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
Intended Learning Outcomes	***Upon completion of the subject, students will be able to:*** Professional/academic knowledge and skills a. Demonstrate initiative, independence and the ability to solve problems in undertaking 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. Attributes for all-roundedness f. seek knowledge through the use of reference materials in related topics g. demonstrate logical and systematic way of analyzing and disseminating information collected. h. work as a team in organization and presentation of the project.
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 the 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 the project, identifiying 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);

- 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 the meet the institutional objectives of
a. critical thinking and problem-solving abilities;
b. creativity and innovation;
c. global outlook;
d. leadership and teamwork skills;
e. entrepreneurship
f. effective use of English in the chosen discipline

Teaching/Learning Methodology	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. Students' personal integrity in the fast-changing technological landscape is also nurtured.
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
Individual assessment (viva)	10	√	√	√	√	√	√	√	√
Participation in activities (continuous assessment)	10	√	√	√	√	√	√	√	√
Written report	60		√	√	√	√	√	√	√
Presentation	15	√	√	√	√	√	√	√	√
Peer assessment	5		√	√	√			√	√
Total	**100 %**								

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 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.

Peer assessment (5%) – achieve intended learning outcomes (b-d, f and g) through critical appraisal by other students. |

Student Study Effort Required	*Class contact:*	*(2 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	**159 Hrs.**

| **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. and Watkins M.P. (2009). *Foundations of clinical research: Applications to practice.* 3rd Ed. Upper Saddle River, NJ: Pearson/Prentice Hall |
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