

### Undergraduate Programme Course List (2025/26)

<b>Programme Title:</b>	Bachelor of Social Sciences (Honours) in Psychology
<b>Programme Short Name:</b>	BSocSc(Psy)
<b>Programme Code:</b>	A4B075
<b>Year of Entry:</b>	2025/26

### Major Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
PSY1030	Basic Principles of Psychology	<p>Psychology is a scientific study of human behaviors, thoughts, and feelings. This introductory course provides the basic knowledge of the major psychological perspectives in understanding human functioning. The relevance of psychological theories to daily life experience will be highlighted. Attention will also be given to the appropriate application of psychological theories and findings within the Hong Kong context. This course will be of considerable applied value to those who will have careers in psychology and allied fields.</p> <p><i>*For Year 1 Admission only</i></p>
PSY2001	Biological Psychology	<p>This course aims to introduce students to the biological basis of human behavior and psychological processes. Topics include the structure and functions of the brain and the nervous system, multiple sensory systems, biological rhythms, and the biological basis of emotion, cognition, and learning. Students will learn and critically evaluate the contributions of biological knowledge to the understanding of psychological processes through lectures and participation in hands-on activities.</p>
PSY2007	Social Psychology	<p>Humans are by nature social. This course provides an overview of how social influence (in the form of thoughts, feelings and behaviors) takes place in social contexts. Fundamental concepts of social psychology will be covered in this course, including conformity, prejudice, discrimination, stereotyping, aggression, attitudes, causal attribution, social cognition, interpersonal attraction, altruism, and group dynamics. The impact of Chinese culture on these social behaviors will be examined as well. This course will be of significant applied value to educators and those involved in allied fields who need to be aware of the influence of social environment.</p>
PSY2008	Cognitive Psychology	<p>This course provides a general theoretical background in cognitive psychology; the key concepts and theories; recent research findings and new developments in this area (e.g., computational modeling and neuropsychological</p>

		approaches), and their applications in daily life and implications for teaching and learning. Key themes addressed will be perception, sensory memory, attention, pattern recognition, memory and forgetting, language, problem solving and decision making. Applications to teaching practices will be discussed, as the transfer of learning, learning and study strategies, and metacognition.
PSY2020	Human Development across the Lifespan	Understanding the nature of human development across the lifespan is essential to professionals concerned with enhancing the life quality of individuals as they grow from infancy to maturity. This course is intended to help students explore the physical, emotional, cognitive and social development of individuals from infancy to adulthood through various theories and methodologies. Attention will be given to the appropriate and ethical application of developmental theories and research findings within the Hong Kong context and beyond.
PSY2031	Research Methods in Psychology	The advancement of psychological knowledge depends on systematic, innovative, rigorous, ethical, and theoretically-informed approaches and scientific methods of investigation. This course deals with fundamental principles and practices relevant to contemporary psychological research. As an introduction to scientific research methods in psychological science, it examines the research process in its broadest context, covering areas such as: philosophy of science, theories of knowledge, ethical processes, research methodologies, and research outcomes. The course provides a basic grounding in research design and data analysis. The course will cover a selection of experimental, quasi-experimental, and non-experimental research methods that generate answers to specific research questions. Students will acquire knowledge on how to develop research plans for different purposes.
PSY2032	Statistical Methods in Psychology I	This course aims at introducing the basic concepts and process for statistical data analysis in educational and psychological studies. Contents include backgrounds prior to research design and analysis, central tendency and dispersion, normal distribution, hypothesis testing, tests for means, power and effect size, categorical data analysis and correlation test. The aim of this course is to provide fundamental concepts for psychological statistical methods, and the ways to conduct hypothesis testing for mean differences and relationships between variables. The use of statistics in everyday life and the use of statistics to help building a more informed society will be highlighted. Three kinds of computer software will be taught for data analysis, including SPSS, Excel and G*Power.
PSY3004	Personality Psychology	This course aims to introduce students to some of the major theories of personality which aim to describe and/or explain individual differences in human behavior and the research methods used to study personality. Each theory will be discussed within the following framework: the

		major assumptions of the theory; the structure, dynamics, and development of personality according to the theory; views on psychopathology; implications and application of the theory. Students are expected to critically examine the various theories covered and apply the theories in future research and daily settings with innovation. The design, application, and interpretation of personality assessments will also be discussed.
PSY3005	Abnormal Psychology	This course aims to provide students with a comprehensive overview of contemporary mental disorders from childhood to late adulthood. It will cover (a) how views of abnormality have changed over time in East and West, using a historical perspective, (b) the defining characteristics of major childhood, adolescent, and adult mental disorders in contemporary society, (c) current approach to classify mental disorders, and (d) personal (genetic, physiological, cognitive, personality, etc.) as well as social structural factors that contribute to mental disorders. In doing so, we will review relevant research evidence as well as major theories for explaining the disorders. We will use lectures to cover the most essential facts about the disorders, and audiovisual aids to illustrate the most interesting disorders. Occasionally, case studies will be used to give students a deeper sense of the lives and conditions of people with mental disorders.
PSY3021	Learning Theories and Processes	The nature of learning, its components, and how to most efficiently enhance learning have been examined from a number of theoretical, empirical, and applied perspectives. This course aims to provide an overview of the processes responsible for learning. It is designed to enhance students' understanding in two classic learning theories --- classical conditioning and operant conditioning. The application of learning theories to educational and other settings will also be covered.
PSY3033	Statistical Methods in Psychology II	This course is designed to study advanced statistical methods in educational, psychological and related fields. Topics cover simple and multiple regression, simple and factorial analysis of variance, repeated-measure designs, and non-parametric approaches to data. Emphases of the course are evaluating scientific hypothesis using appropriate statistical methods, gaining deeper understanding of the nature of data, and the nature of relationships among and between variables in real life. The exercise session will give students the opportunity to gain "hands-on" experience in working with quantitative problems and effectively communicating the statistical results with other professionals.
PSY4029	Professional Issues and Practices in Psychology	This course intends to provide students with knowledge about the various ways that psychologists can practice, and the ethical and professional issues involved. Students will acquire an understanding of the intervention approaches at different levels (individual, group, and community) by clinical psychologists, educational psychologists,

		<p>industrial and organizational psychologists, and psychology researchers. The professional identity of psychologists, their relationship with other professions, and the role of professional and government bodies in forming that identity and in regulating the practice of psychology will be covered. Students would develop an understanding of the principles and guidelines of both local and overseas professional bodies of psychological practice. Critical thinking will be nurtured by applying the knowledge obtained to deal with ethical and professional issues in psychological research and practice.</p>
PSY4058	Guidance and Counselling	<p>This course provides opportunities for students to understand the theoretical foundations of counselling and guidance, the roles and responsibilities of a counsellor and to develop appropriate strategies in meeting the emotional and social needs of a diverse population. This course will start with an overview of the personal and professional aspects of counselling, as well as the ethical and legal issues in the profession. Students will then be introduced to an all-inclusive look at the field of counselling and guidance through comprehensive coverage of different specialties of counselling and the process and theories connected to these specialties. Experiential learning regarding personal growth and basic counselling skills will also be included throughout the course.</p>
PSY3018	Child and Adolescent Psychopathology	<p>This course will provide a historical perspective and modern concepts of child and adolescent psychopathology and will emphasize an integration of major developmental issues. The course will focus on specific diagnostic classifications pertinent to children and adolescents and will cover clinical symptomatology, epidemiology, etiologic considerations, course and prognosis, familial patterns and influences, differential diagnosis, and potential intervention strategies. Students will be expected to understand the basic framework of Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition. They will be also expected to raise their awareness about the impact of psychopathology on children and adolescents, their families, and the society and also the availability of support provided to them.</p>
PSY3019	Stress and Coping	<p>This course aims to introduce students to the concepts and empirical evidence of human stress and coping. Topics include theoretical approaches to stress and coping, biological bases of stress, the impact of stress and coping on physical and mental health, sociocultural and developmental aspects of stress and coping, coping with traumatic stress, and methodological issues in stress and coping research. Students will learn and critically evaluate the contributions of psychobiological knowledge to the understanding of human stress and coping processes through lectures and participation in hand-on activities.</p>
PSY3022	Cross-cultural Psychology	<p>This course is an introduction to the study of how culture shapes our minds: the way we think, what we value, and</p>

		<p>how we behave. While being introduced to different perspectives of cultural influence, students will learn to critically analyze themselves and others for the influence of culture, and to come to a better understanding of human diversity and its implications for the field of education. Students will also develop better skills for reading scientific research and applying it to their own life experiences and future work. Through a mixture of films, lectures, and a variety of hands-on activities and discussions, students will learn to better understand themselves and others, and develop more flexible and innovative ways of thinking.</p>
PSY3024	Psychology of Language	<p>This course provides an overview of the theoretical background of the study of psycholinguistics and will explore several central issues in the field; for example, how languages are perceived, acquired, represented, understood, and stored in the mind and brain. Specific issues such as the relationship between language and thought, reading and writing development, bilingualism and multilingualism as well as the application of those psycholinguistic theories to the understanding of our daily language behaviors will also be discussed.</p>
PSY3025	Educational Psychology	<p>This course aims to apply psychological theories to learning and teaching. The topics are divided into three themes: students, learning process and teaching practices. To know our students, we will discuss developmental theories and students' individual differences in terms of ethnicity, socioeconomic status, intelligence and special educational needs. To understand the learning process, we will discuss behavioral and cognitive theories of learning and learning motivation. Different teaching practices, including direct instruction, constructivist approaches, and performance assessment will be covered as well. Students will also be introduced to professional practices of educational psychologists. Students are encouraged to reflect on their own learning and teaching by integrating what they learn in this course with their real life experience.</p>
PSY3026	Health Psychology	<p>Health Psychology, one of the specialty areas in psychology, is both a theoretical and an applied area. This course aims to introduce students to some of the major theoretical and empirical work in health psychology. This course examines theories and frameworks that are used in examinations of health at the individual, interpersonal, and community levels. Specifically, this course will focus on the biological, psychosocial, and cultural aspects of health and illness. The application of that knowledge on health promotion strategies (e.g., improving diet-related behavior and attitudes, initiating and maintaining exercise programs), and disease prevention skills and behaviors (e.g., coronary heart disease, cancer, and smoking related problems) will be discussed. Recent approaches to the field of health psychology, including community health psychology and public health psychology will also be explored.</p>

PSY3027	Interpersonal Communication Skills	Everyday communication requires an understanding of both social and psychological issues, and can lead to problems such as stereotyping, misunderstanding, and conflicted or ineffective relationships. In this course, students will learn both relevant theories and practical skills to help improve their ability to constructively and effectively communicate with others, whether receiving or transmitting messages; so that they will communicate in a more caring, socially and ethically responsible manner. The course includes elements to improve verbal and nonverbal communication skills, with the context ranging from dyadic/private relationships to professional relationships to public speaking.
PSY3082	Industrial and Organizational Psychology	This course will provide an introduction to industrial and organizational (I/O) psychology, which is the scientific study of cognitions, emotions, and behaviors in the workplace. It emphasizes on the understanding of individual, group, and organizational factors and the application of this knowledge to solve work problems. Key concepts, theories, methods, research, and practices will be covered through a scientist-practitioner view of I/O psychology. It will be beneficial to students who are interested in pursuing a career in I/O psychology, human resource management, or simply want to learn about the application of psychology in the workplace. Topics include: history and research methods in I/O psychology, job analysis and recruitment, personnel selection methods, job performance measurement and management, training and development, employee attitudes and behaviors, leadership, group processes and work teams, work stress and well-being.
PSY4023	Neuroscience and Psychology	This course aims to introduce students how psychological questions can be answered with neuroscience approaches. The course will cover the latest research techniques and findings in cognitive neuroscience. Students will learn the principles and experimental design of neuroimaging and neuropsychological studies and evaluate critically how the neuroscience research findings can enhance our understanding of human behaviors.
PSY4028	Multicultural Minds in Communication	In a multicultural society and world, workplaces are increasingly composed of people from measurably different backgrounds, making the ability to communicate across cultural differences a vital skill. With this need in mind, this course will aim to increase students' cultural intelligence. Cultural intelligence is what allows people to successfully perceive and navigate cultural differences, whether they be sourced in national culture, gender, religion, socio-economic levels, or other background differences. This course will focus on developing a combination of knowing about cultural differences; being aware of that knowledge as individuals interact with others; being motivated to interact with people from different cultures; and being able to modify their behavior appropriately for the particular cultural situation. This

		course will introduce relevant theoretical knowledge as well as practice skills to increase students' success with interacting with people from other cultural backgrounds. With a particular focus on how psychology informs our ability to work in a diverse organization.
PSY4038	Industrial Internship	<p>The industrial internship aims to provide students with experiential learning opportunities to put into practice the psychological knowledge and skills acquired from the core and major elective courses of the programme. Students will apply relevant knowledge and skills from the three areas of concentration (School psychology, Health psychology, Human Relations and Communication) to real-life working environments. The pre-professional work experience gained through the internship will also allow students to consider their future career goals.</p> <p><i>*First-Year-First-Degree students are mandated to complete at least a 2-week internship in Mainland China, while Senior Year entry students have the option to choose between conducting their internship in Mainland China or Hong Kong.</i></p>
PSY4054	Theory and Practice of Psychotherapy	This course provides a theoretical introduction to psychotherapeutic approaches. Students will be acquainted with the theories, research, and practice of the field of psychotherapy and related professions. The course will start with a historical overview of psychotherapy, followed by the core elements of therapeutic relationships and the basic counselling skills. A sample of major theoretical orientations of psychotherapy will be covered, with ethical, professional, and contemporary issues in global and local contexts highlighted throughout the course. Some experiential learning for self-understanding, behavioral changes, and basic interviewing skills will form an integral part of this course.
PSY4073	Capstone Project	This course provides opportunities for students to consolidate and thereby, practice their understanding of psychological theories and research methods by completing an individual Psychology-related intervention programme in an education or a community setting. Such an inquiry-oriented learning avenue is expected to enable students to consolidate, integrate, and reflect upon their undergraduate experiences before their impending transitions to their post-graduation career pursuits.
PSY4074	Scientific Study in Psychology I: Research Internship	The aim of this course is to provide students with experiential learning opportunities and research experiences to put the psychological knowledge and skills acquired from the core and major elective courses of the programme into practice. Students will gain hands-on research experience by working in faculty members' active research teams. Students, under the close guidance of their supervisors, will attempt to generate an innovative and original research idea, develop a professional, feasible, and

		<p>ethical research plan, and write up a scientific research proposal for the research project.</p> <p><i>*First-Year-First-Degree students are mandated to complete at least a 2-week internship in Mainland China, while Senior Year entry students have the option to choose between conducting their internship in Mainland China or Hong Kong.</i></p>
PSY4075	Scientific Study in Psychology II: Honours Project	<p>The aim of this course is to enable students to demonstrate their ability to plan and execute psychological research based on the ideas generated from Scientific Study in Psychology I: Research Internship. It is designed to foster independent thinking and to encourage academic debate on significant issues and principles of psychological research via individual supervision. Additionally, the project requires demonstration of competence and skills in collecting, analyzing, interpreting, discussing, and reporting empirical research data within the mode of scientific research.</p>
PSY4083	Educational Neuroscience	<p>This course aims to introduce students how neuroscience informs education practices and education research. The course will cover various topics of interest to learners and educators, such as memory, attention, language development, emotional development, and special educational needs. Course contents will cover various developmental stages, including early childhood, adolescence, and adulthood. Students will explore how and when the brain learns from a neuroscience perspective. They will discuss the implications of the latest educational neuroscience findings on education policies and classroom practice, and to apply neuroscience knowledge to contribute to current debates in education.</p>
CFA1001	Cross-faculty Core Course (Component I: Basic Law and National Security Education)	<p>Cross-faculty Core Course (CFCC) will comprise 3 individual components with 1 credit point each and be separately assessed with the aim to widen students' horizons and enable them to look beyond Hong Kong. In Component I, lectures with topics related to Basic Law / National Security will be arranged; in Component II, students will have the opportunities to undertake visits in Greater Bay Area; in Component III, a variety of themes which are linked to the University's development niche areas will be offered by Faculties.</p> <p>The Hong Kong National Security Law is a piece of national security legislation concerning Hong Kong. It was passed on 30 June 2020 by the Standing Committee of the National People's Congress. The primary objective of this Component I: Basic Law and National Security Education is to broaden students' knowledge and facilitate their understanding of National Security. In particular, the course will examine the intricate interrelationship between the National Security Law and the Basic Law by surveying its historical development and content. The connection between the National Security Law and the Constitution will also be discussed. The course will build from the</p>



		fundamental understanding and exposure gained in the GE Foundation Course (GEFC) in their Year 1 study for UGC 4- or 5-year programmes. It also will complement with the entry-year study for the Senior Year programmes. A selection of major themes and topics in National Security that interconnect with students' own lives will be introduced to facilitate their learning the multiple dimensions and complexities of the issue.
CFB3013	Cross-Faculty Core Course: Component II – Visits in Greater Bay Area	This course aims to deepen and enrich students' understanding of the development of the Guangdong-Hong Kong-Macau Greater Bay Area (GBA). A GBA visit will be arranged and coordinated by respective faculty/department(s)/unit(s) for students to gain authentic learning experiences in real-world settings on different themes of GBA development that relate to their field of study. These themes included for example: (i) history and culture, (ii) science and innovation, (iii) economic development, (iv) arts and creative industries, (v) youth innovation and entrepreneurship, and (vi) education and training. Pre-visit briefing/orientation/tutorials and post-visit debriefing will be organized to equip students with a range of knowledge and skills to engage in meaningful GBA visit and to enhance their consolidation and self-reflection of learning experiences that gained from the visit. Students will be required to attend all the scheduled briefing/orientation/tutorials, debriefing and visit sessions, and to produce a final reflection upon completion of this course. (For details of the scheduled sessions, please refer to "Supplementary Information" of specific GBA visit.)
Cross-Faculty Core Course: Component III (Choosing one of the following)		
CFC3018	Cross-Faculty Core Course: Component III – Diversity, equity, and inclusion in the Greater Bay Area (GBA)	The purpose of this component of the course is to help students develop an understanding of diversity in the Greater Bay Area (GBA) and how equity and inclusion play out there. It adopts the notion that ever-evolving diversity with respect to race, ethnicity, class, gender, sexual orientation, disability, religion, indigenous status, nationality, citizenship status, culture, refugee status etc. has a powerful impact on the lives and opportunities of members in the GBA. The GBA aims to integrate and foster cooperation among Hong Kong, Macao, and the nine municipalities of Guangdong Province in Mainland China and makes it an innovation and technology hub. Seeing diversity as a strength and a source of innovation and creativity, this component of the course will help students understand how diversity, equity, and inclusion shape their lives. It will specifically examine various diversity features in each region, how they collectively construct diversity in the GBA, and how the ideals of equity and inclusion are deployed to address diversity related issues and challenges. The component will also

		explore intercultural competencies required for effectively and meaningfully participating in the GBA.
CFC3024	Cross-Faculty Core Course: Component III – Artificial Intelligence Enhanced Educational Entrepreneurship in GBA	Building a globally influential international innovation and technology (I&T) hub is highly emphasized in the development of Hong Kong and the Greater Bay Area (GBA). Nowadays, artificial intelligence (AI) has not only been a prominent force in accelerating I&T development but has also redefined the meanings of education and professional training. This course will introduce how educational entrepreneurs adopt different AI (AI-assisted, AI-supported, AI-driven) technologies and strategies to solicit challenges and opportunities to underpin their creative and innovative educational ideals in the rapid social and technological environment in Hong Kong and the GBA. Authentic case studies related to AI and educational entrepreneurship in GBA will be shared and discussed in the course. Contemporary topics, for example, AI ecosystem and technologies, roles and functions as an I&T change agent, critical mindset and competence for change, sustainable learning organisations and change culture, and intellectual capital (human, relational, and structural capital), will be examined. Through group discussions, literature studies, and reflective exercises, the course will provide participants with an authentic learning experience and prepare them for 21st century development in Hong Kong and GBA.
CFC3026	Cross-Faculty Core Course: Component III – Supporting Students with Diverse Learning Needs in the Greater Bay Area	This course introduces the philosophy of special and inclusive education and how they are enacted in the cities in the Greater Bay Area (GBA). Learning focus is given to accessing and overcoming potential barriers to help GBA students with special educational needs (SEN) to reach the appropriate learning level for their aptitudes. The course covers the characteristics of students with SEN (e.g. Intellectual Disability, Autism Spectrum Disorder, and Attention Deficit/ Hyperactivity Disorder) and effective teaching methods for addressing their needs. Skills to develop, implement, and evaluate curriculum to help GBA students with SEN to achieve their potential commensurate with their abilities are also covered.