PROGRAMME WEBSITE
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BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy (2022 Cohort)

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

康復治療科學系
Department of Rehabilitation Sciences

BACHELOR OF SCIENCE (HONOURS) SCHEME IN REHABILITATION SCIENCES IN OCCUPATIONAL THERAPY (4-YEAR)

PROGRAMME REQUIREMENT DOCUMENT

This document applies to the 2022 intake cohort
Course Code 51457

This document applies to the 2022 intake cohort

This Programme Requirement Document for the 4-year BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy Programme is subject to review and changes which the Department of Rehabilitation Sciences can decide to make from time to time. Students will be informed of the changes as and when appropriate.

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF REHABILITATION SCIENCES

BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy

OUR VISION:

We strive for excellence in education, research and consultancy that enables occupations, i.e. self-maintenance, leisure and work for people with disabilities and facilitate their participation in families and communities in Hong Kong. We educate our students the intervention techniques strategies that help clients to eliminate or minimize disability and handicap, promote health and prevent disability. We aim to be recognized as the preferred occupational therapy programme both locally and internationally, to lead the way to the application of our professional knowledge and skills in the cultural context.

OUR MISSION:

- To provide undergraduate, post-graduate and continuing education programmes that are based on the theories of enabling occupation, and equalization of participation for all members of the community. Our graduates will be committed to life-long learning, the education of their clients, the public and the next generation of therapists.

- To actively nurture a culture of scholarship, open inquiry, research, and partnership through linkages with people with disabilities, clinical & academic colleagues and the international community.

- To contribute to the future direction of occupational therapy education, research and professional development in Hong Kong.

- To promote equality of access to our University for all students and to become known as a Preferred University for students with disabilities.

- To identify areas of need and develop speciality services within the Rehabilitation Clinic that will serve the Hong Kong community.

- To strengthen formal and informal links with colleagues and organizations in China and support the development of services for people with disabilities and the occupational therapy profession including clinical service, education and research.

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PART A PROGRAMME INFORMATION

PART B SYLLABI OF SUBJECTS

[1] Students may opt to take CAR subject in semester one/two

PART A

PROGRAMME INFORMATION

1. PROGRAMME INFORMATION

1.1	Programme Title:	Bachelor of Science (Honours) Scheme in Rehabilitation Sciences in Occupational Therapy (康復治療科學(榮譽)理學士組合課程 - 職業治療學(榮譽)理學士)
1.2	Mode of attendance:	Full-time
1.3	Normal Duration:	4 years (including summer clinical placement in Year II & III) Students should complete the programme within the normal duration of the programme as specified in the Programme Requirement Document. Those who exceed the normal duration of the programme will be de-registered from the programme unless prior approval has been obtained from relevant authorities. Students who have been registered for the normal duration of the programme may request extension of their studies for up to one year with the approval of the relevant Heads of Department/Deans of Independent School. Applications for extension of study period beyond one year and up to two years will require the approval from Faculty/School Board Chairman.
1.4	Credit Value:	130 credits* (106 academic credits, 24 clinical education credits)
1.5	Award:	Bachelor of Science (Honours) in Occupational Therapy (職業治療學(榮譽)理學士)
1.6	Medium of Instruction	English

2. HOST DEPARTMENT

2.1 Department of Rehabilitation Sciences

2.2 Mission Statement

The vision of the Department is to become a world leader in education and research in rehabilitation sciences, thereby positively impacting on the lives of people with or without disabilities.

The Department's mission includes: (1) Create an enriched environment that fosters the integration of the best of the East and the West in order to develop knowledge in rehabilitation sciences central to Occupational Therapy and Physiotherapy; (2) Advance education for our students through the dedication of our teaching and clinical staff members, who are committed to life-long learning and the user of innovative technologies; (3) Research ideas which are translational, innovative, and multidisciplinary to inform, educate and underpin evidence-based practice; and (4) Enhance the ability of people with or without disabilities to participate in life through the service and leadership of our students, graduates, and staff.

3. PATTERN OF ATTENDANCE

3.1 The programme is structured to allow for alternating periods of academic and clinical studies so that knowledge and skills acquired in The Hong Kong Polytechnic University will be applied and evaluated in tandem with the development of skills in practice. The relationship between clinical studies and academic work is based on a cyclic series of theoretical and practical exposure.

3.2 Students are given the flexibility as appropriate to achieving the programme objectives within the recommended progression pattern for the educational programme.

3.3 Within the credit-based system, students are not necessarily required to move through the programme by year or in cohorts, provided they can complete the degree award requirements within the maximum completion time and specified validation period for credits (8 years).

4 AIMS, INSTITUTIONAL AND PROGRAMME INTENDED LEARNING OUTCOMES

4.1 This programme produces competent practitioners in occupational therapy who are capable of continuing professional and personal development to meet specific needs of Hong Kong.

4.2 The programme aims to:

i. equip students with the specific knowledge and skills that are required for competent practice of occupational therapy at the beginning level;

ii. develop students' understanding of the holistic nature of a person's health status and its implications on the delivery of health care service with emphasis on rehabilitation and well-being;

iii. develop students' analytical thinking, problem solving, interpersonal and communication skills;

iv. develop students' ability to integrate knowledge, skills and attitudes to practice competently as occupational therapists;

v. foster students' development of professional identity and accountability; and,

vi. develop students' abilities in self-directed learning and positive attitudes towards continuing professional and personal development.

4.3 Institutional Learning Outcomes (ILOs):

Competent professional: Graduates should be able to integrate and apply in-depth discipline knowledge and specialised skills that are fundamental to functioning effectively as an entry-level professional (*professional competence*); understand the global trends and opportunities related to their professions (global outlook); and demonstrate entrepreneurial spirit and skills in their work, including discovery and use of opportunities, and experimentation with novel ideas (entrepreneurship).

Critical thinker: Graduates should be able to examine and critique the validity of information, arguments, and different viewpoints, and reach a sound judgment on the basis of credible evidence and logical reasoning.

Effective communicator: Graduates should be able to comprehend and communicate effectively in English and Chinese, orally and in writing, in professional and day-to-day contexts.

Innovative problem solver: Graduates should be able to identify and define problems in both professional and day-to-day contexts, and produce innovative solutions to solve problems.

Lifelong learner: Graduates should be able to recognise the need for continual learning and self-improvement, and be able to plan, manage and evaluate their own learning in pursuit of self-determined goals.

Ethical leader: Graduates should have an understanding of leadership and be prepared to serve as a leader and a team player (leadership and teamwork); demonstrate self-leadership and psychosocial competence in pursuing personal and professional development (*intrapersonal competence*); be capable of building and maintaining relationship and resolving conflicts in group work situations (*interpersonal competence*); and demonstrate ethical reasoning in professional and day-to-day contexts (*ethical reasoning*).

Socially responsible global citizen: Graduates should have the capacity for understanding different cultures and social development needs in the local, national and global contexts (*interest in culture and social development*) and accept their responsibilities as professionals and citizens to society, their own nation and the world (*social, national, and global responsibility*).

4.4 Programme Intended Learning Outcomes (PILOs):
On successful completion of the BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy Programme, a student will be able to:

1. Demonstrate the understanding and integration of the current biological, behavioural, social and clinical sciences for occupational therapy practice with due reference to the holistic approach in health care issues.

2. Identify patients'/clients' functional problem resulting from development dysfunction, physical dysfunction, psychosocial dysfunction and /or ageing process, plan, and provide quality and evidence-based OT programmes to help them fulfil own life roles and function independently in the community.

3. Contribute to the planning, organising, managing, leading and assuring the quality of services of an occupational therapy unit.

4. Understanding the local and international health and labour policies and trend, identify market needs for OT services, and engage in service development and public education for Hong Kong and China.

5. Effectively use English/Chinese (verbal and written) to communicate and interact effectively with clients, care-givers, peers, colleagues and other health care professionals with clarity and sensitivity in professional manner.

6. Effectively use interpersonal skills to enhance treatment process and reduce misunderstanding and conflict among peers, patients, care-givers and team members.

7. Continue ongoing and professional development through participation in professional conferences, workshops, postgraduate studies so as to keep abreast of local and internal professional and technological developments in particular the field of rehabilitation.

8. Demonstrate leadership skills in student organizations, social functions, outside visits to demonstrate the leadership.

9. Translate ethical principles into responsible and accountable behaviour and exhibit appropriate personal and professional conduct.

10. Act as responsible citizens fulfilling social and civic duties to promote quality of life among people with disabilities in Hong Kong and China.

11. Meet the competency standards for occupational therapists in Hong Kong, if they are not listed above, set by the Occupational Therapists Board of Hong Kong (May 2021).

12. Meet the registration requirements as an occupational therapist stipulated in Section 12(1)(a) of Supplementary Medical Professions Ordinance, Chapter 359, Laws of Hong Kong, 1981.

4.5. Relationship between Institutional Learning Outcomes (ILOs) and Programme Intended Learning Outcomes (PILOs):

Programme Intended Learning Outcomes	Institutional Learning Outcomes for Graduates at Undergraduate Degree Level						
	Competent Professional	Critical Thinker	Effective Communicator	Innovative Problem Solver	Lifelong Learner	Ethical Leader	Socially responsible global citizen
PILO (1)	√	√		√			
PILO (2)	√	√		√			
PILO (3)	√	√		√		√	
PILO (4)	√			√	√	√	
PILO (5)	√		√				
PILO (6)	√		√				
PILO (7)	√			√	√		
PILO (8)	√	√	√	√		√	
PILO (9)	√		√			√	√
PILO (10)	√				√	√	√
PILO (11)	√	√	√	√	√	√	
PILO (12)	√	√	√	√	√	√	

4.6 Curriculum Mapping

A curriculum map is presented in Appendix 3. This helps to clarify learning goals for students and give them an overall picture of the programme intended outcomes. It also enables students to learn about the opportunities available in the programme through which they can develop academically, professionally and personally, so that they can better manage their learning. It is important to emphasize that students are expected to be active and motivated learner towards the achievement of these learning outcomes as listed in Section 4.3 and 4.4.

5. MODE OF STUDY

5.1 This is a 4-year full-time (or equivalent) programme comprising of 106 credits for the academic component in the Hong Kong Polytechnic University and 24 credits for the clinical education component, which occurs in clinical settings in Hong Kong.

5.2 Students will be arranged to have clinical placements, which is spread across the academic terms and over the summer vacation period to achieve the integration of academic knowledge and clinical practice.

5.3 There are 2 major strands of subjects for the undergraduate programme, i.e. core programme subjects and supporting subjects to be achieved through the Discipline Specific Requirement (DSR) and General University Requirements (GUR). Students are required to complete all the prescribed core programme subjects and supporting subjects.

5.4 The Discipline Specific Requirement (DSR) prepares students for immediate practice, future specialization and life-long learning. The General University Requirements (GUR) exposes students to different domains of knowledge and interdisciplinary issues.

6. ENTRANCE REQUIREMENTS

6.1 For those applying on the basis of HKDSE results:

- Level 3 in English Language and Chinese Language; AND
- Level 2 in Mathematics and Liberal Studies AND
- Level 3 in 2 Other Elective subjects [can include Extended Modules of Mathematics (M1/M2)]

- Preferred HKDSE Subjects: Biology/Physics/Combined Science with a Biology component/Combined Science with a Physics component; OR
- Other qualifications deemed by The Hong Kong Polytechnic University to be acceptable.

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

7. CONCEPTUAL FRAMEWORK OF THE PROGRAMME

The conceptual framework adopted by the programme follows international trend. Core concepts include occupation, enablement, holistic health and well-being, and environment. The framework also provides the basis for the naming and design of contents of the applied subjects.

7.1 **Enabling occupation** is the core competency of occupational therapy (Townsend et al., 2007). Through enabling occupation, occupational therapists facilitate individual, group or community to choose and involve in meaningful occupation. Enabling strategies involve a collaborative and person-centred approach. Specific intervention approaches used by occupational therapists include disability prevention, remediation and restoration, compensation and adaptation, health promotion, and maintenance (AOTA, 2008). By fostering hope, confidence, and resilience in people, occupational therapists enable them to actively engage in the change and transformation process (Curtin, 2010; Townsend et al., 2007). Occupation is not only the end of but also the means to the change (Trombly, 1995). Occupational therapists use a range of core skills to enable occupation. These are the skills to adapt, advocate, coach, collaborate, consult, coordinate, design/build, educate, engage, and specialize (Townsend et al., 2007). Enabling occupation is a dynamic and complex process. When planning, implementing, and evaluating the services, occupational therapists adopt professional reasoning and reflective practice in the process (Schell and Schell, 2008). We embrace both arts and science in practice. The ultimate goal of enabling occupation is to help a person to pursue goals for health and well-being through occupation.

7.2 **Occupations:** The profession of occupational therapy uses the term occupation to capture the breadth and meaning of everyday life activities (AOTA, 2008). Occupations are ordinary and familiar things that people do every day which are of value and meaning to a person (Christiansen, Clark, Kielhofner & Rogers, 1995). Occupations also refer to "activities or tasks which engage a person's resources of time and energy – specifically self-care, productivity and leisure" (CAOT, 1995, p.140).

7.3 **Humans are occupational beings:** People are naturally motivated to explore their world and demonstrate mastery within it. Their success in doing is a measure of how successfully they have adapted to his/her environment. Human occupation is the act of "doing culturally meaningful work, play or daily living tasks in the stream of time and in the contexts of one's physical and social world" (Kielhofner, 1995, p.3). Through engaging and participating in their occupations, people develop their self-identity and derive a sense of fulfilment. Fulfilment comes from feelings of mastery as well as from the accomplishment of goals that have personal meaning (Christiansen & Baum, 1997). Occupational therapists embrace a holistic view and consider the underlying personal factors within the occupational beings: values, beliefs, and spirituality; body functions and body structures can be affected by the presence or absence of illness, disease, deprivation, and disability (AOTA, 2008).

7.4 **Health and well-being:** "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (World Health Organization, 1948, p.100). Well-being is a subjective sense of overall contentment and is defined by affective state and life satisfaction (Christiansen & Baum, 1997). Our health and well-being can be affected when illness or disability interferes with our ability to do things that are important to us (Christiansen & Baum, 1997). Conversely, when people have the choice and ability to actively participate in all aspects of daily living, they can attain a higher level of health and well-being (Christiansen 2006; Curtin, 2010; Moyers 2005). Through active participation in occupation, "we express ourselves, develop skills, experience pleasure and involvement, and achieve the things we believe to be important" (Hocking, 2009, p.53). In this process of doing things, we realize how healthy we are and enjoy a state of well-being (Hocking, 2009).

7.5 **Environment:** Occupations interact with the environment. Environment is defined as those contexts and situations which occurs outside the individual and elicit responses from him or her, which includes the physical environment (natural or human environment, e.g. built, objects), social environment (social groups and occupational form – the context), and cultural environment (Law, 1991). Environment can either afford or press human occupation. By providing potentials for behaviours, the environment gives certain freedoms to choose and act, thus affording the performance of occupations; by emphasizing what the environment expects or demands of the individual; thus, inducing a press to the performance of occupations (Kielhofner, 2002). Occupational therapists can establish or restore a person's ability to perform occupations in a context, or to alter or modify the contextual features and task demands to support the performance of human occupations (Dunn et al., 1994).

7.6 **Local context and practice:** Hong Kong is a metropolitan city. Ninety-eight percent of its population are Chinese. Hong Kong has a unique culture of its own in the East-meets-West arena. Like most developed cities, there is a high incidence of chronic diseases and life stresses, in addition to the occurrence of developmental disabilities and ever increasing ageing population. The occupational therapy services in Hong Kong are delivered chiefly by the public hospitals, rehabilitation centres, nursing homes, special schools, early education training centres, sheltered workshops, and hostels. There are also a few occupational therapists working in vocational training centres, consultant agency firms or in private practice. Over the past few years, Hong Kong has seen a slow but steady shift in the role and provision of health care services from tertiary to primary health and community care. The above background has implications on Hong Kong occupational therapists' effort to provide treatment to suit the needs of our patients or clients in this unique population. Moreover, as an international city in the Asian-Pacific region and the special administrative region of the People's Republic of China under the one-country-two-system governance, and with the rapid advancing of information technology, it is desirable to educate a novice occupational therapist the use of Chinese therapeutics and the latest technology in treatment, and with a wide scope of vision to meet the ever changing needs of the international and living environments, and to be a contributing member of the society of Hong Kong.

8. MODE OF ASSESSMENT

8.1 Course work, as a means of continuous assessment, continues to be the primary mode of assessment within the educational programme. The types of course work assessment include: seminar presentation, written assignment, written test, viva test, and examination.

8.2 Thirteen examinations are listed for the programme (Four projected in Year I, Three in Year II, Four in Year III , and Two in Year IV):

- Year I – Semester I:
  - Human Anatomy (HSS2011)
  - Human Physiology (ABCT2326)
- Year I – Semester II:
  - Functional Anatomy (RS2040)
  - OT Theory & Process I (RS2200)
- Year II– Semester I:
  - Pharmacology in Rehabilitation (ABCT2330)
  - Human Occupations (RS2260)
- Year II – Semester II :
  - Enabling Occupation: Musculoskeletal Rehabilitation (RS3410)
- Year III – Semester I:
  - Enabling Occupation: Psychosocial Practice (RS3450)
- Year III – Semester II:
  - Enabling Occupation: Developmental Conditions (RS3430)
  - Enabling Occupation: Medical & Neuro-Rehabilitation (RS3460)
  - OT Theory & Process II (RS3480)
- Year IV – Semester I:
  - Enabling Occupation: Ageing and Geriatric Practice (RS4270)
  - Occupational Therapy in Vocational Rehabilitation (RS4600)

9. PROGRAMME STRUCTURE AND CURRICULUM

9.1 The overarching goal of the 4-year undergraduate degree curriculum is to promote the all-round development of human potentials to the fullest extent for the occupational therapy profession. Based on the philosophical principals and the Department's mission to provide quality programmes of professional education, the objectives of the BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy programme are:

9.1.1 to structure the curriculum based on well-grounded theory of enabling occupations and to design the contents to reflect the latest developments in the profession;

9.1.2 to integrate the academic and clinical aspects of the programme to be in line with the changing practices in the health and well-being, educational and political arenas; and,

9.1.3 to meet students, professional and community needs for quality education of occupational therapists which is comparable with international standards.

9.2 The programme consists of three main groups of subjects, i.e. OT core/professional subjects, common subjects (science & profession categories) under the Discipline Specific Requirement (DSR), and General University Requirement subjects (GUR), which are inter-related and extend from Year 1 to Year 4 as shown in Table 2.

9.3 The OT core/professional subjects are further divided into four streams for co-ordination and management reasons. They are namely, Foundations for OT Practice, Applied Occupational Therapy in Client Practice, Clinical Sciences for Occupational Therapy Practice and Clinical Education.

9.4 Clinical Education is incorporated as part of the core/professional subjects with assigned credits. There are clinical training hours as practical added in the applied subjects for various areas of practice such as physical, psychosocial and geriatric.

9.5 The General University Requirement (GUR) spreads over the four year of studies in a way that supports the professional studies. The GUR provides exposure for students to a broad knowledge base for holistic professional learning. The GUR is divided into different domains of knowledge and interdisciplinary issues and provides choices for students as shown in Table 2 and Sections 12.2.

9.6 Students will be given maximum flexibility to map out their individual study paths that suit their interests, aspirations and learning needs. Flexibility is provided in terms of choices of subjects, scheduling of students for fulfilment of the General University Requirements (GUR), and curriculum space for a Minor Study /free elective subjects for further broadening purpose. Minor study will be a free choice by students and is not mandatory.

Teaching activity and assessment weighting plan

9.7 A summary of the subject hours, teaching methods and mode of assessment plan is shown in Table 3 :

Explanatory notes for the BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy Programme Teaching Activities and Assessment Type Plan:

a. "L" means "Lectures"
b. "S" means "Seminars"
c. "T" means "Tutorials"
d. "P/Lab" means "Practical/Laboratory"
e. "CV/FS" means "Clinical Visits/Field Study"
   (Forms part of student's independent's study hours)
f. "SubT." means "Sub-total"
g. "Assess.%" means "Assessment Percentage"
h. "CA" means "Continuous Assessment"
i. "Ex" means "Examination"

Organisation of Clinical Education

9.8 The arrangement for Clinical Education throughout the four years of the course follows a sequential approach, Clinical Education IA & IB, II, III and IV (See Table 4). Placement will take place at major hospitals, rehabilitation centres and individual settings. CE IA and IB are graded together as one subject

9.9 To enhance student learning and better integration of the academic and clinical components of the curriculum, subjects are presented according to clinical condition/dysfunction and then followed by clinical placements in relevant clinical settings (See Table 4).

9.10 The Clinical Study Manual contains pertinent information on clinical education, including philosophy, aims and objectives, integration with academic teaching, teaching-learning methods, assessment, policies and procedures, and the expected roles of the relevant parties.

TABLE 1. PROGRAMME PROGRESSION PATTERN
BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy
(2022 Intake)

Year I – Semester I		
Subject Title	**Code**	**Cr**
• GUR (CAR)	GUR	3
• GUR(LCR)[1] – Chinese *(either Sem1/2)*	CLCxxxx	(3)
• GUR(LCR)[1] – English	ELCxxxx	3
• Human Physiology	ABCT2326	3
• AI and Data Analytics	GUR-AIDA	2
• Innovation and Entrepreneurship	GUR-IE	1
• Human Anatomy	HSS2011	3
• Foundation Psychology for Rehabilitation Professionals	RS2020	3
TOTAL CREDITS		**18**

Year I – Semester II		
Subject Title	**Code**	**Cr**
• Healthy Lifestyle[2] *(Non-credit Bearing)*	GUR	-
• GUR (CAR)	GUR	3
• GUR (LCR) – Chinese *(either Sem1/2)*	CLCxxxx	3
• GUR (LCR) – English	ELCxxxx	3
• Leadership Education and Development	GUR-LEAD	3
• Functional Anatomy	RS2040	3
• OT Theory & Process I	RS2200	3
• Research Methods and Statistics	RS2050	3
TOTAL CREDITS		**21**
Summer Period Clinical Education 1A	RS22401	[1]

Year II – Semester I		
Subject Title	**Code**	**Cr**
• GUR (CAR)[3] *(either Sem1/2)*	GUR	3
• Pharmacology in Rehabilitation	ABCT2330	1
• Human Occupations	RS2260	3
• OT Foundations in Human Performance	RS2470	4
• Clinical Sciences in Musculoskeletal Conditions	RS2480	2
• Service Learning/Free Elective[4]	XXXX	3
TOTAL CREDITS		**16**

Year II – Semester II		
Subject Title	**Code**	**Cr**
• Rehabilitation Psychology	RS2270	3
• Clinical Neurology & Neuroscience	RS3030	3
• Clinical Sciences in Psychiatric Conditions	RS3310	3
• Enabling Occupation: Musculoskeletal Rehabilitation	RS3410	4
• (Minor Options/Free Electives)		
TOTAL CREDITS		**13**
Summer Period • (Minor Options/Free Electives) • Clinical Education 1B	RS22402	[2]

[1] Student should fulfil the LCR (English) and LCR (Chinese) requirements within the first two academic years.
[2] Student is expected to complete this requirement within the first two academic years.
[3] Student may opt to take CAR subject in semester one or two.
[4] Student taking RS4280 "Enabling Occupation: Home and Community Practice" also satisfies the requirement of service learning, so the student is required to take another 3 credits of free elective within the 4 years of studies to make up for the total credit requirements.

Table 1 (cont'd)

Year III – Semester I			Year III – Semester II		
Subject Title	**Code**	**Cr**	**Subject Title**	**Code**	**Cr**
• GUR (CAR)[6] *(either Sem1/2)*	GUR	3	• Enabling Occupation: Environmental Issues and Assistive Technology	RS3200	3
• Clinical Sciences in Developmental Dysfunction	RS3320	2	• Enabling Occupation: Developmental Conditions	RS3430	3
• Clinical Sciences for Medical & Neurological Conditions	RS3330	2	• Enabling Occupation: Medical & Neuro-Rehabilitation	RS3460	3
• Enabling Occupation: Psychosocial Practice	RS3450	4	• OT Theory & Process II	RS3480	3
• Foundation in Traditional Chinese Medicine for Occupational Therapy Practice	RS3490[5]	3	• Capstone Project	RS4050	Cont'
• (Minor Options/Free Electives)			• (Minor Options/Free Electives)		
TOTAL CREDITS		**14**	**TOTAL CREDITS**		**12**
			Summer Period		
			• Clinical Education II	RS32500	[7]

Year IV – Semester I			Year IV – Semester II		
Subject Title	**Code**	**Cr**	**Subject Title**	**Code**	**Cr**
• Capstone Project	RS4050	3	• Clinical Education III	RS42500	[7]
			• Clinical Education IV	RS42600	[7]
• Enabling Occupation: Ageing and Geriatric Practice	RS4270	3			
• Enabling Occupation: Home and Community Practice [7]	RS4280	3			
• Occupational Therapy in Vocational Rehabilitation	RS4600	3			
• (Minor Options / Free Electives (Programme Specific))					
TOTAL CREDITS		**12**	**TOTAL CREDITS**		**14**
			Summer Period		
			• (Minor Options/Free Electives)		

BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy	
Academic subjects (106 credits) + Clinical Education (24 credits)	
Total	**130**

[5] Another subject RS3491 is for students who have been exempted from Chinese reading and writing requirements of DSR and may opt to take it accordingly.

[6] Student may opt to take CAR subject in semester one or two.

[7] This subject satisfies the requirement of service learning.

Note #: Students can opt for a minor programme or free electives. The upper limit for credit requirement for a Minor is 18 Credits. The maximum total number of credits allowed for graduation with minor option or free elective is **150 credits.**

TABLE 2 CREDIT ALLOCATIONS BY REQUIRED SUBJECT CATEGORIES

Note: All other subjects are *'Compulsory'*.

Streams	Subject Code	Subject Title	Credit Values
DISCIPLINE SPECIFIC REQUIREMENT (DSR)			
Foundations for OT Practice	RS2200	• OT Theory & Process I	3
	RS3480	• OT Theory & Process II	3
	RS2260	• Human Occupations	3
	RS2270	• Rehabilitation Psychology	3
	RS2470	• OT Foundations in Human Performance	4
		Sub-total	**16**
Clinical Sciences for OT Practice	RS2480	• Clinical Sciences in Musculoskeletal Conditions	2
	RS3310	• Clinical Sciences in Psychiatric Conditions	3
	RS3320	• Clinical Sciences in Developmental Dysfunction	2
	RS3330	• Clinical Sciences for Medical & Neurological Conditions	2
		Sub-total	**9**
Applied OT in Client Practice	RS3490[5]	• Foundation in Traditional Chinese Medicine for Occupational Therapy Practice	3
	RS3200	• Enabling Occupation: Environmental Issues and Assistive Technology	3
	RS3410	• Enabling Occupation: Musculoskeletal Rehabilitation	4
	RS3430	• Enabling Occupation: Developmental Conditions	3
	RS3450	• Enabling Occupation: Psychosocial Practice	4
	RS3460	• Enabling Occupation: Medical & Neuro-Rehabilitation	3
	RS4270	• Enabling Occupation: Ageing and Geriatric Practice	3
	RS4280	• Enabling Occupation: Home and Community Practice	3
	RS4600	• Occupational Therapy in Vocational Rehabilitation	3
		Sub-total	**29**
Clinical Education	RS22401	• Clinical Education 1A	1
	RS22402	• Clinical Education 1B	2
	RS32500	• Clinical Education II	7
	RS42500	• Clinical Education III	7
	RS42600	• Clinical Education IV	7
		Sub-total	**24**
Common Subjects	ABCT2326	• Human Physiology	3
	ABCT2330	• Pharmacology in Rehabilitation	1
	HSS2011	• Human Anatomy	3
	RS2020	• Foundation Psychology for Rehabilitation Professionals	3
	RS2040	• Functional Anatomy	3
	RS3030	• Clinical Neurology & Neuroscience	3
	RS2050	• Research Methods and Statistics	3
	RS4050	• Capstone Project	3
		Sub-total	**22**

Streams	Subject Code	Subject Title	Credit Values
GENERAL UNIVERSITY REQUIREMENTS (GUR)			
Cluster-Area Requirements (CAR)	GUR GUR GUR GUR	3 credits from each of the 4 clusters • Human Nature, Relations and Development • Chinese History and Culture • Cultures, Organizations, Societies and Globalisation • Science, Technology and Environment	 3 3 3 3
		Sub-total	**12**
Language & Communication Requirements (LCR)[1]	CLCxxxx ELCxxxx	• Chinese subject • English subjects (2 subjects with 3 credits each)	3 6
		Sub-total	**9**
Other Requirements	GUR GUR GUR GUR GUR	• AI and Data Analytics • Innovation and Entrepreneurship • Leadership Education and Development[2] • Service Learning[3] • Healthy Lifestyle (non-credit bearing)[4]	2 1 3 3 NA
		Sub-total	**9**
		Total: Discipline Specific Requirement (DSR) Subjects (100 credits) + General University Requirement (GUR) Subjects (30 credits)	**130**

Notes:

[1] Student should fulfil the LCR (English) and LCR (Chinese) requirements within the first two academic years.
[2] Student is expected to complete this requirement within the first academic year.
[3] Student taking RS4280 "Enabling Occupation: Home and Community Practice" also satisfies the requirement of service learning, so the student is required to take another 3 credit of free elective within the 4 years of studies to make up for the total credit requirements. Student can take a 3-credit Free Elective subject from the options as listed below:
   1. GUR subject, e.g. a 5th CAR subject, or an additional Service-Learning subject.
   2. Free Elective (Programme-specific) at the 4th year of the study*
[4] Student is expected to complete this requirement within the first two academic years.
[5] Another subject RS3491 is for students who have been exempted from Chinese reading and writing requirements of DSR and may opt to take it accordingly.

*** List of Free Elective (Programme Specific):**

RS452 East-Meets-West in Stress Management (3 credits)

RS459 Clinical Practice in Stroke Rehabilitation (3 credits)

RS4601 Occupational Therapy in Upper Limb Dysfunctions (3 credits)

TABLE 3 TEACHING ACTIVITIES AND ASSESSMENT TYPE PLAN

SUBJECT CODE	SUBJECTS	CREDIT VALUES	TEACHING ACTIVITES HOURS						ASSESS. %	
Core Occupational Therapy Subjects			**L**	**S**	**T**	**P/ LAB**	**CV/ FS**	**Sub T.**	**CA**	**EX**
RS2020	**Foundation Psychology for Rehabilitation Professionals**	**3**	24		12			36	100	
RS2200	**OT Theory & Process I**	**3**	26		12		2	40	55	45
RS2260	**Human Occupations**	**3**	26			26		52	60	40
RS2270	**Rehabilitation Psychology**	**3**	26	3	10			39	100	
RS2470	**OT Foundations in Human Performance**	**4**	26			39		65	100	
RS2480	**Clinical Sciences in Musculoskeletal Conditions**	**2**	13		26			39	100	
Supporting Subjects			**L**	**S**	**T**	**P/ LAB**	**CV/ FS**	**Sub T.**	**CA**	**EX**
ABCT2326	**Human Physiology**	**3**	24		12	6		42	50	50
ABCT2330	**Pharmacology in Rehabilitation**	**1**	13					13		100
HSS2011	**Human Anatomy**	**3**	26		13			39	50	50
RS2040	**Functional Anatomy**	**3**	13			52		65	60	40
RS2050	**Research Methods and Statistics**	**3**	22	9		20		51	100	
Clinical Education			**L**	**S**	**T**	**P/ LAB**	**CV/ FS**	**Sub T.**	**CA**	**EX**
RS22401	**Clinical Education 1A**	**1**		8			35	43	100% Attendance	
RS22402	**Clinical Education 1B**	**2**		5			140	145	100	
Language & other General University Requirement Subjects			**L**	**S**	**T**	**P/ LAB**	**CV/ FS**	**Sub T.**	**CA**	**EX**
Details refer to individual subject description form		**3**	Details refer to individual subject description form							

SUBJECT CODE	SUBJECTS	CREDIT VALUES	TEACHING ACTIVITES HOURS						ASSESS. %	
Core Occupational Therapy Subjects			**L**	**S / WS**	**T**	**P/ LAB**	**CV/ FS**	**Sub T.**	**CA**	**EX**
RS3200	**Enabling Occupation: Environmental Issues and Assistive Technology**	**3**	26			22	4	52	100	
RS3310	**Clinical Sciences in Psychiatric Conditions**	**3**	27		12			39	100	
RS3320	**Clinical Sciences in Developmental Dysfunction**	**2**	14		16			30	100	
RS3330	**Clinical Sciences for Medical & Neurological Conditions**	**2**	26					26	100	
RS3410	**Enabling Occupation: Musculoskeletal Rehabilitation**	**4**	26			52	6	84	60	40
RS3430	**Enabling Occupation: Developmental Conditions**	**3**	24			20		44	60	40
RS3450	**Enabling Occupation: Psychosocial Practice**	**4**	26			26	4	56	50	50
RS3460	**Enabling Occupation: Medical & Neuro-Rehabilitation**	**3**	16		14		8	38	60	40
RS3480	**OT Theory & Process II**	**3**	13		26			39	60	40
RS3490[1]	**Foundation in Traditional Chinese Medicine for Occupational Therapy Practice**	**3**	14		32			46	100	
Supporting Subject			**L**	**S / WS**	**T**	**P/ LAB**	**CV/ FS**	**Sub T.**	**CA**	**EX**
RS3030	**Clinical Neurology & Neuroscience**	**3**	36			5		41	100	
Clinical Education			**L**	**S / WS**	**T**	**P/ LAB**	**CV/ FS**	**Sub T.**	**CA**	**EX**
RS32500	**Clinical Education II**	**7**		7			280	287	100	

SUBJECT CODE	SUBJECTS	CREDIT VALUES	TEACHING ACTIVITES HOURS						ASSESS. %	
Core Occupational Therapy Subjects			**L**	**S**	**T**	**P/ LAB**	**CV/ FS**	**Sub T.**	**CA**	**EX**
RS4270	**Enabling Occupation: Ageing and Geriatric Practice**	**3**	12	27				42	60	40
RS4280	**Enabling Occupation: Home and Community Practice**	**3**	8	6			40	54	100	
RS4600	**Occupational Therapy in Vocational Rehabilitation**	**3**	14	22			6	42	60	40
Supporting Subject			**L**	**S**	**T**	**P/ LAB**	**CV/ FS**	**Sub T.**	**CA**	**EX**
RS4050	**Capstone Project**	**3**		29				29	100	
Clinical Education			**L**	**S**	**T**	**P/ LAB**	**CV/ FS**	**Sub T.**	**CA**	**EX**
RS42500	**Clinical Education III**	**7**		7			280	287	100	
RS42600	**Clinical Education IV**	**7**		7			280	287	100	
Free Electives (Programme Specific)			**L**	**S**	**T**	**P/ LAB**	**CV/ FS**	**Sub T.**	**CA**	**EX**
RS452	**East-Meets-West in Stress Management**	**3**	8			32		40	100	
RS459	**Clinical Practice in Stroke Rehabilitation**	**3**	20			38		58	100	
RS4601	**Occupational Therapy in Upper Limb Dysfunctions**	**3**	14			28		42	100	

[1] Another subject RS3491 is for students who have been exempted from Chinese reading and writing requirements of DSR and may opt to take it accordingly.

Table 4 ORGANIZATION OF ACADEMIC & CLINICAL EDUCATION – BSC (HONS) SCHEME IN REHABILITATION SCIENCES IN OCCUPATIONAL THERAPY

← September to December →← January to April →← May to August →

	1st Semester			2nd Semester			Summer term			
Year 1	**University Teaching :** - GUR (CAR) - GUR (LCR)-Chi/Eng [1] - GUR (AIDA) - GUR (IE) - Foundation Psychology for Rehabilitation Professionals - Human Anatomy - Human Physiology	Exam	Exam result processing	**University Teaching :** - Healthy Lifestyle (non-credit bearing) [2] - GUR (CAR) - GUR (LCR) – Chi/Eng[1] - Leadership Education and Development - Functional Anatomy - OT Theory & Process I - Research Method and Statistics	Exam	Exam result processing	CE1A (35 hrs)			
Year 2	**University Teaching:** - GUR (CAR)[3] - Clinical Sciences in Musculoskeletal Conditions - Human Occupations - OT Foundations in Human Performance - Pharmacology in Rehabilitation - Service Learning/Free Elective [4]	Exam	Exam result processing	**University Teaching:** - Clinical Neurology & Neuroscience - Clinical Sciences in Psychiatric Conditions - Enabling Occupation : Musculoskeletal Rehabilitation - Rehabilitation Psychology - (Minor Options /Free Electives)	Exam	Exam result processing	CE1B (140 hrs)	(Minor Options/Free Electives)	Exam	Exam result processing
Year 3	**University Teaching:** - GUR (CAR)[3] - Clinical Sciences for Medical & Neurological Conditions - Clinical Sciences in Developmental Dysfunction - Enabling Occupation: Psychosocial Practice - Foundation in Traditional Chinese Medicine for Occupational Therapy Practice - (Minor Options/Free Electives)	Exam	Exam result processing	**University Teaching:** - Enabling Occupation: Environmental Issues and Assistive Technology - Enabling Occupation : Developmental Conditions - Enabling Occupation : Medical & Neuro-Rehabilitation - OT Theory & Process II - Capstone Project - (Minor Options/Free Electives)	Exam	Exam result processing	CE II (280 hrs)			Exam result processing
Year 4	**University Teaching:** - Capstone Project - Enabling Occupation: Ageing and Geriatric Practice - Enabling Occupation: Home and Community Practice - Occupational Therapy in Vocational Rehabilitation - (Minor Options / Free Electives [Programme Specific])	Exam	Exam result processing	CE III (280 hrs)	CE IV (280 hrs)	Exam result processing	"CAR"=Cluster-Areas Requirements "CE" = Clinical Education "Exam" = Examination "GUR"=General University Requirements "LCR"=Language & Communication Requirements			

[1] Student should fulfill the LCR (English) and LCR (Chinese) requirements within the first two academic years.
[2] Student is expected to complete this requirement within the first two academic years.
[3] Student may opt to take CAR subjects in semester one or two.
[4] Student taking RS4280 "Enabling Occupation: Home and Community Practice" also satisfies the requirement of service learning, so the student is required to take another 3 credits of free elective within the 4 years of studies to make up for the total credit requirements.

TABLE 5 PRE-REQUISITES OF REQUIRED SUBJECTS

Subjects			Pre-requisites																							
			Year 1							Year 2								Year 3								Year 4
			Sem 1			Sem 2			Sem 3	Sem 1			Sem 2				Sem 3	Sem 1			Sem 2				Sem 3	Sem 3
			ABCT2326	HSS2011	RS2020	RS2040	RS2050	RS2200	RS22401	RS2260	RS2470	RS2480	RS2270	RS3030	RS3310	RS3410	RS22402	RS3320	RS3330	RS3450	RS3200	RS3430	RS3460	RS3480	RS32500	RS42500
Year 2	Sem 1	ABCT2330	✓																							
		RS2480		✓		✓																				
	Sem 2	RS3030	✓																							
		RS3410										✓														
	Sem 3	RS22402*						✓	✓	✓	✓															
Year 3	Sem 1	RS3320									✓															
		RS3330												✓												
		RS3450			✓						✓		✓		✓											
	Sem 2	RS3430																✓								
		RS3460																	✓							
		RS3480						✓																		
		RS4050					✓																			
	Sem 3	RS32500							✓							✓	✓			✓	✓	✓	✓	✓		
Year 4	Sem 3	RS42500																							✓	
		RS42600																								✓

*RS22402: Apart from the subjects listed above, Certificate of First Aid Course (Self-arranged by student) is also one of the pre-requisites of this subject.

10. ACHIEVEMENT OF PROGRAMME AIMS AND OBJECTIVES

Syllabus

10.1 The programme syllabus outlines the objectives, learning outcomes, contact hours for various teaching activities, content, teaching-learning approaches, assessment, essential reading and recommended reading for each subject.

Horizontal integration and vertical development

10.2 Each subject within a group forms the content of each level of study in the programme. It is considered mandatory that a student should achieve both specified educational and vocational objectives and obtain a satisfactory result in each subject (horizontal integration) before progressing to the next higher level of study or being granted the final award, which is based on the achievement of the overall educational and vocational objectives of the course (vertical integration). The integration between various subject content areas also form the basis for integration and focus on number and types of assessments conducted throughout different levels and years of study.

Integration of theory and practice

10.3 Students enrolled into the programme will be equipped with occupational therapy-related knowledge, skills and attitudes. They also learn to apply the knowledge when treating clients in the service delivery environment under the guidance of clinical educators and other qualified occupational therapy staff.

Levels of the integration process

10.4 The integration between academic teaching and clinical studies incorporates the following three basic levels of the integration process (Reay, 1986):-

Knowledge integration

10.4.1 Students acquire in the PolyU factual knowledge, e.g. anatomy, psychology and occupational therapy process, which need to be reinforced in the clinical setting.

Conceptual integration

10.4.2 Students learn in the PolyU how to relate knowledge from several sources and put them together to form a coherent framework for professional practice, e.g. the concept of selecting an appropriate treatment approach for a certain patient/client group. Then they need the chance to see how this concept is being realised in the clinical setting.

Practice integration

10.4.3 Students learn how to translate knowledge, attitudes and skills into appropriate professional behaviours and practice in the clinical setting.

Integration between academic subjects and clinical studies

Level I subjects

10.5 Subjects taught include “Human Anatomy”, “Human Physiology”, “Functional Anatomy” and “Foundation Psychology for Rehabilitation Professionals” and “Pharmacology in Rehabilitation”. This forms the basis for the development of a holistic approach to client care.

10.6 In “OT Theory & Process I”, students study the historical development of the profession; its philosophical beliefs, ethical considerations; occupational therapists’ roles and functions in local clinical settings; the development of occupational therapy theories, different models of the profession and guidelines for practice, in

addition to approaches, techniques and culturally relevant activities commonly employed by occupational therapists in Hong Kong.

10.7 Through the "Human Occupations" subject, Students learn about occupations analysis (daily living tasks, work and leisure), tasks and activities analyses; occupational therapy intervention process, the developmental psychology, roles development throughout the lifespan, as well as the tasks associated / expected with different roles at different stages of human development.

10.8 Through the studies of the "OT Foundations in Human Performance", students gain knowledge of professional foundation sciences for human occupations, and skills in conducting assessments and intervention strategies specifically for dysfunction in sensory-perceptual, motor and psychosocial performance components.

10.9 "Clinical Sciences in Musculoskeletal Conditions" is also introduced to equip students with better understanding of "clinical" conditions at an early stage.

10.10 Students studying in the "Rehabilitation Psychology" subject develop communication ability, interviewing skills and basic counselling skills which are essential for the practice of occupational therapy in various clinical and work situations.

10.11 In the subject "Research Methods and Statistics", students learn the concepts and methodology for scientific enquiry and its application to health care research, which forms the basis for the development of problem solving abilities in occupational therapy practice. The subject also equips students with specific techniques in scientific enquiry for application to various health care research designs. This subject provides a lead for the "Capstone Project and forms the basis for the further development of critical thinking ability.

Clinical Education

10.12 "Clinical Education I' consists of CE 1A and CE 1B. CE 1A takes place during Year 1 summer vacation whilst CE 1B takes place during Year 2 summer vacation. (Table 4, p.15). This subject specifically provides students with the opportunity to identify functional problems encountered by persons with disability, and to experience various roles and functions of occupational therapists, and the occupational therapy intervention process in various clinical settings through observation.

10.13 In addition, students are guided to develop appropriate professional attitudes and behaviours, especially toward establishing rapport with clients and staff of the occupational therapy unit, which form the basis for more advanced studies in Level III and IV.

Level II Subjects

10.14 Students gain competence in assessing, planning, implementing and evaluating occupational therapy interventions for clients with musculoskeletal conditions, psychiatric or psychosocial conditions, conditions on developmental disabilities, and medical or neurological conditions through subjects "Clinical Sciences in Psychiatric Conditions", "Clinical Sciences in Developmental Dysfunction", "Clinical Sciences for Medical & Neurological Conditions", "Enabling Occupation: Musculoskeletal Rehabilitation", "Enabling Occupation: Psychosocial Practice", "Enabling Occupation: Medical & Neuro-Rehabilitation" and "Enabling Occupation: Developmental Conditions". They also start to build on the basis of neurological conditions through the subject: "Clinical Neurology & Neuroscience".

10.15 The subject "Enabling Occupation: Environmental Issues and Assistive Technology" facilitates students to gain knowledge and skills in understanding and addressing issues in the physical environment that impact on patient's/client's reintegration into the community.

10.16 The "OT Theory and Process II" guides students to critically evaluate the application of various occupational therapy theories and practice models in clinical practice. This enhances students' professional competency in assessing, planning, implementing and evaluating occupational therapy intervention programmes for clients. It also guides students to critically evaluate the service focus of occupational therapy and to contribute to the promotions of its service status in Hong Kong

Clinical Education

10.17 "Clinical Education II" takes place during Year III summer vacation. This 7-week clinical placement provides students with the opportunity to participate as contributing members of a health care team and to further their experience in adopting a holistic approach to client care.

10.18 The subject also provides them with the opportunity to consolidate and apply occupational therapy knowledge, attitudes and skills learned in the PolyU to assess, plan, implement, evaluate and modify, under guidance, occupational therapy intervention programmes for clients suffering from common conditions in the fields of developmental dysfunction, physical disability, psychosocial dysfunction, and/or ageing process.

Level III Subjects

10.19 The subject "Enabling Occupation: Ageing and Geriatric Practice" equips students with professional knowledge and the latest therapeutic interventions in the management of common geriatric conditions such as stroke, dementia, and falls. Students are facilitated to further develop clinical reasoning skills in addressing the needs of geriatric clients from a holistic perspective.

10.20 The subject "Occupational Therapy in Vocational Rehabilitation" provides students with knowledge and skills of vocational rehabilitation to specific populations. It also guides students to evaluate practice of vocational rehabilitation in terms of its evidence base.

10.21 Through the "Foundation in Tradition Chinese Medicine for Occupational Therapy Practice" subject, students can acquire key theoretical concepts of Traditional Chinese Medicine (TCM) and gain an understanding of the applications of TCM within the Occupational Therapy context. This subject would meet discipline-specific language requirement in Chinese which enhances students' Chinese competence to cope with the communication requirements at their workplace after graduation.

10.22 The subject "Enabling Occupation: Home and Community Practice" equips the students with the following core skills that contribute to success in community practice: time management, creativity, autonomy, conflict resolution, cultural awareness, and personal safety. Upon the completion of the course, the students will acquire a positive attitude and the confidence to face the challenges in the ever-changing environment in home and community practice.

10.23 In "Capstone Project", students are expected to conduct a project, which aims to integrate their knowledge in professional practice and research, under faculty's supervision. This capstone experience also helps prepare students for further academic pursuits, for future lifelong learning, and for developing their generic competencies. The format and content of the project may be varied to meet student's learning needs and can be negotiated between student and faculty.

Clinical Education

10.24 Clinical Education at Level IV consists of the "Clinical Education III" and "Clinical Education IV" subjects which take place in the second semester of Level IV study. These two "clinical placements" provide students with the opportunity to consolidate, integrate, apply and evaluate knowledge, skills and attitudes learned in

the PolyU to occupational therapy practice with emphasis on community re-integration in physical and psychosocial perspectives.

10.25 They will be guided to evaluate, with respect to management theories and techniques learned, the appropriateness of basic managerial functions for managing independent occupational therapy practice and day-to-day administration of the occupational therapy service.

10.26 They will also be assisted to evaluate various aspects of clinical programmes. Upon the completion of their Clinical Education III & IV, students will be competent and reflective occupational therapists who are self-motivated and have positive attitudes towards continuing personal growth and professional development.

Teaching and learning methods

10.27 The teaching and learning activities of the programme are coherently organised according to the nature and demands of the particular subject area, the levels of the programme, and the degree of the integration of the academic and clinical components during each of and between the four years. The general rule is that students are required to contribute 1-2 hours of self-directed study for 1 hour of teaching per week.

Group size

10.28 The whole cohort of students, i.e. 100, will attend lectures unless otherwise stated, but the cohort will be divided into 4 groups of approximately 25 each for tutorials, practicals, seminars and laboratory work as shown in Table 3.

10.29 The group size for Clinical Education at Clinical Educational Units of the Hospital Authority has been planned to be a maximum of 6 students per Clinical Educator at any one time. Student may also attend clinical setting individually or in pairs.

Teaching methods

10.30 Throughout the four years of the programme, the following teaching methods are used:

a. Lectures
b. Tutorials
c. Seminars
d. Laboratory work
e. Practicals
f. Case studies
g. Project work
h. Clinical study
i. On-line teaching/E-Learning

(Refer to Appendix 1)

10.31 The above methods are employed to guide students to adopt a self-directed and deep (as opposed to surface) learning approach which facilitates their development of an analytical mind and the ability to think independently and critically, to discover facts, to perceive relationships and to draw their own conclusions of the phenomenon they observe.

10.32 The ultimate aim is to guide students in developing independence of learning skills from the very beginning to foster a desire for continued professional and personal development.

11. REGULATIONS FOR ASSESSMENT, PROGRESSION AND AWARD

General Assessment Regulations

Introduction

11.1 The General Assessment Regulations shall govern the BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy programme which lead to PolyU award. BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy programme shall, in addition, have its own programme – specific regulations, formulated within the framework of the General Assessment Regulations and students shall be advised of these regulations at the commencement of an academic year.

11.2 In this programme, students progress by credit accumulation i.e. allowing credits earned by passing individual subjects to be accumulated toward the final award.

11.3 For the purpose of these Regulations, a subject is defined as a discrete section of the programme, which is assigned a separate assessment. A list of subjects, together with their credit values, is shown in Table 2.

Admission, Subject registration and related regulations

11.4 Students' admission will be carried out only at the start of the academic year.

11.5 Students are required to progress through the programme in which they have registered in accordance with the specified pattern.

11.6 Full-time regular students are expected to complete subject registration before the commencement of each semester.

Deferment of study

11.7 Deferment of study is granted exceptionally to those who have a genuine need to temporarily suspend the study (Refer to Student Handbook). Approval from the Department offering the programme is required. The deferment period will not be counted towards the total period of registration.

Subject exemption

11.8 If a student is exempted from taking a specified subject, the credits associated with the exempted subject will not be counted towards the award requirements. It will therefore be necessary for the students to take another relevant subject in consultation with the programme leader in order to satisfy the credit requirement for the award.

Credit transfer

11.9 In the case of credit transfer, a student will be given credit for recognized previous study and the credits will be counted towards meeting the requirement of the award.

11.10 Credit transfer may be done with the grade carried or without the grade carried; the former should normally be used only when the credits to be transferred have been gained from PolyU.

11.11 For transfer of credit from programmes offered by PolyU, normally not more than 67% of the credit requirement for the award can be transferred. The subjects must be passed, in order to be eligible for a particular award.

11.12 Normally, not more than 50% of the credit requirement for the award may be transferred from approved institutions outside the University. The subjects must be passed in order to be eligible for a particular award.

11.13 The validity period of credits previously earned, is 8 years after the year of attainment.

11.14 For credit transfer of retaken subjects, the grade attained in the last attempt should be taken in the case of credit transfer with grade being carried over. Students applying for credit transfer for a subject taken in other institutions are required to declare that the subject grade used for claiming credit transfer was attained in the last attempt of the subject in their previous studies. If a student fails in the last attempt of a retaken subject, no credit transfer should be granted, despite the fact that the student may have attained a pass grade for the subject in the earlier attempts. Students should not be granted credit transfer for a subject which they have attempted and failed in their current study unless the subject was taken by the student as an exchange-out student in his current programme.

Regulations for assessment, progression and award

Purpose of assessment

11.15 Assessment of learning and assessment for learning are both important for assuring the quality of student learning. Assessment of learning is to evaluate whether students have achieved the intended learning outcomes of the subjects that they have taken and have attained the overall learning outcomes of the academic programme at the end of their study at a standard appropriate to the award. Appropriate methods of assessment that align with the intended learning outcomes will be designed for this purpose. The assessment methods will also enable the teacher to differentiate students' different levels of performance within the subject. Assessment for learning is to engage students in productive learning activities through purposefully designed assessment tasks.

11.16 The purpose of assessment within this programme is to enable students to demonstrate that they have fulfilled the objectives and intended learning outcomes of each strand of subjects and have, in the final stage, achieved the standard appropriate to degree level award. Timely feedback should be provided to students so that they are aware of their progress and attainment for the purpose of improvement.

11.17 Assessment of the student's suitability to become a professional occupational therapist and for an award of the BSc (Hons) OT goes beyond merely ensuring that s/he has attained a level of proficiency in knowledge and competence in skills. Emphasis is particularly laid on the ability to demonstrate maturity in personality, attitudes, values and behaviours, and a capacity for further development consistent with becoming a professional occupational therapist. These characteristics are taken from established codes of ethics of the profession. Intensive weekly contacts between the supervisor and the student during clinical placements provide a very appropriate and important context for such assessment. When a problem arises, personal tutors and relevant subject teachers will be involved to work out remedial actions, if necessary.

Assessment Rationale

11.18 Assessment methods adopted in this programme are appropriate to the achievement of the subject objectives and intended learning outcomes, and ultimately, the programme aims and intended learning outcomes.

11.19 Students are required to demonstrate their knowledge and comprehension in 2 major Strands of subjects i.e. Core Subjects and Supporting Subjects. The acquisition of factual information and concepts is essential for students to analyze,

assimilate and apply this knowledge to Clinical Education Subjects and Specific Occupational Therapy Subjects. Students' grasp of concepts is assessed mainly by written papers of various types. The development of skills is assessed through the medium of practical work, reports, laboratory reports and tests.

11.20 The achievement of programme aims related to the acquisition of attributes such as independence of thought and action, and communication skills are assessed in a range of programme work modes throughout the programme, such as verbal case presentations. This is further reinforced in clinical education subjects at various levels. The intellectual skills required for a competent practitioner are assessed through project work, assignments and essays requiring background reading and analysis of literature.

11.21 Achievement of the programme aims relating to the development of skills of inquiry and the development of a critical and analytical approach are assessed through the clinical education subjects

11.22 The assessment of the programme aims and intended learning outcomes specific to the practice of occupational therapy depends on the integration of theory and practice in the application of clinical reasoning and problem solving skills.

11.23 The assessment methods adopted for clinical education subjects are designed to ensure that the student's clinical reasoning develops as the programme progresses. As Clinical Education is an integral part of the programme, the assessment takes a holistic view of the occupational therapy process. The methods of assessment used for clinical education are described in detail in Clinical Education Manual.

11.24 The assessment weighting of each subject in this programme is not only based on the relative position within the horizontal integration and vertical development, but also intended to reflect that programme aims and objectives have been met and that studies receive an education which will prepare them for a challenging career as occupational therapists.

11.25 The weighting for each subject is also based on such factors as its relative importance, the duration of the subject, the stage of study and the teaching-learning methods used. These factors are considered concurrently, when the weighting of each subject is determined.

<u>Methods of assessment</u>

11.26 Throughout the programme, a subject is assessed on the basis of continuous assessment, and/or examination. A summary of methods of assessment is presented in Table 3.

11.27 Continuous assessment:

i. Students in their first year spend more time in learning theory and knowledge and less time learning application; and majority of the subjects in the programme are assessed by means of continuous assessment. Continuous assessment is considered to encourage the student to work steadily and progressively throughout the semester. It is therefore essential for the achievement of horizontal integration and vertical development of subjects within each semester year and progressively through the programme.

ii. Continuous assessment may be in the form of tests, assignments, laboratory work, practical work, essays, case studies, project work and field work. The format and the relative weighting allocated for each subject is specified clearly in the subject syllabi.

iii. The contribution made by each student in continuous assessment involving a group effort shall be determined and assessed separately, and this can result in different grades being awarded to students in the same group.

11.28 Examination:

i. Examinations may take place at the end of the semester I or semester II. All examinations planned for this programme are in written form. Questions may be essay-type, short answer, multiple choice, etc., the details of which are set out in the syllabi of individual subjects. Students will be informed in advance of the format of the examination paper.

ii. It will be the responsibility of each subject examiner to compile all examination question papers, which will be checked by the programme leader.

Timing of continuous assessment and examinations

11.29 This may take many different forms as stated above and occur at intervals throughout the year. A calendar is presented to the students at the start of the semester with the timing and nature of the assessments for each subject. One of the responsibilities of the subject examiner is to spread the programme work loading evenly throughout the semester and to maximize the advantages of this form of assessment. Students will be notified in advance of the timing the examinations / assessment.

Grading

11.30 Assessment grades shall be awarded on a criterion-reference basis. A student's overall performance in a subject shall be assessed as follows:

Subject grade	***Short description***	***Elaboration on subject grading description***
A+ A A-	Excellent	Demonstrates excellent achievement of intended subject learning outcomes by being able to skillfully use concepts and solve complex problems. Shows evidence of innovative and critical thinking in unfamiliar situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
B+ B B-	Good	Demonstrates good achievement of intended subject learning outcomes by being able to use appropriate concepts and solve problems. Shows the ability to analyse issues critically and make well-grounded judgements in familiar or standard situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
C+ C C-	Satisfactory	Demonstrates satisfactory achievement of intended subject learning outcomes by being able to solve relatively simple problems. Shows some capacity for analysis and making judgements in a variety of familiar and standard situations, and is able to express the synthesis or application of ideas in a manner that is generally logical but fragmented.
D+ D	Pass	Demonstrates marginal achievement of intended subject learning outcomes by being able to solve relatively simple problems. Can make basic comparisons, connections and judgments and express the ideas learnt in the subject, though there are frequent breakdowns in logic and clarity.
F	Fail	Demonstrates inadequate achievement of intended subject learning outcomes through a lack of knowledge and/or understanding of the subject matter. Evidence of analysis is often irrelevant or incomplete.

'F' is a subject failure grade, whilst all others ('D' to "A+') are subject passing grades.
No credit will be earned if a subject is failed.

Indicative descriptors for modifier grades

Main Grade (solid)	The student generally performed at this level, indicating mastery of the subject intended learning outcomes at this level.
+ (exemplary)	The student consistently performed at this level and exceeded the expectations of this level in some regards, but not enough to claim mastery at the next level.
- (marginal)	The student basically performed at this level, but the performance was inconsistent or fell slightly short in some regards.

Note: The above indicative descriptors for modifier grades are not applicable to the pass grades D and D+

11.31 The grade points assigned to subject grades attained by students from 2020/21 are as follows:

Grade	***Grade Point for grades attained from 2020/21***
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

11.32 At the end of each semester, a Grade Point Average (GPA) will be computed as follows, and based on the grade point of all the subjects:

$$\text{GPA} = \frac{\sum_{n=1}^{N} \text{Subject Grade Point}_n \times \text{Subject Credit Value}_n}{\sum_{n=1}^{N} \text{Subject Credit Value}_n}$$

Where *N* = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term. For subjects which have been retaken, only the grade points obtained in the final attempt will be included in the GPA calculation.

In addition, the following subjects will be excluded from the GPA calculation:

- Exempted subjects
- Ungraded subjects
- Incomplete subjects
- Subjects for which credit transfer has been approved without any grade assigned#
- Subjects from which a student has been allowed to(i.e. those with the grade "W")

 # Subjects taken in PolyU or elsewhere and with grade assigned, and for which credit transfer has been approved, will be included in the GPA.

Subject which has been given an "S" code i.e. absent from all assessment components will be included in the GPA calculation and will be counted as "zero" grade point. The GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance, ranges from 0.00 to 4.30.

Progression and academic probation system

11.33 Board of Examiners

The Board of Examiners is appointed for each programme leading to a PolyU award. It is required to follow the PolyU's General Assessment Regulations, and also the specific regulations approved for the programme. The Board of Examiners shall, at the end of each semester, determine whether each student is

(i) eligible for progression towards an award; or
(ii) eligible for an award; or
(iii) required to be de-registered from the programme.

11.34 A student will have `progressing' status unless s/he falls within any one of the following categories which may be regarded as grounds for deregistration from the programme:

(i) the student has reached the final year of the normal period of registration for that programme, as specified in the Programme Requirement Document, unless approval has been given for extension (applicable to students admitted in or after 2020/21); OR
(ii) the student has reached the maximum number of retakes allowed for a failed compulsory subject; OR
(iii) the student's Grade Point Average (GPA) is lower than 1.7 for two consecutive semesters and his Semester GPA in the 2nd semester is also lower than 1.7; OR
(iv) the student's Grade Point Average (GPA) is lower than 1.7 for three consecutive semesters; OR
(v) the student has failed consecutively in any of the clinical education subjects twice.

When a student falls within any of the categories as stipulated above, except for category (i) with approval for extension, the Board of Examiners shall de-register the student from the programme without exception. The Board of Examiners has the flexibility on not granting a student with repeat placement if the student has extremely poor academic and/or clinical performance A student may be de-registered from the programme enrolled before the time frame specified in Sections (iii) or (iv) above if his/her academic performance is poor to the extent that the Board of Examiners deems that his/her chance of attaining a GPA of 1.70 at the end of the programme is slim or impossible.

If the student is not satisfied with the de-registration decision of the Board of Examiners, he/she can lodge an appeal. All such appeal cases will be referred directly to Academic Appeals Committee (AAC) for final decision.

11.35 The progress and academic probation system will work as follows:

1st semester

(i) If a student has a GPA below 1.7, he will be allowed to progress, but put on academic probation in the following semester

2nd semester

(ii) If a student is able to get a GPA of 1.7 or above in the 2nd semester, the status of 'academic probation' will be lifted
(iii) If a student who has been put on academic probation continues to have a GPA below 1.7 in the 2nd semester, but his Semester GPA is

1.7 or above, he will be allow to progress, but will continue to be put on academic probation.

(iv) If a student's GPA and Semester GPA both are below 1.7 in the 2nd semester, he will be considered for de-registration.

3rd semester

(v) If a student who has been put on academic probation for two consecutive semesters has a GPA of 1.7 or above in the 3rd semester, his status of 'academic probation' will be lifted.

(vi) If a student who has been put on academic probation for two consecutive semesters has a GPA below 1.7 in the 3rd semester, he will be considered for de-registration.

A flow chart showing the progression and academic probation system is attached at Appendix 2. To help improve the academic performance of students on academic probation, these students will be required to take a reduced study load in the following semester (Summer Term excluded).

Withdrawal of subjects *(For details, please refer to the Student Handbook)*

11.36 Students are not allowed to drop subjects after add/drop period. If student have genuine need to withdraw from the subjects after add/drop period, students should submit a written request for withdrawal of subject to the subject offering department. Such requests will only be considered if there are strong justifications and subject to the approval by the Head of the programme hosted Department and the Programme Leader.
(Refer to the Clinical Education Manual for the management of withdrawal of clinical education subjects)

Retaking of subjects

11.37 Students may only retake a subject which they have failed (i.e. Grade F or S or U). Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded.

11.38 The number of retakes of a subject should be restricted to two, i.e. a maximum of three attempts for each subject is allowed.

11.39 For clinical education subjects, each clinical block may only be repeated once. A student who fails in a re-take clinical education subject may be required to withdraw from the programme. In cases where a student takes another subject to replace a failed elective subject, the fail grade will be taken into account in the calculation of the GPA, despite the passing of the replacement subject. Likewise, students who failed a Cluster Area Requirement (CAR) subject may need to take another subject from the same Cluster Area in order to fulfil this part of the GUR, since the original CAR subject may not be offered: in such cases, the fail grade for the first CAR subject will be taken into account in the calculation of the GPA, despite the passing of the second CAR subject.

11.40 Students need to submit a request to the Faculty/School Board for the second retake of a failed subject.

11.41 Students who have failed a compulsory subject after two retakes and have been de-registered can submit an appeal to the Academic Appeals Committee (AAC) for a third chance of retaking the subject.

11.42 In case AAC does not approve further retakes of a failed compulsory subject or the taking of an equivalent subject with special approval from the Faculty, the student concerned would be de-registered and the decision of the AAC shall be final within the University.

Exceptional circumstances

Absence from an assessment component

11.43 If a student is unable to complete all the assessment components of a subject, due to illness or other circumstances which are beyond his/her control and considered by the subject offering Department as legitimate, the Department will determine whether the student will have to complete a late assessment and, if so, by what means. This late assessment shall take place at the earliest opportunity, and normally before the commencement of the following academic year (except that for Summer Term, which may take place within 3 weeks after the finalisation of Summer Term results). If the late assessment cannot be completed before the commencement of the following academic year, the Faculty/School Board Chairman shall decide on an appropriate time for completion of the late assessment.

11.44 The student concerned is required to submit his/her application for late assessment in writing to the Head of Department offering the subject, within five working days from the date of the examination, together with any supporting documents (e.g. medical certificate). Approval of applications for late assessment and the means for such late assessments shall be given by the Head of Department offering the subject or the subject teacher concerned, in consultation with the Programme Leader

Aegrotat award

11.45 If a student is unable to complete the requirements of the programme in question for the award due to very serious illness, or other very special circumstances, which are beyond his control, and considered by the Board of Examiners as legitimate, the Faculty Board will determine whether the student will be granted an aegrotat award. Aegrotat award will be granted under very exceptional circumstances.

11.46 A student who has been offered an aegrotat award shall have the right to opt either to accept such an award, or request to be assessed on another occasion to be stipulated by the Board of Examiners; the student's exercise of this option shall be irrevocable.

11.47 The acceptance of an aegrotat award by a student shall disqualify him from any subsequent assessment for the same award.

11.48 An aegrotat award shall normally not be classified, and the award parchment shall not clearly state that it is an aegrotat award. However, the Board of Examiners may determine whether the award should be classified, provided that they have adequate information on the students' academic performance.

Other particular circumstances

11.49 A student's particular circumstances may influence the procedures for assessment but not the standard of performance expected in assessment.

Participation in Work-integrated Education (WIE)

11.50 Students will be required to participate in Work-integrated Education (WIE) to satisfy the overall requirement of general education before graduation. These WIE activities aim to provide a framework for students to integrate what they have learnt in the classroom with what they will be experiencing in the real world. The format of these activities is structured clinical placements in hospitals or clinical settings or other forms that are considered by the department/faculty to be able to meet the requirement of WIE.

Graduation Requirements

11.51 A student is eligible for award if he/she meets all the conditions shown below:

a) Accumulation of 130* credits as defined in this document; and
b) Satisfying all the 'compulsory' requirements defined in this document; and
c) Satisfying the General University Requirements (GUR); and
d) Having a cumulative GPA of 1.7 or above at the end of the programme; and
e) Having an Average Grade of 'C' for all Clinical Education Subjects; and
f) Satisfying the requirements on Work-integrated Education (WIE)

Guidelines for award classification

11.52 In using the following guidelines, the Board of Examiners shall exercise its judgment in coming to its conclusions as to the award for each student, and where appropriate, may use other relevant information.

11.53 BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy programme make use of a Weighted GPA as a guide for helping to determine award classifications.

Weighted GPA will be computed as follows:

$$\text{Weighted GPA} = \frac{\sum_{n=1}^{N} \text{Subject Grade Point}_n \times \text{Subject Credit Value}_n \times W_n}{\sum_{n=1}^{N} \text{Subject Credit Value}_n \times W_n}$$

Where W_n = 2 for all assessment grades for subjects in Level 1;
= 2 for all assessment grades for subjects in Level 2;
= 3 for all assessment grades for subjects in Level 3; and
= 3 for all assessment grades for subjects in Level 4.

N = number of all subjects counted in GPA calculation as set out in section 11.31

A University-wide standard weighting is applied to all subjects of the same level. Same as for GPA, Weighted GPA ranges from 0.00 to 4.30.

11.54 The following are guidelines for Boards of Examiners' reference in determining award classifications:

Honours classification	Guidelines	Award GPA
1st	The student's performance /attainment is outstanding, and identifies him / her as exceptionally able in the field covered by the programme in question.	3.60 – 4.30
2:i	The student has reached a standard of performance / attainment which is more than satisfactory but less than outstanding.	3.00 – 3.59
2:ii	The student has reached a standard of performance / attainment judged to be satisfactory, and clearly higher than the 'essential minimum' required for graduation.	2.40 – 2.99
3rd	The student has attained the 'essential minimum' required for graduation at a standard ranging from just adequate to just satisfactory.	1.70 – 2.39

11.55 Under exceptional circumstances, a student who has completed an Honours degree programme, but has not attained Honours standard, may be awarded a Pass-without-Honours degree. A Pass-without-Honours degree award will be recommended only under exceptional circumstances, when the student has demonstrated a level of final attainment which is below the 'essential minimum' required for graduation with Honours from the programme in question, but when he / she has nonetheless covered the prescribed work of the programme in an adequate fashion, while failing to show sufficient evidence of the intellectual caliber expected of Honours degree graduates. For example, if a student in an honours degree programme has a GPA of 1.7 or more, but his Weighted GPA is less than 1.7, he may be considered for a Pass-without-honours classification. A Pass-without-Honours is an unclassified award, but the award parchment will not include this specification.

11.56 For students who have completed a Major/Minor programme, a single classification will be awarded and their award classification will mainly be based on the "Major GPA", but it can be moderated by the Board of Examiners with reference to the "Minor GPA". Minor GPA" is derived based on the 18 credits of specific Minor programme. "Minor GPA" is unweighted. The award title of the Minor programme will not be reflected on the parchment. It will be recorded in the Transcript of Studies.

11.57 Students who have committed academic dishonesty or non-compliance with examination regulations will be subject to the penalty of the lowering of award classification by one level. For students who should be awarded a Third class Honours degree, they will be downgraded to a Pass-without-Honours. The minimum of downgraded overall result will be kept at a Pass.

Checking of eligibility for graduation

11.58 The computer system will identify potential graduates by generating potential graduate lists after the end of each semester. The system will check the following to determine students' eligibility for graduation:

(i) the compulsory subject requirements; and
(ii) credits requirements for the BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy; and
(iii) General University Requirements (GUR); and
(iv) the minimum GPA value required for graduation

11.59 Departments will ensure that students wishing to graduate will have completed all necessary subjects by the desired graduation date and will verify the eligibility of students for awards. The potential graduates identified by the computer system will be brought to the attention of Programme Leader for verification, and will then be presented to the BoE for determination of the award classifications.

11.60 Self-paced students will be made aware that they have the primary responsibility to ensure that they meet the necessary graduation requirements within the maximum period of registration and to declare their wish to graduate at an appropriate time in advance.

Subject Results

11.61 Subject Lecturers, in respect of the subject they teach, have sole responsibilities for marking and grading students' coursework and examinations scripts, grading them. Timely feedback of continuous assessment should be given to students as soon as possible (e.g. not later than a month), and in any case, before the final examination/assessment, finalising the results and informing each student of his/her results, in respect of the subject they teach. In this regard, Subject Lecturers will be accountable to the Head of the subject offering Department, to ensure that the scripts all forms of assessment, including the students' coursework and examination scripts, are correctly marked and graded where appropriate, and to avoid administrative errors at all times, and to submit the grades for finalization by Subject Assessment Review Panel (SARP)

11.62 Subject grades shall be reviewed and finalised by SARP before being formally released to students and submitted to the Board of Examiners. Each Department must form one or several SARPs to take care of the subjects it offers. The Board of Examiners will not attempt to change any grades.

11.63 The authority for approving the overall results of students rests with the Board of Examiners (BoE).

The role of Board of Examiners and Faculty Board

Role of Board of Examiners

11.64 This Board will not attempt to change grades for any student in any subject.

11.65 Under the credit-based system, a student progresses by subject rather than by year / semester. Therefore, the Board of Examiners need not be concerned about decisions relating to progression by year / semester nor be concerned about subject borderline cases.

11.66 The Board will consider the following:

(i) problematic cases such as cases for de-registration;
(ii) students' classifications of award; and
(iii) cases with extenuating circumstances

11.67 Each programme will have a Board of Examiners which will meet at the end of each semester.

11.68 The Head of the Department is to be Chairman of the Board of Examiners. The minimum number of a BoE's membership (including the Chairman, but excluding the Secretary) should be five, and it should be composed of staff members associated with the programme/scheme concerned and some other senior staff members. The Programme Leader will be an ex-officio member of the Board. The membership should be proposed by the Head and endorsed by the Dean.

Role of Faculty Board

11.69 Faculty Board will ratify the decisions made by the Board of Examiners without duplicating the effort of the latter. It should deal with individual cases only when extenuating circumstances have played a role.

11.70 For cases outside the provision of programme requirements and University regulations, the decisions of Faculty Board (in accordance with the existing terms of reference) will be referred to Academic Regulations Committee for ratification. Faculty Board will determine the granting of aegrotat award.

11.71 The Faculty Board should be presented with statistical information on student performance in each programme.

12 NORMAL STUDY PATTERN

12.1 This section provides the normal study pattern of various subjects in each year of the BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy programme. The BSc (Hons) programme comprises alternate university-based and clinical-based studies. Clinical Study will take place at different hospital settings, rehabilitation centres, special schools, nursing homes, and institutions for the elderly and chronic disabilities or community settings. Part of the programme will be carried out during the summer. A list of Compulsory and General University Requirements subjects in each stage of the BSc (Hons) programme is shown in Table 6 below:

TABLE 6 LISTING OF COMPULSORY AND GENERAL UNIVERSITY REQUIREMENTS SUBJECTS

Year One	
Compulsory Subjects	
HSS2011	Human Anatomy
ABCT2326	Human Physiology
RS 2020	Foundation Psychology for Rehabilitation Professionals
RS 2040	Functional Anatomy
RS 2050	Research Methods and Statistics
RS 2200	OT Theory and Process I
RS 22401	Clinical Education 1A

Year Two	
Compulsory Subjects	
ABCT2330	Pharmacology in Rehabilitation
RS 2260	Human Occupations
RS 2270	Rehabilitation Psychology
RS 2470	OT Foundations in Human Performance
RS 2480	Clinical Sciences in Musculoskeletal Conditions
RS 3030	Clinical Neurology & Neuroscience
RS 3310	Clinical Sciences in Psychiatric Conditions
RS 3410	Enabling Occupation: Musculoskeletal Rehabilitation
RS 22402	Clinical Education 1B

Year Three	
Compulsory Subjects	
RS 3200	Enabling Occupation: Environmental Issues and Assistive Technology
RS 3320	Clinical Sciences in Developmental Dysfunction
RS 3330	Clinical Sciences for Medical & Neurological Conditions
RS 3430	Enabling Occupation: Developmental Conditions
RS 3450	Enabling Occupation: Psychosocial Practice
RS 3460	Enabling Occupation: Medical & Neuro-Rehabilitation
RS 3480	OT Theory and Process II
RS 3490	Foundation in Tradition Chinese Medicine for Occupational Therapy Practice
RS 4050	Capstone Project
RS 32500	Clinical Education II

Year Four	
Compulsory Subjects	
RS 4050	Capstone Project
RS 4270	Enabling Occupation: Ageing and Geriatric Practice
RS 4280	Enabling Occupation : Home and Community Practice
RS 4600	Occupational Therapy in Vocational Rehabilitation
RS 42500	Clinical Education III
RS 42600	Clinical Education IV

General University Requirements Subjects
Cluster Areas Requirement (CAR)
AI and Data Analytics (AIDA)
Innovation and Entrepreneurship (IE)
Language and Communication Requirements (LCR)
Healthy Lifestyle
Leadership Education and Development
Service Learning

12.2 To be eligible for an award under the 4-year full-time undergraduate curriculum, a student must satisfy the following requirements in General University Requirements (GUR):

(a) Language and Communication Requirements	9 credits
(b) AI and Data Analytics	2 credits
(c) Innovation and Entrepreneurship	1 credit
(d) Leadership Education and Development	3 credits
(e) Service-Learning*	3 credits
(f) Cluster Areas Requirement (CAR)	12 credits
(g) Healthy Lifestyle	Non-credit bearing
	Total = 30 credits

* Student taking RS4280 "Enabling Occupation: Home and Community Practice" also satisfies the requirement of service learning, so the student is required to take another 3 credit of free elective within the 4 years of studies to make up for the total credit requirements. Student can take complete a 3-credit Free Elective subject from the options as listed below:

1. GUR subject, e.g. a 5th CAR subject, or an additional Service-Learning subject.
2. Free Elective (Programme-specific) at the 4th year of the study

(a) Language and Communication Requirements (LCR)

English

4-Year Degree students (admitted in/after 2018/19) must successfully complete two* 3-credit English language subjects as stipulated by the University, according to their English language proficiency level.

English LCR Subjects (each 3 credits)

English Language Competence Level/Subjects	Practical English for University Studies	English for University Studies	Any LCR Proficient level elective subject in English
HKDSE Level 4 and above or equivalent	--	Subject 1	Subject 2
HKDSE Level 3 or equivalent	Subject 1	Subject 2	--

Proficient level elective subjects for DSE Level 4 students and above (or equivalent) (each 3 credits)

LCR Proficient Level Elective Subjects	Advanced English for University Studies
	Advanced English Reading and Writing Skills
	English in Literature and Film
	Persuasive Communication

*Students entering the University with specified attainment grades in certain public examinations can be given credit transfer or exemption for one or both LCR English subjects. For the subject exempted, students must take any other subject to make up the 3 credits. For the subject granted credit transfer, student do not need to take any other subject to make up the credits. Please refer to the OUS website for more information: https://www.polyu.edu.hk/ous/GURSubjects/index.php

Chinese

4-Year Degree students (admitted in/after 2018/19) must successfully complete one# 3-credit Chinese language subject as stipulated by the University, according to their Chinese language proficiency level. All Chinese-speaking students will be required to take the same Chinese LCR subject.

Cantonese will be the Medium of Instruction (MOI) of a certain proportion of Chinese LCR subject. Students taking the Cantonese version of the subjects will be offered a 39-hour non-credit bearing e-Learning course in Putonghua (optional).

Chinese LCR Subjects (each 3 credits)

Subject Code	Subject Title	MOI
CLC1104C	University Chinese	Cantonese
CLC1104P	University Chinese	Putonghua

#Students entering the University with specified attainment grades in certain public examinations can be given credit transfer or exemption for the LCR Chinese subject. For the subject exempted, students must take any other subject to make up the 3 credits. For the subject granted credit transfer, student do not need to take any other subject to make up the credits. Please refer to the OUS website for more information: https://www.polyu.edu.hk/ous/GURSubjects/LCR.php

For non-Chinese speaking students or students whose Chinese standards are at junior secondary level or below:

Depending on your Chinese language proficiency and/or previous exam results, one subject from below table will be pre-assigned to you as Chinese LCR. You are also exempted from fulfilling the Chinese Reading and Writing Requirements of CAR. You might be given assessment tests to ascertain that the pre-assigned subject suitable for you.

Chinese LCR Subjects for non-Chinese speakers or students whose Chinese standards are at junior secondary level or below:

Subject Code	Subject Title
CLC1151	Chinese I (for non-Chinese speaking students)
CLC1152	Chinese II (for non-Chinese speaking students)
CLC2151	Chinese III (for non-Chinese speaking students)
CLC2154	Chinese IV (for non-Chinese speaking students)
CLC2152	Chinese Literature – Linguistics and Cultural Perspectives (for non-Chinese speaking students)

(b) AI and Data Analytics

All students must successfully complete, normally in their first year of study, one 2-credit AI and Data Analytics subject which aims to introduce the basic knowledge in the concept and design of Data Analytics methods and how they benefit varying Artificial Intelligence applications.

A list of AI and Data Analyticssubjects can be found at: https://www.polyu.edu.hk/ous/GURSubjects/AIDAR.php

(c) Innovation and Entrepreneurship

All students must successfully complete, normally in their first year of study, one 1-credit subject for the Innovation and Entrepreneurship requirement. The subject is designed to prepare the first-year students with an entrepreneurial mindset and apply innovative strategies to find creative solutions that benefit both organizations and society in the age of digital transformation.

A list of subjects meeting the requirement for Innovation and Entrepreneurship can be found at: https://www.polyu.edu.hk/ous/GURSubjects/IER.php

(d) Leadership Education and Development

All students must successfully complete one 3-credit subject in the area of Leadership Education and Development, which is designed to enable students to (1) understand and integrate theories, research and concepts on the qualities (particularly intra-personal and interpersonal qualities) of effective leaders in the Chinese context, (2) develop greater self-awareness and a better understanding of oneself, (3) acquire interpersonal skills essential for functioning as an effective leader, (4) develop self-reflection skills in their learning, and (5) recognise the importance of the active pursuit of knowledge on an intra-personal and interpersonal level and its relationship to leadership qualities.

A list of designated subjects for meeting the Leadership Education and Development requirement is available at: https://www.polyu.edu.hk/ous/GURSubjects/LCR.php

(e) Service-Learning

All students must successfully complete one 3-credit subject designated to meet the service-learning requirement, in which they are required to (1) participate in substantial community service or civic engagement activities that will benefit the service users or the community at large in a meaningful way, (2) apply the knowledge and skills acquired from their Major or other learning experiences at the University to the community service activities, and (3) reflect on their service learning experience in order to link theory with practice for the development of a stronger sense of ethical, social and national responsibility.

Service-Learning subjects are administered by the Office of Service-Learning (OSL). For subject offering and further information, please visit the OSL website: http://www.polyu.edu.hk/osl/

(f) Cluster Areas Requirement (CAR)

To expand students' intellectual capacity beyond their disciplinary domain and to enable them to tackle professional and global issues from a multidisciplinary perspective, students are required to successfully complete at least one 3-credit subject in each of the following four Cluster Areas:

- Human Nature, Relations and Development
- Chinese History and Culture
- Cultures, Organizations, Societies and Globalisation
- Science, Technology and Environment

A list of CAR subjects under each of the four Cluster Areas is available at: https://www.polyu.edu.hk/ous/GURSubjects/CAR.php

(g) Healthy Lifestyle

Healthy lifestyle is the platform for all-round development. All students are required to successfully complete a non-credit-bearing programme in healthy lifestyle offered by the Office of General University Requirements. The programme comprises: (i) sports training/participation, (ii) e-learning modules, and (iii) lectures/talk. More details can be found at: https://www.polyu.edu.hk/ous/GURSubjects/HLS.php

13 SYLLABUS

13.1 Details of the syllabi showing subject title, credit value, objectives, intended learning outcomes, content, teaching/learning methodology, assessment method, students study effort expected and references for the programme are shown in each stage of the programme outline booklets (Part B).

14 DEPARTMENTAL POLICY / GUIDELINES ON STUDENT MISCONDUCT

Penalty – PolyU Student Handbook

14.1 The University may take disciplinary actions against any student (including graduand, who has satisfied all the academic requirements for graduation but has not been officially conferred the award) who commits any misconduct, violates the laws of Hong Kong or any of the University's regulations and rules (including but not limited to those listed in the Regulations on Student Discipline in the PolyU Student Handbook). Cases may be referred to the Student Discipline Committee (SDC) for investigation and decision.

14.2 Appropriate disciplinary actions, depending on the seriousness of the case, will be taken against a student (including a graduand who has satisfied all the academic requirements for the award but who has not been presented at the Congregation) who is found guilty of the alleged offence. Penalties include:

- reprimand;
- community services;
- making good, in whole or in part, any damage or loss to the property of the University, or of members of the University community;
- suspension from part or all of the rights, privileges and / or the use of part or all of the facilities of the University for a specified period of time;
- disqualification of results;
- lowering the award classification by one level upon graduation;
- suspension from the University for a specified period of time;
- deferment of graduation or withholding the issuance of award parchment (for graduands);
- termination of studies; and
- any other penalties as considered appropriate.

14.3 Students who are found guilty of the alleged offences (academic or non-academic) will normally be put on "disciplinary probation". The status of "disciplinary probation" will be shown on their records and documents such as assessment result notification, transcript of studies and testimonial during the probation period. This status will be removed upon their leaving the University. The disciplinary probation will normally be one year unless otherwise decided by SDC.

14.4 Students who have been put on "disciplinary probation" will be deprived of certain privileges. They shall not receive honour from the University or engage in activities such as eligibility for scholarships / awards / prizes, candidatures of being selected as outstanding students / Student Ambassadors and taking up or continuing to hold leadership roles within the University. They may also be given lower priority in Student Hall residency, funding and subsidies for student projects, courses / activities, overseas academic exchange, internship jobs, mentorship programmes, overseas WIE.

14.5 Students who are subject to disciplinary action can approach the Student Affairs Office (SAO) for counselling service and assistance. Students attending hearings of SDC may ask a staff member of the University or a University student of their own choice to accompany them. Students will not be legally represented at the meeting nor be assisted by someone who is a practising lawyer. The person accompanying the student will be an observer at the meeting of the SDC and will not take part in the discussion.

14.6 Students who are expelled from the University for disciplinary reasons will not be eligible for refund of the caution money paid.

Misconduct during Clinical Placements – RS Department

14.7 The Department of Rehabilitation Sciences trains physiotherapists and occupational therapists for future practice. The previous sections concerned academic misconduct in an academic setting. Special consideration is required when students attend clinical placements. Details related to clinical education can be found in the *Clinical Education Student Handbook*.

14.8 It is necessary that students adhere to ethical and legal practice standards during clinical placements. Adherence means that the student:

- Abides by relevant ethical codes and standards of practice guidelines.
- Adheres to institutional policy and procedures.
- Identifies situations in which ethical questions are present.
- Reports violations of ethical practice.
- Abides by pertinent laws and regulations, including those applying to licensure laws.
- Identifies situations in which legal questions are present.

14.9 Examples of misconduct are

- Breach of client confidentiality
- False documentation
- False report

14.10 If under a specified level of guidance for a clinical placement (depending on the advancement of studies), a student fails to 1) practice in a safe manner that minimises risk to clients, self, and others, or 2) adhere to ethical and/or legal practice standards, or 3) complete any one placement without legitimate reasons, or 4) achieve a satisfactory level of performance, the student will be awarded a grade 'F' (Failed). If allowed to remain in the programme, the student will be required to retake a clinical placement of same focus of practice and must perform at or above a 'SATISFACTORY' level.

REFERENCES

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Websites for information on academic writing:
http://edc.polyu.edu.hk/PSP/student.htm
http://ollie.dcccd.edu/library/Module4/M4-VII/plagar.htm
http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize
http://www.plagiarism.org/
http://plagarism.com
http://www.northwestern.edu/uacc/plagiar.html
http://owl.english.purdue.edu/
http://www.powa.org/
http://www.unbc.ca/lsc/handouts/writing.html

Appendix 1

Operational Definition of Teaching & Learning Methods Used in the Bachelor of Science (Honours) Scheme in Rehabilitation Sciences in Occupational Therapy

Lecture

Process of instruction where the lecturer uses mainly verbal information which may be supplemented by the used of teaching aids to impart knowledge to students.

Tutorial

Process of instruction where the lecturer acts as an adviser to small number of students who discuss and evaluate portions of subject matter of mutual interest with a view to increasing the depth of understanding.

Seminar

Meeting of students engaged in an advanced specific study for discussing a problem of mutual interest along with the lecturer.

Lecturer-led-practical

Procedure where the lecturer demonstrates how to operate equipment or implement a technique, which the students practise afterwards under supervision.

Project work

Procedure carried out by students in solving a problem in its natural setting. It includes planning, collection and organization of data and the process results in a definite piece of work. The lecturer guides the students to consider the most appropriate approach and the students take up the responsibility of carrying out the work in details.

Clinical visit

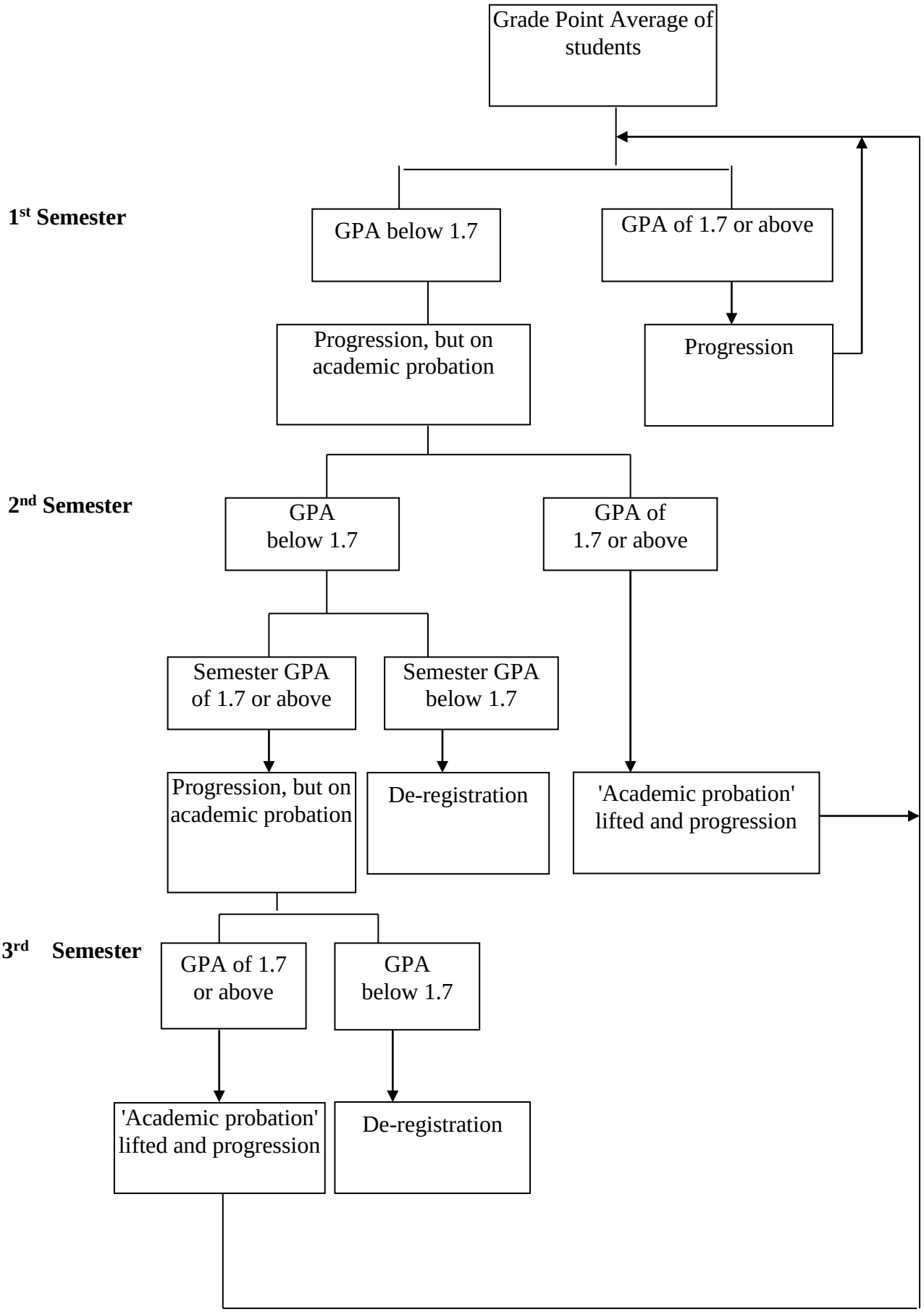
Students' visit to a clinical setting led by a lecturer in order to learn, by observation and or participation, about the nature of setting, patients' condition, functions of occupational therapist and those of other workers.

On-line Teaching/E-learning

The use of technology provides a range of possible learning experience which is difficult to achieve in the face-to-face classroom. There is a wide range of activities of different levels of sophistication, ranging from as simple as e-mail question and answers, online module or online forums to highly sophisticated simulations.

Appendix 2

Progression and Academic Probation System



Appendix 3

Curriculum Map

This curriculum map gives a holistic view of the degree to which each intended learning outcomes will be taught and assessed in BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy programme

The indicators (I, R, A) show the treatment of the programme intended learning outcomes in a subject:

I (Introduced) That the learning leading to the particular intended outcome is introduced in that subject.
R (Reinforced) That the learning leading to the particular intended outcome is reinforced/emphasised in that subject.
A (Assessed) That the performance which demonstrates the particular intended outcome is assessed in that subject

OT Core Subjects																													
Programme Intended Learning Outcomes																													
		RS2020	**RS2040**	**RS2200**	**RS2260**	**RS2270**	**RS2470**	**RS2480**	**RS22401**	**RS3490**	**RS3491**	**RS3030**	**RS3310**	**RS3410**	**RS2050**	**RS3320**	**RS3330**	**RS3450**	**RS22402**	**RS3200**	**RS3430**	**RS3460**	**RS3480**	**RS32500**	**RS4050**	**RS4270**	**RS4600**	**RS4280**	**RS42500**	**RS42600**
1	Demonstrate the understanding and integration of the current biological, behavioural social and clinical sciences for occupational therapy practice with due reference to the holistic approach in health care issues.	I	I	I		A	I	I	I	R A	R A	I A	I R	R A		I	I	R A	I		I R A	R	R A	R A	R A	R A	R A	R A	R A
2	Identify patients'/clients functional problem resulting from development dysfunction, physical dysfunction,	I	I	I	A	A	I A	I	I	I	I	I A	I	R A		I	I	I R A	I R	A	I R A	R	R A	R A	R	R A	I R A	R A	R A

OT Core Subjects																															
Programme Intended Learning Outcomes																															
		RS2020	**RS2040**	**RS2200**	**RS2260**	**RS2270**	**RS2470**	**RS2480**	**RS22401**	**RS3490**	**RS3491**	**RS3030**	**RS3310**	**RS3410**	**RS2050**	**RS3320**	**RS3330**	**RS3450**	**RS22402**	**RS3200**	**RS3430**	**RS3460**	**RS3480**	**RS32500**	**RS4050**	**RS4270**	**RS4600**	**RS4280**	**RS42500**	**RS42600**
	psychosocial dysfunction and /or ageing process , plan, and provide quality and evidence-based OT programmes to help them fulfil own life roles and function independently in the community.																														
3	Contribute to the planning, organising, managing, leading and assuring the quality of services of an occupational therapy unit.	I	I	I		I		I					I	R A		I					I R A	A	R	I	R	I	R A	R A	I	I
4	Understanding the local and international health and labour policies and trend, identify market needs for OT services, and engage in service development and public education for Hong Kong and mainland China.			I				I		I	I		R	I		I		I			I R A	R		I	R	I	I R A	R A	R	R

		OT Core Subjects																													
Programme Intended Learning Outcomes																															
		RS2020	**RS2040**	**RS2200**	**RS2260**	**RS2270**	**RS2470**	**RS2480**	**RS22401**	**RS3490**	**RS3491**	**RS3030**	**RS3310**	**RS3410**	**RS2050**	**RS3320**	**RS3330**	**RS3450**	**RS22402**	**RS3200**	**RS3430**	**RS3460**	**RS3480**	**RS32500**	**RS4050**	**RS4270**	**RS4600**	**RS4280**	**RS42500**	**RS42600**
5	Effectively use English/Chinese (verbal and written) to communicate and interact effectively with clients, care-givers, peers, colleagues and other health care professionals with clarity and sensitivity in professional manner.	A	I	I	RA	A	I	I	I	IA	IA	A	R	RA	RA	I		R	RA	R	IRA	R	RA	RA	RA	RA	RA	RA	RA	RA	RA
6	Effectively use interpersonal skills to enhance treatment process and reduce mis-understanding and conflict among peers, patients, care-givers and team members.	A	I	I		A		I	I			R	I	R	R	I		R	RA		IRA	R	RA	RA	RA	RA	RA	RA	RA	RA	RA
7	Continue ongoing and professional development through participation in professional conferences, workshops, postgraduate studies so as to keep abreast of local and		I	I				I		I	I		R	RA	R	I				R	IR	IA	R	R	RA	I	RA		R	R

OT Core Subjects																															
Programme Intended Learning Outcomes																															
		RS2020	**RS2040**	**RS2200**	**RS2260**	**RS2270**	**RS2470**	**RS2480**	**RS22401**	**RS3490**	**RS3491**	**RS3030**	**RS3310**	**RS3410**	**RS2050**	**RS3320**	**RS3330**	**RS3450**	**RS22402**	**RS3200**	**RS3430**	**RS3460**	**RS3480**	**RS32500**	**RS4050**	**RS4270**	**RS4600**	**RS4280**	**RS42500**	**RS42600**
	internal professional and technological developments in particular the field of rehabilitation.																														
8	Demonstrate leadership skills in student organizations, social functions, outside visits to demonstrate the leadership.			I												I				I	I R A	A	R		R A		R A	R A		
9	Translate ethical principles into responsible and accountable behaviour and exhibit appropriate personal and professional conduct.	I		I		R		I	I	I	I		I	R		I			R A		I R A	A	R A	R A	R A	R A	R	R A	R A	R A	R A
10	Act as responsible citizens fulfilling social and civic duties to promote quality of life among people with disabilities in Hong Kong and China.	I		I		R		I	I				I	R		I			I		I R		I R	R	R	R	R A		R A	R A

OT Core Subjects																													
Programme Intended Learning Outcomes																													
		RS2020	**RS2040**	**RS2200**	**RS2260**	**RS2270**	**RS2470**	**RS2480**	**RS22401**	**RS3490**	**RS3491**	**RS3030**	**RS3310**	**RS3410**	**RS2050**	**RS3320**	**RS3330**	**RS3450**	**RS22402**	**RS3200**	**RS3430**	**RS3460**	**RS3480**	**RS32500**	**RS4050**	**RS4270**	**RS4600**	**RS4280**	**RS42500**	**RS42600**
11	Meet the competency standards for occupational therapists in Hong Kong, if they are not listed above, set by the Occupational Therapists Board of Hong Kong (May 2021)*.	I	I	I	I R A	I R A	R A	I R	I R	R	R	I R	I R A	R A	I	I R	I A	R A	I R A	R A	I R A	I R A	I R A	R A	R A	R	R A	I R A	R A	R A
12	Meet the registration requirements as an occupational therapist stipulated in Section 12(1)(a) of Supplementary Medical Professions Ordinance, Chapter 359, Laws of Hong Kong, 1981*.	I	I	I	R	I R A	R A	I R	I R	R	R	I R	I R A	R A	I	I R	I A	R A	I R A	R A	I R A	I R A	I R A	R A	R A	R		I R A	R A	R A

**New Programme Intended Learning Outcomes subjected to the approval of Departmental Undergraduate Programme Committee.*

PART B
SYLLABI OF SUBJECTS

YEAR 1 SYLLABUS
SEMESTER 1

Subject Code	**ABCT2326**
Subject Title	**Human Physiology**
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	By completing this subject using an organ system-based approach in teaching and learning, students will be able to demonstrate a basic understanding of the function of the human body and the physiological mechanisms of the operation of major body systems.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) Demonstrate a basic understanding of the different levels from cells to systems of body organization; (b) Understand the function and inter-relatedness of the major body systems; (c) Describe the basic physiologic mechanisms of how body systems work and interact; (d) Discuss the importance of communication and homeostasis at different levels of body organization in health and disease; (e) Collect and interpret the data derived from scientific experimentation to address physiological question.
Subject Synopsis/ Indicative Syllabus	**Indicative Content** **Introduction to cell physiology** (structure and function of cell organelles; plasma membrane; cytoplasm and its organelles; nucleus and gene expression; protein synthesis and secretion; DNA synthesis and cell division) **Level of body organization from cells to systems** (homeostasis and feedback control; primary tissues; organization of organs and systems) Body systems including 1) **Respiratory system** (structure of respiratory system; physical aspects of ventilation; mechanics of breathing; gas exchange; transport of blood gases; regulation of breathing; control of ventilation rate) 2) **Cardiovascular system** (structure of heart; cardiac cycle; electrical activity of heart; nervous and endocrine control of cardiac function; blood composition; overview of blood vessels; systemic, pulmonary and lymphatic circulations; cardiac output; haemodynamics and regulation of blood flow) 3) **Renal system** (structure of renal system; structure and function of nephron; glomerular filtration; water and salt reabsorption; renal plasma clearance; renal control of electrolyte and acid base balance) 4) **Digestive system** (digestion and absorption; from mouth to stomach; small intestine; large intestine; digestive role of liver, gallbladder and pancreas; neural and endocrine regulation of digestive process) 5) **Nervous system** (structure and function of neurons and synapses; electrical activity of neurons; overview of membrane potential, grade potential and action potential; mechanism of neurotransmission; organization and function of central and peripheral nervous system and autonomic nervous system; sensory and motor cortex) 6) **Reproductive system** (male and female reproductive physiology; endocrine regulation of reproduction; menstrual cycle; fertilization and pregnancy) 7) **Endocrine system** (endocrine glands; classification and function of hormones; mechanisms of hormone action; control of hormone secretion; pituitary, adrenal, thyroid glands and pancreas; autocrine and paracrine regulation; physiological link of nervous and endocrine systems) 8) **Musculoskeletal system** (structure of skeletal muscle; classification of muscle and muscle contraction, mechanism of muscle contraction; energy requirement of skeletal

<table>
<tr><td></td><td>muscle; neural control of muscle contraction; structure of bone and cartilage; growth and remodeling of bone; calcium homeostasis)
9) Immune system (defense mechanisms; B and T lymphocytes; active and passive immunity; diseases caused by immune system)</td></tr>
<tr><td>Teaching/Learning Methodology</td><td><u>Lecture</u> will be used to explain and impart understanding of the factual material including basic concepts and principles of physiology. Mass lecturing with the aids of multimedia tools such as animations will be adopted to facilitate the conceptual learning of the students.

<u>Tutorial</u> will be used to supplement lectures. The tutorial will be conducted separately based on the grouping of health professional disciplines. Tutorial will include the use of interactive multimedia, online activities and case study to reinforce important concepts. Class activities involving physiological problems in health professions will be designed to engage students' learning in regard to their health care disciplines.

<u>Laboratory Practical</u> will be used to introduce the scientific experimentation consisting of data collection and interpretation for addressing physiological questions. Practical will be focused on the investigation of cardiovascular, pulmonary and endocrine physiological response to different stimuli.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr>
<tr><td>1. Continuous Assessment</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>2. Examination</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>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

<u>Continuous Assessment</u>
In-class quizzes and mid-term test will be used to assess the intended learning outcomes (a) to (d). The continuous assessment will also consist of practical laboratory reports which will assess the intended learning outcome (e).
<u>Examination</u>
The examination will consist of multiple choice questions and short questions. The questions will be designed to assess the intended learning outcomes (a) to (d).</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lecture</td><td>24 Hrs</td></tr>
<tr><td>▪ Tutorial</td><td>12 Hrs</td></tr>
<tr><td>Additional Activity:</td><td></td></tr>
<tr><td>▪ Laboratory</td><td>6 Hrs</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Independent study and preparation for mid-term test and examination</td><td>65 Hrs</td></tr>
<tr><td>Total student study effort:</td><td>107 Hrs</td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td><u>Textbook</u></td></tr>
</table>

	Human Physiology (2015) 14th Ed. Fox SI. Publisher: McGraw Hill. Martini FH, Nath JL and Bartholomew EF. (2015). *Fundamentals of Anatomy and Physiology* (10th ed.). Pearson, ISBN 10:0-321-73553-6. Seeley's Anatomy and Physiology (2010) 9th Ed. Vanputte C, Regan J & Russo A. Publisher: McGraw Hill. **Suggested Reference Books** Vander's Human Physiology: The Mechanisms of Body Function (2010) 12th Ed. Widmaier EP, Raff H & Strang KT. Publisher: McGraw Hill.

<table>
<tr><td>Subject Code</td><td>HSS2011</td></tr>
<tr><td>Subject Title</td><td>HUMAN ANATOMY</td></tr>
<tr><td>Credit Value</td><td>3</td></tr>
<tr><td>Level</td><td>2, Year 1-Semester 1</td></tr>
<tr><td>Pre-requisite / Co-requisite/ Exclusion</td><td>Nil</td></tr>
<tr><td>Objectives</td><td>By completing this subject using a systemic and regional approach in teaching and learning, students will be able to demonstrate a basic understanding of the structure, organization and function of the human body.</td></tr>
<tr><td>Intended Learning Outcomes</td><td>Upon completion of the subject, students will be able to:

(a) Understand and familiarize anatomical terminology of the human body
(b) Identify and locate relevant anatomical structures
(c) Demonstrate a basic understanding of tissue organization within the human body
(d) Integrate systemic and regional aspects of human anatomy and understand their spatial relationship
(e) Explain function of anatomical structures
(f) Recognize anatomical pathway of important body systems and regions</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>The content of important body systems and regions will be discussed in the following four modules:

Module I The Thorax

Cardiopulmonary System
Regional Anatomy of the Thorax

Module II Neuroanatomy

Nervous System
Special Senses
Neuroanatomy

Module III The Abdomen and Pelvis

Digestive System
Urogenital System
Regional Anatomy of the Abdomen & Pelvis

Module IV Musculoskeletal system

Musculoskeletal System
Head & Neck
Upper and Lower Limbs</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Various eLearning methods will be promoted in this subject to encourage student-centered active learning.

Self-paced practical sessions will be facilitated by the 3D anatomical visualizer installed in the FHSS Virtual Anatomy & Physiology Laboratory, in order to consolidate learning and understanding.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td></tr>
<tr><td>Continuous Assessment (In-class activities & Group assignment)</td><td>100%</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>
Note 1: In-class activities (no more than 30%) will be conducted in <u>2-3</u> sessions throughout the semester.</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Note 2: Group assignment will be assigned in the discipline-specific tutorial and to be submitted in the last week of the semester.

<u>Collaborative learning</u>
Groups will be self-formed by students in tutorials to discuss the anatomical pathway of particular case studies and the function of certain structures.</td></tr>
<tr><td rowspan="7">Student Study Effort Required</td><td>Class contact:</td><td>(39 Hrs.)</td></tr>
<tr><td>• Online / Face-to-face Lecture</td><td>26 Hrs.</td></tr>
<tr><td>• In-class activity sessions</td><td>13 Hrs</td></tr>
<tr><td>Other student study effort:</td><td>(93 Hrs.)</td></tr>
<tr><td>• Independent study</td><td>43 Hrs.</td></tr>
<tr><td>• Collaborative learning</td><td>50 Hrs</td></tr>
<tr><td>Total student study effort</td><td>132 Hrs</td></tr>
<tr><td>Reading List and References</td><td colspan="2"><u>Text book</u>

Martini FH, Nath JL, Bartholomew EF (2018) Fundamentals of Anatomy and Physiology, 11th edition. Pearson.

ANA101x Human Anatomy MOOC <u>https://www.edx.org/course/human-anatomy</u>

<u>Reading list</u>
Saladin KS (2014) Human Anatomy, 4th edition. Singapore: McGraw Hill Inc.

Moore KL, Dalley AF, Agur AMR (2014) Clinically Oriented Anatomy, 7th edition. Philadelphia: Lippincott Williams & Wilkins.

Abrahams PH, Hutchings RT, Marks Jr SC (2008) McMinn's Colour Atlas of Human Anatomy, 5th edition. Mosby Elsevier.

Gosling JA, Harris PF, Humpherson JR, Whitmore I, Willan PLT (2016) Human Anatomy Color Atlas and Text, 6th edition. New York: Mosby.</td></tr>
</table>

Subject Code	**RS2020**
Subject Title	**FOUNDATION PSYCHOLOGY FOR REHABILITATION PROFESSIONALS**
Credit Value	3
Level	2, Year 1 – Semester 1
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	By completing this subject, the students will be able to demonstrate a basic understanding of the psychological theories and functions relevant to professionals in the field of rehabilitation
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** a. Articulate key concepts, theories and principles in psychology b. Apply psychological concepts to describe individual differences, and application to normal and abnormal behaviour. c. Recognize the psychological underpinning of current practices in rehabilitation.
Subject Synopsis/ Indicative Syllabus	This course is designed to broadly introduce the field of psychology to students of rehabilitation professions. Students will learn about the evolution and diversity of psychology concepts and theories. Students will also learn how these concepts and theories are related to practices in rehabilitation. This course will give students a background to pursue more advanced courses in rehabilitation psychology, neurology or neuroscience. Areas that will be covered include: • sensation and perception, • memory, • learning, • decision making, • intelligence, • emotions, • personality, • human development, • social behaviour, and • psychological disorders.
Teaching/Learning Methodology	a. Lecture (sometimes with short video shows) It covers basic knowledge of psychology (outcome a) and provides examples of daily life applications (e.g. with the use of video clips) and rehabilitation (outcomes b and c) for facilitating the learning. b. Laboratory (six 2-hour sessions) It facilitates students to apply the theories and principles learned in lectures by the following approaches (outcomes b and c): • art work for understanding self and individual differences • presentations of common patients' behaviours and practices in rehabilitation • in-class or online demonstrations • group discussion and presentations c. On-line assignments Using online platforms to complete activities related to the course materials (outcomes b and c)

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed		
		a	b	c
Test 1	20	✓	✓	
Test 2	20	✓	✓	
Online assignments	10	✓	✓	
Group presentation	15		✓	✓
Written assignment	35	✓	✓	✓
Total	**100 %**			

Test 1 (20%)
Multiple choice questions to assess foundational knowledge of psychological concepts and principles taught in the first half of the course.

Test 2 (20%)
Multiple choice questions to assess foundational knowledge of psychological concepts and principles taught in the second half of the course.

On-line assignments (10%)
It involves students commenting on readings or participating in demonstrations using interactive platforms.

Group presentation (15%)
It consists of in-class or video-recorded presentations by group of students designed to showcase their ability to apply psychological theories to explain behaviour in daily life and/or clinical conditions.

Written assignment (35%)
It comprise an original argumentative essay whereby students describe and discuss the application of psychological to selected practices in rehabilitation.

Student Study Effort Expected	***Class contact:***	***(36 Hrs.)***
	▪ Lecture	24 Hrs.
	▪ Tutorial	12 Hrs.
	Other student study effort:	***(70Hrs.)***
	▪ Self-study	36 Hrs.
	▪ Preparation of group presentation and written assignments	28 Hrs.
	▪ On-line assignments	6 Hrs.
	Total student study effort	**106 Hrs.**
Reading List and References	**Required text:** Weiten, W. (2017). *Psychology: Themes and Variations,* 10th Ed. Belmont, CA: Thomson/Wadsworth. **Recommended texts:** Bond, M. H. (2010). *Oxford Handbook of Chinese Psychology*. Oxford: Oxford University Press. Schaie, K. W., & Willis, S. L. (2016). *Handbook of the Psychology of Aging*, 8th ed. San Diego: Academic Press. Kaplan, R. M., & Saccuzzo, D. P. (1997). *Psychological Testing: Principles, Applications, and Issues*, 9th ed. Cengage Learning.	

Subject Category	**GUR: CLUSTER-AREA REQUIREMENTS (CAR)**
Credit Value	3

A list of CAR subjects under each of the four Cluster Areas is available at:
https://www.polyu.edu.hk/ous/GURSubjects/CAR.php

For details covering the syllabus, teaching methodology, assessment etc, please refer to the department offering the subject.

Subject Category	**AI and Data Analytics (AIDA)**
Credit Value	2

A list of AIDA subjects is available at: https://www.polyu.edu.hk/ous/GURSubjects/AIDAR.php

For details covering the syllabus, teaching methodology, assessment etc, please refer to the department offering the subject.

Subject Category	**Innovation and Entrepreneurship (IE)**
Credit Value	1

A list of IE subjects is available at: https://www.polyu.edu.hk/ous/GURSubjects/IER.php

For details covering the syllabus, teaching methodology, assessment etc, please refer to the department offering the subject.

Subject Category	**LANGUAGE & COMMUNICATION REQUIREMENTS (LCR)**
Credit Value	3

(For details covering the syllabus, teaching methodology, assessment etc, please refer to the subject offering department, i.e. Chinese Language Centre-CLC and English Learning Centre-ELC)

YEAR 1 SYLLABUS
SEMESTER 2

Subject Code	**RS2040**
Subject Title	**FUNCTIONAL ANATOMY**
Credit Value	3
Level	2, Year 1-Semester 2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	By completing this subject, the students will be able to demonstrate an understanding of structures of human body and apply anatomical knowledge to functional perspectives of the human body.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** Professional/academic knowledge and skills a. identify the gross structures of the human body through regional and systemic approaches b. identify the connective tissue structures supporting joints. c. analyze joint movements and the muscles which produce them d. identify and palpate arterial pulses, and bony and soft tissue structures of human body e. analyze the relevant anatomical structures involved in a case study f. synthesize patterns of muscle weakness/paralysis and/or sensory loss based on the segmental and peripheral distribution of the body's nerve supply, and apply anatomical knowledge to functional perspectives of the human body
Subject Synopsis/ Indicative Syllabus	Systemic Study The following systems will be introduced: • Integumentary system • Skeletal system • Muscular system • Joint system • Nervous system • Cardiovascular system • Respiratory system • Special senses • Lymphatic system Focus includes anatomical terminology and descriptive terms, arrangement of the skeletons, gross structure and classification of bones, classification and function of joints and muscles and the regional distribution of nerves and blood vessels. Regional Study • Upper and lower limbs • Head and neck • Thorax • Abdomen and pelvis • Overview of regions of the brain and introduction to neuroanatomy (cranial nerves, their functions and pathways)
Teaching/Learning Methodology	Through lectures, independent and group study, students will gain a basic knowledge of the structure of the human body, focusing on the functional perspectives of the musculoskeletal and neurological systems. Required pre-readings will introduce the terminology, organization, and relevant development, structure and function of the systems or regions of the body under study each week. Tutorial format is used to provide overviews of the structures underlying the systems and regions of the body, to clarify difficult concepts involving these structures and to provide

<table>
<tr><td></td><td>brief case studies which highlight the relevance of anatomical knowledge in rehabilitation.

In laboratory sessions, a variety of educational media (e.g., skeletons, cadaver prosections, models, reference materials, multimedia self-learning packages) is used to enhance learning. Students will be expected to complete pre-readings prior to the laboratory sessions so that they can participate actively in the learning process. Also, to that end, students will teach small portions of laboratory materials to their peers. The remainder of laboratory material is learned via instructor-facilitated, independent and/or small group study.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td></tr>
<tr><td>Continuous assessment</td><td>60</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Examination</td><td>40</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>

Continuous assessment
Peer teaching (10%) – achieve intended learning outcomes a-c by teaching small portions of laboratory materials to their peers.

Mid-term test (20%) – achieve intended learning outcomes a-d through multiple choice and labeling questions.

Laboratory test (30%) – achieve intended learning outcomes a-e through identification of body structures, integration of the joint movements and the muscles which produce them, and the surface anatomy of the human body.

Examination
Final examination (40%) – through multiple choice and case-related questions, students will be assessed on all of the intended learning outcomes for the subject and, specifically, their ability to apply anatomical knowledge in functional perspectives of the human body.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td>(65 Hrs.)</td></tr>
<tr><td>▪ Laboratory</td><td>52 Hrs.</td></tr>
<tr><td>▪ Lecture</td><td>13 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(70 Hrs.)</td></tr>
<tr><td>▪ Independent study and peer teaching preparation</td><td>35 Hrs.</td></tr>
<tr><td>▪ Preparation for continuous assessment and examination</td><td>35 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>135 Hrs.</u></td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>Agur AMR, Dalley AF (2016) Grant's Atlas of Anatomy, 14th ed. Philadelphia: Lippincott Williams & Wilkins.

Moore KL, Dalley AF, Agur AMR (2017) Clinically Oriented Anatomy, 8th ed. Philadelphia: Lippincott Williams & Wilkins.</td></tr>
</table>

Subject Code	**RS2050**
Subject Title	**RESEARCH METHODS AND STATISTICS**
Credit Value	3
Level	2, Year 1-Semester 2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	The subject is designed to provide the students with a basic level of understanding of the process of critical inquiry, research methodology, statistical concepts and data analysis.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** <u>Professional/academic knowledge and skills</u> a. Explain the concept of systematic inquiry and its application to the health care field with specific reference to rehabilitation services. b. Formulate research questions using the PICO format. c. Formulate effective search strategies and use relevant databases to identify literature pertinent to the research question asked. d. Explain the fundamental concepts related to different aspects of quantitative and qualitative research methodology e. Select proper methods of data coding, recording, and analysis for a given investigative design. f. Use the statistical package for social science (SPSS) to conduct data analysis, and interpret the results correctly. g. Perform critical appraisal of scientific literature in the field of rehabilitation. Attributes of all-roundedness h. Practise effective interpersonal communication to function as responsible and effective members in a team.
Subject Synopsis/ Indicative Syllabus	• Process of critical inquiry (formulation of research question, literature research, critical appraisal of literature, designing a research project) • Sampling techniques • Concepts of measurement (Reliability, validity, variables, bias) • Basic statistical concepts • Quantitative research methods • Qualitative research methods • Evidence-based practice • Research ethics • Central Limit Theorem • Probability • Descriptive and inferential statistics • Parametric and non-parametric statistics • Hypothesis testing • t-test • Analysis of variance • Correlation and regression analysis • Analysis of reliability and validity of measurement tools • Epidemiology • Analysis of qualitative data
Teaching/Learning Methodology	A blended learning approach will be used. Online lectures are used to highlight the principles of critical inquiry, theory building, design of investigative studies, data analysis and statistical methods. Activity-based laboratory sessions provide experiential learning and are used to reinforce the key concepts delivered in online

	lectures and enhance students' abilities in systematic inquiry, retrieval of information and critical appraisal of relevant literature. Students are also given opportunities to use computer-based search strategies for the professional and scientific literature (e.g. Internet, library resources, CD-ROM, etc.) in the laboratory sessions. A self-learning package will be provided to guide the students in the use of computer software (SPSS) for data analysis, and will allow the students to acquire the necessary skills in statistical analysis. Seminar presentations are conducted to enhance the students' abilities to critically appraise journals and articles through discussion and presentation. Review seminars are scheduled at different times of the semester to provide the students with feedback on their performance in the online tasks and opportunities to revisit the key concepts. The students will learn more deeply how to formulate research questions and literature search by working on a collaborative learning assignment. The students will learn to integrate the concepts learned in this course by engaging in a group project on critical appraisal of a scientific journal paper.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed								
		a	b	c	d	e	f	g	h	
Online tasks	10	√	√	√	√	√		√		
Data analysis report	15					√	√		√	
Written test	40				√	√				
Group seminar presentation	35	√	√	√	√			√	√	
Total	**100 %**									

Online tasks: This online component includes the collaborative learning assignment and quizzes.

Data analysis report: The students are required to use the given dataset and perform data analysis and report the results.

Written test: This aim of this assessment is to evaluate the students' understanding of all the major concepts learned in the semester.

Group seminar presentation: The students are required to integrate what is learned throughout the semester and perform a critical appraisal of a scientific journal paper.

Student Study Effort Expected		
	Class contact:	***(51 Hrs.)***
	▪ Seminar	9 Hrs.
	▪ Laboratory	20 Hrs.
	▪ Online lectures	22 Hrs.
	Other student study effort:	***(64 Hrs.)***
	▪ Online tasks	6 Hrs.
	▪ Data analysis report	6 Hrs.
	▪ Group seminar presentation	20 Hrs.
	▪ Self-guided tutorials	12 Hrs.
	▪ Self-study for written test	20 Hrs
	Total student study effort	**<u>115 Hrs.</u>**

Reading List and References	**<u>Reference texts:</u>** Barbour RS. Introducing Qualitative Research: a Student's Guide to the Craft of Doing Qualitative Research. London: Sage Publications; 2008. Berg BL. Qualitative Research Methods for the Social Sciences. Boston, MA: Pearson/Allyn & Bacon; 2007. Huizingh E. Applied Statistics with SPSS. London: Sage Publications; 2007. Knowles JG, Cole AL. Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues. Los Angeles: Sage Publications; 2008. Leary MR. Introduction to Behavioral Research Methods. Boston, MA: Allyn and Bacon; 2008. Levin J. Elementary Statistics in Social Research: the Essentials. Boston: Pearson Allyn & Bacon; 2007. Peacock JL. Presenting Medical Statistics from Proposal to Publication: a Step-by-Step Guide. Oxford, New York: Oxford University Press; 2007. Portney LG, Watkins MP. Foundations of clinical research: applications to practice. 3rd International ed. Essex: Pearson Education Inc., 2014. Rubin A. Statistics for Evidence-based Practice and Evaluation. Belmont, CA: Thomson Higher Education; 2007. Willis J. Foundations of Qualitative Research: Interpretive and Critical Approaches. Thousand Oaks: Sage Publications; 2007.	

<table>
<tr><td>Subject Code</td><td>RS2200</td></tr>
<tr><td>Subject Title</td><td>OT THEORY & PROCESS I</td></tr>
<tr><td>Credit Value</td><td>3</td></tr>
<tr><td>Level</td><td>2, Year 1 – Semester 2</td></tr>
<tr><td>Pre-requisite / Co-requisite/ Exclusion</td><td>Nil</td></tr>
<tr><td>Objectives</td><td>Formulate a basic and core understanding on the philosophical beliefs, theories and practice models underpinning Occupational Therapy practice, and formulate a basic and core framework on Occupational Therapy process.</td></tr>
<tr><td>Intended Learning Outcomes</td><td>Upon completion of the subject, students will be able to:

Professional/academic knowledge and skills
a. develop basic understanding about the philosophical base and beliefs of Occupational Therapy
b. understand contemporary OT models
c. understand OT process
d. understand roles and functions of OT
e. demonstrate an understanding about the term ‘disability’ and ‘people live with disability in Hong Kong’, and thus develop ethical consideration</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>1. Context of occupational therapy including historical perspective, current local and international trends
2. Key occupational therapy concepts that guide practice and theoretical perspectives underpinning intervention strategies
3. Introduction of concepts of occupational performance and human occupation with reference to Person-Environment-Occupation Model and Model of Human Occupation
4. Introduction to the tools generic to OT practice
5. Introduction to basic occupational therapy process
6. Basic ethical perspectives in health care practice
7. Understanding of term: impairment, limitation in activity (disability) and restriction in participation (handicap) & its related concepts in International Classification of Functioning, Disability and Health, 2001</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Teaching and learning methodology include: lectures and tutorials, clinical visits, and project work. Lectures are to cover the philosophical base, core beliefs, concepts and process underpinning OT Practice. Tutorials with case studies would be adopted to illustrate the application of OT Models, OT process and roles & functions of OT. Through clinical visits, students would have an initial understanding of the clinical applications of different concepts, models and roles & functions of OT. Project work would allow students to appreciate more in-depth on the concepts and models underpinning OT practice.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="5">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr>
<tr><td>Mini-Quiz</td><td>15</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Group Project</td><td>30</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td></tr>
<tr><td>Individual Reflection Report</td><td>10</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>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>
</table>
</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Mini-Quiz
Written tests and examination (15%) – aims to assess student's understanding and application of the theories, models and process underpinning OT practice.

Group Project
Project work (30%) – aims to assess student's abilities to study in greater depth on concepts and models underpinning OT practice.

Individual Reflection Report
Individual Reflection Report (10%) – aims to evaluate student's ability to appreciate critically, on his/her own attitudes and the implications for future development, as a student and future Occupational Therapist.

Examination
Written tests and examination (45%) - aims to assess student's understanding and application of the theories, models and process underpinning OT practice.</td></tr>
<tr><td rowspan="11">Student Study Effort Expected</td><td>Class contents:</td><td>(40 Hrs)</td></tr>
<tr><td>• Lecture</td><td>26 Hrs.</td></tr>
<tr><td>• Tutorial</td><td>12 Hrs.</td></tr>
<tr><td>• Site visit</td><td>2 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(70 Hrs.)</td></tr>
<tr><td>• Preparation for clinical visit</td><td>8 Hrs.</td></tr>
<tr><td>• Project presentation preparation (including scheduled consultation sessions with lecturer)</td><td>16 Hrs.</td></tr>
<tr><td>• Self-study</td><td>42 Hrs.</td></tr>
<tr><td>• Reflection report write up</td><td>4 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>110 Hrs.</u></td></tr>
<tr><td>Reading List and Reference</td><td colspan="2"><u>Required text:</u>

Schell, B. A. B. & Gillen, G. (Eds.). (2019). Willard and Spackman's occupational therapy (13th ed.). Philadelphia: Lippincott Williams & Wilkins.

<u>Recommended text:</u>

Christiansen, C. H., Baum, C. M., & Bass, J. D. (Eds.). (2015). Occupational therapy: Performance, participation and well-being (4th ed.). Thorofare, NJ: Slack Incorporated. [One copy in Reserve Collection]

Kielhofner, G. (Ed.). (2009). Conceptual foundations of occupational therapy practice (4th ed.). Philadelphia: F.A. Davis. [E-book available in the library]

Creek, J., & Lougher, L. (2008). Occupational therapy and mental health (4th ed.). Edinburg Churchill Livingstone.

Kramer, P., Hinojosa, J. & Royeen, C.B. (Eds.) (2003). Perspectives in human occupation: Participation in life. Philadelphia: Lippincott Williams & Wilkins.</td></tr>
</table>

	Reading list: American Occupational Therapy Association. (1994). Uniform terminology for occupational therapy – third edition. *American Journal of Occupational Therapy, 48*(11), 1047-1054. American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd edition). *American Journal of Occupational Therapy, 68*(Suppl. 1), S1-S48. Baum, M. C., & Law, M. (1997). Occupational therapy practice: Focusing on occupational performance. *American Journal of Occupational Therapy, 51*(4), 277-287. Bossers, A., Kernaghan, J., Hodgins, L., Merla, L., O'Connor, C., & Kessel, M. V. (1999). Defining and developing professionalism. *Canadian Journal of Occupational Therapy, 66*(3), 116-121. Haglund, L., & Kjellberg, A. (1999). A critical analysis of the model of human occupation. *Canadian Journal of Occupational Therapy, 66*(2), 102-108. Hemmingsson, H., & Jonsson, H. (2005). An occupational perspective on the concept of participation in the international classification of functioning, disability and health – some critical remarks. *American Journal of Occupational Therapy, 59*(5), 569-576. Iezzoni, L. I. (2003). Targeting health care improvement for persons with disabilities. *International Journal for Quality in Health Care, 15(*4), 279-281. Kielhofner, G. (2005). Rethinking disability and what to do about it: Disability studies and its implications for occupational therapy. *American Journal of Occupational Therapy, 59*(5), 487-496. Law, M. (2002). Participation in the occupations of everyday life. *American Journal of Occupational Therapy, 56*(6), 640-649. Strong, S., Rigby, P., Stewart, D., Law, M., Letts, L., & Cooper, B. (1999). Application of the person-environment-occupation model: A practical tool. *Canadian Journal of Occupational Therapy, 66*(3), 122-133.

Subject Category	**GUR: CLUSTER-AREA REQUIREMENTS (CAR)**
Credit Value	3

A list of CAR subjects under each of the four Cluster Areas is available at:
https://www.polyu.edu.hk/ous/GURSubjects/CAR.php

For details covering the syllabus, teaching methodology, assessment etc, please refer to the department offering the subject.

Subject Title	**HEALTHY LIFESTYLE**
Credit Value	Non-credit bearing

Healthy lifestyle is the platform for all-round development. All students are required to successfully complete a non-credit-bearing programme in healthy lifestyle offered by the Office of General University Requirements. The programme comprises: (i) sports training/participation, (ii) e-learning modules, and (iii) lectures/talk. More details can be found at: https://www.polyu.edu.hk/ous/GURSubjects/HLS.php

Subject Category	**LANGUAGE & COMMUNICATION REQUIREMENTS (LCR)**
Credit Value	3

(Details covering the syllabus, teaching methodology, assessment etc, please refer to the subject offering department, i.e. Chinese Language Centre-CLC and English Learning Centre-ELC)

Subject Category	**LEADERSHIP EDUCATION AND DEVELOPMENT**
Credit Value	3

A list of designated subjects for meeting the leadership education and development requirement is available at: https://www.polyu.edu.hk/ous/GURSubjects/LED.php

Details covering the syllabus, teaching methodology, assessment etc, please refer to the subject offering department.

YEAR 1 SYLLABUS
SUMMER PERIOD

Subject Code	**RS22401**
Subject Title	**CLINICAL EDUCATION 1A**
Credit Value	1
Level	2, Year 1 - Summer Semester
Pre-requisite/ Co-requisite/ Exclusion	
Objectives	Through clinical placement, this subject provides students with the opportunity to observe, explore, and identify the roles, functions, and process of occupational therapy in clinical practice. During this one-week observation placement, the students are expected to develop appropriate professional behavior and understanding the work of occupational therapists.
Intended Learning Outcomes (Note 1)	Upon completion of the subject, students will be able to: Professional/academic knowledge and skills a. demonstrate a professional and caring approach in communication relating with clients, relatives and health care workers b. identify roles and functions of occupational therapists in different clinical settings c. identify the structure, process, and outcomes of occupational therapy in clinical practice Attributes for all-roundedness d. search for relevant knowledge and reference materials to enhance learning e. reflect on one's values of helping f. communicate effectively with patients and supervisor g. present written and verbal reports effectively h. work with group mates in the learning activities
Subject Synopsis/ Indicative Syllabus (Note 2)	1. Roles and functions of occupational therapists in the clinical setting 2. Structure, process, and outcomes of occupational therapy practice at the clinical setting 3. Therapeutic value of selected activities used in the clinical setting. 4. Professional values, ethics, and behavior in clinical practice
Teaching/Learning Methodology (Note 3)	1. Structured observations and report about OT practice, which enable students to identify the work of the therapist, operation of the clinical setting, and clients' occupational performance 2. Tutorials enable students to clarify and discuss issues related to the OT practice in the clinical setting 3. Formal or informal interview clients under the guidance of Clinical Educators 4. Feedback sessions by Clinical Educator facilitate students to reflect on own performance

<table>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="8">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td><td>g</td><td>h</td></tr>
<tr><td>Professional attitude & behavior</td><td>70</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>Professional knowledge & skills</td><td>30</td><td></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="8"></td></tr>
</table>

We expect students to have full attendance to this one-week placement. Students will be given a Pass or Fail grade only upon continuous assessment during the week of clinical training. Passing this subject is a pre-requisite for the 4-week CE1B.
</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>Fieldwork practice through observations and visits. Students will be guided to identify roles and functions of occupational therapists in different clinical practices.</td><td>35 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(10 Hrs.)</td></tr>
<tr><td>▪ Pre-and post-clinical seminars</td><td>6 Hrs.</td></tr>
<tr><td>▪ Self study</td><td>4 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>45 Hrs.</u></td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>
Jacobs, MacRae, Sladyk, Jacobs, Karen, MacRae, Nancy, & Sladyk, Karen. (2014). Occupational therapy essentials for clinical competence (Second ed.). Thorofare, NJ: Slack Incorporated.

Lamport, N.K. (2001). Activity Analysis and Application (4th Ed.). Thorofare, N.J.: SLACK Inc

Thomas, H. (2015). Occupation-based activity analysis (Second ed.). Thorofare, NJ: SLACK Incorporated.
</td></tr>
</table>

YEAR 2 SYLLABUS
SEMESTER 1

Subject Code	**ABCT2330**
Subject Title	**PHARMACOLOGY IN REHABILITATION**
Credit Value	1
Level	2000, Year 2-Semester 1
Pre-requisite / ~~Co-requisite/ Exclusion~~	Human Physiology (ABCT2326)
Objectives	The subject is designed to provide physiotherapy or occupational therapy students with an overview to pharmacology. It equips students with problem solving skills, analytical skills and conceptual framework to discuss issues from both pharmacological and toxicological perspectives associated with physiotherapy or occupational therapy. Studying this subject will facilitate students to further develop their careers in physiotherapy or occupational therapy. In addition, it will help develop students' critical thinking for their personal development.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** a. explain and analyze pharmacological issues with an insight of the general principles, the mechanisms of action and the fate of chemicals inside the body. b. interpret the drug mechanisms on the treatment of selected diseases. c. evaluate the therapeutic and toxic effects of drugs with suitable methodology of pharmacology, and toxicology. d. apply pharmacological and toxicological knowledge to analyze practical examples and to solve problems in physical therapy and occupational therapy related areas. e. develop their analytical, critical thinking, oral and written communication skills.
Subject Synopsis/ Indicative Syllabus	**Basic principles of Pharmacology:** - Definition, history of pharmacology and its relationship with other medical disciplines. - Nature and sources of drugs, drug nomenclature. - Effects of drugs on the body---pharmacodynamics - Effects of the body on drugs---pharmacokinetics - Basic principles of toxicology and adverse drug reactions - Adverse drug effects in the geriatric population **Pharmacology of the autonomic and central nervous systems:** - Basic principles of neural transmission. - Drugs affecting the autonomic nervous system. - Drugs affecting the central nervous system. - Drugs for neurological and psychiatric disorders. **Drugs affecting major organ system:** - Basic principles and drugs for cardiovascular disorders - Basic principles and drugs for respiratory disorders. - Basic principles and drugs for musculoskeletal disorders

<table>
<tr><td></td><td>- Basic principles and drugs for disorders in endocrine system.
- Basic principles and examples of antimicrobial/antiviral drugs. - Basic principles and examples of chemotherapy.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Interactive lectures are used to provide general outlines of key concepts of the subject and to provide guidance on further readings and applications. Each interactive lecture has several sessions of short lectures to provide basic theoretical framework to students. After each short lecture, in-class activities (case studies, group discussion, etc) focusing on high order thinking are used to facilitate students' learning.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr>
<tr><td>1. Examination</td><td>100%</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:

Examination is focused on analytical skills and problem solving skills to solve pharmacology problems in particular.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td>(14 Hrs.)</td></tr>
<tr><td>▪ Lecture</td><td>13Hrs</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Self-study</td><td>26 Hrs</td></tr>
<tr><td>Total student study effort:</td><td>39 Hrs</td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>Essential

1. Rang, H.P. Dale, M.M. Ritter, J.M. Pharmacology 6th Edition Churchill Liverstone, 2007.

2. Richard D Howland, Pamela C. Champe. Lippincott's Illustrated Reviews: Pharmacology. 4th Edition. Lippincott Williams & Wilkins, 2009.

Supplementary

1. Katzung, B.G. Basic & Clinical Pharmacology 11th Edition McGraw-Hill Medical, 2009.

2. Stringer, J.L. Basic Concepts in Pharmacology 3rd Edition McGraw-Hill, 2006.

Recommended Academic Journals 1. Annual Review of Pharmacology and Toxicology 2. Trends In Pharmacological Science</td></tr>
</table>

Subject Code	**RS2260**
Subject Title	**HUMAN OCCUPATIONS**
Credit Value	3
Level	2, Year 2 – Semester 1
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	1. understand the nature of occupations 2. perform activity analysis, basic self-care and work assessment 3. describe the change of occupations in different contexts and life span development
Intended Learning Outcomes	***On successful completion of this subject, a student will be able to:*** <u>*Professional/academic knowledge and skills*</u> a. describe the conceptual base of occupational role development and its relevance to occupational therapy practice b. describe the development of occupational roles in infancy, childhood, adolescence, adulthood and the aged within a socio-cultural context c. describe role transitions and development of human occupations associated with various stages of role development across the lifespan d. describe the adaptive behaviours necessary for competent role performance e. examine the development of performance components required for human occupations performance, i.e. self-maintenance, productivity, schooling, play and leisure, across the lifespan from various theoretical perspectives f. describe the basic principles in identifying dysfunctions in self-maintenance, productivity, play and leisure g. demonstrate basic competence in assessing dysfunctions in self-maintenance, productivity, schooling, play and leisure h. demonstrate basic competence in occupational analysis and activity analysis i. describe how human beings change over time as a result of normal developmental processes j. describe the impact of disability on role development and human occupations across the lifespan <u>*Attributes for all-roundedness*</u> k. Describe how human beings change over time as a result of normal developmental processes. l. Describe the impact of disability on role development and human occupations across the lifespan. m. Demonstrate skills in presentation and report writing.
Subject Synopsis/ Indicative Syllabus	Introduction to Human Occupations Definitions, concepts, history and therapeutic values Occupational Performance: Domains of Concern • Self-maintenance • Productivity • Schooling • Leisure • Play • Sleep, Rest & Spirituality • Occupational balance

	Occupational Role Development Across Lifespan • Infancy & Childhood • Adolescence • Adulthood • Older adulthood • Towards the end of life
Teaching/Learning Methodology	Lectures will cover the theory and principles of occupations performance and the occupational role development across life span. During tutorials sessions, students will discuss occupational analysis, activity analysis, ADL assessment, use of assistive devices, and practice different kinds of work samples and evaluation tools, as well as play and recreational activities. Practical sessions include visits to school and hospice settings. E-learning will be used in open-book online quiz and self-learning. Web-based learning allows student to learn the knowledge and enhance their clinical problem ability at their own time.
Assessment Methods in Alignment with Intended Learning Outcomes	

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed											
		a	b	c	d	e	f	g	h	i	j	k	l	m
Examination	40	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Case study	30	✓			✓	✓	✓	✓	✓				✓	✓
Mini online quiz X2	30		✓	✓						✓	✓	✓	✓	
Total	**100 %**													

Examination
Short essay questions – measure students' cognitive achievement in understanding human occupations.

Case study
Group presentation and report – uses authentic settings (real cases on disability or elderly) which enhances students' interpersonal skills and communication skills (with patients), and group working skills (with peers).

Mini online quiz
Two mini online quizzes (45 MCQs, Open Book) – measure students' cognitive achievement in understanding human lifespan development.

Student Study Effort Expected		
	Class contact:	***(52 Hrs.)***
	▪ Lecture	26 Hrs.
	▪ Tutorial / Practical sessions	26 Hrs.
	Other student study effort:	***(50 Hrs.)***
	▪ Literature review	20 Hrs.
	▪ Group discussion	30 Hrs.
	Total student study effort	**102 Hrs.**

Reading List and References	**Required texts:** AOTA (2020). Occupational Therapy practice framework: Domain & Process (4th ed.). *American Journal of Occupational Therapy*, *74* (Suppl. 2), 7412410010. https://doi.org/10.5014/ajot.2020.74S2001 Bee, H.L., & Boyd, D. (2015). *Lifespan Development*. 7th Edition. New York, NY:

	Allyn & Bacon. Schell, B. A. B., & Gillen, G. (2019). *Willard and Spackman's occupational therapy* (13th ed). Philadelphia: Lippincott Williams & Wilkins. **Recommended texts:** Kramer, P., Hinojosa, J, & Royeen, C.B. (2003). *Perspectives in human occupation: Participation in life*. Philadelphia: Lippincott Williams & Wilkins. Law, M., Naum, C., & Dunn, W. (2001*). Measuring occupational performance*. Thorofare: Slack. Pendleton, H. M., & Schultz-Krohn, W. (2017). *Pedretti's Occupational Therapy – Practice skills for physical dysfunction* (8th ed.). St. Louis: Elsevier. Radomski, M. V., & Trombly Latham, C. A. (2014). *Occupational Therapy for Physical Dysfunction* (7th ed.). Baltimore: Lippincott Williams & Wilkins.

Subject Code	**RS2470**
Subject Title	**OT FOUNDATIONS IN HUMAN PERFORMANCE**
Credit Value	4
Level	2, Year 2 – Semester 1
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	To develop students with the knowledge and understanding of the performance components as related to occupational therapy practice.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** <u>*Professional/academic knowledge and skills*</u> a. explain the development and normal functioning of motor, sensory-perceptual, cognitive, and psychosocial components of human beings b. integrate knowledge of the human performance components to explain for 'altered' or impaired conditions due to injury and/or illness c. evaluate human performance components in aspects of motor, sensory-perceptual, cognitive, and psychosocial functioning d. interpret and analyse assessment results essential for occupational therapy practice <u>*Attributes for all-roundedness*</u> e. communicate clearly and effectively in English. f. acquire skills for independent learning.
Subject Synopsis/ Indicative Syllabus	1. Concepts of motor control and motor learning 2. Models and stages of motor development 3. Reflex, righting reactions and balance reactions in relation to motor skill development 4. Fine motor skills for hand functions 5. Nature and functions of sensory-perceptual functioning 6. Intelligence and cognitive functioning 7. Concepts of psychosocial functioning including self-concept / self-esteem, motivation and emotion, role performance and social competence 8. Clinical assessments for motor and sensori-perceptual functioning including range of motion, muscle strength, somatosensation, kinaesthesia, and visual perception 9. Clinical assessments for mental state and cognitive functioning 10. Clinical skills for effective interview, emotion and stress management, and leading a therapeutic activity for a small group 11. Interpretation of clinical assessment results to explain for 'impaired' functioning
Teaching/Learning Methodology	Lectures are used to introduce and explain the knowledge and concepts as related to the nature and functions of key human performance components. Interactive learning activities are used in tutorials to facilitate students to clarify and consolidate the concepts and knowledge learned in lectures and to apply the knowledge of normal functioning in the understanding of sensori-motor, cognitive and/or psychosocial dysfunctions seen in clients following injury and/or illness. Skill labs are arranged for students to learn and practice clinical skills required

for the assessment of motor, sensory-perceptual, cognitive and psychosocial functions. Students will also learn to interpret the assessment findings using case scenarios.

An e-learning website is developed as a learning platform for students to perform self-study and/or to prepare for tutorials.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
		a	b	c	d	e	f
Practical tests	35			✓	✓	✓	✓
Tests	65	✓	✓	✓	✓	✓	✓
Total	**100 %**						

Practical tests
Practical tests (35%) – are used to evaluate students' hands-on performance of clinical assessments skills for two human performance components (motor and psychosocial)

Tests
Written tests (65%) – comprise multiple choice questions and short questions, are used to evaluate students' understanding of knowledge and concepts related to human performance components, in terms of normal development and functioning, interpretation of clinical assessment results to explain for impaired functioning.

Student Study Effort Expected

Class contact:	***(65 Hrs.)***
▪ Lecture	26 Hrs.
▪ Tutorials/Practical sessions	39 Hrs.
Other student study effort:	***(80 Hrs.)***
▪ E-learning website	40 Hrs.
▪ Self-directed learning/ Open lab	40 Hrs.
Total student study effort	**145 Hrs.**

Reading List and References

Cooper, C. & Deshaies, l. (Eds.). (2103). *Mosby's Field Guide to Occupational Therapy for Physical Dysfunction.* St. Louis: Mosby.

Corrigan, P. W., Schade, M. L., Liberman, R. P. (1992). Social Skills Training. In R. P. Liberman, (Ed.). In Handbook of Psychiatric Rehabilitation. International: Allyn & Bacon. Philadelphia: W.B. Saunders.

Crepeau, E. B., Cohn, E. S. & Schell, B. A. B. (Eds.). (2009). *Willard & Spackman's Occupatioal Therapy* (11th ed.). Philadelphia: Lippincott Williams & Wilkins.

Davidson, H. (1991). Performance and the Social Rnvironment. In C.H. Christiansen, C. M. Baum (Eds.), *Occupational Therapy: Overcoming Human Performance Deficits* (pp. 143-178). Thorofare, NJ: Slack. Chapter 6.

McColl, M.A. (1997). Social support and Occupational Therapy. In C. H. Christiansen & C. M. Baum (Ed.), *Occupational Therapy: Enabling Function and Well-being* (2nd ed.) (pp. 411-425). Thorofare, NJ: Slack.

Pendleton, H.M. & Schultz-Krohn, W.(Eds.). (2013). Pedretti's

	OccupationalTherapy: Practice skills for physical dysfunction (7th ed.) St. Louis: Mosby. Trombly, C. A. & Radomski, M. V. (2008). *Occupational Therapy for physical dysfunction*. (6th ed.). Baltimore: Williams and Wilkins.

Subject Code	**RS2480**
Subject Title	**CLINICAL SCIENCES IN MUSCULOSKELETAL CONDITIONS**
Credit Value	2
Level	2, Year 2 – Semester 1
Pre-requisites	HSS2011 Human Anatomy RS2040 Functional Anatomy
Objectives	To develop students' knowledge in rehabilitation to the needs of children and adults with musculo-skeletal conditions.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** <u>*Professional/academic knowledge and skills*</u> a. understand common clinical pathology, clinical investigation and management b. develop and apply critical thinking skills in relating knowledge taught.
Subject Synopsis/ Indicative Syllabus	1. Pathological processes underlying disorders in bone, soft tissues, and peripheral nervous systems 2. Common clinical investigations and management for musculo-skeletal disorders 3. Causative factors in physical disability relevant to musculo-skeletal disorders 4. Common clinical conditions and effects of development and aging (etiology, clinical manifestation, differential diagnosis, and multi-disciplinary clinical management) • Fractures • Soft-tissue injuries • Upper limb injuries • Lower Limb injuries • Amputation • Hand injuries • Burns • Arthritic diseases and rheumatoid diseases • Paediatric Musculoskeletal conditions • Spinal cord injuries • Low back pain
Teaching/Learning Methodology	1. Lectures will cover the knowledge in the clinical conditions and management. 2. In seminars sessions, students will discuss clinical reasoning and apply critical thinking skills in relating knowledge taught. 3. In practical sessions, students will acquire medical investigation skills in relation to the materials taught in lectures and seminars 4. Web-based learning allows student to learn the knowledge and enhance their clinical problem ability at their own time.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed	
		a	b
MCQs test	40	✓	✓
Written test	60	✓	✓
Total	**100 %**		

Multiple choice questions test
Three MCQ tests (40%) – aims to assess students understanding of pathology and management of people with musculo-skeletal conditions.

Written test
Written test (60%) – same as in MCQ, this assessment aims to assess students understanding of pathology and management of people with musculo-skeletal conditions. In addition, students are assessed on their clinical reasoning.

Student Study Effort Expected

Class contact:	***(39 Hrs.)***
▪ Lecture	13 Hrs.
▪ Practical Sessions	26 Hrs.
Other student study effort:	***(51 Hrs.)***
▪ Self-study	51 Hrs.
Total student study effort	**90 Hrs.**

Reading List and References

Required text:

Solomon, L., Warwick, D.J., & Nayagam, S. (2010). *Apley's System Of Orthopaedics And Fracture* (9th ed.). London: Arnold.

Solomon, L., Warwick, D.J., & Nayagam, S. (2014). *Apley and Solomon's Concise System of Orthopaedics and Trauma* (4th ed.). Boca Raton: CRC Press.

Recommended texts:

Adams, J. C., & Hamblen, D. L. (2001). *Outline of Orthopaedics* (13th ed.). Edinburgh: Churchill Livingstone.

Cech, D., & Martin, S. (2002). *Functional Movement Development Across The Life Span*. Philadelphia: Saunders.

Dutton, R. (1995). *Clinical Reasoning In Physical Disabilities*. Baltimore: Williams & Wilkins.

Melvin, J. L. (2000*). Adult Rheumatic Diseases*. Bethesda: AOTA.

Dirette, D. P. & Gutman, S. (2021). *Occupational Therapy for Physical Dysfunction* (8th ed.). Philadelphia: Wolter Kluwer.

Reading list:

Dellon, A. L. (1988). *Evaluation of Sensibility and Re-Education of Sensation in the Hand*. Baltimore: Lucas.

Dieppe, P.A., Doherty, M., Macfarlane, D., & Maddison, P. (2001). *Rheumatological Medicine.* Edinburgh: Churchill Livingstone.

Deusen, J. V., & Brunt. D. (1997). *Assessment in Occupational Therapy and Physical Therapy*. Philadelphia: Saunders.

	Hoppenfeld, S., & Murthy, V. L. (2000). *Treatment and Rehabilitation of Fractures*. Philadelphia: Lippincott Williams & Wilkins Hunter, J. M., Mackin, E. J., & Callahan, A. D. (2002). *Rehabilitation of the Hand* (5th ed.). St. Louis: C. V. Mosby Co. Kielholfner, G. (2004). *Conceptual Foundations of Occupational Therapy* (3rd ed.). Philadelphia: F.A. Davis. Magee, D. J. (2002). *Orthopedic Physical Assessment* (4th ed.). Philadelphia: Saunders. Malick, M. H., & Kasch, M. C. (1984). *Manual on Management of Specific Hand Problems*. Pittsburgh: AREN. McRae, R., & Esser, M. (2002). *Practical Fracture Treatment*. Edinburgh: Churchill Livingstone. Mercier, L. R. (2000). *Practical Orthopaedics* (5th ed.). St. Louis: Mosby. Reed, K. L. (1991). *Quick Reference to Occupational Therapy*. Gaithersburg, Maryland: Aspen Publishers, Inc. **Student instruction manual:** Li, W.P.C., & Chung, C.C.J. (1997). *Hand Function Assessment for Occupational Therapy Students.* Hong Kong: The Hong Kong Polytechnic University.

Subject Category	**GUR: CLUSTER-AREA REQUIREMENTS (CAR)**
Credit Value	3

A list of CAR subjects under each of the four Cluster Areas is available at:
https://www.polyu.edu.hk/ous/GURSubjects/CAR.php

For details covering the syllabus, teaching methodology, assessment etc, please refer to the department offering the subject.

Subject Category	**SERVICE LEARNING/FREE ELECTIVE**
Credit Value	3

Student taking RS4280 “Enabling Occupation: Home and Community Practice” also satisfies the requirement of service learning, so the student is required to take another 3 credits of free elective within the 4 years of studies to make up for the total credit requirements.

Student can take a 3-credit Free Elective subject from the options as listed below:

1. GUR subject, e.g. a 5th CAR subject, or an additional Service-Learning subject.
2. Free Elective (Programme-specific) at the 4th year of the study

Details covering the syllabus, teaching methodology, assessment etc. of the 3-credit free elective, please refer to the Subject Description Form of the subject offering department.

YEAR 2 SYLLABUS
SEMESTER 2

Subject Code	**RS2270**
Subject Title	**REHABILITATION PSYCHOLOGY**
Credit Value	3
Level	2, Year 2 – Semester 2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject introduces the key psychological perspectives for understanding the processes of adjustment to trauma, disability, and illness, and the social impact on clients. It also prepares students of helping professions to examine their values of helping, develop basic communication skills needed in building a helping relationship with clients, and helping clients to manage problems in psychological adjustment.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** *Professional/academic knowledge and skills* a. understand how physical impairment are linked to psychological well-being and mental health issues in people with chronic illness and disability b. apply psychological theories analyse the adjustment of clients c. apply evidence-based principles and methods in facilitation of psychosocial adjustment to illness or disability d. apply communication skills to interview and understand psychosocial adjustment t of people with disability and chronic illness
Subject Synopsis/ Indicative Syllabus	Psychological and Social Adjustment to Trauma, Disability, and Chronic Illness 1. Psychological impact of trauma, disability, and chronic illness 2. Theories on psychological adjustment • Stress and coping • Body image and self-concept • Loss, grief, and emotional adjustment • Cognitive-behaviour therapy model • Self-efficacy and self-management 3. Aspects of psychosocial adaptation • Societal attitude toward persons with disabilities • Work and disability • Family and social support • Intimacy and sexuality 4. Promoting psychological well-being in illness management 5. Psychological aspects of specific disorders • Developmental disabilities, e.g. intellectual disabilities, neuromuscular disorders • Physical disabilities, e.g. spinal cord injuries, head injuries • Chronic illness, e.g. stroke, diabetes, cancer The Helping Relationship 1. The therapeutic relationship 2. Values of helping, 3. Impression management and helping 4. Effective communication and interviewing skills: listening, probing, reflection, empathy, summarizing, and guiding skills Mental Health Issues in Rehabilitation 1. Examine how physical disability and chronic illness are linked to psychiatric disorders. 2. Commonly seen emotional and psychiatric disorders in rehabilitation • Anxiety and adjustment disorders

<table>
<tr><td></td><td>

Mood disorders
Substance abuse

3. Strategies in handling clients with challenging behaviour and emotional issues.
</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Lectures will cover the theory and principles of psychology adjustment and adaptation to disabilities and chronic illnesses, illustrated with video shows and case studies.

During tutorials sessions, we would guide students to analyse client's adjustment based on video clips of interviews, or conduct live interviews with persons with disability in class. Using written exercises and role plays, students will practice interviewing skills. Disability awareness exercises are used to help student reflect on their own attitude toward persons with disabilities and their acceptance toward them.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="4">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td></tr>
<tr><td>Quiz</td><td>40</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Seminar presentation</td><td>30</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Interviewing Skills Assessment</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>

<u>Quiz</u> (40%)
To examine students' knowledge on theories of psychological adjustment and social adaptation to health conditions and disabilities, covering all topics in the subject.

<u>Case presentation</u> (30%)
This is a group project in which students conduct interview with a person with chronic illness or disability. They need to conduct a case analysis of client's psychological adjustment and community adaptation, and then present it during a seminar.

<u>Interviewing Skills Assessment</u> (30%)
Students are required to demonstrate their competence in basic patient interviewing skills in short online written assignments, and in a role play assessment. During role play assessment, student will take turn to perform role play as interviewer and patients according to case information. We would assess student's interviewing skills based on their performance as interviewers in the role play.
</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td>(39 Hrs.)</td></tr>
<tr><td>▪ Lecture</td><td>26 Hrs.</td></tr>
<tr><td>▪ Tutorial</td><td>10 Hrs.</td></tr>
<tr><td>▪ Seminar</td><td>3Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(80 Hrs.)</td></tr>
<tr><td>▪ Self-study & Practice</td><td>45 Hrs.</td></tr>
<tr><td>▪ Preparation of assignments</td><td>35 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>119 Hrs.</u></td></tr>
</table>
</td></tr>
<tr><td>References</td><td>Cole, S. S., Cole, T.M. (1999) Sexuality, disability, and reproductive issues through the lifespan. In Marinelli, R. P. (Ed.). The psychological and social impact of disability. Springer Publishing Company.

DeVellis, B. M., & DeVellis, R. F. (2001). Self-efficacy and health. In R. G. Frank (Ed). Rehabilitation. In A. Baum, T. A. Revenson, & J. E. Singer (Eds.) Handbook of</td></tr>
</table>

health psychology (pp.235-247). NJ, USA: Lawrence Erlbaum.

Drench, M. E., Noonan, A. C., Sharby, N., Ventura, S. H. (2007). *Psychosocial aspects of health care*. (3rd ed.). Upper Saddle River, NJ, USA: Pearson Prentice Hall. Cahpter 16,17.

Dunn, D. S. (2000). Social psychological issues in disability. In Frank, R. G. & Elliott, T. R. (Eds.), *Handbook of rehabilitation psychology* (pp. 565-584). Washington, D.C.: American Psychological Association.

Egan, G. (2013). *The skilled helper: a problem-management and opportunity-development approach to helping*. (10th ed.) Belmont, CA USA: Brooks/Cole, Cengage Learning.

Frank, R.G, Rosenthal, M., & Caplan, B. (Eds.) (2010). *Handbook of rehabilitation psychology* (2nd Ed.). Washington, DC, USA: American Psychological Association.

Garske, G. G., & Bishop, M. L. (2004). Rational-Emotive Behavior Therapy. In Berven, N. L., & Thomas, K. R. (Eds.) *Counseling Theories and Techniques for Rehabilitation Health Professionals* (pp.177-195). Springer Publishing Company LLC.

Livneh, H., & Antonak, R. F. (2005). Psychosocial adaptation to chronic illness and disability: A primer for counselors. *Journal of Counseling & Development*, *83*(1), 12-20.

Marinelli, R. P., & Dell Orto, A, E. (1999). *The psychological and social impact of disability*. 4th Ed. New York: Springer.

Martz, E, & Livheh, H. (Eds.). (2007). *Coping with chronic illness and disability: Theoretical, empirical, and clinical aspects*. New York: Springer.

Moos, R. H., & Holahan, C. J. (2007). Adaptive tasks and methods of coping with illness and disability. In *Coping with chronic illness and disability* (pp. 107-126). Springer, Boston, MA.

Szymanski, E. M. (2000). Disability and Vocational Behavior. In Frank, R. G. & Elliott, T. R. (Eds.). *Handbook of rehabilitation psychology* (pp. 565-584). Washington, D.C.: American Psychological Association.

江瓊珠 《是我又如何：十八位長期病患者的抗病經歷》香港：香港復康會社區復康網絡，1999 年。

Subject Code	**RS3030**
Subject Title	**CLINICAL NEUROLOGY & NEUROSCIENCE**
Credit Value	3
Level	3, Year 2-Semester 2
Pre-requisite	ABCT2326 Human Physiology
Objectives	1. Students will gain knowledge in the functions of various parts of the nervous system, and understand how structural and functional changes in certain parts of the nervous system may lead to neurological deficits for patients. 2. Students will understand recent development in clinical neuroscience, and how these concepts can be integrated in clinical applications.
Intended Learning Outcomes	***On successful completion of the subject, a student will be able to:*** <u>Professional/academic knowledge and skills</u> a. analyze mechanisms of information processing which occur at different levels of the nervous system. b. analyze functions of the nervous system, e.g., sensorimotor: sensation; control of posture, locomotion, reaching; higher cortical functions: attention, memory, perception, language. c. integrate knowledge of the structure and function of the nervous system to explain selected 'altered' states, i.e., due to development, injury or disease. d. synthesize information on the adaptive range of the nervous system in order to explain: • the recovery of function due to injury or disease • the subsequent functioning of the system after injury or disease • the continued development of an altered system <u>Attributes for all-roundedness</u> e. read and summarize information from the scientific and professional literature related to clinical neuroscience.
Subject Synopsis/ Indicative Syllabus	1. Review: the neuron and synaptic transmission 2. Development of the nervous system 3. Anatomy and physiology of the nervous system – system and region approaches a. Somatosensory System Pain Sensations b. Autonomic Nervous System Motor System Perception and movement Motor control Muscle tone Movement disorders c. Auditory, Vestibular, and Visual System d. Blood supply and cerebrospinal fluid system e. Peripheral Nervous System f. Spinal Region g. Brain Stem h. Cerebrum Attention Memory Language, communication Perception i. Clinical correlates 4. Explain how an altered state of the nervous system would lead to common

<table>
<tr><td></td><td>neurological conditions
5. Introduce the concept of neuroplasticity as the foundation of rehabilitation
6. Introduce the advances in clinical neuroscience</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>A blended teaching mode will be adopted. Lectures will be delivered. Based on assigned readings and/or video presentations, students will be able to understand the mechanisms underlying specific function(s) of the nervous system. Clinical correlates will be included to explain the pathophysiology of common neurological conditions.

Laboratory sessions allow students to observe brain specimens or models of different neural structures and to observe methods to study brain functions. By deepening their understanding of neuroanatomy, students can appreciate the contributions of each specific neural structure for maintaining normal neurological function in human being. Students can also appreciate approaches to examine these neural structure and functions.

Self-directed learning encourages students to review the subject content and to continue to seek current knowledge by referring to reference materials.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="5">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr>
<tr><td>2 MCQ tests</td><td>90</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr>
<tr><td>Laboratory work</td><td>10</td><td></td><td>√</td><td>√</td><td></td><td></td></tr>
<tr><td>Self –directed learning</td><td>-</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>
MCQ test: Students will be tested on the theoretical knowledge of clinical neurology and neuroscience delivered in the lectures and laboratories.

Laboratory work: In-class laboratory work assignment will be conducted to ensure that students have active learning on the materials during the laboratory session.

Self-directed learning encourages students to review the subject content and continue to seek current knowledge by referring to reference materials.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td>(41 Hrs.)</td></tr>
<tr><td>▪ Lecture</td><td>36 Hrs.</td></tr>
<tr><td>▪ Laboratory session</td><td>5 Hrs</td></tr>
<tr><td>Other student study effort:</td><td>(65 Hrs.)</td></tr>
<tr><td>▪ Self –directed learning</td><td>65 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>106 Hrs.</u></td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td><u>Required Text:</u>
Lundy-Ekman L. (2018). Neuroscience – Fundamentals for Rehabilitation. 5th ed. Philadelphia: W.B. Saunders. USA.

<u>Recommended Text / Reading:</u>
Bear M F. (2013) Neuroscience : exploring the brain. 4th ed. Baltimore: Lippincott.</td></tr>
</table>

	Gazzaniga M, Ivry R B, Mangun G R. (2018). *Cognitive Neuroscience: The Biology of the Mind.* 5h ed. W. W. Norton & Company

<table>
<tr><td>Subject Code</td><td>RS3310</td></tr>
<tr><td>Subject Title</td><td>CLINICAL SCIENCES IN PSYCHIATRIC CONDITIONS</td></tr>
<tr><td>Credit Value</td><td>3</td></tr>
<tr><td>Level</td><td>3, Year 2 – Semester 2</td></tr>
<tr><td>Pre-requisite</td><td>Nil</td></tr>
<tr><td>Objectives</td><td>By completing this subject, the students will be able to use current theories to describe the aetiology and psychopathology of different psychiatric conditions. They will be able to outline the current classification system and assessment methods for different psychiatric conditions. Students will be able to identify and describe the resultant psychosocial dysfunction of different psychiatric conditions in terms of occupation performance. They will be able to describe the common treatment approaches and clinical management of people with different psychiatric conditions.</td></tr>
<tr><td>Intended Learning Outcomes</td><td>Upon completion of the subject, students will be able to:

<u>Professional/academic knowledge and skills</u>
a. understand common psychiatric conditions
b. apply psychiatric conditions into clinical placement
c. conduct different assessment methods (not OT specific)</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>1. History and Concept of Psychiatry: Aetiology and Classification of Mental Illness
2. Different Approaches in Psychiatric Treatment & Assessment
3. Mental Health Service in Hong Kong
4. Schizophrenia and Other Psychotic Disorders
5. Mood Disorders
6. Personality Disorders
7. Eating Disorders
8. Substance-Related Disorders
9. Delirium, Dementia, Amnestic and other Cognitive Disorders
10. Child Psychiatry
11. Mental handicap with other psychiatric disorders</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Lectures will cover clinical characteristics of common psychiatric conditions in different age groups, suggested assessment tools would be introduced.

Tutorials (e.g. video shows and guest speakers) will demonstrate the application of psychiatric conditions in various clinical context and non-OT specific assessment procedures for such conditions. Role-plays in the tutorial aim to facilitate client-centred perspective in understanding of psychiatric symptoms.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="3">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td></tr>
<tr><td>Quiz</td><td>30</td><td>✓</td><td></td><td>✓</td></tr>
<tr><td>Tutorial presentation</td><td>20</td><td></td><td>✓</td><td>✓</td></tr>
<tr><td>Written test</td><td>50</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="3"></td></tr>
</table>
Quizzes
Students would be assessment individually on knowledge and concepts taught every 2-3 weeks in the form of short quizzes to apply psychiatric theories and describe psychopathology in OT psychosocial settings. The quizzes involve multiple choice questions and matching. Feedback would be given after each quiz to facilitate student’s learning.</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Tutorial presentation
Students would be assessed in groups for the description, assessment, and management of psychiatric conditions as demonstrated by tutorial clinical cases. Students would be assessed in the application of different assessment methods and psychiatric knowledge to clinical cases. Feedback would be given after the presentation to facilitate student's learning.

Written testes
Students would be assessed individually on identification of psychopathology, dysfunction; differentiation of treatment approaches across different psychiatric conditions; application of classification system and assessment methods for psychiatric conditions covered. Feedback would be given after the written test to facilitate student's learning.</td></tr>
<tr><td rowspan="5">Student Study Effort Expected</td><td>Class contact:</td><td>(39 Hrs.)</td></tr>
<tr><td>▪ Lecture</td><td>27 Hrs.</td></tr>
<tr><td>▪ Tutorial</td><td>12 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(66Hrs.)</td></tr>
<tr><td>▪ Weekly revision 5.1hrs x 13week</td><td>66 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>105 Hrs.</u></td></tr>
<tr><td>Reading List and References</td><td colspan="2"><u>Recommended text:</u>
Durand, V. M., &Barlow, D. H. (2006). Essentials of abnormal psychology. (4th Eds.). Belmont, CA: Thomson/Wadsworth.

<u>Key reference:</u>
American Psychiatric Association (2000) Diagnostic and Statistical Manual of Mental Disorders: DSM-IV-TR. Washington: American Psychiatric Association.

Bonder, B.R. (2004) Psychopathology and Function (3rd Ed.), New Jersey, Slack Inc.,

Sadock, B.J. (2003) Kaplan & Sadock's synopsis of psychiatry: behavioral sciences/clinical psychiatry, Philadelphia, Pa. : Lippincott Williams & Wilkins

Stevens, L (2001) Psychiatry: An Illustrated Colour Text. Edinburgh: Churchill Livingstone

WHO (1998). ICD-10: International statistical classification of diseases and related health problems. Geneva: author.

Yau, M.K., Lam, P.C.W. & Siu, A.M.H. (2005) Psychosocial Dysfunction: A Learning Guide for Occupational Therapy Students. Hong Kong: Department of Rehabilitation Sciences, The Hong Kong Polytechnic University

<u>Recommended texts:</u>
Brichwod, M. & Jackson, C (2001) Schizophrenia. Philadelphia: Taylor & Francis Group

Care, E., & MacRae, A. (2005). Psychosocial occupational therapy: A clinical practice. Clifton Park, NY: Thomson Delmar Learning.

Friedman, J.H. & Duffy J.D. (1992). Psychiatry/ Neurology: Pretest Self-Assessment and Review (2nd ed.), New York: McGraw-Hill, Inc.

Gallagher, B. J. (2002) The Sociology of Mental Illness (4th Ed.) NJ: Prentice Hall</td></tr>
</table>

	Jones, P. & Buckley, P (2003) *Schizophrenia*, London: Mosby 葉恩明　《廣闊心空：一位精神科醫生的個案手記》 CCMD-3 相關精神障礙的治療與護理 / 陳彥方主編 邱貴生著 《精神疾病的康復》。王剛、王彤編著《臨床作業療法学》，北京：華夏出版社，2005。第十五章 (pp.497-543)。 **Recommended web site for information and articles:** www.schizophrenia.com www.mentalhealth.com www.schizophrenia.org www.nami.org www.nimh.nih.gov www.mentalwellness.com

Subject Code	**RS3410**
Subject Title	**ENABLING OCCUPATION: MUSCULOSKELETAL REHABILITATION**
Credit Value	4
Level	3, Year 2 – Semester 2
Pre-requisites	RS2480 Clinical Sciences in Musculoskeletal Conditions
Objectives	To equip student with clinical knowledge and practical skills in rehabilitation of people with common musculoskeletal injuries.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** *Professional/academic knowledge and skills* a. explain the roles of occupational therapists in the rehabilitation of people with musculoskeletal problems b. assess patients' changes in physical and functional status following injuries and illnesses, using appropriate standardized tools and equipment c. demonstrate the use of specific occupational therapy approaches in the management of various types of patients with musculoskeletal injuries d. demonstrate specific occupational therapy intervention strategies and modalities to enhance patients' functional performance in daily living tasks, work and leisure pursuits e. document the results of assessment and progress of patients in both physical and occupational performance
Subject Synopsis/ Indicative Syllabus	1. Theoretical framework of occupational therapy practice in musculoskeletal rehabilitation • Function-dysfunction continuum in Human Occupation model • Occupational performance model 2. Common approaches in rehabilitation of patients with musculo-skeletal conditions • Biomechanical approaches • Rehabilitative approaches 3. Common O.T. evaluation in musculoskeletal conditions 4. Clinical / Provocative Examination 5. Management of various musculoskeletal conditions commonly seen in Hong Kong • Fractures and Dislocation, soft tissue injuries • Joint diseases: rheumatoid and arthritic conditions • Burn injuries • Upper limb and Hand injuries and Lower limb injuries • Spinal cord injuries, Spine problem (Neck & Low back) • Amputations & Replantation • Geriatric orthopaedic conditions • CTD/RSI
Teaching/Learning Methodology	The main teaching method is in-class lectures and tutorials with which materials will be presented and explained to the students. The learning will be supplemented by clinical laboratory sessions during which clinical reasoning and management skills in occupational therapy will be demonstrated. Students will facilitate their learning on selected topics by working on the laboratory sheets, case management seminar and skills practicum. Clinical visits and teleconference sessions with outside clinical setting will further promote student's integration of clinical management principles and practical skills. Students will also be given the e-cases which could be downloaded from the

	e-case learning platform. The e-cases learning platform will enhance students' learning on practical handling of real cases in the field of orthopaedic practices.
Assessment Methods in Alignment with Intended Learning Outcomes	

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
		a	b	c	d	e
Case based examination	40	✓	✓	✓	✓	✓
Seminar presentation	20		✓			
Practical exercises	40			✓	✓	✓
Total	**100 %**					

Case based examination
Examination (40%) – consists of short and essay questions assessing all of the intended learning outcomes and overall understanding of occupational therapy management for people with musculoskeletal conditions.

Seminar presentation
Cased based presentation (20%) – is used to enhance students' abilities in integrating theories, treatment principles and techniques in the management of patients with musculoskeletal conditions.

Practical exercises
Practical exercises (40%) – aim to further consolidate students' integration of learnt treatment principles and practical skills in management of patients with musculoskeletal conditions.

Student Study Effort Expected		
	Class contact:	***(84 Hrs.)***
	▪ Lecture	26 Hrs.
	▪ Practical/Lab	52 Hrs.
	▪ Teleconference/real case demonstration	6 Hrs.
	Other student study effort:	***(50 Hrs.)***
	▪ Clinical skills open lab	30 Hrs.
	▪ E-CASE clinical learning website	20 Hrs.
	Total student study effort	**132Hrs.**

Reading List and References

Required text:

Pendleton, H. M., & Schultz-Krohn, W. (Eds.) (2013). *Pedretti's Occupational Therapy: Practice skills for physical dysfunction*. (8th ed.). St. Louis: C.V. Mosby.

Dirette, D. P. & Gutman, S. (2021). *Occupational Therapy for Physical Dysfunction* (8th ed.). Philadelphia: Wolter Kluwer.

Magee D. J. (2008). *Orthopedic Physical Assessment* (6th ed.). Philadelphia: Saunders.

Recommended texts:

Christiansen, C. & Baum, C. (1997). *Occupational Therapy: Enabling Function and Well-Being, Thorofare,* NJ: Slack.
Schell, BAB, Gillen G. (2019) (Eds.) (2019). *Willard and Spackman's Occupational Therapy*. (13th ed.). Philadelphia: J.B. Lippincott.

Hunter, J. M., Mackin, E. J., & Callahan, A. D. (2008). *Rehabilitation of the Hand*. (6th ed.). St. Louis: C. V. Mosby Co.

Kapandji I. A. (2007). *The Physiology of the Joints, Volume 1: Upper Limb.* (6th ed.). Churchill Livingstone.

Ronald M. F. & Max E. F. (2008). *Practical Fracture Treatment.* (5th ed.). Churchill Livingstone.

Rybski, M. (2004). *Kinesiology for occupational therapy*. Thorofare, N.J.: Slack.

Skirven,T.M., Osterman, A.L., Fedorczyk, J.M. & Amadio, P.C. (2011). Rehabilitation of the Hand and Upper Extremity. St. Louis, Mosby.

The Pressure Therapy Manual Working Group (1995). *Pressure Therapy Manual*. Hong Kong: Occupational Therapy Co-ordinating Committee, Hong Kong Hospital Authority.

The Splint Working Group. (1995*). The Splint Manual For Occupational Therapists*. (2nd ed.). Hong Kong: Occupational Therapy Co-ordinating Committee, Hong Kong Hospital Authority.

Turner A., Foster, M., & Johnson, S. (2002). *Occupational Therapy and Physical Dysfunction: Principles, Skills and Practice* (5th edition). Edinburgh: Churchill Livingstone.

Reading list:

Chan, S. C. C., & Chan, A. P. S. (2013). One-year follow-up of Chinese people with spinal cord injury: A preliminary study. *Journal of Spinal Cord Medicine*, 36(1), 12-23.

Cooper, C. (2007) Fundamentals *of Hand Therapy*. St. Louis, Mosby, Elesvier.

Fess, E.E. & Philips, C.A. (1987). *Hand Splinting: Principles and Methods.* (2nd ed.). St. Louis: C.V. Mosby.

Jacobs, K. (2005). *Ergonomics for Therapists*. (2nd ed.). Boston. Butterworth-Heinemann

Lee, S.W. (1999). *Cervical Spinal Disorders: A Textbook for Rehabilitation Sciences Students*. Singapore:.Springer

Mckee, P., & Morgan, L. (1998). *Orthotics in Rehabilitation: Splinting the Hand and Body*. Philadelphia: F.A. Davis Company.

Van Lede, P., & van Veldhoven, G. (1998). *Therapeutic Hand Splints: A Rational Approach. (Vol. 1 & II).* Belgium: Provan bvba.

Wilton, J. C. (1997). *Hand Splinting: Principles of Design And Fabrication*. Philadelphia, W.B. Saunders Company Ltd.

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YEAR 2 SYLLABUS
SUMMER PERIOD

Subject Code	**RS22402**
Subject Title	**CLINICAL EDUCATION 1B**
Credit Value	2
Level	2, Year 2 – Summer Semester
Pre-requisite	RS2200 OT Theory and Process I RS22401 Clinical Education 1A RS2260 Human Occupations RS2470 OT Foundations in Human Performance Certificate of First Aid Course (Self-arranged by students)
Objectives	Through clinical placement, the subject provides opportunities for students to observe, explore, and identify the roles, functions, and process of occupational therapy in clinical practice. Students are expected to develop professional behavior. Under the guidance of clinical educators, students are expected to conduct activity analyses, interviews, commonly used assessments and therapeutic activities. By the end of the placement, students are expected to describe the occupational performance and problems of at least one selected client.
Intended Learning Outcomes *(Note 1)*	***Upon completion of the subject, students will be able to:*** *Professional/academic knowledge and skills* a. demonstrate professional attitude and behavior b. conduct activity / task analyses of therapeutic activities c. conduct commonly used assessment tool used in the clinical setting d. describe client's occupational performance and problems e. implement therapeutic activities under guidance of clinical educators *Attributes for all-roundedness* f. search for relevant knowledge and reference materials to enhance learning g. communicate effectively with clients, co-workers, and supervisor h. present written and verbal reports effectively i. collaborate with and contribute to work teams j. initiate to learn, re-evaluate and scrutinize own learning experiences and reflect regularly for further improvement
Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. Professional values, ethics, and behaviour in clinical practice 2. Roles and functions of occupational therapists in the clinical setting 3. Structure, process, and outcomes of occupational therapy practice at the clinical setting 4. Clients' occupational performance in daily living tasks, work and leisure/play 5. Therapeutic value of selected activities used in the clinical setting. 6. Implementation of commonly used assessments and therapeutic activities 7. Reporting one's work to supervisor
Teaching/Learning Methodology *(Note 3)*	1. Observation of demonstrations and clinical practice 2. Experiential learning: implementing assessments and interventions under the guidance of clinical educators 3. Feedback sessions on students' performance 4. Tutorials enable students to clarify and discuss clinical practice issues, and consolidate the integration of knowledge and practice 5. Verbal or written reports: e.g. activity analysis, assessment reports, activity plans & evaluation, reflective journal.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)									
		a	B	c	d	e	f	g	h	i	j
Professional attitude & behavior	60	✓	✓	✓	✓	✓		✓			✓
Professional knowledge & skills	30		✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective journal	10		✓	✓	✓	✓	✓	✓	✓	✓	✓
Total	100 %										

Continuous assessment

Students' professional competence in terms of attitude, knowledge and skills which are developed and evaluated continuously throughout the clinical training period in order to achieve the intended learning outcomes. Before the final evaluation, students are required to hand-in their reflective journals to show their critical thinking about their learning experiences. A short guide to reflective journal writing for students and an assessment rubrics for Clinical Educators will be updated in the clinical education manual.

Student Study Effort Expected

Clinical contact:	***(140Hrs.)***
▪ Fieldwork practice	140 Hrs.
Other student study effort:	***(50 Hrs.)***
▪ Pre-and post-clinical seminars	8 Hrs.
▪ Self study	42 Hrs.
Total student study effort	**190 Hrs.**

Reading List and References

Crepeau, E. B., Cohn, E. S., & Schell, B. A. B. (2014). *Willard & Spackman's occupational therapy* (12th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Sladyk, K., Jacobs, K., & MacRae, N. (2010). *Occupational therapy essentials for clinical competence*. Thorofare, NJ: SLACK Inc.

Söderback, I. (2015). *International Handbook of Occupational Therapy Interventions* (Second ed.). Cham: Springer International Publishing: Imprint: Springer.

YEAR 3 SYLLABUS
SEMESTER 1

<table>
<tr><td>Subject Code</td><td>RS3320</td></tr>
<tr><td>Subject Title</td><td>CLINICAL SCIENCES IN DEVELOPMENTAL DYSFUNCTION</td></tr>
<tr><td>Credit Value</td><td>2</td></tr>
<tr><td>Level</td><td>3, Year 3 – Semester 1</td></tr>
<tr><td>Pre-requisite</td><td>RS2470 OT Foundations in Human Performance</td></tr>
<tr><td>Objectives</td><td>To develop students' knowledge and empathy in rehabilitation to the needs of children and adults with developmental disabilities.</td></tr>
<tr><td>Intended Learning Outcomes</td><td>Upon completion of the subject, students will be able to:

<u>Professional/academic knowledge and skills</u>
a. understand the causes, possible risk factors, signs and symptoms and functional performance of people with developmental disabilities
b. develop and apply clinical observation skills in order to identify, record and compare the diagnostic related behaviours of people with developmental disabilities
c. develop and apply clinical reasoning skills in the management of people with developmental disabilities
d. demonstrate an awareness of local and international service development trends that may influence the wellbeing of people with developmental disabilities and their families
e. understand the importance of showing empathy in the rehabilitation for people with developmental disabilities and their family members</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>1. Pre-natal, peri-natal, post-natal risk factors from biological, psychological and social perspectives
2. Diagnostic related behaviour of developmental disabilities – pre-maturity, cerebral palsy, neuromuscular disease, intellectual disability, developmental delay, specific learning disabilities, attention deficit/hyperactivity disorder (ADHD), autism spectrum disorder and developmental coordination disorder
3. The needs of people with developmental disabilities and their families at different developmental stages
4. The impact of developmental disabilities on a person's occupational roles and community integration
5. Structure and related issues of the local and international service provision for people with developmental disabilities and their families</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Lectures will cover the knowledge in the clinical conditions, case management and service development trends. In tutorial sessions, students will be guided to report on clinically relevant behavior and develop clinical reasoning skills. Self-reflection will be engaged especially on sharing the empathy with the cases and family. Web-based learning allows student to learn the knowledge at their own time.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="5">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr>
<tr><td>6 MCQs quizzes</td><td>60</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>Witten test</td><td>40</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>
<tr><td></td><td></td><td colspan="5"></td></tr>
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</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">MCQs
Six MCQs quizzes (60%) – aims to assess students understanding of pathology and ability to compare the signs and symptoms of people with developmental dysfunctions

Written test
Written test (40%) – aims to assess students' understanding of pathology, clinical observation skills, clinical reasoning skills, awareness of service development trends, and understanding of importance in showing empathy in rehabilitation for people with developmental dysfunctions.</td></tr>
<tr><td rowspan="6">Student Study Effort Expected</td><td>Class contact:</td><td>(30 Hrs.)</td></tr>
<tr><td>• Lecture</td><td>14 Hrs.</td></tr>
<tr><td>• Tutorial</td><td>16 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(60 Hrs.)</td></tr>
<tr><td>• Self-study</td><td>60 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>90 Hrs.</u></td></tr>
<tr><td>Reading List and References</td><td colspan="2"><u>Required text:</u>
American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: DSM-5. Arlington, VA : American Psychiatric Association

Case-Smith, J., & O'Brien, J. C. (2015). Occupational therapy for children and adolescents (7th ed.). St. Louis, MO: Elsevier Mosby.

<u>Recommended texts:</u>
Abzug, J.M., Kozin, S.H., & Zlotolow, D.A. (2015). The pediatric upper extremity. New York: Springer.

Alonso, N., & Raposo-Amaral, C.E. (Eds.) (2018). Cleft lip and palate treatment: A comprehensive guide. Switzerland: Springer.

American Occupational Therapy Association. (2004). Adults with developmental disabilities: Current approaches in occupational therapy (Rev. ed.). Bethesda, MD: Author.

Barkley, R. A. (1997). Behavioral inhibition, sustained attention, and executive functions: Constructing a unifying theory of ADHD. Psychological Bulletin, 121(1), 65-94.

Cech, D. J., & Martin, S. (2012). Functional movement development across the life span (3rd ed.). St. Louis, MO: Elsevier Saunders.

Cermak, S., & Larkin, D. (2002). Developmental coordination disorder. Albany, NY: Delmar Thomson Learning.

DeGangi, G. (2000). Pediatric disorders of regulation in affect and behavior: A therapist's guide to assessment and treatment. San Diego, CA: Academic Press.

Finnie, N.R. (1997). Handling the young child with cerebral palsy at home (3rd ed.). Oxford: Butterworth Heinemann.

Hattjar, B. (2019). Fundamentals of occupational therapy: An introduction to the profession. Thorofare, NJ: Slack Incorporated.</td></tr>
</table>

Kannenberg, K., & Neville, M. (2018). Occupational therapy's role in case management. American Journal of Occupational Therapy, 72(S2), 7212410050p1-7212410050p12.

Keller, Roberto. (2019). Psychopathology in adolescents and adults with autism spectrum disorders. Cham: Springer International Publishing.

Khadilkar, S.V., Yadav, R.S., & Patal, B. A., (2018). Neuromuscular disorders: A comprehensive review with illustrative cases. Singapore: Springer.

Kirby, Williams, Watson, Sideris, Bulluck, & Baranek. (2019). Sensory features and family functioning in families of children with autism and developmental disabilities: Longitudinal associations. American Journal of Occupational Therapy, 73(2), 7302205040p1-7302205040p14.

Kramer, P., Hinojosa, J., & Howe, T-H. (2020). Frames of reference for pediatric occupational therapy. China: Wolters Kluwer.

Nicolson, R. I., & Fawcett, A. (2008). Dyslexia, learning, and the brain. Cambridge, MA: MIT.

Parham, L. D., & Fazio, L. S. (Eds.). (2008). Play in occupational therapy for children. St. Louis, MO: Mosby Elsevier.

Saderk, J. (2013). A clinician's guide to ADHD. London, UK: Springer.

Simion, F., & Butterworth, G. (1998). The development of sensory, motor and cognitive capacities in early infancy: From perception to cognition. East Sussex, UK: Psychology Press.

Stone, K. (2007). Occupational therapy and Duchenne muscular dystrophy. Hoboken, NJ: John Wiley Sons.

Wolf, L. S., & Glass, R. P. (1992). Feeding and swallowing disorders in infancy: Assessment and management. Tuscon, AZ: Therapy Skill Builders.

Recommended videos:

Rthk. (2014). Autistic children (Hong Kong connection; 2014/12/18). Hong Kong: RTHK.

Vanessa Kaneshiro Productions , film producer. (2017). Talk to me: Children with autism. San Francisco, California, USA]: Kanopy Streaming.

Recommended website:

https://www.cdc.gov/ncbddd/actearly/milestones/index.html
https://www.fhs.gov.hk/tc_chi/health_info/class_topic/ct_child_health/ch_child_develop.html

Subject Code	**RS3330**
Subject Title	**CLINICAL SCIENCES FOR MEDICAL & NEUROLOGICAL CONDITIONS**
Credit Value	2
Level	3, Year 3 – Semester 1
Pre-requisites	RS3030 Clinical Neurology & Neuroscience
Objectives	To equip students with depth of medical and neuroscience knowledge appropriate for entry level OT, and prepare them to address related issues important to the practice of physical rehabilitation.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: *Professional/academic knowledge and skills* a. understand related investigation methods and assessment methods for common medical and neurological l conditions b. analyse patients' signs and symptoms and deduce relevant dysfunction, and thus describe implications to rehabilitation c. analyse patients' needs and initially formulate health and rehabilitation goals
Subject Synopsis/ Indicative Syllabus	1. Pathological process underlying disorders in medical and neurological systems • Allergy, metabolic, physiological, autoimmune process 2. Clinical methods of investigation and management of specific medical and neurological conditions • Angiogram, oximetry, CT scan, MRI 3. Role of multidisciplinary team members involved in the rehabilitation of individuals with specific medical or neurological conditions • Medical doctors, neurosurgeons and neurologist • Physiotherapist • Nurses • Speech therapist • Dietician • Medical social workers • Family and caretakers 4. Selected common and medical conditions related to, for examples • The cardiovascular system e.g. ischaemic heart disease • The respiratory system e.g. chronic obstructive pulmonary disease • Oncology • Low vision 5. Selected common neurological conditions, for examples • Cerebrovascular accident (CVA) • Traumatic brain injury (TBI) • Dementia • Parkinson's disease (PD) • Peripheral neuropathies • Other chronic illnesses
Teaching/Learning Methodology	Lectures will be used to cover basic clinical knowledge on pathologies of common medical and neurological conditions, influences on human occupations and related treatment theories and approaches to enhance human performances. Use of web-based and multi-media will facilitate the linking between clinical sign and symptoms with functional problems.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed		
		a	b	c
Mini quizzes	20	✓	✓	✓
Two Written tests	80	✓	✓	✓
Total	**100 %**			

Mini quizzes
Quizzes will be used to assess students' understanding of the clinical pictures and common treatment approaches.

Two written tests
Written tests – will be used to assess students' understanding of pathologies of common medical and neurological conditions and their reasoning about clinical features' influence on human functions.

Student Study Effort Expected

Class contact:	***(26 Hrs.)***
▪ Lecture	26 Hrs.
Other student study effort:	***(58 Hrs.)***
▪ Literature search	28 Hrs.
▪ Self-study	30 Hrs.
Total student study effort	**84 Hrs.**

Reading List and References

Recommended texts:

Albert, R.K.,& Spiro, S.G. (1999). *Comprehensive respiratory medicine*. Philadelphia: Mosby.

Albuquerque, N.M. (1995). *Closed head trauma in children & adult*s [videorecording] Clinician's View ; Hong Kong : Artsberg Enterprise Ltd

Ginsberg, L (1999). *Lecture notes on neurology*. Oxford: Blackwell Science.

Gorelick, P.B. & Alter, M. (2002). *The prevention of stroke*. Boca Raton, Fla.: Parthenon Pub. Group.

Macleod, J. (2002*). Davidson's Principles and Practice Of Medicine* (19th ed.). New York: Churchill Livingstone.

Maj, M. & Sartoris, M. (2002). *Dementia.* Chichester: Wiley.

Pendleton, H.M. (2018). Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction (8th edn). Missouri: Mosby.

Robinson, R.G. (1998). *The clinical neuropsychiatry of stroke: cognitive, behavioural, and emotional disorders following vascular brain injury*. Cambridge: Cambridge University Press.

Schell B.A.B. (2019) Willard and Spackman's Occupational Therapy (13rd edn.). Philadelphia: Wolters Kluwer

Swash, M. and Mason, S. (2002). *Hutchisons Clinical Methods* (21st ed.). London: Bailliere Tindall.

Subject Code	**RS3450**
Subject Title	**ENABLING OCCUPATION: PSYCHOSOCIAL PRACTICE**
Credit Value	4
Level	3, Year 3- Semester 1
Pre-requisites	RS2020 Foundation Psychology for Rehabilitation Professionals RS2270 Rehabilitation Psychology RS2470 OT Foundations in Human Performance RS3310 Clinical Sciences in Psychiatric Conditions
Objectives	The subject is designed to provide occupational therapy students with practical skills and knowledge to psychosocial practice in rehabilitation settings. It equips students with concepts in psychosocial rehabilitation, problem solving skills, analytical skills and practical skills. Studying this subject will facilitate students to become more competent in rendering occupational therapy service in psychiatric settings. In addition, it will help develop students' critical thinking for their personal development.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** a. understand OT theories and frames of reference in case management of clients with psychosocial and psychiatric dysfunctions b. understand and apply common psychosocial treatment techniques c. understand case management in adult and child psychiatry d. understand the role of OT under different service models
Subject Synopsis/ Indicative Syllabus	1. Theories and Principles of Psychosocial Rehabilitation 2. Assessment and Evaluation in Psychosocial Occupational Therapy 3. Social and Independent Living Skills Training 4. Family Intervention 5. Handling public and self-stigma 6. Cognitive Behavioral Therapy 7. Solution Focused Therapy 8. Therapeutic Groups 9. Occupational Therapy for Psychosis 10. Occupational Therapy for Mood Disorders 11. Occupational Therapy for Anxiety Disorders 12. Occupational Therapy for Addictive Disorders 13. Occupational Therapy for Child and Adolescent Psychiatry
Teaching/Learning Methodology	a. Lecture (13 x 2 hours) b. Tutorial / Practical (13 x 2 hours) Lectures will be delivered to cover the case management of clients suffering from different kinds of psychosocial dysfunctions and psychiatric conditions. Tutorials and case studies will be adopted for discussion on case management of clients suffering from specific psychiatric conditions. Practical sessions are for demonstration and practice of clinical skills in assessment, treatment and documentation of outcomes.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
		a	b	c	d
Examination	50	√	√	√	
Written assignment & seminar presentation	50	√	√	√	√
Total	**100 %**				

The written assignment and examination aim to assess students understanding of planning and implementation of occupational therapy in psychosocial rehabilitation, with application of relevant OT theories and frame of references.

Seminar presentation is used to enhance students' ability in integrating theories, treatment approaches and techniques in case management of patients with psychiatric conditions. Self-learning packages will be provided for students' self-directed learning. Students are also encouraged to refer to self-learning booklets and relevant web sites for learning.

Student Study Effort Expected

Class contact:	***(52 Hrs.)***
▪ Lecture	26 Hrs.
▪ Tutorial & Practical	26 Hrs.
Other student study effort:	***(88 Hrs.)***
▪ Self-Study	45 Hrs.
▪ Preparation of presentation seminar	20 Hrs
▪ Consultation with teaching faculties	5 Hrs
▪ Online Learning	18 Hrs
Total student study effort	**140 Hrs.**

Reading List and References

Required Texts:

Cara, E., & MacRae A. (2005). Psychosocial Occupational Therapy: A Clinical Practice (2nd ed.). New York: Delmar Publishers.

Christiansen, C. & Baum, C. (1991) *Occupational Therapy: Overcoming Human Performance Deficits,* NJ: Slack Inc.

Cottrell, R.P.F. (1993) *Psychosocial Occupational Therapy: Proactive Approaches,* AOTA

Liberman, R.P. (2008) *Recovery from disability – Manual of psychiatric rehabilitation, Washington, DC: American Psychiatric Publishing, Inc*

Pratt, C.W., et al. (2007) *Psychiatric rehabilitation*, MA: Elsevier Inc.

Recommended Reading:

Borg, B. (1991) *The Group System: the therapeutic activity group in Occupational Therapy,* Thorofare, NJ: Slack

Bruce, M.A. & Borg. B. (1997) *Occupational Therapy Stories: Psychosocial interaction in practice.* Thorofare, NJ: Slack

Cole, M.B. (2005) *Group Dynamics in Occupational Therapy: The Theoretical Basis and Practice Application of Group Treatment (3rd ed.),* Thorofare, NJ: Slack Inc.
Creek, J. (2008) *Occupational Therapy and Mental Health (4th Ed.),* Edinburgh ; New York : Churchill Livingstone

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

Finlay, L. (2004) ***The practice of psychosocial occupational therapy (3rd Ed.),*** Cheltenham: Nelson Thornes

Hong Kong Government (1999) *Hong Kong Review of Rehabilitation Programme Plan (2005/07)*Hong Kong: Government Printer

Hemphill, B.J. (2008) ***Assessments in occupational therapy mental health : an integrative approach (2nd ed.),*** Thorofare, NJ: Slack

Howe, M.C. (2001) ***A functional approach to group work in occupational therapy (3rd Ed.),*** Philadelphia : J.B. Lippincott

Kielhofner, G. (2008) *A Model of Human Occupation: Theory and Application,* (4th ed.) Baltimore: Williams & Wilkins.

Lamport, N.K. (2001) *Activity Analysis Handbook (4th ed.).* Thorofare, N.J.: SLACK Inc.

Law, M. C. Baum, C.M. & Dunn, W. (2005), ***Measuring occupational performance: supporting best practice in occupational therapy (2nd ed.),*** Thorofare, N.J. : Slack.

Martin, G. & Pear, J. (2011) *Behavior Modification: what is it and how to do it,* (9th ed.), Boston: Allyn & Bacon.

Scott, A. H. (ed.) (1998). New Frontiers in Psychosocial Occupational Therapy. *Occupational Therapy in Mental Health, 14* Numbers 1/2.

Recommended Web Sites for information and articles

www.schizophrenia.com
www.mentalhealth.com
www.mentalhealth.org
www.nami.org
www.mentalwellness.com
www.nimh.nih.gov

Subject Code	**RS3490** (with contribution from CLC academic staff)
Subject Title	**FOUNDATION IN TRADITIONAL CHINESE MEDICINE FOR OCCUPATIONAL THERAPY PRACTICE**
Credit Value	3
Level	3, Year 3 – Semester 1
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	1. Demonstrate an understanding of the meaning of East-meet-West integration which would inspire new ways of thinking and practice; and 2. Acquire ways of promoting personal health through an understanding of the practice of traditional Chinese health maintenance techniques and traditional Chinese therapeutics. 3. Enhance students' Chinese competence to cope with the workplace communication requirements relative to the professional training that will also facilitate life-long learning.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** a. outline the key theoretical concepts of Traditional Chinese Medicine (TCM) which is evolved from traditional Chinese philosophy; b. describe "disease prevention - health maintenance" and "health maintenance – rehabilitation" perspectives of TCM; c. demonstrate a basic understanding of the traditional Chinese "health maintenance – rehabilitation" therapeutic modalities; d. relate the integration of TCM into Occupational Therapy practice from theoretical perspective; and e. demonstrate an understanding of the possible applications of TCM within the Occupational Therapy context to the rehabilitation of different clients groups which are commonly seen in Occupational Therapy Practice. f. develop effective communication skills in Chinese (Chinese writing across discipline; give oral presentation for experts and layman).
Subject Synopsis/ Indicative Syllabus	1. Foundation theoretical systems of TCM: a. Foundation theoretical framework of TCM based on traditional Chinese philosophy including: Qi, Yin Yang, Wu Xing (the five-element theory). b. Foundation knowledge of human structure in TCM including: Zangfu; Meridians; Jin; and Qi, blood and Essence of Life and Spirit. c. Holistic view of diseases in TCM: basic concepts in aetiology, pathogenesis, diagnosis, differential diagnosis, treatment principles and treatment modalities. d. Integration of foundation theoretical framework of TCM into the theories of Occupational Therapy. 2. Application of selected branches of "health maintenance – rehabilitation" techniques of TCM: a. Tui Na as a hands-on-body treatment modality. b. Various forms of Health Qigong, Tai Chi Ch'uan as health maintenance exercises. c. Therapeutic acupoints techniques such as acupuncture and acupressure. d. Knowledge in basic Chinese Materia Medica. e. Other TCM therapeutics adjunctive to Occupational Therapy. 3. Application of TCM to rehabilitation of the following client groups in primary health care, acute care, chronic disease management in the community, including: a. Neurological diseases and psychiatric illness: e.g. stroke, depressive

<table>
<tr><td></td><td>disorder.
b. Circulatory and respiratory diseases: e.g. hypertension, chronic obstructive pulmonary disease.
c. Orthopaedic and traumatic conditions: e.g. fractures.

4. Chinese writing and oral presentation for practical communication in various contexts.

5. Professional related literacy in Traditional Chinese Medicine.

6. Chinese writing for professional activities</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Students will have the opportunity to explore the basic philosophy, theory, concepts and systems of TCM in the applied context of the classroom setting, drawing on their experiential learning and independent study experiences.

This subject would embed Chinese communication study which in turn meets the discipline-specific language requirement in Chinese

The subject will motivate the students' active participation by assigning group collaboration, individual presentation, and group discussion. Teaching materials will be presented in both printed mode and audio-visual mode. For the training of accuracy in written and spoken Chinese, students will be supplemented with materials in self-access manner. Teacher consultation will be offered to the students depending on individual needs.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td></tr>
<tr><td>Presentation</td><td>30</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr>
<tr><td>Written assignment</td><td>40</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr>
<tr><td>Practical Test</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>

Experiential learning, case studies, class discussion and student seminars will be used to enhance their learning and integration of TCM concepts in clinical practice of Occupational Therapy.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td>(46 hrs.)</td></tr>
<tr><td>▪ Lecture</td><td>14 Hrs.</td></tr>
<tr><td>▪ Tutorial/Seminar/ Practical</td><td>32 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(60 hrs.)</td></tr>
<tr><td>▪ self study</td><td>20Hrs.</td></tr>
<tr><td>▪ outside class practice</td><td>40Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>106 Hrs.</u></td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>李德新 刘燕池 (主編) (2012) 中医药学高級丛卡书 - 中医基础理论 第 2 版「十一五」国家重点图书 人民卫生出版社 ISBN-978-7-117-13896-3/R.13897

鄭洪新 (2016). 中医基础理论 全国中医药行业高等教育 “十三五”规划教材. 全国高等中医药院校规划教材 (第十版). 中国中医药出版社. ISBN：9787513236065

賴東淵, & 許昇峰 (2018). 中醫學概論 華杏出版股份有限公司. ISBN/識別</td></tr>
</table>

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凌網科技股份有限公司, & 世界圖書出版上海有限公司編輯部 (2015). 中醫基礎入門：中醫學概論 (第1版. ed.). 中版集團出版發行;上海世界圖書出版發行. 北京. ISBN：978-7-950000-54-0

羅大倫, 寶金劍, & 石猴 (2021). 圖解中醫. 經絡篇 (香港第 2 版. ed.). 中和出版有限公司

蘭云桂，經絡图解 (第三版). (2006). 福建科學技术出版社 ISBN 978-7-5335-2891-1 7.

中华人民共和国国家标准（GB/T 16751.1-1997）—中医临床诊疗术语 疾病部分; 中华人民共和国国家标准（GB/T 16751.2-1997）—中医临床诊疗术语 证候部分; 中华人民共和国国家标准（GB/T 16751.3-1997）—中医临床诊疗术语 治法部分. (1997) 国家技术监督局. https://www.bjzhongyi.com/zyb_bzhpt_detail/4573.html

紫图(著) (2006) 图解 <黃帝內經> . 陝西师范大学出版社. ISBN 7-2613-3490-7/R.41

食物及衞生局 (2021) 中醫醫院規劃 - 復康. https://www.fhb.gov.hk/cn/chinese_medicine/integrated_rehabilitation/index.html

Ng, H. P. B, Tsang, W H H, Ng, F. L. B., & So, C T. (2014). Traditional Chinese Exercises for Pulmonary Rehabilitation -Evidence from a Systematic Review. Journal of Cardiopulmonary Rehabilitation and Prevention, 34(6) 367-367. doi:10.1097/HCR.0000000000000062

許健鵬、高文柱《中國傅統康複治療學》高等醫學院校康復治療專業教材 中國・北京・東直門外香河園華夏出版社

國家体育總局健身氣功管理中心 (2017)《健身氣功。八段錦》人民體育出版社 ISBN 978-7-5009-5538-8

Gascoigne, S. (2000). The Chinese Way to Health: a Self-Help Guide to Traditional Chinese Medicine. London: Connections.

Xu, X. (2001). Principles of Traditional Chinese Medicine: the Essential Guide to Understanding the Human body. Boston: YMMA Publication Center

王力主編，《古代漢語》，1999，北京中華書局

于成鯤等主編，《中國現代應用文寫作規範叢書》，2011，上海復旦大學出版社

周錫韋复，《中文應用寫作教程》，1996，三聯書店

路德慶主編(1982) 《寫作教程》，華東師範大學出版社

邢福義、汪國勝主編（2003）《現代漢語》，華中師範大學出版社

陳建民（1994）《說話的藝術》，語文出版社

張保隆 ; 謝寶煖(2006)《學術論文寫作 : APA 規範》，台北市：華泰文化事業股份有限公司

Subject Code	**RS3491**
Subject Title	**INTRODUCTION TO TRADITIONAL CHINESE MEDICINE FOR OCCUPATIONAL THERAPY PRACTICE**
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Remarks: This DSR subject is for non-Chinese speaking students and students whose Chinese standards are at junior secondary level or below.
Objectives	1. Demonstrate an understanding of the meaning of East-meet-West integration which would inspire new ways of thinking and practice; and 2. Acquire ways of promoting personal health through an understanding of the practice of traditional Chinese health maintenance techniques and traditional Chinese therapeutics.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** a. outline the key theoretical concepts of Traditional Chinese Medicine (TCM) which is evolved from traditional Chinese philosophy; b. describe "disease prevention - health maintenance" and "health maintenance – rehabilitation" perspectives of TCM; c. demonstrate a basic understanding of the traditional Chinese "health maintenance – rehabilitation" therapeutic modalities; d. relate the integration of TCM into Occupational Therapy practice from theoretical perspective; and e. demonstrate an understanding of the possible applications of TCM within the rehabilitation of different clients groups which are commonly seen in Occupational Therapy Practice.
Subject Synopsis/ Indicative Syllabus	1. Foundation theoretical systems of TCM: a. Foundation theoretical framework of TCM based on traditional Chinese philosophy including: Qi, Yin Yang, Wu Xing (the five- element theory). b. Foundation knowledge of human structure in TCM including: Zangfu; Meridians; Jin; and Qi, blood and Essence of Life and Spirit. c. Holistic view of diseases in TCM: basic concepts in aetiology, pathogenesis, diagnosis, differential diagnosis, treatment principles and treatment modalities. d. Integration of foundation theoretical framework of TCM into the theories of Occupational Therapy. 2. Application of selected branches of "health maintenance – rehabilitation" techniques of TCM: a. Tui Na as a hands-on-body treatment modality. b. Various forms of Health Qigong, Tai Chi Ch'uan as health maintenance exercises. c. Therapeutic acupoints techniques such as acupuncture and acupressure. d. Knowledge in basic Chinese Materia Medica. e. Other TCM therapeutics adjunctive to Occupational Therapy. 3. Application of TCM to rehabilitation of the following client groups in primary health care, acute care, chronic disease management in the community, including: a. Neurological diseases and psychiatric illness: e.g. stroke, depressive disorder. b. Circulatory and respiratory diseases: e.g. hypertension, chronic obstructive

<table>
<tr><td></td><td>pulmonary disease.
c. Orthopaedic and traumatic conditions: e.g. fractures.

4. Professional related literacy in Traditional Chinese Medicine.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Students will have the opportunity to explore the basic philosophy, theory, concepts and systems of TCM in the applied context of the classroom setting, drawing on their experiential learning and independent study experiences.

The subject will motivate the students' active participation by assigning group collaboration, individual presentation, and group discussion. Teaching materials will be presented in both printed mode and audio-visual mode. Teacher consultation will be offered to students depending on individual needs.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="5">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr>
<tr><td>Project</td><td>30</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr>
<tr><td>Written assignment</td><td>40</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr>
<tr><td>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>

Experiential learning, case studies, class discussion and student seminars will be used to enhance their learning and integration of TCM concepts in clinical practice of Occupational Therapy.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td>(18 Hrs.)</td></tr>
<tr><td>▪ Tutorial/seminar/practical</td><td>18Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(88 Hrs.)</td></tr>
<tr><td>▪ Online lectures</td><td>22Hrs.</td></tr>
<tr><td>▪ Written assignment</td><td>16Hrs</td></tr>
<tr><td>▪ Project preparation</td><td>20Hrs.</td></tr>
<tr><td>▪ Outside class practice</td><td>30Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>106 Hrs.</u></td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>Gascoigne, S. (2000). The Chinese Way to Health: a Self-Help Guide to Traditional Chinese Medicine. London: Connections.
Xu, X. (2001). Principles of Traditional Chinese Medicine: the Essential Guide to Understanding the Human body. Boston: YMMA Publication Center.

Kolster, C. and Waskowiak, A. (2007). The Acupressure Atlas.
Rochester, Vermont: Healing Arts Press.

The Chinese Health Qigong Association (2007). Chinese Health Qigong: Ba Duan Jin. China: Foreign Language Press.

Deutsch, J and Anderson, E. (2008). Complementary therapies for physical therapy : g approach. St. Louis: Saunders/Elsevier.</td></tr>
</table>

Subject Category	**GUR: CLUSTER-AREA REQUIREMENTS (CAR)**
Credit Value	3

A list of CAR subjects under each of the four Cluster Areas is available at:
https://www.polyu.edu.hk/ous/GURSubjects/CAR.php

For details covering the syllabus, teaching methodology, assessment etc, please refer to the department offering the subject.

YEAR 3 SYLLABUS
SEMESTER 2

Subject Code	**RS3200**
Subject Title	**ENABLING OCCUPATION: ENVIRONMENTAL ISSUES AND ASSISTIVE TECHNOLOGY**
Credit Value	3
Level	3, Year 3 – Semester 2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	On satisfactory completion of this subject, students should be able to: 1. understand the influence of physical and social environments to people with disabilities and their interactions with human behavior 2. explain the implications of accessibility, universal design principles, and assistive technology for the rehabilitation of people with disabilities 3. integrate, develop, and apply assistive technology to the needs of clients with disabilities 4. identify current development of assistive and information technology for clients with disabilities 5. analyse and evaluate the effectiveness of modifying environments during home visits to improve the occupational therapy outcome of selected cases through case development and project work 6. relate environmental intervention as a kind of therapeutic tool in occupational therapy
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** <u>*Professional/academic knowledge and skills*</u> a. understand the relationship between environments and disabilities b. conduct assessments for barrier-free and risky environments, and perform environmental inspection inside campus and in the community facilities c. write home visit report and draw floor plan and drawings related to home modification d. evaluate wheelchair and seating e. design and develop an assistive device for persons with disability with reference to environmental issues, universal design and assistive technology principle by making use of their innovations and creative ideas, and demonstrate how OT can adapt this device to improve a person's functional performance and participation <u>*Attributes for all-roundedness*</u> f. Describe the impact of environment on people with disability g. Demonstrate skills in presentation in the form of a showcase h. Demonstrate skills in report writing in the form of e-learning
Subject Synopsis/ Indicative Syllabus	<u>Environmental Issues for People with Disabilities</u> • Theories of human-environment interaction • Environmental safety and common environmental hazards for humans • Safety environments for people with disabilities • Architectural design, anthropometrics and barrier-free environments • Home visit, environmental assessment and home modification • Architectural drawing and report writing • Case development in applying environmental issues in Occupational Therapy process <u>Adaptive Devices for People with Disabilities</u> • Assistive technology

<table>
<tr><td></td><td>

Basic principles of ergonomics and universal design
Design principles for adaptive devices, fabrication and their uses
Basic principles of 3D printing
Assistive mobility, wheelchair prescription and adaptation, wheelchair transport
Seating issues and assessment, and seating devices/ adaptations
Driving issues for the disabled

<u>IT Applications in OT and Updated Issues</u>

Adapted switches, environmental control units, computer adaptations and accessories for people with disability
Augmentative and alternative communication
Computer training software applications and virtual reality

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<tr><td>Teaching/Learning Methodology</td><td>
Lectures will cover the theory and principles of interactions between environment and people with disabilities, universal design and barrier-free environment, environmental modification, and assistive technology.

During laboratory sessions, students will role-play clients with disabilities to explore different environments, conduct environmental inspection and draw floor plan; learn the use of wheelchairs, seating adaptations, argumentative and communicative devices, as well as environmental control units, and recent development of hardware and software in information technology for people with disabilities.

Field visits include visits to housing centre, seating centre and self-help groups for people with physical disabilities.

E-learning will be used in online quiz and e-assignment. Web-based learning allows student to learn the knowledge and enhance their clinical problem ability at their own time.

During the project, students are expected to complete an assistive device in small groups and present it in the form of a demo showcase.
</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="8">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td><td>g</td><td>h</td></tr>
<tr><td>2 Mini quizzes</td><td>30</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td></tr>
<tr><td>Group presentation and competition</td><td>30</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Practical test</td><td>10</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Written assignment</td><td>30</td><td>✓</td><td></td><td>✓</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><td></td><td></td><td></td></tr>
</table>
<u>Mini quizzes</u>
Two mini quizzes (MCQs) – evaluate students' understanding in barrier-free environments, environments, assistive technology and assistive devices for people with disabilities.

<u>Written assignment</u>
Written assignment – evaluate students' ability in conducting a virtual environmental modification (write home visit report and action plan with professional diagram) in an e-learning programme.

<u>Practical test</u>
The practical test will be in line with the fieldwork practice that students are expected to be able to evaluate wheelchair and seating for people with
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	disabilities. Group presentation and competition Group presentation – design with finish product and enable students to consider the needs of people with disabilities and design principles which improves students' thinking skills and creativity.	
Student Study Effort Expected	***Class contact:***	***(56 Hrs.)***
	▪ Lecture	28 Hrs.
	▪ Laboratory practice	24 Hrs.
	▪ Fieldwork study	4 Hrs
	Other student study effort:	***(50 Hrs.)***
	▪ Literature Review	20 Hrs.
	▪ Group project	30 Hrs.
	Total student study effort	**106 Hrs.**
Reading List and References	Architectural Services Department (2008). *Universal accessibility for external areas, open spaces and green spaces*. Architectural Services Department, Hong Kong. Downloaded at http://www.archsd.gov.hk/english/knowledge_sharing/ua/index.html Bryant, D. P., & Bryant, B. R. (2012). *Assistive technology for people with* disabilities (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc. . Buildings Department (2008). *Design manual: Barrier free access*. Buildings Department, Hong Kong. Downloaded at http://www.bd.gov.hk/english/documents/code/e_bfa2008.htm de Jonge, D., Scherer, M. J., Rodger, S. (2007). Assistive technology in the workplace. St. Louis: Mosby, Inc. Federici, S, & Scherer, M. J. (2012). *Assistive technology assessment handbook*. FL: CRC Press, Taylor & Francis Group. Fong, K. N. K., & Leung, D. P. K. (2014). Preventing Falls for Older People Living in the Community. In K. W. Tong and F. N. K. Fong (Eds.), *Community Care in Hong Kong: Current Practices, Practice-Research, and Future Directions*. Hong Kong: City University of Hong Kong Press. Fong, K. N. K., & Yau, K. M. C. (in press, 2021). From assistive device to universal design: Meeting the needs of the population. In K. N. K. Fong, & K. W. Tong (in press). *Ageing Care in the Community: Current Practices, Practice-Research, and Future Directions* (Ed.). Hong Kong: City University of Hong Kong Press. Ganesan, B., Tejashwini, G., Adel, A., Fong, K., Surendra, K. M., & Tong, R. (2019). Ambient assisted living technologies for older adults with cognitive and physical impairments: a review. *European Review for Medical and Pharmacological Sciences*. https://doi.org/10.1016/j.jns.2019.116436 Hong Kong Housing Society. (2005). *Universal design guidebook for residential development in Hong Kong.* Hong Kong: Hong Kong Housing Society. Letts, L., Rigby, P., & Stewart, D. (2003). *Using environments to enable occupational performance*. NJ: SLACK Incorporated. Mayall, J. K. & Desharnais, G. (1995). *Positioning in a wheelchair* (2nd Ed.) NJ: SLACK Incorporated. Pendleton, H., & Schultz-Krohn, W. (2017). *Pedretti's occupational therapy – Practice skills for physical dysfunction* (8th ed.). St. Louis: Elsevier.	

	Schell, B. A. B., & Gillen, G. (2019). *Willard and Spackman's occupational therapy* (11th ed.). Baltimore, Maryland: Lippincott Williams & Wilkins. To, W. T. & Fong, K. N. K. (in press). Fear of falling among older adults: Measurements and interventions. In K. N. K. Fong, & K. W. Tong (in press, 2021). *Ageing Care in the Community: Current Practices, Practice-Research, and Future Directions* (Ed.). Hong Kong: City University of Hong Kong Press.

Subject Code	**RS3430**
Subject Title	**ENABLING OCCUPATION: DEVELOPMENTAL CONDITIONS**
Credit Value	3
Level	3, Year 3 – Semester 2
Co-requisite	RS3320 Clinical Sciences in Developmental Dysfunction
Objectives	To develop students' knowledge and skills to evaluate, plan and implement occupational therapy programs to the needs of children and adolescents with developmental disabilities.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** <u>*Professional/academic knowledge and skills*</u> a. understand common rehabilitation concepts for people with developmental dysfunction b. understand OT practice, OT process, OT assessment, and OT treatment to improve the functional independence in play, school, self-care and social interactions for people with developmental dysfunction c. apply assessment skills, treatment skills and clinical reasoning skills for occupational therapy for people with developmental dysfunction d. prepare and present a case report in both written and verbal formats e. evaluate the practice performance and suggest ways for improvement
Subject Synopsis/ Indicative Syllabus	1. Assessment methods and techniques for developmental dysfunction such as standardized test, developmental checklist, family interview, and observation 2. Principles and issues of treating people with developmental dysfunction 3. Occupational therapy assessment and treatment of specific developmental conditions such as prematurity, intellectual disabilities, neuromuscular disorders, pervasive developmental disorders and specific learning disorders 4. Management of specific occupation in people with developmental dysfunction such as self-care, social, play and school skills
Teaching/Learning Methodology	Lectures will cover knowledge in the clinical conditions and management. In tutorial and practical sessions, students will discuss clinical reasoning and practice the assessment and treatment skills. In group work and fieldwork visits, students will observe the clinical behaviors of cases assigned and learn the occupational therapy practice, and practice the assessment and treatment skills. There is also a case presentation and report to enable students to apply their theory and knowledge learnt and integrate into clinical practice. Self-reflection will be engaged especially on fieldwork and case presentation. a. Lecture; Tutorial/Practical b. Group work: Students' practice of assessment and treatment c. Fieldwork visits: Visit the assigned case for assessment and treatment practice d. Case presentation and case report e. Self-reflection

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
		a	b	c	d	e
Written examination	40	✓	✓	✓		
Continuous assessment on assessment and treatment plans, reports and practical skills	40		✓	✓	✓	✓
Case presentation	20	✓	✓	✓	✓	✓
Total	**100 %**					

Written examination (40%)
Written examination– aims to assess students understanding of planning and application of occupational therapy in developmental dysfunctions, with the application of relevant theories and frame of references.

Continuous assessment on assessment and treatment plans, reports and practical skills (40%)
MCQ quiz– aims to assess students' understanding of clinical reasoning, selection of assessment and management knowledge of clients with developmental dysfunction.

Written assignment—aims to evaluate students' observation skills and clinical reasoning and reporting skills in managing children's performance and behaviours.

Case presentation (20%)
Case presentation– aims to evaluate students' ability to formulate report on an occupational therapy case management plan on selected client based on fieldwork observations.

Student Study Effort Expected

Class contact:	***(44 Hrs.)***
▪ Lectures	24 Hrs.
▪ Tutorial/Practical/Seminar	20 Hrs.
Other student study effort:	***(78 Hrs.)***
▪ Fieldwork study	14 hours
▪ Consultation and discussion	10 Hrs.
▪ Self-study	54 Hrs.
Total student study effort	**122 Hrs.**

Reading List and References

Required text:
Case-Smith, J., & O'Brien, J.C. (2015). *Occupational Therapy for Children and Adolescents* (7th ed.). St. Louis: Mosby.

Reading list:
Buck, S. (2009). *More than 4 wheels. Applying clinical practice to seating, mobility and assistive technology (Ed).* ON: Therapy Now Inc.

Brazelton, T.B. & Nugent, K (2011). *Neonatal behavioral assessment scale (4th*

ed.) London: MacKeith Press.

Boyt Schell, B.A., Gillen, G. & Scaffa, M.E. (2014). *Willard & Spackman's Occupational Therapy.* (12th ed.). Philadelphia: Wolters Kluwer Health/ Lippincott Williams & Wilkins.

Boehme, Regi (1988). *Improving upper body control*. San Diego: Singular Publishing Co.

Boehme, Regi (1990). *The hypotonic child. Treatment for postural control, endurance, strength and sensory organization.* Therapy Skills Builders.

Bruni, M. (2006). *Fine motor skills in children with down syndrome: A guide for parents and professional* (2nd ed.). Bethesda, Md: Woodbine House.

Frick, S., Frick, R., Oetter, P & Richter, E. *Out of the mouth of babes*. (1996).

Heep Hong Society (2002). *Child development guide*. Hong Kong: Heep Hong Society.

Henderson, A. & Pehoski, C. (2005). *Hand function in the child. Foundations for remediation. (2nd ed.)* St. Louis: Mosby.

Kramer, P. & Hinojosa, J. (Eds.), *Frames of reference for pediatric occupational therapy* (3rd ed.,). Philadelphia, PA: Walters Kluwer, Lippincott Williams & Wilkins.

Kuhaneck, H. M., Spitzer, S. L. & Miller, E. (2008). *Activity analysis, creativity, and playfulness in pediatric occupational therapy: Making play just right*. Burlington, MA: Jones & Bartlett Learning.

Lueck, A. H. & Dutton, G.N., editors (2015). *Vision & the Brain –Understanding Cerebral Visual Impairment in Children.* NY: AFB Press.

Miller, F. (2005). *Cerebral palsy.* New York: Springer.
Morris, S.E. & Marsha D.K. (2000). Pre-feeding skills: A comprehensive resource for mealtime development. (2nd ed.). Pro-Ed Inc.

Roley, S.S., Blanche, E.I. & Schaaf, R.S.C. (2001). *Understanding the nature of sensory integration with diverse populations*. AZ: Therapy Skill Builders.

Oetter, P., Richter, E.W., & Frick, S.M. (1999). *M.O.R.E.: Integrating the mouth with sensory and postural functions. (2nd ed.).* Hugo, MN, PDP Press, Inc.

Poon, M.Y., Wong, S.K. & Ng R.S. *(2006). Occupational therapy treatment for children with specific learning difficulties.* Hong Kong. HKOTA.

Whittaker, S., Scheiman, M., & Sokol-McKay, D. A. (2016). *Low vision rehabilitation: a practical guide for occupational therapists (2nd ed.).* Thorofare, NJ: SLACK Incorporated.

Wolf, L.S., & Glass, R.P. (1992). *Feeding and swallowing disorders in infancy: Assessment and management.* AZ: Therapy Skill Builders.

葉張蓓蓓 (2003) ，《孩子不笨——感覺統合訓練手冊》香港:突破出版社。

葉張蓓蓓 (2005) ，《孩子確不笨——「百分百」感統訓練活動》香港:突破出版社。

	<u>Students web learning:</u> Blackboard based lecture notes/ normal children development videos/ case videos.

Subject Code	**RS3460**
Subject Title	**ENABLING OCCUPATION: MEDICAL & NEURO-REHABILITATION**
Credit Value	3
Level	3, Year 3 – Semester 2
Pre-requisites	RS3330 Clinical Sciences for Medical & Neurological Conditions
Objectives	To facilitate students' understanding the roles and function of occupational therapy in rehabilitation of medical and neurological cases/clients commonly referred, throughout early adolescence, adulthood and old age. In addition, to apply theories and approaches for occupational therapy practice, principles of assessment, treatment planning, re-evaluation and continuity of care relevant to medical and neurological rehabilitation.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** a. further understand and apply OT process to enable occupation b. extend from acute, sub-acute to more long term management c. appreciate the adoption of holistic approaches in assessment, intervention and community reintegration plan and actions d. conduct ongoing, valid evaluation and modify treatment plan accordingly
Subject Synopsis/ Indicative Syllabus	<u>Commonly referred medical and neurological cases for occupational therapy in Hong Kong</u> As taught in Clinical Sciences II (Medical and Neurological Conditions) such as cardiopulmonary diseases, cerebral vascular accident (CVA), traumatic brain injury (TBI), Parkinson's diseases, and terminal ill. <u>Common theories and approaches for occupational therapy intervention of medical and neurological conditions</u> a. Occupational Performance model b. Motor theories e.g. Neurodevelopmental (NDT) approach, Motor learning theory c. Cognitive-Behavioural d. Rehabilitative and Compensatory approaches <u>Case management</u> a. Clinical reasoning and integration of both clinical knowledge and existing clinical scenario <u>Assessment/evaluation-related</u> a. Areas to be evaluated during recovery/ treatment stages (e.g. state of consciousness, reflexes, sensory awareness and level of motor responses, response to verbal commands) b. Common assessment methods and tools e.g. cognitive assessments such as neurobehavioural cognitive screening examination (NCSE), Loewestein Occupational Therapy Cognitive Assessment (LOTCA) c. Need for other ancillary/community services d. Home safety and accessibility e. Return to work potential f. Precautions and preventive measures <u>Treatment process</u> Treatment considerations a. Review goals with client and family

b. Sequencing of the treatment techniques, determine the priority of these techniques
c. Recommended treatment approaches and techniques, e.g.
- increase level of response to sensory and environmental stimuli by providing structured sensory stimulation activities
- improve posture and positioning of client with abnormal tone e.g. side-lying in bed, (NDT Approach)
- increase functional independent in daily living tasks by training basic self-care (bathing, dressing, feeding and hygiene), with justified use of Rehabilitative Approach
- improve perceptual abilities to increase independence in daily living tasks by various adaptive and remedial approaches
- improve cognitive function by various cognitive remediation /training and rehabilitation approaches
- improve chronic condition self-management capacity by education and support

d. Treatment duration and frequency in relation to sensory-perceptual, motor, cognitive and emotional status of client

Evaluation process
a. Decide and develop rationale /methods to evaluate treatment efficacy and efficiency
b. Preparation for discharge
c. Follow-up care

Teaching/Learning Methodology

Lectures will cover the theory and principles of management of medical and neurological conditions, illustrate with case studies and samples of treatment plan/regime.

During tutorials sessions, students will discuss clinical reasoning, appraise evidence-based practice, and outcome measures related to the clinical conditions.

In practical classes, students will learn holistic assessment (physical, cognitive, behavioural and social) and treatment skills (ADL, IADL and functional training) and the rationale of selecting these skills. Practical sessions including guided- and self-practice will improve students' skill proficiency in assessment (selection, administration and interpretation) and treatment (prepare clients, environment and goal-direction activities).

Web-based learning allows student to learn the knowledge and enhance their clinical problem ability at their own time.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
		a	b	c	d		
Written test	40	✓	✓	✓	✓		
Practical test	20			✓	✓		
Final examination	40	✓	✓	✓	✓		
Total	**100 %**						

Written test
Two written tests (40%) – aims to assess students understanding of theory, pathology, and OT's management of people with medical and neurological conditions.

Practical test
Practical test (20%) – aims to evaluate students' clinical reasoning, selection of

<table>
<tr><td></td><td colspan="2">evaluation and treatment choice and skills in managing simulated patients with common medical and neurological conditions.

<u>Final examination</u>
Final examination (40%) – aims to evaluate students' clinical reasoning and problem-solving through treatment implementation, case management, design of treatment programmes, evaluation assessment and treatment approaches and provision of evidence based discussion on medical and neurological conditions.</td></tr>
<tr><td rowspan="9">Student Study Effort Expected</td><td>Class contact:</td><td>(38 Hrs.)</td></tr>
<tr><td>▪ Lecture</td><td>16 Hrs.</td></tr>
<tr><td>▪ Tutorial</td><td>14 Hrs.</td></tr>
<tr><td>▪ Practical (fieldwork study)</td><td>8 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(80 Hrs.)</td></tr>
<tr><td>▪ Literature search</td><td>10 Hrs.</td></tr>
<tr><td>▪ Self-study</td><td>40 Hrs.</td></tr>
<tr><td>▪ Self and group practice</td><td>30 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>118 Hrs.</u></td></tr>
<tr><td>Reading List and References</td><td colspan="2">Adamovich, B., Henderson, J., & Auerbach, S. (1985). Cognitive Rehabilitation of Closed Head Injured Patients: A Dynamic Approach. San Diego: College Hill Press.

Grieve, J.I. (1993). Neuropsychology for Occupational Therapists: Assessment of Perception and Cognition. Oxford: Blackwell Scientific Publications.

Gross, Y. & Schutz, L.E. (1986). Intervention models in neuropsychology, In B.D. Uzzell & Y. Gross (Eds.), Clinical Neuropsychology of Intervention (pp.179-204). Boston: Martinus Nijhoff.

Harding, L. & Beech, J.R. (1996). Assessment in Neuropsychology. London: Routledge.

Haken, H. (1996). Principles of Brain Functioning: A Synergetic Approach to Brain Activity, Behavior and Cognition. Berlin: Springer-Verlag.

Holden, U. (1988). Neuropsychology and Ageing: Definitions, Explanations, and Practical Approaches. London: Croom Helm.

Okkema, K. (1993). Cognition and Perception in Stroke Patient: A Guide to Functional Outcomes in Occupational Therapy. Gaithersburg, Md.: Aspen Publishers.

Pendleton, H.M. (2018). Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction (8th edn). Missouri: Mosby.

Pressley, M. (1995). Cognition, Teaching, and Assessment. New York: Harper Collins College Publishers.

Prigatano, G. (1986). Neuropsychological Rehabilitation after Brain Injury. Baltimore: Johns Hopkins University Press.</td></tr>
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	Reed, S.K. (1996). *Cognition: Theory and Applications.* Pacific Grove: Books/Cole Publishing Co. Radmomski, M.V. (2014). Occupational Therapy for Physical Dysfunction (7th edn). Philadelphia: Lippincott Williams & Wilkins Sohlberg, M.M. & Mateer, C.A. (1989). *Introduction to Cognitive Rehabilitation: Theory and practice.* New York: Guilford.

Subject Code	**RS3480**
Subject Title	**OT THEORY & PROCESS II**
Credit Value	3
Level	3, Year 3 – Semester 2
Pre-requisite	RS2200 OT Theory & Process I
Objectives	Using teaching approach aligned with PolyU's conceptualization of the 'learning to learn' multidimensional ability model, the unit aims to enable students to develop skills in the following areas: 1. applying the OT theory in real case management through clinical reasoning and collaborative teamwork; 2. conducting reflective practice in analysing the efficacy of OT in clinical applications; 3. developing self-directed lifelong learning attitude prior entry into professional practice in OT.
Intended Learning Outcomes	***Upon completion of the subject, students will be expected to:*** *Professional/academic knowledge and skills* a. analyse critically the effectiveness of different frames of reference in practice appropriate to enable occupation performance of clients in local context; b. apply efficiently the core therapeutic approaches in occupational therapy; these include professional reasoning, reflective practice, client-centred approach, activity analysis, and therapeutic use of self and the environment; c. critically appraise the intervention and evaluation process in occupational therapy; these include evidence-based practice, safety precaution, and documentation of occupation-based intervention; d. adopt reflective practice in professional ethics, values, and responsibilities; e. communicate clearly and effectively, and be able to work as member of treatment team efficiently. *Attributes for all-roundedness* f. demonstrate critical and creative thinking in formulation of solutions and problems identification while cross-referencing to previous learning and lived experience; g. adopt self-directed learning for lifelong learning in developing into an OT professional; h. reflect on their social responsibility and apply the ethical practice of OT profession all time; i. be aware of the role and functions of local and global professional bodies; j. be sensitive and responsive to cultural diversity in OT practice.
Subject Synopsis/ Indicative Syllabus	1. Current trends of occupational therapy practice in local practice and around the world; 2. Types of clinical reasoning skills and reflective practice; 3. Advanced application of activity analysis, therapeutic use of self and the environment in the intervention process; 4. Formulation of OT assessment and interventions through the application of frames of references in practice and therapeutic approaches; 5. Roles and functions of occupational therapy in an interdisciplinary healthcare team;

<table>
<tr><td></td><td>6. Code of practice and ethical concerns in OT practice.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Related concepts are grouped together and presented in a series of lectures, tutorials, and online resources. Learning of the concepts is reinforced and facilitated using online discussion, presentations, and individual and group assignments.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="10">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>A</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td><td>g</td><td>h</td><td>i</td><td>j</td></tr>
<tr><td>Course work</td><td>60</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Examination</td><td>40</td><td>✓</td><td>✓</td><td>✓</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="10"></td></tr>
</table>
<u>Course work</u>
Course work (60%) – includes tutorial participation and individual and group assignments that focus on the analysis of theories in practice and development of essential skills in occupational therapy.

<u>Examination</u>
Examination (40%) – will evaluate the students' understanding and application of the concepts in practice scenarios.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td>(39 Hrs.)</td></tr>
<tr><td>▪ Lecture</td><td>13 Hrs.</td></tr>
<tr><td>▪ Tutorial</td><td>26 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(69 Hrs.)</td></tr>
<tr><td>▪ Self-study</td><td>24 Hrs.</td></tr>
<tr><td>▪ Assignment</td><td>45 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>108 Hrs.</u></td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td><u>Required texts:</u>
Schell, B., & Gillen, G. (2018). Willard and Spackman's Occupational Therapy (13rd ed.): Wolters Kluwer Health.

Sladyk, K., Jacobs, K., & MacRae, N. (2010), Occupational therapy essentials for clinical competence. Thorofare, NJ: SLACK Inc.

<u>Recommended texts:</u>
Cole, M. B., & Tufano, R. (2008). Applied theories in occupational therapy: a practical approach. Thorofare, NJ: SLACK Inc.

Curtin, M., Molineux, M., & J. Supyk-Mellson, J. (2010), Occupational therapy and physical dysfunction: enabling occupation (sixth ed.). Edinburgh: Churchill Livingstone/Elsevier.
Duncan, E. A. S. (2008). Skills for practice in occupational therapy. Edinburgh; New York: Elsevier.

Hinojosa, J., & Kramer, P. (2010). Frames of reference for pediatric occupational therapy (Vol. 3). Baltimore, Md.: Lippincott Williams & Wilkins.

Kielhofner, G. (2009). Conceptual foundations of occupational therapy practice (4th ed.). Philadelphia: F.A. Davis Co.

Schön, D. A. (1983). The reflective practitioner: how professionals think in</td></tr>
</table>

	action. New York: Basic Books. Schell, B. A. B., & Schell, J. W. (2008). Clinical and professional reasoning in occupational therapy. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Subject Code	**RS4050** (with contribution from ELC academic staff)
Subject Title	**CAPSTONE PROJECT**
Credit Value	3
Level	4, Year 3-Semester 2 to Year 4-Semester 1
Pre-requisite	RS2050 Research Method and Statistics
Objectives	1. To consolidate students' learning experience accumulated over the entire undergraduate course in a project 2. To help to prepare students for professional practice in the workplace, for further academic pursuits, for future lifelong learning, and for developing their generic competencies 3. To enhance students' ability to use English in a clear, systematic and scientific manner in professional practice. 4. To facilitate students to learn 'how to learn' in order to prepare them to be independent problem solvers and life-long learners.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** <u>Professional/academic knowledge and skills</u> a. Demonstrate initiative, independence and the ability to solve problems during the pursuit of a defined project. b. Select suitable information from the scientific literature, justify, design and interpret project and service work. c. Integrate learning experiences accumulated over the entire undergraduate course within the specific objectives of the project. d. Understand and integrate the interrelationships between project rationale, project design/methodology, service needs for the population and final project outcomes. e. Present the results of the project, in English, orally and in writing, in a clear, systematic and scientific manner. <u>Attributes for all-roundedness</u> f. seek knowledge by referring to reference materials in related topics g. demonstrate logical and systematic ways of analyzing and disseminating information collected. h. work as a team in organization and presentation of the project. i. demonstrate ability of learning to learn.
Subject Synopsis/ Indicative Syllabus	Within the subject, a range of learning experiences, including research experiences and service-learning opportunities, will be provided to allow the students to integrate subject content learned in the program. In addition, this discipline-specific subject will provide training for students in the effective use of English in verbal and written presentations of project reports. The project will represent a component of an on-going project or a new venture (e.g. pilot project). The project is composed of multiple components including: literature review, data collection, preliminary data analysis, drawing clinical applications from the results of project, identification of the service needs in the community, and provision of such services to the target population. Projects may reflect different areas and approaches, such as: • experiment-based (e.g., measures of change, reliability); • service-based (e.g., 'needs' assessment, develop/evaluate exercise or intervention programmes);

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survey-based (e.g., quality of life measures, profile of continuing education);
observation-based (e.g., interactions between clients and rehabilitation professionals, rehabilitation team interactions);
interview-based (e.g., client's perception of service/intervention, impact of disability on client's daily living),
aids and technology development (e.g., develop/adapt an assistive device/aid), or
literature review-based (e.g., detailed review on efficacy of a specific intervention, development of social policy)

This project study aims to meet the institutional objectives of
<ol type="a">
critical thinking and problem-solving abilities;
creativity and innovation;
global outlook;
leadership and teamwork skills;
entrepreneurship
effective use of English in the chosen discipline

</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Independent study is the primary mode of learning. It is focused on a specific project with identified objectives. Students will form small groups and undertake an independent project under the guidance of a project supervisor. The guidance may take the form of regular meetings, laboratory sessions, tutorials and/or consultations during field visits.

Part of the teaching and learning activities will be delivered by the English Language Centre (ELC) to enhance students' skills in using English in a systematic and scientific manner in their oral and written project reports.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="9">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td><td>g</td><td>h</td><td>i</td></tr>
<tr><td>Individual assessment (viva)</td><td>10</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr>
<tr><td>Participation in activities (continuous assessment)</td><td>10</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr>
<tr><td>Written report</td><td>60</td><td></td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr>
<tr><td>Presentation</td><td>15</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr>
<tr><td>Self-reflection on 'Self learn-to-learn capability'</td><td>5</td><td>√</td><td>√</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="9"></td></tr>
</table>

Individual Assessment and Continuous Assessment (total of 20%) – achieve intended learning outcomes (a-d) through continuous assessment and a viva examination, with regard to active participation and critical analysis of each student.

Written Report (60%) – achieve intended learning outcomes (b-g) through completion of a written report in the format of a manuscript for publication. The ELC will assess students' use of English in the final written reports submitted, and this assessment contributes to 15% of the written report.

Presentation (15%) - achieve intended learning outcomes (a-g) through a scientific oral presentation.

Self-reflection on 'Self learn-to-learn capability' (5%) - achieve intended learning outcomes (a,b,f,g and i) through a self-reflection essay.</td></tr>
</table>

Student Study Effort Required	***Class contact:***	***(29 Hrs.)***
	▪ Seminars	16 Hrs.
	▪ Seminars and consultation sessions conducted by the ELC on the use of English in oral and written project reports	13 Hrs.
	Other student study effort:	***(130 Hrs.)***
	▪ Independent study + discussion time with supervisor(s) + group-related activities	130 Hrs.
	Total student study effort	**<u>159 Hrs.</u>**
Reading List and References	**Recommended Reading:** Cooper, H.M. (1998). *Synthesizing research: A guide for literature reviews (applied social research methods).* 3rd Ed. London: Sage Publication. Hicks, C.M. (2009). *Research methods for clinical therapist: Applied project design and analysis.* 5th Ed. Edinburg: Churchill Livingstone Ottenbacher, K.J. (1986). *Evaluating Clinical Change: Strategies for Occupational and Physical Therapists.* Baltimore: Williams & Wilkins. Portney, L.G. & Watkins, M.P. (2009). *Foundations of Clinical Research: Applications to Practice. 3nd ed*. Upper Saddle River, New Jersey: Prentice-Hall Inc	

YEAR 3 SYLLABUS
SUMMER PERIOD

Subject Code	**RS32500**
Subject Title	**CLINICAL EDUCATION II**
Credit Value	7
Level	3, Year 3 – Summer Period
Pre-requisites	RS22401 Clinical Education 1A RS22402 Clinical Education 1B RS3200 Enabling Occupation: Environmental Issues and Assistive Technology RS3430 Enabling Occupation: Developmental Conditions RS3450 Enabling Occupation: Psychosocial Practice RS3410 Enabling Occupation: Musculoskeletal Rehabilitation RS3460 Enabling Occupation: Medical & Neuro-Rehabilitation RS3480 OT Theory & Process II
Objectives	This subject provides students with the opportunity to consolidate and apply occupational therapy knowledge, attitudes and skills learned in school to assess, plan, implement, evaluate, and modify occupational therapy interventions for clients suffering from common conditions in Hong Kong, under the guidance of clinical educators. It also provides students with the opportunity to communicate and function appropriately as a member of the health care team, and prepares students for the study of advanced studies in Year IV.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** *Professional/academic knowledge and skills* 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 d. modify occupational therapy intervention programme designed for clients as required e. interact with clients and health care team member appropriate to the professional standard f. identify occupational therapy related problems encountered in the clinical field to prepare for further in-depth enquires and studies g. present verbal and written occupational therapy reports as one of the effective means of professional communications *Attributes for all-roundedness* h. search for and review relevant reference materials to enhance learning i. develop independent and active learning j. work with group mates and other members in the team in the learning activities k. present both written and verbal reports
Subject Synopsis/ Indicative Syllabus	1. Professional code of ethics and expectations of students' behaviours in clinical setting 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 3. Planning of intervention programme according to the problem identified 4. Implementation of occupational therapy activities and skills to improve the occupational performance of clients e.g. splint-making skill, pressure therapy,

<table>
<tr><td></td><td>training of daily living task, group work and sensory integration therapy
5. Evaluation of clients' occupational performance
6. Recording and reporting on clients' occupational performance in case conferences, ward rounds, patients' record etc.
7. Students are given with the following to provide feedback for improvement
• Discussion time
• Opportunities for peer / group learning
• Continuous assessment / feedback to students
• Monitoring and evaluation of program</td></tr>
<tr><td>Teaching/Learning Methodology</td><td><u>Clinical Practice in Clinical Settings Supervised by Clinical Educator</u>
a. Clinical observations enable students to understand and clarify functional problems of clients with disability and the use of occupational therapy assessments and interventions in clinical practice
b. Hands-on practice provides students with structured opportunities to plan and implement occupational therapy assessments and interventions under the guidance of clinical educators
c. Tutorials enable students to clarify questions, discuss topics of clinical interest, and consolidate the integration of clinical knowledge and practice</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td>Intended subject learning outcomes to be assessed</td></tr>
<tr><td>A - K</td></tr>
<tr><td>Continuous assessments</td><td>100</td><td>As a whole</td></tr>
<tr><td>Total</td><td>100 %</td><td></td></tr>
</table>
<u>Continuous assessments</u>
Continuous assessments towards overall grade (100%) – are appropriate as students' professional competence in terms of attitude, knowledge and skills are continuously developed and evaluated throughout the period of clinical education.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Clinical contact:</td><td>(280 Hrs.)</td></tr>
<tr><td>▪ Clinical practice</td><td>280 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(127 Hrs.)</td></tr>
<tr><td>▪ Pre-and post-clinical seminars</td><td>7 Hrs.</td></tr>
<tr><td>▪ Self-study</td><td>120 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>407 Hrs.</u></td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>Nil</td></tr>
</table>

YEAR 4 SYLLABUS
SEMESTER 1

Subject Code	**RS4050** (with contribution from ELC academic staff)
Subject Title	**CAPSTONE PROJECT**
Credit Value	3
Level	4, Year 3-Semester 2 to Year 4-Semester 1
Pre-requisite	RS2050 Research Method and Statistics
Objectives	1. To consolidate students' learning experience accumulated over the entire undergraduate course in a project 2. To help to prepare students for professional practice in the workplace, for further academic pursuits, for future lifelong learning, and for developing their generic competencies 3. To enhance students' ability to use English in a clear, systematic and scientific manner in professional practice. 4. To facilitate students to learn 'how to learn' in order to prepare them to be independent problem solvers and life-long learners.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** <u>Professional/academic knowledge and skills</u> a. Demonstrate initiative, independence and the ability to solve problems during the pursuit of a defined project. b. Select suitable information from the scientific literature, justify, design and interpret project and service work. c. Integrate learning experiences accumulated over the entire undergraduate course within the specific objectives of the project. d. Understand and integrate the interrelationships between project rationale, project design/methodology, service needs for the population and final project outcomes. e. Present the results of the project, in English, orally and in writing, in a clear, systematic and scientific manner. <u>Attributes for all-roundedness</u> f. seek knowledge by referring to reference materials in related topics g. demonstrate logical and systematic ways of analysing and disseminating information collected. h. work as a team in organization and presentation of the project. i. demonstrate ability of learning to learn.
Subject Synopsis/ Indicative Syllabus	Within the subject, a range of learning experiences, including research experiences and service-learning opportunities, will be provided to allow the students to integrate subject content learned in the program. In addition, this discipline-specific subject will provide training for students in the effective use of English in verbal and written presentations of project reports. The project will represent a component of an on-going project or a new venture (e.g. pilot project). The project is composed of multiple components including: literature review, data collection, preliminary data analysis, drawing clinical applications from the results of project, identification of the service needs in the community, and provision of such services to the target population. Projects may reflect different areas and approaches, such as: • experiment-based (e.g., measures of change, reliability); • service-based (e.g., 'needs' assessment, develop/evaluate exercise or intervention programmes);

<table>
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survey-based (e.g., quality of life measures, profile of continuing education);
observation-based (e.g., interactions between clients and rehabilitation professionals, rehabilitation team interactions);
interview-based (e.g., client's perception of service/intervention, impact of disability on client's daily living),
aids and technology development (e.g., develop/adapt an assistive device/aid), or
literature review-based (e.g., detailed review on efficacy of a specific intervention, development of social policy)

This project study aims to meet the institutional objectives of
<ol type="a">
critical thinking and problem-solving abilities;
creativity and innovation;
global outlook;
leadership and teamwork skills;
entrepreneurship;
effective use of English in the chosen discipline

</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Independent study is the primary mode of learning. It is focused on a specific project with identified objectives. Students will form small groups and undertake an independent project under the guidance of a project supervisor. The guidance may take the form of regular meetings, laboratory sessions, tutorials and/or consultations during field visits.

Part of the teaching and learning activities will be delivered by the English Language Centre (ELC) to enhance students' skills in using English in a systematic and scientific manner in their oral and written project reports.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="9">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>C</td><td>d</td><td>e</td><td>f</td><td>g</td><td>h</td><td>i</td></tr>
<tr><td>Individual assessment (viva)</td><td>10</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr>
<tr><td>Participation in activities (continuous assessment)</td><td>10</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr>
<tr><td>Written report</td><td>60</td><td></td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr>
<tr><td>Presentation</td><td>15</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr>
<tr><td>Self-reflection on 'Self learn-to-learn capability'</td><td>5</td><td>√</td><td>√</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="8"></td><td></td></tr>
</table>

Individual Assessment and Continuous Assessment (total of 20%) – achieve intended learning outcomes (a-d) through continuous assessment and a viva examination, with regard to active participation and critical analysis of each student.

Written Report (60%) – achieve intended learning outcomes (b-g) through completion of a written report in the format of a manuscript for publication. The ELC will assess students' use of English in the final written reports submitted, and this assessment contributes to 15% of the written report.

Presentation (15%) – achieve intended learning outcomes (a-g) through a scientific oral presentation.

Self-reflection on 'Self learn-to-learn capability' (5%) - achieve intended</td></tr>
</table>

	learning outcomes (a,b,f,g and i) through a self-reflection essay.	
Student Study Effort Required	***Class contact:***	***(29 Hrs.)***
	▪ Seminars	16 Hrs.
	▪ Seminars and consultation sessions conducted by the ELC on the use of English in oral and written project reports	13 Hrs.
	Other student study effort:	***(130 Hrs.)***
	• Independent study + discussion time with supervisor(s) + group-related activities	130 Hrs.
	Total student study effort	**<u>159 Hrs.</u>**
Reading List and References	**Recommended Reading:** Cooper, H.M. (1998). *Synthesizing research: A guide for literature reviews (applied social research methods).* 3rd Ed. London: Sage Publication. Hicks, C.M. (2009). *Research methods for clinical therapist: Applied project design and analysis.* 5th Ed. Edinburg: Churchill Livingstone Ottenbacher, K.J. (1986). *Evaluating Clinical Change: Strategies for Occupational and Physical Therapists.* Baltimore: Williams & Wilkins. Portney, L.G. & Watkins, M.P. (2009). *Foundations of Clinical Research: Applications to Practice. 3nd ed*. Upper Saddle River, New Jersey: Prentice-Hall Inc	

Subject Code	**RS4270**
Subject Title	**ENABLING OCCUPATION: AGEING AND GERIATRIC PRACTICE**
Credit Value	3
Level	4, Year 4 – Semester 1
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	To develop students with the clinical knowledge and skills essential for occupational therapy management of geriatric clients.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** *Professional/academic knowledge and skills* a. describe the global and local trends of ageing population and analyse their implications on occupational therapy practice b. apply the knowledge of aging theories and age-related changes in various bodily systems to discuss multi-faceted clinical problems of older people c. discuss the occupational therapy practice across different levels of geriatric rehabilitation – acute, sub-acute, home/community-based, long-term care, and primary care d. select and administer suitable clinical measures for geriatric clients and make accurate interpretation of assessment findings for treatment planning e. demonstrate clinical reasoning skills in the occupational therapy management of selected geriatric conditions *Attributes for all-roundedness* f. search and review relevant reference materials g. consolidate learning skills of independent learning and critical thinking h. present both written and verbal reports at a professional standard
Subject Synopsis/ Indicative Syllabus	1. Global and local trends of aging population and its implications on healthcare and rehabilitation 2. Aging theories and age-related changes in different bodily systems 3. Choice and analysis of occupational therapy assessments in geriatric practice • Sensori-motor • Physical and functional competence • Mental competence and cognitive functioning • Neuropsychiatric and behavioural symptoms • Psychosocial functioning • Engagement and wellbeing 4. Occupational therapy management for specific geriatric conditions • Mental health conditions • Falls and home safety • Frail conditions 5. Occupational therapy practice at various level of rehabilitation • Acute care • Rehabilitation / extended care • Home/community-based rehabilitation • Long-term care / end-of-life

Teaching/Learning Methodology

Lectures are used to equip students with the up-to-date knowledge and principles of occupational therapy management for the geriatric population.

Active and inquiry-based learning pedagogies are used for seminars and tutorials in which in-depth case studies are used to support students' consolidation of professional knowledge and clinical skills in geriatric practice.

Visits and service learning will be arranged for students to learn the OT practice of geriatric clients in real clinical settings.
The e-learning website is used as a supplementary learning platform in which students are recommended to study the learning materials, interactive learning activities and case-based studies for tutorials and/or seminars.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed							
		a	b	c	d	e	f	g	h
Seminar presentation	20		✓	✓			✓	✓	✓
Case study	40		✓	✓	✓	✓	✓	✓	✓
Examination	40	✓	✓	✓	✓	✓	✓	✓	✓
Total	**100 %**								

Seminar presentation
Seminar presentations (20%) – are used to evaluate students' understanding of a study topic related to ageing and geriatric practice.

Case study
Case study report (40%) – is used to evaluate students' application of frames of reference and clinical reasoning skills for the occupational therapy management of geriatric clients.

Examination
Examination (40%) – comprises essay-type questions and short questions and is used to evaluate students' overall understanding of the course.

Student Study Effort Expected

Class contact:	***(39 Hrs.)***
▪ Lecture	12 Hrs.
▪ Tutorial / Seminar	27 Hrs.
Other student study effort:	***(68 Hrs.)***
▪ Fieldwork study	8 Hrs.
▪ Independent Study	30 Hrs.
▪ E-learning and other study activities	30 Hrs.
Total student study effort	**107 Hrs.**

Reading List and References

Recommended texts:

Lewis, S. C. (2003). *Elder Care in Occupational Therapy* (2nd ed.). Thorofare, NJ: Slack Incorporated.

McIntyre, A. (2011). Occupation analysis and successful ageing. In L. Mackenzie & G. O'Toole (Eds.), *Occupation analysis in practice* (pp. 280-296). Chichester: Blackwell Pub.

	O'Toole, G., Ashby, S., & Fussell, M. (2011). Dementia and occupation analysis. In Mackenzie, L., & O'Toole, G. *Occupation analysis in practice.* (pp. 163-176) Blackwell Pub. Pendleton, Schultz-Krohn, & Schultz-Krohn, Winifred. (2018). *Pedretti's occupational therapy : practice skills for physical dysfunction* (Eighth edition..). Elsevier. Perrin, T., May, H., & Anderson, E. (2008). *Wellbeing in dementia : an occupational approach for therapists and carers* (2nd ed..). Churchill Livingstone. Pizzi, M. A., & Smith, T. M. (2010). Promoting successful aging through occupation. In M. E. Scaffa, S. M. Reitz & M. Pizzi (eds.), *Occupational therapy in the promotion of health and wellness* (pp. 454-469). Philadelphia: F.A. Davis Co. Sirven, Malamut, Sirven, Joseph I, & Malamut, Barbara L. (2008). *Clinical neurology of the older adult* (2nd ed..). Wolters Kluwer Health/Lippincott Williams & Wilkins. Barney, Karen Frank, & Perkinson, Margaret A. (2015). *Occupational Therapy with Aging Adults: Promoting Quality of Life through Collaborative Practice*. https://doi.org/10.1016/C2009-0-41286-8 Atwal, Anita, & McIntyre, Ann. (2013). Occupational Therapy and Older People (2nd ed.). John Wiley & Sons, Incorporated. Pozzi, Christian, Lanzoni, Alessandro, Graff, Maud J. L, & Morandi, Alessandro. (2020). *Occupational Therapy for Older People*. Springer International Publishing AG.

Subject Code	**RS4280**
Subject Title	**ENABLING OCCUPATION: HOME AND COMMUNITY PRACTICE**
Credit Value	3
Level	4, Year 4 – Semester 1-2
Pre-requisite	Nil
Objectives	By completing this subject, the students will be able to develop the essential knowledge and skill needed for practice in home and community occupational therapy. This subject also prepared the students to develop a positive attitude and the efficacy to provide service to a wide variety of clients in home and community practice.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** *Professional/academic knowledge and skills* a. design and provide intervention to enable occupation in home and community through a service project b. demonstrate skills in service or programme development, implementation, and evaluation c. develop partnership and work closely with health and human service professionals in home and community practice d. apply the OT academic knowledge and professional skills they have acquired to deal with the clients' need in local NGO setting e. demonstrate and evaluate the contribution of the profession to a diverse group of stakeholders, partners, clients in community settings. f. plan and implement service projects that will reflect on the role and responsibilities of occupational therapists working in home and community settings. *Attributes for all-roundedness* develop the following core skills that contribute to success in community practice: g. demonstrate critical and creative thinking h. demonstrate lifelong learning skills and self-directed learning ability i. demonstrate effective communication, teamwork, and leadership skills j. be sensitive to cultural diversity and ethical issues k. demonstrate empathy for people in need and contribute to the well-being of those in need. l. demonstrate a strong sense of civic responsibility
Subject Synopsis/ Indicative Syllabus	1. Essential practice, case management, service development skills for home and community occupational therapy in local practice 2. Effective team work and problem solving skills in service-learning projects 3. Existing NGO community and home rehabilitation (Occupational therapy)

services in Hong Kong

4. The work environment for occupational therapists in the healthcare, social welfare and education systems in Hong Kong
5. Roles and functions of occupational therapy in a community health care or social service team, or in educational settings.
6. Formulation of OT interventions in home and community practice
7. The OT service/intervention should encounter the societal needs/community needs
8. Cultural relevant and ethical considerations to the project
9. Evaluation of service outcome and presentation to stakeholders of partnership

Teaching/Learning Methodology

Lectures and Tutorials

Students will learn the core knowledge in this subject in a short series of lectures, tutorials, and online resources. The lecture and tutorials will provide the essential skills and knowledge, and help students to understand the practice environment in community OT. The knowledge will be consolidated through service learning.

Service Learning Project

Students will work in groups in the service learning project. Each group will deliver the service to one client group at one community site. The service may include development of training protocol for specific client's group, environmental assessment to enhance safety for workers and clients and providing treatment activity to various clients groups.

Students are required to provide at least 40 hours of service. The service activities will emphasize direct interactions with clients which will enhance the students' ability to interact with community clients and understand their needs. The project will be supervised by NGO colleagues and faculty staff to ensure the context is professional related activity and also assist our students to apply those knowledge and skills through the service or project. Grading of each student based on active participation during the service or project.

Reflection

Students are required to keep a reflective journal throughout the course. Before the service, they will reflect on their expectations of what they can learn about community OT through the service-learning experience. During the service-provision period, they will reflect on their reaction to the experience. After they have completed the service, they will reflect on what they have learned with respect to civic responsibility and professional knowledge in OT.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed											
		A	b	c	d	e	f	g	h	i	j	k	l
Participation in service	20	✓	✓	✓	✓	✓				✓	✓		
Reflective Journal	40	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Peer assessment	10							✓	✓	✓	✓	✓	✓
Written project report and Presentation (group)	30	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Total	**100%**												

<table>
<tr><td></td><td colspan="2">Independent learning in the context of project work group is the primary mode of learning. Students will form groups and undertake a service learning project under the guidance of a supervisor. The guidance may take the form of regular meetings, tutorials, on site supervision, and consultations.

Student performance is assessed through continuous assessment on an individual (70%) and group basis (30%)

1. Participation in service: each student should met the hours required for preparation and implementation of their service. Indicate clearly their role and duties in the service, and supervisors would give this participation based on their observation.
2. Reflective journals (Individual assignment): each student are required to reflect on their experience and learning in the project. They need to write on how they see the contribution of and barrier to OT practice in community and home settings, and how their own personal qualities, values, and attitude may contribute to community service and professional practice.
3. Peer assessment and viva: group members in the same project group would give ratings to each other on their participation and contribution to the project.
4. Written project report: the service project group would submit a report which describe the planning, organization, implementation and evaluation of the project.
5. Presentation: the project groups would present their projects to supervisors, as well as other stakeholders (e.g. collaborative partners, client interest groups), and it would be jointly graded by the audience.</td></tr>
<tr><td rowspan="9">Student Study Effort Expected</td><td>Class contact:</td><td>(54 Hrs.)</td></tr>
<tr><td>▪ Lecture</td><td>8 Hrs.</td></tr>
<tr><td>▪ Tutorial & Seminar Presentation</td><td>6 Hrs.</td></tr>
<tr><td>▪ Fieldwork (Community service)</td><td>40 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(80 Hrs.)</td></tr>
<tr><td>▪ Self study</td><td>20 Hrs.</td></tr>
<tr><td>▪ Preparation of reflective journal</td><td>20 Hrs.</td></tr>
<tr><td>▪ Group work: preparation of project, assignments, and presentation</td><td>40 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>134 Hrs.</u></td></tr>
<tr><td colspan="2">The service will be started at 1st semester of Year 4. The length, frequency and location of the service will be dependent on the needs of the service sites.</td></tr>
<tr><td>Reading List and References</td><td colspan="2"><u>Required text:</u>

Horowitz, Bp; Wong, SD (2011). Service Learning: PROMOTES OCCUPATIONAL THERAPY GERONTOLOGY EDUCATION AND PRACTICE. Gerontologist, 2011 Nov, Vol.51 Supp 2, pp.478-478

Janse van Rensburg, Elize (2018). A framework for occupational enablement to</td></tr>
</table>

	facilitate social change in community practice. Canadian Journal of Occupational Therapy, October 2018, Vol.85(4), pp.318-329 Mackenzie, L. (2011). Occupation analysis and the home and community environment. In L. Mackenzie & G. O'Toole (Eds.), Occupation analysis in practice (pp. 81-98). Chichester: Blackwell Pub. Maloney, S. Margaret ; Griffith, Kristen (2013.) Occupational Therapy Students' Development of Therapeutic Communication Skills During a Service-Learning Experience Occupational Therapy in Mental Health, 2013, Vol.29(1), p.10-26 Meyers, S. K. (2010). The beginning of community-based occupational therapy Community practice in occupational therapy : a guide to serving the community (pp. 3-13). Sudbury, Mass.: Jones and Bartlett Publishers. Parmenter, Vanessa ; Thomas, Holly (2015) WOW! Occupational therapy education and experiential service learning through community volunteering. The British journal of occupational therapy, 2015-04, Vol.78 (4), p.241-252. Milton, Lauren E ; Otty, Robyn (2018) Innovations in Occupational Therapy Education: The Centralized Service Learning Model. Journal of occupational therapy education, 2018-01-01, Vol.2 (1). McCarthy, Karen ; McCarthy, Marian (2019) Elevating Student Understanding: Irish Occupational Therapy Students' Experience of a Service Learning Project. Journal of occupational therapy education, 2019-01-01, Vol.3 (3). Janse van Rensburg, Elize ; van der Merwe, Tania Rauch ; Erasmus, Mabel A (2019) Community outcomes of occupational therapy service learning engagements: perceptions of community representatives. South African Journal of Occupational Therapy, 2019-04-01, Vol.49 (1), p.12-18. <u>Recommended texts:</u> Bazyk, S. (Ed.). (2011). Mental health promotion, prevention , and intervention with children and youth. Bethesda, MD: American Occupational Therapy Association. Crepeau, E. B., Cohn, E. S., & Schell, B. A. B. (2009). Willard & Spackman's occupational therapy (11th ed.). Philadelphia, PA: Lippincott Williams & Wilkins. Curtin, M. Molineux, M. & J. Supyk-Mellson, J. (2010), Occupational therapy and physical dysfunction: enabling occupation (6th ed.). Edinburgh: Churchill Livingstone/Elsevier. Duncan, E. A. S. (2008). Skills for practice in occupational therapy. Edinburgh ; New York: Elsevier. Flecky, K. & Gitlow, L. (2011). Service-learning in occupational therapy education: philosophy and practice. Sudbury, MA: Jones and Bartlett Publishers. Kathleen Flecky; Lynn Gitlow (2011) Service-learning in occupational therapy education : philosophy and practiceSudbury, Mass. : Jones and Bartlett Publishers Marjorie E Scaffa Maggie Reitz;; ebrary, Inc. (2013) Occupational therapy in

	community-based practice settingsPhiladelphia, Pa. : F.A. Davis Company 2013 2nd ed.. Meyers, S.K. (2010). Community Practice in occupational therapy: A guide to serving the community. Sudbury, MA: Jones and Bartlett Publishers. Sladyk, K. Jacobs, K. & MacRae, N. (2010), Occupational therapy essentials for clinical competence. Thorofare, NJ: SLACK Inc. Scaffa, M.E., Reitz, S.M., Pizzi, M.A. (2010). Occupational therapy in the promotion of health and wellness. Philadelphia, PA: F. A. Davis Company.

Subject Code	**RS4600**
Subject Title	**OCCUPATIONAL THERAPY IN VOCATIONAL REHABILITATION**
Credit Value	3
Level	4, Year 4 – Semester 1
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	By completing this subject, students will be able to demonstrate an understanding of the return-to-work process of clients suffering from different kinds of physical and psychiatric conditions, work-related injuries, and developmental disabilities as well as to apply knowledge in work/vocational rehabilitation to design training programmes for improving return-to-work outcomes of them.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** <u>*Professional/academic knowledge and skills*</u> a. differentiate the difference between occupational rehabilitation, work rehabilitation, vocational rehabilitation and industrial rehabilitation b. criticize the use of different assessment packages for identifying the work-related needs of clients c. formulate work training strategies for improving work-related outcomes of physical, psychiatric and work-injury clients d. design specific work training and placement programme for clients e. appraise different principle, models and process of vocational rehabilitation f. evaluate practice of work rehabilitation in terms of its evidence base g. understand the concept of work disability management and different return-to-work interventions h. understand the role of occupational therapist in occupational safety and health
Subject Synopsis/ Indicative Syllabus	1. Work physiology and job analysis 2. Functional/work capacity evaluation and report (medical legal issues) 3. Sincerity of effort 4. Work rehabilitation for people with work-related musculoskeletal injuries and disorders 5. Return-to-work process and workplace disability management 6. Ergonomics for therapist and concept of risk management in occupational safety and health 7. Job training and placement facilities (work resettlement) in Hong Kong 8. Vocational assessment and rehabilitation for people with mental problem and developmental disabilities 9. Conventional approaches to vocational rehabilitation in psychiatric field • barriers and predictors of employment • the "train-place" approach: skills training and sheltered placement • the "place-train" approach: Supported employment and the Individual Placement and Support Approach (IPS) 10. Psychosocial and work adjustment counselling 11. Evidence-based practice in work/vocational rehabilitation
Teaching/Learning Methodology	Lectures are to cover the holistic management of resultant occupational dysfunction of clients suffering from different kinds of physical and psychiatric conditions, work-related injuries, and developmental disabilities. Tutorials and case studies would be adopted for discussion on case management of clients suffering from these conditions. Practical sessions are for demonstration of practical skills in assessment, treatment & documentation of outcomes. Seminar

	presentation is used to enhance students' ability in integrating theories, treatment approaches & techniques in case management. Self-learning packages will be provided for students' self-directed learning, students are also encouraged to refer to self-learning booklets and relevant web site for learning.
Assessment Methods in Alignment with Intended Learning Outcomes	

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed							
		a	b	c	d	e	f	g	h
Coursework 1	40	✓	✓	✓	✓	✓	✓	✓	
Coursework 2	20		✓	✓	✓	✓	✓	✓	✓
Examination	40	✓	✓	✓	✓	✓	✓	✓	✓
Total	**100 %**								

Coursework

Patient interview and presentation (group work) (40%) – achieve intended learning a-g, through interviewing a real patient and identifying the problems which probably are encountered by the patient during the return-to-work process.

Written individual assignment on return-to-work interventions (20%) – achieve intended learning #b-h, based on the information gathered in patient interview to discuss the practical issues in handling this patient.

Examination

A two-hour written test (40%) – achieve intended learning a-h, through essay type questions to assess students' understanding and knowledge in work/vocational rehabilitation so as to design interventions for improving return-to-work outcomes of clients with different kinds of physical and psychiatric conditions, work-related injuries, and developmental disabilities.

Student Study Effort Expected		
	Class contact:	***(42 Hrs.)***
	▪ Lecture	14 Hrs.
	▪ Tutorial/Seminar	22 Hrs.
	▪ Fieldwork study	6 Hrs.
	Other student study effort:	***(72 Hrs.)***
	▪ Self-study	44 Hrs.
	▪ Preparation of assignments	28 Hrs.
	Total student study effort	**114 Hrs.**

Reading List and References

Becker, D. R., & Drake, R. E. (1993). *A Working Life: The Individual Placement and Support (IPS) Program*. New Hampshire: Dartmouth Psychiatric Research Center.

Bond. G. (1992). Vocational Rehabilitation. In R. P. Liberman (Ed.), *Handbook of Psychiatric Rehabilitation* (pp.244-275). Boston: Allyn & Bacon.

Cheng, A.S.K. (1993). Strength and endurance training in work hardening program. *Hong Kong Journal of Occupational Therapy, 7*, 26 - 36.

Cheng, A.S.K., & Cheng, S.W.C. (2010). The predictive validity of job-specific functional capacity evaluation on employment status of patient with non-specific low back pain. *Journal of Occupational and Environmental Medicine*, 52 (7), 719-724.

Chong, C. S., & Cheng, A.S.K. (2010). Work injury management model and implication in Hong Kong: A literature review. *Work, Jan 1: 35(2), 221-229.*

Jacobs, K. (Ed.). (2007). *Ergonomics for therapists* (3rd ed.). Boston, MA: Mosby Elsevier.

Li, E. P.Y. (2004). Self-perceived equal opportunities for people with Intellectual Disability. *International Journal of Rehabilitation Research*, 27 (3), 241-245.

Matheson, L. (1982). *Work Capacity Evaluation*. Anaheim. CA: Employment and Rehabilitation Institute of California.

Rubin, S. E., & Roessler, R. T. (2001). *Foundations of the Vocational Rehabilitation Process* (4th ed). Austin, Texas: Pro-ed.

Tsang, H. W. H., Kopelowizc, A., Liberman, R. P. (2001). Social skills training for finding and keeping a job with the mentally ill. *Psychiatric Services*, 52 (7), 891 – 894.

Wehman, P. (2006) *Life Beyond the Classroom: Transition Strategies for Young People with Disabilities* (4th ed.). Baltimore, MD: Paul H. Brookes Publication Co.

YEAR 4 SYLLABUS
SEMESTER 2

Subject Code	**RS42500**
Subject Title	**CLINICAL EDUCATION III**
Credit Value	7
Level	4, Year 4 – Semester 2
Pre-requisite	RS32500 Clinical Education II
Objectives	This subject provides students with the opportunity to integrate and consolidate knowledge, skills and attitudes learned in school to occupational therapy practice in a common or a particular clinical specialty. It provides students with the opportunity to practice basic clinical management functions for independent occupational therapy practice and day-to-day operation of an occupational therapy department. The subject also prepares students to evaluate the application of occupational therapy models of practice to common clinical specialties of occupational therapy practice.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** <u>*Professional/academic knowledge and skills*</u> a. gather relevant information to facilitate the selection, conduction and evaluation of assessment b. select, plan, conduct, and evaluate appropriate treatment modalities/programmes for specific clients both in a clinical setting and in an appropriate rehabilitation environment c. evaluate the effectiveness of treatment d. conduct preliminary evaluation on different treatment approaches to prepare for further in-depth evaluation and studies in the Hong Kong Polytechnic University 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 <u>*Attributes for all-roundedness*</u> g. search for and review relevant reference materials to enhance learning h. consolidate skills of problem-solving and critical thinking i. practice active and independent learning skills j. practice interpersonal and communication skills with clients and other professionals k. present both written and verbal reports in a professional manner
Subject Synopsis/ Indicative Syllabus	1. Professional code of ethics and expectations of students' behaviours 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 programs 6. Evaluation and documentation of clients' progress and occupational performance 7. Evaluation of selected treatment modality
Teaching/Learning Methodology	<u>Clinical Practice in Clinical Settings Supervised by Clinical Educator</u> a. Clinical observations enable students to understand and clarify functional problems of clients with disability and the use of occupational therapy assessments and interventions in clinical practice b. Hands-on practice provides students with structured opportunities to plan and implement occupational therapy assessments and interventions under the guidance of clinical educators

<table>
<tr><td></td><td>c. Tutorials and student-led seminars enable students to clarify questions, discuss topics of clinical interest, and consolidate the integration of clinical knowledge and practice</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td>Intended subject learning outcomes to be assessed</td></tr>
<tr><td>A - K</td></tr>
<tr><td>Continuous assessments</td><td>100</td><td>As a whole</td></tr>
<tr><td>Total</td><td>100 %</td><td></td></tr>
</table>
<u>Continuous assessments</u>
Continuous assessments towards overall grade (100%) – are appropriate as students' professional competence in terms of attitude, knowledge and skills are continuously developed and evaluated throughout the period of clinical education.
</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Clinical contact:</td><td>(280 Hrs.)</td></tr>
<tr><td>▪ Clinical practice</td><td>280 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(127 Hrs.)</td></tr>
<tr><td>▪ Pre-and post-clinical seminars</td><td>7 Hrs.</td></tr>
<tr><td>▪ Self study</td><td>120 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>407 Hrs.</u></td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>Alsop, A, & Ryan, S. (1996). Making the Most of Fieldwork Education: A Practical Approach. London: Chapman & Hall.</td></tr>
</table>

Subject Code	**RS42600**
Subject Title	**CLINICAL EDUCATION IV**
Credit Value	7
Level	4, Year 4 – Semester 2
Pre-requisite	RS42500 Clinical Education III
Objectives	This subject provides students with the opportunity to integrate and consolidate knowledge, skills and attitudes learned in school to occupational therapy practice in a common or a particular clinical specialty. It provides students with the opportunity to practice basic clinical management functions for independent occupational therapy practice and day-to-day operation of an occupational therapy department. It also prepares students to evaluate the application of occupational therapy models of practice to common clinical specialties of occupational therapy practice.
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** <u>*Professional/academic knowledge and skills*</u> 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 in the Hong Kong Polytechnic University h. identify interested areas for future personal and professional development i. search for relevant reference materials to enhance learning j. work with group mates and other members in the team in the learning activities <u>*Attributes for all-roundedness*</u> k. search for and review relevant reference materials to enhance learning l. practice active and independent learning skills m. consolidate skills of problem-solving and critical thinking n. practice interpersonal and communication skills with clients and other professionals o. present both written and verbal reports in a professional manner.
Subject Synopsis/ Indicative Syllabus	1. Professional code of ethics and expectations of students' behaviours 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 programs 6. Evaluation and documentation of clients' progress and occupational

<table>
<tr><td></td><td>performance
7. Evaluation of selected treatment modality
8. Participation in selected day-to-day departmental administration procedures</td></tr>
<tr><td>Teaching/Learning Methodology</td><td><u>Clinical Practice in Clinical Settings Supervised by Clinical Educator</u>
a. Clinical observations enable students to understand and clarify functional problems of clients with disability and the use of occupational therapy assessments and interventions in clinical practice
b. Hands-on practice provides students with structured opportunities to plan and implement occupational therapy assessments and interventions under the guidance of clinical educators
c. Tutorials and student-led seminars enable students to clarify questions, discuss topics of clinical interest, and consolidate the integration of clinical knowledge and practice</td></tr>
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<tr><td>A - O</td></tr>
<tr><td>Continuous assessments</td><td>100</td><td>As a whole</td></tr>
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<table>
<tr><td>Clinical contact:</td><td>(280 Hrs.)</td></tr>
<tr><td>▪ Fieldwork practice</td><td>280 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td>(127 Hrs.)</td></tr>
<tr><td>▪ Pre-and post-clinical seminars</td><td>7 Hrs.</td></tr>
<tr><td>▪ Self study</td><td>120 Hrs.</td></tr>
<tr><td>Total student study effort</td><td><u>407 Hrs.</u></td></tr>
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<tr><td>Reading List and References</td><td>Alsop, A, & Ryan, S. (1996). Making the Most of Fieldwork Education: A Practical Approach. London: Chapman & Hall.</td></tr>
</table>

FREE ELECTIVE (Programme Specific)

Subject Code	**RS452**
Subject Title	**EAST-MEETS-WEST IN STRESS MANAGEMENT**
Credit Value	3
Level	4, Year 3 – Semester 2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	1. Understand the scientific basis and clinical implications of psychosocial stress 2. Understand the theories of selected mind-body based complementary and alternative therapy approaches 3. Understand and master selected mind-body based complementary and alternative therapy approaches in managing psychosocial stress as applied in rehabilitation settings
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** <u>*Professional/academic knowledge and skills*</u> a. identify sources of psychosocial stress in the living and social environment b. recognise the nature of psychosocial stress and its implications for working with people with disabilities c. understand the background of complementary and alternative therapy d. understand the concepts on selected alternative strategies for managing psychosocial stress e. appraise the possible applications of the alternative strategies to rehabilitation f. critically review and evaluate the alternative strategies from a scientific and research point of view <u>*Attributes for all-roundedness*</u> g. understand the cultural influence in mind-body interventions h. appraise the learnt mind-body intervention strategies in coping with psychosocial stress encountered in daily life i. reflect on the experience of selected mind-body based intervention and its implication on stress management
Subject Synopsis/ Indicative Syllabus	1. Review of Psychosocial Stress 2. Theories of complementary and alternative therapy approaches 3. Alternative management techniques of psychosocial stress (different forms of mind-body based approaches) 4. Applications in different clinical population from various rehabilitation settings 5. Critical review of efficacy and effectiveness of different forms of mindfulness-based interventions
Teaching/Learning Methodology	The learning process is acquired basically through lectures, practical and tutorials. The knowledge base of the subject is taught by lectures. The skills and techniques of different alternative management strategies will be demonstrated to and practiced by the students in the practical sessions. In tutorials, students are encouraged to appraise, critically review and think independently of possible applications of the knowledge and skills learned previously.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed								
		a	b	c	d	e	f	g	h	i
Written Assignment	50				√	√	√	√	√	√
Presentation	50	√	√	√		√	√			
Total	**100 %**									

Written assignment is used to assess the self-reflection and critical appraisal of the application of various forms of mindfulness-based interventions. Presentation is used to assess if they may critically evaluate the evidence base of various mind-body therapeutic approaches and their clinical applications.

Student Study Effort Expected

Class contact:	***40 Hrs.***
▪ Lecture	8 Hrs.
▪ Laboratory/ Practical	32 Hrs.
Other student study effort:	***95Hrs.***
▪ Self-study	95Hrs.
Total student study effort	**135 Hrs.**

Reading List and References

Required texts:

Burke, A., Forbes, D., & Purser, R.E. (2016). *Handbook of mindfulness: Culture, context, and social engagement*. Switzerland: Springer.

Freeman, L. (2009). *Mosby's Complementary and Alternative Medicine: A Research-Based Approach (3rd ed.).* Mosby, Elsevier.

Giraldi, T. (2019). *Psychotherapy, mindfulness and Buddhist meditation*. Cham: Palgrave Macmillan.

Kayne, S.B. (2009). *Complementary and alternative medicine (2nd ed.).* London; Chicago: Pharmaceutical Press.

Lovallo, W.R. (2005). *Stress & health: Biological and psychologial interactions*. Thousand Oaks, Calif.; London: SAGE.

Moss, D., McGrady, A., Davies, T.C., & Wickramaskera, I. (2003). *Handbook of mind-body medicine for primary care.* Thousand Oaks, Calif.: Sage Publications.

Tang, Y.Y. (2017). *The neuroscience of mindfulness meditation: How the body and mind work together to change our behaviour*. Cham: Palgrace Macmillan.

Williams, J.M.G., & Kabat-Zinn, J. (2013). *Mindfulness: Diverse perspectives on its meaning, origins and applications*. Abingdon, Oxon: Routledge.

	Reference texts: Baer, R.A. (2014). *Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications (2nd ed.)*. London, England: Academic Press. Germer, C.K., Siegel, R.D., & Fulton, P.R. (2013). *Mindfulness and psychotherapy (2nd ed.).* New York: The Guilford Press. Kabat-Zinn, J. (1994). *Wherever you go there you are: Mindfulness meditations in everyday life*. New York: Hyperion. Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice, 10*, 144-156. Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2013). *Mindfulness-based cognitive therapy for depression (2nd ed.)*. New York, NY: Guilford.

Subject Code	**RS459**
Subject Title	**CLINICAL PRACTICE IN STROKE REHABILITATION**
Credit Value	3
Level	4, Year 4 – Semester 1
Pre-requisite	RS3460 OT for Physical Dysfunction II - Medical & Neuro-Rehabilitation
Objectives	Formulate and develop skills/competence on the clinical practice in stroke rehabilitation.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. understand the diagnosis, medical management and recovery process in different phases of stroke rehabilitation. b. relate current theories to the management of stroke rehabilitation. c. understand in-depth the role and functions of occupational therapy practice in different phases of stroke rehabilitation. d. demonstrate key evaluation methods used in different phases of stroke rehabilitation. e. demonstrate key and effective intervention techniques that are commonly used in functional training .
Subject Synopsis/ Indicative Syllabus	1. Diagnosis, medical management with people suffered from stroke. 2. Process of neurological and functional recovery in people suffered from stroke. 3. Current theories & OT management strategies relating to different phases of stroke rehabilitation. 4. Standardized assessment for evaluation of performance components & occupational performance, e.g. • upper limb assessments • feeding and swallowing assessments • perceptual assessments • community integration scales 5. Application of different approaches on functional training, e.g. • Management of feeding and swallowing problems • Motor relearning approach • Neuro-developmental treatment approach for functioning training especially upper extremity and hand • Constraint-induced therapy • Mental imagery • Robotic therapy
Teaching/Learning Methodology	Lectures/seminars will help students understand the updated knowledge in stroke rehabilitation. Clinical Studies will use problem-based and interactive learning approaches to facilitate students' abilities to assess, intervene the resultant dysfunction for patients suffering from stroke. Practical sessions will help students be familiar with common skills in assessment & clinical intervention with hands-on practices.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
		a	b	c	d	e
Practical Test	30	√	√	√	√	√
Written Report	20	√	√	√	√	
Written Test	50	√	√	√		
Total	100 %					

Practical Test: aims to assess student's understanding and application of different evaluation methods and practical techniques in functional training as related to evidence-based practice.

Written Report: aims to assess student's critical thinking on application of different evaluation methods and practical techniques in functional training through case management format.

Written Test: aims to assess student's understanding on the clinical practice from theoretical to practical perspectives.

Student Study Effort Expected

Class contact:	***(58 Hrs.)***
▪ Lecture	20 Hrs.
▪ Practical	38 Hrs.
Other student study effort:	***(58 Hrs.)***
▪ Case management preparation	14 hrs.
▪ Written reports	14 hrs.
▪ Self-study	30 hrs.
Total student study effort	**116 Hrs.**

Reading List and References

Reading lists:

Edmans, J. (2010). *Occupational Therapy and Stroke.* (2nd ed.). Hoboken, NJ: Wiley-Blackwell.

Gillen, G. & Burkhardt, A. (1998). *Stroke rehabilitation: a function-based approach.* St. Louis, Mo.: Mosby.

Radomski, M.V. & Trombly, C.A. (2008). *Occupational Therapy for Physical Dysfunction*. (6th ed.). Baltimore: Lippincott Williams & Wilkins.

Raine, S., Meadows, L. & Lynch-Ellerington, M. (2009). *Bobath concept: theory and clinical practice in neurological rehabilitation* (1st ed.). UK: Wiley-Blackwell

Ryereson, S. & Levit, K. (1997). *Functional movement re-education: A contemporary model for stroke rehabilitation.* New York: Churchill Livingston, Inc.

Sharon A. Gutman, (2008). *Quick Reference Neuroscience for Rehabilitation Professionals:The Essential Neurologic Principles Underlying Rehabilitation Practice*, Second Edition. Thorofare, NJ: SLACK Incorporated.

Working Group on Stroke Rehabilitation, Coordinating Committee for Occupational Therapists, Hospital Authority, Hong Kong (2006). *Activities of Daily Living Training Manual – application of motor relearning and neuro-developmental treatment approach.* Hong Kong: Hong Kong Occupational Therapy Association.

Subject Code	**RS4601**
Subject Title	**Occupational Therapy in Upper Limb Dysfunctions**
Credit Value	3
Level	4, Year 4 – Semester 1
Pre-requisite	RS3410 Enabling Occupation: Musculoskeletal Rehabilitation RS3480 OT Theory & Process II
Objectives	1. Describe the development of hand functions from infancy to adulthood 2. Explain the concept of upper limb rehabilitation in occupational therapy practice 3. Demonstrate the common evaluation methods used to diagnose and quantify hand functions in clinical practice 4. Identify problems of upper limb dysfunctions due to various conditions including trauma and neurological impairment 5. Demonstrate various intervention approaches on upper limb conditions in Occupational Therapy perspective with focus on splinting programs 6. Understand the multi-disciplinary team involvement in a collaborative case management
Intended Learning Outcomes	Upon completion of the subject, students will be able to: *Professional/academic knowledge and skills* a. understand the anatomy and movement pattern of the hand and upper limb in functional performance of daily activities b. introduce the biological basis of upper limb splinting to facilitate the design and fabrication of splint making and rehabilitation program c. understand different assessment methods to identify physical impairment and its influence on functional status for clients with different conditions d. demonstrate the use of assistive splinting in functional restoration patients with various upper limb conditions e. based on sound rationale and treatment objectives, design a relevant splinting program for clients as an integral part of in the rehabilitation process *Attributes for all-roundedness* Develop the following core skills that contribute to clients' rehabilitation: a. demonstrate precise clinical reasoning and creative thinking b. demonstrate problem solving skills c. demonstrate self-directed learning ability
Subject Synopsis/ Indicative Syllabus	1. Development of hand function from infancy to adulthood 2. Anatomy and physiology of the upper limb 3. Pathological processes underlying disorders in bone, soft tissues, and nervous systems of the hand 4. Common evaluation methods in hand rehabilitation 5. Management of upper limb conditions due to traumatic causes using biomechanical approaches 6. Management of paralyzed, spastic hand due to neurological impairment using biomechanical and neurodevelopmental approach 7. Team management in managing upper limb dysfunction 8. Management of stiff hands/joints 9. Vocational rehabilitation for patients with upper limb problems 10. Improvised splinting /hand rehabilitation community – based rehabilitation

Teaching/Learning Methodology

Lectures and Practicals

Lectures will help students understand the pathological processes underlying common upper limb problems due to trauma, congenital problems, burns, neurological damages etc. Interactive multi-media packages, videos and medical diagnostic material will be employed to enhance teaching and learning.

Tutorials through case discussion and presentation, students' abilities to assess and intervene the upper limb dysfunctions will be facilitated. Teaching and learning process will integrate problem-based and interactive learning approaches.

Practical sessions will help students be familiar with common skills in clinical evaluation and intervention with hands-on practices.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed							
		a	b	c	d	e	F	g	h
Practical Test	40	✓	✓	✓	✓	✓	✓	✓	✓
Written Assignment	40	✓	✓	✓	✓	✓	✓	✓	✓
Continuous assessment on splint assignments	20	✓	✓	✓	✓	✓	✓	✓	✓
Total	**100%**								

Practical test is to evaluate students' knowledge and practical skills to identify upper limb dysfunction for the design and fabrication of indicated splint.

Written assignment is to assess students' understanding of the principles of splint indication and its application in the overall rehabilitation program through case studies presentation.

Continuous assessment is to evaluate the students' basic skills in splint fabrication, including pattern drafting, moulding, finishing and the quality of the finished splints throughout the whole course of subject, and their demonstrated clinical reasoning behind the splint making process.

Student Study Effort Expected

Class contact:	***42 Hrs***
▪ Lecture	14 Hrs.
▪ Practical	28 Hrs.
Other student study effort:	***65 Hrs***
▪ Self study	25 Hrs.
▪ Self practice of splint fabrication	40 Hrs.
Total student study effort	**107 Hrs**.

Reading List and References

Reading Lists:

1. Brand, P.W.,(1995) Clinical mechanics of the hand. (2nd ed.) St. Louis. The C.V. Mosby Co.
2. Buck-Gramcko, D. (1998). Congenital malformations of the hand and forearm. US: Churchill Livingstone.
3. Copeland S.A. et al (1997). Joint stiffness of the upper limb. United Kingdom: Martin Dunitz.

	4. Fess, E.E., Gettle K.S. and Strickland J.W. (1981). Hand Splinting: principles and methods. US: Mosby 5. Hunter, J.M. et al. (1995). Rehabilitation of the hand: surgery and therapy. (4th ed.) St Louis: Mosby. 6. Jacobs, M. and Austin, N. (2003). Splinting the hand and upper extremity: principles and process. Philadelphia: Lippincott Williams & Wilkins. 7. Mackin E.J. et al. (2002). Rehabilitation of the hand and upper extremity. (4th ed.) US: Mosby. 8. Manske, R.C. and Daugherty, K. (2011). Clinical orthopaedic rehabilitation: an evidence-based approach. US: Elsevier Mosby. Neumann, D.A. (2010). Kinesiology of the musculoskeletal system: foundations for rehabilitation. (2nd ed.). US: Mosby/Elsevier.