

**REGULATIONS FOR THE DEGREE OF
DOCTOR OF PSYCHOLOGY
(PsyD)**

(See also General Regulations)

These regulations apply to candidates admitted to the Doctor of Psychology in the academic year 2022-23 and thereafter.

The degree of Doctor of Psychology is a postgraduate degree awarded for the satisfactory completion of a prescribed course of study in the field of Clinical Psychology or Educational Psychology. These fields of study will not necessarily be offered every year.

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

Admission requirements

DP 1. To be eligible for admission to the courses leading to the degree of Doctor of Psychology (Clinical Psychology)/Doctor of Psychology (Educational Psychology), candidates

- (a) shall comply with the General Regulations;
- (b) shall hold
 - (i) a Master of Social Sciences in Clinical/Educational Psychology degree of this University, as appropriate; or
 - (ii) another qualification of equivalent standard from this University or from another University or comparable institution accepted for this purpose; and
- (c) shall satisfy the examiners in a qualifying examination if required; and
- (d) preferably shall have working experience in the field of Clinical/Educational Psychology, as appropriate; and
- (e) shall be eligible for
 - (i) membership in the Hong Kong Psychological Society, Division of Educational Psychology (for the degree of Doctor of Psychology (Educational Psychology)); or
 - (ii) membership in the Hong Kong Psychological Society, Division of Clinical Psychology, or in the Hong Kong Institute of Clinical Psychologists (for the degree of Doctor of Psychology (Clinical Psychology)).

DP 2. Candidates who do not hold a Master of Social Sciences in Clinical/Educational Psychology degree of this University or another qualification of equivalent standard may in exceptional circumstances be permitted to register if the candidates demonstrate adequate preparation for studies at this level and proof of adequate prior clinical training, and satisfy the examiners in a qualifying examination.

Qualifying examination

DP 3.

- (a) A qualifying examination may be set to test the candidates' formal academic ability or ability to follow the courses of study prescribed. It shall consist of one or more written papers or their equivalent, and it may include a project report.
- (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until the candidates have satisfied the examiners in the examination.

Registration

DP 4. Successful candidates shall in the first instance be granted provisional registration for the Doctor of Psychology-degree, such registration to be confirmed only when successful candidates satisfy the requirements set out in regulation DP 9 below.

Award of degree

DP 5. To be eligible for the award of the degree of Doctor of Psychology, candidates

- (a) shall comply with the General Regulations; and
- (b) shall complete the curriculum and satisfy the examiners in accordance with the regulations set out below.

Length of curriculum

DP 6. The Programme shall begin in September or January each year. The curriculum shall extend over not less than two academic years of full-time study or three academic years of part-time study, with a minimum of 200 hours of prescribed work and specialty training as specified in the syllabus.

Completion of curriculum

DP 7. To complete the curriculum, candidates

- (a) shall follow courses of instruction and complete satisfactorily all prescribed written work and field work;
- (b) shall complete and present a satisfactory thesis on a subject within an approved field of study and satisfy the examiners at the oral examination; and
- (c) shall satisfy the examiners in all prescribed courses and in any prescribed form of examination.

Coursework requirements

DP 8. Candidates shall be required to take courses and satisfy the coursework requirements as prescribed by the Examination Committee. The objective of the coursework component is to aid research, clinical work, and preparation for writing the thesis.

Supervision and progress

DP 9.

- (a) Candidates shall be required to submit a progress report at six-monthly intervals, and may be required to give one or more seminars on any part of their course of study and research;
- (b) Candidates may be discontinued if satisfactory progress is not being made.

Probation and confirmation of candidature

DP 10.

- (a) Candidates whose applications are accepted shall be subject to a probationary period, which shall not normally exceed 18 months for part-time candidates and 12 months for full-time candidates. By the end of the probationary period, candidates must have

- (i) completed the required proportion of coursework prescribed by the Examination Committee;
 - (ii) completed a "Research Proposal" to the satisfaction of the Examination Committee; and
 - (iii) presented a research seminar.
- (b) At the end of probationary period, a decision shall be made on whether the candidature shall be confirmed, extended or terminated.
- (c) For students whose candidature is not confirmed after the first probation period, the probation period can be extended for six months. A meeting will be arranged in which the student will meet with the relevant programme staff (e.g., supervisor, field instructor, instructor of a particular course) to discuss the areas needing improvement. The progress of the students will be reviewed after the six-month extended probation period. No further extension of probation period is allowed.
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Discontinuation

DP 11. A candidate may be discontinued

- (a) if academic progress is not satisfactory; or
 - (b) if he or she has failed to meet the requirements as stipulated in this set of Regulations; or
 - (c) if he or she has exceeded the maximum period of registration, as stipulated in the relevant undergraduate and taught postgraduate regulations, and curricula regulation.
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Title of thesis

DP 12.

- (a) The thesis must represent an original contribution to knowledge and/or the understanding of clinical/educational psychology practice, and contain material worthy of publication.
 - (b) The candidates shall submit a statement that the thesis represents their own work (or in the case of conjoint work, a statement countersigned by their co-workers, which show their share of the work) undertaken after registration as candidates for the degree.
 - (c) Candidates shall serve written notice of intention to submit a thesis for examination at least 3 months prior to the expected date of submission. The notice shall be accompanied by a provisional thesis title.
 - (d) Candidates shall not be permitted to submit a thesis until all coursework requirements have been satisfied.
 - (e) Candidates shall be examined by examiners appointed for this purpose both on the thesis itself, and at an oral examination on the subject of the thesis and /or the approved course of study and research. Candidates may also be examined by other means.
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Thesis examination results

DP 13.

- (a) Candidates who have satisfied the examiners shall be recommended for conferment of the degree of Doctor of Psychology.
- (b) Candidates who have not satisfied the examiners in the thesis component:
 - (i) may be required to resubmit the thesis after making corrections and amendments as required by the Board of Examiners, without a new examination; or
 - (ii) may be required to revise and resubmit the thesis for a new examination within a specified period, and may also be required to satisfy the examiners at a new oral examination, or any other examination as appropriate, on the subject of the revised thesis and/or the approved course of study and research; or

- (iii) may be required to attend a new oral examination, or any other examination as appropriate; or
 - (iv) may be deemed to have failed, without the option of resubmission.
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Coursework examinations results

DP 14.

- (a) Coursework shall be assessed on a pass/fail basis.
 - (b) Candidates who have not satisfied the examiners in respect of the coursework requirements at the first attempt shall normally be permitted to present themselves for re-examination in the same course. Candidates who do not satisfy the examiners in such re-examination may be required to discontinue their studies.
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Examinations

DP 15. Candidates who are unable because of their illness to be present for one or more papers in any written examination may apply for permission to present themselves at a supplementary examination to be held before the beginning of the following academic year. Any such application shall be made on the form prescribed within seven calendar days of the first day of the candidates' absence from the examination.

SYLLABUS FOR THE DEGREE OF DOCTOR OF PSYCHOLOGY (CLINICAL PSYCHOLOGY)

The Department of Psychology offers a postgraduate programme leading to the degree of Doctor of Psychology (Clinical Psychology). Emphasis is placed on a scientist-practitioner model of education. In consequence, holders of this degree shall be equipped to function competently as professional clinical psychologists in the areas of research, tertiary-level teaching, and clinical practice.

STRUCTURE

A candidate shall have been awarded a Master's Social Sciences degree in Clinical Psychology or shall have such other qualifications as may be accepted as its equivalent. Prior to admission, a candidate may be required to pass a qualifying examination in one or more subjects considered essential for following the curriculum.

The curriculum shall extend over a minimum of twenty-four months of full-time study or thirty-six months of part-time study. A candidate shall complete satisfactorily the required courses and a thesis as set out below. The courses cover theoretical and applied aspects of clinical psychology. Students may apply for exemption from courses, approval of which is granted only on an individual basis by the Programme Director and Head of Department for submission to Higher Social Sciences Degree Committee and Faculty Board for approval.

EXAMINATIONS

Examination of the courses followed by a candidate may be either by a written paper in the examination held in December or May of the academic year of study, or by continuous assessment of the candidates' performance in completing the requirements of these courses, or by a combination of these methods.

CURRICULUM

Candidates admitted in or after 2022-2023 should attend all courses in List A and at least 1 course in List B:

List A

1. PSYC6100. Supervised reading for research studies
2. PSYC6010. Conceptual and methodological issues in psychological research I
3. PSYC6011. Conceptual and methodological issues in psychological research II
4. PSYC6101. Thesis
5. PSYC6102. Clinical specialty training
6. GRSC6101. Responsible Conduct of Research
7. GRSC6102. Stream-based Responsible Conduct of Research

List B

1. PSYC8002. Community and health psychology
2. PSYC8001. Clinical seminar II
3. PSYC8007. Applied developmental psychology
4. PSYC6020. Clinical seminar III
5. PSYC6026. Seminar in neuroscience
6. PSYC6027. Developmental neuroscience
7. PSYC6028. Neurobiological basis of psychological issues
8. PSYC6025. Postgraduate seminar in scientific writing for psychology
9. PSYC7021. Postgraduate seminar in cognitive psychology
10. PSYC7022. Postgraduate seminar in social psychology
11. PSYC7023. Postgraduate seminar in developmental psychology

COURSE DESCRIPTIONS

List A

PSYC6100. Supervised reading for research studies

Candidates are required to attend, during the first year, research seminars relevant to a chosen area of specialization. A literature review and conceptual analysis of the thesis area is due at the end of the second semester.

Assessment: 100% coursework

PSYC6010. Conceptual and methodological issues in psychological research I

First semester course, put on especially for 1st year postgraduate students, covering the basic research techniques used in psychological research. Topics include various data collection and data analysis techniques. Students in this course will learn how to design, conduct, analyze and report psychological research; and to evaluate other people's research critically.

Assessment: 100% coursework

PSYC6011. Conceptual and methodological issues in psychological research II

Second semester problem-based (i.e., PBL) course put on jointly for 1st year research postgraduate students and advanced undergraduates. The course is a follow-up of PSYC6010. It adopts a problem-based approach to further students' knowledge of the techniques used in psychological research.

Students will be asked to solve various problems and complete different tasks related to psychological research. They will have a chance to develop their ability to work and learn independently. The problems and tasks will also require them to learn the more advanced research designs and data analysis techniques.

Prerequisite: PSYC6010

Assessment: 100% coursework

PSYC6101. Thesis

Candidates will complete a thesis that embodies a critical study within the field of clinical psychology, including an empirical element, and represents an original contribution to knowledge deserving publication. Candidates may commence their work early in candidature concurrently with Supervised Reading in Clinical Specialty Candidates will also participate in research seminars commencing after confirmation of candidature which will contribute to their research programmes and will serve as forums for presenting their work in progress on a regular basis.

Assessment: 100% coursework

PSYC6102. Clinical specialty training

Students should complete about 250 days of clinical specialty training (e.g. supervision and consultation, forensic psychology, health psychology, neuropsychology, rehabilitation psychology, or specific intervention approaches) that includes research and clinical work, the plan of which is agreed by the students and the respective supervisors, and endorsed by the Programme Director. Students will attend regular in-house case conferences where a forum is provided for students to present, discuss and reflect on the clinical work they are undertaking during their clinical specialty training. Students will also be provided with training on supervision, consultation and leadership skills for their professional development. The work of students is under continuous assessment (e.g. submission of logbook, case reports/presentation, research reports) by supervisors of the specialty training.

Assessment: 100% practicum

GRSC6101. Responsible Conduct of Research

The aim of this course is to reinforce the importance that the University places on the preservation of the values and principles of research integrity in all research conducted at the university. This module equips students with essential vocabulary, principles, and practices conducive to the promotion of responsible conduct of research in general and in their relevant disciplines. The students will also encounter terminology, texts, and tenets that relate to good conduct in the teaching and research professions. Students are required to complete the web-based learning modules (Research Integrity run by Epigeum – Part of Oxford University Press). Students are expected to attend this module before taking the stream-based responsible conduct of research module.

GRSC6102. Stream-based Responsible Conduct of Research

The aim of this course is to provide opportunities for students to further examine and discuss responsible conduct of research in their own disciplines, thereby enabling them to apply the principles and practices as emphasised in GRSC6101 in their research fields. The sub-module on “Working with Human Participants” (Humanities) focus on understanding the importance of research ethics when working with human participants. The content covers: Why it is crucial to comply with Principles on Human Research Ethics? What are the underpinning Ethical Principles: the Belmont Principles? Who should apply for ethical review by the Human Research Ethics Committee? Basic Ethical Principles for Research Involving Human Participants; and What are the types of Review, Relevant Procedures and Possible Outcomes? Students’ completion of the module is assessed on a pass/fail basis by

coursework assessment; there is no examination for this module. Students are expected to attend all classes, and attendance will be recorded by Attendance@HKU (or other means). On completion of the module, students are required to complete a reflective report of about 500 words.

List B

PSYC8004. Clinical neuropsychology

This course aims to provide an overview of basic functional neuroanatomy and clinical neuropathology. Literature in neuroscience and clinical neuropsychology will be reviewed and discussed. Neuropsychological assessment approaches will be introduced.

Assessment: 100% coursework

PSYC8002. Community and health psychology

This course provides an overview of the history, context, and development of community psychology and health psychology. Students will be exposed to key concepts and values associated with the fields. They will also explore the application of community psychology and health psychology in the local context. The course provides ample opportunities for students to collectively develop and examine community-based initiatives to tackle mental health problems. Special emphasis is given to multicultural and diversity issues.

Assessment: 100% coursework

PSYC8001. Clinical seminar II

This seminar provides in-depth clinical case discussions, with a focus on contemporary approaches to treatment planning and execution for a range of complex psychological problems. Emphasis is placed on integration of psychological theories and clinical practice, as well as training on therapeutic skills and treatment strategies for effective implementation. Students will get the chance to learn advanced knowledge and skills in specialist areas of psychological practice. Experienced clinicians and scholars will be invited to share their expertise on specialized topics.

Assessment: 100% coursework

PSYC8007. Applied developmental psychology

This course focuses on an integrated study of human development across the life span with implications for educational psychology. It aims at familiarizing students with current state of knowledge and major theories of human development with particular emphasis on childhood and adolescence. The interrelationship among biological, cognitive, social and educational factors that influence human development will be examined. In particular the influence of Chinese culture and context on development during the childhood and adolescence will be discussed.

Assessment: 100% coursework

PSYC6020. Clinical seminar III

This seminar covers recent development of theories and the related practice in clinical psychology. Special emphasis will be placed on the integration of research, clinical formulation and intervention for evidence-based clinical decisions.

Assessment: 100% coursework

PSYC6026. Seminar in neuroscience

This course covers a broad range of topics in cognitive, affective, and behavioral neuroscience (e.g., neuroscience of decision-making, neuroscience of attention and expectation, neuroscience of emotion-cognition interaction, applications of computational modelling in neuroscience research, and clinical neuroscience). Through reading and discussing about classical and cutting-edge theoretical as well as empirical research articles in each specific area, students will be able to examine critically the neuroscientific approach in understanding human mind and behaviours. In-class activities will include presentations and instructor-guided discussions.

Assessment: 100% coursework

PSYC6027. Developmental neuroscience

Developmental neuroscience is an interdisciplinary research topic that integrates neuroscience, cognitive science and developmental science. It aims to uncover the brain and neural mechanisms that underlie social, affective and cognitive development across the life span. Specific topics will include the introduction of theories and methods in developmental neuroscience, neuroplasticity, neural mechanisms that underlie the development of attention and perception processes, motor learning, memory, cognitive control, social-emotional processes. This course will examine these processes at different developmental stages, including infants, toddlers, adolescence and ageing population. This course will also cover the neural mechanisms underlying atypical development such as the Autism Spectrum Disorder (ASD).

Assessment: 100% coursework

PSYC6028. Neurobiological basis of psychological issues

Human behavior is generated by complex psychophysiological mechanisms of the brain. This course is designed to provide a broad introduction to the biological basis of stress, emotion, and regulation of cognitive-affective processes affecting psychological health. The neurobiological basis of psychopathologies e.g. depression, anxiety, will be examined as examples to demonstrate the complex relationships between brain, behavior, and psychopathology.

Assessment: 100% coursework

PSYC6025. Postgraduate seminar in scientific writing for psychology

This seminar course addresses writing skills in relation Psychological research. Students will engage in a series of assignments designed to improve the fluency and quality of their writing. Particular efforts will be focused on improving the conceptual clarity of writing. Regular feedback will help students improve upon their writing skills.

Assessment: 100% coursework.

PSYC7021. Postgraduate seminar in cognitive psychology

This seminar course will cover recent developments in the field of Cognitive Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class. Assessment: 100% coursework

PSYC7022. Postgraduate seminar in social psychology

This seminar course will cover recent developments in the field of Social Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class.

Assessment: 100% coursework

PSYC7023. Postgraduate seminar in developmental psychology

This seminar course will cover recent developments in the field of Developmental Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class.

Assessment: 100% coursework

SYLLABUS FOR THE DEGREE OF DOCTOR OF PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

The Department of Psychology offers a postgraduate programme leading to the degree of Doctor of Psychology (Educational Psychology). Emphasis is placed on a scientist-practitioner model of education. In consequence, holders of this degree shall be equipped to function competently as professional educational psychologists in the areas of research, tertiary-level teaching, and professional services.

STRUCTURE

A candidate shall have been awarded a Master's Social Sciences degree in Educational Psychology or shall have such other qualifications as may be accepted as its equivalent. Prior to admission, a candidate may be required to pass a qualifying examination in one or more subjects considered essential for following the curriculum.

The curriculum shall extend over a minimum of twenty-four months of full-time study or thirty-six months of part-time study. A candidate shall complete satisfactorily the required courses and a thesis as set out below. The courses cover theoretical and applied aspects of educational psychology. Students may apply for exemption from courses, approval of which is granted only on an individual basis by the Programme Director and Head of Department for submission to Higher Social Sciences Degree Committee and Faculty Board for approval.

EXAMINATIONS

Examination of the courses followed by a candidate may be either by a written paper in the examination held in December or May of the academic year of study, or by continuous assessment of the candidates' performance in completing the requirements of these courses, or by a combination of these methods.

Candidates who are unable because of their illness to be present for one or more papers in any written examination may apply for permission to present themselves at a supplementary examination to be held before the beginning of the following academic year. Any such application shall be made on the form prescribed within two weeks of the first day of the candidates' absence from the examination.

CURRICULUM

Candidates admitted in or after 2022-2023 should attend all courses in List A and at least 1 course in List B:

List A

1. PSYC6021. Supervised reading in specialty of educational psychology
2. PSYC6010. Conceptual and methodological issues in psychological research I
3. PSYC6011. Conceptual and methodological issues in psychological research II
4. PSYC6022. Thesis
5. PSYC6023. Practical training in educational psychology
6. PSYC6029. Clinical seminars
7. GRSC6101. Responsible conduct of research
8. GRSC6102. Stream-based responsible conduct of research

List B

1. PSYC6024. Research methods in applied educational psychology
2. PSYC8008. Motivation and learning
3. PSYC6004. Curriculum and instruction
4. PSYC8007. Applied developmental psychology
5. PSYC6025. Postgraduate seminar in scientific writing for psychology
6. PSYC7021. Postgraduate seminar in cognitive psychology
7. PSYC7022. Postgraduate seminar in social psychology
8. PSYC7023. Postgraduate seminar in developmental psychology

COURSE DESCRIPTIONS

List A

PSYC6021. Supervised reading in specialty of educational psychology

Candidates are required to attend, during the first year, weekly 2-hour research seminars or equivalent relevant to a chosen area of specialization in the field of Educational Psychology. Examples include special educational needs (e.g., autism spectrum disorder, dyslexia), cognitive development, achievement motivation, psychology of teaching and learning, and positive psychology. A literature review and conceptual analysis of the thesis area is due at the end of the first semester; a research proposal is due at the end of the second semester.

Assessment: 100% coursework

PSYC6010. Conceptual and methodological issues in psychological research I

First semester course, put on especially for 1st year postgraduate students, covering the basic research techniques used in psychological research. Topics include various data collection and data analysis techniques. Students in this course will learn how to design, conduct, analyze and report psychological research; and to evaluate other people's research critically.

Assessment: 100% coursework

PSYC6011. Conceptual and methodological issues in psychological research II

Second semester problem-based (i.e., PBL) course put on jointly for 1st year research postgraduate students and advanced undergraduates. The course is a follow-up of PSYC6010. It adopts a problem-based approach to further students' knowledge of the techniques used in psychological research. Students will be asked to solve various problems and complete different tasks related to psychological

research. They will have a chance to develop their ability to work and learn independently. The problems and tasks will also require them to learn the more advanced research designs and data analysis techniques.

Prerequisite: PSYC6010

Assessment: 100% coursework

PSYC6022. Thesis

Candidates will complete a thesis that embodies a critical study within the field of educational psychology, including an empirical element, and represents an original contribution to knowledge deserving publication. Candidates may commence their work early in candidature concurrently with Supervised Reading Specialty of Educational Psychology (PSYC6021) Candidates will also participate in research seminars commencing after confirmation of candidature which will contribute to their research programmes and will serve as forums for presenting their work in progress on a regular basis. Assessment: 100% coursework

PSYC6023. Practical training in educational psychology

Students should complete 180 days of practical training on different topics (e.g., special educational needs, cognitive development, achievement motivation, psychology of teaching and learning, and positive psychology) that includes research and psychoeducational work, the plan of which is agreed by the students and the respective supervisors, endorsed by the Practicum Coordinator. The work of students is under continuous assessment (e.g. submission of logbook, case reports/presentation, research reports) by supervisors of the practical training.

Assessment: 100% practicum

PSYC6029. Clinical seminars

This seminar course provides in-depth discussions of work of educational psychologists at all levels (individual, group and system), with a focus on contemporary issues on comprehensive service provision of educational psychologists, such as assessment and intervention for children with SEN, positive psychology, the role of educational psychologists in advocacy. Emphasis is placed on integration and extension of skill development in their work settings. Students will get the chance to learn advanced knowledge and skills in specialist areas of psychological practice through in depth group discussions or presentations. Experienced clinicians and scholars will be invited to share their expertise on specialized topics.

Assessment: 100% coursework

GRSC6101. Responsible Conduct of Research

The aim of this course is to reinforce the importance that the University places on the preservation of the values and principles of research integrity in all research conducted at the university. This module equips students with essential vocabulary, principles, and practices conducive to the promotion of responsible conduct of research in general and in their relevant disciplines. The students will also encounter terminology, texts, and tenets that relate to good conduct in the teaching and research professions. Students are required to complete the web-based learning modules (Research Integrity run by Epigeum – Part of Oxford University Press). Students are expected to attend this module before taking the stream-based responsible conduct of research module.

GRSC6102. Stream-based Responsible Conduct of Research

The aim of this course is to provide opportunities for students to further examine and discuss responsible conduct of research in their own disciplines, thereby enabling them to apply the principles and practices as emphasised in GRSC6101 in their research fields. The sub-module on “Working with Human Participants” (Humanities) focus on understanding the importance of research ethics when working with human participants. The content covers: Why it is crucial to comply with Principles on Human Research Ethics? What are the underpinning Ethical Principles: the Belmont Principles? Who should apply for ethical review by the Human Research Ethics Committee? Basic Ethical Principles for Research Involving Human Participants; and What are the types of Review, Relevant Procedures and Possible Outcomes? Students’ completion of the module is assessed on a pass/fail basis by coursework assessment; there is no examination for this module. Students are expected to attend all classes, and attendance will be recorded by Attendance@HKU (or other means). On completion of the module, students are required to complete a reflective report of about 500 words.

List B

PSYC6024. Research methods in applied educational psychology

The increasing emphasis of evidence-based practice in educational psychology underscores the role of educational psychologists as both consumers as well as scientists in applied research. This course covers some of the latest research methodologies available to and used by educational psychologists and researchers in related fields. Major focus will be placed on program evaluation strategies that are commonly used in evaluation of school-based interventions and preventions. The course also covers study designs relevant to the work of educational psychologists, such as those used in applied developmental research, instructional and learning approach research, action research, and school-based assessment research. Design and analytical issues in relation to such research will be highlighted and discussed throughout the course.

Assessment: 100% coursework

PSYC8008. Motivation and learning

This course aims at familiarizing students with theories, research, and practices in the field of motivation and learning. It focuses on how educational psychologists can use existing knowledge in motivation and learning to enhance teachers’ instruction and students’ learning. Topics include theories of motivation and learning; their application in educational settings; effects of social cognitions on motivation; instructional environment that fosters motivation; and biological, cultural and contextual factors of learning.

Assessment: 100% coursework

PSYC6004. Curriculum and instruction

This course helps students understand and enact the principles of curriculum design, teaching, and assessment of learning, as they apply to the contexts and issues educational psychologists are likely to meet. As systemic view of children’s learning problems will be emphasized. Curriculum and instructional issues for both mainstream and special schools in Hong Kong will be reviewed.

Assessment: 100% coursework

PSYC8007. Applied developmental psychology

This course focuses on an integrated study of human development across the life span with implications for educational psychology. It aims at familiarizing students with current state of knowledge and major theories of human development with particular emphasis on childhood and adolescence. The interrelationship among biological, cognitive, social and educational factors that influence human

development will be examined. In particular the influence of Chinese culture and context on development during the childhood and adolescence will be discussed.

Assessment: 100% coursework

PSYC6025. Postgraduate seminar in scientific writing for psychology

This seminar course addresses writing skills in relation Psychological research. Students will engage in a series of assignments designed to improve the fluency and quality of their writing. Particular efforts will be focused on improving the conceptual clarity of writing. Regular feedback will help students improve upon their writing skills.

Assessment: 100% coursework.

PSYC7021. Postgraduate seminar in cognitive psychology

This seminar course will cover recent developments in the field of Cognitive Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class. Assessment: 100% coursework

PSYC7022. Postgraduate seminar in social psychology

This seminar course will cover recent developments in the field of Social Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class.

Assessment: 100% coursework

PSYC7023. Postgraduate seminar in developmental psychology

This seminar course will cover recent developments in the field of Developmental Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class. Assessment: 100% coursework
