The Hong Kong University of Science and Technology
Division of Social Science
Spring Semester 2026

Course Title: Neuropsychology

Course Code: SOSC 3888B

No. of Credits: 3

Pre-/co-requisites: SOSC 1960/1969/1980

Lecture Time: Wed & Fri 4:30-5:50pm (HKT)

Venue: Rm 5402, Lift 17-18

	Lecturer	Teaching Assistant
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Consultation	By appointment	By appointment

The format of the course will follow University guidelines. Consistent with the other SOSC Psychology courses offered, this course will **NOT be recorded.

*When contacting us by email, please prefix the subject line of your message with the course code **[SOSC3888B]**. Use your university email account only.

Course Description

This course provides an in-depth exploration of the relationship between brain function and behavior, focusing on key areas such as neurodevelopmental and neurodegenerative disorders. Students will examine various neurodevelopmental disorders, including autism spectrum disorders and attention-deficit/hyperactivity disorder (ADHD), analyzing their impact on cognitive and emotional functioning. The course also covers neurodegenerative disorders, such as Alzheimer's disease and Parkinson's disease, emphasizing their progression and effects on mental health. Additionally, students will learn about neurorehabilitation techniques aimed at restoring cognitive and functional abilities following neurological impairments. A significant component of the course involves neurological assessment, where students will gain practical skills in evaluating cognitive functions through standardized tests and observational methods. By blending theoretical knowledge with practical application, this course prepares students to understand and address the complexities of brain-behavior relationships in clinical settings.

Intended Learning Outcomes (ILOs)

1. Demonstrate an understanding of various neurodevelopmental disorders, including their etiology, characteristics, and impact on cognitive and emotional functioning.
2. Evaluate the progression and effects of neurodegenerative disorders, such as Alzheimer's and Parkinson's disease, and their implications for mental health and daily living.
3. Learn and understand evidence-based neurorehabilitation strategies to enhance cognitive and functional recovery in individuals with neurological impairments.
4. Learn the principles and methods of conducting comprehensive neurological assessments, including standardized tests and observational techniques to evaluate cognitive functions.
5. Critically analyze current research in neuropsychology to inform clinical practice and contribute to the development of innovative treatment approaches for patients with neurological conditions.

Assessment Scheme

Detailed rubrics for each assignment are provided below, outlining the criteria used for evaluation.

Assessment Tasks	Alignment of ILOs	Weighting
1. Written Assignment	1,2,3	20%
2. Individual Presentation	2,3,4,5	15%
3.Neuropsychological Assessment Report	2,3,4,5	20%
4. Quizzes	1,2,3,4,5	45%

1. Written Assignment (20%)

In this assignment, students will select a **published case study from the neuropsychology literature** that highlights the relationship between brain function and behavior. Drawing on the chosen case, students will write **a maximum of 1,500 words** paper that critically examines the neurological condition, the affected brain regions, and the cognitive or behavioral consequences observed. The paper should describe the patient's presentation, outline the neuropsychological assessment methods used, and evaluate the findings in relation to theoretical models of brain-behavior relationships. Students are expected to discuss the implications of the case for clinical practice, including possible intervention or rehabilitation strategies, and reflect on how the case contributes to our broader understanding of neuropsychology. The assignment will be assessed on depth of analysis, integration of research evidence, clarity of writing, and originality of thought.

2. Individual Presentation (15%)

In this assignment, each student will participate in a "Lucky Draw" during Tutorial 1, where they will randomly pick a specific brain structure to present. Students will then prepare a 1 minute 30 second presentation that introduces the chosen brain part, explains its key functions, and uses creative strategies to make the information engaging and memorable for the audience.

The goal is not only to demonstrate accurate understanding of neuropsychology but also to showcase originality in how the material is delivered—whether through analogies, props, storytelling, or interactive elements. Presentations will be evaluated by both instructors and classmates, with ratings based on creativity, clarity, and how effectively the speaker helps others remember the brain part. This activity encourages students to combine scientific knowledge with communication skills.

3. Neuropsychological Assessment Report (20%)

For this assignment, each student is required to **identify a voluntary participant** (such as a parent, relative, or other adult) to act as a **potential client** for a mock neuropsychological assessment. Students will apply the assessment tools, procedures, and interviewing techniques taught in class to evaluate the client's cognitive and functional abilities.

The purpose of this task is to simulate the real-world process of conducting a neuropsychological assessment—from selecting and administering tools, to interpreting results, to preparing a professional written report for the client.

4. Quizzes (45%)

There will be three quizzes, each presented in a multiple-choice format. Students will have a total of one hour to complete each of the three quizzes. The content covered in the quizzes will be based on the topics discussed during both the lectures and the tutorial sessions. To perform well, students are encouraged to review all relevant materials, including lecture notes, tutorial exercises, and any additional resources provided throughout the course.

Remarks:

There will be **NO** make-up quizzes in this course. This means that if you miss a quiz, you will simply lose the number of points associated with it. Your grade will therefore be computed as if that entry was a zero. Make-up quiz will be granted only to absentees with medical condition, which is supported by a validated medical certificate and presented to our teaching team **within 24 hours**. Such notes must be in the form of a written note from your doctor, attesting to the fact that on the day of the test you were too ill to attend the quiz. All make-ups consist of long answers and an oral session.

Grade	Descriptor	Course-Wide Expectations
A	**Excellent**	Demonstrates deep understanding across all ILOs; integrates theory and practice seamlessly; uses evidence persuasively; communicates with clarity and originality; consistently professional and engaged.
B	**Good**	Solid grasp of concepts and methods; applies knowledge effectively with minor gaps; uses evidence appropriately; communicates clearly; shows consistent effort and professionalism.
C	**Satisfactory**	Understands core concepts but struggles with complexity; applies knowledge inconsistently; evidence use is basic; communication is clear but lacks polish or creativity; professionalism is acceptable but uneven.
D	**Marginal Pass**	Limited understanding of material; frequent errors in application; weak or irrelevant evidence; communication unclear or superficial; professionalism inconsistent.
F	**Fail**	Major gaps in knowledge; inability to apply concepts; little or no evidence use; incoherent communication; lack of professionalism or

Course AI Policy

Students are allowed to use AI-powered tools and models for tasks such as research, brainstorming, and proofreading, provided that the final work submitted is their own. Students must disclose the use of any AI-powered tools or models in their work. This includes acknowledging the use of AI-powered assistants, such as chatbots, for research or ideation purposes.

Course Communication Platform

All lecture materials and announcements will be posted on CANVAS. Be sure to check CANVAS from time to time for any updated news.

Some Other Notes

- ***Interaction in class*** – I believe interactions (both verbal and non-verbal) between the lecturer and the students (and among students) are one of the key ingredients to an optimal learning experience. Your active participation in class discussion or activities will not only enhance your learning, but also motivate the teaching team to do better! Stay behind the class and share with me your thoughts about the course contents.

- ***Lecture slides*** – Lecture slides will be posted to CANVAS before each class, but the contents will be a bit different from the displayed slides as I hope to encourage you to take your own notes. Note-taking facilitates your reflection and assimilation of the lecture contents.
- ***Penalties*** – Score deduction applies to any assignments over the word limit. Details can be found in the assignment guidelines.
- ***Late submission*** – Submissions received less than 5 hours after the deadline will not be penalized. No submissions will be accepted after 5pm HKT on the due date.
- ***Communication*** – Please expect that your emails will be responded to during weekdays 10am to 6pm HKT.
- ***Your feedback*** – Your opinions about the course are very valuable to help me improve the course. Feel free to drop by to talk to me. A course evaluation will also be held at the end of the course.

Texts and Materials

Kolb, B., & Whishaw, I. Q. (2021). *Fundamentals of human neuropsychology (8th Edition)*. Macmillan.

Lezak, M. D. (2012). *Neuropsychological assessment (5th Edition)*. Oxford University Press, USA.

Academic Integrity

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Academic Integrity | HKUST – Academic Registry for the University's definition of plagiarism and ways to avoid cheating and plagiarism. We will investigate every suspected case of plagiarism and report the confirmed case to the Division of Social Science for further review or action. Make sure you understand academic dishonesty would result in a reduction of scores or even a failing grade in the course.

Teaching Schedule

Week	Date	Topic	Submission Deadline
1.	4 Feb	Introduction to Neuropsychology	
	6 Feb	**Tutorial 1**	
2.	11 Feb	Neuroanatomy and Functional Brain Systems	
	13 Feb		
3.	18 Feb	**The second of Lunar New Year**	
	20 Feb	**Class Cancelled**	
4.	25 Feb	**Tutorial 2**	
	27 Feb	**Quiz 1**	
5.	4 Mar	Neuropsychological Assessment	
	6 Mar		
6.	11 Mar	Attention and Executive Function	
	13 Mar		
7.	18 Mar	Memory Systems and Disorders	
	20 Mar		**Presentation 1-4**
8.	25 Mar	Language and Communication	**Presentation 5-8**
	27 Mar	Perception and Visuospatial Processing	**Presentation 9-12**
9.	1 Apr	**Quiz 2**	
	3 Apr	**Good Friday (No Class)**	
	8 Apr	Emotion and Social Cognition **(Supplementary Class)**	**Presentation 13-16**
10.	15 Apr	Neurodevelopmental Disorders	**Presentation 17-20 Assessment Report Due**
	17 Apr		**Presentation 21-24**
11.	22 Apr	Neuropsychology of Psychiatric Disorders	**Presentation 25-28**
	24 Apr		**Presentation 29-32**
12.	29 Apr	Neuropsychological Rehabilitation and Intervention	
	1 May	**Labor Day (No Class)**	
13.	6 May	Emerging Frontiers in Neuropsychology	**Written Assignment Due**
	8 May	**Quiz 3**	