

Master of Social Sciences in Applied Psychology (MAP)

PROGRAMME HANDBOOK 2026-2027

This Programme Handbook is subject to periodic review, and changes may be made when necessary. Students will be notified of any updates as appropriate.

(Last update: 31 August 2026)

1 Programme Academic Calendar

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Events
Aug 2026							1	
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	21: Last day of course enrollment of Term 1
	23	24	25	26	27	28	29	24-28: Registration; 27: School of Graduate Studies Student Orientation
	30	31						
Sep 2026			1	2	3	4	5	1: Academic Year 2026-27 starts
	6	7	8	9	10	11	12	7: TERM 1 CLASSES BEGIN; 7-13: Add/drop Period
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	26: The day following the Chinese Mid-Autumn Festival
	27	28	29	30				
Oct 2026					1	2	3	1: National Day
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	19: The day following Chung Yeung Festival
	25	26	27	28	29	30	31	
Nov 2026	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30						
Dec 2026			1	2	3	4	5	1-2: Congregation (classes suspended)
	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	18: TERM 1 CLASSES END
	20	21	22	23	24	25	26	25: Christmas Day; 26: The first weekday after Christmas Day
	27	28	29	30	31			
Jan 2027						1	2	1: The first day of January
	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	11: TERM 2 CLASSES BEGIN; 11-17: Add/drop Period
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
	31							
Feb 2027		1	2	3	4	5	6	5-12: Chinese New Year Holidays (students)
	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	23: Sports Day (classes suspended)
	28							
Mar 2027		1	2	3	4	5	6	
	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	26: Good Friday; 27: The day following Good Friday
	28	29	30	31				29: Easter Monday
Apr 2027					1	2	3	
	4	5	6	7	8	9	10	5: Ching Ming Festival
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30		
May 2027							1	1: Labour Day
	2	3	4	5	6	7	8	7: TERM 2 CLASSES END
	9	10	11	12	13	14	15	13: The Birthday of the Buddha
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30	31						
Jun 2027			1	2	3	4	5	
	6	7	8	9	10	11	12	9: Tuen Ng Festival
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	
	27	28	29	30				
Jul 2027					1	2	3	1: Hong Kong Special Administrative Region Establishment Day
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	
Aug 2027	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30	31					31: Academic Year 2026-27 ends

 General Holidays (General Holidays in 2025 to be confirmed)
 Important Dates for Students to Note
 Italic Major Events
 Term Classes Begin/End
 Period for course add/drop, change of course sections, full/part-time status and study programmes

2 Programme Information

2.1 Background

The Programme aims for admitting graduates of non-psychology major who wish to pursue a career in psychology or related fields. It will cover all core elements in psychology. Students will learn about not only theoretical knowledge in core areas like developmental psychology, social psychology, and cognitive psychology, but also apply the skills to healthcare, workplace or counselling settings. Students who complete this Programme are eligible for graduate membership of the HKPS and hence are eligible to apply for the other advanced professional programmes (clinical, educational, industrial/organizational and counselling psychology) and research postgraduate programmes in psychology.

2.2 Aims and Programme Intended Learning Outcomes

The programme aims to:

- provide an environment conducive to learning knowledge and skills in the various areas of psychology;
- expose students to contemporary theories and practical skills in psychology; and
- build a learning community that nurtures students to pursue advanced professional training and a career in psychology.

Programme Intended Learning Outcomes (PILOs)

- PILO1: explain the fundamental principles and significance of the multi-faceted field of psychology including cognitive, developmental, social and personality psychology;
- PILO2: explain and analyse the nature of cultural differences on psychological processes and their manifestation in behaviour;
- PILO3: apply psychological theories, concepts, and research findings to novel situations and ill-defined problems in everyday life;
- PILO4: design and conduct independent research in relation to human behaviour;
- PILO5: demonstrate skill in the use of psychological principles to improve the well-being of members of society in which they live; and
- PILO6: develop, integrate and apply professional principles and knowledge to undertake a career or further studies in psychology, and counselling related fields.

Counselling Psychology Concentration

The Counselling Psychology concentration aims to:

- provide basic psychological knowledge in relation to counselling discipline;
- introduce different theoretical perspectives and practical implications in counselling psychology; and
- prepare students to further develop professional skills in counselling.

Intended Learning Outcomes (ILOs) of the Counselling Psychology Concentration

- ILO1: explain the basic concepts and theories in counselling;
- ILO2: critically assess the issues, concerns and focus of counselling in various settings;
- ILO3: exercise the necessary communicative skills in counselling;
- ILO4: analyse cultural aspects of counselling; and
- ILO5: apply professional and ethical principles in counselling and promote the well-being of people in need.

2.3 Mode of Study

Programme Structure & Requirements

- Study Modes: Full-time and Part-time
- Credit Requirements: A total of 30 credits are required for graduation, comprising 10 courses in total:
 - 5 Required Courses
 - 5 Elective Courses
- Teaching Pattern: Typically consists of one 3-hour lecture or seminar per week per course.

2.4 Normal and Maximum Duration of Study

Mode of Study	Minimum Study Period	Maximum Study Period
Full-time	1 year	2 years
Part-time	2years	4 years

2.5 Medium of Instruction

English

2.6 Contributing Departments/Units/External Partners

Host Department: Department of Psychology, Faculty of Social Sciences

Detail please refer to <https://www.ln.edu.hk/psy/>

2.7 Programme Structure

2.7.1 Curriculum

The complete curriculum structure of the programme is outlined as follows:

Course Code	Course Title	Credits
Required Courses (15 credits)		
PSY501	Research Methods in Psychology	3
PSY502	Cognitive Psychology	3
PSY503	Lifespan Developmental Psychology	3
PSY504	Personality Psychology	3
PSY505	Social Psychology	3
Elective Courses (15 credits)		
PSY611	Theories and Models in Counselling Psychology*	3
PSY612	Psychopathology*	3
PSY613	Principles of Psychological Assessment*	3
PSY614	Interventions and Professional Ethics in Counselling*	3
PSY617	Guided Study in Psychology	3
PSY618	Personal Growth	3
PSY619	Educational Psychology: Theory and Practice	3
PSY602	Human Relationship and Interpersonal Skills in Organisations (Co-list with MWOP)	3
PSY604	Consumer Psychology (Co-list with MWOP)	3
PSY606	Applied Positive Psychology at Work (Co-list with MWOP)	3
HAM508	Applied Health Psychology in Social Service Settings (Co-list with HAM)	3
HAM509	Sleep, Health, and Everyday Life (Co-list with HAM)	3
SAG501	Positive Gerontology (Co-list with SAG)	3
Total Credits		30

Students who have satisfactorily completed all 4 courses marked () above will be qualified for declaring the Concentration in Counselling Psychology.*

2.7.2 List of Courses for 2026-27

Research Methods in Psychology. This course provides an overview of advanced research methods used in various areas of psychology including research ethics. Students will learn to determine whether the data investigation approaches are the best ones for the research purpose. Conventions of writing research articles are also discussed. Students will have hands-on practice in actual data analyses using statistical software and in research report writing.

Cognitive Psychology. This course will discuss major theories and findings from areas such as visual perception, attention, memory, language, problem solving and decision making. It will show how cognitive psychologists attempt to understand the human mind via the use of computers (this is related to the field of artificial intelligence also known as A.I.). It will also explore the relation between cognitive psychology and everyday experiences.

Lifespan Developmental Psychology. This course introduces theories on human development across the life span and explains how people change (and how they remain unchanged) over time. The course also highlights the psychology of adulthood (including young, middle, and late adulthood) in the most interesting way. Issues relating to developmental problems will be discussed.

Personality Psychology. This course introduces students to individual differences in both personality and intelligence by examining theories, research, measurements, and practical applications in daily life. We will examine, compare and evaluate the major theoretical perspectives on personality, and review relevant research supporting or refuting the theoretical formulations. Students will learn to appreciate the contributions and limitations of each personality paradigm, and how it has impacted on other areas of specialisation in psychology. We will also learn the implicit theory of intelligence, and its impacts on students' learning motivation and performance. The issue of emotional intelligence will also be discussed.

Social Psychology. Social psychologists examine how the self and the social context interplay, as well as how individuals influence one another. In other words, social psychology is the study of the influences on and consequences of social interaction. Topics covered in this course include theories and research on social cognition (attitude, stereotypes, and judging others), social influences (conformity, obedience to authority, and persuasion) and social relations (prejudice, altruism, and aggression).

Theories and Models in Counselling Psychology. This course is an introduction to

counselling psychology. Counselling approaches and interventions will be examined from various theoretical perspectives, with an emphasis on therapeutic intervention strategies and applications that promote personal growth and change. In this course, students will be exposed to therapeutic interventions which will increase their awareness of common themes/principles that evoke client change and growth. Major theories of counselling psychology such as cognitive behavioural, humanistic and positive psychological are presented and evaluated. This course also addresses a variety of topics of special relevance to counselling psychology including assessment of client problems, analysis of psychological status, intervention for people in crisis situations, assessment of suicidal risk, and the process of behavioural change. Core facilitative skills of counselling are acquired and demonstrated via coursework.

Psychopathology. This course will introduce the bases of clinical and counselling psychology through a broad survey of various aspects of abnormal behaviour. The course will cover common psychological disorders, such as mood disorders, eating disorders, personality disorders, and schizophrenia. Assessment and treatment of these psychological disorders will also be discussed.

Principles of Psychological Assessment. This course will provide an overview of basic issues involved in the field of psychological testing, as well as examine the application of various psychological assessments. The course is organized around three domains relevant for psychological testing and assessment: (1) principles of psychological testing; (2) application of psychological assessments in various contexts, particularly in clinical setting; and (3) professional issues related to psychological assessment. This course will require that students have some knowledge of statistics and quantitative methods prior to taking this course.

Interventions and Professional Ethics in Counselling. This course is divided into two parts. First, it covers principles and issues of professionalism and ethics in counselling. This course offers a platform for students to critically examine relevant counselling theories, trends, strategies and techniques with a conscious reference to cultural and contextual issues. Second, it introduces the skills and process of person-centred counselling. It concentrates on the theory and practice of developing a therapeutic relationship from a humanistic perspective using micro-skills. Framed in counselling, the skills taught relate to relationship building and communication in many interpersonal contexts outside formal counselling relationships. This course will prepare students for prospective career in counselling.

Personal Growth. This course aims to promote among students an interest and readiness for

taking charge of their personal growth. It draws attention to the significance of mental and physical health, and the pathway to living a more meaningful and fulfilling life. Some of the topics to be covered include reviewing one's childhood and adolescence, body and wellness, career development, stress, coping and mindfulness, love and relationships, meaning and values, death and loss, and finding happiness. Special emphasis will be placed on helping students identify some of the significant influences of personal growth and recognizing options to optimize one's development. Current trends and issues in personal growth such as sleep hygiene, wellness through exercise and healthy diets and setting digital boundaries will also be discussed.

Educational Psychology: Theory and Practice. This course is designed to introduce students to psychological theories and principles as applied to learning and teaching. Topics include student development, learning theories from both behavioural and cognitive traditions, effective teaching methods and practices, learners' individual differences, achievement motivation, and classroom assessment. 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. This course is suitable for those who are interested in a career in education or understanding how to become more efficient learners.

Applied Positive Psychology at Work. This course, offered by the MWOP programme, introduces new developments in positive psychology, specifically the applied positive psychology perspective, to enhance happiness, resilience, well-being, individual health, and performance/productivity of institutions. The course also highlights positive psychology ideas and science, and some psychological capacities such as Psychological Capital to psychological intervention in different work settings.

Consumer Psychology. This course, offered by the MWOP programme, aims at providing a clear understanding of the principles and concepts of consumer behaviour. The course mainly focuses on the consumer as an individual and provides both the micro and macro perspectives of the factors influencing consumers. It emphasizes how the basic psychological process (e.g., personality, perception, memory, persuasion, etc.) and social and cultural factors (e.g., group dynamics, family, social class, etc.) affect consumer behaviours (e.g., brand attitudes, brand loyalty, decision making, etc.). Students will learn to apply the knowledge in consumer psychology to develop effective marketing tactics. After completing the course, students are expected to be able to think like marketers and be well-informed consumers.

Human Relationship and Interpersonal Skills in Organisations. This course, offered by the

MWOP programme, emphasizes the understanding and development of effective interpersonal skills and strategies in verbal and non-verbal communication in organisations. Personal, situational, and cultural influence on human interaction will be addressed. Key topics in this course include interpersonal dynamics, listening skills, conflict management, effective negotiation, communication in work team, business communication styles, etc. Video clips will be used to demonstrate effective and ineffective communication. Group discussion will be facilitated to discuss factors which may influence the interpersonal communication process.

Applied Health Psychology in Social Service Settings. Health psychology, offered by the MHSM programme, focuses on the role of psychosocial processes in health promotion and maintenance, illness prevention and treatment, and the relationship between psychosocial factors and physiological processes involved in health and diseases. The course provides a general introduction to the field of health psychology with a focus in the application to social service settings. We will study the biopsychosocial model of health and illness, and examine its contribution to understanding: a) health promotion and illness prevention, b) becoming ill and adopting the sick role, and c) coping with chronic illness. In each domain, we will discuss and critically evaluate the basic research, explanatory theories, and interventions developed or used by health psychologists. Finally, the course enmeshes you in the theory of, techniques for, and research on how psychology can help people live longer, healthier lives.

Positive Gerontology. This course, offered by the SAG programme, is to develop students' ability to understand physiological, cognitive, psychological and social changes as people grow older, which is an inevitable course of life. This course helps students to embrace aging with a positive attitude and empower them with knowledge to improve the quality of life of the aging population. This raises students' awareness and understanding of issues of aging as well as their impacts in social services across the world.

Sleep, Health, and Everyday Life. This course is offered by the MHSM programme. Why is sleep so important that we need to spend one-third of our life on this (in)activity? This course will provide a basic introduction to how sleep is regulated and measured, and how sleep changes across the lifespan. The importance of sleep in multiple age groups and in optimising various aspects of health will be discussed. This course will also address how sleep can be improved. Sleep research in Asian societies will be reviewed, where appropriate, to help students understand some of the topics in a local context.

Guided Study in Psychology. The guided study requires students to independently propose

a research on a psychology topic of their choice under the supervision of a faculty member. Students will be guided to apply concepts, research tools and techniques in designing and writing up an independent research report in this course.

2.7.3 Curriculum Mapping

Mapping of MAP Courses with Intended Learning Outcomes of Programme and CP concentration

Core and elective courses – the courses within which MAP programme learning outcomes are addressed																
Required courses for MAP programme						Required courses for CP concentration					Electives					
Research Methods in Psychology	Cognitive Psychology	Lifespan Developmental Psychology	Personality Psychology	Social Psychology	Theories and Models in Counselling Psychology	Psychopathology	Principles of Psychological Assessment	Interventions and Professional Ethics in Counselling	Human Relationship and Interpersonal Skills in Organisations	Applied Positive Psychology at Work	Consumer Psychology	Applied Health Psychology in Social Service Settings	Positive Gerontology	Sleep, Health, and Everyday Life	Guided Study in Psychology	Educational Psychology: Theory and Practice
Learning outcome of the MAP programme																
• explain the fundamental principles and significance of the multi-faceted field of psychology including cognitive, developmental, social and personality psychology		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• explain and analyze the nature of cultural differences on psychological processes and their manifestation in behaviour			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
• apply psychological theories, concepts, and research findings to novel situations and ill-defined problems in everyday life	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• design and conduct independent research in relation to human behaviour	✓	✓			✓		✓		✓	✓	✓	✓	✓		✓	
• demonstrate skill in the use of psychological principles to improve the well-being of members of society in which they live	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• develop, integrate and apply professional principles and knowledge to undertake a career or	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓		✓	✓	✓
Learning outcome of the CP concentration																
• explain basic concepts and theories in counselling;						✓	✓	✓	✓							
• critically assess the issues, concerns and focus of counselling in various settings;						✓	✓	✓	✓							
• exercise the necessary communicative skills in counselling;						✓			✓							
• analyse cultural aspects of counselling; and						✓	✓	✓	✓							
• apply professional and ethical principles in counselling and promote the well-being of people in need.						✓		✓	✓							

2.8 Student Progression Requirements

[Students are encouraged to refer to Section 16 of the [Regulations Governing Taught Doctoral/Master's Degree Programmes \(for 2026-27 intake and after\)](#)]

- 2.8.1 The minimum Cumulative GPA (CGPA) requirement for progression in this programme is 2.50 out of 4.0.
- 2.8.2 Generally, students should be subject to an academic review at the end of each term. In the case where a student enrolled in less than 6 credits in a term, the academic review shall be done when he/she has cumulatively enrolled in 6 credits or more.
- 2.8.3 A student whose CGPA is below 2.50 at the academic review will be put on academic probation in the following term or discontinued from studies as prescribed in Section 2.9.
- 2.8.4 At the end of the term in which the student on academic probation has cumulatively enrolled in 6 or more credits, if he/she obtains a CGPA of 2.50 or above, probation will be lifted. Otherwise, his/her studies will be discontinued.
- 2.8.5 A student may be put on academic probation for only one time during his/her whole period of study in the programme. After the academic probation is lifted and the student continues on the programme, the student will be discontinued from his/her studies if his/her CGPA is below 2.50 at a subsequent academic review.
- 2.8.6 A warning concerning the need to improve his/her academic performance should be issued to a student whose CGPA is at or above the level required for progression but below the level for graduation, i.e., a student whose CGPA is at or above 2.50 but below 2.67 (which is the minimum required for graduation).

2.9 Discontinuation of Studies

[Please also refer to Section 17 of the [Regulations Governing Taught Doctoral/Master's Degree Programmes \(for 2026-27 intake and after\)](#)]

2.9.1 The Senate may, on the recommendation of the Postgraduate Studies Committee (the Committee), discontinue the studies of a student at any time on the grounds of the candidate's unsatisfactory performance or failure to comply with specific stipulations in the [Regulations Governing Taught Doctoral/Master's Degree Programmes](#).

2.9.2 The studies of a student will normally be discontinued if,

- (a) he/she fails to have his/her academic probation lifted at the end of the term when he/she has taken cumulatively 6 or more credits since he/she has been put on probation, or
- (b) his/her CGPA is below 2.50 at an academic review after the academic probation is lifted and the student continues on the programme;
- (c) he/she fails to fulfill progression requirements specified in Section 2.8; or
- (d) he/she fails to fulfill all requirements for graduation within the maximum study period.

2.9.3 A student's academic standing, as referred to in Section 2.9.2, is subject to the approval of the Senate upon the recommendation of the Committee.

2.9.4 A student whose studies have been discontinued may appeal through the Registrar against the decision. Details are stipulated in Section 9 of the [Regulations Governing University Examinations and Course Work](#).

2.10 Graduation Requirements

A student will be evaluated for graduation at the conclusion of the term in which he/she may satisfy all the conditions for an award. If a student is not allowed to graduate, he/she will be re-evaluated for graduation at the end of subsequent terms.

The student should have fulfilled all graduation requirements stipulated in the curriculum of his/her programme. The University reserves the right to make amendments to academic programmes from time to time as approved by the Senate.

The cumulative grade point average that a student should have obtained for graduation will be specified by individual programmes and this shall **not be below 2.67**.

From the 2018-19 intakes, if a student was admitted to the programme with an English test

score just below the minimum as specified in Regulation 3.2¹, the student is required to fulfil an **exit requirement on English language competency** before graduation. The requirement is considered fulfilled if:

- I. the student has completed an **English enhancement course and attain minimum grade** as specified by the University², or
- II. the student has obtained a band score of **6.5 or above in IELTS**, or a minimum score of **79 (internet-based test) in TOEFL**³.
- III. the student has met the programme's specific exit requirement on English language competency as approved by the University.

A student is required to graduate as soon as he/she satisfies all the conditions for an award.

A student may graduate upon completion of all requirements at the end of any term in an academic year, although the conferment of awards is held annually.

A student's eligibility for graduation is subject to Senate approval.

2.11 Award Classification

Distinction will be awarded when a student achieves a Cumulative G.P.A. of 3.50 or above, and has fulfilled the requirements for graduation of a master's degree programme.

Award Classification	Cumulative GPA
Distinction	3.5 or above
Pass	2.67 – 3.49

2.12 Intermediate Award

There is **NO** intermediate award for MAP.

2.13 Degree Conferment Date

¹ Regulations Governing Taught Doctoral/Master's Degree Programmes (effective from 2025-26 intake)

² *English Language Enhancement Course: Preparation for IELTS* is an approved course for English enhancement, and the **minimum grade to attain is B-**.

³ For IELTS and TOEFL qualifications, the University only accepts results of tests that are conducted at a test centre and the results must be verifiable.

Degrees for this programme are conferred on 31 March and 31 August* of each academic year. Students who have a preferred conferment date should indicate their choice at the start of the programme to discuss the necessary arrangements.

**Subject to revision by the University.*

2.14 Early Alert System

The Early Alert System aims to identify students experiencing difficulties in their studies and provide **timely support**.

The Programme Office shall:

- request teachers, around the middle of the term, to report students who may require special attention (e.g., frequent absences, poor performance in tests and/or midterms);
- compile a warning list for each course and cross-check with other teachers;
- **issue mid-term warnings to students who have not performed well;** and
- maintain ongoing communication and monitoring of the students concerned.

2.15 Internship/Placement Opportunities

This programme encourages instructors to offer research opportunities to enhance student research experience. Details regarding the recruitment of student interns by external organizations will be shared via email as they become available. Students are advised to check their student mailboxes regularly for important notices and programme updates.

2.16 Scholarships and Financial Assistance (Optional)

Certificate of Merit: Awarded to both full-time and part-time students who achieve a GPA of **3.5 or above** while completing four or more courses at the end of each term, serving as encouragement to maintain their academic excellence in subsequent terms.

Scholarships:

- A scholarship of HKD 3,000 is awarded to every student who achieves a term GPA of 3.5 or above.
- The top three students with the highest GPA each term (plus any students tied for those positions) will receive an increased reward of HKD 5,000.

Note: We reserve the right of final decision in the event of any dispute arising from the certificate or scholarship. We also reserve the right to modify, change, or withdraw the award of the Certificate of Merit and/or Scholarship at any time without prior notice.

Scholarships (For Teachers)

MAP has been selected by the Education Bureau as qualified for applying The Scholarship for Teachers (20225/26) for the field of study in Counselling Psychology. The application is opened in May 2025. The Circular Memorandum and the relevant documents have been uploaded to the EDB website (https://www.edb.gov.hk/scholarship_teacher).

2.17 Official Communication Channel

Email is the official communication channel at Lingnan University. Students are required to use their official Lingnan student email accounts for all correspondence with members of the University.

2.18 Programme Contact Information

MAP Programme Office (General Enquiry)	Email: mssap_admission@ln.edu.hk Telephone: 2616 8669/ 2616 7398 Address: WYL223, Department of Psychology, Dorothy YL Wong Building, Lingnan University, Tuen Mun, N.T.
Prof. CHEUNG Yu Hin, Ray Programme Director	Email: raycheung@ln.edu.hk Telephone: 2616 7657 Location: WYL 229
Prof. LUI Fai Hong, Kelvin Associate Programme Director	Email: kelvinlui@ln.edu.hk Telephone: 2616 8353 Location: WYL 118
Prof. LO On Ting Associate Programme Director	Email: ontinglo@ln.edu.hk Telephone: 2616 5997 Location: WYL 323

Students are advised to check for any updates to university regulations. In the event of any discrepancies with university policies, the pertinent official university regulations shall prevail.