

City University of Hong Kong
Course Syllabus

offered by Department of Infectious Diseases and Public Health
with effect from Semester A 2022 / 23

Part I Course Overview

Course Title: Research Project I

Course Code: VM 4401

Course Duration: 1 semester

Credit Units: 3 credits

Level: B4

Proposed Area:
(for GE courses only)

<input type="checkbox"/>	Arts and Humanities
<input type="checkbox"/>	Study of Societies, Social and Business Organisations
<input type="checkbox"/>	Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Completion of Year 5 courses with C grade or above

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

The study of veterinary science requires an understanding of the basic principles of academic research and this course will provide an opportunity to conduct real-life research on a topic of interest to the student within the college's four core research themes (being One Health and Emerging Infectious Diseases, Food Safety, Aquaculture and Animal Welfare)

The subject of this course consists of a clinical or clinically-related research project or other scientific endeavour, as selected by the student and approved by the course coordinators. Students may choose to identify and prepare a clinical case report (which must contribute significantly to the published literature), conduct original clinically-related research, or conduct a literature review of a standard suitable for submission for publication. Students are required to identify and confirm a research advisor and submit a proposed topic, research plan and budget. The investigation as a whole will be completed over two semesters, and Research Project I covers the establishment phase of the investigation.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	1. Define the scope of research through an appropriate literature search 2. Define an appropriate research hypothesis 3. Determine appropriate materials and methods 4. Establish timelines for completion of the project as a whole				✓
2.	Acquire knowledge of scientific method at a level adequate to provide a rational basis for present veterinary practice, and to assimilate the advances in knowledge which will occur over their working life (AVBC)			✓	
3.	Be able to collect, organise and analyse information in relation to specific problems, assessing its validity and reaching probabilistic judgements (AVBC)				✓
4.	Understand the application of research methods and the contribution of basic and applied research to veterinary science (RCVS)				✓

* If weighting is assigned to CILOs, they should add up to 100%.

100%

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Overview over the conduct of scientific research, planning, budgeting and presentation	✓	✓	✓	✓	1 hr/wk for 5 weeks
Research	Research (incl. meetings with supervisor)	✓	✓	✓	✓	5 hrs/wk

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: <u>100</u> %						
Literature review	✓	✓	✓	✓	60%	
Research Proposal	✓	✓	✓	✓	20%	
Initial presentation	✓	✓	✓	✓	20%	
Examination: <u>0</u> % (duration: hours)						
					100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C)	Failure (F)
1. Literature search	Students display their ability to research the background of the study appropriately	Extremely competent use of the scientific literature to guide and shape the proposed research	Highly competent use of the scientific literature to guide and shape the proposed research	Competent use of the scientific literature to guide and shape the proposed research	Use of the scientific literature lacking in competence to guide and shape the proposed research
2. Research Proposal (incl. Methodology and Budget)	Ability to formulate and budget a competent research proposal	Extremely competent research proposal (incl. a realistic budget)	Highly competent research proposal (incl. a realistic budget)	Competent research proposal (incl. a realistic budget)	Research proposal (incl. a realistic budget) that lacks in competency

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Clinical research, research skills, conduct, competency, publication, presentation

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Mark Holmes & Peter Cockcroft (2008). <i>Handbook of Veterinary Clinical Research</i> . Blackwell Publishing.
2.	Mark Holmes & Peter Cockcroft (2003). <i>The Handbook of Evidence-Based Veterinary Medicine</i> . Blackwell Publishing.
3.	Dirk Pfeiffer (2010). <i>Veterinary Epidemiology: An Introduction</i> . Wiley-Blackwell.
4.	Richard B. Evans & Annette O'Connor "Statistics and Evidence-Based Veterinary Medicine: Answers to 21 Common Statistical Questions That Arise from Reading Scientific Manuscripts, <i>Vet Clin Small Anim</i> 37 (2007) 477–486, doi:10.1016/j.cvsm.2007.01.006

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	http://knowledge.rcvs.org.uk/evidence-based-veterinary-medicine/ebvm-toolkit/
2.	http://www.ebvmllearning.org/acquire/where-to-find-the-evidence/other-sources-of-information/
3.	Veterinary Clinics of North America: Small Animal Practice, Volume 37, Issue 3, Pages 409-616 (May 2007), Evidence-Based Veterinary Medicine, Edited by Peggy L. Schmidt, http://www.sciencedirect.com/science/journal/01955616/37/3