

Instructors, clinical educators, and speech-language therapy students collaborate in translational learning



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BSc (Speech and Hearing Sciences)

- Faculty of Education
- Started in 1988
- 5-year program
- 48 students
- 13 professorial staff (8 SLT, 2 Aud), 1 lecturer, 3 full-time and 5 part-time CEs
- Program review by the RCSLT, and currently by the HKIST with the chair from SPA

The educational and cultural context

- Secondary education changed from 7 to 6 years
- Students are biliterate and trilingual
- SLT is a growing profession in Hong Kong and China
- All-private schools and subsidized private schools are popular
- Preservice training programs increased from 1 to 4
- Few opportunities for staff development on clinical education
- locally-relevant practice-based evidence is scarce
- Locally-relevant teaching and clinical resources are scarce

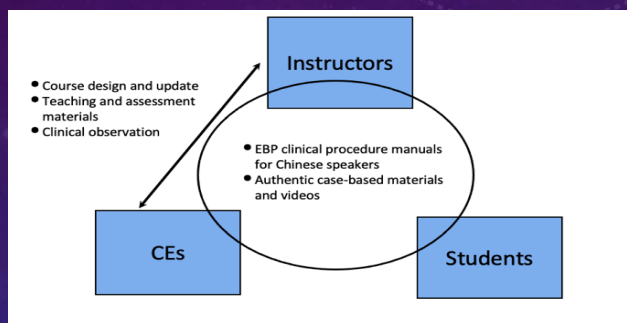
Emerging issues

- inequitable learning experiences across PBL tutorial groups
- PBL sessions focus on learning facts and generating summaries, but not clinical applications
- lack of authenticity of the PBL cases
- conflicting information from instructors and CEs
- physical separation of CEs and instructors

THE CRITICAL EVENT

25% OF FINAL YEAR STUDENTS FAILED THEIR CLINICAL VIVA EXAMINATION IN 2014 AND 2015

THE EXTERNAL EXAMINER INTERPRETED THIS AS “A LACK OF INTEGRATION OF CONTENT KNOWLEDGE WITH THE REQUIRED CLINICAL KNOWLEDGE, A LACK OF ADEQUATE CLINICAL INSTRUCTION...OR A COMBINATION OF THESE FACTORS.”



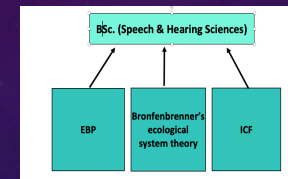
An integrated model of academic and clinical education

- A new curriculum in 2016 that adopts the pedagogy of translational learning.

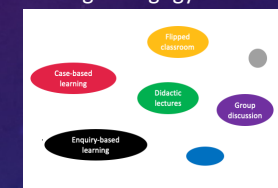
Semester 1		Semester 2	
First Year		First Year	
SHSC 1031	Human Development for Speech and Hearing Sciences	SHSC 1033	Introduction to Communication Disorders
SHSC 1032	Clinical Linguistics I: Semantics and Syntax	SHSC 1034	Anatomy and Physiology for Speech and Hearing
		SHSC 1035	Clinical Linguistics II: Phonetics
Second Year		Second Year	
SHSC 2032	Research Methods and Statistics for Speech and Hearing Sciences	SHSC 2031	Neurology and Neuroscience
SHSC 2034	Speech Science	SHSC 2033	Evidence-Based Practice in Speech-Language Therapy
SHSC 2038	Introduction to Clinical Practice I	SHSC 2035	Cognition and Language Processing
		SHSC 2039	Introduction to Clinical Practice II
Third Year		Third Year	
SHSC 3031	Speech Development and Speech Sound Disorders	SHSC 3035	Complex Cases Paediatric
SHSC 3032	Language Development and Language Disorders in the Pre-Primary School Years	SHSC 3036	Voice Disorders
SHSC 3033	School-Age and Adolescent Language & Literacy Disorders	SHSC 3039	Paediatric Clinical Practicum II
SHSC 3034	Audiology and Aural Rehabilitation		
SHSC 3038	Paediatric Clinical Practicum I		
Fourth Year		Fourth Year	
SHSC 4031	Dysphagia	SHSC 4034	Fluency, Laryngectomy and Craniofacial Disorders
SHSC 4032	Aphasia	SHSC 4035	Complex Cases Adult
SHSC 4033	Motor Speech Disorders		
SHSC 4038	Adult Clinical Practicum I	SHSC 4039	Adult Clinical Practicum II
Fifth Year			
SHSC 5032	Advanced Studies I: Inter-professional Practice & Multilingualism in Paediatric Settings	SHSC5035	Advanced Studies II: Inter-professional Practice & Multimodal Communication in Adult Settings
SHSC5033	Topics in Advanced Clinical Practice	SHSC5036	Research in Human Development and Communication Disorders II
SHSC 5034	Research in Human Development and Communication Disorders I	SHSC 5043	Advanced Clinical Practicum III
SHSC 5041	Advanced Clinical Practicum I	SHSC 5044	Advanced Clinical Practicum IV
SHSC 5042	Advanced Clinical Practicum II		

Other key features

1. Pillars of foundational knowledge that drives teaching and practice



2. Teaching Pedagogy



3. A shared vision of competent entry-level speech-language therapists (SLTs)



Lessons learned

- Shared vision and guiding principles
- Communication and reflection

Moving forward

- Learn from cognate disciplines (Botelho, 2021)

Questions for reflection

1. What is your program's Strengths, Weaknesses, Opportunities and Threats?
2. What is your team's core values and driving principles for change?

