

**City University of Hong Kong**  
**Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** Research Project II

**Course Code:** VM 4402

**Course Duration:** 1 semester

**Credit Units:** 3 credits

**Level:** B4

**Proposed Area:**  Arts and Humanities  
(for GE courses only)  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

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

**Precursors:** Nil  
(Course Code and Title)

**Equivalent Courses:** Nil  
(Course Code and Title)

**Exclusive Courses:** Nil  
(Course Code and Title)

## 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 II covers the completion 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	1. Learn to use appropriate techniques for the analysis of research results 2. Discuss research findings in the appropriate context with peers and supervisors 3. Collate and present research findings in a visual and/or oral format 4. Collate and present research findings in a written format				✓
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%

<sup>#</sup> 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	
Research	Research (incl. meetings with supervisor)	✓	✓	✓	✓	5 hrs/wk
Research Day	Presentation of research findings in oral and written form	✓	✓	✓	✓	7 hrs in last 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> %						
Manuscript	✓	✓	✓	✓	80%	
Final presentation	✓	✓	✓	✓	20%	
Examination: <u>0</u> % (duration:    hours)						

\* The weightings should add up to 100%.

100%
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## 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. Final presentation	Ability to present research findings to peers and public	Extremely well conducted public presentation of research project	Well conducted public presentation of research project	Competently conducted public presentation of research project	Public presentation of research project conducted with lacking competency
2. Manuscript	Ability to present research findings to scientific community	Extremely well presented scientific manuscript	Well presented scientific manuscript	Competently presented scientific manuscript	Scientific manuscript presented lacking basic 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.	<a href="http://knowledge.rcvs.org.uk/evidence-based-veterinary-medicine/ebvm-toolkit/">http://knowledge.rcvs.org.uk/evidence-based-veterinary-medicine/ebvm-toolkit/</a>
2.	<a href="http://www.ebvmllearning.org/acquire/where-to-find-the-evidence/other-sources-of-information/">http://www.ebvmllearning.org/acquire/where-to-find-the-evidence/other-sources-of-information/</a>
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, <a href="http://www.sciencedirect.com/science/journal/01955616/37/3">http://www.sciencedirect.com/science/journal/01955616/37/3</a>