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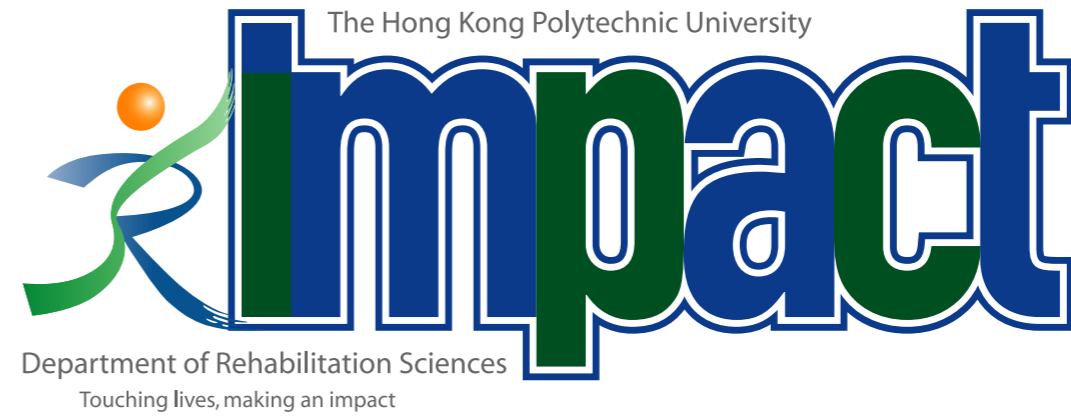
The Department of Rehabilitation Sciences (RS) has been providing high-quality internationally benchmarked entry-level education to occupational therapists and physiotherapists for 30 years. Our graduates are competent professionals serving clients in Hong Kong, Mainland China, and many other countries. We also offer excellent opportunities to practitioners and researchers to pursue further education from a disciplinary-specific or multidisciplinary perspective in rehabilitation sciences. In order to achieve its mission of providing high-quality education and mediating professional development, our Department still has a lot to do in the future. Your support is vital to facilitate this process!

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WINTER / 2011

Cover Story

Launching of **Master in Occupational Therapy (MOT)** and **Master in Physiotherapy (MPT)** Programmes

OT PROFESSION: Facing the *challenges* of the **21st** century

Dr David Man (Associate Professor and MOT Programme Leader)

Like most developed countries, Hong Kong is facing the problems of an aging population. The associated increases in dementia and chronic illness (e.g., cancer, stroke, heart disease, and arthritis) pose a pressing need for disease prevention, health promotion, rehabilitation, and extended care. Occupational therapists in Hong Kong have been playing an increasingly important role in community-based rehabilitation and partnerships with different stakeholders that improve clients' quality of life. In the face of the severe, long-term local shortage in occupational therapy (OT) manpower (voiced strongly in most NGOs that are supported by the Hong Kong Occupational Therapy Association and Hospital Authority) and in the face of the service challenge of the coming decades, our successful launch of an entry-level programme of occupational therapy in Hong Kong is clearly a timely and encouraging paradigm shift.

The change from a bachelor's entry-to-practice curriculum to postgraduate entry-to-practice is a global trend. "Entry-level master's level" refers to professional education at the master's level. For example, OT programmes in North America are all master's entry or even doctoral programmes (e.g., Pittsburgh University).



Professor Gabriel Ng, Head of Department (1st row, 9th from right) invites Professor Walter Yuen, Vice President (1st row, 10th from right), the representatives of the Social Welfare Department Mrs Anna Mak, Deputy Director (1st row, 8th from the right), Mrs Cecilia Yuen, Assistant Director (1st row, 9th from left) to take a group photo with other honourable guests

Canada has launched similar master's-entry programmes for OT (e.g., University of British Columbia). Australia will start offering master's degrees in OT to holders of bachelor's degrees (e.g., at the University of Sydney). And for graduates with a healthcare background from highly ranked universities, running master's of occupational therapy (MOT) programmes may provide an alternative career pathway.

Following the commencement ceremony of the MOT and master's of physiotherapy (MPT) programmes on 20 December 2011, the first batch of 33 students proudly

Also in this issue:



Farewell from Professor Alice Jones p.3



My teaching in RS: Revisiting the 5Is p.5

started their two-year, self-financed MOT programme on 3 January 2012. It is encouraging to know that all of the students have already obtained bachelor's degrees and even master's degrees in health-related fields from reputable local and overseas universities. Students can also apply for a total of 30 scholarships through a Training Sponsorship Scheme for MOT, which is supported by the HKSAR Social Welfare Department. These scholarships support students while they connect with NGOs, and they finance students' university fees in full. In exchange, MOT students are required to commit themselves to work as an occupational therapist in one of 29 NGOs for at least two years. The services broadly cover elderly, child, and mental services.

In short, the MOT programme marks a new historical page in OT education, and it celebrates a key

developmental milestone of the Department of Rehabilitation Sciences, The Hong Kong PolyU, and Hong Kong's rehabilitation history at large. MOT students are expected to graduate with the management, networking, organizational, and therapy skills essential to become a competent healthcare professional amid the changing healthcare system. And they are expected to use these skills not just in the medical field, but in a wider realm of welfare and educational sectors in the community. The MOT graduates will partly meet the pressing need for occupational therapists in their work with NGOs. I wish to specially thank the Department of Rehabilitation Sciences, the university, professional associations, key NGOs, SWD, and our staff members within PolyU. The successful launch of MOT would not have been possible without their concerted efforts.

A milestone for our PT PROFESSION

Dr Marco Pang (Associate Professor and MPT Programme Leader)

On 20 December 2012, the commencement ceremony of the Master in Physiotherapy (MPT) programme was held, signifying the achievement of a major milestone for our department and also our beloved profession. All 33 students have made it through very tough competition and stringent selection procedures before gaining admission to the programme. I interviewed all of the students and was



Professor Walter Yuen, Vice President gives a welcome speech in the ceremony

I was also fascinated by the diverse backgrounds of our students, who had obtained their first degree in various disciplines, including kinesiology, biomedical engineering, nutritional studies, physical education, biotechnology, and psychology. The knowledge and experience gained in these fields during their undergraduate training will not only provide these students with a solid foundation when they enter our intensive two-year MPT course of study, but also bring different and important perspectives to our programme. I sincerely hope that, in two years' time, these students can become competent and caring physiotherapists who can make a significant impact on our society and further promote the

very impressed with their level of maturity, communication skills, and determination to become physiotherapists. I was also fascinated by the diverse backgrounds of our students, who had obtained their first degree in various

positive image of our profession amongst the general public. It is also my hope that these students can become our ambassadors, demonstrating to the clinical community, employers, policy makers, and other stakeholders that the MPT programme is an effective model for providing physiotherapy education and training.

Taking on the MPT programme leadership was both challenging and rewarding. At the initial stages of planning about a year ago, there was much scepticism about the MPT programme, despite the fact that such a programme-delivery model has been implemented for years in other developed countries with great success (e.g., the US, Canada, and Australia). However, with the perseverance, dedication, and faith of our staff, as well as the support of many devoted clinical colleagues, the MPT programme has now finally come to realization. Looking back, it is amazing how many obstacles we have overcome. It is nothing short of a miracle. We celebrated the 50th anniversary of physiotherapy education in Hong Kong last year, and I believe that every person in the physiotherapy community was proud to see how



Professor Gabriel Ng, Head of Department presents the certificate of appreciation to Mrs Anna Mak, Deputy Director of Social Welfare Department, for supporting the launch of launching these two programmes

physiotherapy education had progressed over the years. The launching of the MPT programme marks yet another important step in our quest for the continued advancement of our profession.

I would like to take this opportunity to thank those colleagues, both within and outside the university, who offered unyielding support in the past year, without which the MPT programme would not have come to pass.

Staff Activities

FAREWELL from Professor Alice Jones

Professor Alice Jones, FACP, PhD, MPhil, MSc, Cert PT

Well, I never thought I would retire! I have always enjoyed whatever the physiotherapy profession brought me...not just the fact that it has provided me with an income, but the continuous mental challenge and the prodigious personal rewards associated with being able to help those in need—in my case, my students more than my patients. To be frank, I was not a big fan of “physiology” when I was a physiotherapy student. However, since graduating and working at the Grantham Hospital, which at that time was the only hospital in Hong Kong performing open heart surgery, I found cardiovascular and cardiopulmonary physiology fascinating because I could now not just find symptoms and signs, but I could explain them on a patho-physiological basis, so that the signs of disease and my treatment “made sense”. In a way, you could say I fell in love with cardiopulmonary physiotherapy.

Joining the academic arena allowed me plenty of opportunities to further explore the theory behind chest physiotherapy care. Initially I was not a great supporter of physiotherapy research – we treat our patients; we teach; we don't “research” – especially on animal models. However I soon realized that evidence-based practice is fundamental as a scientific basis for how I treated my patients and what I taught my students. Evidence-based physiotherapy practice clearly distinguishes a clinician from a technician. Many colleagues and friends know that I am involved in East-meets-West (EMW) research. To be honest, I was rather sceptical about researching traditional Chinese medicine techniques using western methods. I soon learned that many counterparts overseas were researching this area, and furthermore, I have found that engaging in EMW research has given me enormous personal satisfaction and pride. To me, it was analogous to being Chinese and actually being able to speak and read Chinese and researching part of my cultural heritage.

In my academic life, I have been a clinical educator/coordinator, programme leader, associate and acting head of department, and a director of the EMW Centre. While I feel privileged to be able to contribute to the physiotherapy profession through these administrative positions, I have enjoyed teaching most of all. Some people enjoy teaching very bright students who then achieve impressive positions; however, I have felt the greatest joy when I have been privileged to assist students who initially struggle and then find interest in the course and came through with good results and a positive attitude toward the physiotherapy profession and life. Of course our profession needs bright students, but we also need dedicated professional who demonstrate a caring and positive attitude

Dear Professor Alice Jones, we thank you for your efforts and contribution to RS and our physiotherapy profession during your tenure and wish you all the best in your future endeavours



towards our society. Having said that, I have, over many years, warned my students that a hard-working, humble attitude is not sufficient for survival these days; to assist in the advancement of the profession, we need to actively demonstrate our

skills and knowledge and give other professionals and the community at large confidence in what we can achieve.

I would also like to take this opportunity to thank all my students for their questions, their positive attitude towards learning, and their enthusiasm to gain knowledge. They have inspired my research and helped improve my teaching strategies! I have also been very touched by the thank-you messages and kind words from my students. Their feedback has often given me tremendous joy and energy to keep my chin up when I felt I might be overwhelmed by my workload.

I am indebted to my colleagues, both locally and overseas, for their untiring support and encouragement; it is because of them that my academic life has been a joy and meaningful. I am also privileged and grateful that many of my colleagues and collaborators have become personal friends.

Why do I retire when I love my profession so much? I do feel somewhat guilty leaving Hong Kong when there is the new 3-3-4 curriculum to be implemented, a double-cohort intake in September 2012, the MPT course to commence in February 2012, and much more work to be done in China. This has not been an easy decision for me. My husband would prefer to retire in Hong Kong, but he is willing to sacrifice his career as a barrister in Hong Kong to return with me to Brisbane. My son will be 15 years old next April, and although he is essentially independent, I also feel he needs his mother around to help him consider alternatives in any decision-making process. Furthermore, I also believe that undertaking an education pathway in an overseas country is an effective means of broadening our global outlook. While there are many good teachers and physiotherapists in Hong Kong to continue to promote the profession and to guide our students, my son has only one set of parents to support him. Thus my decision.

Most importantly, I am not entirely retiring from the physiotherapy profession. I will certainly take opportunities that allow me to continue to contribute to teaching and research in Hong Kong, China, and Australia. While I might be physically located in Australia, nowadays I am only an email or phone call away. Furthermore, I hope I can be an effective conduit for constructive professional and social links between Hong Kong, China, and Australia. So, I remain happy and positive after I have submitted my resignation...hopefully the housework required in Australia will not be too big a challenge for me.

FAREWELL from Dr Karen Liu

Dr Karen Liu (Associate Professor)

I would like to say goodbye to all of you, although it is not easy to do so. Since leaving my OT job in the Queen Mary Hospital in 1999, I've been here at PolyU as a student and then a member of staff. My time and work here have been very fulfilling and gratifying. I've learnt a lot in these years in advancing both my career as an academic as well as my knowledge of rehabilitation.

Words can't really describe how I feel but I would like to take this opportunity to thank all my colleagues, mentors, and friends, not only here in Hong Kong, but also



RS colleagues bid farewell to Dr Karen Liu (2nd row, fourth from left)

in places all over the world, like Macau, Mainland China, Australia, the USA, Canada, Singapore.... Thanks for all your support and encouragement throughout these years. Thanks to all my students for your enthusiasm for gaining knowledge. Learning is a two-way process, and I've learnt so much from you!

I am moving to Australia with my family, though I will continue to teach at the University of Western Sydney. Let's keep in touch; I'll surely miss you all!!!

Departmental needs always come FIRST!

Professor Hector Tsang (Professor and Associate Head)

After stepping down from the post as the OT Programme Leader in September last year, I had time to relax and put more effort towards catching up with my teaching and research duties. I was expecting relief from major administrative duties for at least one year. But to my surprise, Gabriel approached me in November last year and invited me to serve as the associate head of the department. I did not promise him I would right away but took some time to consider it thoroughly before giving him a definite reply.

Although my feelings were mixed, the reasons for taking on this role seemed compelling. From a personal point of view, it was fairly clear that I needed more time to rejuvenate my mind and spirit. Nevertheless, being a senior member of the department, I should not consider this from a personal perspective. Rather than focusing on my individual needs, I needed to focus on the departmental needs when considering this matter. It was clear at the time that our departmental head was overburdened. Although Gabriel is very capable, shouldering heavy duties for a sustained period is not good for one's health. Without doubt, he was desperately in need of a lieutenant to help him discharge his governance duties. The only issue left to consider was whether I was a suitable person for the job. Gabriel had certainly thought about this carefully before asking me to oversee research issues for the department. This is the portfolio that most suits my track record and personal interests. For the past 15 years, I have gone through many cycles as the Principal Investigator, the

co-Principal Investigator, or the Investigator of various internal and external grants. I have also been the main supervisor for many full-time and part-time MPhil and PhD students. More importantly, I have served at the DRC for many years and know its operational details well. For all these reasons, I gave a positive reply to Gabriel after a week of serious consideration. The principle that guided my decision was simple: "Departmental needs always come first".

I have already occupied this post for a month and am still at the learning stage. As the post usually parallels the term of the headship, this will be a relatively long-term service. This has the advantage that there is no hurry to make any abrupt changes. Instead, I want to follow the good things that my predecessor did without making many changes to the departmental policies this year. Meanwhile, I would like to hear my colleagues' opinions about how to pave the way for necessary and constructive changes beginning next year. While I will take the initiative to use various channels to communicate with staff and get to know your views, you may also come to me and express your ideas about how to improve the research performance of our department.



Professor Hector Tsang

My teaching in RS: Revisiting the 5Is

Dr Kenneth Fong (Assistant Professor)

It's an honour to receive the RS Departmental Outstanding Teaching Award 2010-11. Thank you to the editors for the invitation to write a passage in Impact. The award reminds me of an important thing – when I look back and realize how so many young people were shaped by our values during the course of their education, the fruit of which could only be realized years later. This is the mission of educators and teachers. Indeed, I have to ask forgiveness for my shortcomings and the opportunities I have missed in teaching my students the best way. University education is important to the lives of young people and to the nurturing of the young generation of a profession. As a part of the sole school training occupational therapists in Hong Kong, I believe I shoulder the responsibility of educating occupational therapists in Hong Kong in the 21st century. When I revisit my teaching experiences, I realize the importance of the 5 Is:

Integrity – Integrity is honesty based on our values and standards of the profession. Recently I read a book by Steven Covey (2006) that argues that professionals' integrity is the base for the credibility that our patients look for and the root system out of which everything else grows. In class or in clinical education, integrity should always be the first thing to learn, through modelling or teaching, in order to be a responsible citizen and a professional in our community.

Innovation - I believe in innovation, and I believe that innovation is the key factor for success in research and individual professional development. In RS320 Environmental Issues in OT Practice, I used the showcase approach and, with the use of multimedia, students were motivated to develop and present their innovative products – assistive devices for people with disabilities. In the last two years, a few groups of students won awards in different external assistive device competitions using the products they developed in this class. The ideas for the products came solely from the students. They first experience active problem-solving in the presence of their teachers, but they gradually come to solve tasks independently.

Interaction – There are two elements to interaction: staff-student communication and communication between students. First, I treasure time communicating with students. Sometimes work is so busy that I don't find enough time to chat with students in or out of

class. I like to have informal gatherings with them, to learn what they know, to understand what they think. Second, students always find it hard to work together in groups; however, it's very important for them to learn to work with each other in teams, no matter whom they like or dislike, to prepare their teamwork skills for their future careers.

Information technology – Educators and teachers nowadays have no excuse not to use enhanced web teaching or blended learning methods in order to meet the challenges of new educational horizons. An e-learning interactive website in my subject was developed to enhance the student learning experience in occupational therapy. I also used online tests and e-assignments that offer time flexibility to students accessing the learning materials and formulating their work.

Intrinsic motivation – I still find the slogan "Knowledge is Power" somewhere in the streets. To some extent, I believe "Learning is Power". In the era of information technology, useful information can be accessed everywhere through the Internet on our computers or our smart phones. There is no way to learn every piece of knowledge and skill of a profession in three years. Students will only succeed if they understand that they will need to learn throughout their lifetimes to acquire the professional skills and knowledge of their careers.

Reference:

Covey, S. M. R. (2006). *The speed of trust: The one thing that changes everything*. New York, NY: Simon & Schuster.



A wheelchair tour of an MTR station

Virtual reality-based Rehabilitation System (VRRehab)

A possible dream in product development

Dr David Man (Associate Professor)

As rehabilitation professionals or service providers, do you sometimes find yourself thinking, "If only there were some locally developed rehabilitation products that could help our clients with this?"

For years, one of the endeavours of The Department of Rehabilitation Sciences (RS) has been to conduct research and development (R&D) for ultimate product development that caters to imminent needs. Transforming ideas about rehabilitation technology application into reality by producing rehabilitation devices or software with the PolyU brand name is a possible dream now!

I am pleased to announce that a series of cognitive rehabilitation products is now commercially available! The first one of these developments to supply local rehabilitation, social, and education service sectors is to launch a virtual reality-based rehabilitation system (VRRehab). This is the joint research effort of Dr. David Man of RS and Dr. Ben Yip of C2 Innovation & Research Limited,



Dr. David Man (right) and Dr. Ben Yip (left), developers of the VRRehab System

with support from the Product Development Office (PDO) of The Hong Kong Polytechnic University.

Using evidence-based virtual reality technology, VRRehab provides ecologically valid, local community skill-training scenarios, such as transportation, shopping, money management, and visiting places. Operation is user-friendly, and there are plenty of training options, flexible difficulty levels, and report generation within seconds.

The training modules target basic and advanced cognitive training, with an emphasis on prospective memory and problem-solving abilities. More training modules are being developed for VRRehab and can be added to the existing system. Further product development includes the use of motion detection (such as the Kinect motion-sensing input device for Windows and a multiple-touch platform) and iPad applications to cater to the rehabilitation needs of different client types.

Tai Chi Improves Balance Control of Visually Impaired Older People

Dr William Tsang (Assistant Professor) and Dr Amy Fu (Associate Professor)

Balance control is a major problem for older individuals with poor vision. The benefits of Tai Chi for balance control, muscle strength, and preventing falls have been demonstrated with sighted older people and this study sought to explore whether older people with visual difficulties could also benefit. Researchers from the Centre for East-meets-West in Rehabilitation Sciences, The Hong Kong Polytechnic University designed an 8-form "Tactile Tai Chi



Dr William Tsang (right) and Dr Amy Fu (left) explain the findings of their study during the press conference

for the Visually Impaired" and conducted a 16 week trial in residential care homes involving forty people aged over 70. After intervention, the Tai Chi participants showed significant improvements in knee proprioception and in their visual and vestibular ratios compared to a control group. The findings have been published in Age and Ageing which arouses both interests from oversea and local.

- British Geriatric Society** http://www.bgs.org.uk/index.php?option=com_content&view=article&id=1808:tai-chi-improves-balance-control-of-visually-impaired-older-people&catid=6:prindex&Itemid=99
- Dailymail** <http://www.dailymail.co.uk/health/article-2075306/Tai-chi-help-prevent-falls-improving-balance-elderly.html>
- PolyU** <http://www.polyu.edu.hk/cpa/Excel@PolyU/2012/01/viewpoint.html>
- Youtube** <http://www.youtube.com/watch?v=Ej8ImV87oYE>

RS Clinic

Spooks of Emotions – Standardized Social-Emotional Learning Programme for KIDS

Grace Lung (Occupational Therapist I)

Emotion control and management for kids are hot topics among educators and parents in Hong Kong. Nowadays, we can see angry primary students committing acts of violence against classmates. Most of them say that they are not satisfied with their families and school lives. They feel hopeless and lonely most of the time. Even kindergarten children who are not familiar with the ways to express and control their emotions show bad tempers, refuse to follow instructions, and hesitate to cope with new challenges. Educating children on the topic of emotional management is the best way to help children establish a healthy lifestyle.

The "Spooks of Emotions" is a standardized Social-Emotional Learning Program for kids that was developed based on the Strong Kids programme (Merrell, 2010) in the United States. It is a group-training programme that provides a systematic guide to teaching

social and emotional competence, including the skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The Strong Kids programme has been shortened and adapted to become a six-session standardized programme called "Spooks of Emotions" (情緒小特工) at the Rehabilitation Clinic. The target participants are kindergarten students aged 3-5 and primary school students aged 6-8. The content of the groups includes:

- Understanding and identifying emotions (self and others)
- Expressing emotions appropriately
- Understanding links between situations, emotions, and behaviours
- Dealing with anger
- Positive thinking
- Managing emotions: some relaxation methods

- Managing emotions: examining origins and thinking
- Solving people problems
- Managing stress

The programme will be run in small groups (5-6 kids) by an occupational therapist. One parent or caregiver of each kid is encouraged to observe and assist in running the programme if they wish to. Each session will last for one hour. The group uses warm-up activities, games, short instructional talks, story-telling, role-playing, case studies, brainstorming and discussion, and skills practice (e.g., relaxation, self-instruction, and the use of positive thinking). In addition, the occupational therapist conducts seminars targeting parents in order to raise awareness towards their children's emotion management and suggests appropriate parental skills to handle the problems of their kids.



Emotion management seminar for primary school students

Student's Activities

First PhD Scholarship in Rehabilitation from the MACAU Government

I'm a PhD student from Macau, a city near Hong Kong that is one of the two special administrative regions of China. With the rapid economic development after the handover in 1999, the Macau Government's main concerns were the increasing demand for healthcare services and improving the quality of the healthcare system. Even with its population of about a half million, there are only three hospitals and less than 80 registered physiotherapists in Macau. The lack of medical personnel remains a "hot issue". However, to this day there is no medical/rehabilitation school in Macau.

On 12 December 2011, I was honoured to be one of the fifteen recipients of the Postgraduate Scholarships (PhD) from the Macau Government (Tertiary Education Services Office), with a total of MOP\$63,000 (approximately HK\$61,200) each year. This award is not only a recognition of my hard work in both education and research over these three years in the Department of Rehabilitation Science (HKPU). It is also an incentive to keep pursuing my professional goals, and

it encourages me to continue striving for the best and to keep up my motivation so that I can devote myself back to society. This scholarship from the Macau Government recognized the importance of rehabilitation to promote health and well-being in Macau.

During these three years in Hong Kong, I studied for MSc in Physiotherapy and MSc in Sports Physiotherapy, which enriched my clinical reasoning and skills in the rehabilitation profession. At the same time, I started working on research studies under the supervision of Dr Amy Fu. She inspired me with the idea that doing research can reinforce our intellectual capability and sharpen our power of reasoning, analysis, judgment, and innovation. It's a unique treasure in our life. "Golden opportunities slip through our fingers, do what we long for if conditions permit". Here, I would like to take this opportunity to express my deepest gratitude to my supervisor Dr Amy Fu and Professor Gabriel Ng for their patient guidance and valuable advice throughout these years.

Annie Leong (PhD candidate)



Annie Leong (centre), the recipient of the first PhD scholarship in rehabilitation from the Macau Government, and her chief supervisor, Dr Amy Fu (right) and co-supervisor, Professor Gabriel Ng (left)

My experience as an OT exchange student from the University of Toronto

As a Chinese-Canadian, I have always had a heart to serve the Chinese population, but I have had little experience working with Chinese people in healthcare settings. Therefore, I was grateful for the opportunity to complete one of my fieldwork placements in Hong Kong as an OT exchange student through The Hong Kong Polytechnic University.

The wealth of learning opportunities was overwhelming, yet exciting. I was placed at Ruttonjee and Tang Shiu Kin Hospitals in Wan Chai, and my mentor worked in many different areas: in a geriatric day hospital, in inpatient geriatric rehabilitation, in general outpatient services involving mainly hand injuries and illnesses, in orthopaedic cases from the accident and emergency department, and with the Comprehensive Geriatric Assessment Team (an interdisciplinary healthcare service for individuals living in long-term care homes). Working in so many areas was a huge contrast to the way I have seen OTs work. In Toronto, each hospital OT is typically assigned to only one or two wards. The assortment of areas allowed me to not only practice many clinical skills with various clients, but also to be immersed in the healthcare world in Hong Kong.



Nai-yuen (left) and her mentor

One of the favourite lessons I learned on placement was the importance of being open to others of a different

Nai-yuen Ho (Inbound OT student)

background. Unlike many international students, I actually did not experience much of a culture shock. Because my family is from Hong Kong, my upbringing has always been influenced by that culture. However, when I began to work there, I noticed that there were subtle characteristics in the background and culture of the older adults that were quite different from my own, even though we may all be "from Hong Kong". Being open to learning about these differences and considering them throughout my interactions with them was key for me to understand how to provide more helpful services to this population. This lesson will certainly be important as I interact with a range of clients from various backgrounds throughout my future career.

Wherever I end up working, I believe that the skills I have developed and the lessons I have learned are transferable to any setting and have contributed richly to my professional development as a future OT. Lastly, I would like to express my sincere gratitude to all the staff from The Hong Kong Polytechnic University and University of Toronto who prepared the placement and supported me throughout the entire process, enabling me to have an unforgettable and rewarding experience!

Our wonderful time in AUSTRALIA

Yijing Koon, Vivian Tai, Dorothy Fong and Hannah Ng (Physiotherapy year 3 students)

The four-week clinical placement at the Physiotherapy Clinic in Curtin University, Australia was very rewarding. Their treatment approach is quite different from ours. They conduct a more comprehensive subjective and objective assessment, and they tend to use more manual techniques rather than electrical modalities. Although it was a bit challenging for us at the beginning, the clinical supervisors were very supportive and helpful in guiding us through the clinical reasoning process. They also offered tutorials to enhance our manual skills and discussed the latest evidence-based practice with us.

Patients there are more compliant with the prescribed home exercises and are more eager to know about their condition. We were able to spend more time with patients and understand their needs and expectations in more detail. Even with some cultural and language barriers, we were able to establish good therapist-patient relationships. We also had chances to work with students from Curtin, and their professionalism and confidence really impressed us.

Apart from our learning, one of the most enjoyable moments was their traditional tea time, in which everyone takes turns preparing delicious cakes, muffins, cookies, and salad every week. During that time, we had the chance to chat with students and staff and got to know more about their daily lives.

Finally, we are grateful to have had this four-week overseas placement in Perth, Australia. It gave us a great exposure to physiotherapy practice in other countries. This was definitely a fruitful experience for us, and we hope that more students can grab the chance to go overseas and explore more of their profession.



We had a great time with our clinical supervisor, Ms Karen Richards

RS Visitors



Visit by 南京體育學院運動健康學系



Visit by the National Cheng Kung University, Taiwan



Visit by the Singapore Anglican Community Service, Singapore

News

Activities & Ceremonies

21 July 2011
Commencement Ceremony of the Entry-Level Master's in Occupational Therapy (MOT) and Entry-Level Master's in Physiotherapy (MPT)



Professor Gabriel Ng, Head of Department (1st row, 9th from right) invites Professor Walter Yuen, Vice President (1st row, 10th from right), the representatives of Social Welfare Department Mrs Anna Mak, Deputy Director (1st row, 8th from the right), and Mrs Cecilia Yuen, Assistant Director (1st row, 9th from left) to take a group photo with other honourable guests

10 Jan 2012
Cynthia Tang Memorial Scholarship Tea Reception



Professor Gabriel Ng, Head of Department (1st row, 4th from the right) and donor Mr Tang Wai Keung (1st row, 3rd from right) take photo with Dr David Man, Ms Linda Wong, Dr Kenneth Fong (1st row, left to right), Professor Hector Tsang, Professor Cecilia Li (1st row, from right to left), and other colleagues and students during the ceremony

Book chapter on dyslexia

With concerted effort, **Mr Man Tsui** (OT Clinical Instructor), **Professor Cecilia Li**, and **Ms Grace Lung** (Occupational Therapist) have successfully co-authored a chapter titled "Dyslexia in Hong Kong - Challenges & Opportunities". It will be published very shortly in the book Learning Disabilities by InTech Open Access Publisher.

The chapter aims to give a full picture of the development of services for pupils with dyslexia in Hong Kong from the perspectives of the major stakeholders. It is hoped that the successes and challenges of developing dyslexic services in Hong Kong will inspire various stakeholders and in turn shed light on the formulation of dyslexia-related policies and services elsewhere.

There are several sections in the chapter that describe the past, current, and future development of dyslexia service. An electronic version is also available online.

PolyU Long Service Award

- 15 Years **Dr Thomas Chiu**
Dr Grace Szeto
Ms Fung-mei Lok
- 20 Years **Dr Andrew Siu**
Ms Candy Choy
Mr Ka-yan Leung
- 25 Years **Mr Edward Ho**
- 30 Years **Mr Kam-yiu Lau**



Dr Grace Szeto, Mr Edward Ho, Ms Candy Choy, Dr Andrew Siu and Ms Fung-mei Lok (third from left to third from right) receiving the congratulations of other colleagues

Impact Editors' Corner

Editors :
 Ms Rufina Lau (PT)
 Mr Tsui Chi Man (OT)
 Department of Rehabilitation Sciences
 The Hong Kong Polytechnic University
 Tel : 2766-6718 / 2766-6729
 Fax : 2330-8656
 Email :
 Rufina.Lau@inet.polyu.edu.hk
 Chi.Man.Tsui@inet.polyu.edu.hk

The 8th
**Pan-Pacific Conference
 on Rehabilitation**

PPCR

a MULTI-DISCIPLINARY APPROACH to PREVENTION, MANAGEMENT and REHABILITATION of DISABILITY

Conference Objectives

1. Situate the rehabilitation team in the global efforts of preventing, managing and rehabilitating disability in different patient and client populations;
2. Present a holistic, multi-disciplinary approach to combating disability at different levels of prevention and in different practice settings; and
3. Provide evidence-based evaluation of and interventions for preventing and minimizing disability in different patient and client populations.

Resource Speakers

Marjorie Woollacott, PhD
 Sandra Saavedra, PT, PhD
 Anita Bundy, PhD
 Heather McKay, PhD
 Hector Tsang, PhD
 Marco Pang, PhD

Call for Abstracts for Oral and Poster Presentations

Deadline for Submission: 06 July, 2012

Call for Abstracts for Workshops

Deadline for Submission: 06 July, 2012

Registration Fees

	Early Registration	On-site	Day Reg
Professionals			
Foreign Registrants	\$200	\$300	\$150
HKPU, HKPTA, HKOTA member	\$160	\$250	\$125
CRS Alumni/PPFA Member	Php4,000	Php5,000	Php2,500
Non-alumni/Non-member	Php5,000	Php6,000	Php3,000
Undergraduate Students			
Foreign Students	\$100	\$150	\$90
Local Students	Php3,000	Php3,500	Php2,000

Highlights of the Scientific Programme

1. Plenary sessions on current, general perspectives in the prevention, management and rehabilitation of disability in different patient or client populations
2. Parallel sessions on population-specific, evidence-based presentations of evaluation techniques and interventions to address disability in different settings, from multiple rehabilitation disciplines.
3. Research poster and paper presentations
4. Round-table discussions with experts, involving sharing of experiences and exchange of best practices in specific areas of practice in the field of rehabilitation.
5. Student sharing sessions aimed at gathering information from students regarding the status of education and practice of physical therapy in their respective countries

Pre-Conference Workshops

16 November 2012

Workshop 1: Balance Rehabilitation after Stroke: Translating research into clinical practice
 Marjorie Woollacott, PhD & Sandra Saavedra, PT, PhD

Workshop 2: Therapy using Sensory Integration Theory: How do you do it?
 Dr. Anita Bundy

Registration Fees for each workshop

	Early Registration	On-site
Foreign Registrants	\$ 100	\$ 150
HKPU, HKPTA, HKOTA member	\$80	\$125
CRS Alumni/PPFA Member	Php2,000	Php2,500
Non-alumni/Non-member	Php2,500	Php3,000

Limited to 75 participants

November 17-18, 2012
Medicine Cinematorium
University of Santo Tomas
Manila, Philippines