

Document: 200.1

**APPLICATION FOR EVALUATION – ACCREDITATION
- PROGRAM OF STUDY -**

Institution: UNIVERSITY OF CYPRUS

District: NICOSIA

Name of the Program of Study in Greek: Μεταπτυχιακό Πρόγραμμα «Μάστερ στην Κοινωνική και Αναπτυξιακή Ψυχολογία»

Name of the Program of Study in English: Magister Artium in Social and Developmental Psychology

Department: Department of Psychology

Faculty: Faculty of Social Sciences and Educational Sciences

Program Status (check ✓ where applicable):

- New Program of Study:
- Currently operation Program of Study: ☒
 - Registered but not evaluated ☒
 - Evaluated and accredited by SEKAP
 - Evaluated by the Cy.Q.A.A. and did not get accreditation

Which of the following applies to the program submitted? Complete or / and delete accordingly:

It operates without evaluation – accreditation and it had its first graduates in the Spring Semester of 2010.

Program Category (check ✓ where applicable):

- Conventional ☒
- Distance Learning
- Inter-university (Name of collaborating university/ies)

APPLICATION SUBMISSION CHECKLIST

For the effective processing of your application, it is confirmed that the following have been delivered/sent to the offices of CY.Q.A.A (check ✓ where applicable):

1. Cover letter ✓
2. Copy of the receipt for the payment of the fees ✓
3. Application in English and Greek in print (1 copy) ✓
4. Application in English and Greek ✓
in digital form (1CD)
5. Practical Training Guide
6. Submitting of Foundation Year (if it is offered)
7. Test for English language competency or set levels on the basis of international examinations
8. Submitting of two-year and three-year programs of study in the same discipline and with the same qualification (if the application concerns the evaluation of a bachelor's program) and one-year and two-year if the application concerns the evaluation of a three-year program

Program Coordinator (the coordinator's CV is included in the application with the CVs of the academic personnel)

Name: Associate Professor Charis Psaltis

Signature:

E-mail: cpsaltis@ucy.ac.cy

Tel: 22892077

Date of Application Submission:

**This Document is submitted on the basis of Article 17 of Laws 136(I)/2015 to 47 (I)/2016 for
the evaluation of a program of study**

Note the following:

1. The Institution of Higher Education prepares and submits the application, in both Greek and English. The application (in five original copies) and cover letter, which should be submitted both in print and electronically, must be signed by the chief administrative officer of the institution.
2. The deadline for submitting applications, is published on the Agency's website according to the relevant provisions of the the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016".
3. The institution is responsible to ensure that the application contains all required information and that the information is true and accurate.
4. The application must include the following information, as well any other additional information pertinent to the Criteria set by the Agency, in relation to programmatic evaluation:
 - 4.1 Name of the Institution
 - 4.2 Institution or branch of the Institution pertinent to this application
 - 4.3 Name of the program of study
 - 4.4 Final higher education qualification awarded
 - 4.5 Program type (academic / vocational)
 - 4.6 Duration of studies
 - 4.7 Program's purpose and objectives
 - 4.8 Intended learning outcomes
 - 4.9 Program's language of instruction
 - 4.10 Detailed curriculum, including the structure of the program, courses per semester and the content of each course analytically (in Greek or in English depending on the program's language of instruction)
 - 4.11 Student admission requirements
 - 4.12 Academic / teaching personnel and their qualifications

- | | |
|------|--|
| 4.13 | Program's courses and the academic / teaching personnel teaching each course for every year of studies |
| 4.14 | Research activities of the teaching personnel involved in the program and synergies between research and teaching |
| 4.15 | Address or addresses of the program's premises where the program is offered |
| 4.16 | Number and description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general |
| 4.17 | Regulations and procedures for quality assurance for the program of study |
| 4.18 | Student welfare mechanisms, for monitoring the sufficiency of student support |
| 4.19 | Feasibility study, which must include, amongst others: <ul style="list-style-type: none">- The proposed number of students- Graduates' employability prospects |
| 4.20 | Tuition and the management of the program's financial resources |
| 4.21 | Administrative structure of the institution's programs of study, including the program in the proper position (i.e. by indicating the School and the Department under which the program will operate, by noting whether the program is inter-institutional, inter-departmental, etc) |
| 4.22 | Name and contact information of the Program's Coordinator |

TABLE OF CONTENTS

| | |
|--|-----------|
| GENERAL INSTRUCTIONS FOR COMPLETING THIS DOCUMENT | 6 |
| A. PROGRAM'S GENERAL PROFILE | 7 |
| B. PROGRAM'S CONTENT | 8 |
| C. APPLICATION INFORMATION | 29 |
| D. SPECIFIC INSTRUCTIONS FOR COMPLETING THIS DOCUMENT | 30 |
| E. TABLES: | |
| 1– STRUCTURE OF THE PROGRAM OF STUDY | 33 |
| 2 – LIST OF COURSES OF THE PROGRAM OF STUDY | 35 |
| 3 – TEACHING PERSONNEL, COURSES AND TEACHING PERIODS IN THE PROGRAM OF STUDY | 41 |
| 4 – TEACHING PERSONNEL, QUALIFICATIONS AND TOTAL NUMBER OF TEACHING PERIODS | 49 |
| F. ANNEXES: | |
| 1 – LIST OF REQUIRED COURSES AND ELECTIVE COURSES | 52 |
| 2 – COURSE DESCRIPTION | 56 |
| 3 – DETAILED BIOGRAPHICAL NOTES | 94 |
| 4 – INFRASTRUCTURE | 95 |
| 5 – QUALITY STANDARDS AND INDICATORS | 105 |
| 6 – STUDENTS WELLFARE | 124 |
| 7 – SAMPLE OF DEGREE | 125 |
| 8 – POSTGRADUATE RULES | 126 |

GENERAL INSTRUCTIONS FOR COMPLETING THIS DOCUMENT

1. Since, it is not possible to pre-estimate the necessary space to enter information required, interested parties are requested to copy this document on their computers, along with the instructions included herewith, allowing the necessary space for every entry.
2. A separate application should be submitted for every program of study. If the same program of study is offered at the main premises of the institution, as well as at a branch of the institution, separate applications should be submitted.
3. As this application, when it becomes accepted, will be evaluated by an External Evaluation Committee, it should be submitted in five print copies and electronically.
4. Please insert all that is applicable or note “Not applicable” and explain the institution’s relevant policy on the particular standard or indicator.

A. PROGRAM'S GENERAL PROFILE

| | |
|---|--|
| 1. Name of the Institution: | University of Cyprus (UCY). |
| 2. Institution or branch of the Institution pertinent to this application: | The University of Cyprus is located in Nicosia. |
| 3. Name of program of study (See Specific Instructions): | Master in Social and Developmental Psychology |
| 4. Final Higher Education Qualification (See Specific Instructions): | MAGISTER ARTIUM in Social and Developmental Psychology |
| 5. Type of the program of study (See Specific Instructions): | This program is Conventional. This program is both academic and professional. |
| 6. Duration of studies (See Specific Instructions): | <p>This program is Conventional.</p> <p>This program is Academic</p> <p>The official duration of the program is two (2) years, 120 ECTS Required.</p> <p>The program under evaluation takes advantage of the European ECTS credit system and is valued at 120 ECTS. The units are divided into 30 per semester.</p> <p>The student has to complete a postgraduate dissertation.</p> <p>The courses are distributed as follows: In 7 Required subjects (75 ECTS) and in the Dissertation (PSY 742, PSY 743 and PSY 744) which is Required (45 ECTS). The dissertation is completed in two or three semesters. The students can also choose 3 elective courses according to one of the three routes that they can choose (Social Psychology, Developmental Psychology, Social Developmental Psychology).</p> |

Note:

In order for this application to be valid, a copy of the receipt for the payment of the fees, provided by Law N. 136(I)/2015, should be attached to it and it should be submitted within the deadline specified by the relevant legislation.

B. PROGRAM'S CONTENT

1. Program's purpose and objectives:

Human beings are by definition social and change through their developmental path. If we are interested in the development of the individual, then we are interested in the way in which individuals and their social nature affects and is influenced by their development. On the other hand, the social processes that are often studied in Social Psychology (inter-group relations, interpersonal processes, social influence, social representations, causation, cooperation and competition) have a developmental background and therefore the understanding of these processes requires the formulation ontogenetic questions. "It is striking that the two approaches have a common starting point and are inspired by common interests. Through their different traditions and methodologies a profound resemblance emerges, which ties them together. It is as if Social Psychology and Developmental Psychology are interested in the same subject, Social Psychology is interested in the context, through the outer environment and Developmental Psychology is interested in time, through the inside environment. Thus, they constitute two views of the same science, where one tries to resolve, on a group level, the same question the other one tries to resolve on an individual level"(Moscovici, 1990).

The need for a master's program in Social Developmental Psychology in Cyprus

Most contemporary Psychology Departments incorporate courses in Social and Developmental Psychology, because they are two of the four basic Psychology fields. Social and Developmental Psychology can make significant contributions in countries where socio-cultural needs and problems require social sciences for their solution. A typical example, and one that is close to the Cypriot reality, is the significant growth of Social and Developmental Psychology in North Ireland and Israel during the past decades, as these are divided communities with past and present national conflicts, and therefore they face issues such as national identity, increase and decrease of prejudice. Thus, the need for local research on social developmental psychology in Cyprus is immediate, especially concerning intergroup relationships and examination of the socio-psychological parameters of inter-community relationships through a developmental perspective.

Moreover, the recent economic growth and the emphasis on information access have created organizational and educational needs in which applied Social and Developmental Psychology may contribute significantly. Lastly, the application of Social and Developmental Psychology in education is very important, since it focuses on the study of psychological changes (cognitive, emotional, social) taking place from birth to late life of a person. Through observation of the developing individual, psychologists acquire knowledge that allows them to describe changes in human thought and intelligence, personality, emotional world and many other areas of a person's inner world that are shaped through the educational system.

Social and Developmental Psychology are currently considered "bridges" to other areas of psychology. Other main areas (i.e., Cognitive and Clinical) derive significant theoretical and methodological examples

from Social and Developmental Psychology via the understanding of dynamic processes that shape human development and social interaction.

2. Intended learning outcomes:

The goals of this program are:

- To provide theoretical and methodological training for designing, conducting and analyzing socio-psychological and developmental research.
- To facilitate the understanding of quantitative and qualitative methodological approaches.
- To facilitate the connection of theoretical and empirical questions with social and developmental problems.

Completion of the program may lead to doctoral level studies in Social or/and Developmental Psychology. It may also lead to immediate job placements in fields where graduates' qualifications are considered useful, e.g., in organizations working on social research and market research. However, candidates seeking admission to the doctoral program must follow the standard application and interview process.

Fields of Research

Students in the program have the opportunity to participate in the following research programs:

- Design and Analysis of European Social Survey
- The social Psychological analysis of post-conflict settings
- The social psychology of Reconciliation
- Development of Prejudice in Childhood
- Social representations of national identity
- The ontogenesis of Social representations of gender
- Greek-Cypriot and Turkish-Cypriot contact and trust development
- Inter-group relationships and history teaching
- Social construction of knowledge and cooperative learning
- Social representations of HIV/AIDS and development of prevention program
- Ecological consciousness and behavior
- Driving behavior and development of driving violence prevention programs
- Consumer behavior and consumer attitudes
- The psychology of minority social influence
- Parental involvement and child development
- School aggression in preschool and school-age children
- Parent, child, teacher and attribution theories
- Parental style and developmental difficulties in childhood and adolescence
- Adolescence, antisocial behavior, and substance use
- Developmental psychopathology and developmental disorders
- Emotional divergence and relevant disorders
- A systemic approach to problem resolution in school

The above list is indicative and can be enriched with other topics depending on new funded projects to the department or new/visiting faculty and staff.

Students are also expected to acquire skills related to the design, execution, and writing up of research, independently of whether they have completed a dissertation, so that they can claim positions in competitive PhD programs.

3. Program's language of instruction:

This program is taught in Greek.

4. Detailed curriculum, including the structure of the program, courses per semester, and the content of each course analytically (in Greek or in English depending on the program's language of instruction (*See Specific Instructions*):

PROGRAMME

7 Required courses (52.5 ECTS in total):

PSY 604 MULTIVARIATE STATISTICS FOR THE BEHAVIORAL SCIENCES

PSY 630 CONTEMPORARY THEORIES OF HUMAN DEVELOPMENT

PSY 637 SOCIAL DEVELOPMENT IN SOCIAL CONTEXT

PSY 640 SOCIAL INFLUENCE AND SOCIAL REPRESENTATIONS

PSY 641 EPISTEMOLOGY OF THE SOCIAL SCIENCES AND RESEARCH DESIGN

PSY 643 APPLIED SOCIAL AND DEVELOPMENTAL PSYCHOLOGY: FIELD EXPERIENCE

PSY 644 CROSS-NATIONAL COMPARATIVE SOCIAL RESEARCH

Master Thesis (45 ECTS in total)

PSY 742 MASTER THESIS I (15 ECTS)

PSY 743 MASTER THESIS IIA (15 ECTS)

PSY 744 MASTER THESIS IIB (15 ECTS)

PSY 745 CONTINUATION OF MASTER THESIS (1 ECTS) - OPTIONAL

3 Elective courses from the list below according to direction (22.5 ECTS in total):

PSY 602 GRADUATE SEMINAR: ADVANCED ISSUES IN PSYCHOLOGY

PSY 610 PSYCHOLOGY OF EDUCATION

PSY 619 INTELLIGENCE: DEVELOPMENT AND EVALUATION

PSY 625 GRADUATE RESEARCH STUDY IV

PSY 632 ADOLESCENCE

PSY 642 CHILD AND ADOLESCENT PSYCHOPATHOLOGY

PSY 677 HUMAN AGGRESSION AND ANTISOCIAL BEHAVIOR

PSY 689 INDEPENDENT STUDY

PSY 702 DISCOURSE, COMMUNICATION AND SOCIAL PSYCHOLOGY

PSY 707 FAMILY AND CHILD DEVELOPMENT

PSY 715 LANGUAGE DEVELOPMENT AND LANGUAGE DISORDERS

PSY 722 CROSS-CULTURAL PSYCHOLOGY

PSY 731 COGNITIVE NEUROSCIENCE: UNDERSTANDING THE BIOLOGY OF THE MIND

PSY 741 INTERGROUP RELATIONS IN DIVIDED SOCIETIES

PSY 749 QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY

PSY 788 ADVANCED RESEARCH METHODS II

5. Student admission requirements (*See Specific Instructions*):

The Master program in Social and Developmental Psychology receives between 15-20 applications per year for 15 positions and after selection, a position is usually offered to 10 people each year of admission.

The conditions for the admission of students to the postgraduate program of Social and Developmental Psychology are the following:

1) First Degree in any field of a recognized university institution.

Additional qualifications to be considered in the admission process are as follows:

2) Previous knowledge in areas related to Social or Developmental Psychology.

3) Personal maturity, academic work, professional maturity as demonstrated, e.g. scientific publications, prizes, or professional titles.

In cases where candidates are admitted but do not have some basic knowledge (e.g. Statistics) they may be required to attend, in addition to the program, specific undergraduate courses to enhance their adaptation to the program.

Program admission process:

Each year the Department of Psychology announces 15 positions in the postgraduate program starting in September. The completed application includes the following:

1. Application form
2. Curriculum vitae
3. Copies of university degrees
4. A transcript
5. A short statement of the student's professional goals and interests
6. Two letters of recommendation from academic supervisors on the Department's Recommendation form
7. Certificate of competency in the English language

The Graduate Admissions Committee consists of 3 faculty members appointed by the Department Council. Each member reviews the applications and votes independently for the applicants that should be called for a personal interview. Applicants who receive at least 2 votes are invited to a personal interview with the committee. An interview over Skype can also be arranged in cases where the physical presence of an applicant is not possible. The interview is semi-structured and each committee member rates the applicant independently on the following criteria (the number in parenthesis represents the maximum score on that criterion).

1. Academic excellence (40%) as evidenced by undergraduate GPA and GPA in courses related to Social-Developmental Psychology
2. Additional academic credentials (10%) as evidenced by additional postgraduate studies
3. Strength of references (5%)
4. Publications and conference presentations (15%),
5. Scholarly and research knowledge (15%) as evidenced at the interview,
6. Professional readiness and maturity (15%) as evidenced at the interview.

Based on the above, the Special Committee classifies and proposes to the Council of the Department of Psychology approximately 10 candidates and 2 runners-up for the 10 positions each year. The Board of the Department takes the final decision for the admission of the new postgraduate students.

The Department of Psychology has internal regulations regarding the transfer of ECTS credits that students accumulated during previous, recognized postgraduate programs. Masters students can transfer **up to 2** graduate courses, following the examination of their submitted requests by the Graduate Studies Committee of the Department, which evaluates the correspondence of the content of the to-be-transferred courses with the courses of the Master's Program and makes a recommendation to the Department Council for final decision.

**6. Academic / Teaching Personnel and their qualifications - their biographical notes should be attached
(See Specific Instructions):**

Charis Psaltis

He was born in Cyprus. He is an Associate Professor of Social and Developmental Psychology at the University of Cyprus. He studied at the Pedagogical Academy of Cyprus (Teacher's Diploma, 1993), at the University of Cyprus (Degree in Primary Education, 1999), and at Panteion University, Athens (Degree in Psychology, 2000). He followed graduate studies at the University of Cambridge (MPhil, 2001 and PhD, 2005, in Social and Developmental Psychology). He also worked as a Post-doctoral researcher at the Oxford Center for the Study of Intergroup Conflict, Department of Experimental Psychology, University of Oxford. He published papers in the Journal of Personality and Social Psychology, European Journal of Social Psychology, British Journal of Developmental Psychology, Culture & Psychology, Papers on Social Representations and Human Development. His book with Zapiti, A. entitled "Interaction, Communication and Development: Psychological Development as a social Process" was published in April 2014 by Routledge. ISBN: 0415643872. In May 2015 the book entitled "Social Relations in Human and Societal Development" co-edited with Alex Gillespie and Anne-Nelly Perret-Clermont will be published by Palgrave Macmillan. In 2014 he was invited and joined the Editorial Board of the British Journal of Developmental Psychology and in 2015 Associate Editor of the European Journal of Psychology of Education. He is a founding member and president of the Cyprus Association of Social Psychology, founder and director of the University of Cyprus Centre for Field Studies and co-founder and co-director of the Genetic Social Psychology Lab in the Department of Psychology of the University of Cyprus with Dr. Irini Kadianaki.

Kostas Fantis

Dr. Kostas A. Fanti is an Assistant Professor of Developmental Psychology at the University of Cyprus. He received his bachelor degree from the University of New Orleans and his master and doctoral degree from Georgia State University. He was the principal investigator on multiple grants investigating the development of child, adolescent and adult psychopathology, and he has published extensively in clinical, neuropsychological, biological, methodological and developmental journals. His scientific and research interest follow the developmental psychopathology perspective. The main focus of his research is the development of various types of externalizing problems and psychopathic traits, and how these variables relate to contextual, biological or individual factors. He published more than 100 scientific articles, chapters, and books. He received multiple awards, including three early career scientist awards and an excellence in statistics award.

Panayiotis Stavrinides

He received his PhD in Psychology in 2005 from the University of Cyprus. He holds a B.A. in Psychology from St. Francis College in New York City and a M.Sc. in Research Methods in Psychology from the University of Reading, U.K. In 2006 he was a post-doctoral researcher at Harvard University. His research focuses on two main areas: First, he investigates various forms of aggression in childhood and adolescence. Second, he examines the relationship between various types of parent-child interactions and adolescent adjustment difficulties. Dr. Stavrinides published a significant number of articles in peer review journals and chapters and collective volumes. He has also presented his work in numerous scientific conferences in Europe and the United States. Currently he is an Assistant Professor in Developmental Psychology at the University of Cyprus. He teaches undergraduate and graduate courses and he supervises a number of doctoral, master, and undergraduate students. Along with his associates, Dr Stavrinides co- founded the Developmental Psychology Lab at the University of Cyprus.

Irini Kadianaki

Irini Kadianaki received her first degree in Psychology at the University of Athens in 2005. She completed an MPhil (2006) and a PhD (2010) degree in Social and Developmental Psychology at the University of Cambridge in the UK, with the support of the Alexander Onassis Public Benefit Foundation and Cambridge European Trusts (Vergottis Bursary). In her research she focuses on issues of identity and social representations with an empirical focus on groups that are socially excluded (i.e. migrants, LGBT individuals, people diagnosed with mental health issues and mental disability). She has published her research in several peer-reviewed journals in the field of social and cultural psychology and she is part of the editorial board of the journal "Culture & Psychology". Recently she was part of a Horizon2020 program, investigating the representations of migrants and LGBT individuals in the Greek Cypriot press. Since January 2011, she has been working at the Department of Psychology, University of Cyprus. She is supervising undergraduate and graduate students in their research projects, theses and PhDs and she is lecturing in undergraduate and graduate levels in topics related to sociocultural psychology and qualitative methodology.

Stelios N. Georgiou

He studied educational psychology at New Jersey City University (BA, MA) and Boston University (Ed. D.). He is a faculty member of the University of Cyprus since 1992. His main research interests include child development in context, home-school relations, parenting, internalizing and externalizing problems (including bullying and victimization). In addition to research and teaching roles, he held administrative titles, including that of the Chairperson of the Department of Psychology and that of the Dean of the School of Social Sciences and Sciences of Education. He is an active member of several professional Associations (European Society for Developmental Psychology, International Council of Psychologists) and Networks (European network for psychology learning and teaching – EUROPLAT, European research network about parents in education – ERNAPE).

Michalis Michaelides

He received his PhD in Educational Psychology, Stanford University (2003). He holds a MS in Statistics, Stanford University (2002), an MPhil in Educational Research, University of Cambridge (1999) and a BA in Education, University of Cyprus (1998). He has worked at the College Board (2003-2005), and at the European University Cyprus (2006-2013). He has also taught as an adjunct instructor at New York University (2004) and at the Open University of Cyprus (2007-2012). He is currently an Assistant Professor at the Department of Psychology at the University of Cyprus. His research interests include psychometrics, testing and psycho-educational assessment, research methods, and conceptions of educational assessment.

Athanasios Raftopoulos

Professor Raftopoulos holds a Ph.D. and received his doctoral degree in 1993 from the Johns Hopkins University in the area of Philosophy and History of science and Cognitive Science. He has studied Physics, Philosophy, and Psychology. He joined the faculty in the Department of Educational sciences of the university of Cyprus in 1999 as assistant professor. He was promoted to associate professor in 2004. In 2004, he joined the faculty of the Department of Psychology and in 2010 he was promoted to full professor. He has served as department chair from 2006-2008. He served as member of the Senate from 2006-2008 and from 2012-2014. His interests center in the Philosophy of Science, Cognitive Science,

Philosophy of Perception, and Epistemology. He has published and edited over 125 books, chapters in books, papers in top tier journals, and conference proceedings. He continuously presents his work in conferences, workshops, and academic institutions, many times in the capacity of invited speaker. He has been awarded several scholarships from the European Union and he is a fellow at the Center of Philosophy and History of science at Pittsburgh University.

Fofi Constantinidou

Is Professor of Language Disorders and Clinical Neuropsychology and Director of Center for Applied Neuroscience. She holds a Ph.D., from the University of Cincinnati (1995) in the area of speech-language pathology with concentration in clinical cognitive neuroscience and neuropsychology.

Professor Constantinidou is a certified and licensed Speech-Language pathologist in the USA (ASHA) and Cyprus and a Certified Brain Injury Specialist (BIAA). Prior to repatriating in Cyprus, she was Professor of Speech Pathology and Audiology at Miami University, Ohio, USA where she established the Miami University Sports Concussion Management Program. Constantinidou joined the Department of Psychology at the University of Cyprus in 2006 and she served as department chair between 2008-2012. In 2008 she created the Neuro Cognitive Research Laboratory at the University of Cyprus. Since 2010, she is the founding director of the Center of Applied Neuroscience at the UCY. For over 20 years, her research, teaching, and clinical expertise center on acquired neurological disorders and their effects on language, learning, memory, executive systems, and categorization. She has published extensively in this area and has received several grants (> 9m euros; > 2.5m euros as Coordinator) for her work, including funding for clinical trials research for the Categorization Training, an innovative cognitive rehabilitation program developed in her lab. Funding sources include the National Institutes of Health (USA), the Cyprus Research Promotion Foundation, the European Union, and the industry. Constantinidou is a partner in large EU Horizon networks and is leading the clinical trials arm of the SENSE-Cog EU funded project in Cyprus.

Constantinidou is a member of various US, European and International organizations and has held several leadership positions. Currently, she is Chair of the International Networking Group of the American Congress of Rehabilitation Medicine and the first international member to be elected on the Board of Governors of the same organization. Constantinidou is the 2013 recipient of the Experienced Researcher Award of the Cyprus Research Promotion Foundation for her work on the Neurocognitive Study on Aging (NEUROAGE), the first longitudinal study on cognitive aging in Cyprus. She is an ASHA and ACRM Fellow and the 2019 recipient of the ACRM Distinguished Member

Irene-Anna Diakidoy

Irene-Anna Diakidoy is a Professor of Educational Psychology. She has a B.A. in Psychology (University of Illinois at Chicago), M.A. in Educational Psychology (University of Illinois, Urbana-Champaign), and a Ph.D. in Educational Psychology (University of Illinois, Urbana-Champaign) with a specialization in Learning and Cognition. She taught at the University of South Dakota as an Assistant Professor before coming to the University of Cyprus. Her research interests include comprehension and learning from text, knowledge acquisition, conceptual change, informal reasoning, and creativity. Her work of refutation text effectiveness has contributed to a theoretical shift in the area of conceptual change and in relation to the underlying cognitive mechanisms. This work has been published in high impact journals and presented as a keynote address at the Conference of the European Association for Research on Learning and Instruction in 2013. Her current work connects two separate lines of research: comprehension with informal reasoning and their contribution to belief formation/change, learning, and decision making. Irene-Anna Diakidoy has taught graduate and undergraduate courses on the Psychology of Learning, the Psychology of Instruction, Learning & Cognition, and the Psychology of Reading, and has supervised a number of doctoral dissertations and graduate theses. She has served a term as Head of the Psychology Department (2012-2014), and she is a founding member of the academic council of the inter-departmental graduate program in Cognitive Systems. She has been a long-standing member of the

European Association for Research on Learning and Instruction, the International Literacy Association, and the Society for Text and Discourse, and she has served on editorial boards of journals and as a reviewer and organizer of national and international conferences.

Timothy Papadopoulos

Professor Papadopoulos pursued his graduate studies at the University of Alberta, Canada in Educational Psychology, where he also worked as Research Associate at the JP Das Developmental Disabilities Centre. His research and teaching focus on the study of learning disabilities and their treatment and specifically on (a) various optimal and protective factors for specific learning disorders, focusing on development, cognitive profiles, and pathology, (b) similar factors for the Attention Deficit Hyperactivity Disorder (attention, executive functioning, inhibition, and processing speed) and (c) the development of web-based cognitive remedial programs. He leads or participates in the consortiums of international projects, funded by both international and national agencies from the European Union (Interreg, FP6 for Applied Research Projects, FP7 Infrastructure Funds, the COST ELN in which he serves as the National Coordinator or Horizon 2020), Canada (Social Sciences and Humanities Research Council-International Opportunities Funds) or Cyprus (Research Promotion Foundation). He is also the Project Coordinator of the prestigious Neo-PRISM-C ITN project, also funded by the EU (2019-2023), with a total budget of 4M€, <http://www.neoprismc.org/>. He has co-authored 3 books and has published over 80 scientific articles and book chapters (see <http://store.elsevier.com/Cognition-Intelligence-and-Achievement/isbn-9780124103887/> for the most recent book by Academic Press). He has served as Vice-Chair (2012-14) and Chair (2014-2016) of the Department of Psychology, Member of the Faculty Board of Social Sciences and Education (2012-2018), and Member of the University Senate (2014-2016). Timothy Papadopoulos has been Visiting Professor at the University of Tromsø (Norway), Queen's University (Canada), University of Sheffield (UK), University of Jyväskylä (Finland), University of Crete (Hellas), University of Alberta (Canada), and the Brain Imaging Center of the Hungarian Academy of Sciences (Hungary).

Georgia Panayiotou

Dr. Panayiotou graduated in 1991 from New College of the University of South Florida with a Bachelor's degree in Psychology and Sociology. She earned a Master's degree in 1994 and a Ph.D. in 1998 from Purdue University in Indiana, USA in Clinical Psychology. She completed her clinical internship at McLean Hospital of Harvard Medical School. She worked as assistant professor at Mississippi State University before her return to Cyprus. She has been at the Department of Psychology of the University of Cyprus since 2001. Her research interests are in the domain of Emotion and its role in the etiology and maintenance of psychopathology. She studies topics like differences in fear reactivity between groups with different pathologies, emotion regulation and coping. She directs the Clinical Psychology and Psychophysiology Lab and she is a founding member of the Center for Applied Neuroscience. She is a licensed clinical psychologist in Cyprus. As of May 2016, she is the Chair of the Department of Psychology.

Marios Avraamides

Marios Avraamides is a Professor of Cognitive Psychology. He obtained a BA degree in Psychology from the University of Texas at Austin and graduate degrees in Cognitive Psychology (MA and PhD) from the Pennsylvania State University. Prior to his employment at the University of Cyprus, he had worked as a postdoctoral scientist at the University of California Santa Barbara and the Max-Planck-Institute for Biological Cybernetics. His main research interests focus on the study of spatial memory. His research investigates how people encode and maintain in memory information about the locations of objects in their environment and how they use such information to carry out tasks such as maintaining orientation

and navigating to previously seen locations etc. He is an elected executive committee member of the European Society for Cognitive Psychology

George Spanoudis

Dr. Spanoudis is an Associate Professor of Psychology at the University of Cyprus. He received his 4-year Bachelor diploma and an Msc in Developmental Psychology from the Department of Psychology, Aristotle University of Thessaloniki, Greece, and his *Ph.D.* in Psychology from the University of Cyprus. He has been at the Department of Psychology of the University of Cyprus since 2006. His research interests include cognitive development, intelligence, and language disorders. In particular, he is researching the interaction between basic cognitive mechanisms and higher cognitive abilities, and developmental language disorders with emphasis on the interplay between cognition and atypical language development. He currently investigates age-related changes in intelligence and language learning disorders using behavioural and event-related potential techniques. He also works on the application of statistical models in psychological data and is particularly interested in structural equation modeling and multivariate data analysis for discrete or categorical data. Dr. Spanoudis is the co-founder of the Psychophysiology lab in the Department of Psychology.

Maria Karekla

Maria Karekla, Ph.D., licensed clinical psychologist and Assistant Professor, University of Cyprus is heading the “ACTHealthy: Anxiety disorders and Behavioral Medicine” laboratory. She received her doctorate degree in Clinical Psychology from the University at Albany, SUNY. She completed her residency at the University of Mississippi Medical Center and Veterans Administration Hospital in USA. Currently holds the position of Assistant Professor of Clinical Psychology at the University of Cyprus and is the chair of the Clinical Psychology Doctorate committee. Her research focuses on areas of health promotion and the investigation of individual difference factors (especially experiential avoidance) as they relate to the development and maintenance of various behavioural difficulties (especially anxiety and health related problems). Additionally, she examines the treatment of these difficulties utilizing Acceptance and Commitment-based principles and innovative delivery methods (e.g. Internet delivered therapy, virtual reality). Her research received grants and awards by (among others) the European Council and Pompidou’s group, and the Association for the Advancement of Behaviour Therapy. She is a member of the Cyprus Psychologist Licensing Board, and recently completed her term as the chair of the Cyprus Bioethics Committee on Biomedical Research. Further, she is the convenor of the European Federation of Psychology Associations’ Psychology and Health and a member of the e-health task forces. She is also presently serving as secretary/treasurer of the Association for Contextual Behavioral Science. A number of her research projects have received local (e.g., Cyprus Research Foundation grants), EU and other funding (e.g., from Fred Hutchinson Cancer Center, Washington, USA).

Andria Shimi

Andria Shimi is a Developmental Cognitive Neuroscientist and a licensed School Psychologist. She holds a BSc degree in Psychology from the University of Athens, a 3-year MA degree in School Psychology from the University of Cyprus, an MSc in Psychological Research from the University of Oxford, and a PhD in Developmental Cognitive Neuroscience from the University of Oxford. Her PhD studies were supported with independent scholarships by the Bodossaki and Leventis Foundations. Following her studies, she worked as a postdoctoral researcher at the Medical Research Council, Cognition and Brain Sciences Unit at the University of Cambridge and at the University of Oxford. In addition, during her doctoral and

postdoctoral years, she worked as a visiting scientist at the Sackler Institute for Developmental Psychobiology, Weil Medical College of Cornell University in New York, at the University of Oregon, and at the University of Edinburgh. Since September 2016 she is based at the Cyprus Institute of Neurology and Genetics as a Marie Curie Fellow and in September 2018 will join the Department of Psychology at the University of Cyprus as a Lecturer in School Psychology. Her research examines the development of attention and memory at the behavioural, neural, and genetic level in healthy and clinical child populations.

Alexandros Lordos

Alexandros Lordos is a registered Clinical Psychologist and Lecturer in Clinical Psychology at the University of Cyprus. He holds a degree in Modern and Medieval Studies from the University of Cambridge, a degree in Psychology from the University of Crete, a Masters in Counseling at the University of Durham and a PhD in Clinical Psychology from the University of Cyprus. Dr. Lordos is one of the founders of the Center for Sustainable Peace and Democracy, with which he began research collaborations with various international organizations such as UNICEF, the World Bank, Interpeace, UNDP and the Office for Transitional Initiatives of USAID. He has been a coordinator of research projects in countries in Europe, Africa and Asia, in particular in Ukraine, Moldova, Bosnia-Herzegovina, Liberia, Rwanda, Iraq, Nepal, Malaysia, East Timor and Cyprus. He was a visiting scientist at Harvard University School of Public Health while serving as an international expert in the International Consultative Group on the Mediterranean, as well as a member of the Board of Directors of the Resilient Lives Foundation. At the University of Cyprus he is engaged in the founding of the research center of the Center for the Study of Life and Endurance Skills and at the same time he contributes to the teaching and supervision of candidates, postgraduate and doctoral students in the Department of Psychology.

Anthi Loutsiou

She holds a BA in Psychology from the College of William and Mary and a PsyD in Clinical Psychology from the University of Denver in the USA. She is a registered psychologist in Colorado/USA, in Cyprus and in the European EuroPsy registry. A permanent member of the Department since 2005, she is the Director of Clinical Training for the Masters in School Psychology program. She coordinates all aspects of the trainees' professional development and practical training in the schools. In 2014 she successfully coordinated the certification of the Master's program in School Psychology by the International School Psychology Association (ISPA). Her research work has been supported through various external grants and sponsorships. Most recently her research/scientific work is informed by the Sustainable Development Goals and focuses on strengthening resilience factors in the family, school, and community. Her 6+1 weeks parent training program titled "Aerostata", validated through clinical trials, is certified as a prevention program by the Cyprus Antidrug Council, and is under the auspices of the Ombudsman's for Children's Rights. She is a founding member of the Center for Applied Neurosciences, on the editorial board of the Contemporary School Psychology, and reviewer for the European Journal of Psychology of Education. She has served the profession at the local and international levels through various professional associations and networks. She has been invited to give multiple lectures and workshops in the local community on a variety of topics, such work related stress and sports in the service of Human Rights. A former Vice-President of the Cyprus Psychologists Association and a former appointed member of the Cyprus Psychologists Licensing Board. She serves as a reviewer for the Certification Committee of the International School Psychology Association (ISPA), chairs the Cyprus National Committee for the European Certificate EuroPsy, and she is the national representative to the European Special Committee of EFPA on Disasters, Crisis, and Trauma. She is the Convener for the 2020 International School Psychology Conference of ISPA, which will take place in Nicosia, Cyprus.

Eleni Karayianni

Dr Karayianni graduated with a Bachelor of Science Honours degree in Psychology in 2001 from Royal Holloway, University of London. She completed her postgraduate studies at Spalding University (USA), where she obtained a Master of Arts degree in Clinical Psychology in 2004 and a Doctor of Psychology degree (Psy.D.) in Clinical Psychology in 2008. She completed her pre-doctoral internship at Hutchings Psychiatric Center, New York State Office of Mental Health and at the Forensic Department of the Madison County Mental Health Department. In addition, she has worked as a Masters level clinician in a community mental health center and a sexual abuse treatment agency in the USA. She is a Licensed Clinical Psychologist with the Cyprus Psychologist Registration Board. Her clinical experience covers a range of age groups and psychological difficulties, while her activities in the community cover the areas of prevention and early intervention in various contexts (e.g., schools, workplace, etc). Her research activity has received funding by national and international agencies. She has been working as Clinical Training Coordinator at the Department of Psychology, University of Cyprus since 2008. Since 2015, she has been acting Director of the University of Cyprus Mental Health Center. Her duties include, but are not limited to, coordination of the PSY 737 Clinical Knowledge and Skills Exam, coordination and overseeing of the Clinical Psychology doctoral student supervised practice experience and the overall liaising with external practicum sites that provide training opportunities, management of the Mental Health Center and participation on the temporary Board, as well as teaching of undergraduate and postgraduate courses in basic clinical skills, theories and systems of psychotherapy, group psychotherapy, professional issues and development for psychology students, and Clinical Seminars in Clinical Psychology. At national level, she participates and represents the Cyprus Psychologists' Association as Treasurer (2011 – 2013), Vice-President (2013 – 2015), and President (2015 – 2017). She has been a member of the Coordinating Committee of the Council of Europe Campaign "1 in 5" battling child sexual abuse in Cyprus (2013 – 2016), member of the KENTHEA Scientific Board (2011 – 2016), and as Chair (29th Conference of the European Health Psychology Society, 2015) or member (19th Conference of the European Cognitive Psychology Society και 15th Panhellenic Conference on Psychological Research of the Greek Psychological Society, 2015) of Organizing Committees of European and international conferences that have taken place in Cyprus. Furthermore, she has been the expert consultant taking on the scientific guidance of the following manuals/guidelines: Ministry of Education and Culture (2017) "Educators' Manual for Recognizing and Handling Child Sexual Abuse Cases" and "Hope For Children" UNCRC Policy Center (2017) "JudEx+: Towards a child-friendly justice in cases of sexual violence against children." At the international level, she is an elected member of the Executive Council of the European Federation of Psychologists' Associations (EFPA, 2015 – 2019), and she collaborates with the Council of Europe on issues pertaining to children's protection against violence.

The curriculum vitae of the program's academic staff are provided in Appendix 3.

7. Program's courses and the Teaching Personnel teaching each course, for every year of studies (See *Specific Instructions*):

Based on the instructions in this document, the academic staff who teach in the program are described in Tables 3 and 4. According to the procedures of the University of Cyprus, faculty members are entitled to one-year sabbatical leave for every 6 years of continuous employment. When a member of the academic staff of the program is absent on sabbatical leave or their teaching load is absorbed by the teaching needs of other programs, the needs of the Masters in Social and Developmental Psychology are covered either by other faculty members of the Department of Psychology or by Visiting Academics or by Special Scientists. All Special Scientists are holders of a PhD or are currently undertaking a Ph.D., in a specialization of Psychology relevant to the Master's program and they are always under the

supervision and guidance of a faculty member. Visiting Academics or Special Scientists teach up to 3 courses for each semester and never over 30% of the program for each cohort.

8. Administrative structure of the institution's programs of study, including the program in the proper position (i.e. by indicating the School and Department under which the program operates, by noting whether the program is inter-university, inter-departmental etc.) (See Specific Instructions):

The Master Program in Social and Developmental Psychology is under the Department of Psychology, which is part of the School of Education and Social Sciences at the University of Cyprus. It is supervised by the Graduate School of the University of Cyprus.

9. Regulations and Procedures for Quality Assurance for the program of study (See Specific Instructions):

The design of the Master's degree in Social and Developmental Psychology was prepared by the faculty members of the Department of Psychology in 2010 and was approved by the Department Council. The program was then approved by the Senate House Committee of Graduate Studies and the Senate.

The Committee of Graduate Studies evaluated the program on the basis of the following criteria:

- Title, objectives and a summary of the proposed program.
- Interested consumers and target market.
- Synergies and/or convergences with existing programs of study at the University and other universities in the country.
- Usefulness of the proposed program and contribution to the University's broader position and strategic aims

After receiving the approval of the Committee of Graduate Studies, the MA program in Social and Developmental Psychology was approved by the Senate of the University of Cyprus and received its first students in September 2010.

Internal Quality Assurance:

The program is subject to the Regulations of the University of Cyprus and the Graduate School.

The program is continuously supervised by a three-member committee of three faculty members appointed by the Council of the Department of Psychology. The MSc in Social and Developmental Psychology has a two-year term and deals with all aspects of the smooth running of the program, communication with students, academic guidance and problem solving. It also proposes changes to the program to the Board of the Department.

The courses and lecturers of the program are evaluated every six months based on the evaluation process of the University of Cyprus as conducted by the Teaching and Learning Center (KEDIMA) through an electronic questionnaire obligatory to the students. Every instructor receives the ratings for

self-improvement. The Chair of the Department also has access to the assessments of the teaching staff and can provide guidance where appropriate.

External Quality Assurance:

The program is evaluated in the framework of the external evaluation of the Department of Psychology in accordance with the evaluation procedures of the University of Cyprus. All Departments of the University are evaluated every 5-7 years. The process involves the submission of a self-assessment report to the relevant School and the Senate, on the basis of which an external committee consisting of experts is formed. The Committee evaluates the report and conducts a visit to the Department, which includes interviews with faculty members, students, graduates and on-the-spot meetings with collaborating trainees. The committee reports on the strengths and weaknesses of the Department and suggests improvements. The Department of Psychology, including all of its programs, went through very positive reviews from an external evaluation in 2012.

10. Research Activities of the teaching personnel involved in the program and synergies between research and teaching:

Associate Professor Charis Psaltis:

His research interests fall in the areas of Social interaction, learning and cognitive development, co-operative learning, Genetic social psychology, social representations of gender, intergroup contact and intergroup relations, intercultural education and integrated schools, development of national identities and history teaching and collective memory. In the last years he is developing a Genetic Social Psychological framework for the study of microgenesis, ontogenesis and sociogenesis of cognitive development and prejudice. He has studied extensively the social psychological aspects of intercommunal relations between Greek Cypriots and Turkish Cypriots in Cyprus. He teaches courses in social development and he frequently involves students in research projects of his own and projects of the Center for Field Research which he supervises.

Associate Professor Kostas Fanti:

His interests are in Developmental Psychopathology and Transactional-Ecological Models of Development, Psychopathic personality traits (callous-unemotional traits, narcissism, impulsivity), The development of various types of externalizing problems (bullying, proactive/reactive aggression, conduct disorder, oppositional defiant disorder, delinquency) and co-occurrence with Attention Deficit Hyperactivity Disorder and internalizing problems, Neuro-physiological, cognitive, individual, and environmental risk processes, Identifying developmental processes of child and adolescent protection and resilience and Quantitative methodology: Person and variable oriented methods. He teaches course in developmental psychopathology and antisocial behavior. He often supervises graduate research and masters theses of students in the program.

Professor Stelios Georgiou:

Attribution theory and applications in educational psychology, development in context, parental involvement and parenting styles, bullying and victimization. Teaches courses in the role of the family in child development and in psychology of education. He also supervises graduate research and masters theses in his domains of expertise.

Assistant Professor Panayiotis Stavrinos:

His research focuses on two main areas: First, he investigates various forms of childhood and adolescent aggression such as bullying, reactive and proactive aggression. Second, he examines the relationship between various types of parent-child interactions and adolescent adjustment difficulties (i.e. substance use and delinquency). He teaches courses in child and adolescent development and methodology and he regularly supervises Masters theses.

Assistant Professor Irini Kadianaki:

Research interests in identity and social representations of groups that are frequent targets of social exclusion and discrimination (e.g. migrants, LGBT, people diagnosed with mental disorders). She teaches courses in social aspects of development, migration and qualitative methods and often supervises graduate research and masters theses of students in the program.

Assistant Professor Michalis Michaelides:

His research interests include psychometrics, testing and psycho-educational assessment, research methods, and conceptions of educational assessment. He teaches courses in research methodology and data analysis in the behavioral sciences. He often serves on dissertation committees for students in the program.

Professor Athanasios Raftopoulos:

The research interests of professor Raftopoulos centre on the Philosophy of Science, Philosophy of Perception, and Epistemology as they are informed by the empirical research in Cognitive Science and Perception. He teaches both at the undergraduate and graduate levels courses in Cognitive Science, Philosophy and History of Science, Theories of Consciousness, Representations, and Deontology of Research and Practise in Social Sciences.

Professor Fofi Constantinidou:

Acquired neurological disorders, traumatic brain injury, aging and dementia, neuropsychological assessment and rehabilitation, cognitive rehabilitation, effectiveness and efficacy. She teaches undergraduate and graduate courses in language development and language disorders, biological bases of human behavior, and neuropsychological assessment covering topics on developmental and organic etiologies that language, learning and cognition. She also systematically involves students in her research in the context of undergraduate and graduate research, MA and doctoral dissertations.

Professor Irene-Anna Diakidoy:

Research interests in Comprehension and Learning from Text, Knowledge Acquisition and Conceptual Change, Reasoning and Creativity. She teaches in the courses in educational psychology, learning and cognition, psychology of reading and psychology of instruction in addition to supervising undergraduate and graduate theses and doctoral dissertations. She is a founding member of the academic council of the interdepartmental graduate program in Cognitive Systems.

Professor Timothy Papadopoulos:

Research interests in Cognitive Skills Underpinning Reading Development, Reading Difficulties, Dyslexia, and Remediation, Cognitive Development and Cognitive Planning, Executive Functions in Children with ADHD, Cognitive Remediation of Attention Deficits. He teaches courses in the area of reading and learning

disabilities and he regularly involves students of the program in his research in the content of graduate research and master's theses.

Professor Georgia Panayiotou:

Her interests are in the psychophysiology of Emotion and Cognition, Emotional and Cognitive processes in psychopathology, Anxiety and Affective Disorders Emotional processes in antisocial behaviors such as risky driving and childhood aggression. She teaches courses in psychopathology, Practicum Seminars and has taught and supervises the course in Cognitive Assessment of Children and Adolescents. She regularly supervises the research of students in her domains of interest.

Professor Marios Avraamides:

Investigates how people encode and maintain in memory information about the locations of objects in their environment and how they use such information to carry out tasks such as maintaining orientation and navigating to previously seen locations etc. He teaches cognitive and experimental psychology courses. He supervises graduate research in these domains.

Associate Professor George Spanoudis:

His research interests include cognitive development, intelligence, and language disorders. In particular, he is researching the interaction between basic cognitive mechanisms and higher cognitive abilities, and developmental language disorders with emphasis on the interplay between cognition and atypical language development. He currently investigates age-related changes in intelligence and language learning disorders using behavioural and event-related potential techniques. He also works on the application of statistical models in psychological data. He teaches courses in Psychology of Individual Differences, Intelligence, Cognitive Development and Research Methodology. He supervises graduate research in the area of individual differences in intelligence and language learning disorders.

Assistant Professor Maria Karekla:

Maria Kareklas' research focuses on areas of health promotion and the investigation of individual difference factors (especially experiential avoidance) as they relate to the development and maintenance of various behavioural difficulties (especially anxiety and health related problems). Additionally, she examines the treatment of these difficulties utilizing Acceptance and Commitment-based principles and innovative delivery methods (e.g. Internet delivered therapy, virtual reality). Her research received grants and awards by (among others) the European Council and Pompidou's group, and the Association for the Advancement of Behavior Therapy.

Lecturer Andria Shimi

The research by Dr. Shimi focuses on the development of attention and memory at behavioral, nervous and genetic level in typical and clinical children's populations. Since September 2018, he has been working as a Lecturer in School Psychology at the Department of Psychology at the University of Cyprus, teaching courses such as Diagnostic Assessment of Child and Adolescent Mental Competencies.

Lecturer Alexandros Lordos

The main interests of Dr. Lordos focus on exploring Life Skills, and how their acquisition contributes to safeguarding mental health, improving employment prospects, and constructive citizenship. Since September 2018 he has been working as a Lecturer in Clinical Psychology at the Department of

Psychology at the University of Cyprus teaching courses such as Diagnostic Assessment (personality, emotion and symptomatology)

See Annex 3

11. Feasibility study which must, include, amongst others:

- The proposed number of students

The number of incoming students is 10-12 per year. Based on the current data, the great majority of graduates of the program are employed in their field while the level of students admitted remains highly competitive, indicating that the number of admissions does not exceed the needs of the market while responding to the market's demand without reducing the competitiveness of the program.

- Graduates' employability prospects

Based on a survey conducted among the program's graduates by the University Center for Field Studies of UCY, about 97% of graduates are currently employed.

In the 9 years that the program has been running, in total, 173 applications have been received. Among the applicants, 157 have been invited for interviews, a position has been offered to 108 and 74 enrolled to the program. Among those who enrolled, 42 have graduated whereas 18 are still studying. Most of the graduates were already employed while conducting their studies (teachers, social workers, non-governmental organizations, businesses) and have used their degree for personal development in their work. In addition, a number of graduates of the program were also employed in teaching positions in private universities (teaching undergraduate psychology lessons), non-governmental organizations and private businesses. Others continued their studies and successfully obtained a PhD or are currently PhD students, whereas others work as special scientists in various research programs.

| ESTIMATED FINANCIAL SUSTAINABILITY OF THE MASTERS PROGRAM IN SOCIAL AND DEVELOPMENTAL PSYCHOLOGY (PER YEAR) | | | | |
|---|--------|--|--|--------|
| INCOME | | | EXPENSES | |
| 10 students | €5,125 | | Financial aid for participation in conferences abroad | €2,000 |
| | | | Compensation to students for research assistance | €3,000 |
| | | | Financial assistance for participation in educational experiences abroad | €3,000 |
| | | | Awards/financial aid | €500 |
| | | | Seminars in Cyprus | €4,000 |
| | | | Lab materials and equipment | €2500 |
| | | | Hourly compensation for student ad hoc work | €1,500 |

| | | | |
|---------------|----------------|---------------------------------|----------------|
| | | Administrative and support cost | €5,000 |
| Total: | €51,250 | | €21,500 |

12. Student welfare mechanisms for monitoring the sufficiency of student support

Students of the Masters in Social and Developmental Psychology program have access to the same mechanisms and procedures of Student Support as all University of Cyprus students. Student support at the level of the University is overseen by the Senate's committee on Student Affairs, which functions as advisory to the Council of Rectors. All students have access to the services of the Student Affairs Office of the University. Student Affairs, has among its other roles, the responsibility to manage student academic issues, like dematriculation, withdrawals from classes recognition and transfer of credits, and student life issues, like medical and mental health issues, issues of students with disabilities, etc. With regards to students of the Department of Psychology, these issues are resolved in collaboration with the responsible committees of the Department. Students who face any difficulties in their studies or adjustment can receive support from the Social Work staff of Student Affairs while they can receive Psychological Assessment and Therapy services from the Mental Health Center of the University of Cyprus, both for personal and learning issues. The Center is supervised by the Department of Psychology, therefore the co-ordination of services towards the students is facilitated.

At the level of Departments of the University of Cyprus, there is a strong emphasis on the role of the Academic Advisor, who is responsible to guide the students in their selection of courses and the organization of their study program. The Academic Advisor is responsible to oversee and support students, maintain communication with the remaining faculty and intervene when the student requires support. For the students in the Masters in Social and Developmental Psychology, the Academic Advisor is always a member of the Department School Psychology Committee. At the same time, each department has an Academic Advisor for students with disabilities whom these students can see for guidance on difficulties they may face, and receive referrals to the appropriate university services. Students with a disability, or diagnosis of a psychological or learning difficulty, have the potential to request academic adjustments in their courses or tutor services through established procedures and mechanisms of the Student Affairs Office. The University of Cyprus is very sensitive to issues of students with disabilities and abides by the relevant legislations through procedures described in Annex 6 of this report. On several occasions, the Commissioner for the Securement of Personal Data has visited the University and has provided guidance for the secure management and keeping of the personal data of students with disabilities, so that the delivery of services can be done with respect for privacy and the dignity of the individual.

13. Address or addresses of the program's premises

University of Cyprus

University House "Anastasios G. Leventis"

1 Panepistimiou Avenue

2109 Aglantzia, Nicosia

The courses are held in the classrooms and computer laboratories of the University campus and in the conference room of the Department of Psychology (Seminars of Clinical Practice).

14. Number and Description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general (*See Specific Instructions*)

The University of Cyprus is based in Nicosia and the new University Campus is in Aglantzia. All classes are now offered in the new Campus in the Classroom Buildings XOD1 and XOD2, with some seminars offered in the Department of Psychology conference room in OED02, B122. All University classrooms are equipped with projectors and the possibility to project video.

Research Methodology courses take place in computer labs, fully equipped with one Personal Computer per student, located in the same buildings.

The Department has available laptops, projectors, printers, storage units etc. that can be used and/or checked out by the students. Also in the building OED01 where the department secretariat is housed, there is a work-room available especially for the graduate students with PCs and desks, where students can work in the time between and after their classes.

The Department of Psychology owns 11 research laboratories and is also directly connected to the Center for Applied Neuroscience in the School of Education and Social Sciences. The labs include the Comprehension & Learning Laboratory, Genetic Social Psychology Lab, Clinical Psychology & Psychophysiology Lab, Experimental Psychology Lab, Developmental Psychopathology Lab, ACThealthy: Clinical Psychology and Behavioral Medicine Laboratory, Quantitative Methods & Assessment Lab, Neurocognitive Research Lab, Cognition and Language Laboratory, Memory & Attention Development Lab, Developmental Psychology Lab. All department labs have been successful in recruiting funding from internal and external sources and at times have been able to offer employment to graduate students of the Department as researchers. The labs offer cutting-edge equipment for student research that allows students to conduct research projects using modern methodologies. For example they include Electroencephalogram equipment, peripheral psychophysiology, eye tracking, face readers, Near Infrared Spectroscopy, CO measures, telephone survey center, observation systems, etc. and their corresponding software. All equipment is fully functional and maintained at all times. Many of these labs are located in the Old Campus premises.

Under the supervision of Assoc. Professor Charis Psaltis, the Psychology department also runs the University Field Research Center (PA.KE.PE) <http://ucy.ac.cy/pakepe/el/> which offers hired survey services through the phone center. Depending on the availability and scope of the research, PAKEPE employs psychology students as researchers in specific research projects. Postgraduate students of the postgraduate program of social and developmental psychology have worked at PAKEPE and have received significant work experience in field surveys and telephone surveys with a representative sample from the Greek Cypriot community.

The Masters students, like all University of Cyprus students have access to the University Library and the ultra-modern new Library and Information Center Stelios Ioannou.

The aim of the University of Cyprus Library is (<http://library.ucy.ac.cy/en/library>) is:

To primarily serve the members of the university community (teaching staff, researchers, administrators, students etc.) for their research, teaching and cultural information needs, so that the Library can be a flexible and modern tool for the achievement of the research, teaching and other goals of the institution. To serve to the degree possible, but not at the cost of the academic community the members of the broader scientific community of Cyprus, after the appropriate application and issuing of a special ID for external users. To coordinate and collaborate with other scientific institutions and the libraries of Cyprus for the recording and validation of the folk culture and other scientific and cultural production.

In addition to its printed collections the library of the University of Cyprus owns a digital collected composed of 30.000 titles, through publishers or full text data bases, and a few thousand with old issues of 40-100 years. In this collection are included Greek Literature Periodicals of the 19th και 20th century (digitized by ELIA). It offers access to 186 reference bases, statistical and financial bases, full text collections, etc. which are derived from subscriptions or open access cites. The electronic book collection provides access to 403.146 scientific books from purchases and subscriptions. It also offers access to doctoral dissertations while its digital collections include digital archival materials (printed, auditory, photographic, video) on the historical and cultural heritage of Cyprus, Greek Literature and Information Science.

Psychology students at the University of Cyprus have access to almost all important data bases in the filed including PsycInfo, PubMed, Medline, etc. to most Psychology electronic journals. For materials not available at the library, students can use the interlibrary loan service.

15. Tuition and Management of the Program's Financial Resources

The basic graduate tuition and fees for the academic 2017-2018 for a Master's in Social and Developmental Psychology is 5.255 euro. Tuition fees for postgraduate courses decreased by 20% from 2013-2017 due to the economic crisis but returned to standard levels as of the academic year 2017/2018.

The Department of Psychology uses most of the postgraduate tuition fees in a directly beneficial way to graduate students. It offers 4 scholarships per year to Doctoral Students and partial financing (with 1000-1500 Euros) for the participation of each masters or PhD student at an international conference per year, where students present their research as first author.

Also, the Department offers teaching assistantships to a number of postgraduate students every semester, which are successfully claimed by students of the Master of Social and Developmental Psychology program as well.

The financial resources at the University are managed centrally and a specific budget is allocated to the Department for management for pre-approved expenses.

16. Name and contact information of the Program's Coordinator (*See Specific Instructions*):

The Social and Developmental Psychology program is coordinated by three faculty members of the Department of Psychology, which is currently chaired by Dr. Charis Psaltis, Associate Professor of Social and Developmental Psychology (see CV in Annex 3) cpsaltis@ucy.ac.cy

All the programs of the Department are under the responsibility of the Chair of the Department of Psychology.

C. APPLICATION INFORMATION

Payment of Fees According to the Law: 7,000€

Receipt Number:

Date on the Receipt:

Chief Person in Charge of the Institution According to the Law:

Professor Tasos Christofides, Rector

Signature of the Chief Person in Charge of the Institution According to the Law:

.....

Institution's Representative (in the case of a company):

.....

Institution Representative's signature (in the case of a company):

.....

Date of Application:

D. SPECIFIC INSTRUCTIONS FOR COMPLETING THE DOCUMENT

A.3 Name of the program of study:

[Instructions: Provide the full name of the program for which the present application for educational evaluation – accreditation is submitted, i.e. “Business Administration (4 years / 240 ECTS, Bachelor Degree)”].

A.4 Final Higher Education Qualification:

[Instructions: Provide the full name of the final and/or of the intermediate higher education qualification awarded to those who complete the program of study successfully and attach, herewith, duly completed samples].

A.5 Type of the Program of Study:

[Instructions: Note if the program under evaluation is Conventional or Distance Learning].

[Instructions: Note in a binding manner if the institution considers the program of study under evaluation academic or vocational].

A.6 Duration of Studies:

[Instructions: Note the normal duration of studies, in academic years].

[Instructions: If the program of study, under evaluation, uses the European Credit Transfer System, provide the number of credits necessary for the successful completion of the program. In any other case note the phrase “specified courses”].

[Instructions: Provide the number of semesters and the credits that correspond to them].

B.4 Detailed curriculum, including the structure of the program, courses per semester, and the content of each course analytically (in Greek and in English depending on the program's language of instruction:

(a) Structure of the program of study and routes through the programme (Table 1.1 + Table 1.2)

(b) Distribution of courses per semester (Table 2)

(c) Complete list of Required courses and elective courses (Annex 1)

(d) Course description (Annex 2)

B.5 Student admission requirements

[Instructions: Note the admission requirements for the program of study and the procedures applied for the recognition of previous studies (transfers).]

B.6 Academic / Teaching Personnel and their qualifications - their biographical notes should be attached

[Instructions: Provide a short description (10 lines) and a biographical note (Annex 3), for every member of the academic / teaching personnel.]

B.7 Program's courses and the teaching personnel teaching each course, for every year of studies

[Instructions: Provide the teaching personnel teaching each course and their corresponding teaching periods per week (Table 3). If the members of the teaching personnel teach, additionally, in other programs, provide their total number of teaching periods, per week, for every program of study (Table 4).]

[Instructions: Designate the Coordinator.]

B.8 Administrative structure of the institution's programs of study, including the program in the proper position (ie by indicating the School and Department under which the program operates, by noting whether the program is inter-university, inter-departmental etc)

[Instructions: Provide, additionally, the name of the School's Dean and the name of the Chairperson of the Department.]

B.9 Regulations and procedures for quality assurance for the program of study

[Instructions: Provide information regarding the procedures for the approval, operation, review, and internal evaluation for the program of study.]

B.14 Number and Description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general.

[Instructions: Provide detailed information regarding the infrastructure which supports the program of study (Annex 4).]

B.16 Name and contact information of the Program's Coordinator

[Instructions: Provide evidence regarding the Coordinator's experience and qualifications and state if he/she is a Coordinator for any other programs of study.]

E. TABLE 1.1: STRUCTURE OF THE PROGRAM OF STUDY

| PROGRAM REQUIREMENTS | ECTS |
|---|---|
| <p>Required Courses 7 courses</p> <p>The program includes 7 Required courses covering the core areas of Social and Developmental Psychology, as well as the theoretical and methodological training for designing, conducting and analysing research (PSY 604 Multivariate Statistics for the Behavioural Sciences, PSY 630 Contemporary Theories of Human Development, PSY 637, Social Development in Social Context, PSY 640 Social Influence and Social Representations, PSY 641 Epistemology and Research Planning in Social Sciences, PSY 643 Applied Social and Developmental Psychology: Field Experience, PSY 644 Cross-national Comparative Social Research) (total 52.5 PM).</p> <p>The student is required to register in three levels of dissertation courses (PSY 742, PSY 743, PSY 744 and optional PSY 745) (total 45 PM)</p> <p>(See course descriptions for further information)</p> | <p>97.5 ECTS with a dissertation</p> |
| <p>Elective Courses</p> <p>Students are required to choose 3 elective courses depending on the route chosen (Social Psychology, Developmental Psychology, Social Developmental Psychology) (total 22.5 PM).</p> <p>PSY 602 GRADUATE SEMINAR: ADVANCED ISSUES IN PSYCHOLOGY (Elective Social Developmental)</p> <p>PSY 619 INTELLIGENCE: DEVELOPMENT AND EVALUATION (Elective Developmental Psychology)</p> <p>PSY 632 ADOLESCENCE (Elective Developmental Psychology)</p> <p>PSY 642 CHILD AND ADOLESCENT PSYCHOPATHOLOGY (Elective Developmental Psychology)</p> <p>PSY 677 HUMAN AGGRESSION AND ANTISOCIAL BEHAVIOR (Elective Social Developmental)</p> <p>PSY 689 INDEPENDENT STUDY (Elective Methods)</p> <p>PSY 702 DISCOURSE, COMMUNICATION AND SOCIAL PSYCHOLOGY (Elective Social Psychology)</p> <p>PSY 707 FAMILY AND CHILD DEVELOPMENT (Elective Social Developmental)</p> <p>PSY 715 LANGUAGE DEVELOPMENT AND LANGUAGE DISORDERS (Elective Developmental Psychology)</p> <p>PSY 722 CROSS-CULTURAL PSYCHOLOGY (Elective Social Psychology)</p> <p>PSY 731 COGNITIVE NEUROSCIENCE: UNDERSTANDING THE BIOLOGY OF THE MIND (Elective Developmental Psychology)</p> <p>PSY 741 INTERGROUP RELATIONS IN DIVIDED SOCIETIES (Elective Social Psychology)</p> <p>PSY 749 QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY (Elective Methods)</p> | <p>22.5 ECTS</p> |

| | |
|---|------------|
| PSY 788 ADVANCED RESEARCH METHODS II (Elective Methods) | |
| Total ECTS | 120 |

TABLE 1.2 The three Routes through the programme

| | 1 st Semester | 2 nd Semester | 3 rd Semester | 4 th Semester |
|---------------------------------|---------------------------|---------------------------|--|---|
| Social Psychology | PSY 604, PSY 637, PSY 641 | PSY 630, PSY 640, PSY 644 | PSY 643+2 Electives (SP Direction + Methods) | PSY 743, PSY 744+1 Elective (SP Direction) |
| Developmental Psychology | PSY 604, PSY 637, PSY 641 | PSY 630, PSY 640, PSY 644 | PSY643 + 2 Electives (DP Direction + Methods) | PSY 743, PSY 744+1 Elective (DP Direction) |
| Social Developmental Psychology | PSY 604, PSY 637, PSY 641 | PSY 630, PSY 640, PSY 644 | PSY643 + 2 Electives (SD Direction +Methods) | PSY 743, PSY 744+1 Elective (SD Direction) |



TABLE 2: COURSE DISTRIBUTION PER SEMESTER

PROGRAMME

| A/A | Course Type | Course Name | Course Code | Periods per week | Period duration | Number of weeks/ Academic semester | Total Hours/ Academic semester | Number of ECTS |
|--------------------------|-------------|---|-------------|------------------|---|---------------------------------------|-----------------------------------|----------------|
| 1 st Semester | | | | | | | | |
| 1. | Required | MULTIVARIATE STATISTICS FOR THE BEHAVIORAL SCIENCES | PSY 604 | 1 | 3 teaching hours plus office hours | 13 | 39 | 7.5 |
| 2. | Required | SOCIAL DEVELOPMENT IN SOCIAL CONTEXT | PSY 637 | 1 | 3 teaching hours plus office hours | 13 | 39 | 7.5 |
| 3. | Required | EPISTEMOLOGY OF THE SOCIAL SCIENCES AND RESEARCH DESIGN | PSY 641 | 1 | 3 teaching hours plus office hours plus "lab" hours | 13 | 39 | 7.5 |
| 4. | Elective | (See list of elective courses Annex 1) | PSY XXX | 1 | 3 teaching hours plus office hours | 13 | 39 | 7.5 |

| 2 nd Semester | | | | | | | | |
|--------------------------|----------|---|---------|---|------------------------------------|----|----|-----|
| 5. | Required | CONTEMPORARY THEORIES OF HUMAN DEVELOPMENT | PSY 630 | 1 | 3 teaching hours plus office hours | 14 | 42 | 7.5 |
| 6. | Required | SOCIAL INFLUENCE AND SOCIAL REPRESENTATIONS | PSY 640 | 1 | 3 teaching hours plus office hours | 14 | 42 | 7.5 |
| 7. | Required | CROSS-NATIONAL COMPARATIVE SOCIAL RESEARCH | PSY 644 | 1 | 3 teaching hours plus office hours | 14 | 42 | 7.5 |
| 8. | Elective | See list of elective courses Annex 1 | PSY XXX | 1 | 3 teaching hours plus office hours | 13 | 39 | 7.5 |
| 9. | Elective | See list of elective courses Annex 1 | PSY XXX | 1 | 3 teaching hours plus office hours | 13 | 39 | 7.5 |
| 3 rd Semester | | | | | | | | |
| 10. | Required | MASTER THESIS I | PSY 742 | 1 | 3 teaching hours plus office hours | 13 | 39 | 15 |

| | | | | | | | | |
|--------------------------|----------|---|---------|---|------------------------------------|----|----|-----|
| 11. | Required | APPLIED SOCIAL AND DEVELOPMENTAL PSYCHOLOGY: FIELD EXPERIENCE | PSY 643 | 1 | 3 teaching hours plus office hours | 13 | 39 | 15 |
| 12. | Elective | See list of elective courses Annex 1 | PSY XXX | 1 | 3 teaching hours plus office hours | 13 | 39 | 7.5 |
| 13. | Elective | See list of elective courses Annex 1 | | 1 | 3 teaching hours plus office hours | 13 | 39 | 7.5 |
| 4 th Semester | | | | | | | | |
| 14. | Required | MASTER THESIS IIA | PSY 743 | 1 | 3 teaching hours plus office hours | 14 | 42 | 15 |
| 15. | Required | MASTER THESIS IIB | PSY 744 | 1 | 3 teaching hours plus office hours | 14 | 42 | 15 |



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



TABLE 3: TEACHING PERSONNEL, COURSES AND TEACHING PERIODS IN THE PROGRAM OF STUDY

| A/A | Name and Surname | Discipline / Specialization | Teaching courses in the program of study under evaluation Master in Social and Developmental Psychology | | |
|-----|------------------|-------------------------------------|--|---|----------------|
| | | | Code | Course title | Hours/ week |
| 1. | Charis Psaltis | Social and Developmental Psychology | PSY 637 | SOCIAL DEVELOPMENT IN SOCIAL CONTEXT | 3 |
| | | | PSY 640 | SOCIAL INFLUENCE AND SOCIAL REPRESENTATIONS | 3 |
| | | | PSY 741 | INTERGROUP RELATIONS IN DIVIDED SOCIETIES | 3 |
| | | | PSY 644 | CROSS-NATIONAL COMPARATIVE SOCIAL RESEARCH | 3 |
| | | | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |

| | | | | | |
|----|-----------------|--------------------------|---------------------|---|---|
| 2. | Kostas Fanti | Developmental Psychology | PSY 630 | CONTEMPORARY THEORIES OF HUMAN DEVELOPMENT | 3 |
| | | | PSY 642 | CHILD AND ADOLESCENT PSYCHOPATHOLOGY | 3 |
| | | | PSY 677 | HUMAN AGGRESSION AND ANTISOCIAL BEHAVIOR | 3 |
| | | | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |
| 3. | Irimi Kadianaki | Social Psychology | PSY 637 | SOCIAL DEVELOPMENT IN SOCIAL CONTEXT | 3 |
| | | | PSY 641 | EPISTEMOLOGY OF THE SOCIAL SCIENCES AND RESEARCH DESIGN | 3 |
| | | | PSY 702 | DISCOURSE, COMMUNICATION AND SOCIAL PSYCHOLOGY | 3 |
| | | | PSY 722 | CROSS-CULTURAL PSYCHOLOGY | 3 |
| | | | PSY 749 | QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY | 3 |
| | | | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |

| | | | | | |
|----|-------------------------|--------------------------|---------------------|---|---|
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |
| 4. | Panayiotis Stavriniadis | Developmental Psychology | PSY 604 | MULTIVARIATE STATISTICS FOR THE BEHAVIORAL SCIENCES | 3 |
| | | | PSY 610 | PSYCHOLOGY OF EDUCATION | 3 |
| | | | PSY 630 | CONTEMPORARY THEORIES OF HUMAN DEVELOPMENT | 3 |
| | | | PSY 632 | ADOLESCENCE | 3 |
| | | | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |
| 5. | Stelios Georgiou | Educational Psychology | PSY 610 | PSYCHOLOGY OF EDUCATION | 3 |
| | | | PSY 707 | FAMILY AND CHILD DEVELOPMENT | 3 |
| | | | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |

| | | | | | |
|----|----------------------|---|---------------------|---|---|
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |
| 6. | George Spanoudis | Developmental Psychology | PSY 619 | INTELLIGENCE: DEVELOPMENT AND EVALUATION | 3 |
| | | | PSY 715 | LANGUAGE DEVELOPMENT AND LANGUAGE DISORDERS | 3 |
| | | | PSY 731 | COGNITIVE NEUROSCIENCE: UNDERSTANDING THE BIOLOGY OF THE MIND | 3 |
| | | | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |
| 7. | Michalis Michaelides | Educational Psychology /Research Methods in the Social Sciences | PSY 604 | MULTIVARIATE STATISTICS FOR THE BEHAVIORAL SCIENCESPSY | 3 |
| | | | PSY 641 | EPISTEMOLOGY OF THE SOCIAL SCIENCES AND RESEARCH DESIGN | 3 |

| | | | | | |
|-----|------------------------|---------------------------------|---------------------|---|---|
| | | | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |
| 8. | Athanasios Raftopoulos | Epistemology, Cognitive Science | PSY 641 | EPISTEMOLOGY OF THE SOCIAL SCIENCES AND RESEARCH DESIGN | 3 |
| 9. | Fofi Constantinidou | Clinical Psychology | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |
| 10. | Timotheos Papadopoulos | Educational Psychology | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |

| | | | | | |
|-----|-----------------------|------------------------|---------------------|---|--|
| 11. | Irene – Anna Diakidou | Educational Psychology | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |
| 12. | Marios Avraamides | Cognitive Psychology | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |
| 13. | Georgia Panayiotou | Clinical Psychology | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |
| 14. | Maria Karekla | Clinical Psychology | PSY 742, PSY 625 | MASTER THESIS I, GRADUATE RESEARCH STUDY IV | |

| | | | | | |
|----|---|--|---------------------|--|---|
| | | | PSY 743, PSY 626 | MASTER THESIS IIA, GRADUATE RESEARCH STUDY V | |
| | | | PSY 745, PSY 627 | MASTER THESIS IIB, GRADUATE RESEARCH STUDY VI | |
| | Visiting Faculty and Special Scientists* | | PSY 643 | APPLIED SOCIAL AND DEVELOPMENTAL PSYCHOLOGY: FIELD EXPERIENCE | 3 |
| | | | PSY 602 | GRADUATE SEMINAR: ADVANCED ISSUES IN PSYCHOLOGY | 3 |
| | | | 641 | PSY 641 EPISTEMOLOGY OF THE SOCIAL SCIENCES AND RESEARCH DESIGN | 3 |
| | | | 746 | SOCIAL PSYCHOLOGY OF EDUCATION* | 3 |
| | | | 749 | QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY* | 3 |
| | | | | | |
| 16 | | | | | |



***The following have occasionally taught the marked classes in the status of Visiting Faculty, Special Teaching Staff, or Special Scientists.**

Dr. Kyriakos Pachoulides

Dr. Zoi Apostolidou

Dr. Nikos Ilia

TABLE 4: TEACHING PERSONNEL, QUALIFICATIONS, AND TOTAL TEACHING PERIODS

| A/A | Name and Surname | Qualifications | Rank* | FT/PT** | Program of Study | Periods / week | Total hours /week |
|-----|---------------------|--|----------|---------|--|----------------|-------------------|
| 1. | Fofi Constantinidou | Ph.D. in Communication Sciences and Disorders, University of Cincinnati, Ohio, USA | P | FT | All programs of the Department of Psychology | 1 | 3 |
| 2. | Kostas Fanti | Ph.D. in Developmental Psychology, Georgia State University, USA | Assoc. P | FT | All programs of the Department of Psychology | 2 | 6 |
| 3. | Irini-Anna Diakodoy | Ph.D. in Educational Psychology, University of Illinois, Urbana-Champaign, USA | P | FT | All programs of the Department of Psychology | 2 | 6 |
| 4. | Stelios Georgiou | Ed. D. in Educational Leadership and Psychology, Boston University, USA | P | FT | All programs of the Department of Psychology | 2 | 6 |
| 5. | Irini Kadianaki | Ph.D. in Social and Developmental Psychology, University of Cambridge, UK | Assis. P | FT | All programs of the Department of Psychology | 2 | 6 |
| 6. | Marios Avraamides | Ph.D. in Cognitive Psychology, Penn State University of Cambridge, USA | P | FT | All programs of the Department of Psychology | 2 | 6 |
| 7. | Georgia Panayiotou | Ph.D. in Clinical Psychology, Purdue University, Indiana, USA | P | FT | All programs of the Department of Psychology | 1 | 3 |

| | | | | | | | |
|-----|------------------------|--|----------|----|--|---|---|
| 8. | Eleni Karayianni | Psy.D. in Clinical Psychology, Spalding University, USA | & | FT | All programs of the Department of Psychology | 1 | 3 |
| 9. | Maria Karekla | Ph.D. in Clinical Psychology, State University of New York at Albany, USA | Assoc. P | FT | All programs of the Department of Psychology | 2 | 6 |
| 10. | Anthi Loutsiou | Psy.D. in Clinical Psychology, University of Denver in Colorado, USA | & | FT | All programs of the Department of Psychology | 2 | 6 |
| 11. | Timotheos Papadopoulos | Ph.D. in Educational Psychology, University of Alberta, Canada | P | FT | All programs of the Department of Psychology | 2 | 6 |
| 12. | Athanasios Raftopoulos | Ph.D. in Philosophy of Science, Johns Hopkins University | P | FT | All programs of the Department of Psychology | 2 | 6 |
| 13. | Giorgos Spanoudis | Ph.D. in Psychology (Cognitive and Language Development), University of Cyprus | Assoc. P | FT | All programs of the Department of Psychology | 2 | 6 |
| 14. | Charis Psaltis | Ph.D. in Social and Developmental Psychology, University of Cambridge, UK | Assoc. P | FT | All programs of the Department of Psychology | 2 | 6 |
| 15. | Panayiotis Stavrinides | Ph.D. in Developmental Psychology, University of Cyprus | Assoc. P | FT | All programs of the Department of Psychology | 2 | 6 |
| 16. | Michalis Michaelides | Ph.D. in Educational Psychology, Stanford University, USA | Assis. P | FT | All programs of the Department of Psychology | 2 | 6 |



| | | | | | | | |
|-----|-------------------|---|---|----|---|---|---|
| 17. | Andrea Shimi | D.Phil. in Cognitive Psychology, University of Cambridge | L | FT | All programs of the Department of Psychology | 2 | 6 |
| 18. | Alexandros Lordos | Ph.D in Clinical Psychology, University of Cyprus | L | FT | All programs of the Department of Psychology | 2 | 6 |

* Rank: Professor (P), Associate Professor (Assoc. P), Assistant Professor (Assis. P), Lecturer (L), Special Teaching Personnel (STP), Visiting Professor (Vis. P),
Special Scientist (SS), Lab Assistant (LA)

** Full Time (FT), Part Time (PT)

F. ANNEXES

ANNEX 1 – LIST OF REQUIRED COURSES AND ELECTIVE COURSES

ANNEX 2 - COURSE DESCRIPTION

| | | | | | |
|-------------------------------|--|-----------------|-------------|---------------------|---|
| Course Title | Multivariate Statistics for the Behavioural Sciences | | | | |
| Course Code | PSY 604 | | | | |
| Course Type | Mandatory Course | | | | |
| Level | Graduate Level | | | | |
| Year / Semester | 1 st Year (2 nd Semester) | | | | |
| Teacher's Name | Panayiotis Stavrinides/ Michalis Michaelides | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | 1 |
| Course Purpose and Objectives | The course aims to complement the basic knowledge of statistical techniques that students have already received at the undergraduate level. The emphasis of the course is on the use of multivariate techniques in psychological research. The techniques that will be presented can be divided into the following: correlational analyses, simple linear regression, multiple regression, factor analysis, t-tests, ANOVA, ANCOVA, MANOVA, MANCOVA, discriminant function analysis, and cluster analysis. | | | | |
| Learning Outcomes | Students (a) Will be able to understand basic features of multivariate data (b) Will be capable to use appropriately techniques that will be presented in the course (c) Will be able to interpret the results of multivariate analysis using SPSS | | | | |
| Prerequisites | Undergraduate courses of methodology and statistics in psychology | Required | | | |
| Course Content | Introduction in Multivariate Analysis Techniques Techniques of correlation analysis - Theoretical discussion: Definition and applications, correlation research, control of variables, causality and correlation research, advantages and disadvantages. Statistical and correlation research: Conversion to z-scores, correlation index (pearson r) Regression techniques: Simple regression, Regression techniques: | | | | |

| | |
|----------------------|--|
| | <p>Linear regression: correlation and regression, statistical calculation of the simple linear equation. Partial correlation: Extension of linear regression. Theoretical and statistical aspect of partial correlation, calculation of partial correlation.</p> <p>Multiple regression:</p> <p>Introduction, theoretical discussion, general description and objectives, research questions, limitations, basic regression multiplication equations, main forms of multiple regression. Factor Analysis: introduction and general description, utility, constraints, basic equations and rotation. Mean score differences: Factorial Analysis of Variance (ANOVA). Multivariate Analysis of Variance (MANOVA). Average comparisons in patterns with repeated measurements. Co-variance analysis (ANCOVA, MANCOVA). Discriminant Analysis and Logistic Regression. Cluster Analysis.</p> |
| Teaching Methodology | Lectures, Projects, Final Examination |
| Bibliography | <p>Bibliography</p> <p>Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum</p> <p>Field, A. P. (2005). Discovering statistics using SPSS (second edition). London: Sage publications.</p> <p>Grimm, L. G. & Yarnold, P. R. (Eds.). (2002). Reading and Understanding More Multivariate Statistics. Washington, DC: American Psychological Association</p> <p>Hinton, P. (1998). Statistics Explained. New York: Routledge.</p> <p>Howell, D.C. (1997). Statistical Methods for Psychology. Duxbury Press.</p> <p>Keppel, G. (1991). Design and Analysis: A Researcher's Handbook (3rd Ed.) New Jersey: Prentice-Hall, Englewood Cliffs.</p> <p>Martin, W. D. (1996). Doing Psychology Experiments. Pacific Grove, CA: Brooks / Cole Publishing Company.</p> <p>Stevens, J. (2001). Applied Multivariate Statistics for the Social Sciences. (4th Ed). Lawrence Erlbaum Associates.</p> <p>Tabachnick, B.C. and Fidell, L.S. (2001). Using Multivariate Statistics. New York, Harper Collins Publishers.</p> |
| Assessment | Projects, Final Examination |
| Language | Greek |

| | |
|--------------|---|
| Course Title | Contemporary Theories of Human Development |
| Course Code | PSY 630 |

| | | | | | |
|--------------------------|---|---------------|---------------|----------------|--|
| Course Type | Required | | | | |
| Level | 2 nd | | | | |
| Year/Semester of Studies | 1 st Year, Spring Semester | | | | |
| Instructor | Costas Fantis | | | | |
| ECTS | 7,5 | Lectures/Week | 1 (3 hours) | Workshops/Week | |
| Course Aims | The course covers the main theories of human development (psychodynamic, biological, behavioral and cognitive) as well as more recent theories or approaches (such as Developmental Neuropsychology, Information Theories, Developmental Psychopathology). Subsequent topics that are discussed in the course are the following: questions and challenges of developmental psychology, historical development of the study of human development, research methods in developmental psychology, attachment, idiosyncrasy and the theory of mind. | | | | |
| Learning Outcomes | By the end of the semester, students are expected to (1) be aware of the main theoretical trends in developmental psychology, (2) be able to evaluate various developmental theories, and (3) be able to use developmental theories and findings of developmental research to understand both typical development and psychopathology. | | | | |
| Prerequisites | N/A | | Co-requisites | N/A | |
| Course Content | <p>The course covers various theories of human development, with a particular emphasis on modern theories. Before each meeting, students will be requested to study 1-2 scientific articles or book chapters that will be provided on the course website.</p> <p>The topics to be studied are as follows:</p> <ul style="list-style-type: none">- Theory of maturation, Biological approaches and Developmental neuropsychology- Psychoanalytic and Psychosocial theory- Cognitive-evolutionary theories and information processing theories- Behavioral theories, Theories of social learning, Processing of cognitive-social information- Theories of attachment and idiosyncrasy- Developmental Psychopathology- Transactional-ecological models of development- Resilience theory- Theory of the mind | | | | |
| Teaching Methods | The course will be held as a seminar. The attendance to the lessons is mandatory. The students are expected to come to the course prepared (studied each week's study material) and that they will be ready to actively participate in the discussions. | | | | |
| Required Reading | Scientific articles that will be provided during the course | | | | |

| | |
|--------------------|---|
| Assessment Methods | Attendance/Participation/Discussion (20%) Brief article presentation and review: 20% Group Study: 30% Final examination: 30% |
| Language | Greek |

| | | | | | |
|-------------------|--|---------------|---------------------|-----------|--|
| Title of Course | Social Development in Social Context | | | | |
| Code of Course | PSY 637 | | | | |
| Type of Course | Required | | | | |
| Level | Master | | | | |
| Year/Semester | 1 st (1 st Semester) | | | | |
| Όνομα Διδάσκοντα | Charis Psaltis | | | | |
| ECTS | 7.5 | Lectures/Week | 1/ (3 hours) | Labs/Week | |
| Course Aims | <p>This course aims to lay the foundations for understanding human development as a social psychological process. Moreover, it aims towards an in-depth exploration of the epistemological bases of social constructivism through a critical examination of the work of Jean Piaget and Lev Vygotsky. It also aims at familiarising students with the Genevan tradition of work on the role of social interaction in cognitive development and its offshoots through the first, second and third generation of research in Geneva, Neuchatel and Cambridge.</p> <p>The course aims to critically engage the students in the post-Vygotskian tradition also extending through the corresponding three generations of research (Leontyev, Engerstrom, CHAT) and other cultural historical theories like the work of Michael Cole, James Wertsch, and Barbara Rogoff.</p> <p>Finally, theories that build on both traditions based on cross-national comparisons like the work of Patricia Greenfield are also presented and discussed in a critical manner through a number of meta-theoretical themes.</p> <p>A final aim of the course is to promote student reflection on dimensions where the abovementioned theories differ like the following: Learning and Development and their relationship, Addressing various levels of analysis, the definition of culture and suggest a theoretical framework that could fill the gaps identified and extend the field beyond the state of the art.</p> | | | | |
| Learning outcomes | <ol style="list-style-type: none"> 1. Be in a position to offer broad descriptions of the basis tenets of the following theories: Piaget, Vygotsky, Doise, Mugny, Perret Clermont, Leontyev, Engerstrom, Wertsch, Cole, Rogoff, Greenfield. 2. Evaluate the abovementioned theories according to the following dimensions: Relationship between Learning and Development, Engagement with Different Levels of Analysis, Definition of Culture 3. Apply in the educational context the abovementioned theories and design intervention programmes based on these theories. | | | | |
| Required Courses | | | Co-Required Courses | | |

| | | | |
|----------------------|--|--|--|
| | | | |
| Course Content | <ol style="list-style-type: none"> 1. What is social developmental Psychology? 2. What is the role of social relationships and social interaction in human development? 3. The role of social interaction in learning and cognitive development 4. The social psychology of Jean Piaget 5. The cultural-historical theory of Lev Vygotsky 6. The development of gender identity and social representations of gender in childhood 7. Cultural Psychology 8. Levels of analysis in social developmental psychology | | |
| Teaching methodology | Lectures, Group work, Whole Class Discussion | | |
| Bibliography | <ol style="list-style-type: none"> 1. Vaslinier, J. (2012). The Oxford Handbook of Culture and Psychology, Oxford: OUP. 2. Psaltis, C. & Zapiti, A. (2014). Interaction, Communication and Development: Psychological Development as a social Process. UK: Routledge. ISBN: 0415643872 3. Psaltis, C. Gillespie, A. & Perret-Clermont, A.N. (2015). (Eds.) Social Relations in Human and Societal Development. UK : Palgrave Macmillan. Argyle, M. (1972). The Social Psychology of Work. Harmondsworth: Penguin Books. 4. Kyriakidou, F. & Psaltis, C. (2016). Psychosocial and Cognitive Development of Undergraduate University Students in Cyprus: The role of Social Relations. New York: Nova Science Publishers. 5. Durkin K. (1995). Developmental Social Psychology: From Infancy to Old Age, UK: Wiley-Blackwell 6. Χρυσόχοου, Ξ. (2005). Πολυπολιτισμική πραγματικότητα 7. Οι κοινωνιοψυχολογικοί προσδιορισμοί της πολιτισμικής πολλαπλότητας, Αθήνα: Ελληνικά Γράμματα 8. Φραγκουδάκη, Α. (2008). (Επιμ.) Πρόσθεση όχι αφαίρεση, πολλαπλασιασμός όχι διαίρεση : Η μεταρρυθμιστική παρέμβαση στην εκπαίδευση της μειονότητας της Θράκης. Αθήνα: Μεταίχμιο 9. Mueller, U., Carpendale, J., Budwig N. & Sokol, B. (2008). Social Life and Social Knowledge: Toward a Process Account of Development. (Jean Piaget Symposia Series), Psychology Press | | |

| | |
|------------|---|
| | <p>10. Chryssochoou, X. (2004) Cultural Diversity. Its Social Psychology Oxford: Blackwell.</p> <p>1. Γκόβαρης, Χ., (2001), Εισαγωγή στη Διαπολιτισμική Εκπαίδευση, Αθήνα, Ατραπός (2η έκδοση 2004).</p> <p>2. Cummins, Jim (2002), Ταυτότητες υπό διαπραγμάτευση. Εκπαίδευση με σκοπό την ενδυνάμωση σε μια κοινωνία της ετερότητας, επιμ. Ε. Σκούρτου, μτφρ. Σ. Αργύρη. Αθήνα: Gutenberg</p> <p>3. Μήλλας, Ηρακλής (2001), Εικόνες Ελλήνων και Τούρκων. Σχολικά βιβλία, ιστοριογραφία, λογοτεχνία και εθνικά στερεότυπα. Αθήνα: Αλεξάνδρεια.</p> <p>4. Φραγκουδάκη, Άννα./ Δραγώνα, Θάλεια. (επιμ.) (1997), «Τι είν' η πατρίδα μας;» Εθνοκεντρισμός στην εκπαίδευση. Αθήνα: Αλεξάνδρεια.</p> <p>5. Δαμανάκης, Μ. (1997). Η Εκπαίδευση των Παλιννοστώντων και Αλλοδαπών Μαθητών στην Ελλάδα. Αθήνα: Gutenberg.</p> <p>6. Modgil, S., Verma, G.K., Mallick, K., & Modgil, C. (1997). Πολυπολιτισμική Εκπαίδευση. Προβληματισμοί – Προοπτικές. Αθήνα: Ελληνικά Γράμματα.</p> <p>7. Brewer, M. B. (2003). Intergroup relations (2nd ed.). Open University Press.</p> <p>8. Wetherell M. (2005). Ταυτότητες, ομάδες και κοινωνικά ζητήματα. Αθήνα: Μεταίχμιο</p> <p>9. S. Oskamp (Ed.), Reducing prejudice and discrimination. Hillsdale, NJ: Erlbaum.</p> <p>10. Παπαστάμου, Σ. (1990). (Επ.). Διομαδικές Σχέσεις. Αθήνα: Οδυσσέας</p> <p>11. Brewer, M. & Miller N. (2003). Intergroup relations, Open University Press.</p> <p>12. Bar-Tal, D. & Teichman, Y. (2005). Stereotypes and prejudice in conflict : representation of Arabs in Israeli Jewish society, Cambridge: CUP.</p> <p>13. Μοσκοβισί, Σ.(1999). Η Ψυχανάλυση, η εικόνα της και το κοινό της. Αθήνα: Οδυσσέας</p> |
| Evaluation | <ul style="list-style-type: none"> • Participation and Discussion 20 % • Essay 30 % • Final Exam 50% |
| Language | English |

| | | | | | |
|--------------------------|---|---------------|--|----------------|--|
| Course Title | Social Influence and Social Representations | | | | |
| Course Code | PSY 640 | | | | |
| Course Type | Required | | | | |
| Level | 2 nd | | | | |
| Year/Semester of Studies | 1 st Fall semester | | | | |
| Instructor | Charis Psaltis | | | | |
| ECTS | 7,5 | Lectures/Week | | Workshops/Week | |
| Course Aims | <p>This course offers in-depth discussions concerning two of the most significant areas of Social Psychology: social influence and social representations. There will be discussions about the functional and the genetic model of social influence, as well as about classic and contemporary advancements in the areas of social influence and social representations. Moreover, the development of social representations of gender and national identity will be discussed. The applications of social influence and social representation theories to the fields of prevention, health psychology, advertising, communication and trade will also be discussed.</p> | | | | |
| Learning Outcomes | <p>Students are expected to be able to:</p> <p>Identify the main characteristics of the functionalist and genetic models of social influence</p> <p>Comprehend the values, epistemological approaches, traditions and ideological currents from which various central figures of social influence and social representations drew their inspiration and how they influenced the development of the field of social psychology</p> <p>Compare the various methodological approaches and theories of social influence with social representations theory</p> <p>Apply their theoretical knowledge of microgenetic, ontogenetic and sociogenetic processes to the understanding of the development and resolution of real societal problems</p> <p>Appraise the value of various theoretical notions proposed by various theorists in our understanding of social problems</p> <p>Critically evaluate classic experiments in the field from a methodological and ethics point of view.</p> | | | | |

| | | | |
|------------------|---|---------------|-----|
| | Propose a synthesis of social influence processes with social representations theory | | |
| Prerequisites | N/A | Co-requisites | N/A |
| Course Content | There will be discussion about the functional and the genetic model of social influence, as well as about classic and contemporary advancements in the areas of social influence and social representations. Moreover, the development of social representations of gender and national identity will be discussed as well as studies exploring social representations of homosexuality, HIV/AIDS and marginalized groups. The application of social influence and social representation theories on the fields of health promotion and prevention, advertising, communication, education, history teaching and political communication will be discussed. Finally, the Genetic Social Psychology framework will be discussed and evaluated in detail. | | |
| Teaching Methods | Lecture: 39 Study for final exam: 30 Homework and Essay writing: 121 Total: 190 | | |
| Required Reading | <p>Martin, R & Hewstone, M. (2010). <i>Minority Influence and Innovation</i>. Psychology Press.</p> <p>Moscovici, S. (2000). <i>Social representations: explorations in social psychology</i>; edited by Gerard Duveen. Cambridge: Polity.</p> <p>Γαρδικιώτης, Α.(2008). <i>Κοινωνική επιρροή : επισκόπηση και αξιολόγηση της έρευνας και των θεωριών</i>. Αθήνα: Gutenberg</p> <p>Recommended Reading</p> <ol style="list-style-type: none"> 1. Psaltis, C. & Zapiti, A. (2014). <i>Interaction, Communication and Development: Psychological Development as a social Process</i>. UK: Routledge. ISBN: 0415643872 2. Psaltis, C. Gillespie, A. & Perret-Clermont, A.N. (2015). (Eds.) <i>Social Relations in Human and Societal Development</i>. UK: Palgrave Macmillan. 3. Kyriakidou, F. & Psaltis, C. (2016). <i>Psychosocial and Cognitive Development of Undergraduate University Students in Cyprus: The role of Social Relations</i>. New York: Nova Science Publishers. 4. Psaltis, C., Carretero, M. & Cehajic-Clancy (Eds.) (2017). <i>History Education and Conflict Transformation: Social Psychological Theories, History Teaching and reconciliation</i>. Palgrave Macmillan 5. Duveen, G and Lloyd, B. (1990). (Eds.) <i>Social representations and the development of knowledge</i>. Cambridge: CUP. 6. Markova, I.(2003). <i>Dialogicality and social representations: the dynamics of mind</i>. Cambridge; New York: Cambridge University Press | | |

| | |
|--------------------|--|
| | <p>7. Παπαστάμου, Σ. (1989). Σύγχρονες έρευνες στην κοινωνική ψυχολογία : η κοινωνική επιρροή ; επιμέλεια, εισαγωγή Σταμος Παπασταμου ; μεταφραση Κώστας Κατηφόρης, Νικήφορος Σταματακης.</p> <p>8. Παπαστάμου, Σ. (2001).Εισαγωγή στην Κοινωνική Ψυχολογία. Αθήνα: Ελληνικά Γράμματα.</p> <p>9. Μοσκοβισί, Σ.(1999). Η Ψυχανάλυση, η εικόνα της και το κοινό της. Αθήνα: Οδυσσέας</p> <p>10. Χρυσοχού, Ξ. (2005). Πολυπολιτισμική πραγματικότητα. Οι κοινωνιοψυχολογικοί προσδιορισμοί της πολιτισμικής πολλαπλότητας, Αθήνα: Ελληνικά Γράμματα</p> <p>11. Mueller, U., Carpendale, J.,Budwig N. & Sokol, B. (2008). Social Life and Social Knowledge: Toward a Process Account of Development. (Jean Piaget Symposia Series), Psychology Press</p> <p>12. Chrysoschoou, X. (2004) Cultural Diversity. Its Social Psychology Oxford: Blackwell.</p> <p>13. Schmaus, W.(1994). Durkheim's philosophy of science and the sociology of knowledge : creating an intellectual niche. Chicago :University of Chicago Press.</p> <p>14. Wagner, W. and Hayes N. (2005). Everyday discourse and common sense : the theory of social</p> |
| Assessment Methods | <p>Participation/Discussion (30%)</p> <p>Essay (30%)</p> <p>Final Exam (40%)</p> |
| Language | Greek |

| | | | | | |
|-------------------------------|--|-----------------|-------------|---------------------|---|
| Course Title | Psychology of Education | | | | |
| Course Code | PSY 610 | | | | |
| Course Type | Elective Course | | | | |
| Level | Graduate Level | | | | |
| Year / Semester | 2 nd Year (4 th Semester) | | | | |
| Teacher's Name | Panayiotis Stavrinides | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | 1 |
| Course Purpose and Objectives | This course focuses on application on the psychological research and psychological theory in educational settings. Specifically, the objectives of the course are: | | | | |

| | | | |
|----------------------|--|----------|-----|
| | <p>To critically review the essential processes of the school agents (students, classroom, teachers, parents) and the connection of these processes to learning and behavioural outcomes.</p> <p>To examine school as a system (teacher's, students', and parents' relationships).</p> <p>To describe the role of School Psychologist in relation to other agents in pedagogical practice.</p> | | |
| Learning Outcomes | | | |
| Prerequisites | N/A | Required | N/A |
| Course Content | | | |
| Teaching Methodology | Lectures, Discussion on articles' presentation | | |
| Bibliography | <p>Basic Bibliography</p> <p>Georgiou, St. (2007). The child and the school. Athens: Atrapos.</p> <p>Georgiou, St. (2007). The relationship of school- family and the child's development. Athens: Greek Letters.</p> <p>*Additional bibliography will be announced during the semester.</p> | | |
| Assessment | <p>Article Presentation: 30%</p> <p>Final Project: 50%</p> <p>Participation: 20%</p> | | |
| Language | Greek | | |

| | | | | | |
|-------------------------------|---|-----------------|-------------|---------------------|--|
| Course Title | Graduate Seminar: Advanced Issues in Psychology | | | | |
| Course Code | PSY 602 | | | | |
| Course Type | Elective Course | | | | |
| Level | Graduate Level | | | | |
| Year / Semester | 2 nd Year | | | | |
| Teacher's Name | Visiting Faculty, Special Teaching Staff, or Special Scientists. | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | |
| Course Purpose and Objectives | <p>The course has the form of a seminar and aims to deepen the theoretical, applied and research topics in Educational and Cognitive Psychology. The seminar is to taught by a distinguished visitor or a specialist scientist that cooperates with the Department of Psychology.</p> | | | | |

| | | | |
|----------------------|--|----------|-----|
| Learning Outcomes | | | |
| Prerequisites | N/A | Required | N/A |
| Course Content | The content of the course varies accordingly based on field of expertise of the teacher. | | |
| Teaching Methodology | | | |
| Bibliography | | | |
| Assessment | | | |
| Language | Greek | | |

| | | | | | |
|-------------------------------|--|-----------------|-------------|---------------------|--|
| Course Title | Intelligence: Development and Evaluation | | | | |
| Course Code | PSY 619 | | | | |
| Course Type | Elective Course | | | | |
| Level | Graduate Level | | | | |
| Year / Semester | 2 nd Year (3 rd Semester) | | | | |
| Teacher's Name | George Spanoudis | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | |
| Course Purpose and Objectives | <p>This course covers the basic concepts, theories and ways of measuring intelligence. It consists of three modules.</p> <p>In the first section the basic elements of history are presented, measurement and theoretical foundations of the concept of intelligence, and then the biological and environmental bases of intelligence are discussed. The second part of the course is devoted to the development and measurement of intelligence and the third on specific issues of intelligence, such as the important differences of the population groups in intelligence and its relations with the concepts of personality, creativity and wisdom.</p> <p>The breadth and complexity of the concept of intelligence is covered in two ways, through presentation and discussion in the classroom and the study and critical review of off-line literature.</p> | | | | |
| Learning Outcomes | <p>Having completed this course, students:</p> <p>Will be able to understand concepts, theories, methods and findings from the field of intelligence.</p> | | | | |

| | | | |
|----------------------|---|----------|--|
| | <p>Will be able to evaluate critical issues, theories and findings about what is intelligence, how it develops and how it is evaluated.</p> <p>Will be able to present, discuss and conduct researches on issues related to the concept of intelligence.</p> | | |
| Prerequisites | | Required | |
| Course Content | <p>Introduction and history on the meaning and theories of intelligence.</p> <p>Measurement of intelligence.</p> <p>The theoretical outline of the concept of intelligence.</p> <p>Psychometric theories of intelligence.</p> <p>Brain and intelligence.</p> <p>Inheritance and Intelligence Environment and Intelligence Structure of Intelligence.</p> <p>The concept of intelligence and its cognitive / behavioral covariates.</p> <p>The cognitive dimensions of intelligence.</p> <p>The uses of the concept of intelligence. Intelligence in different groups of people.</p> <p>Intelligence, personality creativity, wisdom: convergences and deviations</p> | | |
| Teaching Methodology | Lectures, Interactive Discussion, Students' Presentation | | |
| Bibliography | <ol style="list-style-type: none"> 1. Bock, G. R. Goode, J. A., Webb, K. (2000). The Nature of Intelligence. Novartis Foundation. 2. Brody. N. (1992) Intelligence, 2nd edition New York: Academic Press. 3. Carroll, J. B. (1993). Human Cognitive Abilities. Cambridge: Cambridge University Press. 4. Deary, I. J. (2001). Human intelligence differences: A recent history. Trends in Cognitive Sciences, 5, 127-130. 5. Deary, I. J., (2001). Intelligence: A very short introduction. Oxford: Oxford University Press. 6. *Hunt, E. B. (2011). Human intelligence. New York: Cambridge University Press. 7. Mackintosh, N. J. (1998). IQ and Human Intelligence. Oxford: Oxford University Press. 8. Flynn, J. (2007). What is Intelligence? Cambridge: Cambridge University Press. 9. *R., Sternberg, (2000). Handbook of Intelligence. Cambridge: Cambridge University Press. 10. Wilhelm, O., & Engle, R. W. (Eds.). (2005). Handbook of Understanding and Measuring Intelligence. London: Sage. 11. Gould, S. J., (1996). The Mismeasure of Man. New York: W. W. Norton & Company 12. | | |
| Assessment | <p>Participation: 10%</p> <p>Final Examination: 40%</p> <p>Research Proposal: 30%</p> <p>Presentation: 20%</p> | | |
| Language | Greek | | |

| | | | | | |
|-------------------------------|---|-----------------|-------------|---------------------|--|
| Course Title | Adolescence | | | | |
| Course Code | PSY 632 | | | | |
| Course Type | Elective Course | | | | |
| Level | Graduate Level | | | | |
| Year / Semester | 1 st Year (2 rd Semester) | | | | |
| Teacher’s Name | Panayiotis Stavriniadis | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | |
| Course Purpose and Objectives | This course aims to the main theories and research on cognitive, physiological, socio-emotional, moral, and personality development during adolescence. | | | | |
| Learning Outcomes | <p>Students are expected to familiarize with the main aspects of human development and the particularly adolescence.</p> <p>Also, students should be able to comprehend all aspects of development (biological, cognitive, emotional, social, personality) through the main theories and the related empirical evidence.</p> <p>Finally, students are expected to be able to discuss in a comprehensive manner all aspects of adolescence, while taking into account the functioning of the family as well as forms of psychopathology observed during this period.</p> | | | | |
| Prerequisites | N/A | | Required | N/A | |
| Course Content | <p>The course covers the main theories and empirical evidence regarding cognitive, physiological, neurophysiological, social-emotional, moral and personality development during adolescence. Also, the discussion will be focused on various problems faced by adolescents, emphasizing the factors contributing to the development of problematic behavior, including emotional, social and academic problems. The importance of discussing various psychological and other problems faced by adolescents lies in the fact that they are connected to extreme behaviors, such as suicide, criminal and aggressive behavior.</p> | | | | |

| | |
|----------------------|---|
| Teaching Methodology | Lectures, Interactive Discussion, Students' Presentation |
| Bibliography | <p>Recommended Bibliography:</p> <p>Allen, J. P., McElhane, K. B., Kuperminc, G. P., Jodl, K. M (2004). Stability and change in attachment security across adolescence. <i>Child Development</i>, 75, 1792-1805.</p> <p>Cooper, C.R., Grotevant, H.D., & Condon, S.M. (1983). <i>New Directions for Child Development</i>, San Francisco: Jorrey-Rars.</p> <p>Cole, M., & Cole, S.R. (2002). Η ανάπτυξη των παιδιών: Εφηβεία (τ.Γ'). Αθήνα: Τυπωθήτω - Γιώργος Δάρδανος.</p> <p>Feldman, R.S. (2009). <i>Development Across the Life Span</i>, Fifth Edition, Ελληνική Μετάφραση πρώτος τόμος, Athens: Gutenberg.</p> <p>Levesque, R.R. (Ed.) (2012) <i>Encyclopedia of Adolescence</i>.</p> <p>Wenar, C., & Kerig, P. (2000). Εξελικτική Ψυχοπαθολογία, Ελληνική Μετάφραση, Εκδόσεις Gutenberg: Αθήνα.</p> <p>Damon, W., & Eisenberg, N. (Eds.) (1998). <i>Handbook of child psychology</i>, volume three, New York: Wiley</p> |
| Assessment | <p>Article Presentation 30%</p> <p>Participation 30%</p> <p>Final Essay 40%</p> |
| Language | Greek |

| | | | | | |
|--------------------------|--|---------------|-------------|----------------|--|
| Course Title | Social Influence and Social Representations | | | | |
| Course Code | PSY 640 | | | | |
| Course Type | Required | | | | |
| Level | 2 nd | | | | |
| Year/Semester of Studies | 1 st (fall semester) | | | | |
| Instructor | Charis Psaltis | | | | |
| ECTS | 7,5 | Lectures/Week | 1 (3 hours) | Workshops/Week | |
| Course Aims | The course delves into two of the most important areas of Social Psychology: social influence and social representations. The functional and genetic model of social | | | | |

| | | | |
|-------------------|---|---------------|-----|
| | influence will be discussed, as well as classic and recent developments in the field of social influence and social representations. The development of social representations of gender and national identity will also be discussed in detail. Applications of theories of social influence and social representations in the areas of prevention, health psychology, advertising, communication and marketing will be discussed. | | |
| Learning Outcomes | <p>Students are expected to be able to:</p> <p>Identify the main characteristics of the functionalist and genetic models of social influence</p> <p>Comprehend the values, epistemological approaches, traditions and ideological currents from which various central figures of social influence and social representations drew their inspiration and how they influenced the development of the field of social psychology</p> <p>Compare the various methodological approaches and theories of social influence with social representations theory</p> <p>Apply their theoretical knowledge of microgenetic, ontogenetic and sociogenetic processes to the understanding of the development and resolution of real societal problems</p> <p>Appraise the value of various theoretical notions proposed by various theorists in our understanding of social problems</p> <p>Critically evaluate classic experiments in the field from a methodological and ethics point of view.</p> <p>Propose a synthesis of social influence processes with social representations theory</p> | | |
| Prerequisites | N/A | Co-requisites | N/A |
| Course Content | <p>This course will offer in-depth exploration of two of the most significant areas of Social Psychology: Social influence and Social representations. There will be discussion about the functional and the genetic model of social influence, as well as about classic and contemporary advancements in the areas of social influence and social representations. Moreover, the development of social representations of gender and national identity will be discussed as well as studies exploring social representations of homosexuality, HIV/AIDS and marginalized groups. The application of social influence and social representation theories on the fields of health promotion and prevention, advertising, communication, education, history teaching and political communication will be discussed. Finally, the Genetic Social Psychology framework will be discussed and evaluated in detail.</p> | | |
| Teaching Methods | <p>Lecture: 39</p> <p>Study for final exam: 30</p> <p>Homework and Essay writing: 121</p> <p>Total: 190</p> | | |
| Required Reading | <p>Moscovici, S.(2000). Social representations : explorations in social psychology; edited by Gerard Duveen. Cambridge :Polity.</p> <p>Γαρδικιώτης, Α.(2008). Κοινωνική επιρροή : επισκόπηση και αξιολόγηση της έρευνας και των θεωριών. Αθήνα :Gutenberg.</p> | | |

| | |
|--------------------|---|
| | <p>Recommended:</p> <ol style="list-style-type: none"> 1. Psaltis, C. & Zapiti, A. (2014). Interaction, Communication and Development: Psychological Development as a social Process. UK: Routledge. ISBN: 0415643872 2. Psaltis, C. Gillespie, A. & Perret-Clermont, A.N. (2015). (Eds.) Social Relations in Human and Societal Development. UK : Palgrave Macmillan. 3. Kyriakidou, F. & Psaltis, C. (2016). Psychosocial and Cognitive Development of Undergraduate University Students in Cyprus: The role of Social Relations. New York: Nova Science Publishers. 4. Psaltis, C., Carretero, M. & Cehajic-Clancy (Eds.) (2017). History Education and Conflict Transformation: Social Psychological Theories, History Teaching and reconciliation. Palgrave Macmillan 5. Duveen, G and Lloyd, B. (1990). (Eds.) Social representations and the development of knowledge. Cambridge: CUP. 6. Markova, I.(2003). Dialogicality and social representations : the dynamics of mind. Cambridge ; New York :Cambridge University Press 7. Παπαστάμου, Σ. (1989). Σύγχρονες έρευνες στην κοινωνική ψυχολογία : η κοινωνική επιρροή ; επιμέλεια, εισαγωγή Σταμος Παπασταμου ; μεταφραση Κώστας Κατηφόρης, Νικήφορος Σταματακης. 8. Παπαστάμου, Σ. (2001).Εισαγωγή στην Κοινωνική Ψυχολογία. Αθήνα: Ελληνικά Γράμματα. 9. Μοσκοβισί, Σ.(1999). Η Ψυχανάλυση, η εικόνα της και το κοινό της. Αθήνα: Οδυσσέας 10. Χρυσοχού, Ξ. (2005). Πολυπολιτισμική πραγματικότητα <i>Οι κοινωνιοψυχολογικοί προσδιορισμοί της πολιτισμικής πολλαπλότητας, Αθήνα: Ελληνικά Γράμματα</i> 11. Mueller, U., Carpendale, J., Budwig N. & Sokol, B. (2008). <i>Social Life and Social Knowledge: Toward a Process Account of Development</i>. (Jean Piaget Symposia Series), Psychology Press 12. Chrysoschoou, X. (2004) Cultural Diversity. Its Social Psychology Oxford: Blackwell. 13. Schmaus, W.(1994). Durkheim's philosophy of science and the sociology of knowledge : creating an intellectual niche. Chicago :University of Chicago Press. 14. Wagner, W. and Hayes N. (2005). Everyday discourse and common sense : the theory of social representations New York :Palgrave Macmillan. 15. Deaux, K. and Philogene G. (2001). Representations of the social : bridging theoretical traditions. Oxford, UK ; Malden, Mass :Blackwell Publishers. 16. Breakwell, G. and Canter, D. (1993). Empirical approaches to social representations. Oxford: Clarendon Press. <p>Doise, W. Clemence, A. and Lorenzi-Cioldi, F. (1993). The quantitative analysis of social representations. London :Harvester Wheatsheaf.</p> |
| Assessment Methods | <p>Participation/Discussion (30%)</p> <p>Essay (30%)</p> |
| Language | Greek |
| Course Title | Child and Adolescence Psychopathology |

| | | | | | |
|-------------------------------|--|-----------------|-------------|---------------------|---|
| Course Code | PSY 642 | | | | |
| Course Type | Elective | | | | |
| Level | postgraduate | | | | |
| Year / Semester | 1 st year (2 nd semester) | | | | |
| Teacher's Name | Kostas Fantis | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | 1 |
| Course Purpose and Objectives | The course will cover one of the most important approaches in Developmental and Clinical Psychology, the Developmental Psychopathology approach. This modern approach that aims to comprehend both typical behavior and psychopathology, suggests that development unfolds through a dynamic interaction among genetic, neuropsychological, social, cognitive, emotional, and cultural influences. The course will discuss the etiology of developmental disorders and emphasis will be given in the interaction among biological and social factors in the development of psychopathological behavior. In addition, the course aims to provide an in-depth knowledge for various disorders that occur in childhood and adolescence. | | | | |
| Learning Outcomes | By the end of the semester, students will know how to: a) recognize each disorder, b) identify the most important assessment tools, and c) be able to choose appropriate therapies for each disorder. | | | | |
| Prerequisites | | Required | | | |
| Course Content | In addition to an introduction to developmental psychopathology, the following child psychopathologies will be covered: <ul style="list-style-type: none">- Oppositional Defiant Disorder- Conduct Disorder- Attention Deficit Hyperactivity Disorder- Anxiety- Depression The students will choose and present additional child psychopathologies from a list of disorders. | | | | |
| Teaching Methodology | The course will be taught mainly in the form of seminar. In fact, students will be responsible for their own learning in a large extent. For this reason, only some disorders will be presented in the class, while the rest of them will be presented by groups of students. The course material will be derived by: a) the basic manual – that constitutes mainly a reference basis, and b) additional articles to be given for each disorder. Students are expected to read, think critically, analyze, and discuss all the material. | | | | |
| Bibliography | Obligatory Bibliography: <ul style="list-style-type: none">1. Wilmshurt, L. (2011). Evolutionary Psychopathology: A Developmental approach. Publications: Guttenberg2. Package with articles | | | | |

| | |
|------------|---|
| | <p>Additional Bibliography:</p> <ol style="list-style-type: none"> 1. Kakouros, E., & Maniadaki, K. Psychopathology of children and adolescents. Tipothito. (in greek) 2. Barlow D. & Durand, M. Psychology & Pathological Behavior (Volumes A, B). ION. 3. Dumas, J.E. & Nilsen, W.J. (2003). Abnormal Child & Adolescent Psychology. Boston: Allyn & Bacon. 4. Beck, S.J. (2000). Behavioral assessment. In: Hersen, M. & Ammerman, R.T. (Eds.). Advanced Abnormal Child Psychology (2 Nd Edition), 175-195. 5. Hersen, M. & Ammerman, R. T. (2000). Advanced abnormal child psychology. (2nd Ed.) New Jersey: Lawrence Earlbaum. 6. Kearney, C. (2006). Casebook in child behavior disorders (3rd edition). Thomson-Wadsworth Publishing. 7. Kronenberger W. G. & Meyer, R. G. The Child Clinician's Handbook. Allyn & Bacon 8. Mash, E.J., and Barkley, R.A. (2003). Child Psychopathology, 2nd Ed.. New York: Guilford Press. 9. Rutter, M. & Rutter, M. (1993). Developing minds: challenge and continuity across the lifespan. New York: Basic Books. 10. Sameroff, A.J., Lewis, M., & Miller, S.M. (2000). Handbook of Developmental Psychopathology (2Nd Edition). New York: Kluwer Academic/Plenum Publishers. 11. Wenar, C. & Kerig, P. (2006). Developmental psychopathology: From infancy through adolescence (Fifth edition). Boston: McGraw-Hill. |
| Assessment | <p>Presence/active participation in discussion and written answers in questions based on course material: 30 %</p> <p>Presentation of DSM-5 criteria for disorders that will be discussed in the course: 20 %</p> <p>Group essay and presentation 50 %</p> |
| Language | Greek |

| | | | | | |
|-----------------------|--|-----------------------|--|-------------------------|--------------------------------|
| | | | | | |
| Course Title | Applied Social and Developmental Psychology: Field Experience | | | | |
| Course Code | PSY 643 | Level | Master | | |
| Year/Semester | 2 nd Year/ 3 rd Semester | Type of Course | Compulsory | Required Courses | First year compulsory courses |
| ECTS | 7.5 | Lectures/ Week | 1 Lecture per week (3 hours) plus 40 hours of field experience | Placements | Experience in work environment |
| Teaching Staff | Member of teaching Staff from the 3 member Committee of the Master | | | | |
| | | | | | |
| TA | Special Scientist with a PhD in Social and Developmental Psychology | | | | |
| Course Aims | <p>The aim of the course is to bridge the theory-practice gap and train students in the application of various theories of Social and Developmental Psychology either in their workplace or in placement for work in an institution of their choice for at least 40 hours in the form of experience in the field. Another aim of the course is to facilitate reflection of the practices that they encountered through a critical point of view in the form of entry in diaries and discussion of their entries in class, which will be evaluated by the teacher of the course. The course will provide students information, skills, and experiences that are expected to contribute positively to their professional reflection, to the development of functional and pre-professional skills, and to the utilization of their existing psychological knowledge.</p> | | | | |

| | |
|------------------------------|---|
| Learning Outcomes | <p>By the end of the course students should be in position to:</p> <ol style="list-style-type: none"> 1. Know the main areas of application of socio-psychological and developmental theories in various areas of application: environment, health, education, non-governmental work on migration and refugees, social entrepreneurship, research companies, psycho-social interventions , conflict resolution and negotiation 2. Know the main historical milestones in the application of sociopsychological and developmental knowledge in policy making in various parts of the world 3. Familiarize themselves with various professional options with the acquisition of the Master of Social and Developmental Psychology. 4. Develop operating skills for writing a CV, finding and evaluation of doctoral study programs, and interview. 5. Develop self-awareness of their professional preferences and related personal potentials and weaknesses. 6. Apply critical, ethical, and psychological thinking to process experience in the field. 7. Develop important skills (independence, initiative, communication skills, organizational skills, group collaboration, formulation of correct research questions). |
| Content of the course | <p>Historical turning points in Social and Developmental Psychology and the main areas of its application in the work context</p> <p>2. Modern Legal, Ethical, and Professional Trends</p> <p>3. Emphasis on planning Community interventions in communities facing various social problems. Indicatively, students will be asked to discuss (a) What level systems do you aim for in an intervention? (b) Who are you trying to emancipate? (c) What skills are you trying to promote? d) At what point in the development of a system do you enter? e) What theory could be used to guide your work? f) What resources are needed for the success of your project and how do you ensure they are available? g) What obstacles to success do you anticipate? and (h) How to encourage a sense of project ownership between service providers and program recipients</p> |

| | |
|-----------------------------|--|
| | |
| Teaching Methodology | Lectures, 40 hours of Experience in the community or in their workplace , Visits to community professionals, writing a reflective diary, Group Discussions, Invited Speeches and Literature Review of Applied Social and Developmental Psychology , Questionnaire completion and Self-reflection exercises |
| Βιβλιογραφία | <p>Bibliography</p> <ol style="list-style-type: none"> 1. Alexander Haslam, S. (2014). Making good theory practical: Five lessons for an applied social identity approach to challenges of organizational, health, and clinical psychology. <i>British Journal of Social Psychology</i>, 53(1), 1-20. 2. Allport, G. W. (1998). The historical background of social psychology. In G. Lindzey & E. Aronson (Eds.), <i>The handbook of social psychology</i>. Oxford: Oxford University Press. 3. Argyle, M. (2013). <i>The social psychology of everyday life</i>. Routledge. 4. Bandura, A. (1988). Organisational applications of social cognitive theory. <i>Australian Journal of Management</i>, 13(2), 275-302. 5. Bazerman, M. H., Curhan, J. R., & Moore, D. A. (2004). <i>The Death and Rebirth of the Social Psychology of Negotiation</i>. Blackwell Publishing. 6. Doise, W. (1997). Organizing social-psychological explanations. In McGarty and Haslam, (eds.) <i>The message of social psychology</i>. Oxford: Blackwell. 7. Fisher, C. B., & Koocher, G. P. (1990). To be or not to be?: Accreditation, credentialing, and applied developmental psychology. <i>Journal of Applied Developmental Psychology</i>, 11(4), 381-394. 8. Fisher, C. B., & Lerner, R. M. (2004). <i>Encyclopedia of applied developmental science</i>. Sage Publications. 9. Fisher, C. B., & Tryon, W. W. (1988). Ethical issues in the research and practice of applied developmental psychology. <i>Journal of Applied Developmental Psychology</i>, 9(1), 27-39. 10. Fisher, C. B., & Tryon, W. W. (1990). <i>Ethics in applied developmental psychology: Emerging issues in an emerging field</i>. Ablex Publishing. 11. Fisher, C. B., Buschâ Rossnagel, N. A., Jopp, D. S., & Brown, J. L. (2012). Applied developmental science: Contributions and challenges for the 21st century. <i>Handbook of Psychology</i>, Second Edition, 6 12. Fisher, C. B., Rau, J. B., & Colapietro, E. (1993). The Fordham University doctoral specialization in applied developmental psychology. <i>Journal of Applied Developmental Psychology</i>, 14(3), 289-302. 13. Furnham, A. (1997) <i>The Psychology of Behaviour at Work</i>. Guildford: Psychology Press. 14. Gergen K.J., Gergen M.M. (1986) <i>The Application of Social Psychology</i>. In: <i>Social Psychology</i>. Springer, New York, NYB. 15. Gergen, K. J. (1973). Social psychology as history. <i>Journal of Personality and Social Psychology</i>, 26, 309–320. 16. Glenwick, D. S., & Busch-Rossnagel, N. A. (1993). Co-teaching a joint graduate practicum in community and applied developmental psychology. <i>Teaching of Psychology</i>, 20(3), 141-143. 17. Goldstein, D., Wilson, S. J., & Gerstein, A. I. (1983). Applied developmental psychology: Problems and prospects for an emerging discipline. <i>Journal of</i> |

- Applied Developmental Psychology, 4(4), 341-348.
18. Higgins-Dâ Alessandro, A., Fisher, C. B., & Hamilton, M. G. (1998). Educating the applied developmental psychologist for university-community partnerships. *University-Community Collaborations for the Twenty-First Century: Outreach Scholarship for Youth and Families*, , 157-183.
 19. Hill, D. B. (2006). Theory in applied social psychology: Past mistakes and future hopes. *Theory & Psychology*, 16(5), 613-640.
 20. Hosking, D., & Morley, I. E. (2004). Social constructionism in community and applied social psychology. *Journal of Community & Applied Social Psychology*, 14
 21. Levy, J. S. (2003). Political psychology and foreign policy.
 22. Malloy, L. C., Lamb, M. E., & Katz, C. (2011). Children and the law: Examples of applied developmental psychology in action.
 23. Manstead, A. & Semin G. (1996) Methodology in social psychology: Putting ideas to the test. In Hewstone et al. *Introduction to Social Psychology* (2nd edition). Oxford: Blackwell.
 24. Olbrecht, M., & Bornmann, L. (2010). Panel peer review of grant applications: what do we know from research in social psychology on judgment and decision-making in groups? *Research Evaluation*, 19(4), 293-304.
 25. Pettigrew, T. F. (1998). Applying social psychology to international social issues. *Journal of Social Issues*, 54(4), 663-675.
 26. Saks, M. J., & Saxe, L. (1986). *Advances in applied social psychology*. Psychology Press.
 27. Schneider, F. W., Gruman, J. A., & Coutts, L. M. (2005). *Applied social psychology: Understanding and addressing social and practical problems*. Sage Publications, Inc.
 28. Scholnick, E. K. (1983). Scrutinizing application: An agenda for applied developmental psychology. *Journal of Applied Developmental Psychology*, 4(4), 329-339.
 29. Scott, K. G. (1983). Applied developmental psychology. *Journal of Applied Developmental Psychology*, 4(4), 319-327.
 30. Semin, G. R., & Fiedler, K. (1996b). *Applied social psychology*. Sage.
 31. Shwalb, D., Nakazawa, J., & Shwalb, B. J. (2006). *Applied developmental psychology: Theory, practice, and research from Japan*. IAP.
 32. Tang, L. (2014). The application of social psychology theories and concepts in hospitality and tourism studies: A review and research agenda <https://doi.org/https://doi.org/10.1016/j.ijhm.2013.09.003>
 33. Wertlieb, D. (1983). Some foundations and directions for applied developmental psychology. *Journal of Applied Developmental Psychology*, 4(4), 349-358.
 34. Wertlieb, D. (2003). Applied developmental science. *Handbook of Psychology*, , 43-61

| | |
|-------------------|---|
| Evaluation | Evaluation method % Total <ol style="list-style-type: none"> 1. Portfolio of Field Experience 50% 2. Attendance and Participation in Lectures 20% 3. Final Exam 30% |
| | |
| Language | Greek |

| | | | | | |
|-------------------------|---|---------------------|-----------------------------|--|--|
| Course Title | Cross-national Comparative Social Research | | | | |
| Code of Course | PSY 644 | | | | |
| Type of Course | Compulsory | | | | |
| Level | Master | | | | |
| Year/ Semester of Study | 2 nd Year/ 1 st Semester | | | | |
| Teaching Staff | The course will be offered in seminar form by various faculty members of the Department and the School of Social and Political Sciences and Educational Sciences and will be coordinated by a member of the Master in Social and Developmental Psychology Committee | | | | |
| ECTS | 7.5 | Lecture/Once a week | One 3 hour Lecture per week | Involvement at the University Centre for Field Studies for 3 hours per week for 6 weeks. | |
| Course Aims | <p>EU is recently developing the European Research Area and associated infrastructures composed of experienced and young researchers in search of new ideas, skills, knowledge, processes and methods. The European Commission recognizes that the future of Europe is formed through research and investment is required for People and the Union . The formation of a Knowledge Society requires the training of young researchers in understanding the logic and usefulness of international social research. The aim of this course is to familiarize postgraduate students who are studying in the Master of Social and Developmental Psychology but also as a free choice by master in other Departments of the School of Social Sciences and Education Sciences. In the course the student will be informed about the major projects of European Social Research prepared by the European Statistical Office such as Income Research and Living Conditions and aim to record and investigate social life conditions in Europe, the European Social Survey conducted in more from 30 European countries that aims to record the attitudes, views and subjective assessments of European citizens on social, economic, political, and cultural developments as well as other international research in the field of Education (TIMMS, PIRLS, PISA) . Students will also receive specialized knowledge from methodologists and statisticians on the following topics: Questionnaire Design, Translation, Calibrating Choices on Demographic Questions in each Round, Sampling, Face to Face Research, Fieldwork preparations, Interviewer and Interviewee Behaviour, quality checks, data curation for submission to international open databases, application of research findings to policy making.</p> | | | | |
| Learning Outcomes | Students are expected to be able to: | | | | |

| | | | |
|----------------------|---|---------------------------|-----|
| | <ol style="list-style-type: none"> 1. Identify the scope of the topics covered by Major International Comparative Research 2. Understand the logic , usefulness and application of the results of International Research in various fields (social research, education, health) 3. Familiarize students with the Life Cycle of an International Research: Questionnaire Design, Translation, Calibrating Choices on Demographic Questions in each Round, Sampling, Face to Face Research, Fieldwork preparations, Interviewer and Interviewee Behaviour, quality checks, data curation for submission to international open databases, application of research findings to policy making. 4. Engage in practical involvement and attain the relevant research and organisational skills by working on European Social Survey as case study and learn to utilize the relevant website for downloading data and performing comparative analysis 5. Critically evaluate various aspects of the Life Cycle of an International Survey | | |
| Required Background | Methodology and Statistics Courses at Undergraduate Level | Co-occurring Requirements | --- |
| Course Content | <p>4 lectures for the presentation of the following international surveys: Mario Vrionides and Charis Psaltis (ESS) , Nikolaos Theodoropoulos (SHARE) , Michalis Michaelides (TIMMS , PIRLS , PISA) , Director of the Statistical Service of Cyprus (EU -SILC and European Health Interview Survey)</p> <p>1 Lecture on the Use of R to Download and perform Data Analysis of ESS (Iasonas Lambrianou)</p> <p>4 ESS Focused Meetings (Lectures on the following Topics: Questionnaire Design, Translation, Calibrating Choices on Demographic Questions in each Round, Sampling, Face to Face Research, Fieldwork preparations, Interviewer and Interviewee Behaviour, quality checks, data curation for submission to international open databases, application of research findings to policy making.</p> <p>2 Working Group Meetings - Presentations on the above Topics in groups. Interview with experienced ESS researchers</p> <p>1 Meeting practicing data download and analysis of basic research data with available online tools</p> | | |
| Teaching Methodology | Lectures, Utilization of ESS Educational Portal https://essedunet.nsd.no/ for study and presentation of works in class, Collaborative Learning, Practical placement in collaboration with the University Centre for Field Studies staff. | | |
| Bibliography | <ul style="list-style-type: none"> • European Social Survey (ESS) https://www.europeansocialsurvey.org/ https://essedunet.nsd.no/ • Survey of Health, Ageing and Retirement in Europe (SHARE) http://www.share-project.org/data-access.html | | |

- European Union Statistics on Income and Living conditions (EU-SILC) <https://ec.europa.eu/eurostat/web/microdata/european-union-statistics-on-income-and-living-conditions>
- European Health Interview Survey <https://ec.europa.eu/eurostat/web/microdata/european-health-interview-survey>
- TIMMS and PIRLS <https://timssandpirls.bc.edu/>
- PISA <https://www.oecd.org/pisa/>

Υφαντόπουλος (2006). The european social survey(ess): Organizational structure and methodological framework. Social Cohesion and Development, 1

Υφαντόπουλος Γιάννης Ν., Νικολαΐδου Κυριακή Ε. Η στατιστική στην κοινωνική έρευνα ISBN: 9789600111989

Gouliamos, K. and Vryonides, M. (eds.) (2010) Perspectives of the Cypriot Society through the ESS findings, Nicosia: En Toipis (In Greek)

Bouman, T., Verschoor, M., Albers, C. J., Böhm, G., Fisher, S. D., Poortinga, W., Whitmarsh, L., & Steg, L. (2020). When worry about climate change leads to climate action: How values, worry and personal responsibility relate to various climate actions. Global Environmental Change, 62, 102061.

Bratt, C., Abrams, D., & Swift, H. J. (2020). Supporting the old but neglecting the young? The two faces of ageism. Developmental Psychology, 56(5), 1029.

Davidov, E., Seddig, D., Gorodzeisky, A., Raijman, R., Schmidt, P., & Semyonov, M. (2020). Direct and indirect predictors of opposition to immigration in Europe: individual values, cultural values, and symbolic threat. Journal of Ethnic and Migration Studies, 46(3), 553-573.

Kieran, P., Parker-Jenkins, M., & Ryan, A. (2020). Religions and beliefs in changing times: perspectives of student stakeholders in third-level educational contexts in the republic of Ireland and Northern Ireland. British Journal of Religious Education, , 1-14.

Maddison, D., Rehdanz, K., & Welsch, H. (2020). Introduction to the Handbook on Wellbeing, Happiness and the Environment. Handbook on Wellbeing, Happiness and the Environment (). Edward Elgar Publishing.

McLaren, L., & Paterson, I. (2020). Generational change and attitudes to immigration. Journal of Ethnic and Migration Studies, 46(3), 665-682.

Meuleman, B., Abts, K., Schmidt, P., Pettigrew, T. F., & Davidov, E. (2020). Economic conditions, group relative deprivation and ethnic threat perceptions: a cross-national perspective. Journal of Ethnic and Migration Studies, 46(3), 593-611.

| | |
|------------|---|
| | <p>Michaelides, M. P., Brown, G. T. L., Eklöf, H., & Papanastasiou, E. C. (2019). Motivational Profiles in TIMSS Mathematics : Exploring Student Clusters Across Countries and Time. Springer Nature. https://doi.org/10.1007/978-3-030-26183-2</p> <p>Schlueter, E., Masso, A., & Davidov, E. (2020). What factors explain anti-Muslim prejudice? An assessment of the effects of Muslim population size, institutional characteristics and immigration-related media claims. Journal of Ethnic and Migration Studies, 46(3), 649-664.</p> <p>Shore, J. (2020). How social policy impacts inequalities in political efficacy. Sociology Compass, 14(5), e12784.</p> <p>Silber, J. (2020). Ordinal Variables and the Measurement of Upward and Downward Intergenerational Mobility in European countries.</p> |
| Evaluation | <p>Participation in the course (participation in discussions) 20%</p> <p>Exercises on the various aspects of ESS from Questionnaire Design to Data analysis 40%</p> <p>Final exam 40%</p> |
| Language | Greek |

| | | | | | |
|-------------------------------|--|-----------------|-------------|---------------------|---|
| Course Title | HUMAN AGGRESSION AND ANTISOCIAL BEHAVIOR | | | | |
| Course Code | PSY 677 | | | | |
| Course Type | Elective course | | | | |
| Level | Graduate Level | | | | |
| Year / Semester | 1 st or 2 nd year | | | | |
| Teacher's Name | Costas Fantis | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | 0 |
| Course Purpose and Objectives | <p>This course will examine the phenomenon of aggressiveness, by presenting the various theories that attempt to explain it, as well as the empirical research that aims to locate its parameters. Terms such as pre-active and counteractive aggressiveness, emotional toughness and its relationship to psychopathology; family as a trigger for the development of aggressive behavior and the development of an aggressive personality will be analyzed. There will be special reference to bullying and profiles of children involved in it (bullies, victims, aggressive</p> | | | | |

| | | | |
|----------------------|--|----------|-----|
| | victims).We will also discuss about issues related to antisocial behavior in general, such as substance abuse, youth violation of rules and youth criminality. | | |
| Learning Outcomes | Students are expected to: (1) be aware of the main theories of human aggression and antisocial behavior, (2) familiarize with the various forms of aggression and antisocial behavior and risk factors or protection; (3) be aware of the methods measuring the phenomenon, and (4) be able to develop their own theoretical approach | | |
| Prerequisites | N/A | Required | N/A |
| Course Content | <ul style="list-style-type: none"> - Introduction to human aggression and antisocial behavior - Social and family risk factors - Individual risk factors - Protective factors - Theories of Development and Developmental Psychopathology - Models of aggression and antisocial behavior - Psychopathy -School bullying - Criminality from young age to adulthood - Crime measurement - Gangs - Murderers - Substance use | | |
| Teaching Methodology | The lesson will be held as a seminar. Attendance is mandatory. Students are expected to attend the lesson prepared and actively participate in the discussions. | | |
| Bibliography | <p>Bartol, C.R. & Bartol, A.M. (2009) "Juvenile Delinquency and Antisocial Behavior: A Developmental Perspective. Third Edition". New Jersey and Ohio: Pearson - Prentice Hall</p> <p>In addition, various scientific articles and book chapters that will be provided to the students through the internet. Students are responsible to check the course's website on a weekly basis and read the given articles/chapters before attending the lesson.</p> | | |
| Assessment | <p>Attendance/ Participation 20%</p> <p>Presentation and review of scientific articles 20%</p> <p>Group essay 30%</p> <p>Final examination 30%</p> | | |
| Language | Greek | | |

| | | | | | |
|--------------------------|---|---------------|-------------------------|--------------------|-----|
| Course Title | Discourse, Communication and Social Psychology | | | | |
| Course Code | PSY 702 | | | | |
| Course Type | Optional | | | | |
| Level | Master | | | | |
| Year/Semester of Studies | 2 nd year | | | | |
| Instructor | Irin Kadianaki/Charis Psaltis | | | | |
| ECTS | 7.5 | Lectures/Week | 1 per week (3 hours) | Workshops/ Week | N/A |
| Course Aims | <p>This course will introduce the students with the different forms of human communication: verbal and non-verbal, mediated and face-to-face, private and public, lay and strategically formed discourse and the various contexts that communication takes place. Students will be introduced with the most important theoretical and epistemological frameworks that approach the issue of communication in social psychology. The course will then focus on discourse and will introduce in the ways that discourse constructs different forms of social reality and is structured in order to achieve specific communicative ends. Following that students will apply their theoretical knowledge to understand and analyze various forms of discourse (i.e. everyday communicative discourse as well as institutional discourse) in order to examine societal problems, in the local and international context. Special reference will be made to representations in the discourse of media of specific social and psychological issues, such as psychopathology, gender, disability, sexuality and sexual orientation, racism and nationalism.</p> | | | | |
| Learning Outcomes | <p>Students are expected to gain a holistic knowledge regarding issues of communication based on discourse, the different epistemological and methodological dimensions in the study of discourse in social psychology and applications of the study of discourse in the examination of societal problems.</p> | | | | |
| Prerequisites | None | Co-requisites | none | | |

| | |
|--------------------|---|
| Course Content | 1. Communication: definitions, contexts, forms 2. Theoretical and epistemological frameworks in studying communication 3. Discourse and social psychology 4. Application of theoretical knowledge in the analysis of various forms of discourse 5. Understanding societal problems through the study of discourse. |
| Teaching Methods | Face to face lectures, use of audiovisual material and internet resources, use of powerpoint files, study of relevant bibliography, student presentations and discussions. |
| Required Reading | <p>Austin, J. L. (1962). <i>How to Do Things with Words</i>, Oxford: Clarendon Press.</p> <p>Billig, M. (1987). <i>Arguing and Thinking: A Rhetorical Approach to Social Psychology</i>, Cambridge: Cambridge University Press.</p> <p>Billig, M. (1995). <i>Banal Nationalism</i>, London: Sage.</p> <p>Dickerson, P. (2000) "But I'm different to them": Constructing contrasts between self and others in talk-in-interaction', <i>British Journal of Social Psychology</i> 39 (3) 381-98.</p> <p>Dixon, J. and Durrheim, K. (2000), 'Displacing place-identity: A discursive approach to locating self and other', <i>British Journal of Social Psychology</i> 39 (1), 27-44.</p> <p>Fairclough, N. (1989), <i>Language and Power</i>, London: Longman.</p> <p>Fairclough, N. (1992), <i>Discourse and Social Change</i>, Cambridge: Polity Press</p> <p>Fairclough, N. (1995), <i>Critical Discourse Analysis</i>, London: Longman.</p> <p>Georgakopoulou, A. (2002), 'Narrative and identity management: Discourse and social identities in a tale of tomorrow', <i>Research on Language and Social Interaction</i>, 35 (4), 427-51.</p> <p>Goffman, E. (1959), <i>The Presentation of Self in Everyday Life</i>, Harmondsworth: Penguin.</p> <p>Goffman, E. (1967), <i>Interaction Ritual: Essays on Face-to-Face Behavior</i>, New York:Random House.</p> <p>Habermas, J. (1987), <i>The Theory of Communicative Action, Volume 2: Lifeworld and System: A Critique of Functionalist Reason</i>, London: Heinemann.</p> <p>Potter, J. & Wetherell, M. (1987). <i>Discourse and Social Psychology: beyond attitudes and behavior</i>. London: Sage.</p> <p>Μποζατζής, Ν. & Δραγώνα, Θ. (2011). <i>Κοινωνική Ψυχολογία: Η στροφή στον λόγο</i>. Αθήνα: Μεταίχμιο.</p> |
| Assessment Methods | Participation/Discussion/Student presentations (30%) |

| | |
|----------|---------------------------------|
| | Essay (30%) Final Exam (40%) |
| Language | Greek |

| | | | | | |
|-------------------------------|---|-----------------|-------------|---------------------|---|
| Course Title | Language Development and Language Disorders | | | | |
| Course Code | PSY 715 | | | | |
| Course Type | Elective course | | | | |
| Level | Graduate Level | | | | |
| Year / Semester | 1 st or 2 nd year | | | | |
| Teacher’s Name | Fofi Constantinidou/ Giorgos Spanoudes | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | 0 |
| Course Purpose and Objectives | Human language is a dynamic and complex function. The purpose of this advanced course is to discuss the theoretical and scientific bases for language acquisition and development, and the language disorders caused by developmental, organic, and neurological etiologies. The course will cover the spectrum of ages beginning with infancy and will conclude with older adulthood. Disorders like aphasia, specific language impairment, language learning disabilities, as well as language impairments resulting from brain injuries and dementia and the relationship between language, cognition, and other psychological functions will be presented. Assessment techniques and intervention strategies based on contemporary theoretical, research, and clinical models will be included. | | | | |
| Learning Outcomes | <p>Having completed this course, students will:</p> <ul style="list-style-type: none">• Describe the stages of native language acquisition and development from infancy to adulthood.• Explain the patterns of language disorders resulting from various developmental and acquired conditions.• Describe the procedures for oral and written language evaluation/• Demonstrate knowledge on the connection between general cognitive abilities, specific cognitive abilities and language functions. | | | | |
| Prerequisites | Undergraduate course of neurobiology | Required | - | | |
| Course Content | PART A | | | | |

| | |
|----------------------|--|
| | <p>Introduction to linguistic development 0-100 + years</p> <ul style="list-style-type: none"> -The multidisciplinary collaboration - Neuroanatomy and neurophysiology of language -Specialization of brain systems <p>PART B</p> <p>Language development and linguistic problems in pre-school years</p> <ul style="list-style-type: none"> -Specific Language Impairment -Autism spectrum disorders -Genetic Syndromes <p>PART C</p> <p>Language development and language problems in school age years</p> <ul style="list-style-type: none"> -Language Learning Disorders -Dyslexia -Attention Deficit -Psychiatric Conditions - Assessment and treatment <p>PART D</p> <p>Acquired Brain Conditions in Children: TBI, CVA, Encephalitis</p> <ul style="list-style-type: none"> -Causes, neuropathology -Recovery -Cognitive, linguistic, and psychological disorders <p>PART E</p> <p>Language development, cognitive changes, and neurological problems in adults</p> <ul style="list-style-type: none"> - Neuropathy of aphasia and (neuro) diagnostic methods - Symptomatology and Aphasia Syndromes - Aphasia, Assessment and Treatment - The dementias: symptoms, progression, management |
| Teaching Methodology | Lectures, articles' presentation, examinations |
| Bibliography | <ul style="list-style-type: none"> • Betsy Vinson (2012). Language Disorders across the Lifespan (3rd edition). Thomson Delmar Learning. |

| | |
|------------|--|
| | <ul style="list-style-type: none"> P. Coppens and I. Papathanasiou (Eds). (2017) Aphasia and Neurogenic Communication Disorders (2nd edition), Jones & Bartlett Publishers. |
| Assessment | Midterm and final examination, presentation of scientific articles |
| Language | Greek |

| | | | | | |
|-------------------------------|--|-----------------|-------------|---------------------|--|
| Course Title | Epistemology of the Social Sciences and Research Design | | | | |
| Course Code | PSY 641 | | | | |
| Course Type | Mandatory | | | | |
| Level | Postgraduate | | | | |
| Year / Semester | 1 st year (fall semester) | | | | |
| Teacher's Name | Athanasios Raftopoulos, Irini Kadianaki, Michalis Michaelides, Special teaching staff | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | |
| Course Purpose and Objectives | <p>The aim of the course is to familiarize students with: (a) the most fundamental and important concepts of the philosophy of science and its distinction from pseudo-science, b) various research paradigms (Positivism, Constructivism, Realism, Phenomenology, Critical Theory) and ways and processes of producing knowledge in the scientific field of social the sciences and c) Linking research methodology with statistical analysis. The course also aims to engage students as critical readers of empirical research and aims that with the end of the lectures students should be able to write their own research proposal. The course will aim at conceptual understanding of the links between statistical analysis, the formulation and investigation of research questions and assumptions, research planning/design and operationalization of variables.</p> | | | | |
| Learning Outcomes | <p>Students are expected to:</p> <p>Familiarize themselves with the fundamental concepts of philosophy of science and its distinction from pseudo-science.</p> <p>Compare research approaches (Positivism, Constructivism, Reality, Phenomenology, Critical Theory) and the ways and processes of knowledge production in the scientific field of Social Sciences.</p> <p>Understand the connection of research methodology with statistical analysis</p> <p>Apply the theoretical knowledge that will critically acquire in writing its own research proposal appreciate the value of different epistemological approaches proposed by several theoretical understanding of social problems critically Evaluate the statistical connection with the formulation and investigate research questions and hypotheses, design and encheirimatopoiisis variables.</p> | | | | |

| Prerequisites | | Required | |
|----------------------|--|----------|--|
| Course Content | <ol style="list-style-type: none"> 1. Science and Pseudoscience 2. Fundamental concepts of science (Aristotle, Hume, Kuhn, Popper, Lakatos) 3. Relationship between basic, applied research and action research 4. Epistemological Schools Reasonable Positivism, Popper; Methodology of Research Programs (Lakatos); Research Examples (Kuhn). 5. What is a research example? Differences between Ontology, Epistemology, Theory, Methodology and Methodology. 6. Quantitative and Qualitative Research 7. From methodology to research planning 8. Research question, design and analysis 9. Creating a Research Proposal | | |
| Teaching Methodology | | | |
| Bibliography | <p>Danziger, K. (1990). Constructing the subject: Historical origins of psychological research. Cambridge: Cambridge University Press.</p> <p>Potter, J. & Wetherell, M. (2009). Λόγος και κοινωνική ψυχολογία. Πέρα από τις στάσεις και τη συμπεριφορά. Αθήνα: Μεταίχμιο.</p> <p>Willig, C. (2008). Introducing qualitative research in psychology. Open University Press</p> <p>Robson, Colin (2011, 3rd edition). Real World Research. London: John Wiley</p> <p>Gilbert, N. (2008). Researching Social Life (3rd Ed., Sage)</p> <p>Della Porta, D. & Keating, M. (2008). Approaches and Methodologies in the Social Sciences: A Pluralist Perspective. Cambridge: CUP.</p> <p>Crotty, M., 1998. Foundations of social research: Meaning and Perspective in the Research Process</p> <p>M. Weber, Ch. 3, The Methodology of the Social Sciences, New York: Macmillan, 1949.</p> <p>K. R. Popper, The Logic of Scientific Discovery (Hutchinson, 1959), chapter I (pp. 27-48) and chapter IV (pp. 78-92).</p> <p>I. Lakatos, Philosophical Papers, volume I (Cambridge, 1978), Chapter 1, section 2 (pp. 10-46)</p> <p>L.McIntyre, "'Complexity' and Social Scientific Laws", Synthese 97, 1993, reprinted in M.Martin and L.C. McIntyre, eds. Readings in the Philosophy of Social Sciences, Cambridge MA: MIT Press, 1994.</p> | | |

| | |
|------------|--|
| | <p>Kuhn, Thomas. The Structure of Scientific Revolutions. Chicago: The University of Chicago Press, 1972</p> <p>H. Latour and Woolgar, Laboratory Life: the Social Construction of Scientific Facts, Ch.2,3,4. (1979).</p> <p>Feyerabend, Paul. Against Method: Outline of an Anarchistic Theory of Knowledge. London: New Left Books, 1974.</p> <p>I. Hacking, Ch.3, The Social Construction of What?, Cambridge: Harvard University Press, 1999.</p> <p>A. Garfinkel, Ch.2, 3, Forms of Explanation, New Haven: Yale University Press, 1981.</p> <p>E. Durkheim, "Social Facts", in The Rules of Sociological Method, 1938. Reprinted in M.</p> <p>Martin and L.C. McIntyre, eds. Readings in the Philosophy of Social Sciences, Cambridge MA: MIT Press, 1994.</p> <p>P. Berger and T. Luckmann, The Social Construction of Reality, Pelican Books, 1984.</p> <p>J. Searle, The Construction of Social Reality, London: Penguin</p> |
| Assessment | <ol style="list-style-type: none"> 1. Weekly presentation of an article in class, accompanied by discussion on this article in class (40 %) 2. Essay in the form of research proposal, accompanied by presentation in class (60 %) |
| Language | Greek |

| | | | | | |
|-----------------|--|-----------------|-------------|---------------------|--|
| Course Title | Family and Child Development | | | | |
| Course Code | PSY 707 | | | | |
| Course Type | Elective | | | | |
| Level | Postgraduate | | | | |
| Year / Semester | 2 nd year (spring semester) | | | | |
| Teacher's Name | Stelios Georgiou | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | |

| | | | |
|-------------------------------|--|----------|--|
| Course Purpose and Objectives | This course aims to examine the different dimensions of the concept of "family" (psychological, social, educational, clinical) and its relationship with child development. More specifically, topics such as: Family development stages, family types, systemic family view, family effects on their members, family relationship with other groups or institutions with particular reference to the school will be presented. Particular psychological dimensions (eg, parenthood, adoption, divorce) and social dimensions (traditional family effects, cultural values) of the family will be examined. Emphasis will be placed on family therapy and the various approaches that have been developed. Finally, parental involvement in the child's school life will be discussed. | | |
| Learning Outcomes | <p>At the end of the course, the following learning outcomes are anticipated to be achieved:</p> <ol style="list-style-type: none"> 1. Understand the ways family is defined and the extensions it creates 2. To acquire skills to compare cultural values of the family 3. Understand systemic approach and concepts related to family therapy 4. Familiarize with models of school-family communication and understand their implications 5. Be able to discuss the various issues arising from the study of intimate relationships (cycle of relationship, attrition, separation and divorce, reconstruction, parenthood and extensions) | | |
| Prerequisites | | Required | |
| Course Content | <ol style="list-style-type: none"> 1. Basic definitions of the family (biological, legal, psychological). 2. What is and what is not family? 3. Cultural Dimension (Models of Comparison of Cultures) 4. Clinical dimension (family therapy, systemic approach) 5. Educational dimension (family and school, parental involvement) 6. Psychological dimension (intimacy, cycle of relationship, difficulties in childbirth, adoption, parenthood) | | |
| Teaching Methodology | Lectures, discussions and individual presentations | | |
| Bibliography | <p>Γεωργίου, Στ. (2012). Ψυχολογία των Οικογενειακών Συστημάτων. Αθήνα: Διάδραση.</p> <p>Γεωργίου, Στ. (2011). Σχέση Σχολείου-Οικογένειας και Ανάπτυξη του Παιδιού. Αθήνα: Διάδραση</p> <p>Γεωργίου, Στ. (2012). Ψυχολογία των Οικογενειακών Συστημάτων. Αθήνα: Διάδραση.</p> <p>Γεωργίου, Στ. (2011). Σχέση Σχολείου-Οικογένειας και Ανάπτυξη του Παιδιού. Αθήνα: Διάδραση.</p> | | |

| | |
|------------|--|
| | <p>McGoldrick, M. (2002). Ανοίγοντας τα παλιά σεντούκια. Αθήνα: Ελληνικά Γράμματα.</p> <p>Παπαδιώτη-Αθανασίου, Β. (2000). Οικογένεια και όρια. Αθήνα: Ελληνικά Γράμματα.</p> <p>Dowling, E. & Osborne, E. (2001). Η οικογένεια και το σχολείο. Αθήνα: Gutenberg.</p> <p>Forward, S. (1992). Τοξικοί γονείς. Αθήνα: Λύχνος.</p> <p>Molnar, A and Lindquist, B. (1992). Προβλήματα Συμπεριφοράς στο Σχολείο. (επιμέλεια, Α. Καλαντζή-Αζίζι), Αθήνα: Ελληνικά Γράμματα.</p> <p>Miller, B. (2003). Επικοινωνώντας με τα παιδιά. Εγχειρίδιο για γονείς. Θεσσαλονίκη: Κέντρο UNESCO</p> <p>Norwood, R. (1985). Γυναίκες που αγαπούν πολύ. Αθήνα: Φυτράκης.</p> <p>Parke, R.D. (1987). Ο πατέρας: η συμβολή του στη διαμόρφωση του παιδιού. Αθήνα: Κουτσουμπός.</p> <p>Satir, V. (1989). Πλάθοντας ανθρώπους. Αθήνα: Κέδρος.</p> <p>Smith, P. and Bond, M. (2005). Διαπολιτισμική Κοινωνική Ψυχολογία (επιμέλεια, Α. Παπαστυλιανού). Αθήνα: Ελληνικά Γράμματα</p> <p>Sternberg, R. (2000). Αγάπη: οι διαδρομές του έρωτα στο χρόνο. Αθήνα: Ελληνικά Γράμματα.</p> <p>Vansteenwegen, A. (1995). Η αγάπη είναι ενέργεια – Το παιχνίδι του γάμου. Αθήνα: Ελληνικά Γράμματα</p> |
| Assessment | <p>Midterm: 25%</p> <p>Assignment: 50% (detailed guidelines will be provided during the course)</p> <p>Final examination: 25%</p> |
| Language | Greek |

| | |
|-----------------|---|
| Course Title | Intercultural Issues in Psychology |
| Course Code | PSY 722 |
| Course Type | Elective |
| Level | Postgraduate |
| Year / Semester | 1 st or 2 nd semester |

| | | | | | |
|-------------------------------|---|-----------------|-------------|---------------------|--|
| Teacher's Name | Irin Kadianaki | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | |
| Course Purpose and Objectives | The course aims to highlight the need for a socio-psychological approach in the comprehension of phenomena associated with intercultural contact and communication via the use of different theoretical frameworks and empirical data from international multicultural contexts. In the course we will be concerned with the notion of nation and nationalism, the study of psychological processes that are activated in the movement of people both for the individuals who move and for the societies that host them and the study of challenges of cohabitation and multicultural living. Regarding the individuals, we will discuss various social groups (1 st and 2 nd generation of immigrants, tourists, students, etc.) that are directly and indirectly associated to movement and we will focus on acculturation, identity and management of stigma. Regarding recipient societies, we will discuss issues of acculturation and prejudice. Last, we will discuss issues regarding the establishment and preservation and preservation of the nation-state and the study of the dimensions of a multicultural society. | | | | |
| Learning Outcomes | <p>Students are expected to understand phenomena related to migration and multicultural contact, like acculturation changes to identity, prejudice, racism, the forms take, their interpretation/ theorization and implications, and familiarize themselves both with theoretical contexts related with these phenomena and empirical data on the subject.</p> <p>At the end of the course, students will apply the knowledge they have gained to design a research on a subject related to the course and to write a comprehensive research proposal on the subject.</p> | | | | |
| Prerequisites | | Required | | | |
| Course Content | <ol style="list-style-type: none">1. The notion of nation2. Nationalism and national identity3. Models of acculturation: effects and critique4. Identity- Dialogical self and Immigration5. Stigma, prejudice, explanations and implications6. Racism: types of measurement, research results, and critique7. other forms of constructing difference and otherness: empowerment, inhumanization8. Living in multicultural contexts | | | | |
| Teaching Methodology | Face to face (lectures), Internet use: audio-visual material, presentation of slides in PowerPoint, printed material, film. Study and analysis of literature. Students' presentations | | | | |

| | |
|--------------|--|
| Bibliography | <p>Augoustinos, M. & Reynolds, K. (2001) <i>Understanding Prejudice, Racism and Social Conflict</i>. London: Sage.</p> <p>Billig, M. (1995). <i>Banal nationalism</i>. London: Sage.</p> <p>Chrysoschoou, X. (2004). <i>Cultural Diversity: Its social psychology</i>. Oxford: Blackwell.</p> <p>Deaux, K. (2006). <i>To be an immigrant</i>. New York: Russel Sage Foundation</p> <p>Dixon, J. & Levine, M. (2012). <i>Beyond prejudice. Extending the social psychology of conflict, inequality and social change</i>. Cambridge: Cambridge University Press.</p> <p>Dovidio, J., Glick, P. & Budman, L. (2005). <i>On the nature of prejudice: fifty years after Allport</i>. Oxford: Blackwell Publishing.</p> <p>Durrheim, K. & Dixon, J.A. (2005). <i>Racial Encounter: The Social Psychology of Contact and Desegregation</i>. London: Psychology Press.</p> <p>Fanon, F. (1952). <i>Black Skin, White Masks</i>. London: Pluto Press;</p> <p>Valsiner, J. (2000). <i>Culture and human development</i>. London: Sage.</p> <p>Verkuyten, M. (2014). <i>Identity and cultural diversity: What social psychology can teach us</i>. Hove, UK: Routledge.</p> <p>Wetherell, M., & Potter, J. (1992). <i>Mapping the language of racism: Discourse and the legitimization of exploitation</i>. Hemel Hempstead: Harvester Wheatscheaf.</p> |
| Assessment | <p>3. Weekly presentation of an article in class, accompanied by discussion on this article in class and/or weekly written assignments based on the article (40 %)</p> <p>4. Essay in the form of research proposal, accompanied by presentation in class (60 %)</p> |
| Language | Greek |

| | |
|--------------------------|--|
| Course Title | Intergroup Relations in Divided Societies |
| Course Code | PSY 741 |
| Course Type | Optional |
| Level | 3 rd |
| Year/Semester of Studies | 2 nd Year, Spring Semester |
| Instructor | Charis Psaltis |

| | | | | | |
|-------------------|--|---------------|-------------|--------------------|--|
| ECTS | 7,5 | Lectures/Week | 1 (3 hours) | Workshops/ Week | |
| Course Aims | This course offers in-depth discussions on classic and contemporary theories of intergroup relationships. The concepts of stereotypes, prejudices and discrimination will be discussed. We will focus on the theories of Frustration-Aggression, Authoritarian Personality, Realistic Conflict, Social Identity, Contact Hypothesis, as well as recent evolutions of these theories, such as the theory of Orientation towards Social Reign, the Theory of Threats, and theories combining the Contact Theory with the Social Identity Theory. We will also discuss empirical findings and applications of these theories on the mixed education institution and on the resolution of intergroup conflicts in North Ireland, South Africa, Israel, Palestine and other places. | | | | |
| Learning Outcomes | <p>Students are expected to be able to:</p> <p>Identify the main ideas of various theoretical frameworks that attempt to explain the development and reduction of prejudice, distrust and competition between groups</p> <p>Familiarize themselves with the history of various conflicts from around the globe that led to the conflict and division of societies (South Africa, Israel & Palestine, Cyprus, Bosnia and Herzegovina, East and West Germany)</p> <p>Comprehend the values, epistemological approaches, traditions and ideological currents from which various central figures of the field of intergroup relations drew their inspiration and how they influenced the development of the field</p> <p>Compare the various methodological approaches, theories and case studies of conflict</p> <p>Apply their theoretical knowledge of intergroup relations to the understanding of the development and resolution of real societal problems in the various case studies of interest</p> <p>Appraise the value of various theoretical notions proposed by various theorists in our understanding of division and reunification of processes</p> <p>Critically evaluate classic experiments in the field from a methodological and ethics point of view.</p> <p>Propose a synthesis of social influence processes with social representations theory</p> | | | | |
| Prerequisites | N/A | Co-requisites | | N/A | |
| Course Content | The concepts of stereotyping, prejudice and discrimination will be discussed. We will focus on the theories of Frustration-Aggression, Authoritarian Personality, Realistic Group Conflict, Social Identity, Contact Hypothesis, as well | | | | |

| | |
|------------------|--|
| | <p>as recent developments of these theories, such as Social Dominance Orientation, Integrated Threats model and theories combining Contact Theory with Social Identity Theory. There will also be discussions about empirical findings and applications of these theories on mixed schools and on the resolution of intergroup conflicts in Northern Ireland, South Africa, Israel, Palestine and other post-conflict and divided societies.</p> |
| Teaching Methods | <p>Lecture: 39</p> <p>Study for final exam: 30</p> <p>Homework and Essay writing: 121</p> <p>Total: 190</p> |
| Required Reading | <p>Required Reading: N/A</p> <p>Recommended Reading:</p> <ol style="list-style-type: none"> 1. Psaltis, C., Carretero, M. & Cehajic-Clancy (Eds.) (2017). History Education and Conflict Transformation: Social Psychological Theories, History Teaching and reconciliation. Palgrave Macmillan 2. Papadakis, Yiannis Peristianis, Nicos and Welz, G. (2006). Divided Cyprus : modernity, history, and an island in conflict Bloomington :Indiana University Press. 3. Lederach, J. (1997). Building peace : sustainable reconciliation in divided societies / John Paul Lederach. Washington, D.C. :United States Institute of Peace Press 4. Rex J.(1981). Apartheid and social research. Paris :Unesco Press. 5. Χρυσοχοού, Ξ. (2005). Πολυπολιτισμική πραγματικότητα: Οι κοινωνιοψυχολογικοί προσδιορισμοί της πολιτισμικής πολλαπλότητας, Αθήνα: Ελληνικά Γράμματα 6. Chryssochoou, X. (2004) Cultural Diversity. Its Social Psychology Oxford: Blackwell. 7. Γκόβαρης, Χ., (2001), Εισαγωγή στη Διαπολιτισμική Εκπαίδευση, Αθήνα, Ατραπός (2η έκδοση 2004). 8. Cummins, Jim (2002), Ταυτότητες υπό διαπραγμάτευση. Εκπαίδευση με σκοπό την ενδυνάμωση σε μια κοινωνία της ετερότητας, επιμ. Ε. Σκούρτου, μτφρ. Σ. Αργύρη. Αθήνα: Gutenberg 9. Μήλλας, Ηρακλής (2001), Εικόνες Ελλήνων και Τούρκων. Σχολικά βιβλία, ιστοριογραφία, λογοτεχνία και εθνικά στερεότυπα. Αθήνα: Αλεξάνδρεια. 10. Φραγκουδάκη, Άννα./ Δραγώνα, Θάλεια. (επιμ.) (1997), «Τι είν’ η πατρίδα μας;» Εθνοκεντρισμός στην εκπαίδευση. Αθήνα: Αλεξάνδρεια. 11. Δαμανάκης, Μ. (1997). Η Εκπαίδευση των Παλιννοστώντων και Αλλοδαπών Μαθητών στην Ελλάδα. Αθήνα: Gutenberg. 12. Modgil, S., Verma, G.K., Mallick, K., & Modgil, C. (1997). Πολυπολιτισμική Εκπαίδευση. Προβληματισμοί – Προοπτικές. Αθήνα: Ελληνικά Γράμματα. 13. Brewer, M. B. (2003). Intergroup relations (2nd ed.). Open University Press. |

| | |
|--------------------|---|
| | 14. Wetherell M. (2005). Ταυτότητες, ομάδες και κοινωνικά ζητήματα. Αθήνα: Μεταίχμιο 15. Oskamp (Ed.), Reducing prejudice and discrimination. Hillsdale, NJ: Erlbaum. 16. Παπαστάμου, Σ. (1990). (Επ.). Διομαδικές Σχέσεις. Αθήνα: Οδυσσέας 17. Brewer, M. & Miller N. (2003). Intergroup relations, Open University Press. 18. Bar-Tal, Daniel & Teichman, Yona (2005). Stereotypes and prejudice in conflict : representation of Arabs in Israeli Jewish society, Cambridge: CUP. |
| Assessment Methods | Participation/Discussion (30%) Essay (30%) Final Exam (40%) |
| Language | Greek |

| | | | | | |
|--------------------------|---|---------------|-------------|----------------|--|
| Course Title | Social Psychology of Education | | | | |
| Course Code | PSY 746 | | | | |
| Course Type | Elective Course | | | | |
| Level | 3 rd | | | | |
| Year/Semester of Studies | 2 nd (Spring) | | | | |
| Instructor | Charis Psaltis | | | | |
| ECTS | 7,5 | Lectures/Week | 1 (3 hours) | Workshops/Week | |
| Course Aims | This course will discuss the socio-psychological bases of cross-cultural education. | | | | |
| Learning Outcomes | Students are expected to be able to: Identify the main ideas of various theoretical frameworks that attempt to explain the development and reduction of racism, prejudice, distrust and competition between groups in the educational context Familiarize themselves with the various approaches and policies in dealing with diversity in schools Comprehend the philosophical traditions, values, epistemological approaches, ideological currents from which various central approaches drew their inspiration and how they influenced the development of the field Compare the various methodological approaches, theories and case studies of education in post-conflict societies in relation to the teaching of historical narratives and history teaching | | | | |

| | | | |
|------------------|--|---------------|-----|
| | <p>Apply their theoretical knowledge of intergroup relations to the understanding of the development and resolution of real societal problems in the educational context</p> <p>Appraise the value of various theoretical notions proposed by various theorists in our understanding of racism, division and reconciliation processes</p> <p>Critically evaluate the role of educational psychologists and policies in relation to intercultural education.</p> <p>Propose a synthesis of the various approaches discussed in handling diversity and intercultural education</p> | | |
| Prerequisites | N/A | Co-requisites | N/A |
| Course Content | <p>Students will learn the main theories on the generation and reduction of prejudice, stereotypes and discrimination, as well as their application in educational settings. There will be discussions on the phenomenon of immigration, looking at the issue from the perspectives of the minority and the majority. The course will also discuss the topic of national conflicts, as well as the role that the educational system may play in peace consolidation through the application of the discussed theories.</p> | | |
| Teaching Methods | <p>Lecture</p> <p>Discussion of Short Films</p> <p>Work in Groups</p> | | |
| Required Reading | <ol style="list-style-type: none"> 1. Psaltis, C. & Zapiti, A. (2014). Interaction, Communication and Development: Psychological Development as a social Process. UK: Routledge. ISBN: 0415643872 2. Psaltis, C. Gillespie, A. & Perret-Clermont, A.N. (2015). (Eds.) Social Relations in Human and Societal Development. UK: Palgrave Macmillan. 3. Kyriakidou, F. & Psaltis, C. (2016). Psychosocial and Cognitive Development of Undergraduate University Students in Cyprus: The role of Social Relations. New York: Nova Science Publishers. 4. Psaltis, C., Carretero, M. & Cehajic-Clancy (Eds.) (2017). History Education and Conflict Transformation: Social Psychological Theories, History Teaching and reconciliation. Palgrave Macmillan 5. Χρυσόχοου, Ξ. (2005). Πολυπολιτισμική πραγματικότητα Οι κοινωνιοψυχολογικοί προσδιορισμοί της πολιτισμικής πολλαπλότητας, Αθήνα: Ελληνικά Γράμματα 6. Chryssochoou, X. (2004) Cultural Diversity. Its Social Psychology Oxford: Blackwell. 7. Γκόβαρης, Χ., (2001), Εισαγωγή στη Διαπολιτισμική Εκπαίδευση, Αθήνα, Ατραπός (2η έκδοση 2004). 8. Lederach, J. (1997). Building peace : sustainable reconciliation in divided societies / John Paul Lederach. Washington, D.C. :United States Institute of Peace Press 9. Cummins, Jim (2002), Ταυτότητες υπό διαπραγμάτευση. Εκπαίδευση με σκοπό την ενδυνάμωση σε μια κοινωνία της ετερότητας, επιμ. Ε. Σκούρτου, μτφρ. Σ. Αργύρη. Αθήνα: Gutenberg 10. Μήλλας, Ηρακλής (2001), Εικόνες Ελλήνων και Τούρκων. Σχολικά βιβλία, ιστοριογραφία, λογοτεχνία και εθνικά στερεότυπα. Αθήνα: Αλεξάνδρεια. | | |

| | |
|--------------------|---|
| | 11. Φραγκουδάκη, Άννα./ Δραγώνα, Θάλεια. (επιμ.) (1997), «Τι είν' η πατρίδα μας;» Εθνοκεντρισμός στην εκπαίδευση. Αθήνα: Αλεξάνδρεια. 12. Δαμανάκης, Μ. (1997). Η Εκπαίδευση των Παλιννοστούντων και Αλλοδαπών Μαθητών στην Ελλάδα. Αθήνα: Gutenberg. 13. Modgil, S., Verma, G.K., Mallick, K., & Modgil, C. (1997). Πολυπολιτισμική Εκπαίδευση. Προβληματισμοί – Προοπτικές. Αθήνα: Ελληνικά Γράμματα. 14. Brewer, M. B. (2003). Intergroup relations (2nd ed.). Open University Press. 15. Wetherell M. (2005). Ταυτότητες, ομάδες και κοινωνικά ζητήματα. Αθήνα: Μεταίχμιο 16. S. Oskamp (Ed.), Reducing prejudice and discrimination. Hillsdale, NJ: Erlbaum. 17. Παπαστάμου, Σ. (1990). (Επ.). Διομαδικές Σχέσεις. Αθήνα: Οδυσσέας 18. Brewer, M. & Miller N. (2003). Intergroup relations, Open University Press. 19. Bar-Tal, Daniel & Teichman, Yona (2005). Stereotypes and prejudice in conflict : representation of Arabs in Israeli Jewish society, Cambridge: CUP. |
| Assessment Methods | Participation/Discussion (30%) Essay (30%) Final Exam (40%) |
| Language | Greek |

| | | | | | |
|-------------------------------|--|-----------------|-------------|---------------------|---|
| Course Title | Qualitative Methods of Research in Psychology | | | | |
| Course Code | PSY 749 | | | | |
| Course Type | Mandatory in PhD program in Psychology and Elective in the rest programs | | | | |
| Level | Postgraduate | | | | |
| Year / Semester | 1 st or 2 nd Semester | | | | |
| Teacher's Name | Irin Kadianaki | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | 1 |
| Course Purpose and Objectives | The aim of the course is to introduce and familiarize students with qualitative methodology in psychology through theoretical review and research applications. Students will learn about issues of epistemology, data collection and analysis, and principles of assessing the quality of the data. | | | | |
| Learning Outcomes | Students are expected to: 1) recognize the different epistemological principles and traditions that govern the qualitative and quantitative methodology and to distinguish the differences between them, 2) to understand the principles of different methods of data collection and to apply them to collect data for the course, | | | | |

| | | | |
|----------------------|--|----------|--|
| | 3) analyze qualitative data via different theoretical traditions (speech analysis, empirically based theory, analytical analysis, etc.), 4) organize, prepare, and write research proposals through the synthesis of knowledge that they have gained during the course and be able to implement these proposals. | | |
| Prerequisites | | Required | |
| Course Content | <p>A) Overview of the epistemological principles of qualitative and quantitative methodology: typology of questions that we approach with each methodological approach and knowledge interests. Brief historical review of the use of qualitative methods and reasons for the prevalence of qualitative methods in psychology.</p> <p>B) Principles and application of basic data collection methods: sampling and ethics, interviews, group conversations, case study, ethnographic observation, mass media analysis and less widely used methods of data collection (calendars, data derived from internet).</p> <p>C) Analysis of qualitative data: Technical issues of analysis (use of electronic programs, transcription, coding) and basic analytical approaches: Discourse analysis, Rhetorical analysis, Content analysis, Conversation analysis, Grounded theory. Examples of research that have followed different analytical approaches and studies that combine qualitative and quantitative methodology.</p> <p>D) Practical implementation of principles of qualitative data through analysis through of newspapers, interviews, group discussions, and internet data.</p> <p>E) Preparation, execution, and presentation of a brief comprehensive research essay by groups of students using qualitative methods in the context of course evaluation.</p> | | |
| Teaching Methodology | Face to face (lectures), Internet use: audio-visual material, presentation of slides in PowerPoint, printed material, film. Study and analysis of literature. Students' presentations. | | |
| Bibliography | <p>Bauer, M.W. & Gaskell, G. (2000). <i>Qualitative researching with text, image and sound</i>. London: Sage.</p> <p>Benwell, B.M. & Stokoe, E. (2006). <i>Discourse and identity</i>. Edinburgh: Edinburgh University Press</p> <p>Corbin, J. & Strauss, A. (2008). <i>Basics of qualitative research. techniques and procedures for developing grounded theory</i>. LA: Sage.</p> <p>Danziger, K. (1990). <i>Constructing the subject: Historical origins of psychological research</i>. Cambridge: Cambridge University Press.</p> <p>Edwards, D. & Potter, J. (1992). <i>Discursive Psychology</i>. London: Sage.</p> | | |

| | |
|------------|---|
| | <p>Flick, U. (2014). <i>An introduction to qualitative research</i>. London: Sage.</p> <p>Flick, U. & von Kardoff, E., & Steinke, I. (2004) (Eds). <i>A companion to qualitative research</i>. London: Sage.</p> <p>Hepburn, A. & Wiggins, S. (Eds.) (2007). <i>Discursive research in practice: New approaches to psychology and interaction</i>. Cambridge: Cambridge University Press.</p> <p>Hepburn, A. (2003). <i>An Introduction to Critical Social Psychology</i>. London: Sage.</p> <p>Kvale, S. (1996). <i>InterViews: An introduction to qualitative research interviewing</i>. London: Sage.</p> <p>Lyons, E. & Coyle, a. (2008). <i>Analysing qualitative data in psychology</i>. London: Sage.</p> <p>Patton, M. (2002). <i>Qualitative research and evaluation methods</i>. Thousand Oaks, California: Sage.</p> <p>Potter, J. (1996) <i>Representing Reality: Discourse, Rhetoric and Social Construction</i>, London: Sage Publications.</p> <p>Potter, J. & Wetherell, M. (2009). <i>Λόγος και κοινωνική ψυχολογία. Πέρα από τις στάσεις και τη συμπεριφορά</i>. Αθήνα: Μεταίχμιο.</p> <p>Seale, C. (1999). <i>The quality of qualitative research</i>. London: Sage.</p> <p>Silverman, D. (2012). <i>Interpreting qualitative data</i>. London: Sage.</p> <p>Silverman, D. & Marvasti, A. (2008). <i>Doing qualitative research: A comprehensive guide</i>. Thousand Oaks, California: Sage.</p> <p>Willig, C. (2013). <i>Introducing qualitative research in psychology</i>. Open University Press</p> <p>Pourkos, M., & Dafermos, M. (2010). <i>Qualitative research in psychology and education</i>. Athens: Topos. (in greek)</p> |
| Assessment | <ol style="list-style-type: none"> 1. Weekly written assignments and participation in the class 40 % 2. Final essay & oral presentation 60 % |
| Language | Greek |

| | |
|--------------|-------------------------------------|
| Course Title | Advanced Research Methods II |
| Course Code | PSY 788 |

| | | | | | |
|-------------------------------|---|-----------------|-------------|---------------------|---|
| Course Type | Elective Course | | | | |
| Level | Postgraduate | | | | |
| Year / Semester | 2 nd year (Spring) | | | | |
| Teacher's Name | Michalis Michailides | | | | |
| ECTS | 7.5 | Lectures / week | 1 (3 hours) | Laboratories / week | 1 |
| Course Purpose and Objectives | The aim of the course is to familiarize and learn the main principles of the latent variables models, namely: models of confirmatory analysis of factors, models of structural equations, models from modern measurement theories (Rasch and IRT). During the course the students will learn practices for analyzing data using confirmatory analysis techniques and structural equation models via the corresponding software. They will be able to evaluate and critically present published analyses of the above techniques and will acquire skills to analyze and write the related results with models of latent variables. | | | | |
| Learning Outcomes | Upon completion of the course, the students will be able to: 1. Explain the main principles of latent variables models (models of confirmatory factor analysis, models of structural equations, models from modern theories of Rasch and IRT) 2. Choose appropriate techniques for analyzing latent variables while taking into account measurement ranges and data distributions 3. Analyze data using confirmatory analysis techniques and structural equation models using appropriate software 4. Compose text to present and explain results of latent analyses according to APA's instructions 5. Critically evaluate published analyses of latent variables models. | | | | |
| Prerequisites | PSY 604 | Required | N/A | | |
| Course Content | Designing quantitative research, summarization and brief reference to the Regression Analysis, basic functions of the Structural Equations Models and Exploratory Factor Analysis. Presentation of the Confirmatory Factor Analysis, presentation of the Specialized Modeling Models (The Multitrait-Multimethod model, The Full Latent Variable Modeling, Growth Modeling, Multi-Group Analysis, Model Response Theory, Model Response Theory, Model Response Theory, Rasch type measurement (The dichotomous Rasch Model, Partial Credit Model, Rating scale analysis), using modern theory Measurement for analysis of multiple groups. | | | | |
| Teaching Methodology | Lecture, demonstration and practice | | | | |
| Bibliography | | | | | |

| | |
|------------|---|
| | <p>Byrne, B.M. (2009). Structural equation modeling with AMOS: Basic concepts, applications, and programming (2nd ed.). New York: Routledge/Taylor & Francis.</p> <p>Kline, R. B. (2015). Principles and practice of structural equation modeling (4th ed.). New York: Guilford Press.</p> <p>Recommended Bibliography:</p> <p>Arbuckle, J. L. (2011). <i>IBM SPSS® Amos™ 20 User's Guide</i>. Chicago, IL: SPSS Inc.</p> <p>Brown, T.A. (2006). <i>Confirmatory factor analysis for Applied Research</i>. New York: Guilford Press.</p> <p>Harris, D. (1989). Comparison of 1-, 2-, and 3-Parameter IRT Models. <i>Educational Measurement: Issues and Practice</i>, 8(1), 35-41.</p> <p>Kaplan, D. W. (2008). <i>Structural equation modeling: Foundations and extensions</i> (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>Klem, L. (2000). Structural equation modeling. In L. G. Grimm & P. R. Yarnold (Eds.), <i>Reading and Understanding More Multivariate Statistics</i> (pp. 227-260). Washington, DC: APA.</p> <p>Μιχαηλίδης, Μ.Π., & Πετρίδου, Α. (2010). Σύγχρονες Θεωρίες Μέτρησης: Μοντέλα IRT. Στο Μ. Ζεμπύλας, Α. Μιχαηλίδου, & Π. Κενδέου (Επιμ.), <i>Προχωρημένες Μέθοδοι Έρευνας</i> (σ.313-339). Λευκωσία: Ανοικτό Πανεπιστήμιο Κύπρου.</p> <p>Raykov, T., & Marcoulides, G. A. (2006). <i>A first course in structural equation modeling</i> (2nd ed.). Mahwah, NJ: Erlbaum.</p> <p>Schumacker, R. E., & Lomax, R.G. (1996). <i>A Beginner's Guide to Structural Equation Modeling</i>. Hillsdale, N.J.: Lawrence Erlbaum Associates.</p> <p>Thompson, B. (2000). Ten commandments of structural equation modeling. In L. G. Grimm & P. R. Yarnold (Eds.), <i>Reading and Understanding More Multivariate Statistics</i> (pp. 261-283). Washington, DC: APA.</p> <p>Thompson, B. (2004). <i>Exploratory and confirmatory factor analysis: Understanding concepts and applications</i>. Washington, DC: American Psychological Association.</p> |
| Assessment | Oral presentations, assignment, exercises |
| Language | Greek |

ANNEX 3 - DETAILED BIOGRAPHICAL NOTES

ANNEX 4 - INFRASTRUCTURE

A. Library

All Department of Psychology students have free access to all collections of the Library of the University of Cyprus. Below the subscriptions are described with more direct links to the Masters of Social and Developmental Psychology program.

| CATEGORY OF MATERIAL Α. Ηλεκτρονικό Υλικό Δέσμης Β. Βάσεις Δεδομένων Γ. Μεμονωμένες Συνδρομές Περιοδικών | SUBSCRIPTION / ΣΥΝΔΡΟΜΗ | ΣΧΟΛΗ | DEPARTMENT / ΟΙΚΟΝΟΜΙΚΗ ΟΝΤΟΤΗΤΑ | ΠΟΛΥΤΜΗΜΑΤΙΚΗ ΣΥΝΔΡΟΜΗ ΑΝΑΛΥΤΙΚΑ |
|---|--|-------|----------------------------------|---|
| ΗΛΕΚΤΡΟΝΙΚΟ ΥΛΙΚΟ ΔΕΣΜΗΣ | C.U.P. CAMBRIDGE UNIVERSITY PRESS + DIGITAL ARCHIVE | BIB | LIBR (ΒΙΒΛΙΟΘΗΚΗ) | Όλα τα τμήματα εκτός ΕΜΑ και BIB |
| ΗΛΕΚΤΡΟΝΙΚΟ ΥΛΙΚΟ ΔΕΣΜΗΣ | ELSEVIER - COMPLETE FREEDOM COLLECTION, Elsevier ebooks - Evidence Based Selection, Mendeley Institutional Edition | BIB | LIBR (ΒΙΒΛΙΟΘΗΚΗ) | ΑΓΓ, ΓΣ, ΤΟΥΡ, ΕΠΑ, ΚΠΕ, ΝΟΜ, ΨΥΧ, ΜΑΣ, ΠΛΗ, ΦΥΧ, ΧΗΜ, ΒΙΟ, ΟΙΚ, ΔΔΕ, ΛΧ, ΜΜΚ, ΗΜΜΥ, ΠΜΜΠ, ΑΡΧΙΤ, ΙΑΤΡ, ΒΙΒ |
| ΗΛΕΚΤΡΟΝΙΚΟ ΥΛΙΚΟ ΔΕΣΜΗΣ | JOHN WILEY AND SONS Enhanced Access Licence Database Model (συμφωνία 2016, 2017, 2018) | BIB | LIBR (ΒΙΒΛΙΟΘΗΚΗ) | Όλα τα τμήματα εκτός ΕΜΑ και BIB |
| ΗΛΕΚΤΡΟΝΙΚΟ ΥΛΙΚΟ ΔΕΣΜΗΣ | O.R.O. Oxford Reference Online + GROVE ART/MUSIC (συμφωνία 2016, 2017, 2018) | BIB | LIBR (ΒΙΒΛΙΟΘΗΚΗ) | Όλα τα τμήματα και BIB εκτός ΕΜΑ |
| ΗΛΕΚΤΡΟΝΙΚΟ ΥΛΙΚΟ ΔΕΣΜΗΣ | OXFORD UNIVERSITY PRESS (συμφωνία 2016, 2017, 2018) | BIB | LIBR (ΒΙΒΛΙΟΘΗΚΗ) | Όλα τα τμήματα εκτός ΕΜΑ και BIB |
| ΗΛΕΚΤΡΟΝΙΚΟ ΥΛΙΚΟ ΔΕΣΜΗΣ | SAGE Premier (incl. Digital Archive) | BIB | LIBR (ΒΙΒΛΙΟΘΗΚΗ) | Όλα τα τμήματα και BIB εκτός ΕΜΑ, ΜΑΣ, ΦΥΣ, |
| ΗΛΕΚΤΡΟΝΙΚΟ ΥΛΙΚΟ ΔΕΣΜΗΣ | SAGE Premier (incl. Digital Archive) - ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ | BIB | LIBR (ΒΙΒΛΙΟΘΗΚΗ) | ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ |

| | | | | |
|---|--|-----|--------------------|--|
| ΗΛΕΚΤΡΟΝΙΚΟ ΥΛΙΚΟ ΔΕΣΜΗΣ | TAYLOR AND FRANCIS - Social Sciences and Technology - Παιδαγωγικό Ινστιτούτο | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ |
| ΗΛΕΚΤΡΟΝΙΚΟ ΥΛΙΚΟ ΔΕΣΜΗΣ | TAYLOR AND FRANCIS - Social Sciences and Technology (συμφωνία 2016, 2017, 2018) | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΕΚΤΟΣ ΕΜΑ ΚΑΙ ΒΙΒ |
| ΗΛΕΚΤΡΟΝΙΚΟ ΥΛΙΚΟ ΔΕΣΜΗΣ - ebook series | EMERALD EBOOK SERIES part of invoice: EMERALD Management 200, Engineering eJournal collection, Business, Management and Economics eBook Series Collection Frontlist Library, Social Sciences eBook Series Collection Frontlist Library (συμφωνία 2015, 2016, 2017) | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΟΙΚ, ΔΔΕ, ΛΧ, ΒΙΒ, ΕΠΑ, ΚΠΕ, ΨΥΧ |
| ΗΛΕΚΤΡΟΝΙΚΟ ΥΛΙΚΟ ΔΕΣΜΗΣ - journals, ebooks, ebook series | SPRINGER OPTIMUM E-JOURNALS, OPTIMUM PALGRAVE MacMILLAN JOURNALS, E-BOOK COLLECTIONS & E-BOOK series & NATURE ADVANCE with back access to 2012 (plus perpetuity for the years that we subscribed individually) | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΕΚΤΟΣ ΕΜΑ ΚΑΙ ΒΙΒ |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ | BIOMED CENTRAL - Membership | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | BIO, ΜΜΚ, ΗΜΜΥ, ΙΑΤΡ, ΒΙΒ |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ | COCHRANE LIBRARY | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΨΥΧ, BIO, ΙΑΤΡ |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ | ELSEVIER - SCOPUS | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΕΚΤΟΣ ΕΜΑ |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ | JOURNAL AND HIGHLY CITED DATA ON THE INCITES PLATFORM [JOURNAL CITATION REPORTS (THOMSON REUTERS SCIENTIFIC)- JCR/ESI] (συμφωνία 2016, 2017, 2018) | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ | JSTOR: Collections I, II, III, IV | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΒΝΕΣ, ΚΦΙ, ΙΣΑ, ΑΓΓ, ΓΣ, ΤΟΥΡ, ΕΠΑ, ΚΠΕ, ΝΟΜ, ΨΥΧ, ΜΑΣ, ΟΙΚ, ΔΔΕ, ΛΧ, ΜΜΚ, ΑΡΧΙΤ |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ | PROQUEST CENTRAL | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ | PROQUEST DISSERTATIONS & THESES DATABASE (with upgrade to Full Text) | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ | REFWORKS/REFSHARE (+ Flow το οποίο δίνεται δωρεάν) | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ |

| | | | | |
|--|---|------|-------------------------------|----------------------------------|
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ | TURNITIN | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | Όλα τα τμήματα και BIB εκτός EMA |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ | WEB OF SCIENCE: SCI-SSCI-A&HCI + Essential Science Indicators (-new from 2015) (συμφωνία 2016, 2017, 2018) | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | Όλα τα τμήματα και BIB εκτός EMA |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ / E-BOOKS | EBOOK CENTRAL - EBRARY | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | Όλα τα τμήματα και BIB εκτός EMA |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ / E-BOOKS | EBRARY - additional charge to include University press collection | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | Όλα τα τμήματα και BIB εκτός EMA |
| ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ / E-BOOKS / Λογισμικό | EBSCO DATABASES, EBOOKS, EDS, PsycArticles PsycInfo | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | Όλα τα τμήματα και BIB εκτός EMA |
| ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Proceedings of the National Academy of Sciences USA (PNAS) | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΒΙΟ, ΦΥΣ |
| ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Science | BIB | LIBR (ΒΙΒΛΙΟ ΘΗΚΗ) | ΒΙΟ, ΧΗΜ, ΦΥΣ |
| ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | European Journal of Psychology of Education | ΣΚΕΑ | PSYCHOLOGY | |
| ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Annual Review of Sociology | ΣΚΕΑ | SOCIAL AND POLITICAL SCIENCES | |
| ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Brill Research Perspectives in Diplomacy and Foreign Policy | ΣΚΕΑ | SOCIAL AND POLITICAL SCIENCES | |
| ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Daedalus - American Academy of Arts and Sciences | ΣΚΕΑ | SOCIAL AND POLITICAL SCIENCES | |
| ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Digital Journalism | ΣΚΕΑ | SOCIAL AND POLITICAL | |

| | | | | |
|-------------------------------|--|------|--|--|
| | | | SCIENC ES | |
| ΞΕΝΟΓΛΩΣΣ Α ΠΕΡΙΟΔΙΚΑ | Hague Journal of Diplomacy | ΣΚΕΑ | SOCIAL AND POLITIC AL SCIENC ES | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Mediterranean Journal for Research in Mathematics Education | ΣΚΕΑ | EDUC (ΕΠΙΣΤΗ ΜΩΝ ΤΗΣ ΑΓΩΓΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Ανέμη: Επιθεώρηση Κυπριακής Παιδικής Λογοτεχνίας | ΣΚΕΑ | EDUC (ΕΠΙΣΤΗ ΜΩΝ ΤΗΣ ΑΓΩΓΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Ευκλείδης Α | ΣΚΕΑ | EDUC (ΕΠΙΣΤΗ ΜΩΝ ΤΗΣ ΑΓΩΓΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Ευκλείδης Β | ΣΚΕΑ | EDUC (ΕΠΙΣΤΗ ΜΩΝ ΤΗΣ ΑΓΩΓΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Ευκλείδης Γ | ΣΚΕΑ | EDUC (ΕΠΙΣΤΗ ΜΩΝ ΤΗΣ ΑΓΩΓΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Μαθηματική Επιθεώρηση | ΣΚΕΑ | EDUC (ΕΠΙΣΤΗ ΜΩΝ ΤΗΣ ΑΓΩΓΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Μαθηματικό Βήμα | ΣΚΕΑ | EDUC (ΕΠΙΣΤΗ ΜΩΝ ΤΗΣ ΑΓΩΓΗΣ) | |

| | | | | |
|-------------------------------|--|------|--|--|
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Νέα Παιδεία | ΣΚΕΑ | EDUC (ΕΠΙΣΤΗ ΜΩΝ ΤΗΣ ΑΓΩΓΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Παιδαγωγική Επιθεώρηση | ΣΚΕΑ | EDUC (ΕΠΙΣΤΗ ΜΩΝ ΤΗΣ ΑΓΩΓΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Σύγχρονα θέματα | ΣΚΕΑ | EDUC (ΕΠΙΣΤΗ ΜΩΝ ΤΗΣ ΑΓΩΓΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Σύγχρονη Εκπαίδευση | ΣΚΕΑ | EDUC (ΕΠΙΣΤΗ ΜΩΝ ΤΗΣ ΑΓΩΓΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Annuaire International des Droits de l'Homme | ΣΚΕΑ | LAWD (ΝΟΜΙΚ ΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Revue Hellénique des droits de l'homme=Περιοδικό Δικαιώματα του Ανθρώπου | ΣΚΕΑ | LAWD (ΝΟΜΙΚ ΗΣ) | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Ψυχολογία | ΣΚΕΑ | PSYCH OLOGY | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Cyprus Review | ΣΚΕΑ | SOCIAL AND POLITIC AL SCIENC ES | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Ελληνική Επιθεώρηση Πολιτικής Επιστήμης | ΣΚΕΑ | SOCIAL AND POLITIC AL SCIENC ES | |
| ΕΛΛΗΝΟΓΛ ΩΣΣΑ ΠΕΡΙΟΔΙΚΑ | Επιθεώρηση Κοινωνικών Ερευνών | ΣΚΕΑ | SOCIAL AND POLITIC AL SCIENC ES | |

| | | | | |
|------------------|--|--|-----|--|
| ΑΓΟΡΑ ΒΙΒΛΙΩΝ | | | ALL | |
| ΠΑΛΑΙΑ ΤΕΥΧΗ | | | ALL | |
| ΔΙΑΦΟΡΑ | | | ALL | |

Use of the Library by the Department of Psychology

Books received that were ordered by the Department 2012-2016:

| Year | N of Books |
|------|------------|
| 2012 | 20 |
| 2013 | 22 |
| 2014 | 37 |
| 2015 | 25 |
| 2016 | 7 |

Single subscriptions to periodicals: **2** titles

Number of periodicals from common packages and use per publisher:

| Publisher | Titles 2015 | Access to articles 2015 |
|-------------------------------|-------------|----------------------------|
| Emerald Ebook Series | n/a | n/a |
| Elsevier | 2.946 | 50.913 |
| Sage | 831 | 8.246 |
| Springer | 3.312 | 15.763 |
| Taylor and Francis | 2.853 | 30.078 |
| John Wiley and Sons | 2.434 | 26.151 |
| Cambridge University Press | 532 | 2.272 |

| | | |
|-------------------------|-----|-------|
| Oxford University Press | 248 | 4.311 |
|-------------------------|-----|-------|

Subscriptions to data bases that pertain to the Department:

| Title | Use 2016 | Use 2015 |
|---|------------------|-----------------|
| Cochrane Library | n/a | n/a |
| JSTOR: Collections I-IV | 13.468 / 520 | 13.527 / 1.168 |
| EBook Central, Ebrary | n/a | n/a |
| EBSCO Databases, EBooks, EDS, PsycArticles PsycInfo | 547.037 / 10.168 | 483.799 / 9.322 |
| Elsevier - Scopus | n/a | n/a |
| Journal Citation Reports | n/a | n/a |
| ProQuest Central | n/a | n/a |
| ProQuest Dissertations and Theses | n/a | 24.695 / 157 |
| RefWorks/RefShare | 33.764 | 28.428 |
| Turnitin | n/a | n/a |
| Web of Science | n/a | n/a |


Seminars in Information education that the Library provided to students of the Department during 2012-2016:

| Year | Seminars | Participants | Hours of participation |
|------|----------|--------------|------------------------|
| 2012 | 1 | 16 | 20,0 |
| 2013 | 4 | 161 | 241,5 |
| 2014 | 2 | 46 | 57,5 |
| 2015 | 0 | 0 | 0,0 |

| | | | |
|------|---|----|-----|
| 2016 | 1 | 12 | 6,0 |
|------|---|----|-----|

B. Physical Infrastructure

Classrooms

| | | | |
|---|---|--|------------|
|  | ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ | | 05/04/2017 |
| | ΥΠΗΡΕΣΙΑ ΣΠΟΥΔΩΝ ΚΑΙ ΦΟΙΤΗΤΙΚΗΣ ΜΕΡΙΜΝΑΣ | | |
| R055D | ΧΡΗΣΗ ΑΙΘΟΥΣΩΝ ΔΙΔΑΣΚΑΛΙΑΣ ΑΠΟ ΤΜΗΜΑΤΑ | | Σελ: 2 |

Τμήμα : ΨΥΧ - Ψυχολογίας

Τμήμα : 201609

| <u>Είδος Ακροατηρίου</u> | <u>Κτίριο</u> | <u>Αίθουσα</u> | <u>Χωρητικότητα</u> |
|--------------------------|---------------|----------------|---------------------|
| Διάλεξη | ΟΕΔ01 | B128 | 40 |
| | ΟΕΔ01 | B130 | 48 |
| | ΧΩΔ01 | 104 | 68 |
| | ΧΩΔ01 | 108 | 160 |
| | ΧΩΔ01 | 109 | 104 |
| | ΧΩΔ01 | 110 | 91 |
| | ΧΩΔ02 | 008 | 64 |
| | ΧΩΔ02 | 012 | 56 |
| | ΧΩΔ02 | 014 | 80 |
| | ΧΩΔ02 | 111 | 64 |
| | ΧΩΔ02 | B104 | 80 |
| | ΧΩΔ02 | B108 | 60 |
| | ΧΩΔ02 | B204 | 100 |
| | ΧΩΔ02 | B205 | 214 |
| | ΧΩΔ02 | B211 | 81 |

Laboratories and Centers of the Department of Psychology

| Laboratory name | Faculty Members | Building |
|----------------------------------|------------------------|------------------------------|
| Center for Applied Neuroscience | Fofi Constantinidou | New wing- Central Facilities |
| University Field Research Center | Charis Psaltis | OED01 –University Campus |

| | | |
|--|----------------------------------|------------------------------|
| Quantitative Methods & Assessment Lab | Michalis Michaelides | New wing- Central Facilities |
| Comprehension & Learning Laboratory | Irene – Anna Diakidou | OED01 –University Campus |
| Genetic Social Psychology Lab | Charis Psaltis & Irene Kadianaki | OED01 –University Campus |
| Clinical Psychology & Psychophysiology Lab | Georgia Panayiotou | New wing- Central Facilities |
| Experimental Psychology Lab | Marios Avraamides | New wing- Central Facilities |
| Neurocognitive Research Lab | Fofi Constantinidou | New wing- Central Facilities |
| ACThealthy: Clinical Psychology and Behavioral Medicine Laboratory | Maria Karekla | OED01 –University Campus |
| Developmental Psychopathology Lab | Kostas Fantis | OED01 –University Campus |
| Developmental Psychology Laboratory | Panayiotis Stavriniadis | OED01 –University Campus |
| Cognition and Language Laboratory | George Spanoudis | New wing- Central Facilities |
| Memory & Attention Development Lab | Andria Shimi | New wing- Central Facilities |

Square meters of Department Space

Square meters of Department of Psychology 840.57.

Square meters of Department of Psychology Labs 175.49.

ANNEX 5 – QUALITY STANDARDS AND INDICATORS

Instructions:

The present ANNEX should be duly completed by the Internal Quality Committee of the Institution. The ANNEX constitutes an integral part of the application for the evaluation accreditation of a program of study.

Quality Standards and Indicators

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

The document describes the quality standards and indicators, which will be applied for the evaluation of the programs of study of institutions of higher education.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

| 1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1.1 | Organization of teaching work | | 1 | 2 | 3 | 4 | 5 |
| 1.1.1 | The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner. | | | | | | X |
| 1.1.2 | The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices. | | | | | | X |
| 1.1.3 | The organization of the educational process safeguards the quality implementation of the program’s purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration: | | | | | | |
| | 1.1.3.1 | The implementation of a specific academic calendar and its timely publication. | | | | | X |
| | 1.1.3.2 | The disclosure of the program’s curricula to the students, and their implementation by the teaching personnel | | | | X | |
| | 1.1.3.3 | The course web-pages, updated with the relevant supplementary material | | | | | X |
| | 1.1.3.4 | The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training | | | | | X |
| | 1.1.3.5 | The procedures for the conduct and the format of the examinations and for student assessment | | | | | X |
| | 1.1.3.6 | The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process. | | | | | X |
| 1.1.4 | Adequate and modern learning resources, are available to the students, including the following: | | | | | | |
| | 1.1.4.1 | facilities | | | | | X |
| | 1.1.4.2 | library | | | | | X |
| | 1.1.4.3 | infrastructure | | | | | X |
| | 1.1.4.4 | student welfare | | | | | X |
| | 1.1.4.5 | academic mentoring | | | | | X |
| 1.1.5 | A policy for regular and effective communication, between the teaching personnel and the students, is applied. | | | | | X | |

| | | | | | | |
|---|--|----------|----------|----------|----------|----------|
| 1.1.6 | The teaching personnel, for each course, provide timely and effective feedback to the students. | | | | | X |
| 1.1.7 | Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective. | | | | | X |
| 1.1.8 | Control mechanisms for student performance are effective. | | | | | X |
| 1.1.9 | Support mechanisms for students with problematic academic performance are effective. | | | | | X |
| 1.1.10 | Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load. | | | | | X |
| 1.1.11 | The program of study applies an effective policy for the prevention and detection of plagiarism. | | | | | X |
| 1.1.12 | The program of study provides satisfactory mechanisms for complaint management and for dispute resolution. | | | | | X |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>a) The planned number of students is 15 per year, however after selection, approximately 10 are admitted each year to maintain the quality standards of the program.</p> <p>At point 1.1.5, the 4/5 indicator has been chosen due to the fact that despite the students having the opportunity to meet with the academic counselors of the program at the beginning of each academic semester and whenever they wish afterwards, this facility is not fully utilised by the students.</p> <p>b) Students who don't speak Greek cannot be accepted because the program is offered in Greek; Erasmus students however are accepted as their studies in Cyprus are facilitated by special arrangements.</p> <p>c) For point 1.1.3.2., whilst the structure described in the syllabi of each course are followed, there is flexibility in the order of lectures and content that is sometimes adjusted to accommodate special research interests of the students.</p> <p>For more information, please see Annex 6.</p> | | | | | | |
| 1.2 | Teaching | 1 | 2 | 3 | 4 | 5 |
| 1.2.1 | The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules. | | | | X | |
| 1.2.2 | The methodology of each course is suitable for adults. | | | | | X |
| 1.2.3 | Continuous-formative assessment and feedback are provided to the students regularly. | | | | | X |

| | | | | | | |
|--|--|----------|----------|----------|----------|----------|
| 1.2.4 | The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students. | | | | | X |
| 1.2.5 | Educational activities which encourage students' active participation in the learning process, are implemented. | | | | X | |
| 1.2.6 | Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning. | | | | | X |
| 1.2.7 | Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly. | | | | | X |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Co-operative methods of teaching and continuous evaluation are used by the teaching staff. Nevertheless, the teaching staff recognizes the need to enhance the use of these methods depending on the nature of each course.</p> | | | | | | |
| 1.3 | Teaching Personnel | 1 | 2 | 3 | 4 | 5 |
| 1.3.1 | The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study. | | | | | X |
| 1.3.2 | The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following: | | | | | |
| 1.3.2.1 | Subject specialization, preferably with a doctorate, in the discipline. | | | | | X |
| 1.3.2.2 | Publications within the discipline. | | | | | X |
| 1.3.3 | The specializations of Visiting Professors adequately support the program of study. | | | | | X |
| 1.3.4 | Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study. | | | | | X |
| 1.3.5 | In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel. | | | | | X |
| 1.3.6 | The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by | | | | | X |

| | | | | | | |
|--|--|--|--|--|--|---|
| | one level higher than that of the program of study in which he/she teaches. | | | | | |
| 1.3.7 | In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study. | | | | | X |
| 1.3.8 | The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality. | | | | | X |
| 1.3.9 | The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society. | | | | | X |
| 1.3.10 | Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span. | | | | | X |
| 1.3.11 | The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study. | | | | | X |
| Justify the answer you have provided and note the additional comments you may have on each standard / indicator. | | | | | | |

| 2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS | | | | | | |
|---|--|---|---|---|---|-----|
| 2.1 | Purpose and Objectives and learning outcomes of the Program of Study | 1 | 2 | 3 | 4 | 5 |
| 2.1.1 | The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution. | | | | | X |
| 2.1.2 | The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study. | | | | | X |
| 2.1.3 | The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies. | | | | | N/A |
| 2.1.4 | The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes. | | | | | X |
| 2.1.5 | The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel. | | | | | X |

| | | | | | | |
|--|---|----------|----------|----------|----------|----------|
| 2.1.6 | The learning process is properly designed to achieve the expected learning outcomes. | | | | | X |
| 2.1.7 | The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program. | | | | | X |
| Justify the answer you have provided and note the additional comments you may have on each standard / indicator. | | | | | | |
| 2.2 | Structure and Content of the Program of Study | 1 | 2 | 3 | 4 | 5 |
| 2.2.1 | The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance. | | | | | X |
| 2.2.2 | The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions. | | | | | X |
| 2.2.3 | The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts. | | | | | X |
| 2.2.4 | The higher education qualification awarded, the learning outcomes and the content of the program are consistent. | | | | | X |
| 2.2.5 | The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses. | | | | X | |
| 2.2.6 | The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students. | | | | | X |
| 2.2.7 | The number and the content of the program's courses are sufficient for the achievement of learning outcomes. | | | | X | |
| 2.2.8 | The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology. | | | | X | |
| 2.2.9 | Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided. | | | | | X |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

N/A: According to UCY regulations, students cannot simultaneously study at another university. The program is full-time.

* Regarding the number of courses and the existence of more general courses, the program currently provides all of the courses that can be taught by the existing teaching staff. The range of the provided courses could be expanded, in case where additional teaching staff is hired. Currently, there are two specific courses that have been approved by the University competent bodies, however, they were yet not offered to students due to the fact that the existing teaching staff is already assigned to the other courses. The content of the courses provides a balanced knowledge that refers to both key theoretical and research findings as well as the most up to date empirical evidence and theoretical developments.

| 2.3 | Quality Assurance of the Program of Study | 1 | 2 | 3 | 4 | 5 |
|--|---|----------|----------|----------|----------|----------|
| 2.3.1 | The arrangements regarding the program's quality assurance define clear competencies and procedures. | | | | | X |
| 2.3.2 | Participation in the processes of the system of quality assurance of the program, is ensured for | | | | | |
| | 2.3.2.1 the members of the academic personnel | | | | | X |
| | 2.3.2.2 the members of the administrative personnel | | | | | X |
| | 2.3.2.3 the students. | | | | | X |
| 2.3.3 | The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study. | | | | | X |
| 2.3.4 | The quality assurance process constitutes an academic process and it is not restricted by non-academic factors. | | | | | X |
| Justify the answer you have provided and note the additional comments you may have on each standard / indicator. | | | | | | |
| 2.4 | Management of the Program of Study | 1 | 2 | 3 | 4 | 5 |
| 2.4.1 | Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place. | | | | | X |

| | | | | | | |
|--|---|----------|----------|----------|----------|----------|
| 2.4.2 | It is ensured that learning outcomes may be achieved within the specified timeframe. | | | | | X |
| 2.4.3 | It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions. | | | | | X |
| 2.4.4 | The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study. | | | | | X |
| 2.4.5 | Information relating to the program of study are posted publicly and include: | | | | | |
| 2.4.5.1 | The provisions regarding unit credits | | | | | X |
| 2.4.5.2 | The expected learning outcomes | | | | | X |
| 2.4.5.3 | The methodology | | | | | X |
| 2.4.5.4 | Course descriptions | | | | | X |
| 2.4.5.5 | The program's structure | | | | | X |
| 2.4.5.6 | The admission requirements | | | | | X |
| 2.4.5.7 | The format and the procedures for student assessment | | | | | X |
| 2.4.6 | The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards. | | | | | X |
| 2.4.7 | The effectiveness of the program's evaluation mechanism, by the students, is ensured. | | | | | X |
| 2.4.8 | The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification. | | | | | X |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The arithmetic evaluation of the students varies according to the specific courses' requirements and the teacher's judgment (see course descriptions). In all of the courses, minimum of two assignments are requested.</p> | | | | | | |
| 2.5 | International Dimension of the Program of Study | 1 | 2 | 3 | 4 | 5 |
| 2.5.1 | The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally. | | | | | X |
| 2.5.2 | The program attracts Visiting professors of recognized academic standing. | | | | | X |

| | | | | | | |
|---|--|--|--|--|---|---|
| 2.5.3 | Students participate in exchange programs. | | | | X | |
| 2.5.4 | The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally. | | | | | X |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The students of the program, often have the opportunity to attend lectures and seminars conducted by academics from institutions abroad and attend conferences organized by faculty members of the department in the field of Social and Developmental Psychology. Students are encouraged to participate in these conferences and seminars.</p> <p>The list below presents some of the academics that have provided lectures and seminars at the Department of Psychology:</p> <ol style="list-style-type: none"> 1. Daniel Bar-Tal, Branco Weiss Professor of Research in Child Development and Education at School of Education, Tel Aviv University. 2. David P. Farrington, Professor, Cambridge University, Institute of Criminology 3. Falk Pingel, Professor and Associated Fellow of the Georg Eckert Institute for International Textbook Research in Braunschweig/Germany 4. Patrick Leman, Dean, Institute of Psychiatry, Psychology & Neuroscience, King's College London 5. Anne-Nelly Perret-Clermont, Professor of Psychology and Education, University of Neuchâtel, Switzerland 6. Eva R Kimonis, Associate Professor in the School of Psychology at the University of New South Wales in Sydney, Australia 7. Essi Viding, Professor of Developmental Psychopathology at University College London 8. Nathalie M. G. Fontaine, Professor of Criminology, University of Montreal 9. Nikos Kalampalikis, Professor of Social Psychology, Université Lyon 2 10. Vassilis Pavlopoulos, Associate Professor of Cross-Cultural Psychology. Department of Psychology, National and Kapodistrian University of Athens. 11. Brady wagoner, Professor of Social Psychology, Aalborg University, Denmark 12. Ignacio Brescó, Associate Professor, Department of Communication and Psychology, Aalborg University 13. Spyridon Tantaros, Professor of Developmental Psychology, National and Kapodistrian University of Athens 14. Tania Zittoun, Professor of Sociocultural psychology, Faculté des lettres et sciences humaines, Université de Neuchâtel 15. Scott Vrana, Professor, Departments of Psychology and Psychiatry, Virginia Commonwealth University, USA | | | | | | |

16. Georgios Abakoumkin, Associate Professor of Social Psychology, Department of Preschool Education, University of Thessaly, Greece.
17. Tilemachos Iatridis, Assistant Professor in social psychology, Department of Philosophy and Social Studies, University of Crete, Greece.
18. Neophytos Loizides, Professor of International Conflict Analysis, University of Kent
19. Anna Madoglou, Professor, Panteion University of Social and Political Sciences, Athens, Greece.
20. Stavroula Samartzi, Professor, Panteion University of Social and Political Sciences, Athens, Greece.
21. Alex Gillespie, Associate Professor, Department of Psychological and Behavioural Science.
22. Flora Cornish, Associate Professor in Qualitative Research Methodology, London School of Economics & Political Sciences
23. Olivier Luminet, Professeur extraordinaire, Directeur de recherche FNRS, UCLouvain.
24. Michael Cole, Professor of Communication, Psychology, & Human Development

The following list indicates the seminars and conferences that have been organized by the academic staff of the program:

1. Social Representations of Diversity: Immigrants and LGBT in the Greek Cypriot Press: 19.4.2018, University of Cyprus.
2. Representations of LGBT people in the Greek Cypriot Press: 5.12.2017. University of Cyprus.
3. 2016: One-day conference on “Development, Psychopathy & Antisocial behavior.” Guest speaker: Stephane DeBrito.
4. Social representations of migrants and refugees in the Greek Cypriot Press. 27.4.2016. University of Cyprus.
5. Annual CUPSYNET meeting: Panel discussion on Teaching of History and Collective Memory: A socio-cultural approach and PhD students’ presentations.
6. Public Dialogue of 16 May 2016 at the UCY. The views of Internally Displaced about return and the Cyprus settlement. Public Discussion on the basis of research findings of UCFS-KENT University study. University of Cyprus.
7. Conference to discuss the results of the completion of project on responsible alcohol selling with stakeholders: [«Πρόγραμμα διερεύνησης επιπέδου συμμόρφωσης πωλητών αλκοολούχων ποτών και εκπαίδευσης τους σχετικά με την αγορά και χρήση αλκοόλ από ανήλικους «Διαθέτω Υπεύθυνα – 17 – Ζητώ Ταυτότητα»], University Center for Field Studies, University of Cyprus, Nicosia, 25 September 2015.
8. 2015: One-day conference on “Psychopathic traits in Youth.” Guest speakers: Henrik Andershed and Olivier Colins.
9. 2015: INTOVIAN– Protecting children aged 0 to 3 from domestic violence, Nicosia, Cyprus

10. 2015: One day seminar on Strengthening national policies to stop sexual violence against children: A Council of Europe project involving pilot initiatives in Cyprus
11. “Resilience in Post Traumatic Urban Environments” and workshop Trainings on Narrative Exposure Therapy (NET) and Acceptance and Commitment Therapy Workshop (ACT), University Center for Field Studies, University of Cyprus, Nicosia, 1-4 November 2015.
12. Cyprus Association of Social Psychology: Talk by Dr Jasmine- Kim Westendorf “Why peace processes fail: Negotiating Insecurity After Civil Wars”, Home for Cooperation, UN Buffer Zone, Nicosia, 25 November 2015.
13. Public Dialogue Symposium of the Greek-Turkish Forum in Cyprus. The Role of the Past in the Future. Organised in co-operation with Goethe-Institut, Nicosia Cyprus, 26 October, 2015.
14. Working Group 4 & Working Group 2 meeting of the COST action of the European Network COST: Action IS 1205: Social psychological dynamics of historical representations in the enlarged European Union, 30-31 May 2014, Nicosia, Cyprus
15. 2013: One-day conference on “Advances in Understanding Disruptive Behaviour Disorders in Youth.” Guest speakers from Australia, Canada, UK, and USA. The conference was supported by the Cyprus research promotion foundation.
16. 14-15 October, 2011. Representations of the past, present and future of formerly mixed villages in Cyprus, Shared Spaces and their Dissolution: Practices of Coexistence in Cyprus and Elsewhere. PRIO, AHDR, Home for Co-operation, UN Buffer Zone, Nicosia.
17. June 6-11, 2011, 12th International Symposium on the Contributions of Psychology to Peace Research University of Cyprus, Nicosia, Theme: Divided Societies
18. 9th of May, 2011. Social Relations in Human and Societal Development. Home for Co-operation, Un Buffer Zone, Nicosia, Cyprus.
19. 7-8 May 2010, Association for Historical Dialogue and Research. What does it mean to think historically: 6 years on, Nicosia, Cyprus.

In addition, the Department of Psychology returns to its postgraduate students the majority of the tuition income through grants to participate in various international conferences where they have the opportunity to present their work or participate in training programs. Several students of the department have presented their research papers at international conferences, such as the Annual Scientific Conference of the International Society of Political Psychology, the International Conference on Social Representations, the Hellenic Conference of Psychology, the BPS Social Psychology Section Annual Conference and the European Congress of Psychology.

The program participates in the European Erasmus exchange program and has offered the opportunity to two of its students to attend courses in other European Universities. Simultaneously, the program has hosted 5 students from European Universities.

| 2.6 | Connection with the labor market and the society | 1 | 2 | 3 | 4 | 5 |
|-------|--|---|---|---|---|---|
| 2.6.1 | The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective. | | | | X | |

| | | | | | | |
|--|---|--|--|--|--|---|
| 2.6.2 | According to the feasibility study, indicators for the employability of graduates are satisfactory. | | | | | X |
| 2.6.3 | Benefits, for the society, deriving from the program are significant. | | | | | X |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>** According to a research conducted by the University Field Research Center, most of the program's graduates, work either in public services or semi-governmental positions or are students in PhD programs. Based on the results of the aforementioned study, only 1 graduate of the program was unemployed. There have been suggestions by the graduates that the program should increase its connection with the labor market. The faculty members agree with this suggestion (as indicated by the 4/5 indication in the 2.6.1 point) and in the near future, they intend to create an applied course where students will have the opportunity to participate in internships for one semester and to make reflective assignments evaluating the connection between their theoretical training with their internship experience (e.g. Non-Governmental Organizations, Private Companies, Public Services)</p> | | | | | | |

| 3. RESEARCH WORK AND SYNERGIES WITH TEACHING | | | | | | |
|---|---|----------|----------|----------|----------|----------|
| 3.1 | Research - Teaching Synergies | 1 | 2 | 3 | 4 | 5 |
| 3.1.1 | It is ensured that teaching and learning have been adequately enlightened by research. | | | | | X |
| 3.1.2 | New research results are embodied in the content of the program of study. | | | | | X |
| 3.1.3 | Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students. | | | | | X |
| 3.1.4 | The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc. | | | | | X |
| 3.1.5 | External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad. | | | | | X |
| 3.1.6 | Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad. | | | | | X |
| 3.1.7 | The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory. | | | | | X |

| | | | | | | |
|--|--|----------|----------|----------|----------|----------|
| 3.1.8 | The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory. | | | | | X |
| 3.1.9 | Student training in the research process is sufficient. | | | | | X |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>*All of the students of the program actively participate in the research teams of the faculty members and produce significant research in the context of their graduate research courses or their masters' thesis. Many of these projects are published in international journals and presented at international conferences. An indication of the research competency of the program's graduates is their ability to secure positions in PhD programs.</p> <p>In addition, the program is strengthened on the basis of the research interests of the academics of the Department of Psychology that specialize both in developmental and social psychology. Therefore, a combination of research and teaching is achieved while students have the opportunity to participate in research projects on both developmental and social psychology.</p> | | | | | | |
| 4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK | | | | | | |
| 4.1 | Administrative Mechanisms | 1 | 2 | 3 | 4 | 5 |
| 4.1.1 | There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties. | | | | | X |
| 4.1.2 | Statutory administrative mechanisms for monitoring and supporting students are sufficient. | | | | | X |
| 4.1.3 | The efficiency of these mechanisms is assessed on the basis of specific criteria. | | | | | X |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Please see Annex 6</p> <p>*The Chair of the Department of Psychology is a member of the Senate Committee on Student Affairs, which supervises all issues pertaining to student support at the University. Hence, the Department is actively involved and has a special sensitivity to issues to student welfare and cares for its own students and the students of the University at large through this Committee and through its running of the University Mental Health Center.</p> | | | | | | |
| 4.2 | Infrastructure / Support | 1 | 2 | 3 | 4 | 5 |
| 4.2.1 | There are suitable books and reputable journals supporting the program. | | | | | X |
| 4.2.2 | There is a supportive internal communication platform. | | | | | X |
| 4.2.3 | The facilities are adequate in number and size. | | | | | X |

| | | | | | | |
|---|--|----------|----------|----------|----------|----------|
| 4.2.4 | The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate. | | | | | X |
| 4.2.5 | Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students. | | | | | X |
| 4.2.6 | Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications. | | | | | X |
| 4.2.7 | The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework. | | | | | X |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Please See Annex 4</p> <p>*Students and faculty have access to all technology (through the allocation of specific budgets) and information they need (through the library) and the University facilitates access to such resources in case they are not imminently available.</p> | | | | | | |
| 4.3 | Financial Resources | 1 | 2 | 3 | 4 | 5 |
| 4.3.1 | The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel. | | | | | X |
| 4.3.2 | The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments. | | | | | X |
| 4.3.3 | The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus. | | | | | X |
| 4.3.4 | Student tuition and fees are consistent to the tuition and fees of other respective institutions. | | | | X | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>*The University allocates budget for participation in conferences to faculty, practicum supervisors and special scientists each year, and the department allocates funds for student participation in international conferences. Fees for the entire program are the lowest in Cyprus for corresponding programs</p> | | | | | | |

The following criterion applies additionally for distance learning programs of study.

| 5. | DISTANCE LEARNING PROGRAMS | 1 | 2 | 3 | 4 | 5 |
|------|---|---|---|---|---|---|
| 5.1 | Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory. | | | | | |
| 5.2 | The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education. | | | | | |
| 5.3 | Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process. | | | | | |
| 5.4 | Student performance monitoring mechanisms are satisfactory. | | | | | |
| 5.5 | Adequate mentoring by the teaching personnel, is provided to students, through established procedures. | | | | | |
| 5.6 | The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree. | | | | | |
| 5.7 | Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured. | | | | | |
| 5.8 | Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly. | | | | | |
| 5.9 | The program of study has the appropriate and adequate infrastructure for the support of learning. | | | | | |
| 5.10 | The supporting infrastructures are easily accessible. | | | | | |
| 5.11 | Students are informed and trained with regards to the available educational infrastructure. | | | | | |
| 5.12 | The procedures for systematic control and improvement of the supportive services are regular and effective. | | | | | |
| 5.13 | Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally. | | | | | |
| 5.14 | Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel. | | | | | |
| 5.15 | The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching. | | | | | |
| 5.16 | The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%. | | | | | |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note “V” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

| | |
|---|--|
| The maximum number of students per class-section, should not exceed 30 students. | |
| The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is Required. | |
| The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study. | |

The following criterion applies additionally for doctoral programs of study.

| | | | | | | |
|----|----------------------------|---|---|---|---|---|
| 6. | DOCTORAL PROGRAMS OF STUDY | 1 | 2 | 3 | 4 | 5 |
|----|----------------------------|---|---|---|---|---|

| | | | | | | |
|--|--|--|--|--|--|--|
| 6.1 | The provision of quality doctoral studies is ensured through Doctoral Studies Regulations. | | | | | |
| 6.2 | The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies. | | | | | |
| 6.3 | The number of academic personnel, which is going to support the doctoral program of study, is adequate. | | | | | |
| 6.4 | The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations. | | | | | |
| 6.5 | The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory. | | | | | |
| 6.6 | The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards. | | | | | |
| 6.7 | The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program. | | | | | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p> | | | | | | |

Names and signatures of the Chair and the Members of the Internal Quality Committee.

| | |
|--------------|-------------------|
| Name: | Signature: |
| | |
| | |

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

Date:

application_accreditation_evaluation_new_program_study_15_06_17/Epl

ANNEX 6 – STUDENTS WELFARE

ANNEX 7 – SAMPLE OF DEGREE

ANNEX 8 – POSTGRADUATE RULES