

Subject Description Form

Subject Code	APSS 432																				
Subject Title	Psychology of Brain and Behaviour: Applications in Adults and Older Adults																				
Credit Value	3																				
Level	4																				
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite :</u> APSS 485 Cognitive Psychology: Knowing the Knower																				
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Journal Reflection</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Mid-term Quiz</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Seminar Presentation</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Term Paper</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>0% Examination</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Journal Reflection	20%	--	2. Mid-term Quiz	30%	--	3. Seminar Presentation	25%	--	4. Term Paper	25%	--	0% Examination	--	--
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Objectives	<p>The course is designed for the undergraduate students who have completed the subject, entitled, “Cognitive Psychology”. Its main purpose is to help students develop a strong knowledge foundation about the applications of the understanding of relationships among cognition, emotions and behavior to everyday and clinical context for adults and older adults. The subject is therefore aimed at integrating theoretical knowledge of cognition with the recent advances in the assessment and treatment of problems associated with the common types of brain disorders. In effect, the students will be able to explore on how the development of the understanding of neuropsychological problems of brain disorder has, in turn, contributed towards the knowledge of the intricacies of the “normal mind”. It is also intended that the students will develop a more holistic and humane conceptualization in understanding and working with disadvantaged persons with brain disorders through more in-depth appreciation of the complexities of the relationships between normal cognition and manifestations brain disorder.</p>																				
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 1. enhance contextualized understanding of brain and behavior relations; 2. extend knowledge of cognition that helps understanding the problems in brain disorders; 3. acquire knowledge of how advances in the clinical assessment of neuropsychological problems have, in turn, contributed to the understanding 																				

	<p>of normal cognition;</p> <ol style="list-style-type: none"> 4. improve their ability to integrate theoretical knowledge with clinical applications; 5. develop critical thinking to evaluate and appreciate the relevance and contributions of recent literature; and 6. enhance ability to analyze the complexity of the various perspectives in understanding brain and behavior relationships in bio-psycho-social contexts 																																														
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Relationships between normal cognition and the clinical manifestations of brain disorders 2. Clinical profiles of the more common brain disorders in adults and older adults, including cerebrovascular diseases, traumatic brain injury and the various forms of dementia 3. Principles of psychological assessment of cognition, emotions and behavior of the brain disorders 4. Clinical assessment of the manifestation of the disorders of memory, language, perception, movement and executive functioning 5. Models of intervention for the persons with brain disorder and their families 6. Planning and evaluating services for the patient and the family 																																														
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>Lecture: 27 hours Seminar: 12 hours TOTAL: 39 hours</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="400 1218 1426 1693"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation and paper</td> <td>50</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Multiple Choice Quiz</td> <td>40</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Participation</td> <td>10</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Seminar presentation and paper	50	√	√	√	√	√	√	2. Multiple Choice Quiz	40	√	√	√	√	√		3. Participation	10	√		√				Total	100 %						
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Student Study Effort Expected	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar/ Laboratory Work	12Hrs.
	Other student study effort:	
	▪ Project Work	30 Hrs.
	▪ Self Study	40 Hrs.
	Total student study effort	109Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p>Reference List</p> <p><u>Essential</u></p> <p>Dennis R. G. (2002). <i>Principles of human neuropsychology</i> (2nd Edition). N.Y.: McGraw-Hill.</p> <p>Bradshaw J. L., & Jason M. (1995). <i>Clinical neuropsychology: Behavioral and brain Science</i>. N.Y.: Academic Press.</p> <p>Bush S. S., & Martin T. A. (2005). <i>Geriatric neuropsychology: Practice essentials</i>. London: Taylor & Francis Group.</p> <p><u>Supplementary</u></p> <p>Goldstein L. H. & McNeil J. (2004). <i>Clinical Neuropsychology: A practical guide to assessment and management for Clinicians</i>. N.Y.: Wiley.</p> <p>Martin G. N. (1997). <i>Human neuropsychology</i>. Englewood Cliffs: Prentice-Hall.</p> <p>Au A., Leung P., Kwok A., Li P., Lui C. & Chan J. (2006). Subjective memory and mood of Hong Kong Chinese adults with epilepsy. <i>Epilepsy & Behavior</i>, 9, 68-72.</p> <p>Au A., Chan I., Li P. & Chan J. (2006). Subjective Memory Complaints in Relation to Anxiety and Test Performance of Patients Recovering from Severe Acute Respiratory Syndrome in Hong Kong. <i>International Journal of Psychosocial Rehabilitation</i>, 10, 132-140.</p> <p>Au A., Chan A. & Chiu H. (2003). Verbal learning in Alzheimer's dementia. <i>Journal of the International Neuropsychological Society</i>, 9, 363-75.</p> <p>Au A., Chan A. & Chiu H. (2003). Conceptual organization in Alzheimer's dementia. <i>Journal of Clinical and Experimental Neuropsychology</i>, 25, 737-50.</p> <p>Au A., Chan F., Li K., Leung P., Li P., & Chan J. (2003). Cognitive-behavioral group treatment program for adults with epilepsy in Hong Kong. <i>Epilepsy & Behavior</i>,</p>	

4, 441-46.

Au A., Li P., Chan J., Lui C., Ng, P., Kwok A. & Leung P. (2002). Predicting the quality of life in Hong Kong Chinese adults with epilepsy. *Epilepsy & Behavior*, 3, 350-57.

Au A. (1999). The development of the Dementia Rating Scale and the List Learning Test in Hong Kong. *Clinical Neuropsychological Assessment: Special Issue*: 1-2.

Journals

1. *Journal of Clinical and Experimental Neuropsychology*
2. *Journal of the International Neuropsychological Society*
3. *Neuropsychological Rehabilitation*