



Annual Presentation of B.Sc. (Speech & Hearing Sciences) Final Year Dissertations

You are cordially invited to attend the Annual Dissertation Presentation Day in Speech & Hearing Sciences at The University of Hong Kong. This year we will have 45 presentations from our final year B.Sc. students on projects spanning a wide range of topics in speech and hearing sciences and disorders. We are also proud to have Dr Cheryl Messick (Professor and Interim Chair and Director of Clinical Education at Department of Communication Science and Disorders, The University of Pittsburgh) to share with us why and how to become a reflective practitioner.

Each year the Presentation Day brings together researchers, clinicians, and students in the field of Speech and Hearing Sciences and generates exciting interactions and discussions on new findings, new directions, and clinical applications of research results during the oral and poster presentation sessions. Registration is free. We hope you can join us on this fun day.

Please see below for the registration information.

Date	<i>26th May 2017 (Friday)</i>
Time	<i>9:30 a.m. – 4:00 p.m.</i>
Venue	Meng Wah Complex (MW T1) – Oral Presentation Meng Wah Complex (MW 408-410) – Poster Presentation
Co-organizers	<i>Division of Speech and Hearing Sciences Faculty of Education, The University of Hong Kong Centre for Communication Disorders (CCD) Faculty of Education, The University of Hong Kong</i>
Registration	<i>Online registration</i> http://webapps.edu.hku.hk/event/may26.php
Enquiries	<i>Ms Alice Lo Tel: 2241 5985 Fax: 2559 0060 Email: ayclo@hku.hk</i>



Annual Presentation of B.Sc. (Speech & Hearing Sciences) Final Year Dissertations

Tentative Program Schedule

TIME	SESSION	VENUE
09.15 – 09.30	Registration	T1, Meng Wah Complex
09:30 – 09:45	Opening remarks Professor Thomas Klee Head, Division of Speech and Hearing Sciences, Faculty of Education, HKU	
Plenary 1 09.45 – 11.00	Chair: Dr Estella Ma Student Oral Presentation	
Plenary 2 11:00 – 12:00	<u>Student Poster Presentation I</u> Odd-numbered poster presentation	Meng Wah Complex (Rooms 408-410) and foyer outside Rm 408)
12.00 – 13.00	Light Lunch	
Plenary 3 13:00 – 14:00	<u>Student Poster Presentation II</u> Even-numbered poster presentation	
Plenary 4 14.00 – 15.30	Chair: Prof Stephanie Stokes Becoming a Reflective Practitioner <i>Professor Cheryl Messick</i> <i>Director of Clinical Education</i> <i>School of Health and Rehabilitation Science</i> <i>University of Pittsburgh</i>	T1, Meng Wah Complex
15.30 – 16:00	Presentation of Best Student Presentation Awards & Cake-cutting Ceremony	Meng Wah Complex (foyer outside Rm 408)



Plenary 1 (09:45 - 11:00) Chair: Dr Estella Ma

**Annual presentation of B.Sc. (Speech & Hearing Sciences)
Final year dissertations: Oral presentation**

(Each oral presentation will be 12 minutes long (10 mins presentation + 2 mins Q&A))

List of Oral Presentations

Time	Title	Presenter
09:45	Acoustic characteristics of highly distinguishable Cantonese tones	Chan Hoi Yin
09:57	Understanding the Roles of Theory of Mind and Executive Function in Reading Comprehension among Chinese Children with Autism Spectrum Disorders	Chan Wai Sum
10:09	Effect of Music Training on Non-Native Tonal Language Acquisition	Chan Yuk Ying
10:21	A measurement of nasalance of Cantonese speaking males: A preliminary development	Cheung Yu Hin
10:33	Statistical Learning of Chinese Orthography in Hong Kong Dyslexic Children	Fong Tsz Ho
10:45	Development of Cantonese monosyllabic tone in typically-developing 4 to 6-year-old children	Leung Tsz Tin



Annual presentation of B.Sc. (Speech & Hearing Sciences) Student Poster Presentation

List of Poster Presentations

No.	Title	Presenter
	Plenary 2 – Student Poster Presentation I (11:00 – 12:00) Odd-numbered poster presentation	
01	Common practice in assessing and treating paediatric voice problems: A survey of speech therapists in Hong Kong	Chan Ka Ying
03	Effects of whole body vibration on vocal fatigue voice	Chan Yan Pui
05	Effect of transcranial direct current stimulation on improving speech production in post-stroke Cantonese dysarthric patients	Chan Yeuk Ki
07	The effects of phonological neighborhood density on Cantonese word production	Choi Hin Fong
09	Effects of semi-occluded vocal tract exercise on alleviation of vocal fatigue: A study on amateur a cappella singers	Choy Wing Hin, Angus
11	Effects of whole-body vibration on phonatory function and perceived vocal condition	Chu Chuen Yung
13	The effect of expiratory muscle strength training (EMST) on expiratory and submental muscle activity: A study of individuals with Parkinson's disease	Fung Long Yin
15	Effects of whole body vibration on the phonatory functions in children	Kwok Yee Nok Steve
17	The effect of whole body vibration training on auditory memory and inhibitory control of adults with visual impairment	Kwong Ho Hin
19	Effect of Whole Body Vibration on Mealtime Sitting Postural Stability of the Elderly with Visual Impairment	Lam Wai Ka, Jessica
21	Elicitation of minimum and maximum fundamental frequency and vocal intensity: Discrete half steps versus glissando	Lam Wency
23	The IDDSI framework on thickened liquids: Rheological properties and implementation at nursing homes	Lao Connie Hon Ying
25	The concept and perceptual ability of salient voice perceptual characteristics in Cantonese school-age children	Li Wan Yuet
27	Effects of localized vibration on vocal fatigue	Liu Choi Yee
29	Acoustic cues to perceived age in Cantonese-speaking population: Acoustic analysis and direct age estimation study	Ma Tsz Ching



No.	Title	Presenter
31	The role of CDS: An acoustic and perceptual examination of child-directed and adult-directed Cantonese tone production	Ng Kelly Wing Sum
33	Risk factors associated with voice disorder and perception of voice disorder on quality of life in Putonghua speaking Chinese	Wong Cho Yee
35	Communication Habits and Skills of Adolescents Studying in Mainstream Secondary Schools in Hong Kong: A Comparison of Adolescents' and Speech Language Pathologists' Perspectives	Wong Pui Yi
37	Oral-Diadochokinetic performance for typical Cantonese-speaking young children: Does language play a role?	Yuen Tsan Wing
39	Statistical properties of early expressive vocabulary development of Cantonese-speaking children between 16-30 months	Yeung Yat Yee Melody



No.	Title	Presenter
	<u>Plenary 3 - Poster Session II (13:00 – 14:00)</u> Even-numbered poster presentation	
02	Mandarin lexical development affected by the lexical characteristics of words: A longitudinal study	Chan Hoi San
04	Does offspring of speech-language pathologist mothers excel in language skills?	Chan Ying Tung Audrey
06	Mandarin vocabulary development is affected by the lexical characteristics of words	Cheng Tsz Wai
08	Applying Main Concept Analysis (MCA) to analyze storytelling and procedural description by Cantonese-speaking people with aphasia and controls from Cantonese AphasiaBank	Fung Ka Hei
10	Applying Main Concept Analysis (MCA) to assess picture description in Cantonese AphasiaBank of unimpaired speakers and those with aphasia	Ho Pui Chi
12	Reliability and Validity of the Chinese Version of the FOCUS, an Outcome Measure for Preschool Children with Speech, Language and Communication Disorders	Ho Suet Chun
14	A Longitudinal Study of Prosodic Reading Development and Reading Comprehension in Chinese and English among Hong Kong Cantonese-English Bilingual Children	Kan Ki Fung Alvis
16	An fMRI study of executive control during translation and word reading in Cantonese-English bilinguals	Kong Man Wai
18	The computerized Hong Kong version of the Oxford Cognitive Screen for dementia: Concurrent validity and reliability	Kung Ho Yee
20	Semantic and Morphosyntactic Performance in Cantonese-speaking adults with High-Functioning Autism Spectrum Disorders	Lam Hiu Sem
22	Word repetition effect and the influence of modality, stimulus quality, and lexicality: an ERP approach	Lam Sin Shu
24	A Cantonese Version of the Amsterdam-Nijmegen Everyday Language Test (ANELT): Normative Data of Elderly Speakers in Hong Kong	Lo Man Wai Jessica
26	Validating Chinese Version of the Social Communication Questionnaire (SCQ) – A Preliminary Study on Adults	Mok Cheuk Yin
28	The relationship between Cantonese lexical development and (sub)lexical characteristics	Pak Suet Ying
30	Is there a relationship between Cantonese lexical development and lexical characteristics?	Tang Man On



No.	Title	Presenter
	<u>Plenary 3 - Poster Session II (13:00 – 14:00)</u> Even-numbered poster presentation	
32	A diffusion model approach to analyzing young adults' bilingual advantage for the Flanker task	Wong Lok Yu, Ivy
34	Semantic support during reading in Chinese-speaking children with hyperlexia	Wong Sen Hei
36	Explanation of caused actions in Cantonese speaking preschool children	Wong Sze Nga Alice
38	N400 in word and sentence processing among monolinguals and bilinguals	Wong Wai Nga



Plenary 4 (14:00- 15:30) Chair: Prof. Stephanie Stokes

Becoming a Reflective Practitioner

Professor Cheryl Messick

Director of Clinical Education

School of Health and Rehabilitation Science

University of Pittsburgh

Abstract

This session will focus on providing background concepts important to understanding the importance of reflective practice in clinical education. Studies from varied disciplines (e.g., nursing, counseling, physical therapy) will be incorporated to provide the audience with a broader base of research than that available in speech pathology and audiology fields. Models of reflective practice and its role in developing critical thinking skills by clinical students will be discussed. Varied methods/activities commonly used to implement reflective practice into clinical education will be discussed including, for example, use of self-evaluation in clinical teaching, portfolio development, and journal reflections.

About the speaker

Dr Cheryl Messick, Ph.D., CCC-SLP is a Professor and the Interim Chair and Director of Clinical Education at the Communication Science and Disorders Department of the University of Pittsburgh. She has provided clinical education to graduate students in a variety of settings in the United States (i.e., Birth-to-Three center, not-for-profit speech & hearing clinic, university clinics and children's hospital facilities). Additionally she teaches a Clinical Supervision course to audiology and speech/language pathology clinical doctoral students. Dr Messick's professional work has focused on optimizing clinical education to students through evidence-based approaches to instruction. Her clinical background is in pediatric speech-language pathology with an emphasis in children with disabilities.