroanatomy and neurophysiology. Correlated laboratories will introduce the examination of sensory and motor system.</p> <ol style="list-style-type: none">Introduction and organization of the nervous systemThe neurobiology of the neuron and the neurogliaNerve fibers, peripheral nerves, receptor and effector endings, dermatomes, and muscle activityThe spinal cord and the ascending and descending tractsThe brainstemThe cerebellum and its connectionsThe cerebrumThe structure and functional localization of the cerebral cortexThe reticular formation and the limbic systemThe basal nuclei (basal ganglia) and their connectionsThe cranial nerve nuclei and their central connections and distributionThe thalamus and its connections																																																					

	<div>13. The hypothalamus and its connections</div> <div>14. The autonomic nervous system</div> <div>15. The meninges of the brain and spinal cord</div> <div>16. The ventricular system, the cerebrospinal fluid, and the blood-brain and blood-cerebrospinal fluid barriers</div> <div>17. The blood supply of the brain and spinal cord</div> <div>18. The development of the nervous system</div> <div>19. Neurological diseases and disorders</div>																																		
<div>Learning & Teaching Methodology</div>	<div><div>Lecture</div><div>Lectures cover theoretical knowledge in preparation for students’ discussions on how theories and techniques are applied in diagnosis and treatment of disease and disorders.</div></div> <div><div>Tutorial</div><div>Tutorials are used to supplement lectures. They include in class activities, face to face tutorials and the use of interactive multimedia.</div></div> <div><div>Laboratory sessions</div><div>Laboratory work provides practice in applying knowledge that has been presented in lectures and in developing essential skills. Three-dimensional models will be used so as to gain a better understanding of spatial relationships. They will be coached through several small scale experiments to explore how the nervous system works.</div></div>																																		
<div>Assessment Methods in Alignment with Course Intended Learning Outcomes</div>	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th></tr><tr><td>1. Written Assignment(s)</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Written test(s)</td><td>20%</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Examination</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="4"></td></tr></table> <div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div> <div><div>Written Assignment(s) and Written Test(s)</div><div>Both written assignment(s) and written test(s) are used to assess student’ learning on theoretical knowledge. It allows them to reflect and identify areas for improvement in studying this course.</div></div> <div><div>Examination</div><div>Examination will consist of different types of questions which will assess all the intended learning outcomes for the course and will specifically check students’ understanding of neuroscience concepts.</div></div>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)				(a)	(b)	(c)	(d)	1. Written Assignment(s)	40%	✓	✓	✓	✓	2. Written test(s)	20%		✓	✓	✓	3. Examination	40%	✓	✓	✓	✓	Total	100 %				
Specific assessment methods/tasks	% weighting			CILOs to be assessed (Please tick as appropriate)																															
		(a)	(b)	(c)	(d)																														
1. Written Assignment(s)	40%	✓	✓	✓	✓																														
2. Written test(s)	20%		✓	✓	✓																														
3. Examination	40%	✓	✓	✓	✓																														
Total	100 %																																		

Student Study Effort Required	Class contact:	
	▪ Lecture	28 Hrs.
	▪ Tutorial	8 Hrs.
	▪ Laboratory sessions	6 Hrs.
	Outside student study effort:	
	▪ Self-reading and preparation of written assignment(s)	60 Hrs.
	▪ Preparation for written test(s) and examination	24 Hrs.
	Assessment Hours:	
	▪ Examination	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbooks</u></p> <ol style="list-style-type: none"> 1. Mtui, E., Gruener, G., Dockery, P., & FitzGerald, MJT. (2016) <i>Fitzgerald's clinical neuroanatomy and neuroscience</i> (7th ed.). Saunders, Elsevier. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Snell, R.S. (2009) <i>Clinical Neuroanatomy</i>, (7th ed.), Wolters Kluwer/Lippincott & Williams. 2. Haines, D.E., & Ard, M.D. (2013). <i>Fundamental neuroscience for basic and clinical applications</i> (4th ed.). Philadelphia, PA: Elsevier/Saunders. 3. Vanderah, T.W., Nolte, J., & Gould, D.J. (2016). <i>Nolte's The Human brain: An introduction to its functional anatomy</i> (7th ed.). Philadelphia: Elsevier. 4. Nolte, J., & Angevine, J.B. (2014). <i>The human brain in photographs and diagrams</i> (4th ed.). Philadelphia, PA: Elsevier/Saunders. 5. Haines, D.E. (2014) <i>Neuroanatomy: An Atlas of Structures, Sections and Systems</i>. (9th ed.). Lippincott Williams & Wilkins. 6. Nadeau, S, et al. (2005) <i>Medical Neuroscience</i>. Saunders, Elsevier. 7. Young, P.A., Young, P.H., & Tolbert, D.L. (2015). <i>Basic clinical neuroscience</i>. (13th ed.) Philadelphia: Lippincott Williams & Wilkins. 	

Course Description Form

Course Code	NUR1019																																																														
Course Title	Anatomy and Physiology																																																														
Credit Value	3																																																														
QF Level	4																																																														
QF Credit	13.5																																																														
Pre-requisite	Nil																																																														
Objectives	This subject aims to provide students with a basic understanding of the structure, function and integration of the various physiological systems of human body.																																																														
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. explain the interrelations of body systems, organs, cells and organelles; b. describe anatomical terminology of the human body; c. identify anatomical structures corresponding to different body systems; d. analyze the integrative nature of the body systems; and e. explain functions of anatomical structures and ways to promote client’s well-being where relevant to nursing work.																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(b)</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>(c)</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(d)</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(e)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)			✓	✓		✓			(b)			✓	✓					(c)			✓						(d)			✓	✓		✓			(e)		✓	✓	✓		✓		
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(d)			✓	✓		✓																																																									
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Course Synopsis/ Indicative Syllabus	<p><u>Course Synopsis</u></p> <p>This course equips students with an understanding of the body as an integrated entity from the molecular to the whole body level and to engender a holistic approach to human beings.</p> <p><u>Indicative Syllabus</u></p> <p>1. Introduction to anatomy and physiology</p> <p>2. Chemical basis of life and concept of maintenance systems, control systems, defense systems and homeostasis</p> <p>3. Anatomy and physiology of the following systems:</p> <p>3.1. Respiratory system</p> <p>3.2. Cardiovascular system</p> <p>3.3. Blood, lymphatic & immune system</p> <p>3.4. Nervous system</p> <p>3.5. Special senses</p> <p>3.6. Digestive system</p> <p>3.7. Musculoskeletal system</p> <p>3.8. Endocrine system</p> <p>3.9. Reproductive system</p>																																																														

	3.10. Renal system 3.11. Skin (Integumentary system)																																																						
Learning & Teaching Methodology	<p><u>Lecture</u> Lectures are scheduled for delivering theoretical knowledge in preparation for discussion on how the theories and techniques are applied in clinical settings.</p> <p><u>Tutorial</u> Tutorials are used to allow students to clarify concepts and queries. Tutorials include online activities and the use of interactive multimedia. Online activities include games that allow students to recognize, remember and understand anatomical terminology, and thereby build confidence in their mastery of the course.</p> <p><u>Seminar</u> Seminars are used to reinforce the concepts learned in lectures through student presentation and exchange of ideas. Well-designed real-life scenarios are used to motivate student’s active and independent learning of the subject matter and integrate the theoretical input learned from the course into clinical practice.</p> <p><u>Laboratory</u> Laboratory work provides practice in applying knowledge that has been presented in lectures and in developing essential skills. Online 3D models are used so as to gain a better understanding of spatial relationships. Students are coached through several small scale experiments to explore how the body works.</p>																																																						
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Course intended learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>1. Laboratory exercises and experiment records</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Assignment</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Class discussion</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>4. Mid-Term Test</td><td>20%</td><td></td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>5. Written Test</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td colspan="5"></td></tr></table> <p><u>Laboratory Exercises and Experiment Records</u> Laboratory exercises enhance understanding and critical thinking through data analysis and integration of practical scenarios to theories.</p> <p>Experiment records are experiment journals that file the raw data of the incidents and observations during experiments.</p>	Specific assessment methods/tasks	% weighting	Course intended learning outcomes to be assessed					a	b	c	d	e	1. Laboratory exercises and experiment records	10%	✓	✓	✓	✓	✓	2. Assignment	10%	✓	✓	✓	✓	✓	3. Class discussion	10%	✓	✓	✓	✓	✓	4. Mid-Term Test	20%		✓	✓		✓	5. Written Test	50%	✓	✓	✓	✓	✓	Total	100%					
Specific assessment methods/tasks	% weighting			Course intended learning outcomes to be assessed																																																			
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2. Assignment	10%	✓	✓	✓	✓	✓																																																	
3. Class discussion	10%	✓	✓	✓	✓	✓																																																	
4. Mid-Term Test	20%		✓	✓		✓																																																	
5. Written Test	50%	✓	✓	✓	✓	✓																																																	
Total	100%																																																						

	<p><u>Assignment</u> The assignment is used to enhance students' knowledge on anatomy and physiology.</p> <p><u>Class discussion</u> Students are to response individually in a class discussion during experiment or seminar. It is used to assess students' understanding of the physiological processes and application of knowledge.</p> <p><u>Mid-Term Test</u> Mid-term test is used to assess students' understanding about the concepts learned. It allows them to reflect and identify areas for improvement in studying this subject.</p> <p><u>Written Test</u> Written test consists of multiple choice questions, short questions and conventional questions. It specifically checks their understanding on the integration of regional and systemic anatomy and physiology.</p>	
Student Study Effort Required	Class contact:	
	• Lecture	30 Hrs.
	• Tutorial/Seminar	7 Hrs.
	• Laboratory	8 Hrs.
	Outside study:	
	▪ Self-study	30 Hrs.
	▪ Preparation for seminar/problem-based learning	30 Hrs.
	▪ Preparation for Mid-Term Test and Written Test	30 Hrs.
	Total student study time	135 Hrs.
Reading List and References	<p><u>Textbook</u> 1. Longenbaker S.N. (2017). <i>Mader's Understanding Human Anatomy and Physiology</i> (9th ed.) McGraw Hill.</p> <p><u>References</u> 1. McConnell, T.H. and Hull, K.L. (2011). <i>Human Form Human Function: Essentials of Anatomy and Physiology</i>. (1st ed.) Philadelphia: Lippincott Williams & Wilkins. 2. Abrahams, P. H., Boon, J. M., & Spratt, J.D. (2008). <i>McMinn's colour atlas of human anatomy</i> (6th ed.). Philadelphia: Mosby. 3. Anatomy and Physiology Revealed (APR) version 3.0 20096. An Interactive Cadaver Dissection experience, CD Rom, McGraw Hill. 4. Cohen, B. J. (2009). <i>Memmler's The Human Body in Health and Disease</i>. (11th ed.) Philadelphia: Lippincott Williams & Wilkins.</p>	

5. Fox, S.I. (2009). *A laboratory guide to human physiology, concepts and clinical applications* (12th ed.). New York: McGraw-Hill.
6. Fox, S.I. (2009). *Laboratory guide to accompany human physiology* (13th ed.). New York: McGraw-Hill.
7. Moore, K. L., Dalley, A. F., & Agur, A. M. R. (2010). *Clinically oriented anatomy* (6th ed.). Philadelphia: Lippincott Williams & Wilkins.
8. Paul, A L. (Ed.) (2009) *Handbook of Cardiac Anatomy, Physiology, and Devices* (2nd ed). Springer: New York.
9. Scanlon, V. C., & Sanders, T. (2007). *Essentials of anatomy and physiology* (Kindle edition). [electronic resource]. Philadelphia: F.A. Davis.
10. Shier, D.N., Butler, J.L., & Lewis, R. (2010). *Hole's human anatomy and physiology* (12th ed.). New York: McGraw-Hill.
11. Waugh, A., & Grant, A. (2010). *Ross and Wilson anatomy and physiology in health and illness: With access to Ross & Wilson website for electronic ancillaries and eBook* (11th ed). Edinburgh: Churchill Livingstone.
12. Widmaier E.P., Raff, H., & Strang, K.T. (2011). *Vander's human physiology: the mechanisms of body function with ARIS* (12nd ed.). New York: McGraw-Hill.

Journals

1. Journal of Applied Physiology
2. Journal of Anatomy
3. Journal of Immunology
4. Journal of Pathology
5. Journal of Physiology
6. Lancet
7. Nurse prescribing

Course Description Form

Course Code	OCC1001																																																														
Course Title	Human Development Across Lifespan																																																														
Credit Value	3																																																														
QF Level	4																																																														
QF Credit	12.9																																																														
Pre-requisite	Nil																																																														
Objectives	This course introduces students to the concept of lifespan development and why health professional students study the subject. Physical, cognitive and socio-emotional development is examined in relation to major theorists and stages of human development from birth through to death. Socio-cultural aspects in relation to multi-culturalism and health and well-being are examined. Major topics will include: biological beginnings, infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood, late adulthood, and death and dying.																																																														
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students will be able to: a. Demonstrate a knowledge of the relevance of lifespan development to future health care settings b. Identify the main developmental periods from conception to death c. Identify and explain theories associated with lifespan development d. Describe the complexities of human development, as well as the potentials and constraints in human actions e. Analyse the influences upon people from their genes, their families and the world with the social context of daily life																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>(b)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>(c)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>(d)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>(e)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)		✓	✓	✓					(b)		✓	✓	✓					(c)		✓	✓	✓					(d)		✓	✓	✓	✓				(e)		✓	✓	✓	✓			
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(c)		✓	✓	✓																																																											
(d)		✓	✓	✓	✓																																																										
(e)		✓	✓	✓	✓																																																										
Course Synopsis/ Indicative Syllabus	<p>The purpose of this course is to examine the normal patterns of human development from birth to old age within the social context of everyday life. Upon completion of this course, students should have acquired and developed the conceptual framework for understanding human behaviors throughout the life span.</p> <ul style="list-style-type: none">Hereditary Influences on developmentPrenatal developmentInfancy, Perceptual and Physical developmentCognitive developmentIntelligence																																																														

	<ul style="list-style-type: none">• Language development• Emotional Development & Temperament• Social Development & attachment• Self and Gender concept• Aggression, Altruism and Moral Development• Description of human development in the sensory, motor, perceptual, cognitive and social areas throughout the life span and how these changes affect one’s life role and performance.• Identification and description of role development from childhood to adulthood and old age (from play to work and then to retirement) and the associated human behaviours from various theoretical perspectives• Identification and description of socio-cultural factors, including Chinese culture and family, that impact on the developments in role and associated function and human behaviours																																								
Learning & Teaching Methodology	<p><u>Lecture</u></p> <p>The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes.</p> <p><u>Tutorial and Seminar</u></p> <p>Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Topics will be provided to integrate formal analysis into context to ensure students’ understanding of the subjects taught in the lectures.</p> <p><u>Presentations</u></p> <p>Students will work in small groups to develop a presentation about their observations and analysis of the development characteristics of a particular age-group person.</p>																																								
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Written report (individual)</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Group Presentation</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Examination</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <p><u>Written report</u></p>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Written report (individual)	20%	✓	✓	✓	✓	✓	2. Group Presentation	40%	✓	✓	✓	✓	✓	3. Examination	40%	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting			CILOs to be assessed (Please tick as appropriate)																																					
		(a)	(b)	(c)	(d)	(e)																																			
1. Written report (individual)	20%	✓	✓	✓	✓	✓																																			
2. Group Presentation	40%	✓	✓	✓	✓	✓																																			
3. Examination	40%	✓	✓	✓	✓	✓																																			
Total	100 %																																								

	<p>Students will be given specific topics to write about the human development</p> <p><u>Group Presentations</u> Students will work in small groups to develop a presentation about their observations and analysis of the development characteristics of a particular age-group person.</p> <p><u>Examination</u> There will be end of semester examination to assess students' overall achievement for the course according to the related intended learning outcomes. They are designed to assess students' basic knowledge of human development across lifespan.</p>	
Student Study Effort Required	Class contact:	
	▪ Lecture / Seminar	28 Hrs.
	▪ Tutorial	14 Hrs.
	Outside student study effort:	
	▪ Self-study	20 Hrs.
	▪ Search information	24 Hrs.
	▪ Preparation for group presentation	40 Hrs.
	Assessment Hours:	
	▪ Examination	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u> 1. Boyd, D. & Bee, H.L., (2015). <i>Lifespan Development</i>. 7th Edition. New York, NY: Allyn & Bacon.</p> <p><u>Recommended Textbook:</u> 2. Sigelman, C.K., & Rider, E.A. (2012). <i>Life-Span Human Development</i>, 7th Edition. Belmont, CA; Wadsworth.</p> <p><u>References</u> 1. Berk, L.E. (2013). <i>Development through the Lifespan</i>, 6th Ed. Allyn & Bacon. 2. Boyd, D.R. & Stevens, G.D. (2002) <i>Current Readings in Lifespan Development</i>. NY: Allyn & Bacon. 3. Cassidy J., & Shaver, P.R. (eds) (2002). <i>Handbook of Attachment – Theory, Research, and Clinical Applications</i>. The Guildford Press. 4. Paludi, M. A. (2002). <i>Human Development in Multicultural Contexts: A Book of Readings</i>. NJ: Prentice Hall. 5. Richardson, K. (2000). <i>Developmental Psychology- How Nature and Nurture Interact</i>. Psychology Press.</p>	

	<ol style="list-style-type: none"> 6. Saraswathi, T.S. (Ed.), (2003). <i>Cross-cultural Perspectives in Human Development: Theory, Research, and Applications</i>. Thousand Oaks, Calif.: Sage. 7. Swing, N. (2017). <i>Child's play</i>. Pacific Grove, CA: Park Place Publications. 8. Taylor, R.D., & Wang, M. C. (2014). <i>Resilience Across Contexts: Family, Work, Culture and Community</i>. NY: Psychology Press.
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Course Description Form

Course Code	OCC2001																																																														
Course Title	OT Theory and Process I																																																														
Credit Value	3																																																														
QF Level	5																																																														
QF Credit	12.9																																																														
Pre-requisite	Nil																																																														
Objectives	This course aims to introduce different theoretical backgrounds and processes of occupational therapy. Historical and philosophical influences on occupational therapy practice are discussed. Application of evidence-based approaches in clinical practice is highlighted.																																																														
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. describe historical and philosophical influences on contemporary occupational therapy practice, and current local and international trends. b. explore and discuss the lived perspective of disability. c. apply the Person-Environment-Occupation framework and Model of Human Occupation as approaches to viewing occupational performance and human occupation. d. appreciate the complexities and challenges of clinical reasoning as a process for identifying performance deficits and providing intervention. e. demonstrate an understanding of ethical issues that arise as a consequence of professional practice.																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(b)</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(c)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>(d)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(e)</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)			✓						(b)						✓			(c)		✓	✓	✓					(d)		✓	✓	✓		✓			(e)	✓							
CILOs	PILOs																																																														
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(c)		✓	✓	✓																																																											
(d)		✓	✓	✓		✓																																																									
(e)	✓																																																														
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none">Context of occupational therapy including historical perspective and current local and international trends.Understanding of equal opportunity, disability and community participation.Key occupational therapy concepts that guide practice and theoretical perspectives underpinning intervention strategies.Introduction of concepts of occupational performance and human occupation.Implications for common occupational performance deficits on life style, roles, activities of daily living and mobility in the community.																																																														

	<div>6. Core skills in occupational therapy evidence-based practice: data gathering and assessment of occupational performance and performance contexts, planning process and documentation.</div> <div>7. Reflective learning and clinical reasoning.</div> <div>8. Ethical perspectives in health care practice.</div> <div>9. Emergency handling and safety in clinical settings.</div>																																								
Learning & Teaching Methodology	<div>Lecture</div> <div>The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes.</div> <div>Tutorial</div> <div>Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Topics will be provided to integrate formal analysis into context to ensure students’ understanding of the subjects taught in the lectures.</div>																																								
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Assignment(s)</td><td>40%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>2. Written test(s)</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>3. Examination</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div> <div>Written Assignment(s) and Written Test(s)</div> <div>Both written assignment(s) and written test(s) are used to assess student’ learning on theoretical knowledge. It allows them to reflect and identify areas for improvement in studying this course.</div> <div>Examination</div> <div>Examination will include multiple choice questions and short questions. The examination will assess all the intended learning outcomes for the course and will specifically check students’ understanding of relevant concepts.</div>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Assignment(s)	40%		✓	✓	✓		2. Written test(s)	15%	✓	✓	✓			3. Examination	45%	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting			CILOs to be assessed (Please tick as appropriate)																																					
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1. Assignment(s)	40%		✓	✓	✓																																				
2. Written test(s)	15%	✓	✓	✓																																					
3. Examination	45%	✓	✓	✓	✓	✓																																			
Total	100 %																																								
Student Study Effort Required	<table><tr><td>Class contact:</td><td></td></tr><tr><td>▪ Lecture</td><td>28 Hrs.</td></tr><tr><td>▪ Tutorial</td><td>14 Hrs.</td></tr><tr><td>Outside student study effort:</td><td></td></tr></table>	Class contact:		▪ Lecture	28 Hrs.	▪ Tutorial	14 Hrs.	Outside student study effort:																																	
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Outside student study effort:																																									

	▪ Self-study	60 Hrs.
	▪ Preparation for written test(s) and examination	24 Hrs.
	Assessment Hours:	
	▪ Examination / test	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Kielhofner, G. (2009). <i>Conceptual Foundations of Occupational Therapy Practice</i> 4th edition. Philadelphia: F.A. Davis Company. 2. Duncan. (2011). <i>Foundations for Practice in Occupational Therapy</i>. UK: Elsevier Health Sciences. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Christiansen, Baum & Bass. (2014). <i>Occupational Therapy - Performance, Participation and Well-being</i> 4th Edition. SLACK Incorporated. 2. Creek, J. (2010). Ch 4, <i>The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice</i>. London: Jessica Kingsley Publisher 3. Creek, J. & Lougher, L. (2008). <i>Occupational Therapy and Mental Health</i> 4th Edition. Edinburgh: Churchill and Livingstone Elsevier. 4. Gillen Glen., M., Schell, Barbara A. Boyt, & Willard, Helen S. (2014). <i>Willard & Spackman's occupational therapy</i> (12th ed. , International ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins. 5. Hammell, K.W. (2004). Dimensions of meaning in the occupations of daily life. <i>Canadian Journal of Occupational Therapy</i>, 71: 296–305 6. Molineux, M. and Baptiste, S. (2011). <i>Emerging Occupational Therapy Practice: Building on the Foundations and Seizing the Opportunities</i>. in Thew, Miranda and Edwards, Mary and Baptiste, Sue and Molineux, Matthew (ed), <i>Role Emerging Occupational Therapy: Maximising Occupation-Focused Practice</i>. pp. 3-14. Oxford, England: Wiley-Blackwell. 7. <i>Occupational Therapy Practice Framework: Domain & Process</i>, 3rd Edition. (2014). <i>American Journal of Occupational Therapy</i>, S1-S48. 8. Schell, B.A., Gillen, G.,Scaffa, M. & Cohn, E.S. (2013). P. 495-503, Willard and Spackman's <i>Occupational Therapy</i>, 12th Edition, Philadelphia: Lippincott Williams and Wilkins. 9. The History and Development of Occupational Therapy in Hong Kong. (1988). <i>Journal of the Hong Kong Association of Occupational Therapists</i>, 4:1 10. WFOT. (2013). <i>Definitions of Occupational Therapy from Member Organizations</i>. World Federation of Occupational Therapists 11. Wilcock, A. (1999). Reflections on doing, being and becoming. <i>Australian occupational Therapy Journal</i>, 46, 1-11. 12. World Health Organization. (2002). <i>Towards a Common Language for Functioning, Disability and Health - ICF</i>. Geneva: WHO. 	

Course Description Form

Course Code	OCC2002																																																																					
Course Title	OT Theory and Process II																																																																					
Credit Value	3																																																																					
QF Level	5																																																																					
QF Credit	12.9																																																																					
Pre-requisite	Nil																																																																					
Objectives	This course provides an overview of occupations in various contexts and equips the student with the foundation knowledge in occupational therapy practice for promoting participation and engagement in occupation.																																																																					
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: f. Describe the conceptual base of occupation and its relevance to occupational therapy practice. g. Understand the occupational therapy process in clinical practice. h. Identify potential barriers likely affect a person with a disability and how these influence participation in occupation. i. Facilitate adaptation, and mediate dysfunction to enhance occupation performance. j. Incorporate culturally diverse materials and approaches while applying the concepts for program development.																																																																					
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>(b)</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(c)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(d)</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(e)</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr></table>								CILOs	PILOs								1	2	3	4	5	6	7	8	(a)	✓		✓	✓				✓	(b)		✓	✓						(c)		✓	✓	✓		✓			(d)		✓		✓		✓			(e)		✓		✓		✓		
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(d)		✓		✓		✓																																																																
(e)		✓		✓		✓																																																																
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none">1. Introduction to Occupation2. Activities of Daily Living3. Occupation and performance components4. Occupational therapy interventions5. Ambulation and transfer6. Splinting and pressure Therapy7. Occupational Therapy for Children8. Occupational Therapy for Elderly																																																																					

	9. Play/Leisure/Productivity																																													
Learning & Teaching Methodology	<p><u>Lecture</u> The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes.</p> <p><u>Tutorial and Seminar</u> Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Topics will be provided to integrate formal analysis into context to ensure students' understanding of the subjects taught in the lectures.</p>																																													
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr> <tr> <th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr> </thead> <tbody> <tr> <td>4. Assignment(s)</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>5. Written test(s)</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr> <tr> <td>6. Examination</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>Total</td><td>100 %</td><td colspan="5"></td></tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Assignment(s) and Written Test(s)</u> Both assignment(s) and written test(s) are used to assess student' learning on theoretical knowledge. It allows them to reflect and identify areas for improvement in studying this course.</p> <p><u>Examination</u> Examination will include multiple choice questions and short questions. The examination will assess all the intended learning outcomes for the course and will specifically check students' understanding of relevant concepts.</p>						Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	4. Assignment(s)	40%	✓	✓	✓	✓	✓	5. Written test(s)	15%	✓	✓	✓			6. Examination	45%	✓	✓	✓	✓	✓	Total	100 %					
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	Assessment Hours:	
	▪ Examination	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u></p> <p>3. Duncan. (2011). Foundations for Practice in Occupational Therapy. Edinburgh, UK: Elsevier/Churchill Livingstone.</p> <p><u>References</u></p> <p>9. Curtin M., Molineux M., & Supyk-Mellson J (2010). Occupational therapy and physical dysfunction: enabling occupation (6th ed.). Edinburgh; New York : Churchill Livingstone/Elsevier.</p> <p>10. Kramer, P., Hinojosa, J., & Royeen, C. (2003) Perspectives in human occupation: Participation in life. Philadelphia: Lippincott, Williams and Wilkins.</p> <p>11. Pain H., McLellan L., & Gore S. (2002). Choosing assistive devices: A guide for users and professionals. London: Jessica Kingsley Publishers.</p> <p>12. Schell, B. A. B., Gillen, G., & Scaffa, M. E. (2014). Willard & Spackman's occupational therapy (12th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.</p> <p>13. Radomski, M. V., & Trombly Latham, C. A. (2014). Occupational therapy for physical dysfunction (7th ed.). Philadelphia, PA: Lippincott Williams & Wilkins</p>	

Course Description Form

Course Code	OCC2003																																																																					
Course Title	Ageing and Diseases																																																																					
Credit Value	3																																																																					
QF Level	5																																																																					
QF Credit	12.9																																																																					
Pre-requisite	Nil																																																																					
Objectives	This course provides an overview of ageing population, ageing process, theories of aging, and common health conditions or diseases of older people and their implications. The concept of successful aging and strategies for preventive health and health restoration will be highlighted.																																																																					
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. Understand global and local trends of ageing population and the implications. b. Understand the process of ageing and its implications on function, participation and health. c. Describe the main health issues in ageing, including common diseases and management. d. Understand the inter-relationship between risk factors for health and age-related illness. e. Recognize the preventive and restorative health strategies for older people.																																																																					
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td></tr><tr><td>(b)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>(c)</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>(d)</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(e)</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr></table>								CILOs	PILOs								1	2	3	4	5	6	7	8	(a)			✓					✓	(b)		✓	✓	✓					(c)				✓					(d)		✓		✓		✓			(e)		✓		✓		✓	✓	
CILOs	PILOs																																																																					
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(d)		✓		✓		✓																																																																
(e)		✓		✓		✓	✓																																																															
Course Synopsis/ Indicative Syllabus	<div>1. Global and local trends of ageing population</div> <div>2. Process of ageing</div> <div>3. Biological theories of ageing</div> <div>4. Common conditions and related issues in older people</div> <div>5. Disability and function</div> <div>6. Healthy lifestyle and successful ageing</div> <div>7. Health promotion, preventive and restorative health strategies for older people.</div>																																																																					
Learning & Teaching	<u>Lecture</u>																																																																					

Methodology	The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes. <u>Tutorial and Seminar</u> Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Seminars are used to facilitate student’s self-learning. Peer learning will be facilitated through presentations with selected topics.																																																														
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Group presentation</td><td>40%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Participation</td><td>20%</td><td></td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>3. Examination</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: <u>Seminar presentation</u> Seminar presentation is used to assess students’ comprehension of caring for older people. It is also used to evaluate students’ presentation skills, language ability, and team collaboration. <u>Participation</u> As the seminar emphasize on peer learning, participation will be assessed in order to recognize their contributions. <u>Examination</u> Examination will include multiple choice questions and short questions. The examination will assess all the intended learning outcomes for the course and will specifically check students’ understanding of relevant concepts.							Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Group presentation	40%		✓	✓	✓	✓	2. Participation	20%				✓	✓	3. Examination	40%	✓	✓	✓	✓	✓	Total	100 %																					
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2. Participation	20%				✓	✓																																																									
3. Examination	40%	✓	✓	✓	✓	✓																																																									
Total	100 %																																																														
Student Study Effort Required	<table><tr><td colspan="2">Class contact:</td><td colspan="5"></td></tr><tr><td>▪ Lecture</td><td colspan="5"></td><td>28 Hrs.</td></tr><tr><td>▪ Tutorial</td><td colspan="5"></td><td>14 Hrs.</td></tr><tr><td colspan="2">Outside student study effort:</td><td colspan="5"></td></tr><tr><td>▪ Self-study</td><td colspan="5"></td><td>60 Hrs.</td></tr><tr><td>▪ Preparation for written test(s) and examination</td><td colspan="5"></td><td>24 Hrs.</td></tr><tr><td colspan="2">Assessment Hours:</td><td colspan="5"></td></tr><tr><td>▪ Examination</td><td colspan="5"></td><td>3 Hrs.</td></tr></table>							Class contact:							▪ Lecture						28 Hrs.	▪ Tutorial						14 Hrs.	Outside student study effort:							▪ Self-study						60 Hrs.	▪ Preparation for written test(s) and examination						24 Hrs.	Assessment Hours:							▪ Examination						3 Hrs.
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Assessment Hours:																																																															
▪ Examination						3 Hrs.																																																									

	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Ferrini, A., & Ferrini, R. (2013). Health in the Later Years (5th ed.). McGraw-Hill Humanities. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Masoro, E.J., & Austad, S.N. (2011) Handbook of the biology of aging. (7th ed.). London; Burlington, MA: Academic Press. 2. Blackburn, J.A., & Dulmus, C.N. (2007). Handbook of Gerontology: Evidence-Based Approached to Theory, Practice, and Policy. New Jersey: John Wiley & Sons, Inc. 3. Bell, V. & Troxel, D. (2002). A dignified Life: The Best Friends Approach to Alzheimer's Care. Deerfield Beach, FL: Health Communications, Inc. 4. Bigby, C. (2004). Ageing With a Lifelong Disability: A Guide to Practice, Program, and Policy Issues for Human Services Professionals. Jessica Kingsley Publishers. 5. Gill, T.M., & Kurland, B. (2003). The burden and patterns of disability in activities of daily living among community-living older persons. Journal of Gerontology, 58A (1), 70-75. 6. Jagger, C., Arthru, A.J., Spiers, N.A., et al. (2001). Patterns of onset of disability in activities of daily living with age. Journal of American Geriatric Society, 49(4), 404-409. 7. Naschitz, J.E. (2009). Challenges in Acute Geriatric Care. Nova Science Publishers Inc. 8. Reichel, W. & Arenson, C. (2009). Reichel's Care of the Elderly: Clinical Aspects of Aging (6th ed.). Cambridge: Cambridge University Press [electronic resource]. 9. Segal, D.L., Smyer, M.A., & Qualls, S.H. (2011) Aging and Mental. Health. (2nd ed.). Massachusetts: Wiley-Blackwell. 	

Course Description Form

Course Code	OCC2004																																																					
Course Title	Analyzing Occupational Performance																																																					
Credit Value	3																																																					
QF Level	5																																																					
QF Credit	12.9																																																					
Pre-requisite	Nil																																																					
Objectives	This course will provide students with the foundation for critical thinking in relation to analyzing and evaluating occupational performance based on assessment data. Students will be introduced to the core reasoning skills underpinning occupational therapy practice, and learn how to relate these skills to the process of evaluation. Students will learn how to use a variety of observational, standardized and non-standardized assessment tools to identify how an occupational dysfunction might impact on occupational performance. Students will also gain experience in synthesizing assessment data into reports and case discussion.																																																					
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. Demonstrate knowledge of a range of common standardized and non-standardized evaluation procedures. b. Identify the core skills and processes required for assessment or evaluation of clients’ performance skills in the contexts of person, environment and occupation. c. Demonstrate clinical reasoning skills with respect to the selection and application of appropriate evaluation procedures for children and adults with physical, developmental and psychosocial conditions. d. Demonstrate ability in activity analysis and matching the activity demands with clients’ performance skills and abilities.																																																					
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td><td></td><td>✓</td></tr><tr><td>(b)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(c)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td></tr><tr><td>(d)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)		✓	✓			✓		✓	(b)		✓	✓	✓		✓			(c)		✓	✓	✓		✓		✓	(d)		✓	✓	✓		✓		✓
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(c)		✓	✓	✓		✓		✓																																														
(d)		✓	✓	✓		✓		✓																																														
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none">Concepts of occupational performance and application of occupational/activity/task analysis.Process of Occupational Therapy evaluation to identify occupational performance deficits and dysfunction of performance components based on OT models e.g. MOHO, CMOP, PEOP.Clinical reasoning for Occupational Therapy assessment and interpretation of assessment data for intervention strategies.Application of standardized and non-standardized assessments for physical conditions, psycho-social disorders and developmental dysfunctions.																																																					

	5. Occupational Therapy assessment in the context of environment. 6. Record keeping and report writing based on assessment results and data interpretation.																																						
Learning & Teaching Methodology	<p><u>Lecture</u> The course content will be delivered generally by lectures, which cover theoretical knowledge in preparation for students' discussion on how theories and techniques are applied in clinical situations. Students are expected to read the pre-assigned materials before the class in order to achieve the intended learning outcomes.</p> <p><u>Tutorial</u> Tutorials are used to supplement lectures. They include in class activities, face to face tutorials and the use of interactive multimedia. Students have chances to clarify confusion from the lectures and/or have elaboration on certain points.</p>																																						
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">CILOs to be assessed (Please tick as appropriate)</th></tr> <tr> <th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th></tr> </thead> <tbody> <tr> <td>1. Written Assignment(s)</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>2. Written test(s)</td><td>15%</td><td></td><td>✓</td><td></td><td>✓</td></tr> <tr> <td>3. Examination</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>Total</td><td>100 %</td><td colspan="4"></td></tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Written Assignment(s)</u> Written assignment(s) will be used to assess students' learning of theoretical knowledge and their abilities to integrate such knowledge into clinical practice. It allows them to reflect and identify areas for improvement in studying this course.</p> <p><u>Written test(s) and Examination</u> Written test(s) and examination will include multiple choice questions, short questions and/or case studies to assess all the intended learning outcomes for the course and will specifically check students' understanding of relevant concepts.</p>					Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)				(a)	(b)	(c)	(d)	1. Written Assignment(s)	40%	✓	✓	✓	✓	2. Written test(s)	15%		✓		✓	3. Examination	45%	✓	✓	✓	✓	Total	100 %				
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Student Study Effort Required	Class contact:																																						
	▪ Lecture		14 Hrs.																																				
	▪ Tutorial		28 Hrs.																																				
	Outside student study effort:																																						
	▪ Self-study		60 Hrs.																																				

	<ul style="list-style-type: none"> Preparation for written test(s) and examination 	24 Hrs.
	Assessment Hours:	
	<ul style="list-style-type: none"> Examination 	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Law, M., Baum, C. & Dunn, W. (2005). Measuring occupational performance. Supporting best practice in occupational therapy (2nd Ed.). Thorofare, NJ: Slack. 2. Hersch, G.I., Lampton, N.K. & Coffey, M.S. (2005). Activity analysis: Application to occupation (5th ed.). Therefore, NJ: Slack. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Boyt, B. Boyt Schell, J (2008) Clinical and Professional Reasoning in Occupational Therapy. Baltimore: Lippincott Williams and Wilkins 2. Boyt Schell, B.A., Gillen, G. et al. (2014). Willard and Spackman's Occupational Therapy (12th Ed). Lippincott Williams & Wilkins. 3. Creek, J. (2002) Occupational Therapy in Mental Health (3rd ed.). Edinburgh New York Churchill Livingstone 4. Creek, J. (2003). Occupational therapy defined as a complex intervention. London: College of Occupational Therapists. 5. Duncan, E.A. (Ed.). (2011). Foundations for practice in occupational therapy. Elsever Health Sciences. 6. Everett, T., Donaghy, M. & Feaver, S. (2003) Interventions for mental health: an evidence-based approach for physiotherapists and occupational therapists, Edinburgh; New York: Butterworth-Heinemann. 7. Hagedorn R (2000) Tools for practice in occupational therapy: a structured approach to core skills and processes. Edinburgh: Churchill Livingstone. 8. Hagedorn R (2001) Foundations for practice in occupational therapy (3rd ed.). Edinburgh:Churchill Livingstone. 9. Laver Fawcett, A.J. (2007). Principles of assessment for occupational therapists and physiotherapists. Hoboken, NJ: John Wiley & Sons. 10. Mulligan, S. (2014). Occupational therapy evaluation for children: A pocket guide (2nd Ed.). Philadelphia: Lippincott Williams & Wilkins. 11. Neistadt, M.E. (2000) Occupational therapy evaluation for adults: A pocket guide. Baltimore, MD: Lippincott Williams & Wilkins. 12. Nelson, D.L. (1988). Occupation: Form and Performance. American Journal of Occupational Therapy, 42 (10), p. 633 - 641 13. Paul, S. & Orchanian, D. (2003). Pocket guide to assessment in occupational therapy. New York: Thomson. Delmar Learning. 14. Supyk-Mellson, J & Mckenna, J. (2010). Understanding Models Of Practice IN Curtin, M, Molineux, M and Supyk-Mellson, J. (EDs) 6th Ed. 	

	<p>‘Occupational Therapy and Physical Dysfunction- Enabling Occupation’. London, Churchill Livingstone.</p> <p>15. Vroman, K., Stewart, E. (2014). Occupational therapy evaluation for adults: A pocket guide (2nd ed.). Baltimore, MD: Lippincott Williams & Wilkins.</p> <p>16. Taylor, M.C. (2000) Evidence based practice for Occupational Therapists. Oxford: Blackwell Science.</p> <p>17. Waddell, G., Burton, A.K., Kendall, N. (2013). Vocational rehabilitation: what works, for whom, and when? Part of: Health, work and wellbeing – evidence and research and Employment. Department for Work and Pensions. Government of the United Kingdom.</p>
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Course Description Form

Course Code	OCC2005																																																					
Course Title	Essential Pathophysiology for Occupational Therapist																																																					
Credit Value	3																																																					
QF Level	5																																																					
QF Credit	12.9																																																					
Pre-requisite	OCC2001 OT Theory and Process I OCC2002 OT Theory and Process II																																																					
Objectives	In this course, students will develop knowledge in common musculo-skeletal, medical and neurological disorders. In addition, the impact of illness on occupational components and performance are discussed.																																																					
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> Outline the common pathological processes underlying musculo-skeletal, medical and neurological disorders. Describe the common evaluation methods used to diagnose and quantify the progress of musculo-skeletal, medical and neurological disorders. Describe multi-disciplinary clinical management for patients with musculo-skeletal, medical and neurological disorders. Analyze the impact of patient's musculo-skeletal, medical and neurological impairment on their occupational components and performance. 																																																					
CILOs in Alignment with PILOs	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr> </thead> <tbody> <tr> <td>(a)</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>(b)</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>(c)</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>(d)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr> </tbody> </table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)		✓	✓						(b)		✓	✓						(c)		✓	✓						(d)		✓	✓	✓		✓		
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(d)		✓	✓	✓		✓																																																
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> Pathological processes underlying musculo-skeletal, medical and neurological disorders. Common clinical investigations and management for musculo-skeletal, medical and neurological disorders. Causative factors in physical disability relevant to musculo-skeletal, medical and neurological disorders. Common clinical conditions and effects of development and aging. Recent advancement in research of common musculo-skeletal, medical and neurological disorders. 																																																					
Learning & Teaching Methodology																																																						

	<u>Lecture</u> The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes. <u>Tutorial and Seminar</u> Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Topics will be provided to integrate formal analysis into context to ensure students’ understanding of the subjects taught in the lectures.						
Assessment Methods in Alignment with Course Intended Learning Outcomes	Specific assessment methods/tasks		% weighting	CILOs to be assessed (Please tick as appropriate)			
				(a)	(b)	(c)	(d)
	1. Written Assignment(s)		30%				✓
	2. Written test(s)		30%	✓	✓	✓	
	3. Examination		40%	✓	✓	✓	✓
	Total		100 %				
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: <u>Written Assignment(s) and Written Test(s)</u> Both written assignment(s) and written test(s) are used to assess student’ learning on theoretical knowledge. It allows them to reflect and identify areas for improvement in studying this course. <u>Examination</u> Examination will include multiple choice questions and short questions. The examination will assess all the intended learning outcomes for the course and will specifically check students’ understanding of relevant concepts.						
Student Study Effort Required	Class contact:						
	▪ Lecture					28 Hrs.	
	▪ Tutorial					14 Hrs.	
	Outside student study effort:						
	▪ Self-reading and preparation of written assignment(s)					60 Hrs.	
	▪ Preparation for written test(s) and examination					24 Hrs.	
	Assessment Hours:						
▪ Examination					3 Hrs.		

	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbooks</u></p> <ol style="list-style-type: none"> 1. Adams, J. C., & Hamblen, D. L. (2009). <i>Outline of Orthopaedics (14th ed.)</i>. Edinburgh: Churchill Livingstone. 2. Cech, D., & Martin, S. (2011). <i>Functional Movement Development Across The Life Span (3rd ed.)</i>. Philadelphia: Saunders. 3. Macleod, J. (2010). <i>Davidson's Principles and Practice Of Medicine (21st ed.)</i>. New York: Churchill Livingstone. 4. Schell, B., Gillen, G., Scaffa, M. & Cohn, E. (2013). <i>Willard and Spackman's Occupational Therapy (12th ed.)</i>. Philadelphia: Lippincott. 5. Shamley, D. (2005). <i>Pathophysiology: An Essential Text for the Allied Health Professions</i>. Oxford, UK: Butterworth –Heinemann 6. Porth, C. (2015). <i>Essentials of Pathophysiology: Concepts of Altered Health States (4th ed.)</i>. Philadelphia, PA: Wolters Kluwer. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Cottrell, R.P.F. (1993) <i>Psychosocial Occupational Therapy: Proactive Approaches</i>, AOTA. 2. Ginsberg, L (1999). <i>Lecture notes on neurology</i>. Oxford: Blackwell Science. 3. Gorelick, P.B. and Alter, M. (2002). <i>The prevention of stroke</i>. Boca Raton, Fla.: Parthenon Pub. Group. 4. Sharon A. Gutman, (2008). <i>Quick Reference Neuroscience for Rehabilitation Professionals: The Essential Neurologic Principles Underlying Rehabilitation Practice, (2nd ed.)</i>. Thorofare, NJ : SLACK. 	

Course Description Form

Course Code	OCC2006																																																					
Course Title	Essential Psychopathology for Occupational Therapist																																																					
Credit Value	3																																																					
QF Level	5																																																					
QF Credit	12.9																																																					
Pre-requisite	OCC2001 OT Theory and Process I OCC2002 OT Theory and Process II																																																					
Objectives	This course aims to develop student’s knowledge in common psychiatric disorders, as well as recognition of the impact of those disorders on occupational performance and components.																																																					
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. Apply various theories to describe the aetiology and psychopathology of different psychiatric disorders b. Differentiate various psychiatric disorders with reference to the current classification systems and assessment methods c. Formulate the conceptual framework of occupational dysfunction among people with different psychiatric disorders d. Critically evaluate the common treatment approaches and clinical management for people with different psychiatric disorders																																																					
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(b)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(c)</td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(d)</td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)					✓	✓			(b)					✓	✓			(c)				✓	✓	✓			(d)				✓	✓	✓		
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(c)				✓	✓	✓																																																
(d)				✓	✓	✓																																																
Course Synopsis/ Indicative Syllabus	1. Background theories related to classification, aetiology and psychopathology of common psychiatric disorders 2. Assessment methods and techniques for common psychiatric disorders 3. Principles and case conceptualization for managing people with different psychiatric disorders 4. Common occupational therapy assessments and interventions for different psychiatric disorders																																																					
Learning & Teaching Methodology	<u>Lecture</u> The course content will be delivered mainly by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes. <u>Tutorial</u> Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Students will also practice the relevant skills learnt																																																					

	in the lectures. Role-play, group discussion and case studies would be some key learning activities.					
Assessment Methods in Alignment with Course Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)			
			(a)	(b)	(c)	(d)
	1. Assignments	40%	✓	✓	✓	✓
	2. Written test	20%	✓	✓	✓	✓
	3. Examination	40%	✓	✓	✓	✓
	Total	100 %				
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: <u>Assignments</u> Assignments are used to assess students’ learning of knowledge and their abilities to integrate such knowledge. They will be in form of group projects and individual-based reflective journal. <u>Written test & Examination</u> They will include multiple choice questions and short questions, which assess students’ understanding of knowledge. There will be long questions which assess students’ abilities to integrate learned knowledge and apply such knowledge in case studies.					
Student Study Effort Required	Class contact:					
	▪ Lecture			28 Hrs.		
	▪ Tutorial			14 Hrs.		
	Outside student study effort:					
	▪ Self-study			60 Hrs.		
	▪ Preparation for written test(s) and examination			24 Hrs.		
	Assessment Hours:					
	▪ Examination			3 Hrs.		
Total student study time			129 Hrs.			

Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Blaney, P.H. & Millon, T. (2008). <i>Oxford Textbook of Psychopathology</i>, 2008, London: Oxford University Press 2. Bonder, B. (2010). <i>Psychopathology and Function</i>. N.Y.: Slack. 3. Brown, C., Stoffel, V., & Muñoz, J.P. (2011). <i>Occupational therapy in mental health: a vision for participation</i>. Philadelphia: F.A. Davis Co. 4. Early, M. B. (2017). Mental health concepts and techniques for the occupational therapy assistant. Philadelphia: Wolters Kluwer. 5. Maddux, J.E. & Winstead, B.A. (Eds.) (2012). <i>Psychopathology: Foundations for a Contemporary Understanding</i>. N.Y.: Routledge. <p><u>References</u></p> <ol style="list-style-type: none"> 1. American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (5th ed.). Washington D.C.: American Psychiatric Association. 2. Brichwod, M. and Jackson, C (2001) Schizophrenia. Philadelphia: Taylor & Francis Group 3. Cara, E., & MacRae A. (2005). Psychosocial Occupational Therapy: A Clinical Practice (2nd ed.). New York: Delmar. 4. Creek, J. (2002) Occupational Therapy in Mental Health (3rd Ed.), Edinburgh New York Churchill Livingstone 5. Everett, T., Donaghy, M. & Feaver, S. (2003) Interventions for mental health: an evidence-based approach for physiotherapists and occupational therapists, Edinburgh; New York: Butterworth-Heinemann. 6. Gallagher, B. J. (2002) The Sociology of Mental Illness (4th Ed.) NJ: Prentice Hall 7. Gelder, M., Andreasen, N., Lopez-lbor, J., & Geddesm J. (2012). New Oxford Textbook of psychiatry. London: Oxford University Press.
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Course Description Form

Course Code	OCC2008																																																					
Course Title	Psychosocial Dimensions in Healthcare Practice																																																					
Credit Value	3																																																					
QF Level	5																																																					
QF Credit	13.5																																																					
Pre-requisite	Nil																																																					
Objectives	This course aims to provide students with knowledge on current psychological and social dimensions of health and illness in both Eastern and Western perspectives. It also explores the inter-relationships between people’s health seeking behaviours, ethnicities and cultures. This course also requires students to critically appraise their own psychosocial dimension of health and illness through discussions.																																																					
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students will be able to: a. Articulate different dimensions of health and illness in diverse cultures and changing environment b. Explain the inter-relationships between people’s health behaviours and their concepts of health and illness c. Interpret the global health status of people in terms of the dynamic nature of people’s psychosocial dimensions on health and their corresponding health behaviours d. Discuss health promotion and motivational strategies to specific client groups according to																																																					
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>(b)</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(c)</td><td></td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(d)</td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)				✓			✓	✓	(b)		✓	✓				✓		(c)			✓		✓	✓			(d)	✓					✓	✓	
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(b)		✓	✓				✓																																															
(c)			✓		✓	✓																																																
(d)	✓					✓	✓																																															
Course Synopsis/ Indicative Syllabus	1. Relationships between concepts of health, illnesses and health seeking behaviours 2. Integrated views on psychosocial dimensions of health and illness: Eastern and Western cultures. 3. Sick role: individuals and families. 4. Stress and coping mechanisms for sub-optimal health status. 5. Psychosocial aspects of illness and care for the vulnerable groups. 6. Psychosocial views on health promotion and motivational strategies to specific groups																																																					
Learning & Teaching Methodology	<u>Lecture</u> Theoretical input of knowledge will be delivered through lectures. <u>Seminar</u>																																																					

	<p>Seminars offer a discussion platform for students to articulate their learning and understanding of the theoretical input. During seminar presentation, students can integrate and consolidate their learning via dynamic debates and discussions.</p> <p><u>Tutorial</u></p> <p>Tutorials offer direct face-to-face discussion opportunities to students to clarify concepts and theoretical knowledge while promoting teacher-student interactions.</p>						
Assessment Methods in Alignment with Course Intended Learning Outcomes	Specific assessment methods/tasks		% weighting	CILOs to be assessed (Please tick as appropriate)			
				(a)	(b)	(c)	(d)
	1. Reflective Journal		10%	✓	✓		
	2. Presentation + Rebuttal		30+10%	✓	✓	✓	✓
	3. Written Test		20%	✓	✓	✓	✓
	4. Individual Essay		30	✓			✓
	Total		100 %				
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Continuous Assessment (100%)</u></p> <p><u>Reflective Journal</u></p> <p>Aims to assess student’s personal reflection on how cultural factors and personal contextual issue influencing her/his belief of health.</p> <p><u>Presentation + Rebuttal</u></p> <p>Aims to assess student’s understanding on the application of health promotion theory with the consideration of psychosocial context in Hong Kong.</p> <p><u>Written Test</u></p> <p>Aims to evaluate student’s understanding the foundation concept of health across disciplines and evaluation student’s capacity in differentiating the various health model and health promotion.</p> <p><u>Individual Essay</u></p> <p>Aims to evaluate student’s capacity in comparing the strength and limitation of the major health models across various cultural environment.</p>						
	Student Study Effort Required	Class contact:					
		▪ Lecture			28 Hrs.		
▪ Tutorial			17 Hrs.				
Outside student study effort:							

	▪ Self-study	50 Hrs.
	▪ Self and group work	40 Hrs.
	Total student study time	135 Hrs.
Reading List and References	<p><u>Major References / Recommended Textbook:</u></p> <ol style="list-style-type: none"> 1. Warwick-Booth, L. (2012). In <i>Contemporary health studies: an introduction</i>. Cambridge: Polity 2. White, K. (2009). <i>An Introduction to the Sociology of Health and Illness</i>. London: SAGE publication. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Barry, A-M & C. Yuill. (2002) <i>Understanding Health: a Sociological Introduction</i>. London:Thousand Oaks : Sage. 2. Brannon, L. (2010). <i>Health psychology: an introduction to behavior and health</i>. Wadsworth, Cengage Learning press 3. Dell, O.A.E.& Power, P.W. (2007). <i>The Psychological and Social Impact of Illness and Disability (Springer Series on Rehabilitation)</i>. (5th ed). New York: Springer Publishing Company. 4. Freund, Peter E B, McGuire, Meredith B. (2003) <i>Health, Illness and the Social Body: A Critical Sociology</i>, Upper Saddle River NJ: Prentice Hall 5. Germov, John. (2005). (Ed) <i>Second Opinion: An Introduction to Health Sociology</i>, South Melbourne, Vic. : Oxford University Press. 6. Giddens, A. , Duneier, M. & Appelbaum, A.P. (2007). <i>Introduction to Sociology (6th ed.)</i>. New York: W.W. Norton 7. Lam, C. S., Zinke, J. & Garcia, C. (2006). Psychosocial aspects of disability. <i>Chinese Journal of Rehabilitation Theory and Practice</i>, 12(9): 8. Marks, D. F., Evans, B.,Murray, M. & Estacio, E. (2011). <i>Health psychology: Theory, Research and Practice</i>. London: SAGE Publication. 9. Morrall, P. (2008). <i>Sociology and Health: Introduction</i>.(2nd ed). [electronic resource]. Taylor & Francis Routledge. 10. Niven, Neil. (2000). <i>Health Psychological for Health Care Professionals</i>, 3rd Edition, Edinburgh; New York: Churchill, Livingstone. 11. Ogden, J. (2012). <i>Health psychology</i>. New York: Open University Press. 12. Peterson, C. (2006). <i>A primer in positive psychology</i>. Oxford: NewYork: Oxford University Press. 13. Ragin, D. F. (2015). <i>Health Psychology: an Interdisciplinary Approach to Health</i>. Boston: Prentice Hall. 14. Snooks, M. K. (2009). <i>Health Psychology: biological, Psychological, and Sociocultural Perspectives</i>. Sudbury: Jones and Bartlett. (S) 15. Rollnick, S., Miller, W.R. & Butler, C. (2008). <i>Motivational Interviewing in Health Care: Helping Patients Changing Behavior</i>. 16. Taylor, Steve, Field, David (2007). (Eds) <i>Sociology of Health and Health Care</i>, Oxford:Blackwell. 17. Webb, L. (2011). <i>Nursing: Communication Skills in Practice</i>. Oxford: Oxford University Press. 	

Course Description Form

Course Code	OCC2009																																																														
Course Title	Therapeutic Communication																																																														
Credit Value	3																																																														
QF Level	4																																																														
QF Credit	12.9																																																														
Pre-requisite	Nil																																																														
Objectives	This course is designed to enhance students' knowledge on related theories, complex nature and strategies of developing therapeutic relationships with clients. It facilitates the development of effective communication skills in providing occupational therapy (OT) services for individuals and groups. It also enhances students' understanding in the communication dynamics in health care team. Specific OT communication skills are addressed including interviewing skills, professional documentation and techniques to communicate with people from different cultures and with diverse communication abilities.																																																														
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> appreciate the core attributes of developing therapeutic relationship. understand and demonstrate different therapeutic communication techniques. analyze and determine the appropriate communication skills according to clients' diverse communication capacities and various cultural backgrounds. examine and differentiate the characteristics of inter-professional and intra-professional communication. apply and evaluate the effectiveness of the essential communication skills in delivering OT services including interviewing skills, written documentations as well as handling special conditions. 																																																														
CILOs in Alignment with PILOs	<table border="1"> <thead> <tr> <th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr> </thead> <tbody> <tr> <td>(a)</td><td>✓</td><td></td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td></tr> <tr> <td>(b)</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td></tr> <tr> <td>(c)</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td></tr> <tr> <td>(d)</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr> <tr> <td>(e)</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td></tr> </tbody> </table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)	✓		✓				✓		(b)	✓	✓	✓				✓		(c)	✓	✓	✓				✓		(d)	✓	✓					✓		(e)	✓	✓	✓				✓	
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(c)	✓	✓	✓				✓																																																								
(d)	✓	✓					✓																																																								
(e)	✓	✓	✓				✓																																																								

Course Synopsis/ Indicative Syllabus	<div><div><div>1. Phases of the therapeutic relationship and stages of the therapeutic process.</div><div>2. Strategies to establish a therapeutic relationship with clients and move a therapy process toward desired outcomes</div><div>3. Theories of interpersonal and therapeutic communication</div><div>4. Components and process of communication</div><div>5. Factors and barriers to effective communication</div><div>6. Different elements of therapeutic communication</div><div>7. Cross-cultural communication</div><div>8. Communication techniques used in specific conditions</div><div>9. Interdisciplinary communication</div><div>10. OT Interviewing skills</div><div>11. The key features of occupational therapy documentations in clinical settings</div></div></div>																																													
Learning & Teaching Methodology	<div><div><div>Lecture</div><div>The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes.</div></div><div><div>Tutorial</div><div>Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Students will also practice the relevant skills learnt in the lectures. Role-play, group discussion and case studies would be some key learning activities.</div></div></div>																																													
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Assignment(s)</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Written test</td><td>20%</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td></tr><tr><td>3. Practical Test</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <div><div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div><div><div><div>Assignments</div><div>Assignments are used to assess students understanding and demonstration of learned skills which may be in the formats of group projects, reflective journal writing and continuous participation in tutorial sessions.</div></div><div><div>Written Test</div><div>Written test is used to assess student’ learning on fundamental knowledge in therapeutic communication. It allows them to reflect and identify areas for improvement in studying this course.</div></div><div><div>Practical test</div><div>Practical test is used to assess individual student’s hand-on abilities to demonstrate diverse communication skills, it will specifically check students’ understanding and professional application of relevant concepts.</div></div></div></div>						Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Assignment(s)	50%	✓	✓	✓	✓	✓	2. Written test	20%	✓	✓		✓		3. Practical Test	30%	✓	✓	✓		✓	Total	100 %					
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2. Written test	20%	✓	✓		✓																																									
3. Practical Test	30%	✓	✓	✓		✓																																								
Total	100 %																																													

Student Study Effort Required	Class contact:	
	▪ Lecture	14 Hrs.
	▪ Tutorial	28 Hrs.
	Outside student study effort:	
	▪ Self-study	60 Hrs.
	▪ Preparation for written test(s) and examination	24 Hrs.
	Assessment Hours:	
	▪ Examination / test	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<u>References</u> <ol style="list-style-type: none"> 1. Adams, C., & Jones, Peter D. (2011). <i>Therapeutic communication for health professionals</i> (3rd ed.). New York: McGraw-Hill. 2. Birks, M., Chapman, Ysanne, & Davis, Jenny. (2015). <i>Professional and therapeutic communication</i>. South Melbourne, Victoria: Oxford University Press. 3. Charura, Divine & Paul, Stephen. (2014). <i>The Therapeutic Relationships Handbook: theory and practice</i>. Berkshire: Open University Press. 4. Gillen Glen., M., Schell, Barbara A. Boyt, & Willard, Helen S. (2014). <i>Willard & Spackman's occupational therapy</i> (12th ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins. 5. Hay, I., Bochner, Dianne, Blacket, Gill, & Dungey, Carol. (2015). <i>Communication skills guidebook</i> (5th ed.). South Melbourne, Victoria: Oxford University Press. 6. Hurn, B., & Tomalin, Barry. (2013). <i>Cross-cultural communication theory and practice</i>. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. 7. Jacobson, S. (2009). <i>Communication Skills for Conservation Professionals</i>. Island Press. 8. Jone, M., & Atwal, A. (2009). <i>Preparing for Professional Practice in Health and Social Care</i>. Chichester: Wiley-Blackwell. 9. Lloyd, M., Blache, Geraldine, Bor, Robert, & Eleftheriadou, Zack. (2009). <i>Communication skills for medicine</i> (3rd ed.). Edinburgh; New York: Churchill Livingstone. 10. Knapp, H. (2015). <i>Therapeutic communication: Developing professional skills</i> (2nd ed.). Thousand Oaks, California: SAGE Publications. 11. McKay, M., Davis, Martha, & Fanning, Patrick. (2009). <i>Messages: The Communication Skills Book</i>. New Harbinger Publications. 12. Moss, B. (2015). <i>Communication skills in health and social care</i> (3rd ed.). London: SAGE. 13. Okun, B., & Kantrowitz, Ricki E. (2015). <i>Effective helping: Interviewing and counseling techniques</i> (8th ed.). Stamford, Conn.: Cengage Learning. 14. Polglase, T. (2012). <i>The Occupational Therapy Handbook: Practice Education</i>. Keswick: M&K Publishing. 	

	<p>15. Van Servellen, G. (2009). <i>Communication skills for the health care professional: Concepts, practice, and evidence</i> (2nd ed.). Sudbury, Mass.: Jones and Bartlett.</p> <p>16. Youell, R., & Youell, Christina. (2013). <i>Effective NLP skills</i> (2nd ed., Creating success). London: Kogan Page.</p>
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Course Description Form

Course Code	OCC2010																																																														
Course Title	Functional Human Anatomy																																																														
Credit Value	3																																																														
QF Level	5																																																														
QF Credit	12.9																																																														
Pre-requisite	Nil																																																														
Objectives	This functional anatomy course introduces the phenomenon of human motion and function within the context of physiotherapy and occupational therapy. A detailed study of the skeletal, articular, muscular and nervous systems is offered. In the course, students will analyze human joint motion, identify anatomical landmarks through palpation and investigate human movement required for daily activities.																																																														
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. Identify the major structures of each of the body regions. b. Correlate structure and function as it applies to the gross anatomical features and overall function of the body systems c. Integrate basic physiological and biomechanical concepts, to better understand the gross anatomical structure and function d. Provide practical examples of how the anatomical knowledge may be applied to physiotherapy and occupational therapy e. Develop an ability to predict the anatomical basis for a number of injury mechanisms and congenital anomalies																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(b)</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>(c)</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>(d)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>(e)</td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)			✓						(b)			✓	✓					(c)			✓	✓					(d)	✓	✓	✓	✓					(e)				✓		✓		
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(d)	✓	✓	✓	✓																																																											
(e)				✓		✓																																																									
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none">Introductory terminology, Anatomic Position, planes of the body, joint types, analysis of joint motion (proximal, distal attachments, actions innervationsJoints and Vertebral columnSpinal cord and Peripheral Nervous systemIntroduction to Upper limb, muscles of the ScapulaPectoral Muscles and Axilla, Brachial Plexus, arm, shoulder and elbow jointsForearm, wrist and hand – flexors, extensors, carpal tunnel, extensors, muscles and joints of the handsLumbosacral plexus; hip and knee joints; Gluteal region; medial, lateral and posterior thighAnkle and footSkull, brain and cranial nerves																																																														

	10. Circulation and nervous systems																																						
Learning & Teaching Methodology[#]	<u>Lecture</u> The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes. <u>Tutorial and Laboratory</u> Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Topics will be provided to integrate formal analysis into context to ensure students’ understanding of the subjects taught in the lectures.																																						
Assessment Methods in Alignment with Course Intended Learning Outcomes[#]	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Written Assignment(s)</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Test(s)</td><td>80%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: <u>Written Assignment(s) and Test(s)</u> Both written assignment(s) and test(s) are used to assess student’ learning on theoretical and practical knowledge. It allows them to reflect and identify areas for improvement in studying this course.						Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Written Assignment(s)	20%	✓	✓	✓	✓	✓	2. Test(s)	80%	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)																																					
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1. Written Assignment(s)	20%	✓	✓	✓	✓	✓																																	
2. Test(s)	80%	✓	✓	✓	✓	✓																																	
Total	100 %																																						
Student Study Effort Required	<table><tr><td>Class contact:</td><td></td></tr><tr><td>▪ Lecture</td><td>28 Hrs.</td></tr><tr><td>▪ Tutorial</td><td>14 Hrs.</td></tr><tr><td>▪ Tests</td><td>3 Hrs.</td></tr><tr><td>Outside student study effort:</td><td></td></tr><tr><td>▪ Self-reading and preparation of written assignment(s)</td><td>60 Hrs.</td></tr><tr><td>▪ Preparation for written test(s) and examination</td><td>24 Hrs.</td></tr><tr><td>▪ Self practice of surface anatomy and palpation skills</td><td>30 Hrs.</td></tr><tr><td>Total student study time</td><td>129 Hrs.</td></tr></table>						Class contact:		▪ Lecture	28 Hrs.	▪ Tutorial	14 Hrs.	▪ Tests	3 Hrs.	Outside student study effort:		▪ Self-reading and preparation of written assignment(s)	60 Hrs.	▪ Preparation for written test(s) and examination	24 Hrs.	▪ Self practice of surface anatomy and palpation skills	30 Hrs.	Total student study time	129 Hrs.															
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Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Lippert, L. (2011). Clinical Kinesiology and Anatomy (5th ed.). Philadelphia, PA : F.A. Davis 2. Clarkson, H.M. (2013). Musculoskeletal assessment: joint motion and muscle. Philadelphia, PA : Lippincott Williams & Wilkins testing 3. Moore, K. (2015). Essential Clinical Anatomy (5th ed.). Philadelphia : Wolters Kluwer Health <p><u>References</u></p> <ol style="list-style-type: none"> 1. Moses, et al. (2005). Atlas of Clinical Gross Anatomy. Philadelphia: Elsevier Mosby 2. Lippert, L. & Minor, M.A.D. (2006). Laboratory Manual for Clinical Kinesiology and Anatomy (3rd ed.). Philadelphia, PA : F.A. Davis 3. Gosling et al. (2008). Human Anatomy: Color Atlas and Text (5th ed.) London: Mosby-Wolfe
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Course Description Form

Course Code	OCC2011																																																														
Course Title	Enabling Occupation – Child and Education I																																																														
Credit Value	3																																																														
QF Level	5																																																														
QF Credit	12.9																																																														
Pre-requisite	OCC2005 Essential Pathophysiology for Occupational Therapist OCC2006 Essential Psychopathology for Occupational Therapist																																																														
Objectives	The course focuses on child development and related issues of concern in early childhood before the aged of six. Students will acquire knowledge and skills in assessment, planning and implementation of OT programmes on early intervention for children with different types of developmental delay or disability. Students will explore a variety of family support and rehabilitation services provided by hospital, nursery and pre-school settings to meet the diverse needs of children with developmental delays or disabilities and their families in Hong Kong. Students will also gain competence in working with children under the age of six, and in professional collaboration with other members of the multi-disciplinary team in early education and training services.																																																														
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. Understand child developmental milestones and identify issues on developmental delay in the area of physical, cognitive, speech and language, social and emotion, self-care and adaptive skills. b. Demonstrate knowledge in assessments and screenings of children with developmental issues for early intervention. c. Describe and define the roles and functions of Occupational Therapist and other members of multidisciplinary team in early intervention for infants and small children with developmental delays or disabilities. d. Understand the theoretical basis for a range of intervention strategies specifically used for different types of developmental delays or disabilities. e. Design intervention programmes and demonstrate competence in application of core intervention approaches in home, hospital, nursery and pre-school settings based on the principles of family-centered practice.																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>(b)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>(c)</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>(d)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>(e)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)		✓	✓	✓	✓	✓		✓	(b)	✓	✓	✓	✓	✓	✓	✓		(c)	✓	✓	✓				✓	✓	(d)	✓	✓	✓	✓	✓				(e)	✓	✓	✓	✓	✓	✓	✓	✓
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(e)	✓	✓	✓	✓	✓	✓	✓	✓																																																							

Course Synopsis/ Indicative Syllabus	<div><div><div>1. Developmental milestones and standardized assessments on child development</div><div>2. Occupational Therapy interventions for different diagnostic groups of developmental delay or disability</div><div>3. Current practice of developmental screening and rehabilitation services for children under the age of six with developmental delays or disabilities in Hong Kong</div><div>4. Role of Occupational Therapist in early intervention at hospital, nursery and pre-school settings</div><div>5. Family support and early education/training services for children with developmental delays or disabilities in Hong Kong.</div><div>6. Theory of Sensory Integration and Neuro-developmental Therapy</div><div>7. Therapeutic use of play</div><div>8. Specific assessments and treatment techniques in the area of self-care, oromotor and feeding, fine and gross motor skills, cognitive and pre-writing skills, sensory processing, attention and emotional regulation, social adjustment and school readiness for children under the age of six with developmental delays or disabilities.</div></div></div>																																																				
Learning & Teaching Methodology	<div><div><div>Lectures</div><div>The course content will be delivered generally by lectures, which cover theoretical knowledge in preparation for students’ discussion on how theories and techniques can be applied in clinical situations. Students are expected to read the pre-assigned materials before the class in order to achieve the intended learning outcomes.</div></div><div><div>Tutorial</div><div>Tutorials are used to supplement lectures. They include in class activities, face to face tutorials and the use of interactive multimedia. Students have chances to clarify confusion from the lectures and/or have elaboration on certain points.</div></div><div><div>Field visit</div><div>Clinical observations and hands-on learning activities will be provided through field visit(s) to a kindergarten and/or special child care centre so as to integrate knowledge into clinical application.</div></div></div>																																																				
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Group project</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Field visit(s) report</td><td>10%</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Written test(s)</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>4. Examination</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div>						Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Group project	30%	✓	✓	✓	✓	✓	2. Field visit(s) report	10%			✓	✓	✓	3. Written test(s)	15%	✓	✓	✓	✓	✓	4. Examination	45%	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)																																																			
		(a)	(b)	(c)	(d)	(e)																																															
1. Group project	30%	✓	✓	✓	✓	✓																																															
2. Field visit(s) report	10%			✓	✓	✓																																															
3. Written test(s)	15%	✓	✓	✓	✓	✓																																															
4. Examination	45%	✓	✓	✓	✓	✓																																															
Total	100 %																																																				

	<p><u>Group project</u> Group project will be used to evaluate student's ability to critically analyze and synthesize theories and concepts they have learnt into clinical application with relevant clinical reasoning in assessment and/or treatment intervention for children with developmental delays or disabilities.</p> <p><u>Written test(s) and Examination</u> Written test(s) and examination will include multiple choice questions, short questions and/or case studies to assess students' understanding of the relevant clinical knowledge on child development, assessments, treatment principles and concepts of various intervention approaches that are taught in the course.</p> <p><u>Field visit report</u> Field visit report will be used to evaluate students' ability in activity/task analysis and clinical observation on children's performance and participation of training activities at kindergarten or special child care centre.</p>	
Student Study Effort Required	Class contact:	
	▪ Lecture	14 Hrs.
	▪ Tutorial	26 Hrs.
	▪ Field visit(s)	2 Hrs.
	Outside student study effort:	
	▪ Self-study	60 Hrs.
	▪ Preparation for written test(s) and examination	24 Hrs.
	Assessment Hours:	
	▪ Examination	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Case-Smith, J. (2010). Occupational therapy for children. London: Whurr. 2. Barker Dunbar, S. (2007) Occupational therapy models for intervention with children and families. Thorofare: Slack. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Bialer, D.S. & Miller, L.J. (2011) No longer a secret: Unique common sense strategies for children with sensory or motor challenges. Arlington, TX: Sensory World 2. Bruer, J.T. (1999). The myth of the first three years: a new understanding of early brain development and lifelong learning. New York; The Free Press. 3. Chu, S., Reynolds, F. (2007). Occupational Therapy for Children with Attention Deficit Hyperactivity Disorder (ADHD), Part 1: a Delineation Model of Practice. British Journal of Occupational Therapy. 70(9). pp372-383 	

	<ol style="list-style-type: none"> 4. Chu, S. (2008). A multi-faceted evaluation and intervention model for children with sensory modulation disorder. Ealing Service for Children with Additional Needs 5. Chu, S. (2009). The Child-environment-task balance delineation model of practice used in the service. Ealing Service for Children with Additional Needs 6. Corbetta, D., & Mounoud, P. (1990). Early development of grasping and manipulation. In C. Bard, M. Fleury, & L. Hays (Eds.), <i>Development of Eye-Hand Coordination Across the Lifespan</i> pp. 188-213. Columbia: University of South Carolina Press. 7. Delaney, T (2008). <i>The Sensory Processing Disorder: Answer Book</i>. Naperville, Illinois: Sourcebooks Inc. 8. Exner, C.E., (1989). Development of hand functions. In P.N. Pratt & A.S. Allen (Eds.) <i>Occupational Therapy for Children</i> (2nd ed., pp. 235-259). St Louis: Mosby. 9. Isbell, C. & Isbell, R. (2007). <i>Sensory Integration: A guide for preschool teachers</i>. Beltsville, MD : Green Press Initiative 10. Leung, Leung & Chan (2005), <i>A needs assessment report of children 0-5 years</i>, Family Health Service, Hong Kong 11. Miller-Kuhaneck, H (2001). <i>Autism: A comprehensive Occupational Therapy Approach</i>. Bethesda: Maryland: The AOTA Inc. 12. Morris, S.E. & Klein, M.D. (2000) <i>Pre-feeding skills, Therapy Skill Builders</i> 13. Rodger, S. (Ed) (2010). <i>Occupation Centred Practice with Children: A Practical Guide for Occupational Therapists</i>. Chichester, U.K. ; Malden, MA :Blackwell Pub 14. Wong S et al (2002). Use of chopsticks in Chinese children. <i>Child Care Health Dev.</i> 2002 Mar; 28(2):157-61. 15. 【自閉症兒童訓練指南-教學策略(全新版)】(2013) 協康會 16. 【自閉症兒童訓練指南-自理(全新版)】(2013) 協康會 17. 【兒童訓練指南-自理(第一版)】(2013) 協康會 18. 【口肌訓練活頁教材】(2007) 香港耀能協會
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Course Description Form

Course Code	OCC3001																																																														
Course Title	Enabling Occupation – Health Care I																																																														
Credit Value	3																																																														
QF Level	5																																																														
QF Credit	12.9																																																														
Pre-requisite	OCC2005 Essential Pathophysiology for Occupational Therapist OCC2006 Essential Psychopathology for Occupational Therapist																																																														
Objectives	This course aims to advance students’ knowledge and skills from psychopathology to specialized OT assessments and interventions throughout the continuum of healthcare for people with different psychosocial problems. It equips students with knowledge and skills with various theoretical backgrounds, ensuring their clinical competence in different sub-specialties within the mental health field.																																																														
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. Apply and integrate various contemporary psychological theories with OT theories in case conceptualization b. Determine OT assessments for identifying the psychosocial problems with reference to the Person-Environment-Occupation interactions. c. Design OT treatment plan for specific psychosocial problems or psychiatric disorders d. Demonstrate competence in carrying out updated, evidence-based psychosocial interventions e. Critically evaluate the effectiveness of different interventions and make relevant recommendations or modifications accordingly																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(b)</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(c)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(d)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(e)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)			✓	✓	✓	✓			(b)			✓	✓	✓	✓			(c)					✓	✓			(d)					✓	✓			(e)					✓	✓		
CILOs	PILOs																																																														
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(b)			✓	✓	✓	✓																																																									
(c)					✓	✓																																																									
(d)					✓	✓																																																									
(e)					✓	✓																																																									
Course Synopsis/ Indicative Syllabus	1. Contemporary theories in psychotherapy and counseling 2. OT specialized assessment methods and techniques for different psychosocial problems 3. Conceptual framework for designing OT psychosocial interventions 4. Updated, evidence-based OT interventions and their implementation																																																														
Learning & Teaching Methodology	<u>Lecture</u> The course content will be delivered mainly by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes.																																																														

	<p><u>Tutorial</u></p> <p>Students have chances to clarify confusion from the lectures and/or have elaboration on certain points in the tutorials.</p> <p><u>Workshop</u></p> <p>Students will enhance their competence in learnt skills through individual-based practice, role-play, group discussion and peer support during workshops.</p>																																								
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Assignments</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Written test</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Examination</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Assignments</u></p> <p>Assignments are used to assess students’ learning of knowledge and their abilities to integrate such knowledge. They will be in form of group projects and individual-based reflective journal.</p> <p><u>Written test & Examination</u></p> <p>They will include multiple choice questions and short questions, which assess students’ understanding of knowledge. There will be long questions which assess students’ abilities to integrate learned knowledge and apply such knowledge in case studies.</p>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Assignments	40%	✓	✓	✓	✓	✓	2. Written test	20%	✓	✓	✓	✓	✓	3. Examination	40%	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting			CILOs to be assessed (Please tick as appropriate)																																					
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1. Assignments	40%	✓	✓	✓	✓	✓																																			
2. Written test	20%	✓	✓	✓	✓	✓																																			
3. Examination	40%	✓	✓	✓	✓	✓																																			
Total	100 %																																								
Student Study Effort Required	<table><tr><td>Class contact:</td><td></td></tr><tr><td>▪ Lecture</td><td>28 Hrs.</td></tr><tr><td>▪ Tutorial</td><td>11 Hrs.</td></tr><tr><td>▪ Workshop</td><td>3 Hrs.</td></tr><tr><td>Outside student study effort:</td><td></td></tr><tr><td>▪ Self-study</td><td>60 Hrs.</td></tr><tr><td>▪ Preparation for written test(s) and examination</td><td>24 Hrs.</td></tr><tr><td>Assessment Hours:</td><td></td></tr><tr><td>▪ Examination</td><td>3 Hrs.</td></tr><tr><td>Total student study time</td><td>129 Hrs.</td></tr></table>	Class contact:		▪ Lecture	28 Hrs.	▪ Tutorial	11 Hrs.	▪ Workshop	3 Hrs.	Outside student study effort:		▪ Self-study	60 Hrs.	▪ Preparation for written test(s) and examination	24 Hrs.	Assessment Hours:		▪ Examination	3 Hrs.	Total student study time	129 Hrs.																				
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▪ Examination	3 Hrs.																																								
Total student study time	129 Hrs.																																								

Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Blaney, P.H. & Millon, T. (2008). <i>Oxford Textbook of Psychopathology</i>, 2008, London: Oxford University Press 2. Brown, C., Stoffel, V., & Muñoz, J.P. (2011). <i>Occupational therapy in mental health: a vision for participation</i>. Philadelphia: F.A. Davis Co. 3. Corey, G. (2013). <i>Case approach to counseling and psychotherapy</i>. Belmont, CA: Brooks/Cole, Cengage Learning. 4. Early, M. B. (2017). <i>Mental health concepts and techniques for the occupational therapy assistant</i>. Philadelphia: Wolters Kluwer. 5. Yalom, I. D., & Leszcz, M. (2015). <i>The theory and practice of group psychotherapy</i>. New York: Basic Books. <p><u>References</u></p> <ol style="list-style-type: none"> 1. American Psychiatric Association (2013). <i>Diagnostic and Statistical Manual of Mental Disorders</i> (5th ed.). Washington D.C.: American Psychiatric Association. 2. Cara, E., & MacRae A. (2005). <i>Psychosocial Occupational Therapy: A Clinical Practice</i> (2nd ed.). New York: Delmar. 3. Creek, J. (2002) <i>Occupational Therapy in Mental Health</i> (3rd Ed.), Edinburgh New York Churchill Livingstone 4. Gelder, M., Andreasen, N., Lopez-Ibor, J., & Geddesm J. (2012). <i>New Oxford Textbook of psychiatry</i>. London: Oxford University Press. 5. Leahy, R. L. (2017). <i>Cognitive therapy techniques a practitioners guide</i>. Place of publication not identified: Guilford. 6. Lin, M. P. (2008). <i>輔導與心理治療</i>. Hong Kong: 商務印書館.
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Course Description Form

Course Code	OCC3002																																																					
Course Title	Enabling Occupation – Health Care II																																																					
Credit Value	3																																																					
QF Level	5																																																					
QF Credit	12.9																																																					
Pre-requisite	OCC2010 Functional Human Anatomy OCC2005 Essential Pathophysiology for Occupational Therapist OCC2006 Essential Psychopathology for Occupational Therapist																																																					
Objectives	This course aim at bridging up the knowledge in pathophysiology to the OT interventions strategies in people with physical disabilities. It equip students with clinical reasoning and practical skills in rehabilitation of people with common physical disabilities. Moreover, it facilitate students to apply theories and approaches in OT process; principles of assessment, treatment planning, re-evaluation and continuity of care from acute stage to community re-integration.																																																					
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. Demonstrate the roles of occupational therapist and consolidate the clinical knowledge in the rehabilitation of people with physical disabilities. b. Using appropriate standardized tools and equipment to conduct valid and on-going evaluation and modify the treatment accordingly. c. Demonstrate specific occupational therapy intervention strategies and modalities to enhance client’s functional performance in their occupational performance. d. Apply to occupational therapy process to enable occupation of client and extend from acute, sub-acute to community re-integration.																																																					
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(b)</td><td></td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(c)</td><td></td><td></td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(d)</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)			✓						(b)		✓				✓			(c)			✓			✓			(d)			✓	✓				
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(c)			✓			✓																																																
(d)			✓	✓																																																		
Course Synopsis/ Indicative Syllabus	1. Theoretical Framework of occupational therapy practice in rehabilitation of physical disabilities. 2. Common approaches in rehabilitation of physical disabilities. 3. Common occupational therapy evaluation in rehabilitation of physical disabilities. 4. Common clinical examination in physical rehabilitation. 5. OT Management of common physical disabilities seen in Hong Kong.																																																					
Learning & Teaching Methodology	<u>Lecture</u> The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes.																																																					

	<u>Tutorial</u> Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Topics will be provided to integrate formal analysis into context to ensure students’ understanding of the subjects taught in the lectures. In addition, practical skills in assessment and treatment will be taught and practice during the tutorial sessions.						
Assessment Methods in Alignment with Course Intended Learning Outcomes	Specific assessment methods/tasks		% weighting	CILOs to be assessed (Please tick as appropriate)			
				(a)	(b)	(c)	(d)
	1. Case-based Assignment		20%	✓		✓	✓
	2. Practical Test		20%		✓	✓	
	3. Written Test		15%	✓		✓	✓
	4. Examination		45%	✓		✓	✓
	Total		100 %				
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:						
	Continuous Assessment (55%)						
	<u>Case-based Assignment(s) and Written Test(s)</u> Aims to assess student’s understanding of theory, roles of OT and clinical knowledge in providing intervention to people with physical disabilities.						
<u>Practical Test</u> Aims to evaluate student’s clinical reasoning, selection of appropriate evaluation tools and choose of intervention and application of treatment skills in managing people with physical disabilities.							
<u>Examination (45%)</u> Aims to evaluate students’ clinical reasoning and problem solving through treatment implementation, case management, design of treatment programme based on case-based questions.							
Student Study Effort Required	Class contact:						
	▪ Lecture					28 Hrs.	
	▪ Tutorial					14 Hrs.	
	Outside student study effort:						
	▪ Self-study					34 Hrs.	
	▪ Self and group practice					30 Hrs.	

	<ul style="list-style-type: none"> Preparation of continuous assessment and examination 	20 Hrs.
	Assessment Hours:	
	<ul style="list-style-type: none"> Examination 	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> Pendleton, H. & Schultz-Krohn, W. (Ed.) (2018). <i>Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction</i>. (8th ed.). St. Louis: C.V. Mosby. Radomski, M.V. & Trombly, C.A. (2014). <i>Occupational Therapy for Physical Dysfunction</i>. (7th ed.). Baltimore: Williams and Wilkins. Deshaies, L. & Cooper, C. (2013). <i>Mosby's Field Guide to Occupational Therapy for Physical Dysfunction</i>. St. Louis: Mosby. <p><u>References</u></p> <ol style="list-style-type: none"> Adams, J. c., & Hamblen, D. L. (2001). <i>Outline of Orthopaedics (13th ed.)</i>. Edinburgh: Churchill Livingstone. Curtin, M., Molineux, M., Supyk-Mellson, J. (Ed.) (2010). <i>Occupational Therapy and Physical Dysfunction: Enabling Occupation</i>. (6th ed.). Churchill Livingstone. Hamblen, D.L. & Simpson, H. (2009). <i>Adam's outline of orthopaedics</i>. (14th ed.). Churchill Livingstone. Hamblen, D.L. & Simpson, H. (2007). <i>Adam's outline of fractures including joint injuries</i>. (12th ed.). Churchill Livingstone. Cooper, C. (2013). <i>Fundamental of Hand Therapy: Clinical Reasoning and Treatment Guidelines for Common Diagnoses of the Upper Extremity</i>. (2nd ed.). Mosby. The Splint Working Group (1996). <i>Splint Manual for Occupational Therapist</i>. HKCOC, Hospital Authority. Working group on burns (1998). <i>Pressure Therapy Manual for practicing Occupational Therapist</i>. (2nd ed.). HKCOC, Hospital Authority. 	

Course Description Form

Course Code	OCC3003																																																														
Course Title	Enabling Occupation – Health Care III (Neuro-Rehabilitation)																																																														
Credit Value	3																																																														
QF Level	5																																																														
QF Credit	12.9																																																														
Pre-requisite	MED4008 Basic Neuroscience OCC2005 Essential Pathophysiology for Occupational Therapist OCC2006 Essential Psychopathology for Occupational Therapist																																																														
Objectives	This course aims at bridging up the knowledge in pathophysiology to clinical applications in assessments and interventions to specific and specialized strategies for people with stroke and neurological disabilities. It equips students with specific clinical reasoning and practical skills with introductions on update advanced technologies in rehabilitation of people with stroke and common neurological disabilities. It facilitates students to apply theories and approaches in OT process, principles of assessment, treatment planning, re-evaluation and continuity of care from acute stage to community re-integration.																																																														
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students will be able to: a. Demonstrate the roles of occupational therapist and consolidate the clinical knowledge in the rehabilitation of people with stroke and neurological disabilities. b. Using appropriate standardized tools and equipment to conduct valid and on-going evaluation and modify the treatment accordingly. c. Demonstrate specific occupational therapy intervention strategies and modalities to enhance client’s functional performance in their occupational performance. d. Critically evaluate the effectiveness of common different interventions and familiar with common updated technologies in stroke and neurological rehabilitation. e. Apply to occupational therapy process to enable occupation of client and extend from acute, sub-acute to community re-integration.																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td>✓</td><td></td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(b)</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(c)</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>(d)</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td>✓</td></tr><tr><td>(e)</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)	✓		✓			✓			(b)		✓		✓			✓		(c)		✓		✓		✓	✓	✓	(d)					✓			✓	(e)			✓	✓		✓	✓	✓
CILOs	PILOs																																																														
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(b)		✓		✓			✓																																																								
(c)		✓		✓		✓	✓	✓																																																							
(d)					✓			✓																																																							
(e)			✓	✓		✓	✓	✓																																																							
Course Synopsis/ Indicative Syllabus	1. Theoretical Framework of occupational therapy practice in rehabilitation of stroke and neurological disabilities.																																																														

	<div>2. Common medical and clinical examination in stroke and neurological rehabilitation</div> <div>3. Common approaches and interventions in rehabilitation of stroke and neurological disabilities</div> <div>4. Common occupational therapy management and evaluation in rehabilitation of stroke and neurological disabilities, especially those seen in Hong Kong</div>																																															
Learning & Teaching Methodology	<div><u>Lecture</u> The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes.</div> <div><u>Tutorial</u> Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Topics will be provided to integrate formal analysis into context to ensure students’ understanding of the subjects taught in the lectures.</div> <div><u>Workshop</u> Practical skills in assessment and treatment will be taught and practice during the workshop sessions.</div>																																															
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Case-based Assignment</td><td>20%</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Practical Test</td><td>20%</td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>3. Written Test</td><td>15%</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>4. Examination</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div> <div><u>Continuous Assessment (55%)</u> <u>Case based Assignment(s) and Written Test(s)</u> Aims to assess student’s understanding of theory, roles of OT and clinical knowledge in providing intervention to people with stroke and neurological disabilities.</div> <div><u>Practical Test</u> Aims to evaluate student’s clinical reasoning, selection of appropriate evaluation tools and choose of intervention and application of treatment skills in managing people with stroke and neurological disabilities.</div> <div><u>Examination (45%)</u></div>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Case-based Assignment	20%	✓		✓	✓	✓	2. Practical Test	20%		✓	✓			3. Written Test	15%	✓		✓	✓		4. Examination	45%	✓	✓	✓	✓		Total	100 %					
Specific assessment methods/tasks	% weighting			CILOs to be assessed (Please tick as appropriate)																																												
		(a)	(b)	(c)	(d)	(e)																																										
1. Case-based Assignment	20%	✓		✓	✓	✓																																										
2. Practical Test	20%		✓	✓																																												
3. Written Test	15%	✓		✓	✓																																											
4. Examination	45%	✓	✓	✓	✓																																											
Total	100 %																																															

	Aims to evaluate students' clinical reasoning and problem solving through treatment implementation, case management, design of treatment programme based on case based questions.	
Student Study Effort Required	Class contact:	
	▪ Lecture	28 Hrs.
	▪ Tutorial	10 Hrs.
	▪ Workshop	4 Hrs.
	Outside student study effort:	
	▪ Self-study	34 Hrs.
	▪ Self and group practice	30 Hrs.
	▪ Preparation of continuous assessment and examination	20 Hrs.
	Assessment Hours:	
	▪ Examination	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Stein, J., Harvey, R.L., Macka, R.F., Winstein, C.J. & Zorowitz, R.D. (Ed.) (2009). Stroke Recovery and Rehabilitation. New York: Demos Medical Publishing. 2. Soderback, I. (Ed.) (2009). International Handbook of Occupational Therapy Interventions. New York: Springer. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Purves, D., Augustine, G.J., Fitzpatrick, D., Hall, W.C., LaMantia, A.S., McNamara, J.O. & Williams, S.M. (Ed.) (2004). Neuroscience. (3rd ed.) Sunderland, Massachusetts: Sinauer Associates, Inc. ISBN 0-87893-725-0 2. Dobkin, B.H. (2003). The Clinical Science of Neurological Rehabilitation. (2nd ed.). Oxford: Oxford University Press. ISBN 0-10-5150643 3. Wilkinson, I & Lennox, G. (2005). Essential Neurology. (4th ed.). Massachusetts: Blackwell Publishing. 4. Toy, E.C., Simpson, E., Pleitez, M., Rosenfield, D. & Tintner, R. (2008). Case Files Neurology. McGraw Hill. 5. Selzer, M.E., Clarke, S., Cohen, L.G., Duncan, P.W. & Gage, F.H. (Ed.) (2006). Textbook of Neural Repair and Rehabilitation. Volume II Medical Neurorehabilitation. New York: Cambridge University Press. 6. Hendelman, W.J. (2000). Atlas of Functional Neuroanatomy. CRC Press. ISBN: 0-8493-1177-2 7. Netter, F.H., Craig, J.A., Perkins, J., Hansen, J.T. & Koeppen, B.M. (2002). Atlas of Neuroanatomy and Neurophysiology - Selection from the Netter Collection of Medical Illustrations (sp. ed.). Icon Custom Communications. 	

Course Description Form

Course Code	OCC3004
Course Title	Enabling Occupation – Child and Education II
Credit Value	3
QF Level	5
QF Credit	12.9
Pre-requisite	OCC2005 Essential Pathophysiology for Occupational Therapist OCC2006 Essential Psychopathology for Occupational Therapist OCC2011 Enabling Occupation – Child and Education I
Objectives	<p>The course explores the occupational issues faced by school aged children and youths of diverse needs. The issues of occupational performance and special educational needs among school aged children and youths will be an additional focus of the course. Students will determine how to enable the occupational performance of school aged children and youths in play/leisure, self-management, learning, pre-leaving preparation and post-school engagement. Students will learn how to design and deliver intervention approaches based on the principles of school based and family-centered practice.</p> <p>Students will understand and develop initial competencies in assessment, and various clinical skills and approaches relevant to working with children and youths with developmental, physical, intellectual and mental health issues in both ordinary and special school settings.</p>
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> Determine how to enable occupational performance of school aged children and youths in their play/leisure, self-care, learning, pre-leaving preparation and post-school engagement. Critically appraise the issues on special needs of school aged children and youths, and identify support services to address their special educational needs and occupational engagement in school and home settings. Describe and define the roles and functions of Occupational Therapist and other members of the multidisciplinary team in school settings. Understand the theoretical basis for a range of intervention strategies specifically used for children and youths with different diagnostic conditions and/or diverse educational needs in school settings. Demonstrate knowledge in selection of appropriate assessments and interpretation of assessment findings to evaluate occupational performance of children and youths with disabilities and/or special educational needs. Establish treatment goals and objectives relevant to clients with various developmental, physical, intellectual and mental health concerns. Demonstrate competence in the application of core intervention approaches in Occupational Therapy programmes for children and youths with disabilities and/or special educational needs.

CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td></tr><tr><td>(b)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>(c)</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>(d)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td></tr><tr><td>(e)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>(f)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>(g)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)	✓	✓				✓		✓	(b)		✓	✓	✓	✓				(c)	✓						✓	✓	(d)		✓	✓	✓		✓		✓	(e)	✓	✓	✓	✓	✓	✓	✓	✓	(f)	✓	✓	✓	✓		✓	✓	✓	(g)	✓	✓	✓	✓	✓	✓	✓	✓
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(g)	✓	✓	✓	✓	✓	✓	✓	✓																																																																									
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none">1. Assessments for children/youth with differing occupational issues, due to cognitive/intellectual, sensory, mental and/or physical challenges, including standardized assessments, clinical observation, functional assessments, developmental checklist and interviews.2. Roles of school based Occupational Therapists and best practice to support children and youths with disabilities and/or special educational needs in school settings3. Occupational Therapy practice and professional collaboration in multidisciplinary, interdisciplinary or transdisciplinary approach in school system.4. Application of common therapeutic approaches and training strategies for children/youths of different diagnostic conditions or developmental disabilities such as Neuro-developmental Therapy, Sensory Integrative Therapy, Conductive Education, TEACCH, SCERTS5. Integration of therapeutic goals and treatment strategies into classroom learning tasks, school activities and daily routine.6. Pre-leaving training, support services and post-school placements for school leavers of diverse needs7. Specific assessments and treatment techniques in the area of fine and gross motor skills, self-care and self-management skills, executive functioning, handwriting skills and speed test, oculomotor and visual perceptual skills, learning accommodation and special examination arrangement, classroom management (such as behavioural and emotional control, social skills, attention, ergonomic and postural management)																																																																																
Learning & Teaching Methodology	<p><u>Lecture</u></p> <p>The course content will be delivered generally by lectures, which cover theoretical knowledge in preparation for students’ discussion on how theories and techniques are applied in clinical situations. Students are expected to read the pre-assigned materials before the class in order to achieve the intended learning outcomes.</p> <p><u>Tutorial</u></p> <p>Tutorials are used to supplement lectures. They include in class activities, face to face tutorials and the use of interactive multimedia. Students have chances to clarify confusion from the lectures and/or have elaboration on certain points.</p> <p><u>Field visit</u></p>																																																																																

	Clinical observations and hands-on learning activities will be provided through field visits to a special school so as to integrate knowledge into clinical application.								
Assessment Methods in Alignment with Course Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)						
			(a)	(b)	(c)	(d)	(e)	(f)	(g)
	1. Group project	30%	✓	✓		✓	✓	✓	✓
	2. Field visit report	10%		✓	✓	✓			✓
	3. Written test	15%		✓		✓	✓	✓	✓
	4. Examination	45%	✓	✓	✓	✓	✓	✓	✓
	Total	100 %							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Group project</u></p> <p>Group project will be used to evaluate student’s ability to critically analyze and synthesize theories and concepts they have learnt into clinical application with relevant clinical reasoning in assessment and treatment intervention for children or youth with developmental disabilities.</p> <p><u>Written test(s) and Examination</u></p> <p>Written test(s) and examination will include multiple choice questions, short questions and/or case studies to assess students’ understanding of the relevant clinical knowledge, selection of assessments, treatment principles and concepts of various intervention approaches that are taught in the course.</p> <p><u>Field visit report</u></p> <p>Field visit report will be used to evaluate students’ ability in activity/task analysis and clinical observation on children’s performance and participation in school or classroom tasks.</p>									
Student Study Effort Required	Class contact:								
	▪ Lecture					14 Hrs.			
	▪ Tutorial					26 Hrs.			
	▪ Field visit(s)					2 Hrs.			
	Outside student study effort:								
	▪ Self-study					60 Hrs.			
	▪ Preparation for written test(s) and examination					24 Hrs.			
	Assessment Hours:								
	▪ Examination					3 Hrs.			

	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Case-Smith, J. (2010). Occupational therapy for children. London: Whurr. 2. Barker Dunbar, S. (2007) Occupational therapy models for intervention with children and families. Thorofare: Slack. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Bundy, A.C., Lane, S.J. & Murray, E.A. (2002). Sensory Integration: Theory and Practice. Philadelphia: F.A. Davis. 2. Christiansen, C.H. (2004). Ways of living: Adaptive strategies for special needs (3rd ed.). Bethesda, MD: AOTA Press. 3. Copely, J. & Kuipers, K. (2000). Management of upper limb hypertonicity. Academic press. 4. Danto, A.H., & Pruzansky, M. (2011). 1001 Pediatric Treatment Activities: Creative Ideas for Therapy Sessions Spiral-bound, 1st Ed. 5. Henderson, A., & Pehoski, C. (2005). Hand Function in the Child: Foundations for Remediation, 2nd Edition 6. Hinojosa, J. & Kramer, P. (1999) Frames of reference in pediatric occupational therapy. London: Lippincott Williams & Wilkins. 7. Hobday, A. & Ollier, K. (1998). Creative therapies with children and adolescents. Oxford: Blackwell. 8. Lougher, L. (2000). Occupational therapy for child and adolescent mental health. Churchill Livingstone. 9. Lundy-Ekman, L. (2007). Neuroscience: fundamentals for rehabilitation. St Louis: Saunders. 10. Martin, S. (2006) Teaching motor skills to children with cerebral palsy and similar movement disorders: A guide for parents and professionals. Bethesda MA: Woodbine House. 11. Miller Poor, S & Berger Rainville, E. (1999) Pediatric therapy: A systems approach. Philadelphia: F.A. Davis. 12. Olson, L.J. (2006). Activity groups in family-centred treatment: Psychiatric occupational therapy approaches for parents and children. Haworth Press. 13. Pape, L., & Ryba, K. (Ed.) (2004). Practical Considerations for School-Based Occupational Therapists (Book & CD-ROM) Spiral-bound. 14. Rodger, S. & Ziviani, J. (2006). Occupational Therapy with children. Oxford: Blackwell. 15. Tyldesly, B. & Grieve, J.I. (2002). Muscles, nerves and movement in human occupation. Oxford: Blackwell Science. 	

Course Description Form

Course Code	OCC3005																																																														
Course Title	Enabling Occupation – Productivity																																																														
Credit Value	3																																																														
QF Level	5																																																														
QF Credit	12.9																																																														
Pre-requisite	OCC3001 Enabling Occupation – Health Care I OCC3002 Enabling Occupation - Health Care II OCC3003 Enabling Occupation - Health Care III																																																														
Objectives	The aim of this course is to introduce models and principles in vocational rehabilitation. Students are also guided to understand workplace disability management, functional capacity evaluation and return-to-work process and apply relevant knowledge in designing work rehabilitation programme to promote occupational outcomes for clients with work-related injuries or other conditions affecting return-to-work.																																																														
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. Describe and apply the models and principles of occupational therapy practice in productivity. b. Understand the basic concepts and role of occupational therapist in Occupational Safety and Health. c. Critically evaluate the use of different assessment packages for identifying the work-related needs of clients. d. Formulate work training strategies and work rehabilitation plan for clients with specific conditions to improve occupational participation and facilitate return-to work. e. Demonstrate the ability and creativity to utilise a range of knowledge, skills and attitudes for enhancement or restoring the occupational performance for productive activities.																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td></tr><tr><td>(b)</td><td>✓</td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(c)</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(d)</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(e)</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)			✓					✓	(b)	✓		✓						(c)	✓	✓		✓	✓	✓			(d)	✓	✓		✓	✓	✓			(e)	✓	✓		✓	✓	✓		
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(d)	✓	✓		✓	✓	✓																																																									
(e)	✓	✓		✓	✓	✓																																																									
Course Synopsis/ Indicative Syllabus	1. Models & Principles of Vocational Rehabilitation 2. Job Analysis 3. Functional Capacity Evaluation 4. Ergonomic and Occupational Safety and Health																																																														

	5. Return-to-work 6. Workplace Disability management 7. Legislative, ethical and medico-legal and reporting issues and their implications for practice. 8. Vocational Assessment 9. Psychosocial Issues in Work Rehabilitation 10. Vocational Rehabilitation for Persons with Specific Conditions 11. Vocational Rehabilitation for Persons with Psychiatric Conditions																																													
Learning & Teaching Methodology	<u>Lecture</u> The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes. <u>Tutorial and Seminar</u> Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Topics will be provided to integrate formal analysis into context to ensure students' understanding of the subjects taught in the lectures. Case studies and practical workshops will be included to enhance skills in assessment, treatment and outcome documentation.																																													
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr> <tr> <th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr> </thead> <tbody> <tr> <td>1. Assignment(s)</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>2. Written test(s)</td><td>15%</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr> <tr> <td>3. Examination</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>Total</td><td>100 %</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Assignment(s) and Written Test(s)</u> Both assignment(s) and written test(s) are used to assess student' learning on theoretical knowledge. It allows them to reflect and identify areas for improvement in studying this course.</p> <p><u>Examination</u> Examination will include multiple choice questions and short questions. The examination will assess all the intended learning outcomes for the course and will specifically check students' understanding of relevant concepts.</p>						Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Assignment(s)	40%	✓	✓	✓	✓	✓	2. Written test(s)	15%	✓	✓				3. Examination	45%	✓	✓	✓	✓	✓	Total	100 %					
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	▪ Tutorial	14 Hrs.
	Outside student study effort:	
	▪ Self-study	60 Hrs.
	▪ Preparation for written test(s) and examination	24 Hrs.
	Assessment Hours:	
	▪ Examination	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Power, P.W. (2013). <i>A Guide to Vocational Assessment</i> (5th ed.). Austin, TX: PRO-ED. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Rubin, S.E. & Roessler, R.T. (2008). <i>Foundations of the vocational rehabilitation process</i> (6th ed.). Austin, TX: PRO-ED. 2. Jacobs, K. (2008). <i>Ergonomics for Therapists</i> (3rd ed.). Boston, MA: Mosby Elsevier. 3. Lloyd, C. (Ed.). (2010). <i>Vocational Rehabilitation and Mental Health</i>. Oxford, UK: Wiley-Blackwell. 4. Matheson, L. (2003). <i>The functional capacity evaluation</i>. In G. Andersson, S. Demeter & G. Smith (Eds.), <i>Disability Evaluation</i> (2nd ed.). Chicago, IL: Mosby Yearbook. 	

Course Description Form

Course Code	OCC3006																																																														
Course Title	Ethical and Legal Aspects of Rehabilitation																																																														
Credit Value	3																																																														
QF Level	5																																																														
QF Credit	12.9																																																														
Pre-requisite	Nil																																																														
Objectives	<p>The course equips students with knowledge to identify ethical and legal issues, the necessary skills to solve ethical dilemmas, and the capacity to make decisions when confronted with conflicting duties and choices.</p> <ol style="list-style-type: none">1. Develop an understanding of the legal and ethical rights and principles, responsibilities, and obligations of health professionals in a changing health environment.2. Appreciate the importance of respecting patient’s right and accepting accountability within the legal framework of health care.3. Develop necessary skills to solve ethical dilemmas and the capacity to make decisions when confronted with conflicting duties and choices.																																																														
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none">1. understand the concepts of human value development and their relationships with ethics and law related to health care2. explain patient’s right and professional accountability3. evaluate and analyze the complexity of ethical and legal factors which influence clinical decision making4. demonstrate ability to critically appraise complex ethical practice and make sound ethical decisions5. explain and apply ethical principles and ethical decision making framework to all levels of their practice																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td>✓</td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(b)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(c)</td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(d)</td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(e)</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)	✓		✓						(b)	✓	✓	✓	✓			✓		(c)				✓		✓			(d)				✓		✓			(e)		✓		✓		✓	✓	
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(e)		✓		✓		✓	✓																																																								
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none">1. Theories in ethics<ol style="list-style-type: none">1.1 Moral and virtue ethics1.2 Good will and duty																																																														

	<div>1.3 Utilitarianism</div> <div>1.4 Deontological theories</div> <div>1.5 Human dignity</div> <div>2. Ethical principles in health care</div> <div>2.1 Beneficence</div> <div>2.2 Distributive justice</div> <div>2.3 Informed consent</div> <div>2.4 Integrity and totality</div> <div>2.5 Respect for autonomy and freedom</div> <div>3. Frameworks of ethical decision-making</div> <div>4. Legal and ethical issues involved in end of life care</div> <div>5. Legal issues involved in health care delivering</div> <div>5.1 Patient’s rights and duty of care</div> <div>5.2 Consent to receive health services</div> <div>5.3 Confidentiality</div> <div>5.4 Public Law</div> <div>5.5 Malpractice and negligence</div> <div>5.6 Human subject research</div> <div>6. Relationship and distinction between ethics and law</div>																																								
<div>Learning & Teaching Methodology</div>	<div>Lecture</div> <div>Lectures will be primary means for conveying course content</div> <div>Seminar/Problem-based learning</div> <div>Seminars are used to strengthen knowledge gained in lectures. Seminars will include oral presentations, discussions, and case studies. Problem-based learning uses a well-designed real-life scenario to initiate student’s active and independent learning of the subject matter, in particular, helps students to consolidate the theories and concepts they have learned and to apply them in real health care situations, thereby improving their ability to make critical decisions.</div> <div>Tutorial</div> <div>Face-to-face tutorials are used to support lectures and seminar sessions. It provides opportunities for students to ask questions, clarify ambiguities, and discuss problems.</div>																																								
<div>Assessment Methods in Alignment with Course Intended Learning Outcomes</div>	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Presentation</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Assignment</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Test(s)</td><td>30%</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div> <div>Presentation</div>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Presentation	40%	✓	✓	✓	✓	✓	2. Assignment	30%	✓	✓	✓	✓	✓	3. Test(s)	30%	✓	✓			✓	Total	100 %					
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2. Assignment	30%	✓	✓	✓	✓	✓																																			
3. Test(s)	30%	✓	✓			✓																																			
Total	100 %																																								

	<p>A presentation is used to evaluate students' ability to apply what they have learned, and to collect and analyze relevant information/data for solving problems in various health care settings.</p> <p><u>Assignment</u> An assignment is used to evaluate student's ability to synthesize the theories and concepts they have learned in ethical decision making.</p> <p><u>Test(s)</u> Examination is used to evaluate student's understanding of ethical principles and legal knowledge related to health care practice.</p>	
Student Study Effort Required	Class contact:	
	▪ Lecture	28 Hrs.
	▪ Seminar/Tutorial	14 Hrs.
	▪ Test	3 Hrs.
	Outside student study effort:	
	▪ Pre-reading	30 Hrs.
	▪ Preparation of project and examination	54 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbooks</u> 1. Pozga, G.D. (2016). <i>Legal and Ethical Issues for Health Professionals</i> (4th Ed.). London: Jones & Bartlett Publishers.</p> <p><u>Recommended readings and relevant e-learning resource</u> 1. Banks, S. and Gallagher, A. (2009). <i>Ethics in professional life: virtues for health and social care</i>. Basingstoke. England: Palgrave Macmillan. 2. Beauchamp and Childress (2001). <i>Principles of Biomedical Ethics</i> (6th ed). USA: OUP. 3. Wong, D. (2010). <i>Legal Issues for the Medical Practitioner</i>. Hong Kong: Hong Kong University Press. 4. DeGrazia, D., Mappes, T. and Brand-Ballard, J. (2011). <i>Biomedical Ethics</i>. 7th ed., New York: McGraw-Hill, 5. Fremgen B. (2008) <i>Medical Law & Ethics</i> (3rd ed). New Jersey: Prentice Hall, 6. Holstein, M. B., Parks, J. A. and Waymack, M. H. (2011). <i>Ethics, aging, and society: the critical turn</i>. New York: Springer Pub. Co. 7. Lachman, V.D. (2011). <i>Ethical Challenges in Health Care</i>. (Kindle Edition), New York: Springer Publishing Company. 8. MacKinnon, B. (2012). <i>Ethics: theory and contemporary issues</i> (7th ed). Boston, Mass.: Wadsworth Cengage Learning. 9. Sandel, M.J. (2009). <i>Justice: What's the Right Thing to Do?</i> UK: Penguin 10. The Medical Council of Hong Kong. Code of Professional Conduct for the Guidance of Registered Medical Practitioners. Retrieved from http://www.mchk.org.hk/Code_of_Professional_Conduct_2009.pdf</p>	

	<p>11. Occupational Therapists Board. Code of Practice for Registered Occupational Therapists. Retrieved from http://www.smp-council.org.hk/ot/file/pdf/ot_practice_e.pdf</p> <p>12. Tong, R. (2007). <i>New perspectives in health care ethics: an interdisciplinary and crosscultural approach</i>. Upper Saddle River, N.J.: Pearson/Prentice Hall.</p> <p>13. Wesley-Smith P. (1999). <i>An Introduction to The Hong Kong Legal System</i> (3rd edition). Hong Kong: Oxford University Press (China) Ltd.</p>
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Course Description Form

Course Code	OCC3007																																																														
Course Title	Enabling Occupation – Ageing and Wellness																																																														
Credit Value	3																																																														
QF Level	5																																																														
QF Credit	12.9																																																														
Pre-requisite	MED4008 Basic Neuroscience OCC2005 Essential Pathophysiology for Occupational Therapist OCC2006 Essential Psychopathology for Occupational Therapist																																																														
Objectives	This course will bring together the knowledge and occupational therapy skills developed in previous courses and focus on developing core skills for providing occupational therapy services to elderly population.																																																														
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> Describe specific concepts related to common clinical conditions impacting occupational participation of older adults. Discuss the contemporary development and practice in occupational therapy for common conditions that influence occupational performance in older adults. Demonstrate competence in selection and interpretation of relevant assessments that informs treatment planning for elderly clients. Evaluate and analyze assessment outcomes and incorporate evident-based practice for care and discharge planning relevant to the older adults. Demonstrate competence in professional documentation and communication of occupational therapy services among the elderly clients, the family/care-giver, and the healthcare team. 																																																														
CILOs in Alignment with PILOs	<table border="1"> <thead> <tr> <th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr> </thead> <tbody> <tr> <td>(a)</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr> <tr> <td>(b)</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td></tr> <tr> <td>(c)</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr> <tr> <td>(d)</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr> <tr> <td>(e)</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr> </tbody> </table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)			✓	✓					(b)			✓	✓	✓			✓	(c)	✓	✓		✓	✓	✓			(d)	✓	✓		✓		✓			(e)	✓	✓					✓	
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(d)	✓	✓		✓		✓																																																									
(e)	✓	✓					✓																																																								
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> Occupations and life transitions in older adulthood Selection and analysis of common occupational therapy assessments for elderly clients. Occupational therapy practice in specific elderly care <ol style="list-style-type: none"> Falls and home safety Mental Health End-of-life care 																																																														

	4. Occupational therapy practice in rehabilitation of elderly population 4.1 Dementia 4.2 Cognitive impairment 4.3 Low vision conditions 4.4 Cardiopulmonary conditions 4.5 Cerebrovascular diseases 4.6 Musculoskeletal conditions																																													
Learning & Teaching Methodology	<u>Lecture</u> The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes. <u>Tutorial and Seminar</u> Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Topics will be provided to integrate formal analysis into context to ensure students' understanding of the subjects taught in the lectures.																																													
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr> <tr> <th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr> </thead> <tbody> <tr> <td>1. Assignment(s)</td><td>40%</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td></tr> <tr> <td>2. Written test(s)</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr> <tr> <td>3. Examination</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>Total</td><td>100 %</td><td colspan="5"></td></tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Assignment(s) and Written Test(s)</u> Both assignment(s) and written test(s) are used to assess student' learning on theoretical knowledge. It allows them to reflect and identify areas for improvement in studying this course.</p> <p><u>Examination</u> Examination will include multiple choice questions and short questions. The examination will assess all the intended learning outcomes for the course and will specifically check students' understanding of relevant concepts.</p>						Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Assignment(s)	40%		✓		✓	✓	2. Written test(s)	15%	✓	✓	✓			3. Examination	45%	✓	✓	✓	✓	✓	Total	100 %					
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	▪ Lecture					28 Hrs.																																								
	▪ Tutorial					14 Hrs.																																								
	Outside student study effort:																																													
	▪ Self-study					60 Hrs.																																								

	<ul style="list-style-type: none"> Preparation for written test(s) and examination 	24 Hrs.
	Assessment Hours:	
	<ul style="list-style-type: none"> Examination 	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> Lewis, S. C. (2003). Elder care in occupational therapy (2nd ed.). Thorofare, NJ: SLACK Incorporated. Radomski, M. V., & Trombly Latham, C. A. (2014). <i>Occupational therapy for physical dysfunction</i> (7th ed.). Philadelphia, PA: Lippincott Williams & Wilkins. <p><u>References</u></p> <ol style="list-style-type: none"> Bengtson, V.L., & Settersten, R.A. (2016). <i>Handbook of theories of aging</i> (3rd ed.). New York, NY: Springer Publishing Company Bonder, B., & Dal, B.-H. V. (2009). <i>Functional performance in older adults</i> (3rd ed.). Philadelphia: F.A. Davis Co. Pedretti, L.W., Pendleton, H.M., & Schultz-Krohn, W. (2013). <i>Pedretti's occupational therapy: practice skills for physical dysfunction</i> (7th ed.). St. Louis, Mo.: Mosby Elsevier. Bengtson, V.L., & Settersten, R.A. (2016). <i>Handbook of theories of aging</i> (3rd ed.). New York, NY: Springer Publishing Company. Bonder, B., & Dal, B.H.V. (2009). <i>Functional performance in older adults</i> (3rd ed.). Philadelphia: F.A. Davis Co. Hill R.D., Backman L., & Neely A.S. (2000). <i>Cognitive Rehabilitation in Old Age</i>. New York: Oxford University Press. Cooper, J. (2006). <i>Occupational Therapy in Oncology and Palliative Care</i> (2nd ed.). London, UK: Whurr Publishers Limited. 	

Course Description Form

Course Code	OCC3010																																																																							
Course Title	Applied Research Methodology in Rehabilitation Science																																																																							
Credit Value	3																																																																							
QF Level	5																																																																							
QF Credit	12.6																																																																							
Pre-requisite	GEN1008 Introduction to Statistics OCC2001 OT Theory and Process I OCC2002 OT Theory and Process II																																																																							
Objectives	This course provides basic methods and skills essential for conducting research to aid and support the body of knowledge in the field of rehabilitation science. Experimental design and methodology; ethical principle; appropriate statistical analysis and presentation of findings are considered. An integrated approach to the strategies, planning and analysis of research method will be emphasized																																																																							
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. Critically and comprehensively review the literature on a given topic. b. Identify the research gap and formulate their own research questions. c. Appraise different type of research approaches and methods that are applied in rehabilitation science. d. Select the appropriate statistical analysis and presentation methods for a given set of research data/findings. e. Demonstrate understanding in the ethical principles in rehabilitation research. f. Prepare a research proposal with all the key components, includes literature review, aims and objectives, methodology, data and statistical analysis, and the importance of the proposed research project on a selected topic in medical science.																																																																							
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(b)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(c)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(d)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(e)</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>(f)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)					✓	✓			(b)					✓	✓			(c)					✓	✓			(d)					✓	✓			(e)	✓				✓	✓	✓		(f)					✓	✓	✓	
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Course Synopsis/ Indicative Syllabus	<div><div>1. Planning for a research</div><div><div>1.1 The scientific question</div><div>1.2 Literature search</div><div>1.3 Methods and techniques</div><div>1.4 Ethical principles</div></div><div>2. Implementation of research</div><div><div>2.1 Partners and collaborators</div><div>2.2 Procedures</div><div>2.3 Time consideration</div></div><div>3. Data Management</div><div><div>3.1 Data types</div><div>3.2 Handling of raw data – Coding of data</div><div>3.3 Data collection</div><div>3.4 Statistical analysis</div></div><div>4. Reporting your research</div><div><div>4.1 Abstracts, posters, thesis and papers</div></div></div>																																																						
Learning & Teaching Methodology	<div><div>Lecture</div><div>The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes.</div></div> <div><div>Tutorial and Seminar</div><div>Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Topics will be provided to integrate formal analysis into context to ensure students’ understanding of the subjects taught in the lectures</div></div>																																																						
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th><th>(f)</th></tr><tr><td>1. Written Test(s)</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>2. Written Assignment(s)</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>3. Proposal Presentation</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>4. Proposal Writing</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> <div><div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div><div><div>Written Test(s) (15%) and Written Assignment(s) (20)</div><div>Aim to evaluate students’ learning on research theoretical knowledge.</div><div>Proposal Presentation (20%)</div><div>Aim to evaluate student’s concept and application of research through a scientific oral presentation.</div></div></div>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)						(a)	(b)	(c)	(d)	(e)	(f)	1. Written Test(s)	15%	✓	✓	✓				2. Written Assignment(s)	20%	✓	✓	✓				3. Proposal Presentation	20%	✓	✓	✓	✓	✓	✓	4. Proposal Writing	45%	✓	✓	✓	✓	✓	✓	Total	100 %						
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	<u>Proposal Writing (45%)</u> Aim to evaluate students' concept and application of research by developing a research proposal. Students are required to integrate the knowledge learnt in lectures and tutorials in their proposal writing.	
Student Study Effort Required	Class contact:	
	▪ Lecture	28 Hrs.
	▪ Tutorial	14 Hrs.
	Outside student study effort:	
	▪ Self-reading, preparation of written assignment(s)	20 Hrs.
	▪ Preparation for written test(s)	24 Hrs.
	▪ Preparation of written proposal and proposal presentation	40 Hrs.
	Total student study time	126 Hrs.
Reading List and References	<u>Textbooks</u> 1. Petter Laake, Haakon Breien Benestad and Bjørn Reino Olsen. (2007) <i>Research methodology in the medical and biological sciences</i> . London: Academic Press. <u>References</u> 1. Holmes Debbie, Moody Peter, Dine Diana. (2011) <i>Research methods for the biosciences</i> . 2nd ed. Oxford: Oxford University Press. 2. Portney LG, Watkins MP. (2009) <i>Foundations of Clinical Research. Applications to Practice</i> . 3rd ed. Upper Saddle River, NJ: Pearson/Prentice Hall. 3. Barbour RS. (2008) <i>Introducing Qualitative Research: a Student's Guide to the Craft of Doing Qualitative Research</i> . London: Sage Publications. 4. Geoffrey R Norman, David L Streiner. (2008) <i>Biostatistics: The Bare Essentials</i> . BC Dekker Inc., Ontario. 5. Huizingh E. (2007) <i>Applied Statistics with SPSS</i> . London: Sage Publications. 6. Marc M. Triola and Mario F. Triola. (2006) <i>Biostatistics for the Biological and Health Sciences</i> . Pearson Education Inc, Boston Ma. 7. Bernard A Rosner. (2006) <i>Fundamentals for Biostatistics</i> . 6th ed. Thomson-Brooks/Cole, Belmont Ca.	

Course Description Form

Course Code	OCC3012																																																														
Course Title	Health Service Management for Rehabilitation Professions																																																														
Credit Value	3																																																														
QF Level	5																																																														
QF Credit	12.6																																																														
Pre-requisite	Nil																																																														
Objectives	<p>This course aims to provide students the necessary knowledge of health service management in various settings which include, hospitals, clinics, not for profit organizations, private practices and insurance companies.</p> <ol style="list-style-type: none">1. To understand the contribution of Occupational therapist in both clinical and non-clinical settings.2. To apply the basic management theories and various ordinances for the daily operation of an organization.3. To expound the principles of effective leadership in health care delivery and operations.4. To explore career opportunities and skills for life-long learning in health care services and management.																																																														
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none">a. understand the roles and responsibilities, as well as their potential contributions of different professionals who work at both hospital and primary health care settingb. know the principles and demonstrate the skills necessary for leadership, team-building, coaching and mentoring in health carec. demonstrate the ability to discuss in a critical but constructive manner in the areas of human resources, IT and financial managementd. exploit the course learning to develop and enhance own abilities in management and leadershipe. apply the course learning to interpret and criticize the current management and operations of Hong Kong’s health care system and services																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>(b)</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>(c)</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>(d)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>(e)</td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)	✓					✓	✓	✓	(b)				✓			✓	✓	(c)						✓	✓	✓	(d)					✓	✓	✓	✓	(e)	✓					✓	✓	✓
CILOs	PILOs																																																														
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(a)	✓					✓	✓	✓																																																							
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(c)						✓	✓	✓																																																							
(d)					✓	✓	✓	✓																																																							
(e)	✓					✓	✓	✓																																																							
Course Synopsis/ Indicative Syllabus	The course will equip students with basic concept and knowledge of health services management in clinical and welfare settings at operational level. It can																																																														

	help student to conduct economic analysis of health care problems and policy and skills for life-long learning in effective management in health care services. 1. Introduction of Management concepts 2. Health care system in Hong Kong 3. Organization structures 4. Demand and Supply of Medical Care 5. Management strategies 6. Quality assurance and risk management 7. Marketing analysis 8. Resources Planning 9. Outcome measures																																								
Learning & Teaching Methodology	<u>Lectures</u> Course learning will be primarily achieved through lectures. <u>Tutorials</u> Tutorials give students opportunities to ask questions, clarify concepts, and deepen their understanding.																																								
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Written tests</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Oral presentations (Group)</td><td>35%</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td></tr><tr><td>3. Written Assignment</td><td>50%</td><td></td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Oral Presentations</u> Oral presentations encourage students to research and explore outside-lecture sources for the purpose of understanding important current issues and policies in health care. They also provide an opportunity for the instructor to evaluate student ability to independently analyze problems in management and leadership.</p> <p><u>Written tests</u> Written tests will be introduced to evaluate students’ understanding of the course material.</p>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Written tests	15%	✓	✓	✓	✓	✓	2. Oral presentations (Group)	35%	✓	✓			✓	3. Written Assignment	50%			✓	✓		Total	100 %					
Specific assessment methods/tasks	% weighting			CILOs to be assessed (Please tick as appropriate)																																					
		(a)	(b)	(c)	(d)	(e)																																			
1. Written tests	15%	✓	✓	✓	✓	✓																																			
2. Oral presentations (Group)	35%	✓	✓			✓																																			
3. Written Assignment	50%			✓	✓																																				
Total	100 %																																								

Student Study Effort Required	Class contact:	
	▪ Lecture	28 Hrs.
	▪ Tutorials	14 Hrs.
	Outside student study effort:	
	▪ Self-study	39 Hrs.
	▪ Preparation for presentations	20 Hrs.
	▪ Preparation for written assignment	25 Hrs.
	Total student study time	126 Hrs.
Reading List and References	<p><u>Textbooks</u></p> <ol style="list-style-type: none"> 1. Carmichael, J. <i>et. al.</i> (2011). <i>Leadership and Management Development</i>. Oxford and New York: Oxford University Press. 2. Lee, R.H. (2009). <i>Economics for Healthcare Managers</i> (2nd ed). [electronic resource]. Health Administration Press. 3. Rice, T.H. & Unruh, L. (2009). <i>Economics of Health Reconsidered</i>. (3rd ed). [electronic resource]. Health Administration Press. <p><u>Recommended readings</u></p> <ol style="list-style-type: none"> 1. Dunn, R.T. (2010). <i>Dunn & Haimann's Healthcare Management</i> 9th edition. Chicago: Health Administration Press. 2. Goldsmith, S.B. (2011). <i>Principles of Healthcare Management: Foundation for a Changing Healthcare System</i> 2nd edition. Sudbury: Jones and Bartlett Publishers. 3. Gray, I., Field, R., & Brown, K. (2010). <i>Effective Leadership, Management and Supervision in Health and Social Care</i>. Exeter: Learning Matters. 4. Leung, G.M. & Bacon-Shone, J. eds. (2006). <i>Hong Kong's Health System: Reflections, Perspectives and Visions</i>. Hong Kong University Press. 5. The Nursing Council of Hong Kong. <i>Code of Professional Conduct and Code of Ethics for Nurses in Hong Kong</i>. Retrievable from http://www.nchk.org.hk/filemanager/en/pdf/conduct_eng.pdf 6. Sullivan, E.J. & Decker, P.J. (2009). <i>Effective Leadership and Management in Nursing</i>. New Jersey: Prentice Hall 7. 丁新豹。(2009)。善與人同：與香港同步成長的東華三院(1870-1997)。香港：三聯書店。 8. 何佩然。(2009)。源與流：東華醫院的創立與演進。香港：三聯書店(香港)有限公司 <p><u>Journals</u></p> <ol style="list-style-type: none"> 1. British Journal of Healthcare Management 	

	2. Informatics for Health and Social Care 3. Journal of Healthcare Management 4. Nursing Management Contemporary Nurse
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Course Description Form

Course Code	OCC4001
Course Title	Capstone Project
Credit Value	6
QF Level	5
QF Credit	17.4
Pre-requisite	OCC3010 Applied Research Methodology in Rehabilitation Science
Objectives	<p>This course aims:</p> <ol style="list-style-type: none"> 1. to enable students to effectively integrate research knowledge and skills in occupational therapy practice. 2. to prepare students to gain insights for professional practice and continuous professional development. 3. to provide a foundation for future pursuit of master- or doctoral-level education.
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> a. Demonstrate ability to design a research project suitable for honours level and to write a research project proposal with relevant content. b. Synthesise and critically appraise a view of the nature and meaning of occupation, the occupational nature of human beings and the theories and basic principles related to enabling occupation and occupational performance. c. Demonstrate ability to critique and integrate relevant research literature and theoretical materials related to the research topic. d. Describe different methodological approaches used in health sciences and occupational therapy research and be skilled at accessing, critically appraising and applying the best available evidence to their everyday practice. e. Demonstrate an understanding of and apply basic statistics and measurement concepts in the collected data, including but not limited to, levels of measurement, reliability, validity, normative data; as well as basic qualitative concepts of rigor, trustworthiness, authenticity and transferability. f. Demonstrate ability to be reflective, think critically, learn independently and be innovative in their approach to the research project. g. Demonstrate ability to present, critique, evaluate and discuss critical research issues in writing and orally in a scientific manner. h. Demonstrate the ability to complete a written dissertation in a cohesive manner. i. Demonstrate ability to complete an ethics proposal suitable for submission to an ethics committee.

CILOs in Alignment with PILOs	CILOs	PILOs										
		1	2	3	4	5	6	7	8			
		(a)				✓	✓	✓	✓			
		(b)				✓	✓	✓				
		(c)				✓	✓	✓				
		(d)		✓		✓	✓	✓				
		(e)					✓	✓				
		(f)		✓		✓	✓	✓				
		(g)				✓	✓	✓				
		(h)				✓	✓	✓	✓			
(i)	✓				✓	✓	✓					
Course Synopsis/ Indicative Syllabus	The course incorporates advanced education in qualitative and quantitative research methodologies through the development and completion of a research project. It will provide a context for students to apply and consolidate advanced research methodology. It has been structured to enable students to understand research in the context of issues, interests, or concerns in a specific organisation or service area. Students will work in groups under the guidance of a project supervisor. The research project undertaken will require students to formulate a research aim and/or question(s), complete a literature review, design an appropriate methodology to answer the research question/s, complete an ethics application, gather and analyse the required data, discuss the results in relation to pertinent literature and professional practice, and develop conclusions and recommendations. Students will produce a dissertation that includes the above listed sections. They will develop an understanding of how the research project applies to the wider community.											
Learning & Teaching Methodology	<u>Lecture/seminar</u> Some course content will be delivered by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes. <u>Independent study and Group Supervision</u> Each group will be assigned a project supervisor. Students will have chances to clarify confusion from the lectures and/or have elaboration on certain points. Group Supervision will be provided to facilitate the students learning in small group and integrating knowledge into context while they will be assessed individually on his/her ability to finish a research project independently. The format of guidance may include face-to-face meetings, laboratory sessions and field consultations. To encourage learning through advanced technology, the supervision may be conducted via face-to-face and real-time online media.											
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><td></td><td></td><td>CILOs to be assessed</td></tr></table>											CILOs to be assessed
		CILOs to be assessed										

	Specific assessment methods/tasks	% weighing	(Please tick as appropriate)								
			(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	1. Research proposal	20%	✓	✓	✓	✓		✓	✓		
	2. Presentation	15%	✓	✓	✓	✓	✓	✓	✓		
	3. Dissertation	45%	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4. Individual assessment	15%	✓	✓	✓	✓	✓	✓	✓		
	5. Peer assessment	5%		✓	✓	✓	✓	✓	✓		
	Total	100 %									
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: <u>Research proposal</u> Completion of a written research proposal (3000 words): 20% <u>Presentation</u> Presentation of research report orally (20 minutes): 15% <u>Dissertation</u> Completion of a written research report of up to 8,000 words for quantitative studies and up to 10,000 words for qualitative studies: 45% <u>Individual assessment</u> Evaluation of individual student’s active participation, understanding of the project and the research process through continuous assessment and a viva examination upon completion of the project: 15% <u>Peer assessment</u> Students perform appraisal for other students in the group: 5%										
Student Study Effort Required	Class contact:										
	▪ Lecture							6 Hrs.			
	▪ Tutorial/ Group Supervision							84 Hrs.			
	Outside student study effort:										
	▪ Independent study, project-related activities and preparation of written proposal and dissertation							84 Hrs.			
	Total student study time							174 Hrs.			
Reading List and References	<u>Textbooks</u>										

	<ol style="list-style-type: none"> 1. Stein, F., Rice, M., & Culter, S.K. (2012). <i>Clinical research in Occupational Therapy</i>. Clifton Park, NY: Delmar. 2. Carter, R. E., Domholdt, E., & Lubinsky, J. (2016). <i>Rehabilitation Research: Principles and Applications</i>. St. Louis, Missouri: Saunders. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Haworth, G. (1993). <i>Ethical issues in student research in occupational therapy: some guidelines for good practice</i>. Kent: Canterbury Christ Church College. 2. Cook, J.V. (2001). <i>Qualitative Research in Occupational Therapy: Strategies and Experiences</i>. Albany, N.Y.: Delmar Thomson Learning. 3. Kielhofner, G. (2006). <i>Research in Occupational Therapy: Methods of inquiry for enhancing practice</i>. Philadelphia: F.A. Davis. 4. Privitera, G. J. (2016). <i>Essential Statistics for the Behavioral Sciences</i>. Los Angeles: SAGE.
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Course Description Form

Course Code	OCC3008																																																					
Course Title	Primary Health Care Approaches in Occupational Therapy																																																					
Credit Value	3																																																					
QF Level	5																																																					
QF Credit	12.9																																																					
Pre-requisite	Nil																																																					
Objectives	The aim of this course is to enable students to describe and design occupational therapy practices which embed primary health care, social health models and the principles of community development.																																																					
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students will be able to: a. Describe and define primary health care and the concepts of health and wellness in the community. b. Demonstrate knowledge of the characteristics of common primary health care approaches in occupational therapy. c. Establish holistic goals and objectives of health and wellbeing for clients in community. d. Demonstrate competence in the application of core primary health care approaches used in occupational therapy.																																																					
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td></tr><tr><td>(b)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>(c)</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(d)</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)					✓		✓	✓	(b)		✓	✓	✓	✓				(c)	✓	✓	✓			✓			(d)	✓	✓	✓			✓		
CILOs	PILOs																																																					
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(b)		✓	✓	✓	✓																																																	
(c)	✓	✓	✓			✓																																																
(d)	✓	✓	✓			✓																																																
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none">Theories of Primary Health Care; Population health; Social determinants of health and health inequalities; Community development principles and practices including community assessment and analysis, participation and partnership.Trans-cultural practice and ethical practice.Factors that impact on occupational performance and health from a community perspective, including socio-economic, political, physical, interpersonal and cultural dimensions of environment.Impacts of cultural and health beliefs on peoples understanding and response to health challenges and subsequent approaches to practice.																																																					

	5. Exploration of occupational performance and health issues and subsequent community approaches to service delivery as they apply to a range of communities and health issues including majority world communities.																																						
Learning & Teaching Methodology	<p><u>Lecture</u> The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes.</p> <p><u>Tutorial and Seminar</u> Students have chances to clarify confusion from the lectures and/or have elaboration on certain points. Topics will be provided to integrate formal analysis into context to ensure students' understanding of the subjects taught in the lectures.</p>																																						
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">CILOs to be assessed (Please tick as appropriate)</th></tr> <tr> <th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th></tr> </thead> <tbody> <tr> <td>1. Written Assignment(s)</td><td>40%</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr> <tr> <td>2. Written Test(s)</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr> <tr> <td>3. Examination</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>Total</td><td>100 %</td><td colspan="4"></td></tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Written Assignment(s) and Written Test(s)</u> Both written assignment(s) and written test(s) are used to assess student' learning on theoretical knowledge. It allows them to reflect and identify areas for improvement in studying this course.</p> <p><u>Examination</u> Examination will include multiple choice questions and short questions. The examination will assess all the intended learning outcomes for the course and will specifically check students' understanding of relevant concepts.</p>					Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)				(a)	(b)	(c)	(d)	1. Written Assignment(s)	40%	✓	✓		✓	2. Written Test(s)	15%	✓	✓	✓		3. Examination	45%	✓	✓	✓	✓	Total	100 %				
Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)																																					
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2. Written Test(s)	15%	✓	✓	✓																																			
3. Examination	45%	✓	✓	✓	✓																																		
Total	100 %																																						
Student Study Effort Required	Class contact:																																						
	▪ Lecture																																						
	▪ Tutorial																																						
	Outside student study effort:																																						
	▪ Self-reading and preparation of written assignment(s)																																						
	▪ Preparation for written test(s) and examination																																						

	Assessment Hours:	
	▪ Examination	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Crooks, V.A. & Andrews, G.J. (2009). <i>Primary health care: People, practice and place</i>. Surrey, UK: Ashgate. 2. Greenhalgh, T. (2007). <i>Primary health care: Theory and practice</i>. New York: John Wiley and Sons. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Case-Smith, J. (1997). Clinical interpretation of “The efficacy of an early prevention program facilitate by occupational therapists: A follow-up study”. <i>American Journal of Occupational Therapy</i>, 51, 252-255. 2. Christian, M.A., Kimberly, H.D., & Lisa, L.A. (2012). Defining primary care: envisioning the roles of occupational therapy. <i>The American Journal of Occupational Therapy Association</i>. 66(3), 266-270. 3. Clark, F., Azen, S. P., Zemke, R., Jackson, J., Carlson, M., Mandel, D., et al. (1997). Occupational therapy for independent-living older adults: A randomized controlled trial. <i>JAMA: Journal of the American Medical Association</i>, 278, 1321-1326. 4. Jackson, J., Carlson, M., Mandel, D., Zemke, R., & Clark, F. (1998). Occupation in lifestyle redesign: The well elderly study occupational therapy program. <i>American Journal of Occupational Therapy</i>, 52, 326-336. 5. Jeanne, E. & Lydia, R.(2016). Occupational therapy in the primary health care clinic: Experiences of two clinicians. <i>Families, Systems & Health</i>, 34 (3), 289. 6. Klaiman, D. (2004) Increasing access to occupational therapy in primary health care. <i>OT Now</i>, 6(1), 14-19. 7. Seymour, S. (1999). Occupational therapy and health promotion: A focus on elderly people. <i>British Journal of Occupational Therapy</i>, 62, 313-317. 8. Sherry, M. (2012). Occupational therapy in primary health care: we should <u>be there</u>. <i>The American journal of occupational therapy</i>, 66 (5), 506-510. 	

Course Description Form

Course Code	OCC3009																																																														
Course Title	Adaptive and Assistive Technology																																																														
Credit Value	3																																																														
QF Level	5																																																														
QF Credit	12.9																																																														
Pre-requisite	Nil																																																														
Objectives	This course will develop students’ abilities to conduct assessments and analyze the needs of clients of various diagnostic conditions for provision of intervention through environmental adaptation and application of assistive technology. Students will be introduced to the core clinical reasoning knowledge and skills for environmental assessment and modification, prescription of appropriate aids and equipment, seating and positioning, design and fabrication of adaptive devices to enhance clients’ occupational performance.																																																														
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. Explain the concepts and issues related to the use of adaptive and assistive technology in rehabilitation and other aspects of life. b. Demonstrate ability in assessment and implementation of prescription process to assist people with disabilities in the selection and use of adaptive and assistive technology. c. Critically evaluate the benefits and effectiveness of a range of adaptive and assistive technology applicable in clinical situations. d. Discuss the ethical, cultural, and legal issues in the use of adaptive and assistive technology. e. Identify safety, usefulness and cost-effectiveness factors to be considered when using adaptive devices.																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(b)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>(c)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>(d)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>(e)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)		✓	✓	✓		✓			(b)		✓	✓	✓		✓			(c)		✓	✓	✓		✓	✓		(d)	✓	✓	✓	✓				✓	(e)		✓	✓	✓		✓		
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(c)		✓	✓	✓		✓	✓																																																								
(d)	✓	✓	✓	✓				✓																																																							
(e)		✓	✓	✓		✓																																																									
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none">Principles, techniques, legislative and relevant governance requirements for the application of universal access, assistive technology and environmental modifications to facilitate occupational performance.Principles and techniques to assess environmental dimensions of a person’s environment and recommend equipment and modification to facilitate occupational performance.Occupational impact of a range of conditions including spinal cord injury, amputation, developmental delay, sensory processing deficits, multiple severe																																																														

	<p>disabilities and the clinical reasoning process underpinning assessment and intervention with the use of assistive technology and environment modification.</p> <p>4. Assessment and application of assistive technology in the areas of activities of daily living, classroom learning, seating and mobility, computer access and transportation.</p> <p>5. Application of innovative technology such as 3D printing in fabrication of assistive devices.</p>																																								
Learning & Teaching Methodology	<p><u>Lecture</u></p> <p>The course content will be delivered generally by lectures, which cover theoretical knowledge in preparation for students’ discussion on how theories and techniques are applied in clinical situations. Students are expected to read the pre-assigned materials before the class in order to achieve the intended learning outcomes.</p> <p><u>Tutorial</u></p> <p>Tutorials are used to supplement lectures. They include in-class activities, face to face tutorials and the use of interactive multimedia. Students have chances to clarify confusion from the lectures and/or have elaboration on certain points.</p> <p><u>Seminar/ Field visit</u></p> <p>Seminars or workshops are used to supplement lectures. They include in-class seminars on specialized topics, case demonstrations, practical and hands-on learning activities and field visits to NGO and hospital settings. Topics of seminars and field visits are organized and aimed to integrate clinical application and knowledge into context to ensure students’ understanding of the subjects taught in the lectures.</p>																																								
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Group Project</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Written test(s)</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>3. Examination</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Group Project</u></p> <p>Group project will be used to assess students’ ability to integrate theoretical knowledge and practical skills they have learnt in the course by designing and fabrication of a special adaptive device for a case scenario.</p> <p><u>Written test(s) and Examination</u></p>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Group Project	40%	✓	✓	✓	✓	✓	2. Written test(s)	15%	✓	✓	✓			3. Examination	45%	✓	✓	✓	✓	✓	Total	100 %					
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3. Examination	45%	✓	✓	✓	✓	✓																																			
Total	100 %																																								

	Written test(s) and examination will include multiple choice questions, short questions and/or case studies to assess all the intended learning outcomes for the course and will specifically check students' understanding of relevant concepts.	
Student Study Effort Required	Class contact:	
	▪ Lecture	14 Hrs.
	▪ Tutorial	28 Hrs.
	Outside student study effort:	
	▪ Self-study	60 Hrs.
	▪ Preparation for written test(s) and examination	24 Hrs.
	Assessment Hours:	
	▪ Examination	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<u>References</u> <ol style="list-style-type: none"> 1. Angelo, J. (1997). Assistive technology for rehabilitation therapists. Philadelphia, P A: F.A. Davis. 2. Architectural Services Department. (2008). Universal accessibility: Best practices and guidelines. Hong Kong Government: Architectural Services Department. 3. Bengt, E. (1993). Ergonomics: Wheelchairs and positioning, a book of principles based on experience from the field. Sweden, Hasselby: Posturalis. 4. Buildings Department. (2006). The design manual: Barrier free access. Hong Kong Government: Buildings Department. 5. Christiansen, C. & Baum, C. (1997). Occupational therapy: Enabling function and well-being (2nd Ed). NJ: SLACK Incorporated. 6. Gillen, G. & Burkhardt, A. (2011). Stroke rehabilitation: A functional approach (3rd ed.). St. Louis: Mosby. 7. Hong Kong Housing Society. (2005). Universal design guidebook for residential development in Hong Kong. Hong Kong: Hong Kong Housing Society. 	

Course Description Form

Course Code	OCC3011																																																														
Course Title	OT in Traumatology – Evidence-based Practice																																																														
Credit Value	3																																																														
QF Level	5																																																														
QF Credit	12.9																																																														
Pre-requisite	OCC2010 Functional Human Anatomy OCC3002 Enabling Occupation – Health Care II																																																														
Objectives	In this course, students will develop evidence base clinical knowledge, principles and practical skills in the traumatology. The students will equip with practical skills and specific OT process in common conditions in traumatology. Various types of alternative medicine methods will be introduce and students will able to critical the different types of alternative medicine when compare with evidence base clinical treatment.																																																														
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: <ul style="list-style-type: none"> a. Discuss the pathology and recovery process about the common conditions in traumatology. b. Describe the impacts of selected conditions and trauma on the client's physical, functional and psychosocial well-beings. c. Have basic understanding of selective alternative medicine treatment method. d. Develop and Prescribe intervention strategies (which may include an orthotic device, splints, assistive devices prescriptions, mobility training, alternative medicine method, etc.) for clients with specific injuries, supported with clinical reasoning. e. Demonstrate critical analysis in application of evidence base treatment and alternative medicine method. 																																																														
CILOs in Alignment with PILOs	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr> </thead> <tbody> <tr> <td>(a)</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>(b)</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr> <tr> <td>(c)</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>(d)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr> <tr> <td>(e)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr> </tbody> </table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)		✓	✓						(b)			✓	✓					(c)		✓	✓						(d)		✓	✓	✓					(e)					✓	✓		
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(d)		✓	✓	✓																																																											
(e)					✓	✓																																																									
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Updated information in the clinical practice in traumatology. 2. Evaluate the evidence of present OT intervention methods in traumatology. 3. Introduction of selective alternative medicine. 4. Critical evaluation of treatments with evidence and alternative medicine method. 5. Case management in traumatology with clinical reasoning. 																																																														
Learning & Teaching Methodology	<u>Lecture</u> The course content will be delivered generally by lectures. The pre-assigned materials are expected to read before the class in order to achieve the intended learning outcomes.																																																														

	<p><u>Clinical Seminar</u> Experience OT clinician will provide the up to date information in clinical practice. Pre-assigned materials are expected to be read before the seminar to facilitate the learning.</p> <p><u>Tutorial and Practical seminar</u> Students have chances to clarify confusion from the lectures and clinical seminar. Topics will be provided to integrate formal analysis into context to ensure students' understanding of the subjects taught in the lectures. In the practical seminar, students have chances to practice the skills to manufacture, fit and evaluation of specific splints for a variety of condition.</p>																																													
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Student Study Effort Required	Class contact:																																													
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	▪ Clinical Seminar					12 Hrs.																																								
	▪ Tutorial					14 Hrs.																																								
	Outside student study effort:																																													
	▪ Self-reading and preparation of written assignment(s)					60 Hrs.																																								
	▪ Preparation for written test(s) and examination					24 Hrs.																																								
	Assessment Hours:																																													

	▪ Examination	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbooks</u></p> <ol style="list-style-type: none"> 1. Mooney, M. & Ireson, C. (2009). <i>Occupational Therapy in Orthopaedics and Trauma</i>. Hong Kong: Wiley-Blackwell. 2. Cooper, C. (2007). <i>Fundamentals of Hand Therapy: Clinical reasoning and treatment guidelines for common diagnosis of upper extremity</i>. St. Louis: Mosby. 3. Jacobs, M. (2003) <i>Splinting the Hand and Upper Extremity: Principles and Process</i>. Lippincott Williams & Wilkin. <p><u>References</u></p> <ol style="list-style-type: none"> 1. Allen, C.K. (1992). <i>Occupational therapy treatment goals for the physically and cognitively disabled</i>. Rockville, MD: American Occupational Therapy Association. 2. Boscheinen-Morrin, J. & Conolly, W.B. (2001). <i>The Hand: Fundamentals of Therapy (3rd. ed.)</i> Jordan Hill, Oxford: Reed Educational and Professional Publishing Ltd. 3. Burke, S.L. (2006). <i>Hand and Upper Extremity Rehabilitation: A Practical Guide (3rd. ed.)</i>. St. Louis, Mo. : Elsevier Churchill Livingstone. 	

Course Description Form

Course Code	OCC2241																																																																																
Course Title	Clinical Education IA																																																																																
Credit Value	3																																																																																
QF Level	5																																																																																
QF Credit	10																																																																																
Pre-requisite	OCC2001 OT Theory and Process I																																																																																
Objectives	This course aims to provide students with the opportunities to identify various roles and functions of occupational therapists, and the occupational intervention process in different clinical settings. In addition, this course guides students to develop appropriate professional behavior and manner.																																																																																
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students will be able to: a. abide by the professional code of ethics stipulated in the Supplementary Medical Professions Ordinance b. identify various roles and functions of occupational therapists in a variety of clinical settings c. identify the occupational therapy intervention process in a variety of clinical settings d. search for relevant reference materials to enhance learning e. continue to seek knowledge by referring to reference materials in related topics f. work with group mates in the learning activities g. present both written and verbal reports																																																																																
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Course Synopsis/ Indicative Syllabus	1. Professional code of ethics and expectations of students' behaviours in clinical setting 2. Observation of various roles and functions of occupational therapists in a variety of clinical settings																																																																																

	3. Observation of clients' occupational performance in daily living tasks, work and leisure 4. Observation of holistic approach to occupational therapy intervention process and team work approach 5. Demonstration of appropriate professional attitudes and manners																																																											
Learning & Teaching Methodology	<u>Field Work Education</u> <u>Tutorial</u> Tutorials offer direct face-to-face discussion opportunities to students to clarify role of occupational therapist in various clinical setting and the application of theory and intervention models. <u>Site Visit</u> Site visits offer opportunities to students to expose to clinical environment and contact with services users and practitioners so as to enrich the students' understand about the role of occupational therapist and operation of clinical units.																																																											
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="7">CILOs to be assessed (Please tick as appropriate)</th></tr> <tr> <th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th><th>(f)</th><th>(g)</th></tr> </thead> <tbody> <tr> <td>1. Portfolio</td><td>30%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td></tr> <tr> <td>2. Group Presentation</td><td>30%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>3. Practical Test</td><td>40%</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Total</td><td>100 %</td><td colspan="7"></td></tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Continuous Assessment (100%)</u></p> <p><u>Portfolio</u> Aims to assess student's personal reflection on her/his willingness and her/his strength and limitation to be an Occupational Therapist.</p> <p><u>Group Presentation</u> Aims to assess student's understanding on the services model of occupational therapy in Hong Kong and the capacity to integrate theory and practice.</p> <p><u>Practical Test</u> Aims to evaluate student's performance in manual handling.</p>								Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)							(a)	(b)	(c)	(d)	(e)	(f)	(g)	1. Portfolio	30%		✓	✓	✓			✓	2. Group Presentation	30%		✓	✓	✓	✓	✓	✓	3. Practical Test	40%	✓							Total	100 %							
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Total	100 %																																																											
Student Study Effort Required	Class contact:																																																											
	▪ Lecture							48 Hrs.																																																				

	▪ Visit	32 Hrs.
	Outside student study effort:	
	▪ Self-study	10 Hrs.
	▪ Self and group work	10 Hrs.
	Total student study time	100 Hrs.
Reading List and References	<u>References</u> 1. Hersch, G.I., Lamport, N.K., Coffey, M.S., (2005). <i>Activity Analysis: Application to Occupation</i> (5 th ed). Thorofare, NJ: Slack, Inc.	

Course Description Form

Course Code	OCC2242																																																																																
Course Title	Clinical Education IB																																																																																
Credit Value	3																																																																																
QF Level	5																																																																																
QF Credit	12.4																																																																																
Pre-requisite	OCC2241 Clinical Education IA OCC2002 OT Theory and Process II Certificate of First Aid course (self-arranged by students)																																																																																
Objectives	<ol style="list-style-type: none"> 1. to provide students with the opportunities to identify functional problems encountered by clients of occupational therapy. 2. to guide students to conduct activity analyses and practice therapeutic activities. 3. to guide students to develop appropriate professional behaviour. 																																																																																
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> a. abide to the professional code of ethics stipulated in the Supplementary Medical Professions Ordinance; b. identify client's performance in terms of occupational function-dysfunctions; c. conduct simple activity analyses and practice therapeutic activities; and interact with clients and health care team member appropriate to the professional standard; d. search for relevant reference materials to enhance learning e. continue to seek knowledge by referring to reference materials in related topics; f. work with group mates in the learning activities; g. present both written and verbal reports. 																																																																																
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	<div>2. Observation of clients' occupational performance in daily living tasks, work and leisure</div> <div>3. Planning and implementation of activity analyses and therapeutic activities</div> <div>4. Demonstration of appropriate professional attitudes and manners in establishing rapport with clients, communication with staff and assuming responsibility</div>																																										
Learning & Teaching Methodology	<div>Clinical Education.</div> <div>Clinical sessions to be conducted by Clinical Educators in the clinical settings and assisted by College staff where appropriate, include:</div> <div><div>- Structured observation enabling students to see the clients' performance and how occupational therapy is being applied to the clinical settings.</div><div>- Practical enabling students to have contact with clients and staff under the supervision and guidance of clinical educators to develop professional attitudes and manners.</div><div>- Tutorials enabling students to clarify queries on what they have observed.</div><div>- Feedback to students ' performance for improvement.</div><div>- Opportunities for peer/group learning.</div></div>																																										
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Specific assessment methods/tasks	% weighting			CILOs to be assessed (Please tick as appropriate)																																							
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1. Clinical Education Evaluation	100%	✓	✓	✓	✓	✓	✓	✓																																			
2. Reflective Journal	Pass or Fail																																										
Total	100 %																																										
Student Study Effort Required	<table><tr><td>Class contact:</td><td></td></tr><tr><td>▪ On site Clinical Education</td><td>80 Hrs.</td></tr><tr><td>▪ Pre-placement Workshop</td><td>24 Hrs.</td></tr></table>	Class contact:		▪ On site Clinical Education	80 Hrs.	▪ Pre-placement Workshop	24 Hrs.																																				
Class contact:																																											
▪ On site Clinical Education	80 Hrs.																																										
▪ Pre-placement Workshop	24 Hrs.																																										

	Outside student study effort:	
	▪ Self-study	20 Hrs.
	Total student study time	124 Hrs.
Reading List and References	<u>Textbook</u> <ol style="list-style-type: none"> 1. Bruce M. A. & Borg B. (1993). <i>Psychosocial Occupational Therapy: Frames of Reference for intervention</i> (2nd ed) Thorofare, NJ: Slack, Inc. 2. Dutton, R. (1995). <i>Clinical Reasoning in Physical Disabilities</i>. Baltimore, MD: Williams & Wilkins. 3. Willard, H. S., & Schell, B. A. B. (ed.) (2013). <i>Willard and Spackman's Occupational Therapy</i>. (12th ed). Philadelphia, PA: Lippincott-Raven. 4. Hersch, G.I., Lamport, N.K., Coffey, M.S., (2005). <i>Activity Analysis: Application to Occupation</i> (5th ed). Thorofare, NJ: Slack, Inc. 5. Lamport, N. K., Coffey, M.S., & Hersch, G.I. (2001). <i>Activity Analysis Handbook</i> (4th ed). Thorofare, NJ:Slack, Inc. 	

Course Description Form

Course Code	OCC3250
Course Title	Clinical Education II
Credit Value	5
QF Level	5
QF Credit	32.4
Pre-requisite	<p>OCC2241/2242 Clinical Education IA & IB</p> <p>OCC1001 Human Development Across Lifespan</p> <p>OCC2001 OT Theory and Process I</p> <p>OCC2002 OT Theory and Process II</p> <p>OCC2003 Ageing and Diseases</p> <p>OCC2004 Analyzing Occupational Performance</p> <p>OCC2005 Essential Pathophysiology for Occupational Therapist</p> <p>OCC2006 Essential Psychopathology for Occupational Therapist</p> <p>OCC2008 Psychosocial Dimensions in Healthcare Practice</p> <p>OCC2009 Therapeutic communication</p> <p>OCC2011 Enabling Occupation – Child and Education I</p> <p>OCC3001 Enabling Occupation – Health Care I</p> <p>OCC3002 Enabling Occupation - Health Care II</p> <p>HSS1003 Introduction to Psychology</p> <p>MED2009 Introduction to Chinese Medicine (中醫學導論)</p> <p>MED4008 Basic Neurosciences</p> <p>NUR1019 Anatomy and Physiology</p>
Objectives	<ol style="list-style-type: none"> 1. To provide students with the opportunities to apply occupational therapy techniques learned in the College, to treat patients/clients under supervision by an occupational therapist. 2. To provide student with the opportunities to consolidate and apply occupational therapy knowledge, attitudes and skills learned in the College to assess, plan, implement, evaluate, and modify, under guidance, occupational therapy intervention programmes for clients suffering from common conditions in Hong Kong. 3. To provide students with the opportunity to communicate and function appropriately as a member of the health care team. 4. To prepare students for the study for more advanced studies in Years 3 and 4.
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> a. abide by the professional code of ethics stipulated in the Supplementary Medical Professions Ordinance; b. identify clients' problems in occupational performance resulting from developmental deficits, physical disabilities, mental illness or ageing; c. apply occupational therapy knowledge and skills to assist clients to develop an adaptive cycle of occupational functions;

	<div>d. modify occupational therapy intervention programme designed for clients as required;</div> <div>e. present verbal and written occupational therapy reports as one of the effective means of professional communications;</div> <div>f. interact with clients and health care team member appropriate to the professional standard;</div> <div>g. identify occupational therapy related problems encountered in the clinical field to prepare for further in-depth enquires and studies.</div>																																																																																
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(b)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>(c)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>(d)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>(e)</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>(f)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>(g)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)	✓								(b)		✓	✓	✓	✓	✓	✓	✓	(c)		✓	✓	✓	✓	✓	✓	✓	(d)		✓	✓	✓	✓	✓	✓	✓	(e)	✓	✓	✓						(f)		✓	✓	✓	✓	✓	✓	✓	(g)		✓	✓	✓	✓	✓	✓	✓
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(f)		✓	✓	✓	✓	✓	✓	✓																																																																									
(g)		✓	✓	✓	✓	✓	✓	✓																																																																									
Course Synopsis/ Indicative Syllabus	<div>1. Professional code of ethics and expectations of students' behaviours in clinical setting.</div> <div>2. Assessment of clients' occupational performance in daily living tasks, work and leisure, e.g. role checklist, checklist of daily living task, developmental checklist, interest checklist.</div> <div>3. Planning of intervention programme according to the problem identified</div> <div>4. Implementation of occupational therapy activities and skills to improve the occupational performance of clients e.g. splint-making skill, pressure therapy, training of daily living task, group work and sensory integration therapy.</div> <div>5. Evaluation of clients' occupational performance.</div> <div>6. Recording and reporting on clients' occupational performance in case conferences, ward rounds, patients' record etc.</div>																																																																																
Learning & Teaching Methodology	<div>Clinical Education</div> <div>Clinical sessions to be conducted by Clinical Educators in the clinical settings and assisted by College staff where appropriate, include:</div> <div><div>- Structured observation enabling students to see the clients' performance and how occupational therapy is being applied to the clinical settings.</div><div>- Practical enabling students to have contact with clients and staff under the supervision and guidance of clinical educators to develop professional attitudes and manners.</div><div>- Tutorials enabling students to clarify queries on what they have observed.</div></div>																																																																																

	<ul style="list-style-type: none">- Feedback to students ' performance for improvement.- Opportunities for peer/group learning.								
Assessment Methods in Alignment with Course Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)						
			(a)	(b)	(c)	(d)	(e)	(f)	(g)
	1. Clinical Education Evaluation	100%	✓	✓	✓	✓	✓	✓	✓
	2. Reflective Journal	Pass or Fail							
	Total	100 %							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Continuous Assessment (100%)</u> <u>Clinical Education Evaluation</u> Aims to assess student’s personal capacity in conducting occupation therapy in a clinical setting.</p> <p><u>Reflective Journal</u> Aims to evaluate student’s self-reflection on her/his strength and limitation to be an occupational therapist.</p>									
Student Study Effort Required	Class contact:								
	▪ On site Clinical Education					240 Hrs.			
	▪ Pre-placement Workshop					24 Hrs.			
	Outside student study effort:								
	▪ Self-study					60 Hrs.			
	Total student study time					324 Hrs.			
Reading List and References	<u>Textbooks</u>								
	1. Bruce M. A. & Borg B. (1993). <i>Psychosocial Occupational Therapy: Frames of Reference for intervention</i> (2nd ed) Thorofare, NJ: Slack, Inc.								
	2. Dutton, R. (1995). <i>Clinical Reasoning in Physical Disabilities</i> . Baltimore, MD: Williams & Wilkins.								
	3. Willard, H. S., & Schell, B. A. B. (ed.) (2013). <i>Willard and Spackman's Occupational Therapy</i> . (12 th ed). Philadelphia, PA: Lippincott-Raven.								
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Course Description Form

Course Code	OCC4250																										
Course Title	Clinical Education III																										
Credit Value	8																										
QF Level	5																										
QF Credit	47.4																										
Pre-requisite	OCC3250 Clinical Education II OCC3003 Enabling Occupation – Health Care III OCC3004 Enabling Occupation – Child and Education II OCC3007 Enabling Occupation – Ageing and Wellness																										
Objectives	<ol style="list-style-type: none"> 1. to provide students with the opportunity to integrate, consolidate, and evaluate, through self-directed approach, knowledge, skills and attitudes learned in the College, to occupational therapy practice in a common or particular field of occupational therapy 2. to provide students with the opportunity to practice, with respect to management theories and techniques learned, basic managerial functions for independent occupational therapy practice and day-to-day administration of the occupational therapy department. 3. to prepare students to evaluate the application of occupational therapy theories to practice in major fields of occupational therapy practice in their final stage of study 																										
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> a. select in collaboration with a clinical educator clients appropriate to Clinical Education III; b. gather relevant information to facilitate the selection, conduction and evaluation of assessment; c. select, plan, conduct, and evaluate appropriate treatment modalities/programmes for specific clients both in a clinical setting and in an appropriate rehabilitation environment; d. evaluate the effectiveness of treatment; e. present verbal and written occupational therapy reports as an effective means of professional communication; f. account professionally in accordance with the Code of Ethics of Supplementary Medical Profession Ordinance; g. conduct preliminary evaluation on different treatment approaches to prepare for further in-depth evaluation and studies. 																										
CILOs in Alignment with PILOs	<table border="1"> <tr> <th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>	CILOs	PILOs								1	2	3	4	5	6	7	8									
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	<table><tr><td>(a)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>(b)</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(c)</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>(d)</td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(e)</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>(f)</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(g)</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr></table>	(a)							✓	✓	(b)		✓	✓				✓		(c)			✓	✓	✓	✓		✓	(d)				✓	✓	✓			(e)	✓						✓	✓	(f)	✓						✓		(g)		✓		✓		✓		
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(g)		✓		✓		✓																																																										
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none">1. Professional code of ethics and expectations of students' behaviors in clinical setting;2. Case management and clinical reasoning skills;3. Assessment of clients' occupational performance;4. Formulation of clients' treatment plan;5. Implementation of occupational therapy activities and programmes;6. Evaluation and documentation of clients' progress and occupational performance;7. Evaluation of selected treatment modality.																																																															
Learning & Teaching Methodology	<p><u>Clinical Education.</u></p> <p>Clinical sessions to be conducted by Clinical Educators in the clinical settings and assisted by College staff where appropriate, include:</p> <ul style="list-style-type: none">- Structured observation enabling students to see the clients' performance and how occupational therapy is being applied to the clinical settings.- Practical enabling students to have contact with clients and staff under the supervision and guidance of clinical educators to develop professional attitudes and manners.- Tutorials enabling students to clarify queries on what they have observed.- Feedback to students ' performance for improvement.- Opportunities for peer/group learning.																																																															
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="7">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th><th>(f)</th><th>(g)</th></tr><tr><td>1. Clinical Education Evaluation</td><td>100%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Reflective Journal</td><td colspan="7">Pass or Fail</td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="7"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)							(a)	(b)	(c)	(d)	(e)	(f)	(g)	1. Clinical Education Evaluation	100%	✓	✓	✓	✓	✓	✓	✓	2. Reflective Journal	Pass or Fail								Total	100 %																											
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	<u>Continuous Assessment (100%)</u> <u>Clinical Education Evaluation</u> Aims to assess student's personal capacity in conducting occupation therapy in a clinical setting. <u>Reflective Journal</u> Aims to evaluate student's self-reflection on her/his strength and limitation to be an occupational therapist.	
Student Study Effort Required	Class contact:	
	▪ On site Clinical Education	360 Hrs.
	▪ Pre-placement Workshop	24 Hrs.
	Outside student study effort:	
	▪ Self-study	90 Hrs.
	Total student study time	474 Hrs.
Reading List and References	<u>Textbooks</u> 1. Bruce M. A. & Borg B. (1993). <i>Psychosocial Occupational Therapy: Frames of Reference for intervention</i> (2nd ed) Thorofare, NJ: Slack, Inc. 2. Dutton, R. (1995). <i>Clinical Reasoning in Physical Disabilities</i> . Baltimore, MD: Williams & Wilkins. 3. Willard, H. S., & Schell, B. A. B. (ed.) (2013). <i>Willard and Spackman's Occupational Therapy</i> . (12 th ed). Philadelphia, PA: Lippincott-Raven. 4. Hersch, G.I., Lamport, N.K., Coffey, M.S., (2005). <i>Activity Analysis: Application to Occupation</i> (5 th ed). Thorofare, NJ: Slack, Inc. 5. Lamport, N. K., Coffey, M.S., & Hersch, G.I. (2001). <i>Activity Analysis Handbook</i> (4 th ed). Thorofare, NJ:Slack, Inc.	

Course Description Form

Course Code	OCC4260																																			
Course Title	Clinical Education IV																																			
Credit Value	8																																			
QF Level	5																																			
QF Credit	47.4																																			
Pre-requisite	OCC4250 Clinical Education III OCC3005 Enabling Occupation – Productivity																																			
Objectives	<ol style="list-style-type: none"> 1. to provide students with the opportunity to integrate, consolidate, and evaluate, through self-directed approach, knowledge, skills and attitudes learned in the College, to occupational therapy practice in a common or particular field of occupational therapy 2. to provide students with the opportunity to practice, with respect to management theories and techniques learned, basic managerial functions for independent occupational therapy practice and day-to-day administration of the occupational therapy department. 3. to prepare students to evaluate the application of occupational therapy theories to practice in major fields of occupational therapy practice in their final stage of study 																																			
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> a. gather relevant information to facilitate the selection, conduction and evaluation of assessment. b. select, plan, conduct, and evaluate appropriate treatment modalities/programs for specific clients both in a clinical setting and in an appropriate rehabilitation environment. c. evaluate the effectiveness of treatment. d. present verbal and written occupational therapy reports as an effective means of professional communication. e. account professionally in accordance with the Code of Ethics of Supplementary Medical Profession Ordinance. f. practice with the supervision of clinical educators or supervisors selected day-to-day administration of the occupational therapy department. g. conduct preliminary evaluation on different treatment approaches to prepare for further in-depth evaluation and studies. 																																			
CILOs in Alignment with PILOs	<table border="1"> <tr> <th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr> <tr> <td>(a)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td></tr> <tr> <td>(b)</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td></tr> </table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)							✓	✓	(b)		✓	✓				✓	
CILOs	PILOs																																			
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(f)	✓						✓																																							
(g)		✓		✓		✓																																								
Course Synopsis/ Indicative Syllabus	<ol style="list-style-type: none">1. Professional code of ethics and expectations of students' behaviors in clinical setting;2. Case management and clinical reasoning skills;3. Assessment of clients' occupational performance;4. Formulation of clients' treatment plan;5. Implementation of occupational therapy activities and programmes;6. Evaluation and documentation of clients' progress and occupational performance;7. Evaluation of selected treatment modality.																																													
Learning & Teaching Methodology	<u>Clinical Education.</u> Clinical sessions to be conducted by Clinical Educators in the clinical settings and assisted by College staff where appropriate, include: <ul style="list-style-type: none">- Structured observation enabling students to see the clients' performance and how occupational therapy is being applied to the clinical settings.- Practical enabling students to have contact with clients and staff under the supervision and guidance of clinical educators to develop professional attitudes and manners.- Tutorials enabling students to clarify queries on what they have observed.- Feedback to students ' performance for improvement.- Opportunities for peer/group learning.																																													
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="7">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th><th>(f)</th><th>(g)</th></tr><tr><td>1. Clinical Education Evaluation</td><td>100%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Reflective Journal</td><td colspan="7">Pass or Fail</td></tr><tr><td>Total</td><td>100 %</td><td colspan="7"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Continuous Assessment (100%)</u> <u>Clinical Education Evaluation</u></p>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)							(a)	(b)	(c)	(d)	(e)	(f)	(g)	1. Clinical Education Evaluation	100%	✓	✓	✓	✓	✓	✓	✓	2. Reflective Journal	Pass or Fail							Total	100 %										
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1. Clinical Education Evaluation	100%	✓	✓	✓	✓	✓	✓	✓																																						
2. Reflective Journal	Pass or Fail																																													
Total	100 %																																													

	<p>Aims to assess student's personal capacity in conducting occupation therapy in a clinical setting.</p> <p><u>Reflective Journal</u></p> <p>Aims to evaluate student's self-reflection on her/his strength and limitation to be an occupational therapist.</p>	
Student Study Effort Required	Class contact:	
	▪ On site Clinical Education	360 Hrs.
	▪ Pre-placement Workshop	24 Hrs.
	Outside student study effort:	
	▪ Self-study	90 Hrs.
	Total student study time	474 Hrs.
Reading List and References	<p><u>Textbook</u></p> <ol style="list-style-type: none"> 1. Bruce M. A. & Borg B. (1993). <i>Psychosocial Occupational Therapy: Frames of Reference for intervention</i> (2nd ed) Thorofare, NJ: Slack, Inc. 2. Dutton, R. (1995). <i>Clinical Reasoning in Physical Disabilities</i>. Baltimore, MD: Williams & Wilkins. 3. Willard, H. S., & Schell, B. A. B. (ed.) (2013). <i>Willard and Spackman's Occupational Therapy</i>. (12th ed). Philadelphia, PA: Lippincott-Raven. 4. Hersch, G.I., Lamport, N.K., Coffey, M.S., (2005). <i>Activity Analysis: Application to Occupation</i> (5th ed). Thorofare, NJ: Slack, Inc. 5. Lamport, N. K., Coffey, M.S., & Hersch, G.I. (2001). <i>Activity Analysis Handbook</i> (4th ed). Thorofare, NJ:Slack, Inc. 	

Course Description Form

Course Code	ENG1001																																																														
Course Title	Developing English Language Skills																																																														
Credit Value	3																																																														
QF Level	4																																																														
QF Credit	13.5																																																														
Pre-requisite	Nil																																																														
Objectives	The objective of this course is to make students competent and confident in using English accurately and fluently.																																																														
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> communicate confidently and effectively with application of the listening and speaking techniques learnt; expand the range of vocabulary by developing and applying appropriate and customised language learning strategies; deliver organized and effective oral presentations with accuracy and fluency; read and understand different kinds of texts for specific purposes; and write English papers with accuracy and fluency. 																																																														
CILOs in Alignment with PILOs	<table border="1"> <thead> <tr> <th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr> </thead> <tbody> <tr> <td>(a)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr> <tr> <td>(b)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr> <tr> <td>(c)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr> <tr> <td>(d)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr> <tr> <td>(e)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr> </tbody> </table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)							✓		(b)							✓		(c)							✓		(d)							✓		(e)							✓	
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(d)							✓																																																								
(e)							✓																																																								
Course Synopsis/ Indicative Syllabus	<p><u>Course Synopsis</u></p> <p>This course aims to enhance students' overall proficiency in English, to improve language skills for a tertiary level study and to create an appropriate linguistic environment for students to facilitate communication and self-expression in English. Through guided practice in listening, speaking, reading, writing, and academic discussions, students will further enhance their language skills and apply these skills in different contexts, such as taking lecture notes, giving oral presentations, completing written tasks and responding to questions in simulated situations.</p> <p><u>Indicative Syllabus</u></p> <p>The content is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students. Topics include:</p> <ol style="list-style-type: none"> Organizing an academic essay Documenting and citing sources Supporting your arguments Reading critically Writing in an academic style Listening effectively Creating and delivering an effective presentation 																																																														

Learning & Teaching Methodology	<u>Lecture</u> Course content will be delivered primarily through lecture. Key knowledge and skills on presentation, discussion, critical reading and essay writing will be covered. <u>Tutorial</u> It is used to help students gain better understanding of the topics covered in lectures. They are also used to strengthen students’ oral presentation skills through individual presentations and class discussion. Learning progress of students will be monitored and feedback and support will also be provided as appropriate.																																								
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Written assessments</td><td>40%</td><td></td><td>✓</td><td></td><td></td><td>✓</td></tr><tr><td>2. Speaking assessments</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>3. Written examination</td><td>30%</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: <u>Written assessments</u> Student’s ability in using English and presenting ideas can be assessed by written assignments and tests. <u>Speaking assessments</u> Student’s ability to present information and ideas orally can be assessed by individual oral presentation and group discussion. <u>Written examination</u> Student’s ability in comprehending English texts, presenting ideas and writing effectively can be assessed by examination.	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Written assessments	40%		✓			✓	2. Speaking assessments	30%	✓	✓	✓			3. Written examination	30%		✓		✓	✓	Total	100 %					
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3. Written examination	30%		✓		✓	✓																																			
Total	100 %																																								
Student Study Effort Required	<table><tr><td>Class contact:</td><td></td></tr><tr><td>▪ Lecture</td><td>14 Hrs.</td></tr><tr><td>▪ Tutorial</td><td>28 Hrs.</td></tr><tr><td>Outside student study effort:</td><td></td></tr><tr><td>▪ Self-study</td><td>28 Hrs.</td></tr></table>	Class contact:		▪ Lecture	14 Hrs.	▪ Tutorial	28 Hrs.	Outside student study effort:		▪ Self-study	28 Hrs.																														
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▪ Tutorial	28 Hrs.																																								
Outside student study effort:																																									
▪ Self-study	28 Hrs.																																								

	<ul style="list-style-type: none"> Preparation of presentations and written assignments 	62 Hrs.
	Assessment Hours:	
	<ul style="list-style-type: none"> Examination 	3 Hrs.
	Total student study time	135 Hrs.
Reading List and References	<p><u>References</u></p> <ol style="list-style-type: none"> Anderson, K., Maclean, J. and Lynch T. (2004). <i>Speaking – A course in spoken English for academic purposes</i>. Cambridge: C.U.P. Blass, L. (2014). <i>Pathways 4. Reading, writing, and critical thinking</i>. Boston, Mass.: National Geographic Learning, Heinle Cengage Learning. Glendinning, E. H. and Holmstrom B. (2004). <i>Study reading</i>. Cambridge: C.U.P. Hamps-Lyons, L. and Heasley, B. (2006). <i>Study writing</i>. Cambridge: C.U.P. Legg, M., Pat, M., Roberts, S., Welland, R., Chan, L., Chan, L., & Tsang, W.L. (2014). <i>Academic English: Skills for success</i> (2nd ed.). Hong Kong: HKU Press. Lynch, T. (2004). <i>Listening – A course in listening to lectures and note-taking</i>. Cambridge: C.U.P. <p><u>Web Resources</u></p> <ol style="list-style-type: none"> BBC Learning English: http://www.bbc.co.uk/learningenglish/Longman British Council Learn English: http://learnenglish.britishcouncil.org/en/ Cambridge Dictionary Online: http://dictionary.cambridge.org/ Longman Dictionary Online: http://www.ldoceonline.com/ Merriam-Webster Online: http://www.merriam-webster.com/ Road to IELTS: http://www.roadtoielts.com/ 	

Course Description Form

Course Code	ENG2006																																																																							
Course Title	Enhancing Academic English Skills																																																																							
Credit Value	3																																																																							
QF Level	4																																																																							
QF Credit	12.9																																																																							
Pre-requisite	Nil																																																																							
Objectives	This course is intended to help students develop their academic writing and speaking skills in English required at the university level. By the end of the course, students should be able to write well-organized summaries and short essays following the conventions of academic writing with an appropriate style.																																																																							
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. interpret the inferred, connotative and figurative meanings in a text; b. paraphrase and summarize texts to make better communication; c. write and inquire appropriately in a given topic with the skills of academic writing using academic and idiomatic vocabulary and correct citation styles; d. evaluate and select the available sources of information critically for academic writing; e. draw outlines for discussion based on the collection of information and ideas; and f. produce a short academic essay with accuracy and fluency.																																																																							
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(b)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(c)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(d)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(e)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(f)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)							✓		(b)							✓		(c)							✓		(d)							✓		(e)							✓		(f)							✓	
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(f)							✓																																																																	
Course Synopsis/ Indicative Syllabus	<p><u>Course Synopsis</u></p> <p>This course is designed to help students appreciate the features and style of academic English and develop their skills in writing from sources and engaging in academic discussions. The language skills acquired in this course will provide students with the necessary foundation in using English for various academic purposes.</p> <p><u>Indicative Syllabus</u></p> <p>The intended learning outcomes will be achieved through discussion on such topics as critical reading skills, academic writing style and conventions, organization patterns of different types of essays and the basic strategies in argument development. Such knowledge and skills will be consolidated through guided reading and writing practice, summary and essay writing tasks, and group presentation and discussion activities.</p>																																																																							

Learning & Teaching Methodology	<u>Lecture</u> Course content will be delivered primarily through lectures. Key knowledge and skills on presentation, discussion, critical reading and essay writing will be covered. <u>Seminar</u> It is used to help students gain better understanding of the topics covered in lectures. They are also used to strengthen students’ oral presentation skills through individual presentations and class discussion. Learning progress of students will be monitored and feedback and support will also be provided as appropriate.																																																					
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th><th>(f)</th></tr><tr><td>1. Assignments</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>2. Presentations and discussions</td><td>30%</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>3. Examination</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: <u>Assignment</u> Student’s ability in using English and presenting ideas can be assessed by written assignments. <u>Presentations and discussion</u> Student’s ability to present information and ideas orally can be assessed by individual oral presentations and group discussions. <u>Examination</u> Student’s ability in comprehending English texts, presenting ideas and writing effectively can be assessed by the final examination.								Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)						(a)	(b)	(c)	(d)	(e)	(f)	1. Assignments	40%	✓	✓	✓	✓		✓	2. Presentations and discussions	30%		✓		✓	✓		3. Examination	30%	✓	✓	✓			✓	Total	100 %						
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Student Study Effort Required	<table><tr><td>Class contact:</td><td></td></tr><tr><td>▪ Lecture</td><td>14 Hrs.</td></tr><tr><td>▪ Tutorial</td><td>28 Hrs.</td></tr><tr><td>Outside student study effort:</td><td></td></tr><tr><td>▪ Self-study</td><td>28 Hrs.</td></tr><tr><td>▪ Preparation of presentations and written assignments</td><td>56 Hrs.</td></tr></table>							Class contact:		▪ Lecture	14 Hrs.	▪ Tutorial	28 Hrs.	Outside student study effort:		▪ Self-study	28 Hrs.	▪ Preparation of presentations and written assignments	56 Hrs.																																			
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▪ Preparation of presentations and written assignments	56 Hrs.																																																					

	Assessment Hours:	
	▪ Examination	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>References</u></p> <ol style="list-style-type: none"> 1. Bailey, S. (2011). <i>Academic writing: A handbook for international students</i> (3rd ed.). London: Routledge. 2. Blass, L. (2014). <i>Pathways 4. Reading, writing, and critical thinking</i>. Boston, Mass.: National Geographic Learning, Heinle Cengage Learning. 3. Broukal, M. (2004). <i>Weaving it together: Connecting reading and writing</i> (2nd ed.). Boston: Heinle. 4. Cooley, L., & Lewkowicz, J. (2003). <i>Dissertation writing in practice: Turning ideas into text</i>. Hong Kong: Hong Kong University Press. 5. Flesch, R., & Lass, A. H. (1996). <i>The classic guide to better writing</i>. New York: HarperCollins. 6. Giltrow, J. (2002). <i>Academic writing: Writing and reading in the disciplines</i> (3rd ed.). Ontario: Broadview Press Ltd. 7. Giltrow, J., Gooding, R. A., Burgoyne, D., & Sawatsky, M. (2005). <i>Academic writing: An introduction</i>. Ontario: Broadview Press Ltd. 8. Hamp-Lyons, L. & Heasley, B. (2006). <i>Study writing: A course in writing skills for academic purposes</i>. Cambridge: Cambridge University Press. 9. Legg, M., Pat, M., Roberts, S., Welland, R., Chan, L., Chan, L., & Tsang, W.L. (2014). <i>Academic English: Skills for success</i> (2nd ed.). Hong Kong: HKU Press. 10. McCarthy, M., & O'Dell, F. (2008). <i>Academic vocabulary in use</i>. Cambridge: Cambridge University Press. 11. Oshima, A., & Hogue, A. (2006). <i>Writing academic English</i> (4th ed.). New York: Pearson Education. 12. Turabian, K. L. (2010). <i>Student's guide to writing college papers</i> (4th ed.). Chicago: The University of Chicago Press. 13. Williams, J. M. (2014). <i>Style: Lessons in clarity and grace</i> (11th ed.). Boston: Person. 14. Williams, J. M., & Colomb, G. G. (2007). <i>The craft of argument</i> (3rd ed.). New York: Pearson Longman. 	

Course Description Form

Course Code	ENG2011																																																														
Course Title	English for Healthcare Professionals																																																														
Credit Value	3																																																														
QF Level	4																																																														
QF Credit	20																																																														
Pre-requisite	ENG1001 Developing English Language Skills																																																														
Objectives	This course aims at improving students’ English language skills for professional communication in the healthcare sector. By the end of the course, students should be able to communicate effectively in both writing and speaking in common healthcare settings, with a better understanding of the forms and functions of a variety of professional texts and enriched lexical resources.																																																														
Course Intended Learning Outcomes (CILOs)	Upon completion of the course, students should be able to: a. compile profession-related documents and correspondence following professional norms using appropriate language and text structures; b. apply professional terminology accurately in written and spoken workplace communication; c. extract relevant information from a variety of written and spoken sources for the completion of professional tasks; d. adopt appropriate language and speech strategies for workplace interaction; and e. Speak and write confidently and professionally in healthcare contexts.																																																														
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(b)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(c)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(d)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>(e)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr></table>	CILOs	PILOs								1	2	3	4	5	6	7	8	(a)							✓		(b)							✓		(c)							✓		(d)							✓		(e)							✓	
CILOs	PILOs																																																														
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(e)							✓																																																								
Course Synopsis/ Indicative Syllabus	<u>Indicative Syllabus</u> 1. Professional documentation and correspondence Students will practise writing common documents in the healthcare sector, including but not limited to: 1.1 assessment and narrative notes related to patient care; 1.2 case reports and summaries; 1.3 process recordings; 1.4 referral letters. 2. Professional language Students will be guided to make the appropriate grammatical and lexical choices in producing profession-related documents. Emphasis will be placed upon extending students’ knowledge of medical terminology and its incorporation in accurate language with appropriate tone and register. 3. Oral communication for professional purposes																																																														

	Students will practise speaking English in simulated workplace situations, such as giving oral reports and presentations and interacting with patients and clients in consultations.																																								
Learning & Teaching Methodology	<p><u>Lectures</u></p> <p>Key concepts and principles in language use will be delivered primarily through lectures. Students may be required to read/watch pre-assigned materials before class in order to achieve the intended learning outcomes.</p> <p><u>Tutorials</u></p> <p>Tutorials will help consolidate students’ understanding of the topics covered in lectures. Learning activities will be designed around realistic situations in order to facilitate professional language use in real-life contexts.</p>																																								
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">CILOs to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Written assignments</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>2. Presentation and role play</td><td>30%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Written examination</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Written Assignments</u></p> <p>Students will be required to compile common professional documents, such as (but not limited to) case reports and referral letters based on given scenarios. Students’ knowledge of the structures of these types of writing, their ability to use relevant information from sources and their professional language skills will be assessed.</p> <p><u>Presentation</u></p> <p>Students will present a case report based on a real or imagined situation from their disciplines of study. The purpose is to help students develop the confidence in speaking professionally in front of an audience.</p> <p><u>Role play</u></p> <p>In pairs or groups, students will role play a conversation in a realistic workplace situation. Students will be required to interact with each other in a professional manner using an appropriate tone and register.</p> <p>Written Examination</p>	Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Written assignments	40%	✓	✓	✓		✓	2. Presentation and role play	30%		✓	✓	✓	✓	3. Written examination	30%	✓	✓	✓		✓	Total	100 %					
Specific assessment methods/tasks	% weighting			CILOs to be assessed (Please tick as appropriate)																																					
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1. Written assignments	40%	✓	✓	✓		✓																																			
2. Presentation and role play	30%		✓	✓	✓	✓																																			
3. Written examination	30%	✓	✓	✓		✓																																			
Total	100 %																																								

	Student's overall achievement of the intended learning outcomes of the course will be assessed by examinations.	
Student Study Effort Required	Class contact:	
	▪ Lecture	28 Hrs.
	▪ Tutorial	14 Hrs.
	Outside student study effort:	
	▪ Self-study	126 Hrs.
	▪ Preparation for examination	14 Hrs.
	▪ Preparations	5 Hrs.
	▪ Written assignments	10 Hrs.
	Assessment Hours:	
	▪ Examination	3 Hrs.
	Total student study time	200 Hrs.
Reading List and References	<p><u>Textbook</u> Learning materials will be provided by the course teacher.</p> <p><u>References</u></p> <ol style="list-style-type: none"> 1. Allum, V., & McGarr, P. (2008). <i>English for nursing</i>. Cambridge University Press. 2. Allum, V. (2014). <i>English for healthcare professionals 1</i>. Raleigh, NC: Lulu Press. 3. Billingham, J. (2003). <i>Giving presentations</i>. Oxford: Oxford University Press. 4. Huckin, T. & Olsen, L. (1991). <i>Technical writing and professional communication for nonnative speakers of English</i> (2nd ed.). New York: McGraw Hill. 5. Ingre, D. (2003). <i>Technical writing: Essentials for the successful professional</i>. Mason, OH: Thomson. 6. Leiner, F. (2003). <i>Medical data management: A practical guide</i>. New York: Springer. 7. Locke, L. F. (2000). <i>Proposals that work: A guide for planning dissertations and grant proposals</i>. Thousand Oaks, CA: Sage. 8. Ronder, R. K., Varley, S. A., & Webb, C. F. (2000). <i>Clinical data management</i> (2nd ed.). New York: J. Wiley & Sons. 9. Smith, F. G. (2003). <i>Key topics in clinical research: A user guide to researching, analyzing, and publishing clinical data</i>. Oxford: BIOS Scientific Pub. 10. Thierer, N., Nelson, D., Ward, J. K., & Young, L. (2010). <i>Medical terminology: language for health care</i>. Boston, NJ: McGraw Hill. 	

	<p><u>Medical Dictionary</u></p> <ol style="list-style-type: none"> 1. Dorland, W.A.N. (2011). <i>Dorland's illustrated medical dictionary</i> (32nd ed.). London: Elsevier Health Sciences. <p><u>Online Medical Dictionary</u></p> <ol style="list-style-type: none"> 1. Medical Dictionary Online http://www.online-medical-dictionary.org/ 2. MedlinePlus by Merriam-Webster http://c.merriam-webster.com/medlineplus/ 3. 網上英漢漢英醫學辭典 Medical dictionary On-Line for Chinese http://www.hk-doctor.com/html/dict.php
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Course Description Form

Course Code	GEN1008																																																																					
Course Title	Introduction to Statistics																																																																					
Credit Value	3																																																																					
QF Level	4																																																																					
QF Credit	13.5																																																																					
Pre-requisite	Nil																																																																					
Objectives	<div>1. Introduce basic statistical concepts, logic and analytical tools.</div> <div>2. Provide students with a general understanding of descriptive and inferential statistics, and opportunities to apply them to examine data related to business, social and life sciences.</div> <div>3. Enable students to conduct statistical estimation and hypothesis testing with statistical software.</div> <div>4. Equip students with the skills to apply statistical concepts and analytical tools to analyse real-world issues and conduct empirical research.</div> <div>5. Train students for presenting and evaluating statistical or research findings and views.</div>																																																																					
Course Intended Learning Outcomes (CILOs)	<div>Upon completion of the course, students should be able to:</div> <div>a. explain the basic concepts and select the appropriate measurements, tables and graphs to represent quantitative data in different scenarios;</div> <div>b. understand probabilities and the way in which these link to probability theory on statistical inferences;</div> <div>c. perform basic statistical inferences using confidence interval and significance test on common measures such as mean and proportion and interpret the results;</div> <div>d. perform simple linear regression and correlation analysis, and understand when it is appropriate to do so;</div> <div>e. analyze data with statistical software and report the results</div>																																																																					
CILOs in Alignment with PILOs	<table><tr><th rowspan="2">CILOs</th><th colspan="8">PILOs</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>(a)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(b)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(c)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(d)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>(e)</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr></table>								CILOs	PILOs								1	2	3	4	5	6	7	8	(a)					✓	✓			(b)					✓	✓			(c)					✓	✓			(d)					✓	✓			(e)					✓	✓		
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(e)					✓	✓																																																																
Course Synopsis/ Indicative Syllabus	<div>This course provides students with basic statistical concepts and analytical tools, and opportunities to apply them to analyze real-world data related to business, social and life sciences.</div> <div>Main topics include:</div> <div>1. Introduction to Statistics</div>																																																																					

	<div>1.1 Types of variables</div> <div>1.2 Levels of measurements</div> <div>2. Descriptive Statistics</div> <div>2.1 Measures of central tendency and dispersion</div> <div>2.2 Frequency distribution and graphs</div> <div>3. Probability Distribution</div> <div>3.1 Discrete probability distribution</div> <div>3.2 Continuous probability distribution</div> <div>3.3 The Normal distribution</div> <div>3.4 The Sampling Distribution</div> <div>4. Inferential Statistics: confidence interval</div> <div>4.1 Confidence interval for mean</div> <div>4.2 Confidence interval for proportion</div> <div>4.3 The selection of sample size</div> <div>5. Inferential Statistics: significance tests</div> <div>5.1 Hypothesis test on population mean</div> <div>5.2 Hypothesis test on population proportion</div> <div>5.3 Type I and Type II error</div> <div>6. Comparison of Two Groups (independent samples)</div> <div>6.1 Confidence intervals of the difference in means and proportions</div> <div>6.2 Hypothesis tests on the difference in means and proportions</div> <div>7. Correlation and Regression</div> <div>7.1 Correlation analysis</div> <div>7.2 Estimation of coefficients on simple linear regression</div> <div>7.3 Estimation of coefficients on multiple linear regression</div>								
Learning & Teaching Methodology	<div><u>Lecture</u></div> <div>Lectures will focus on the theoretical aspects of Statistics. They are designed to develop students’ understanding and knowledge of descriptive and inferential statistics, and to strengthen students’ skills in data collection, data analysis and interpretations.</div> <div><u>Laboratory Session</u></div> <div>A series of SPSS training workshops will be given to familiarise students with the software. The purpose of these SPSS training workshops is to develop students’ data analytical and interpretation skills that are necessary for the analysis of statistical data.</div> <div><u>Tutorial</u></div> <div>Apart from SPSS workshops, students will have the opportunity to ask questions regarding the course materials during the tutorial sessions. They will have hands-on experiences in solving problems that are related to probability computations and statistical inferences to consolidate their understanding in statistics concepts discussed during the lecture. Students under the same discipline will be in the same group to discuss problems that are related to their major of study.</div>								
Assessment Methods in Alignment with	<table><tr><td>Specific assessment methods/tasks</td><td>% weighting</td><td>CILOs to be assessed (Please tick as appropriate)</td></tr><tr><td></td><td></td><td></td></tr></table>			Specific assessment methods/tasks	% weighting	CILOs to be assessed (Please tick as appropriate)			
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Course Intended Learning Outcomes			(a)	(b)	(c)	(d)	(e)
	1. Assignment	30%	✓	✓	✓	✓	✓
	2. Mid-term Test	20%	✓	✓	✓	✓	✓
	3. Final Examination	50%	✓	✓	✓	✓	✓
	Total	100 %					
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: <u>Assignment</u> Students will be required to finish both SPSS-related assignments and tutorial exercises that cover probability calculation and data interpretation. <u>Written Examinations</u> In order for the responsible lecturer to address issues regarding students’ learning in an early stage, a mid-term examination (20%) will be conducted. A three-hour final examination will be given at the end of the semester. It will account for 50% of the subject mark.						
Student Study Effort Required	Class contact:						
	▪ Lecture					14 Hrs.	
	▪ Tutorial					28 Hrs.	
	Outside student study effort:						
	▪ Self-study					28 Hrs.	
	▪ Preparation of assignments and examination					62 Hrs.	
	Assessment Hours:						
	▪ Examination					3 Hrs.	
	Total student study time					135 Hrs.	
Reading List and References	<u>Textbook</u> 1. Bluman. (2013). <i>Elementary Statistics</i> (6th Ed.). McGraw Hill.						
	<u>References</u> 1. Johnson, R., Bhattacharyya, G. (2014). <i>Statistics: Principles and Methods</i> (7th Ed.). Wiley 2. Lind, D. A., Marchal, W. G., and Wathen, S. A. (2011). <i>Statistical technique in business and economics</i> , (15th Ed.). New York: McGraw Hill. 3. Newbold, P., Carlson, W., and Thorne, B. (2013). <i>Statistics for Business and Economics</i> (8th Ed.). Pearson Education. 4. Cohen, B., (2013). <i>Explaining Psychological Statistics</i> , (4th Ed.). Wiley.						

	<ol style="list-style-type: none"> 5. Agresti, A. & Finlay, B. (2013). <i>Statistical Methods for the Social Sciences</i> (4th Ed.). Pearson New International Edition Upper Saddle River, NJ: Prentice Hall. 6. Samuels, M., Witmer, J., and Schaffner, A. (2010). <i>Statistics for Life Sciences</i> (4th Ed.). Pearson Education. 7. Sweet, S. & Grace-Martin, K. (2012). <i>Data Analysis With SPSS: A First Course in Applied Statistics</i>. Boston: Pearson Allyn & Bacon. 8. Ho, R. (2013) <i>Handbook of Univariate and Multivariate Data Analysis with IBM SPSS</i>, (2nd Ed.), CRC Press.
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Course Description Form

Course Code	GEN1304																																																					
Course Title	The Development and Operation of Non-profit Organizations																																																					
Credit Value	3																																																					
QF Level	4																																																					
QF Credit	12.9																																																					
Pre-requisite	Nil																																																					
Objectives	<p>This course aims at providing students a basic understanding of the social welfare services and Non-profit Organizations in Hong Kong, China and other countries. The course will examine the emergence, history and development of the local and international social welfare services since the 19th century. The course will also analyze and discuss the development, operation and future of different representative local and international NPOs such as Tung Wah Group of Hospitals, Caritas, Methodists, GREENPEACE and Po Leung Kuk. Through case studies in the NPOs that are related to students' majors, students will gain more understanding about the role of and the challenges faced by different NPOs in their discipline, which may contribute to their future participation in community services. Apart from lectures and seminars, learning activities such as on-site visits are arranged for students to gain a wide perspective about social welfare services, and develop the spirit of Tung Wah Persons with a caring attitude towards the needy and the disadvantaged.</p>																																																					
Course Intended Learning Outcomes (CILOs)	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> critically analyze the social development of Hong Kong, China and other countries in relation to their social welfare policies and services. explain how leaders implement visions and values realistically in the midst of challenge and limitation at the welfare organizations. give an account of the visions and missions of major social welfare organizations; and demonstrate an appreciation of the work of non-profit organizations (NPOs) and be able to minimize alienation, pay respect to human dignity and have compassion to the helpless, the needy, and the marginalized. 																																																					
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(d)								✓																																														
Course Synopsis/ Indicative Syllabus	<p><u>Course Synopsis</u></p> <p>The course is intended to provide students a basic understanding of social welfare services and Non-profit Organizations (NPOs) in Hong Kong, China and other countries. It introduces the history, development, operation and challenges of various NPOs that students may encounter in their future careers. There are also</p>																																																					

	<p>case studies for students to appreciate the roles and missions of NPOs around the world.</p> <p><u>Indicative Syllabus</u></p> <ol style="list-style-type: none">1. The past: The development of NPOs from the 19th century in Hong Kong, China and other countries.2. The present: The vision of NPOs in respecting human dignity, their social administration and their contributions to the modern world3. The future: Challenges of NPOs such as war, economy situation, government policy and social values4. Case Study (1): NPOs in Hong Kong5. Case Study (2): NPOs in mainland China and Taiwan6. Case Study (3): International NPOs																																								
Learning & Teaching Methodology	<p><u>Lecture</u></p> <p>The core content of the course will be conveyed through lectures. To benefit fully from lectures, students will be expected and encouraged to complete pre-assigned learning materials in advance.</p> <p><u>Seminar</u></p> <p>Seminars are used to reinforce and critically analyze the concepts and knowledge learned in lectures. Special topics and learning materials will be assigned before the seminars. Through debates, group discussions, case studies, and role play, students are encouraged to share their ideas and thoughts with the class and facilitate their learning in a collaborative way. They are also encouraged to share their community service experiences at different NPOs.</p> <p><u>Visit</u></p> <p>Several visits to some local representative non-profit organizations will be arranged to give students tangible and direct experiences that pertain to what they have learnt in the course. These visits enrich students' learning by exposing them to experiences outside the classroom and make their learning becomes more concrete, meaningful and memorable.</p>																																								
Assessment Methods in Alignment with Course Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">Course intended learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th></tr><tr><td>1. Group Presentation</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Class Performance</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Individual Reflection</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>4. Examination</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="4"></td></tr></table>	Specific assessment methods/tasks	% weighting	Course intended learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Group Presentation	30%	✓	✓	✓	✓	2. Class Performance	10%	✓	✓	✓	✓	3. Individual Reflection	30%	✓	✓	✓	✓	4. Examination	30%	✓	✓	✓	✓	Total	100 %				
Specific assessment methods/tasks	% weighting			Course intended learning outcomes to be assessed (Please tick as appropriate)																																					
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2. Class Performance	10%	✓	✓	✓	✓																																				
3. Individual Reflection	30%	✓	✓	✓	✓																																				
4. Examination	30%	✓	✓	✓	✓																																				
Total	100 %																																								

	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Group Presentation</u> Each group of students will select a case or a special topic related to the development of non-profit organization, its contribution to the society and its future direction for presentation. The chosen NPO is preferably the one set up in the students' field of study. This learning activity is to facilitate students' cooperative learning and to train their presentation, interpretation and organization skills. Emphasis will also be put on the applications of the theories and knowledge learnt in lectures.</p> <p><u>Class Performance</u> Students are required to actively participate in the lecture and seminar. Short quizzes will be arranged in class to assess students' understanding of the topics discussed. Some questions are set to prepare students for the final examination.</p> <p><u>Individual Reflection</u> Students are required to write an individual reflection on evaluating their learning processes and outcomes during and after attending the course. Students are especially encouraged to reflect on their changes in attitudes towards non-profit organizations in Hong Kong, China and other countries, and on their community service experiences at different NPOs.</p> <p><u>Written Examination</u> Students' understanding and comprehension of the course materials will be assessed by written exam.</p>	
Student Study Effort Required	Class contact:	
	▪ Lecture	14 Hrs.
	▪ Seminar	20 Hrs.
	▪ Visit	8 Hrs.
	Outside study:	
	▪ Self-study	28 Hrs.
	▪ Preparation of group presentations	28 Hrs.
	▪ Preparation for individual assignments	28 Hrs.
	Assessment Hours:	
	▪ Examination	3 Hrs.
	Total student study time	129 Hrs.
Reading List and References	<p><u>Textbooks</u></p> <p>1. SINN, Elizabeth. <i>Power and Charity: A Chinese Merchant Elite in Colonial Hong Kong</i>. Hong Kong: Hong Kong University Press, 2003.</p>	

2. LI, Yuwen (ed.). *NGOs in China and Europe: Comparisons and Contrasts*. Farnham, Surrey, England; Burlington, VT: Ashgate, 2011.

References

1. Budrys, Grace. *How Nonprofits Work : Case Studies in Nonprofit Organizations*. Lanham : Rowman & Littlefield Publishers, 2013.
2. CARROLL, John M. *Edge of Empires: Chinese Elites and British Colonials in Hong Kong*. Cambridge, Mass.: Harvard University Press, 2005.
3. *Hong Kong, Benevolent City: Tung Wah and the Growth of Chinese Communities*. Hong Kong: Hong Kong Museum of History, 2010.
4. JONES, Catherine. *Promoting Prosperity: The Hong Kong Way of Social Policy*. Hong Kong: Chinese University Press, 1990.
5. Laforest, Rachel (ed.). *Government-Nonprofit Relations in Times of Recession*. Montréal : McGill-Queen's University Press, 2013.
6. SALAMON, L. M. and ANHEIER, H. K. (eds.). *Defining the Non-Profit Sector: A Cross-National Analysis*. Manchester: Manchester University Press, 1997.
7. SINN, Elizabeth. *Pacific Crossing: California Gold, Chinese Migration, and the Making of Hong Kong*. Hong Kong: Hong Kong University Press, 2013.
8. SKELDON, Ronald (ed.). *Emigration from Hong Kong: Tendencies and Impacts*. Hong Kong: The Chinese University Press, 1995.
9. TICOZZI, Sergio. *Historical Documents of the Hong Kong Catholic Church*. Hong Kong: Catholic Archives, 1997.
10. Zunz, Olivier. *Philanthropy in America : A History*. Princeton, N.J. : Princeton University Press, 2012.

Web Resources

1. <http://ngohk.blogspot.com/> (Hong Kong Non-profit Journal)
2. <http://www.wisegiving.org.hk/tc/index.aspx> (WiseGiving)

Videos

1. 東風破 (Merry-go-round) (2010). 千勛企業有限公司。