ΔΙΠΑΕ CYQAA **ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ**
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Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:
  University of Cyprus**

- **Town: Nicosia**

- **Programme of study
  Name (Duration, ECTS, Cycle)**

  In Greek:

  Μάστερ στη Σχολική Ψυχολογία, 3 χρόνια, 180 ECTS

  In English:

  Master's Degree in School Psychology, 3 years, 180 ECTS

- **Language(s) of instruction: Greek**

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

    - *the areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The role of the program coordinator is both the one of monitoring the program as well as the students. In combination with the high working load of all, including the program coordinator herself, this situation may not be without any risk. It is recommended that more faculty members - with a background in School Psychology - serve as academic advisors to students in the program in order to facilitate sharing of responsibilities.	The Program Coordinator has demonstrated exceptional dedication in leading the program for the past 6 years, despite the challenges posed by a heavy workload (teaching, research, service). Testament to this is the strength indicated by the evaluation committee in their report "*The program is constantly monitored by the program coordinator, and she is also the advisor of the students. This way there is a continuous feedback flow about how students perceive and experience the program, both in terms of content and in terms of workload. Thus, the program coordinator has a very central role in the program, for both students and staff.*" Nevertheless, we acknowledge the committee's concerns regarding the potential impact of the coordinator's multiple responsibilities. To address these concerns, we note that we recently had a new hiring in School Psychology. The new faculty member will work collaboratively with the program coordinator to contribute to the program so that there will be a sharing of responsibilities. We are therefore confident that this increased faculty involvement will alleviate the program coordinator's workload.	Choose level of compliance:
The role of the School Psychology committee could benefit from a more clear description of the roles and responsibilities of the committee members (lines of accountability, status and authority, monitoring academic and student issues).	The School Psychology program is continuously monitored by the Program Coordinator, who also serves as the Academic Advisor of the students in the program and the Chair of the School Psychology Committee. Therefore, the Program Coordinator, who is the line of communication between the	Choose level of compliance:

students of the program, the School Psychology Committee, and the faculty/the Department of Psychology in general, is responsible for ensuring the smooth daily operation of the program, to oversee and support students (including academic guidance/mentoring and organisation of their study program), to maintain communication with the remaining faculty and intervene when the student(s) require support. The School Psychology Committee consists of four members: three faculty members appointed by the Department of Psychology Council and the Director of Clinical Training of the program. The School Psychology Committee is responsible for all broader issues related to the smooth operation of the program and the resolution of significant problems of the students. It also recommends program modifications to the Departmental Council, implements the changes, evaluates the progress of the students and reports on it to the Departmental Council through the Chair of the School Psychology Committee, ensures the co-ordination and appropriate completion of the practicum and internship in collaboration with the external site, and oversees the final Professional Competency Examination. In addition to regular monthly or bi-monthly meetings, as needed, to discuss issues relating to the School Psychology program, the School Psychology Committee meets exclusively at the end of the Spring semester of each year a) to evaluate the progress of each cohort of students in the program and to evaluate the 3rd year students' preparedness to sit the Professional Comprehensive

	Examination in School Psychology, and b) to discuss program quality issues by analysing various indicators and student feedback to make decisions about improvement actions.	
It is recommended that the program develops a process of internal evaluation and reflection on the content of the curriculum at the level of the program staff and put mechanisms in place that will help make these part of a consistent formative evaluation process of the program. This process will also allow and facilitate decision-making on curriculum developments and changes, considering changing needs of student population and society, locally, nationally and internationally. Consideration of standards for training in School Psychology in countries with a long history of provision of school psychological services might be helpful as well (ie. BPS standards, NASP Standards for Graduate Preparation of School Psychologists, 2020).	We appreciate the committee's recommendation to develop a formal internal evaluation process. Currently, we gather qualitative student feedback on each course through course evaluations to instructors at the end of each semester. This information is used by the instructor to make minor adjustments to course content. To enhance our evaluation process, at the end of every Spring semester, we will implement a more structured curriculum review process involving both students and faculty. Students will contribute through focus groups and surveys to provide insights into their learning experiences. Faculty will engage in regular discussions to assess course effectiveness and alignment with program goals. We will analyse the data collected to identify trends and patterns and use this information to inform curriculum improvements. By mapping our curriculum to learning outcomes and professional standards, we will further strengthen our program's evaluation and development.	Choose level of compliance:
It is recommended to include an introduction on the role of the school psychologists early in the program. This can be done in the form of a foundational course, introducing students to both the role of the school psychologists, school psychological services and (current) trends in the profession. Emphasizing the role as scientist-practitioner may also provide a framework of understanding for the students for the inclusion and relevance of the thesis in the	We appreciate the committee's recommendation to introduce students to the role of school psychologists early in the program. While we recognize the importance of establishing a strong foundation for our students, the University of Cyprus' ECTS regulation limits our ability to add a new foundational course. To address this challenge, we are currently carefully examining the possibility of moving later courses that already incorporate these topics (e.g., School	Choose level of compliance:

program. Regarding the content of courses, it is recommended that - especially in the foundational courses of the first year - more emphasis should be placed on the interconnection of knowledge, research findings and (professional) practice.	Interventions) earlier in the program. We recognize that this change may impact the overall curriculum structure, and we will carefully consider the implications for course sequencing and student learning outcomes. Therefore, we acknowledge that this process requires careful consideration given that currently the program is structured as such so that foundational courses providing theoretical knowledge and research skills are placed in Year 1, which would allow students to progress smoothly with needed knowledge in Year 2, during which more advanced specialised courses take place. The placement of courses each year was a major restructuring of our program as requested in the previous evaluation by CYQAA. It is also important to ensure that any changes made will not jeopardise the comprehensiveness of the program and its progressive structure, qualities that the evaluation committee has already praised in the evaluation report, i.e., "*There is a progressive development of knowledge and skills over the period of study, integrating science and Practice*." We also note that students develop their identity as School Psychologists through the "School Experience" and the Clinical Seminars, which remain core components of our program. Beyond the above, the School Psychology Committee will also revisit the content of existing first-year courses during the upcoming Winter term of the academic year 2024-2025 to ensure that the interconnection of knowledge, research findings and professional practice is adequately addressed. The Committee will make decisions about the courses and the structure of the program by December 2024,	

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	so that the suggestions can then be forwarded to the relevant bodies of the University for approval. Any changes to the program will take place in the next academic year 2025-2026.	
Students indicated they would have appreciated more knowledge and skill development in the domain of psychological assessment before the start of the practicum (broader than measurement of intelligence). The program could benefit from reconsidering the choice of mandatory versus elective courses - for example a course in neuropsychological assessment now is an elective, whereas in the field this may be knowledge that will be expected of the school psychologist.	We appreciate the committee's recommendation to enhance students' knowledge and skills in psychological assessment. Please note that currently in our program students are already trained on the psychological assessment of additional domains, beyond intelligence measurement, such as socio-emotional assessment through the compulsory course "Psychodiagnostics Intellectual Assessment of Children and Adolescents", in line with international standards of School Psychology training and the availability of child psychological assessment instruments standardised in the Greek population. Also, students are trained on the assessment of academic achievement through the practicum and clinical internship. We recognize the importance of broadening students' assessment competencies. To address this, we will carefully examine the feasibility of either incorporating additional topics related to child neuropsychological assessment into existing courses, such as the Psychodiagnostics Intellectual Assessment of Children and Adolescents or substituting the elective course in neuropsychological assessment with a second mandatory course on child psychological assessment to provide students with more in-depth training. We will gather student feedback to inform these changes and ensure that the curriculum aligns with the evolving needs of the field. The School Psychology	Choose level of compliance:

	Committee will examine this issue specifically during the upcoming Winter term of the academic year 2024-2025 and will make decisions by December 2024, so that the suggestions can then be forwarded to the relevant bodies of the University for approval. Any changes will take place in the next academic year 2025-2026 as the new cohort of students has already been informed about the structure of the existing program. We also highlight that with our current efforts of adding another internship site in the program, School Psychology trainees will have the opportunity to practice their clinical skills in child neuropsychological assessment further.	
It is the impression that the content of courses is largely determined by the expertise of the teaching staff members. Some key (and current) topics/models within the field and profession of school psychology could be addressed more explicitly in the courses of year 1 and 2 of the program. These include using a more transactional and systemic framework, and including different models of consultation, crisis intervention, effects of substance (ab)use, trauma and decision-making models, etc.	We appreciate the committee's observation regarding the importance of addressing specific topics within the field of school psychology. While faculty expertise undoubtedly enriches the curriculum, we recognize the value of explicitly incorporating current and relevant models and frameworks. The new member of staff who has recently joined the department will be taking over the courses "Psychological Interventions in the Schools I" and "Psychological Interventions in the Schools II" and will incorporate the content suggested in September 2024. More specifically the "Psychological Interventions in the Schools I" course focuses primarily on presenting interventions at a group/School level. This course will also have a section on crisis intervention, trauma-informed approaches and decision-making at a more systemic level while the course "Psychological Interventions in the Schools II" will cover the same topics on an individual level as the course primarily focuses on	

	covering interventions that are delivered on an individual basis (working with the child, the parent, the teacher etc separately).	
There is a lot of discussion about the place, form and planning of the Thesis in the program. At the moment, the thesis is largely planned in year 2, with the data collection planned over summer - causing problems as schools are closed at that time. As a result, students do not all get to finish the thesis before starting the internship year - causing a lot of stress and adding to the felt workload. It is recommended to keep the thesis as mandatory part of the program but the EEC can give some suggestions to make it more feasible for students and/or staff: 1) increase the number of thesis topics on existing datasets; 2) equally divide the supervision load across the team (either at the level of the program or at the level of the department); 3) in case data collection is needed, reschedule it to either the Fall or Spring semester so that no activities have to take place during summer. 4) have students work in teams for different (and maybe even all) aspects of the work (joint master's thesis, with clarification of each student's contribution to the product). 5) reconsider the overall planning of the thesis, preferably start up the process earlier, safeguarding room for 'unexpected situations or delays', so that students can finish before starting their internship year. 6) redefine the learning goals of the thesis - and align the expectations and guidelines, accordingly, providing realistic standards for the time allotted (22.5 ECTS in total) - it is important to keep in mind that this is a thesis that is part of an M.A. program (not a PhD program). 7)	We thank the committee for these suggestions. Regarding suggestion 1) to increase the variety of topics made available to students, we have recently had two new staff members join the department, one is an applied school psychologist with a research interest in behavioural and emotional problems using a quantitative research approach, while the second staff member is a social psychologist focusing on prejudice (stereotypes), inclusion and exclusion. These two new faculty members add to the existing research topics offered by the department, providing more variety in topics. Unfortunately, we rely on the availability and topics faculty members can provide, some might include the collection of new data while others might have existing data and can offer this option to their students. 2) We have already examined the possibility of moving the 2nd Master Dissertation stage from the Summer term of the 1st year, during which data collection is expected to take place, to the Winter term of the 2nd year. This will allow a smooth progression between the two terms (Spring term in Year 1 and Winter term in Year 2). This will take effect in the next academic year as the new cohort of students has been informed about the structure of the existing program. 3) We will also encourage faculty who take on more than 1 student from the School Psychology program to have them work in teams. Again, this will depend on how many students each faculty member can take on and the nature of the research question and	

consider different types of research projects (e.g. more applied studies) and possibly also formats of reports (e.g. targeting the broader public rather than just the scientific society).	methodology. 4) Currently, students decide on an MA research project during the 1st term of Year 1 and by the 2nd term students start working on their research project in collaboration with the research supervisor. Thus, students start working on their MA thesis as early as possible in the program. As explained in point 2, we have already meticulously examined the overall structure and expected outcomes of each MA thesis stage. To avoid further delays, we will move the data collection phase (currently scheduled for the Summer term) to the Winter term when data collection is more feasible. 5) Based on the standards set by the University of Cyprus regarding the MA thesis, students need to carry out novel research at the graduate level, thus addressing a gap in the literature. However, starting September 2024, we will ensure with all potential research supervisors that the expected research load remains feasible and at the master's level. 6) The provided topics are constrained by the availability of faculty members. However, we always try our best so that the topics provided focus on child-related issues and are applied as much as possible.	

2. Student – centred learning, teaching and assessment
   (ESG 1.3)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Due to the limited clinical practicum positions available, only a small number of students can be admitted each year.	The maximum number of admitted students every year is based on a Memorandum of Collaboration with the Educational Psychological Services of the Ministry of Education and Culture. We have already discussed the possibility of extending the available positions of trainees with the Educational Psychological Services and as soon as more School Psychologists are hired at the Educational Psychological Services and they can provide us with more trainee positions, we will revisit the number of admitted students in our program. Additionally, we are already in the process of securing training placements in other sites such as the Child Neurological Department at the Makario Hospital.	Choose level of compliance:
The process, forms and criteria for student assessment in the courses are fully determined by the instructors, without any coordination at the level of the program (neither in terms of assessment methods used nor with respect to the distribution of students workload across the semester) or peer review. It is not always clear to what extent the assessment methods are aligned with the learning goals of the particular course.	We appreciate the committee's observation regarding the inconsistency in assessment methods and workload distribution across courses. To address this, starting from the new academic year 2024-2025, the School Psychology committee will implement a more structured approach to curriculum development and assessment. We already have clear guidelines for course syllabi, including requirements for learning outcomes and assessment methods. Therefore, at the end of every academic year, we will adopt regular reviews of syllabi to ensure alignment with program goals. Additionally, we will foster collaboration among faculty to promote consistency in assessment	Choose level of compliance:

	practices and even workload distribution during term.	
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3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Teaching staff's workload is very high, especially due to the high supervision load (bachelor's theses, master's thesis, PhD dissertations). This supervision load is not officially counted as teaching load and is also not equally distributed across the team. The EEC recommends revisiting this, e.g., by asking all staff members to propose an equal number of master's thesis topics (either within the School Psychology program or across the different programs in the department).	We appreciate the committee's concern regarding the heavy workload of faculty members, particularly about thesis supervision. We acknowledge that the current distribution of supervision responsibilities can be uneven and that thesis supervision is not formally recognized as part of the teaching load. To address this issue, in the new academic year the School Psychology program will collaborate with departmental leadership to develop a more equitable system for assigning thesis supervision. This may involve implementing a rotation system, establishing clear guidelines for supervision expectations, and providing additional support for faculty members with heavy supervision loads. Finally, we have informed the University of the need to have thesis supervision recognized as part of the teaching load, and efforts are being made to find solutions to this issue.	Choose level of compliance:
As the thesis now is a mandatory part of the curriculum, with ECTS credits for students attached, it is recommended that supervising theses is recognized as a teaching activity, and that faculty are credited with teaching hours for thesis supervision.	The Department of Psychology has informed the University of the need to have the thesis supervision recognized as part of the teaching load, and efforts are being made to find solutions to this issue.	Choose level of compliance:
Teaching staff is now teaching in all programs of the Department, in spite of the fact that some faculty members have the very specific expertise in the domain of a specific program (e.g. School Psychology). The department may revisit this and consider increasing the number of courses faculty members with a	Currently, both faculty members with a background in School Psychology deliver two courses on the School Psychology program (post-graduate level) each and two courses on the bachelor's degree (undergraduate level), balancing their contributions to both undergraduate and graduate	Choose level of compliance:

background in school psychology teaches in the school psychology program.	programs. This distribution aligns with university guidelines and ensures a diverse range of perspectives for our students. It also aligns with CYQAA requirement for faculty members also contributing to undergraduate programs based on their expertise and not just to the graduate programs. With the recent addition of a second School Psychologist to the Department, we believe that all more specialized courses with required specific expertise are now covered in the School Psychology program. We also note that other faculty members contributing to the program teach courses that are focused on their expertise, and as praised by the evaluation committee in their report "*The department has faculty members with strong research expertise, who all are involved in teaching. This provides the students with excellent research opportunities and solid knowledge.*"	
Care has to be taken to make sure the positions of Practicum coordinator as well as the special teaching staff are recognized and included. It was noted that the description of the special teaching staff is missing from the description of the teaching staff in the documentation, whereas they play an important role in the training of the students.	We only included information regarding staff members who are employed on a permanent basis at the University in the documentation submitted. Any special teaching staff that have taught occasionally in the program are hired only for a term on a short-term contract and the syllabus and content is based on the syllabus prepared by the faculty member supervising the specific course. We note that currently special teaching staff are mainly hired to cover the courses of permanent faculty members when they are on sabbatical leave. In future evaluations, we will include a short description of any special teaching staff contributing to the program.	Choose level of compliance:
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4. Student admission, progression, recognition and certification
(ESG 1.4)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The Program could provide in-service training for supervisors on supervision	We appreciate the committee's recommendation to provide in-service training for supervisors. To enhance the supervisory capabilities of the external clinical supervisors, the department will continue to provide continued education to the supervisors as specific needs arise and expressed formally, in line with other learning deliveries that it has provided to the supervisors so far and consistent with university regulations. At the beginning of every new academic year, we will collaborate with external clinical supervisors to identify their specific training needs and tailor in-service training accordingly. The clinical supervisors will also have the opportunity to express to the Clinical Training Coordinator their needed knowledge observed during the past year at the end of the Spring semester every year. By investing in the professional development of our external supervisors, we aim to enhance the overall quality of supervision and student outcomes.	Choose level of compliance:
Students might benefit from having different supervisors in their practica and internship placements.	We thank the committee for this suggestion. While we recognize the potential benefits of this approach, the current limited number of clinical supervisors often restricts our ability to assign multiple supervisors to each student. We are actively expanding our network of placement sites, such as the Child Neurological Department at the Makario Hospital. This will increase the pool of potential supervisors and provide students with opportunities to experience different supervisory styles and	Choose level of compliance:

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	approaches. We will regularly evaluate the effectiveness of this strategy in providing students with diverse and enriching supervisory experiences.	
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5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Staff indicates that the number of scholarships to financially support students is very limited. Together with the fact that the internship is unpaid, this makes some students needing to seek employment during their studies, compromising fluent progress in their program of study.	We understand the financial challenges faced by our students due to the limited scholarship opportunities and the unpaid internship. While funding availability is constrained by the University, we are always committed to exploring avenues to support our students such as the Cyprus State Scholarship, student grants and student allowance. Also, the Department supports students facing financial difficulties by guiding them to seek support from the Social Support Office of the University of Cyprus' Academic Affairs and Student Welfare Service. We note that we communicate the financial implications of the program transparently to prospective students during the admissions process. We will continue to advocate for increased funding for student support within the university. We hope that in the future the University and the Department will be able to offer scholarships to students.	Choose level of compliance:
Due to the workload of administrative staff supporting all programs in the Department, an increase in the number of permanent positions of administrative staff might be considered by the University.	The Department has already hired two new administrative personnel that support further all programs, including the School Psychology program.	Choose level of compliance:
The knowledge and expertise available at the Center for Teaching and Learning does not always seem to find its way to staff and courses or curriculum. This may be partly due to the aforementioned workload. Both staff and students might benefit from finding a structure in which the available	We acknowledge that the Centre of Teaching and Learning offers a range of additional courses that staff can benefit from. All new faculty members are required to attend introductory courses on teaching and relevant available software in the university that allows them to integrate them into	Choose level of compliance:

expertise can be actually used in the full range of teaching related activities.	their courses. Beyond these introductory courses, faculty members choose to attend additional courses offered by the Centre of Teaching and Learning either in person or online based on their availability due to the increased workload and their specific needs. At our departmental meetings, we will explore opportunities to increase faculty participation in the Centre's offerings by establishing ongoing professional development plans. However, it's important to note that faculty needs and availability vary and faculty members seek training based on these.	
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6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The Master program in School Psychology is a very strong program, providing students with the knowledge, skills and professional competencies that allow them to start working as a school psychologist. The evaluation process took place in a constructive and open atmosphere, with clear and well prepared documentation beforehand, and open and constructive discussions during the visit. Recommendations from the previous EEC evaluation (in 2019) have been incorporated, including making the thesis a mandatory part of the curriculum, and adding a course on research methods. The overall structure of the curriculum is clear, with three main building blocks: theoretical foundations, research, professional readiness. At the curriculum level, some specific recommendations are being made (including some suggestions for reshuffling, strengthening the explicit connection between theory, research and practice in the courses, the alignment of courses within the overall curriculum and inclusion of some current and central topics in the field, etc). However, the recommendations and suggestions made should be read within the context of a favorable evaluation of the program by the committee. The program is carried out by the department of Psychology, with a strong and dedicated team that is committed to both the program and the department. Most of the staff members have been at the UoC for a long time already, speaking for their commitment to the department. The department staff represents a very strong degree of expertise in research, providing students with a solid basis and research opportunities.	The Department of Psychology would like to thank the five-member committee for their valuable time evaluating the MA in School Psychology program and their insightful comments. We are grateful to the committee for taking the time to review all submitted documents carefully and to hold interviews with members of the department, and we welcome their suggestions that aim to strengthen the quality of the program according to international standards. We are very pleased that the evaluation committee assessed our Master's program in School Psychology to be "a very strong program, providing students with the knowledge, skills and professional competencies that allow them to start working as a school psychologist", that "the overall structure of the curriculum is clear", that it is "a program that provides students with a very solid basis for their future profession", that "the recommendations and suggestions made should be read within the context of a favorable evaluation of the program by the committee", and that "overall, the EEC is very positive about the program". We have taken into consideration all constructive feedback that the committee provided and we believe that by incorporating appropriate changes, the program has further improved and can hold its unique position among other international programs offering specialisation in School Psychology.	Choose level of compliance:

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The School Psychology Program manages to fulfill criteria at different levels: criteria for Cyprus Legislation for professional psychologists, criteria of the generic framework for professional psychologists in Europe (Europsy), and international training standards for school psychologists (ISPA). This results in a program that provides students with a very solid basis for their future profession. A very strong aspect of the program is the practical training, gradually building up from 2 practica to a 1-year internship, carried out in collaboration with the Educational Psychological Services of the Ministry of Education and Culture. This collaboration guarantees internships for all 10 students of the program, and guarantees supervision by experienced and qualified supervisors. Overall, the program staff is well aware of its responsibility to society: to deliver graduates who will be ready for responsible and competent service delivery. It is clear that there is a very high work load for the staff members, a high load of thesis supervisions (not only students from the School Psychology program, but also from the other programs of the department) and the high standards set by the individual staff members. Also, supervising theses is not credited as teaching time, meaning it adds to the other responsibilities, including an already full teaching load. The high work load also pertains to the administrative staff. The number of staff members is limited, and the work - within this active and dynamic department - is difficult to handle given the temporary contracts. Overall, the EEC is very positive about the program and wishes the department and its dedicated staff all the best with its future development.		
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C. Higher Education Institution academic representatives

Name	Position	Signature
Andria Shimi	Assistant Professor, Program Coordinator	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 29.08.24

Τίτλος Μαθήματος	Ψυχολογικές Παρεμβάσεις στο Σχολείο Ι				
Κωδικός Μαθήματος	ΨΥΧ 614				
Τύπος μαθήματος	Υποχρεωτικό				
Επίπεδο	Μεταπτυχιακό				
Έτος / Εξάμηνο φοίτησης	2ο Χειμερινό Εξάμηνο				
Όνομα Διδάσκοντα	Μελίνα Νικόλ Κοιρανίδου				
ECTS	7.5	Διαλέξεις / εβδομάδα	1 (3 ώρες ανά διάλεξη)	Εργαστήρια / εβδομάδα	-
Στόχοι Μαθήματος	Στόχος του συγκεκριμένου μαθήματος αποτελεί η εξοικείωση των εκπαιδευόμενων Σχολικών Ψυχολόγων με ομαδικές ψυχοεκπαιδευτικές παρεμβάσεις που μπορούν να εφαρμοστούν στη σχολική κοινότητα. Ειδικότερα, στο πλαίσιο του μαθήματος θα αναπτυχθούν θέματα όπως: α) η λειτουργία του σχολείου ως σύστημα, β) επισκόπηση της πρόσφατης βιβλιογραφίας υφιστάμενων (εστιασμένων και πιο γενικών) προγραμμάτων πρόληψης και προαγωγής της ψυχικής υγείας που εφαρμόζονται στο σχολικό πλαίσιο, γ) αξιολόγησης της αποτελεσματικότητας των ψυχοπαιδαγωγικών παρεμβάσεων, και δ) την ενδυνάμωση της ψυχική ανθεκτικότητας και τη διαχείριση κρίσεων στο σχολικό περιβάλλον. Επίσης, θα γίνει αναφορά σε αποτελεσματικούς τρόπους επικοινωνίας και συνεργασίας με τα μέλη της σχολικής κοινότητας (διεύθυνση, εκπαιδευτικοί, γονείς/κηδεμόνες), για την αποτελεσματικότερη εφαρμογή προγραμμάτων πρόληψης και παρέμβασης. Παράλληλα, θα παρουσιαστούν παραδείγματα προγραμμάτων πρόληψης και παρέμβασης που έχουν εφαρμοστεί διεθνώς.				
Μαθησιακά Αποτελέσματα	Με την ολοκλήρωση του μαθήματος αναμένεται ότι οι φοιτητές/φοιτήτριες: • θα έχουν μια καλύτερη κατανόηση της λειτουργίας του σχολείου ως σύστημα και πως αυτό επηρεάζει και επηρεάζεται από τα διάφορα υποσυστήματα του. • θα γνωρίζουν τα βασικά μοντέλα παροχής θεραπευτικών υπηρεσιών και τα επίπεδα παρέμβασης, • θα είναι σε θέση να αναζητήσουν υφιστάμενα προγράμματα πρόληψής και να αξιολογήσουν την αποτελεσματικότητά τους. • θα εξοικειωθούν με τα βασικά στάδια σχεδιασμού ομαδικών παρεμβατικών προγραμμάτων. • θα εξοικειωθούν με παρεμβάσεις που εστιάζονται στην διαχείριση κρίσεων, περιστατικών εκφοβισμού και θυματοποίησης στο σχολικό πλαίσιο.				

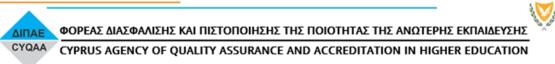|			
	• θα αναπτύξουν γνώσεις και δεξιότητες αποτελεσματικότερης συνεργασίας με τα μέλη της σχολικής κοινότητάς.		
Προαπαιτούμενα	Δεν Εφαρμόζεται	Συναπαιτούμενα	Δεν Εφαρμόζεται
Περιεχόμενο Μαθήματος	Θεματικές Ενότητες • Το Σχολικό Σύστημα. Βασικές προσεγγίσεις και μοντέλα παροχής παρέμβασης στο σχολικό πλαίσιο – Επίπεδα παρέμβασης • Ποια ομαδική παρέμβαση να εφαρμόσω; Εντοπίζοντας τους παραλήπτες της παρέμβασης (παιδιά/έφηβοι, γονείς/κηδεμόνες, εκπαιδευτικοί) • Προάγοντας την ψυχική υγεία και ευημερία παιδιών και εφήβων. Ερευνητικά εμπεριστατωμένες συστημικές παρεμβάσεις που μπορούν να εφαρμοστούν στο σχολικό πλαίσιο. • Σχεδιασμός, εφαρμογή και αξιολόγηση σχολικών παρεμβατικών προγραμμάτων. Διαμόρφωση ομάδων και αντιμετώπιση δυσκολίων εμπλοκής συμμετεχόντων, διαχείριση συμπεριφορών σε ομάδες παιδιών/εφήβων και ομάδες γονέων/κηδεμόνων • Προαγωγή ψυχικής ανθεκτικότητας και ευεξίας στη σχολική κοινότητα • Επιθετικότητα, σχολικός εκφοβισμός, θυματοποίηση, παραμέληση, διαχείριση κρίσεων		
Μεθοδολογία Διδασκαλίας	Διαλέξεις, συζήτηση, παρουσιάσεις φοιτητών		
Βιβλιογραφία	Ελληνική • Βασιλόπουλος, Σ. Φ., Μπρούζος, Α., & Μπαούρδα, Β. (2016). *Ψυχοεκπαιδευτικά ομαδικά προγράμματα για παιδιά και εφήβους.* Αθήνα: Εκδόσεις Gutenberg. • Καλαντζή-Αζίζι, Α. & Ζαφειροπούλου Μ. (2004). *Προσαρμογή στο Σχολείο.* Αθήνα: Ελληνικά Γράμματα • Χατζηχρήστου, Χ. (Επιστ. Επιμ.) (2011α). *Κοινωνική και συναισθηματική αγωγή στο σχολείο: Πρόγραμμα για την προαγωγή της ψυχικής υγείας και της μάθησης στη σχολική κοινότητα. Εκπαιδευτικό υλικό Ι: Πρωτοβάθμια εκπαίδευση (Νηπιαγωγείο, Α' και Β' Δημοτικού).* Αθήνα: Τυπωθήτω. • Χατζηχρήστου, Χ. (Επιστ. Επιμ.) (2011β). *Κοινωνική και συναισθηματική αγωγή στο σχολείο: 3. Πρόγραμμα για την προαγωγή της ψυχικής υγείας και της μάθησης στη σχολική κοινότητα. Εκπαιδευτικό υλικό ΙΙ: Πρωτοβάθμια εκπαίδευση (Γ, Δ', Ε' Στ' Δημοτικού).* Αθήνα: Τυπωθήτω. • Χατζηχρήστου, Χ. (Επιστ. Επιμ.) (2011γ). *Κοινωνική και συναισθηματική αγωγή στο σχολείο: Πρόγραμμα για την προαγωγή*		

	της ψυχικής υγείας και της μάθησης στη σχολική κοινότητα. Εκπαιδευτικό υλικό ΙΙΙ: Δευτεροβάθμια εκπαίδευση. Αθήνα: Τυπωθήτω. Διεθνές • Keperling, J. P., Reinke, W. M., Marchese, D., & Ialongo, N. (2017). *Group Interventions in Schools: A Guide for Practitioners (The Guilford Practical Intervention in the Schools Series)*. New York: The Guilford Press. • Warner, E., Finn, H., Westcott, A. & Cook, A. (2020). *Transforming Trauma in Children and Adolescents: An Embodied Approach to Somatic Regulation, Trauma Processing, and Attachment-Building.* Berkley, California: North Atlantic Books • Επιστημονικά Άρθρα (Blackboard) • Σημειώσεις μαθήματος (Blackboard)

Αξιολόγηση	• Παρουσία και ενεργός συμμετοχή στις συζητήσεις 10%
	• Παρουσίαση δύο επιστημονικών άρθρων 30%
	• Τελική Εργασία (ερευνητική πρόταση) (40%) και
	    παρουσίαση θεραπευτικού προγράμματος (20%) 60%
	
	    ΣΥΝΟΛΟ 100%

Γλώσσα	Ελληνικά

Τίτλος Μαθήματος	Ψυχολογικές Παρεμβάσεις στο Σχολείο ΙΙ				
Κωδικός Μαθήματος	ΨΥΧ 714				
Τύπος μαθήματος	Υποχρεωτικό				
Επίπεδο	Μεταπτυχιακό				
Έτος / Εξάμηνο φοίτησης	2ο Εαρινό Εξάμηνο				
Όνομα Διδάσκοντα	Μελίνα Νικόλ Κοιρανίδου				
ECTS	7.5	Διαλέξεις / εβδομάδα	1 (3 ώρες ανά διάλεξη)	Εργαστήρια / εβδομάδα	-
Στόχοι Μαθήματος	Στόχος του συγκεκριμένου μαθήματος αποτελεί η εξοικείωση των εκπαιδευόμενων Σχολικών Ψυχολόγων με ατομικές παρεμβάσεις που μπορούν να εφαρμοστούν σε παιδιά και εφήβους στο σχολικό πλαίσιο. Θα παρουσιαστούν παραδείγματα υφιστάμενων δομημένων και ερευνητικά εμπεριστατωμένων ατομικών παρεμβάσεων.				
Μαθησιακά Αποτελέσματα	Με την ολοκλήρωση του μαθήματος αναμένεται ότι οι φοιτητές/φοιτήτριες: • θα γνωρίζουν τα βασικά μοντέλα παροχής θεραπευτικών ψυχολογικών υπηρεσιών στο πλαίσιο του σχολείου • θα γνωρίζουν τις πιο διαδεδομένες και ερευνητικά υποστηριζόμενες ατομικές θεραπείες που μπορεί να εφαρμοστούν σε παιδιά και έφηβους για τη διαχείριση συναισθηματικών και συμπεριφορών προβλημάτων • θα αποκτήσουν δεξιότητες στην διατύπωση πλάνου διαχείρισης περιπτώσεων που θα βασίζεται στην αξιολόγηση ατομικών αναγκών του περιστατικού • θα μπορούν να θέτουν θεραπευτικούς στόχους και θα είναι σε θέση αξιολογήσουν την πρόοδο και αποτελεσματικότητά της παρέμβασης που εφαρμόστηκε.				
Προαπαιτούμενα	ΨΥΧ614 Ψυχολογικές Παρεμβάσεις στο Σχολείο ΙΙ	Συναπαιτούμενα		Δεν Εφαρμόζεται	

Περιεχόμενο Μαθήματος	Θεματικές Ενότητες:
	• Αναπτυξιακές και άλλες προκλήσεις στην εφαρμογή ατομικής θεραπείας με παιδιά και εφήβους
	• Γνωστικές και συμπεριφορικές παρεμβάσεις στο σχολικό πλαίσιο
	• Ενδυναμώνοντας τις κοινωνικές σχέσεις, παρεμβάσεις ενίσχυσης κοινωνικών δεσμών (Attachment based interventions)
	• Εστιαζόμαστε στο συναίσθημα (Emotion focused therapy)
	• Αισθησιοκινητική Ρύθμιση (Sensory Motor Arousal Regulation Therapy (SMART)
Μεθοδολογία Διδασκαλίας	Διαλέξεις, συζήτηση, παρουσιάσεις φοιτητών, επισκέψεις ειδικών
Βιβλιογραφία	Ελληνική
	• Καλαντζή-Αζίζι, Α. & Ζαφειροπούλου Μ. (2004). *Προσαρμογή στο Σχολείο*. Αθήνα: Ελληνικά Γράμματα
	• Σταλίκας, Α. (2005). *Θεμελιώδη Θέματα Ψυχοθεραπείας. Θεραπευτικές Παρεμβάσεις.* Αθήνα: Ελληνικά Γράμματα
	Διεθνές
	• Bender S. & Messner E. (2003). *Becoming a Therapist. What to say and Why.* Ney York: The Guilford Press
	• Creed, T. A., Reisweber, J., & Beck, A. T. (2011). *Cognitive therapy for adolescents in school settings*. New York: Guilford Press
	• Foroughe, M. (2023). *Emotion focused therapy for youth: The Clinical Manual.* New York: Routledge Taylor & Francis group.
	• Hecker, L. L., & Sori, C. F. (2003). *The therapists' Notebook for children and adolescents. Homework, Handouts and Activities for use in Psychotherapy.* New York: Routledge Taylor & Francis group.
	• Johnson, S. L. (2004). *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning (2nd ed.).* Academic Press.
	• Warner, E., Finn, H., Westcott, A. & Cook, A. (2020). *Transforming Trauma in Children and Adolescents: An Embodied Approach to Somatic Regulation, Trauma Processing, and Attachment-Building.* Berkley, California: North Atlantic Books
	• Wilson, K. G. &Dufrene, T. (2008). *Mindfulness for two. An Acceptance and Commitment Therapy Approach to Mindfulness in Psychotherapy.* Oakland, CA: New Harbinger Publications
	• Επιστημονικά Άρθρα (Blackboard)
	• Σημειώσεις μαθήματος (Blackboard)

Αξιολόγηση	- Παρουσία και ενεργός συμμετοχή στις συζητήσεις - Παρουσίαση δύο επιστημονικών άρθρων για δύο Διαφορετικές Διαταραχές που μπορούν να εφαρμοστούν σε παιδιά και εφήβους - Συνέντευξη, ανάλυση περίπτωσης και σχεδιασμός θεραπευτικού προγράμματος **ΣΥΝΟΛΟ**	10% 40% 50% 100%
Γλώσσα	Ελληνικά	