

***Formal Institutional Response to the Regulated Professions
Representative Comments***

The University highly appreciates the observations of the Council of Registered Professional Psychologists, Cyprus.

Please find the institutional response to the comments, below:

Section 2: Legislation

Following feedback, we acknowledge the following comment:

“Therefore, it is recommended that the practicum course (“Practical Applications in the Field of Psychology”) be offered as an optional educational component, allowing flexibility in duration (e.g., 20–180 hours). Where implemented, supervision should be provided exclusively by registered psychologists, with strict adherence to ethical and legal safeguards, student safety, and the educational objectives of applied learning. This approach ensures compliance with the law while maintaining academic integrity and opportunities for experiential engagement.”

Institutional Response

We would like to thank the EEC member, representative of the Council of Registered Professional Psychologists, Cyprus, for reviewing our report, participating in this procedure and for her detailed feedback and recommendations regarding the practicum component of the B.Sc. Psychology programme at European University Cyprus. We appreciate the careful consideration given to legal compliance, ethical safeguards, and the educational value of experiential learning.

We would like to respectfully state that the practicum course, “Practical Applications in the Field of Psychology,” is an integral compulsory component of the programme. This has been a well discussed informed decision of the Department and is not an internal institutional preference. It is rather a regulatory necessity grounded on the fact that for the Greek population of students enrolled in the programme, the accreditation framework of DOATAP (Hellenic National Academic Recognition and Information Center) and Greece’s regulations mandate the inclusion of a compulsory practicum as part of undergraduate psychology degrees in order for graduates to be eligible for professional recognition and accreditation in Greece. Given the significant proportion of our student body who are Greek nationals and who seek professional recognition in Greece following graduation, the compulsory nature

of the practicum is essential to ensure their academic qualifications remain valid and transferable across jurisdictions. Additionally, we receive constant feedback from our student body, alumni and external experts that the practicum is also one of the programme's main competitive strengths, providing students with essential applied experience and professional skill development that cannot be succeeded through purely theoretical coursework.

Regarding the duration of the practicum, the 180 hours are directly aligned with the course's allocation of 6 ECTS, in accordance with the European Credit Transfer and Accumulation System, which associates one ECTS with approximately 25–30 hours of student workload. As such, the practicum hours reflect a standard, transparent, and academically justified workload rather than an arbitrary requirement.

We fully acknowledge and support the importance of ethical practice, legal compliance, student safety, and appropriate supervision. In this respect, students are only allocated to placements where a registered psychologist is employed and committed to supervise our students. This is a requirement of our practicum that is also mentioned in the Practicum Guide and Consent Form that must be signed by the manager of the field, the psychologist and the student prior to the field work (please see Annex I). Specifically, in Annex I you can find details on Practicum Agreement and the description on how students can find a placement, the procedures on how this placement must be approved by practicum coordinator and the signed agreement that they sign with the organization. Please see pages 3, 5, 6).

Section 3: Additional Comments

Following feedback, we acknowledge the following comments:

1. *It is recommended that the Department continues to strengthen its infrastructure by: expanding research facilities and equipment (e.g., psychophysiological measurement tools), ensuring sustainable staffing levels for e-learning delivery, and enhancing student engagement in applied and research activities.*
2. *It is also recommended that the programme explores ways to further enhance communication and interaction among students. Encouraging collaboration through group assignments, peer discussions, and online communities could foster a stronger sense of academic belonging and engagement. Strengthening student interaction will not only enrich learning outcomes but also promote the development of essential interpersonal and teamwork skills that are fundamental in the field of psychology.”*

We also had some further comments that addressed below:

3. *Given that the programme is delivered through a distance learning mode and includes practical training which may take place in the student's local region,*

particular caution should be exercised with regard to all parameters governing the practicum — including placement settings, supervision, and the population served — in order to avoid any potential risks, ethical violations, or threats to the mental or physical wellbeing of students, professionals, or clients.

4. *It is essential to ensure the safety and legal protection of all parties involved through systematic documentation, clear procedures, and adherence to ethical standards.*
5. *Furthermore, the programme should ensure that psychology graduates are adequately trained to conduct interviews for the exclusive purpose of referring individuals to a registered psychologist. Training in psychological interviewing skills could be integrated either within the practicum or as part of the taught curriculum to strengthen students' applied competencies and professional readiness.*
6. *The study guide briefly mentions professional ethics, but there could be stronger integration of Cyprus specific ethical and legal frameworks governing psychology. It is recommended that explicit reference to Cypriot legislation, ethical codes, and professional practice boundaries be embedded in relevant modules to better prepare students for local professional contexts.*
7. *Since the programme is delivered entirely online, adding training in digital literacy and telepsychology ethics would align the curriculum with current global standards in psychology education.*
8. *The inclusion of components addressing digital ethics, data protection (GDPR), and professional online conduct would strengthen students' preparedness for modern psychological research and practice environments.*
9. *Given the e-learning mode, some modules involve asynchronous activities and limited synchronous contact. Students might benefit from structured academic advising and supervision mechanisms especially for research projects and the practicum. It is suggested that structured supervision and academic advising processes be strengthened, ensuring that all students—regardless of location—receive consistent academic and ethical guidance, particularly during research and practicum components.”*

Institutional Response

1. We would like to thank Ms. Fotini Demetriou for her feedback and recommendations. We acknowledge the importance of expanding research facilities and equipment. The Department thus offers to all our students access to SPSS to be able to contact and analyze research. Additionally, the Department has an experimental lab which gives students the opportunity to participate in experiments. These apply also for e-learning students, as we provide them with virtual SPSS and experiments. However, we do agree that this may not be enough. While the allocation and management of teaching facilities fall under institutional governance rather than programme-level decision-making, we, as a Department, formally communicate this recommendation to the University administration.
2. Regarding the second recommendation, we would like to ensure that the Department encourages communication and collaboration between students. Specifically, it is mandatory for all courses to have at least one group assignment. Additionally, for e-learning courses we use discussion forums as interactive activities.
3. Regarding the third recommendation, we would like to confirm that all practicum placements are subject to a comprehensive review and approval process conducted by the Practicum Coordinator prior to commencement. This process includes careful evaluation of the placement setting, the nature of activities to be undertaken, the population served, and the suitability of the supervisory framework, ensuring alignment with the educational objectives of the programme as well as ethical and safety standards. Although the programme is delivered online and placements may occur in a student's local region or abroad, all students—regardless of placement location—are required to adhere fully to the degree's practicum regulations, which are explicitly based on Cypriot law governing undergraduate psychology training. These regulations apply uniformly and are not waived or modified due to geographic location. Furthermore, all practicum placements must be supervised exclusively by registered psychologists, in accordance with legal, ethical, and professional requirements. Supervisors are approved by the Practicum Coordinator and are provided with clear guidance regarding roles, responsibilities, ethical obligations, and reporting procedures. Ongoing monitoring is conducted throughout the practicum period to ensure continued compliance. Through these structured approval, supervision, and monitoring mechanisms, we ensure that potential risks, ethical violations, or threats to the mental or physical wellbeing of students, professionals, or clients are proactively identified and effectively mitigated, while maintaining the academic integrity of the practicum experience. We trust that this clarifies the robust framework in

place and demonstrates our commitment to safe, ethical, and legally compliant experiential learning within a distance education environment.

4. Regarding the fourth recommendation, please refer to the institutional response on point 3. Additionally, it is mandatory for the students and supervisors to weekly complete and sign the practicum diary where they report all the duties of the week.
5. Regarding the fifth recommendation, we would like to clarify that training in psychological interviewing for the purpose of appropriate referral to registered psychologists is already an embedded and intentional component of the B.Sc. Psychology curriculum. This training is delivered through a combination of both taught modules and supervised practical experience, ensuring a progressive and developmentally appropriate acquisition of skills. Specifically, interviewing and referral-focused competencies are addressed within the following modules:
 - Practicum (“PSD400 Practical Applications in the Field of Psychology”), where students conduct structured and semi-structured interviews strictly within the limits of undergraduate competence and exclusively for referral purposes, under supervision by registered psychologists.
 - “PSD235 Introduction to Clinical Psychology”, which introduces foundational interviewing principles, ethical boundaries, and the recognition of psychological symptoms requiring referral to licensed professionals.
 - “PSD230 Introduction to Counseling Psychology”, which emphasizes rapport-building, active listening, and ethically appropriate information-gathering.
 - “PSD440 Techniques of Counseling”, which provides interviewing techniques, and communication skills.
6. Regarding the sixth recommendation, we would like to clarify that Cypriot legislation, ethical codes, and professional practice boundaries are already systematically embedded within the curriculum. In addition to the courses mentioned above in institutional response point 5, the programme also offers the courses “Introduction to Ethics” and “Introduction to Psychology” where explicit emphasis is placed on the Cyprus Psychologists Law, ethical codes applicable in Cyprus and internationally, and the clearly defined boundaries of undergraduate competence, thus ensuring that students understand both their responsibilities and limitations within the local professional context.

7. Regarding the seventh recommendation, the Department acknowledges the need for student training on digital literacy and telepsychology ethics and notes that these competencies are already integrated within the programme. Through courses such as Introduction to Research Methods in Psychology, Research Methods, and Thesis I and II, students are prepared to competently, safely, and ethically use digital technologies in psychological research. This includes instruction on the ethical use of online platforms (e.g., Google Forms), providing participants with clear information, obtaining informed consent, securely storing research data, and maintaining confidentiality.

Additionally, the Department has established an AI policy to ensure the responsible use of AI tools in research and academic work, thereby safeguarding academic integrity.

Moreover, ethical principles and professional standards governing psychological services, including telepsychology, are addressed through modules such as “PSD235 Introduction to Clinical Psychology” and “PSD230 Introduction to Counseling Psychology”, where students learn about confidentiality, professional conduct, and ethical considerations in psychological practice. However, as there wasn’t any reference in the programme to telepsychology, in adhering to this recommendation, the syllabus of the courses “PSD235: Introduction to Clinical Psychology”, “PSD230 Introduction to Counseling Psychology” and “PSD440 Techniques of Counseling” have been revised to include this (revised syllabi are added as Annex II, pages 36–39 and 85-86 in course content of each syllabus). These measures ensure that graduates are well-prepared to meet contemporary standards in digital research and technology-mediated psychological practice

8. Regarding the eighth recommendation, please refer to our answer in points 3, 5 and 6 (see above).
9. Regarding the last recommendation (9), we would like to thank for this important observation regarding academic advising and supervision within the e-learning delivery mode of the B.Sc. Psychology programme. Structured academic advising and supervision mechanisms are applied consistently to all students, irrespective of geographic location. These mechanisms are designed specifically to support students engaged in asynchronous learning while ensuring appropriate academic and ethical oversight, particularly in research and practicum components.

Regarding research projects, students are assigned an academic supervisor who provides structured guidance throughout the research process, including methodological support, ethical considerations, regular feedback. Supervision is conducted through scheduled

synchronous meetings, asynchronous communication via emails, and documented milestones to ensure continuous engagement and academic progression.

In relation to the practicum, students receive multi-level supervision that includes: (a) academic oversight by the Practicum Coordinator, (b) on-site supervision by a registered psychologist, (c) ongoing communication and monitoring. Additionally, the programme provides structured academic advising mechanisms, including designated academic advisors, clear communication channels, and institutional support services accessible to distance learning students. These mechanisms ensure that students receive timely academic, procedural, and ethical guidance throughout their studies. We acknowledge the value of making these structures more explicit within programme documentation and are committed to strengthening the visibility and articulation of supervision and advising processes, particularly within modules involving research and practicum components. We trust that this response clarifies the robustness of the existing supervision framework and our commitment to equitable, high-quality academic support for all students.

Guide

PSD400 Practical Applications in the field of Psychology

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1. Practicum Agreement

European University Cyprus makes certain provisions for students enrolled in the BSc. Psychology, to work on and off-campus and receive valuable practicum experience in the field of Psychology. This opportunity will help them develop a greater awareness of their interests in psychology and gain valuable experience which can be included as a bonus in their C.V., especially when applying for postgraduate degrees.

Through this course, the student will have the opportunity to gain an in-depth knowledge through his/her contacts, in applied work or research fields. Thus, s/he will have the opportunity to observe, explore and participate in several tasks in the field of psychology.

The student must initially select a field under which s/he would like to gain experience e.g., a research or an applied work setting. Based on their field of choice, the student will then be guided by the course instructor for the types of activities that can be performed under each field. A list of activities are described in Part 3 of this guide. Activities include visits to individuals and/or organizations who host professionals coming from the field of psychology, interviewing these professionals, gain research experience and/or participate in virtual laboratory activities.

A student who chooses an activity in applied work settings, has to make the contact himself/herself. A list with contact details of organizations is provided to all students, however, a student has the right to choose a work setting from other organizations which are not included in this list. A signed agreement between the student and the organization must be completed. The course instructor is not responsible placing the student in applied work settings. During their stay in the setting, the student must be supervised by a registered/qualified psychologist (field supervisor) employed by the organization. Further guidance can be found in Part 3.

The student must keep a weekly record of his/her activity in a logbook. Weekly feedback must be provided in the logbook by the assigned field supervisor.

The student who is officially enrolled in PSD400, has one week (first week of the semester) to choose his/her activity and send it to the course instructor for approval. Once it has been approved (second week of the semester), the student is ready to begin and his/her chosen activity must be

completed within 11 weeks. The last week of this course is assigned to the completion of a self-reflection assessment which appears at the end of the logbook and during this last week, the student is required to submit his/her logbook along with the comprehensive assessment of the activity. All the above requirements must have, in total, a duration of 13 weeks.

Under **NO** circumstances can the student terminate a placement collaboration without first discussing the matter with the course instructor. Course instructor approval must be gained.

To register in PSD400, the student must have completed 180 ECTS.

2. Description and Objectives

The purpose of the course is to allow students gain practical experience in the field that is directly relevant to the applications of psychology. Students will have the opportunity to explore their professional interests either in an applied setting or in a research setting. Via the hands-on experience in the field, students are provided with the means by which they may enhance their opportunities for future employment as well as to foster their professional development in succeeding in the workforce and/or in further graduate studies. In addition, this experience will allow them to further develop their practical and critical thinking, vocational skills and self-awareness. Finally, students are expected to relate the skills they developed from their practical experience in the field of psychology to their academic program in a Logbook that is due in the final week.

Upon completion of PSD400, students should be able to:

- Develop knowledge on specific characteristics of the different fields of Psychology.
- Understand the application of the theoretical framework of Psychology.
- Acknowledge the psychological principles and processes and demonstrate practical experience in an applied work setting or in a research setting.
- Observe how professionals facilitate applied work or research activities in exploring, understanding and changing human behaviors and mental processes.
- Demonstrate professional skills associated with working effectively in applied work or research settings.
- Understand and follow ethical principles in applied work or research settings.
- Reflect on the implications of their experience.

To successfully complete this course, students must work under field supervision (applied or research), maintain focus and keep detailed records of their work, submit timely reports and complete evaluations with their field supervisor. Requirements for course completion comprise of 180 hours (including field hours as well as course preparation and completion hours). Students must have a weekly involvement in the field, and therefore they must *complete and* update the logbook on a weekly basis.

Some helpful tips for students are the following:

- Complete a detailed weekly log of the activity in the logbook.
- Acknowledge the short-term and long-term objectives of your experience in the field.
- Attend the scheduled mandatory meetings with both the field supervisor and course instructor.
- Reflect on your experience.

There are up to six (6) meetings/teleconferences that a student must participate with the course instructor. Several topics (e.g. ethical considerations, observational skills, etc.) will be covered in these teleconference meetings and opportunities will be given to refine course's objectives, track students' progress and get support for activities. In addition, during these teleconference meetings students will have the opportunity to receive additional supervision and feedback from the course instructor as well as from other students and also to hear other students' experiences from various placements and psychology fields.

This course is graded as Pass or Fail and no exams are required. Specifically, the 25% goes to the written reports and the other 75% goes to the evaluation of their activities.

3. Activity Description

Below you can find a detailed description of the types of activities that may be completed under each field of Psychology. Irrespective of the activity that you will choose, it is mandatory to have a 13-week engagement and record a total of 180 hours in the course. Specifically, 150 will be spent as field hours, 10 hours in meetings/teleconference meetings, 10 hours for the preparation of the course and 10 hours for the completion of the course including the self-reflection assessment. If the activity you chose, cannot amount up to 150 hours, you may combine activities from all fields described below.

3.1. Types of activities that may be performed in a Research field:

Participating in research activities:

You can choose to collaborate with any faculty member or scientific collaborator from the Department of Social and Behavioral Sciences. The faculty member or the scientific collaborator you will be assigned to, will provide you with a variety of research activities including the exploration of scientific material, compiling literature reviews, writing parts of a research grant proposal, writing parts of a proposal for gaining ethical approval and/or participating in running research (i.e. data collection and/or analysis) of either the supervisor or postgraduate and PhD students of our Department. You may also serve as a research assistant with duties collecting and analyzing data. The aim of this activity is to gain a comprehensive experience in the field of research.

Your responsibilities will be announced by the faculty member that will be your supervisor.

It is student's responsibility, for this activity, to find a faculty member or a scientific collaborator to work with.

Virtual Experiments:

You will have the opportunity to gain lab experience through virtual experiments. You will be able to perform or participate in experiments by analyzing experimental conditions, procedure, data, observing results and presenting conclusions. You will make an agreement with a laboratory supervisor (appointed by the Department of Social and Behavioral Sciences) and arrange a series of experiments. Laboratory experiences will be conducted under highly controlled conditions.

3.2. Types of activities that may be performed in an Applied Work field:

This category includes placements in human service agencies (e.g., NGOs, Humanitarian organizations, retirement centers, counselling services) educational institutions (schools, special schools, after school clubs) industrial/organizational settings, sports, Human Resources and Personnel, Prison centers, rehabilitation centers, EUC Counseling Centre (KEPSYPA), EUC psychology labs (participation in virtual laboratory simulations).

Visiting Applied Work Settings:

You will have the opportunity to gain experience by visiting applied work settings. You must select and contact an organization/setting by yourself. A list is provided with contact details of organizations; however, you have the right to choose a placement in organizations which are not included in this list. The course instructor is not responsible to place you in a work setting. You will be expected to do the following:

- 1) Secure a placement by the end of the first week of the semester;
- 2) Prepare a resume detailing your previous educational and work experience;
- 3) Complete the “Agreement Form” and obtain signatures from your field supervisor;

You must be supervised by a registered/qualified professional psychologist employed by the organization. A signed agreement between you and the organization must be completed as stated above. This agreement must include the name and credentials of the appointed registered/qualified professional psychologist that will supervise you during your stay, your responsibilities as well as the time that you will spend there. Your responsibilities are to carry out a range of tasks and applications in the field of psychology within the frame of your undergraduate training. These tasks include shadowing, observation, administration, designing and developing psychoeducational material and/or attending team meetings and trainings. You have to make it clear at the organization that you are not allowed to directly be involved with their service users without supervision and that you will not carry out tasks which you have not been trained during your undergraduate study in psychology. If you are not sure whether or not a given task is in the scope of your abilities and training, you must contact the course instructor for further clarifications.

Centre of Applied Psychology and Personal Development (KEPSYPA):

You will have the opportunity to participate in our University’s Counselling Centre KEPSYPA, which is established to promote prevention, assessment and therapy to the members of European University Cyprus. In order to perform your placement at KEPSYPA, a prior interview is required. You will be involved with a variety of activities such as supporting the call centre, administrating screening checks, etc. You will be supervised by a registered clinical or counselling psychologist. Your schedule will be arranged by the Center and your placement there must be regular and on a weekly basis.

3.3. Extra Activity

This activity can be combined with any of the above, from both fields.

If you choose this activity, you can only spend 35 hours that you can redeem from your field activity.

Interviews:

You will have the opportunity to interview professional psychologists from either applied or research field. Thus, you will gain experience on how to design and conduct an interview, how to observe an individual and how psychologists apply their knowledge in real life situations. This activity gives you the chance to ask questions related to field work, to points that you are interested to invest, to issues that you believe you may face once you graduate etc. You must find three (3) professional psychologists from any field of psychology or academic staff in the area of psychology and interview them in order to further explore their work duties and their career development. The duration of the interview must be of minimum 20 minutes and not exceed 40 minutes. It is your responsibility to structure and schedule the interviews. The interview should contain about six (6) questions focused on the psychologist's work experience. A detailed transcript must be placed in a separate document for every interviewee, along with an overview of the interview. A signed consent form is required from each psychologist and it is mandatory to audio-record the psychologists' interviews. For this activity you will be supervised by a faculty member or a scientific collaborator from the Department of Social and Behavioral Sciences who will be the course coordinator.

Virtual Laboratory Simulations:

You will have the opportunity to gain lab experience with live demos, role-plays, observations and case study discussions. With this activity, you will have the opportunity to practice lab techniques such as interacting with elements and interfaces of the applied field. Students will make an agreement with a laboratory supervisor (appointed by the Department of Social and Behavioral Sciences) and arrange a series of simulation activities. Laboratory experiences will be conducted under highly controlled conditions.

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Course Title	Upper Intermediate English				
Course Code	ENL102				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's Name	Panos Panagiotou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	This course is geared for students of B2 CEFR level. Through a variety of topics of general adult interest and exposure to various structures of the language in context, this course aims at helping students broaden their command of English. This entails the practice and development of all four language skills. To facilitate effective learning, a variety of methodology is adopted.				
Learning Outcomes	<p>Upon successful completion of the course students will be able to:</p> <ol style="list-style-type: none"> 1. Apply reading strategies to comprehend texts 2. Use texts for the purpose of generating ideas for discussion and writing. 3. Demonstrate the ability to use more complex grammatical structures 4. Compose cohesive and coherent written texts. 5. Identify and develop various patterns of essay writing. 6. Respond to a variety of listening material 				
Prerequisites	ENL101 or English Placement Test		Co-requisites	None	
Course Content	<p>Through a variety of motivating and thought-provoking materials, students develop skills to improve their ability to read texts, understand extended spoken discourse, develop their writing, and participate actively in discussions. Students are encouraged to develop their study skills through exposure to various learning strategies.</p> <p>Reading skills:</p>				

	<p>Through a variety of reading texts, students develop their comprehension as well as their vocabulary. Skills such as skimming, scanning and inferencing are reinforced.</p> <p>Writing skills:</p> <p>Students are guided through a logical process of writing. The difference between the formal and informal writing register is emphasized and various types of writing are covered such as narrative, discursive and argumentative.</p> <p>Listening skills:</p> <p>Students develop their listening skills through the use of video and aural material.</p> <p>Speaking Skills:</p> <p>Speaking skills are also developed through a variety of oral activities in order to reinforce the main components of the course: reading and writing.</p> <p>Grammar: Consolidation and further development of grammatical structures are covered such as tenses, reported speech, relative clauses, conditionals, wish forms, perfect modal verbs, passive structures, causatives and linking words.</p>
Teaching Methodology	E – Learning
Bibliography	<p>Stefanie Dimond-Bayir. <i>Unlock Reading and Writing 4 (latest edition)</i>. Cambridge University Press.</p> <p>Virginia Evans & Jenny Dooley. <i>iDiscover 8 or 9 (latest edition)</i>. Express Publishing.</p> <p>Raymond Murphy. <i>Grammar in Use (latest edition)</i>. Cambridge University Press.</p> <p>Martin Hewing. <i>Advanced Grammar in Use (latest edition)</i>. Cambridge University Press.</p> <p><i>Cambridge Learner's Dictionary of English</i>, Cambridge University Press.</p>

Assessment	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Final Examinations</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Statistics in Psychological Science I				
Course Code	PSD105				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2nd Year/3 rd Semester				
Teacher's Name	Elena Constantinou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The purpose of this course is to develop an understanding of the significance of statistical applications in Psychological Science. To present basic statistical concepts and their use in descriptive and inferential statistics used in Psychological Science.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the basic principles of organizing, analysing data and interpreting results 2. Discuss the significance of statistical applications in Psychological Science 3. Define the basic statistical concepts involved in descriptive and inferential statistics. 4. Make use of probability distributions 5. Apply descriptive statistics to data files 6. Apply inferential statistics to data files to investigate relationships between variables 				

Prerequisites	PSD120	Corequisites	None
Course Content	<p>Introduction:</p> <p>Role of statistics in Psychological Science. Review of basic research methods concepts (population/sample, types of data in psychological research).</p> <p>Tabulation of Data:</p> <p>Raw data and frequency distributions. Relative frequency. Graphical presentation of frequency distributions: Bar chart, pie chart, histogram, frequency polygon and frequency curve. Cumulative frequency and graphical presentation of psychological research data.</p> <p>Statistical Measures of Central Tendency: Mean Median, Mode for a simple set and a frequency distribution. Examples of measures of central tendency as applied in psychology.</p> <p>Statistical Measures of Dispersion: Range, Interquartile range, Average Deviation and Standard Deviation from the Mean. Variance. Coefficient of variation. Examples of measures of dispersion as examined in psychological research.</p> <p>Normal distribution, standard normal distribution, z-scores. Probability and Probability Distributions.</p> <p>Distribution of Means: Mean and Standard Deviation. Central Limit Theorem. Confidence Intervals.</p> <p>Bivariate relationships. Scatterplots, Pearson Product Moment Correlation Coefficient, Spearman Rank Correlation Coefficient. Correlation of qualitative data (χ^2 test of independence).</p> <p>Computing and data analysis using statistical software, computer lab component</p>		
Teaching Methodology	E – Learning		
Bibliography	<p>Haslam, S. A., & McGarty, C. (latest edition). <i>Research Methods and Statistics in Psychology</i>. SAGE Publications Limited.</p> <p>Coolican, H. (latest edition). <i>Research methods and statistics in psychology</i>. Psychology Press.</p> <p>Field, A. (latest edition). <i>Discovering statistics using IBM SPSS statistics</i>. Sage.</p>		

	Howitt, D., & Cramer, D. (latest edition). Understanding statistics in psychology with SPSS. Pearson Higher Ed.		
Assessment	Final Examinations	50%	
	Assignments/Ongoing evaluation	50%	
		100%	
Language	English		

Course Title	Introduction to Ethics				
Course Code	PSD 110				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	...1st.. Year/...1st...Semester				
Teacher's Name	Charalambos Papageorgiou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	Ethics, as a reflective philosophical endeavour, attempts to make theoretical sense of what is morally permissible and morally impermissible. An introduction to ethics aims at: presenting students with comprehensive systems from which individual judgements could be orientated, providing clear and confident thinking on moral issues and clarifying how principles and values relate to each other. Another aim is to describe ethical considerations in the discipline of Psychology, including applied – work and research fields with special emphasis to professional ethics codes.				

<p>Learning Outcomes</p>	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the place of moral philosophy on the context of philosophy at large 2. Discuss the role or reason and argumentation of moral philosophy 3. Discuss ethics and issues such as abortion, euthanasia, racism, revise discrimination, death penalty, etc. 4. Criticize philosophical arguments 5. Recognize the importance of ethical behaviour in all aspects of psychological science and practice 6. Familiarise with ethics codes for the profession of psychology. Analyse and discuss moral dilemmas relating to psychology 		
<p>Prerequisites</p>	<p>None</p>	<p>Corequisites</p>	<p>None</p>
<p>Course Content</p>	<p>The course content is developed as follows:</p> <p>The definition of ethics and morality: The place of ethics in the wide context of philosophy. Problems of definition. Examples of moral reasoning. The problem of impartiality.</p> <p>Cultural relativism: Different cultures and different moral codes. Discussion of cultural relativism. Common values in all cultures.</p> <p>Ethical subjectivism: Definitions and examples of ethical subjectivism. Subjectivism and emotivism. Evaluation of subjectivism.</p> <p>Morality and Religion: The relationship between morality and religion. Divine commands. Natural law. Religions vis a vis moral dilemmas. (e.g. Christianity and the problem of abortion).</p> <p>Psychological Egoism: The possibility of unselfishness. Interpretation of motives. Arguments for and against psychological egoism.</p> <p>Ethical egoism: The notion of duty. Arguments for and against ethical egoism.</p> <p>Utilitarianism: Brief history, definitions and examples of applicability. Happiness and consequences of moral actions. Defense of utilitarianism. Critique of utilitarianism. Are there absolute moral rules? Kant and the categorical imperative. Absolute rules and duty. Conflicts between rules. Human dignity and punishment. The idea of "human dignity". Theories of punishment, retribution and utility.</p>		

	<p>The social contract theory of morals: Hobbes's argument. Morality as a solution to a prisoner's dilemma type problem. Advantages and disadvantages of the social contract theory of morals. Civil disobedience.</p> <p>The ethics of virtue: Aristotle, the ethics of virtue and the ethics of right action. What is a virtue? The importance of virtue. Relativism of virtues. Advantages and disadvantages of virtue ethics.</p> <p>Ethics in action: Discussion of moral issues such as abortion, euthanasia, racism, reverses discrimination, the death penalty and the status of animals.</p> <p>Ethics in Psychology: Ethical standards and legal regulation in psychological science and practice (APA, BPS, EFPA's European Meta-code of Ethics, Cyprus code of ethics and legislations).</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Rachels, J, & Rachels, S. (latest edition). The Elements of Moral Philosophy. McGraw-Hill Higher Education Publishers.</p> <p>Vaughn, L. (latest edition). Beginning Ethics: An Introduction to Moral Philosophy. W. W. Norton & Company Publishers.</p> <p>Banyard, P., & Flanagan, C. (latest edition). Ethical issues in Psychology. New York. Routledge.</p>						
Assessment	<table border="0"> <tr> <td data-bbox="451 1444 703 1476">Final Examinations</td> <td data-bbox="1081 1444 1308 1476" style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td data-bbox="451 1480 881 1512">Assignments/Ongoing evaluation</td> <td data-bbox="1081 1480 1308 1512" style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td></td> <td data-bbox="1081 1516 1308 1547" style="border: 1px solid black; text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Introduction to Research Methods in Psychology				
Course Code	PSD120				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year/ 2 nd Semester				
Teacher's Name	Dr Eleni Epiphaniou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The purpose of "Introduction to Research Methods in Psychology" course is to familiarize students with the basic principles and stages of the research process, understanding basic concepts such as variables, research questions and hypotheses, as well as how these are connected to theory and the research design. The purpose of the course is also to introduce the main types of research in psychology, and the methods of data collection associated with them, to sampling and to the basic principles of ethics and ethics in psychological research.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the stages of the research process in psychology and recognize the importance of each phase from planning to analysis and evaluation of data. 2. Explain the basic concepts of variables, including their types (independent, dependent, exogenous) and variable scales (nominal, ordinal, spatial, proportional), and the role they play in research design and data analysis. 3. Formulate appropriate research questions and hypotheses, understanding their connection to theory and research process, and adapt research design to test these hypotheses. 4. Distinguish and describe the different types of research (descriptive, correlational, experimental, qualitative), understanding the advantages and limitations of each method. 5. Select and apply the appropriate means of data collection, such as questionnaires, interviews and observation, with the aim of ensuring the validity and reliability of the results. 				

	<p>6. Understand the principles of sampling and choose the appropriate sampling method (eg, random, stratified, convenience samples), taking into account representativeness and sample size.</p> <p>7. Understand basic concepts of morality and ethics in psychology.</p>					
Prerequisites	PSD140	Corequisites				
Course Content	<p>The course initially introduces the student to the stages of the research process applied in the field of psychology. During the course, students will learn basic concepts such as variables and their types (independent, dependent, exogenous), as well as variable scales (nominal, ordinal, spatial, proportional) and their importance in design and analysis data. They will learn how research questions and hypotheses are formulated, as well as how these relate to theory and research design.</p> <p>The course will also cover the main types of research in psychology, such as descriptive, correlational, experimental and qualitative research, highlighting the utility of each type and the data collection methods associated with them, such as questionnaires, interviews and observation. Sampling is another important part of the course, where students will learn about the types of sampling and the principles that determine the selection of a sample to ensure the representativeness and reliability of research results. Finally, the basic principles of ethics and ethics in psychological research will be presented. Through theoretical teaching and practical applications, students will acquire the necessary tools for critical analysis and research design in psychology.</p>					
Teaching Methodology	E – Learning					
Bibliography	<p>Shaughnessy, J., Zechmeister, E., & Zechmeister. J (latest edition). <i>Research Methods in Psychology</i>, McGraw Hill</p> <p>Clark, T, Foster, L., Sloan, L., Bryman A. (latest edition). Bryman's <i>Social Research Methods</i>. Oxford University Press</p> <p>Willig (latest edition). <i>Introducing Qualitative Research in Psychology</i>. McGraw Hill</p>					
Assessment	<p>Final Examinations</p> <p>Assignments/Ongoing evaluation</p>		<table border="1"> <tr> <td>50%</td> </tr> <tr> <td>50%</td> </tr> <tr> <td>100%</td> </tr> </table>	50%	50%	100%
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Language	English					

Course Title	Social Psychology				
Course Code	PSD125				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Andreas Philaretou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To provide the student with a broad and comprehensive framework of the research and theories in the field of social psychology.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Manipulate the major psychological and sociological theories as they pertain to the explanation of everyday social phenomena, such as attraction and love, aggression and violence, and altruism. 2. Manipulate the driving mechanisms of attribution theory, conformity, stereotypes, prejudice, and discrimination. 3. Apply practical knowledge of how preconceptions control interpretations, interaction and memories and how useful information is often ignored. 4. Evaluate utility for the various social psychological principles that can be effectively and efficiently applied in treating psychological disorders. 5. Determine practical knowledge of the effectiveness of interpersonal interaction mechanisms for improving the social psychology of everyday life. 6. Work with an inventory of social psychological factors that are associated with interpersonal attraction, love, and relational stability and satisfaction and identify those that often lead to the dissolution of an intimate relationship. 				

Prerequisites	PSD140	Co-requisites	None
Course Content	<p>The study of social behavior considered from a psychological point of view. The relation between the individual and the group, small group behavior, interpersonal attraction, prosocial behavior, attitude acquisition and change, leadership, conformity, aggression and prejudice.</p> <p>Specific Topics Discussed:</p> <p>Introduction:</p> <p>History of Social Psychology; theories in Social Psychology: Role theory, Learning theory, Cognitive theory. Comparison of theories.</p> <p>Methods of Studying Social Behavior:</p> <p>Formulating and testing hypotheses; Major methods of social-psychological research; Issues in research ethics.</p> <p>The Nature of the Self:</p> <p>Becoming aware of the self; Self-concept; Self-esteem; Self-presentation.</p> <p>Social Perception:</p> <p>Organizing impressions; The process of social cognition; Explaining behavior: attributions of causality.</p> <p>Attitudes and Behavior:</p> <p>Nature, formation and structure of attitudes; The process of attitude change; Theories of attitude change.</p> <p>Social influence and Personal Control:</p> <p>Conformity, compliance, obedience; Persuasion techniques; Reactions to a loss of control.</p> <p>Affiliation, Attraction and Love:</p> <p>Factors in interpersonal attraction; Relationship development; Relationship issues: conflict, power, jealousy; Falling out of love.</p> <p>Aggression and Violence:</p> <p>Aggression and human nature; Conditions that influence aggression; Violence and the mass media; Violence in society;</p> <p>Prosocial Behavior:</p> <p>Prosocial behavior and human nature; Reasons and models of helping behavior; Situational influences on prosocial behavior; Personal influences on prosocial behavior; Seeking and receiving help: the recipient's perspective.</p>		

	<p>Behavior in Groups:</p> <p>The influence of other groups; Group composition and structure; Interaction in groups; group socialization; Leadership: The search for leadership traits; What do leaders do? Contingency models of leadership; Interaction of leaders and followers.</p> <p>Intergroup Relations:</p> <p>Prejudice and discrimination; In-groups and out-groups; Strategies of interaction; Reduction of intergroup conflict.</p> <p>Social Psychology and Society:</p> <p>Pure science, applied science, or both? Interpersonal behavior and the physical environment; Health; The legal system; From problems to solutions.</p> <p>Recent developments and contemporary issues pertaining to the subject-matter of the course.</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Aronson, E., Wilson, T., & Sommers, S. (latest edition). Social psychology, Global edition. Pearson</p> <p>Branscombe, N. R., & Baron, R. A., (latest edition). Social Psychology. Boston, MA: Pearson.</p> <p>Hewstone, M., & Strobe, W. (latest edition). An introduction to social psychology (latest edition). BPS Blackwell.</p>						
Assessment	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Final Examinations</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	History and Systems of Psychology				
Course Code	PSD130				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1 st Year / 1 st Semester				
Teacher's Name	Marina Chrysostomou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To provide the students with an overview of the current theories of psychology by exploring the historical facts that helped develop the current theories. To learn the theories and the work of important individuals who have contributed to the development of psychology as a science.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Give a broad overview of the development of the science of Psychology from ancient through to the modern theories and practices. 2. Describe various theories and be able to criticise the positive and negative aspects of the theories as well as their contribution to psychology, starting from philosophy to the modern theories. 3. Analyse the findings and practices of the far and recent past. 4. Refer to specific individuals, describing their work and contribution to the development of psychology. 5. Outline important milestones in the history of psychology. 6. Evaluate the current practices and theories of psychology. 				
Prerequisites	None		Co-requisites	None	
Course Content	<p>This course examines the history of psychological thought from the ancient Greeks through the development of empiricism and the traditional schools of psychology (e.g., structuralism, functionalism, behaviourism, psychoanalysis) to the modern theoretical advancements of the second half of the twentieth century. It also, emphasises the development of the contemporary theoretical concepts tracing them back to their historical origins in both philosophy and the natural sciences.</p> <p>Topics to be discussed may include the following:</p> <p>The Birth of Psychology in Ancient Greece</p> <p>Roman Empire</p> <p>Darwinism</p>				

	<p>Philosophical and Scientific Antecedents</p> <p>Wilhelm Wundt, Voluntarism and Structuralism</p> <p>William James and the school of Functionalism</p> <p>Behaviourism</p> <p>Gestalt Psychology</p> <p>Psychoanalysis: Freud and the Neo-Freudians</p> <p>Cognitive Psychology</p> <p>Recent Developments in Psychology</p> <p>The Future of Psychology</p> <p>Recent developments and contemporary issues pertaining to the subject-matter of the course.</p>						
Teaching Methodology	E – Learning						
Bibliography	<ul style="list-style-type: none"> • Henley, T. B. (latest edition). Hergenhahn's <i>An introduction to the history of psychology: International Edition</i>. Belmont, CA: Cengage Learning, Inc. • Brennan, J. B., & Houde, K. A. (latest edition). <i>History and systems of psychology</i>. Cambridge University Press • Schultz D. P., & Schultz S.E. (latest edition). <i>A history of modern psychology</i>. Boston, MA: Cengage Learning, Inc. • Roger R. H. (latest edition). <i>Forty Studies that Changed Psychology, Global Edition</i> Pearson. 						
Assessment	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Final Examinations</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Academic Skills and Writing				
Course Code	PSD135				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year/ 1 st Semester				
Teacher's Name	Dr Louiza Ioannidou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The purpose of this course is to provide Psychology students with the necessary skills in academic writing, scientific writing techniques, scientific composition, and literature search. The course aims to develop skills related to the correct structure, composition, writing, and presentation of scientific texts. Through the course, students will learn how to write high-quality scientific papers, use correct scientific citations, and present their research findings clearly and accurately. Also, the course aims to familiarize the students with the use of appropriate tools for managing and searching literature.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Apply APA latest edition formatting rules to academic texts, including citations, bibliography, and the overall structure of a scientific paper. 2. Structure and organize a scientific paper in a clear and coherent way, including an introduction, methodology, presentation of results, discussion, and bibliography appendix. 3. Search and select authoritative scientific sources from databases such as Google Scholar, PsycINFO, and other academic platforms. 4. Evaluate and critically analyze scientific sources and articles in terms of their quality, validity, and reliability. 				

	5. Synthesize information from different scientific sources and create texts using in-text references, avoiding plagiarism.		
Prerequisites	None	Corequisites	None
Course Content	<p>The course content is developed as follows:</p> <ol style="list-style-type: none"> 1. Introduction to Academic Writing: <ul style="list-style-type: none"> - Scientific writing style - Basic principles of scientific synthesis and analysis - Structure of academic texts 2. APA Formatting Rules (latest dition): <ul style="list-style-type: none"> - General principles of text formatting - In-text references and bibliography appendix - Format tables, figures, and graphs - Structure of academic writing: title, abstract, introduction, methodology, results, discussion 3. Bibliography Search: <ul style="list-style-type: none"> - Use of academic databases (eg, Google Scholar, PubMed, PsycINFO) - Evaluation and selection of scientific sources based on the criterion of reliability and validity - Introduction to bibliography management tools (eg, Mendeley, Zotero) 4. Structure and Writing of Scientific Texts: <ul style="list-style-type: none"> - Structure and writing of a scientific text: Title, abstract, introduction, methodology, results, discussion - Argument organization and critical thinking - Composition of paragraphs - Argumentation, correct use of language. 5. Academic Integrity: <ul style="list-style-type: none"> - Detect and avoid plagiarism - Ethical issues in scientific writing 6. Types of Academic Writing: <ul style="list-style-type: none"> - Scientific proposal, case study, Undergraduate thesis, Master's thesis, PhD thesis, Scientific article, Literature review. 		
Teaching Methodology	E – Learning		

Bibliography	<p>Bailey, St. (latest edition). <i>Academic writing. A handbook for international students</i>. Routledge.</p> <p>Turabian, K. (latest edition). <i>A manual for writers of research papers, theses and dissertations</i>. University of Chicago Press.</p> <p>American Psychological Association. <i>Publication manual of the American Psychological Association</i> (latest edition).</p>						
Assessment	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Final Examinations</td> <td style="width: 30%; text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Introduction to Psychology				
Course Code	PSD140				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st year/ 1st semester				
Teacher's Name	Despina Kouali				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	<p>The main objective of the course is to present and assess fundamental concepts and theoretical perspectives in psychological science. The course aims to introduce students to the basic concepts in the field of Psychology through the analysis of the basic methods and points of view in the scientific study of human behavior. Furthermore, it is expected that students' understanding of various psychological factors that are related to personal,</p>				

	social and professional context will be expanded. Finally, the course provides the basic knowledge for advanced topics in Psychology that will be covered by a relevant sequence course.		
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Apply a more diverse and insightful understanding of human behaviour 2. Determine and assess weaknesses and strengths of each theory and experimental study that has been examined 3. Relate the main findings and/or theories in the psychology areas covered during the course 4. Discuss the scientific nature of Psychology, the use of the scientific model and forms of basic statistical analysis 5. Evaluate the scientific nature of Psychology, the use of the scientific model and forms of basic statistical analysis 6. Comprehend issues related to development, cognitive procedure, learning, motives and other major theoretical aspects of Psychology 7. Familiarise with the basic psychological experiments and research in the field 8. Gain knowledge on the impementation of basic psychological concepts in various contexts such as school, family, work etc. 		
Prerequisites	None	Corequisites	None
Course Content	<p>The course content is developed as follows:</p> <p>This is the first introductory course for Psychology majors only. It is a survey and analysis of the basic methods and points of view in the scientific study of human behavior. Major topics include the nature of psychology as a science, an introduction to research methods, physiological and psychological development, personality, emotion, health psychology, psychological disorders and therapy.</p> <p>The specific topics that are discussed are the following:</p> <p>Introduction: Definition and goals. The intellectual origins of Psychology as a discipline and current theoretical perspectives; nature and nurture.</p> <p>Understanding Research: framework for psychological research; conducting research; analyzing the data; ways to become a wiser research consumer</p> <p>Neurology and Behavior: What makes behavior "work"; How cells communicate with one another; How the brain controls behavior; How we know what the brain does; Endocrine system.</p> <p>Life-span Psychological Development: The life-span approach; heredity; the beginning of the life cycle; physical, cognitive, social and emotional development; adult development</p>		

	<p>Sensation: Sensory knowledge of the world; The visual system; Dimensions of visual experience, hearing, other senses.</p> <p>Perception: The task of perception; Perceptual processes: perceptual organization, depth perception, perceptual constancies.</p> <p>Conditioning and Learning: The study of learning; Classical Conditioning; Instrumental conditioning; New developments in learning theory.</p> <p>Memory: What is memory; memory processes; sensory memory, working memory, short-term memory vs long-term memory; remembering as a constructive process; why we forget; the neurobiology of memory.</p> <p>Thinking, language and intelligence: Concept formation; problem solving strategies and obstacles to thinking; language development; nature of intelligence; its determinants; measurement.</p> <p>Emotion and Motivation: Understanding motivation; theoretical perspectives; hunger and eating; sex and sexuality; achievement motivation, work motivation.</p> <p>Understanding Human Personality: Studying personality: type and trait theories, psychodynamic theories, humanistic theories, learning theories, cognitive theories. Comparison of Personality theories.</p> <p>Social psychology: Basic theories</p> <p>Stress, health and Coping: Stressors; moderators; physiological and psychological reactions to stress; relationship to health; coping strategies.</p> <p>Psychological Disorders: Definitions; conceptualizing abnormality theoretical perspectives; classification of disorders: anxiety, mood, somatoform, personality, dissociative, schizophrenic. The DSM 5</p> <p>Methods of therapy: Goals of psychological therapy; psychodynamic, humanistic-existential, cognitive, behavior therapies; biological therapies; effectiveness.</p>
Teaching Methodology	E – Learning
Bibliography	<ul style="list-style-type: none"> • Schacter, D. L., Gilbert, D. T., Wegner, D. M., & Nock M. K. Psychology (latest edition). New York: Macmillan. • Gray, P. (latest edition) Psychology. New York: Worth Publishers. • Myers, D. & De Wall, C., N. (latest edition). Exploring Psychology. New York: Macmillan

	• Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (latest edition). Atkinsons and Hilard's Introduction to psychology. Cengage Learning.	
Assessment	Final Examinations	50%
	Assignments/Ongoing evaluation	50%
		100%
Language	English	

Course Title	Cognitive Psychology				
Course Code	PSD145				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's Name	Elenitsa Kitromilides				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	A comprehensive overview of the field of cognition with emphasis on an understanding the theories and research methods in questions regarding the nature of cognitive representations, attention, memory, language, thinking, problem-solving, decision making. The course will introduce the student to the theoretical approaches and research methods in the field of cognitive psychology and familiarize them with the nature, scope and influence of cognitive representations in human behavior.				
Learning Outcomes	Upon successful completion of this course students should be able to: <ol style="list-style-type: none"> 1. Provide detailed accounts of the basic theoretical approaches in the field of cognitive psychology. 2. Critically discuss various topics within the areas of learning, memory, thinking, language, reasoning, problem-solving and human intelligence. 				

	<ol style="list-style-type: none"> 3. Assess the complexities of our mental processes and of the mind as an information-processing system. 4. Explain the major cognitive mechanisms through which humans become aware of their proximal environment. 5. Analyse empirical and theoretical data from the field of cognitive psychology. 					
Prerequisites	PSD140	Corequisites	None			
Course Content	The course content is developed as follows: History of the cognitive psychology, cognitive abilities as perception, consciousness and attention, decision making and logical thinking. Review of key findings in psycholinguistics (language comprehension and production).					
Teaching Methodology	E – Learning					
Bibliography	<p>Sternberg, R. J., & Sternberg, K. (latest edition). <i>Cognitive Psychology, latest Edition</i>. Cengage Learning Custom Publishing.</p> <p>Matlin, M. W. (latest edition). <i>Cognition, latest Edition</i>. Wiley Publishers.</p> <p>Reed, S. K. (latest edition). <i>Cognition: Theories and Applications, latest Edition</i>. Sage.</p>					
Assessment	Final Examinations Assignments/Ongoing evaluation		<table border="1"> <tr> <td>50%</td> </tr> <tr> <td>50%</td> </tr> <tr> <td>100%</td> </tr> </table>	50%	50%	100%
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Language	English					

Course Title	Developmental Psychology I
Course Code	PSD200

Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Monica Shiakou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The course offers a comprehensive outline of the developmental course of human beings from the moment of conception to adolescence. In particular, the developmental characteristics of different age groups are presented in all areas of development, cognitive, linguistic, social, emotional and physical. The aim of this course is for students to understand the multidimensional nature of human development and the complex grid of factors influencing it.				
Learning Outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Define the basic stages and characteristics of development during infancy, childhood, and adolescence. 2. Recognize the scientific method and research designs of typical lifespan studies 3. Categorize the stages of human's physical, cognitive, and socioemotional development. 4. State and explain the ethical guidelines that should be followed in research studies in developmental psychology. 5. Evaluate the key developmental achievements in the areas of cognitive, social and emotional development from birth to adolescence. 6. Link theory to practice through examples from everyday life. 				
Prerequisites	PSD140 or Instructors suggestion	Co-requisites	None		
Course Content	<p>A comprehensive, general introduction to the study of human development from conception through adolescence.</p> <p>Topics to be discussed may include:</p> <p>Major theories of understanding human development</p> <p>Conception, pregnancy, prenatal development and birth</p> <p>Cognitive, linguistic, social, emotional and physical development in the ages of: Infancy, Toddlerhood, Early school age, Middle childhood, Early adolescence, Later adolescence</p>				
Teaching Methodology	E – Learning				

Bibliography	<p>Santrock, W, J. (Latest.ed). Lifespan development. McGraw Higher Education</p> <p>Crowley, K. (Latest.ed). Child development: A practical introduction. Sage</p> <p>Mercer, J. (Latest.ed) Child Development Myths and Misunderstandings. Richard Stockton College of New Jersey</p>						
Assessment	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Final Examinations</td> <td style="width: 30%; text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Statistics in Psychological Science II
Course Code	PSD205

Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2nd Year/4 th Semester				
Teacher's Name	Elena Constantinou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	This course prepares Psychology students to execute statistical analysis of data that is obtained from complex quantitative research (e.g. correlational, experimental).				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the differences between parametric and non-parametric analyses and be able to conduct the appropriate checks to determine their selection 2. Select and use appropriate parametric techniques for testing hypotheses about population means, variance and proportions 3. Conduct hypothesis tests of the equality of several population means in the independent sample setting (i.e. ANOVA) upon verifying that the necessary assumptions are satisfied 4. Estimate regression models, evaluate the results of regression models, and use the results for prediction and forecasting 5. Understand the relative merits of non-parametric inference and test hypotheses using appropriate nonparametric procedures. 6. Utilize decision analysis statistics in real world settings. 7. Develop skills in the use of a statistical software package for performing appropriate statistical tests 				
Prerequisites	PSD105	Corequisites	None		
Course Content	<p>One-sample Hypothesis test. Comparing means for two samples (independent and dependent). Assumptions of the t-test.</p> <p>Comparison of three or more sample means: reasoning and procedure for Analysis of Variance. The Hypotheses and Assumptions in Analysis of variance. Presentation of different types of Analysis of Variance.</p> <p>Linear Regression and Correlation: Fitting regression lines. The least squares regression line. The standard error of estimate. The coefficients of determination and correlation. Multiple linear Regression.</p> <p>Non-parametric Inference. Chi-square analysis. The Mann-Whitney and Kruskal-Wallis tests for independent samples. The Wilcoxon signed Rank Measure of Correlation based on ranks.</p>				

	<p>Computer aided statistics. Training in using SPSS.</p> <p>Choosing the appropriate analysis in various practical examples. Presenting results in APA style.</p> <p>Over the course of the semester all examples used to explain the various concepts will be based on psychological research.</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Haslam, S. A., & McGarty, C. (latest edition). Research Methods and Statistics in Psychology. SAGE Publications Limited.</p> <p>Coolican, H. (latest edition). Research methods and statistics in psychology. Psychology Press.</p> <p>Field, A. (latest edition). <i>Discovering statistics using IBM SPSS statistics</i>. Sage.</p> <p>Howitt, D., & Cramer, D. (latest edition). Understanding statistics in psychology with SPSS. Pearson Higher Ed.</p>						
Assessment	<table border="1"> <tr> <td>Final Examinations</td> <td>50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Theories of Personality				
Course Code	PSD210				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd Year / 3 rd Semester				
Teacher's Name	Eleni Epiphaniou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	Through an examination of a variety of theories, research techniques, and assessment methods in contemporary personality psychology, the main aim of this course is to help students develop a basic understanding of the major theories in personality development. Students will also learn about the development of psychological difficulties, and how they parallel personality development. Additionally, students will examine the ways theories of personality are applied in research as well as in everyday life.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Analyze the fundamental concepts of major personality theories. 2. Compare and contrast the major personality theories. 3. Analyze how different trajectories in personality development may lead to healthy or pathological personality characteristics. 4. Describe the developmental nature of psychological disorder in the context of personality development. 5. Analyze the ways theories of personality are applied in research and in everyday life. 				
Prerequisites	PSD140		Corequisites	None	
Course Content	<p>The course content is developed as follows:</p> <p>The study of the origin, development, structure and dynamics of personality. Biological and social determinants of personality and its development, methods of studying personality, the various systems of psychology and their interpretations of personality structure.</p> <p>Topics to be discussed may include the following:</p>				

	<ul style="list-style-type: none"> • Definition of personality • Scientific study of people • Psychodynamic theory • Rogers' phenomenological theory • Trait theories of personality • Biological foundations of personality • Behaviorism • Cognitive theory • Social Cognitive Theory 						
Teaching Methodology	E – Learning						
Bibliography	<p>Cervone, D., & Pervin, L. A. (latest edition). Personality: Theory and Research. New jersey: John Wiley & Sons</p> <p>Scultz, D., P., & Schultz, S. E. (latest edition). Theories of Personality. Boston: Cengage Learning</p>						
Assessment	<table border="1"> <tr> <td>Final Examinations</td> <td>50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Educational Psychology				
Course Code	PSD215				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2nd Year/ 3rd Semester				
Teacher's Name	Maria Kalli				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A

<p>Course Purpose and Objectives</p>	<p>The purpose of this course is to offer students the opportunity to develop a better understanding of the fundamental aspects of Educational Psychology. Particularly, it aims to introduce students to: the application of psychological theories and methods of learning, the study of socio-emotional needs of students, the methods of increasing motivation in classroom settings and the investigation of the factors influencing school environment and classroom management.</p>		
<p>Learning Outcomes</p>	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Describe and analyze the basic concepts involved in such issues as learning, instruction, classroom management, learning diversity. 2. Identify and describe factors that influence the process of teaching and learning. 3. Indicate individual differences and diverse needs of students and identify ways of creating an inclusive school environment. 4. Explain the different ways of developing and maintaining an effective learning environment. 5. Develop effective teaching methods. 6. Define the concept of motivation in learning process based on various theoretical approaches. 7. Identify and explain effective strategies to increase students' motivation and enhance their learning process. 		
<p>Prerequisites</p>	<p>PSD140 or Instructors suggestions</p>	<p>Corequisites</p>	<p>None</p>
<p>Course Content</p>	<p>The course provides a comprehensive overview of the field of Educational Psychology, covering topics such as, methods to enhance learning process, problem solving strategies, understanding and increasing motivation, classroom management, development and maintaining an effective school environment.</p> <p>The course content is developed as follows:</p> <ul style="list-style-type: none"> ● The role of Educational Psychology in schools. ● Behavioral, Social and Cognitive theories of Learning. ● Effective school environment and Classroom management strategies. ● Motivation in Learning. ● Social and Emotional skills of children and adolescents. ● Student Diversity - Learning difficulties ● Bullying in schools - Prevention and Intervention strategies. 		

Teaching Methodology	E – Learning		
Bibliography	<p>Durwin, C. C., & Reese-Weber, M. (latest ed.). EdPsych modules. Sage Publications.</p> <p>Santrock, J. W. (latest ed.). Educational psychology. McGraw-Hill Education.</p> <p>Slavin, R. E. (latest ed.). Educational psychology: Theory and practice. Pearson.</p> <p>Ormrod, J. E. (latest ed.). Educational psychology: Developing learners. Pearson.</p> <p>Woolfolk, A. (latest ed.). Educational psychology. Pearson.</p>		
Assessment	Final Examinations	50%	
	Assignments/Ongoing evaluation	50%	
		100%	
Language	English		

Course Title	Introduction to Neuropsychology
Course Code	PSD220
Course Type	Compulsory
Level	Bachelor (1 st Cycle)
Year / Semester	2 nd Year / 4 th Semester
Teacher's Name	Elenitsa Kitromilides

ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To introduce students to the field of human neuropsychology and enhance their knowledge and understanding of research methods, assessment, diagnosis and psychological intervention practices relevant to the field.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Relate the history and evolution of the current issues in the field of neuropsychology. 2. Define the fundamentals in brain plasticity and development 3. Evaluate brain-behavior relationships with an emphasis on functional neuroanatomical systems. 4. Use the above information to analyze specific types of human behavior (e.g., language, memory, motor control). 5. Assess major research and clinical methods in human neuropsychology and the strengths and limitations of these methods. 				
Prerequisites	PSD140	Corequisites	None		
Course Content	<p>A comprehensive introduction to human neuropsychology. The student will work on an understanding of human brain anatomy and current methods by which brain function and structure is investigated. In addition, the student will learn about the assessment and diagnosis of commonly encountered brain disorders. Moreover, the student will investigate the role of clinical neuropsychologists within the broader context of health services. Topics to be discussed may include the following: History of neuropsychology, Cellular organization of the CNS and biochemical activity of the brain, Methods by which brain structure and functioning is investigated, Lobes functioning (frontal, temporal, parietal, occipital), Hemispheric asymmetry, Language, Memory and amnesia, Neuropsychological assessment, Therapeutic intervention, The role of clinical neuropsychologists.</p>				
Teaching Methodology	E – Learning				
Bibliography	<p>Kolb, B., & Whishaw, I. Q. (latest edition). <i>Fundamentals of Human Neuropsychology</i>. Worth Publishers.</p> <p>Kandel, E.R., Koester J.D., Mack, S.H., & Siegelbaum, S.A. (latest edition). <i>Principles of Neural Science</i> (5th ed). McGraw-Hill Education.</p> <p>Lezak, M.D., Howieson, D.B., Bigler, E.D., & Tranel, D. (latest edition). <i>Neuropsychological Assessment</i>. Oxford University Press.</p> <p>Ramachandran, V. S., & Blakeslee, S. (latest edition). <i>Phantoms in the Brain: Human Nature and the Architecture of the Mind</i>. Fourth Estate Ltd.</p>				

Assessment	<table border="1" style="width: 100%;"> <tr> <td>Final Examinations</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Developmental Psychology II				
Course Code	PSD225				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 3rd Semester				
Teacher's Name	Monica Shiakou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories/ week	None
Course Purpose and Objectives	To familiarize the student with the major issues, theories, and research areas in the field of adult development and aging.				
Learning Outcomes	<p>Upon completion of the course, the students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Describe the theories in the field of adult development and aging 2. Evaluate and discuss important issues in the field of adult development and aging 3. Analyze the effect of human development on the aging process 4. Indicate the dynamics of the factors that change the course of adult development. 5. Evaluate current research in the field of adult development and aging 				
Prerequisites	PSD200	Co-requisites	None		

<p>Course Content</p>	<p>A comprehensive exploration of all aspects of the process of development (i.e., physical, cognitive, social, and personality) over the range of adult years. Includes an examination of biological, psychological and socio-cultural forces that govern the observed changes from maturity to old age. Topics include theories of adult development, development of relationships, economic problems of aging, marital and occupational stresses, and death.</p> <p>Topics to be discussed may include:</p> <p>Research Methods in Adult Development</p> <p>Theories of Adult Development</p> <p>Biology of Aging</p> <p>Sensory, Motor, Neurological Changes</p> <p>Memory, Intelligence and Creativity</p> <p>Education and Information processing</p> <p>Work and Retirement</p> <p>Leisure</p> <p>Intimate Relationships and Personal Lifestyles</p> <p>Personality</p> <p>Gender Roles</p> <p>Mental Health, Coping and Adjustment</p> <p>Dying, Death and Bereavement</p> <p>Recent developments and contemporary issues pertaining to the subject-matter of the course.</p>
<p>Teaching Methodology</p>	<p>E – Learning</p>
<p>Bibliography</p>	<p>Bjorklund, B. R. & Earles, J. L. (Latest.ed). The Journey of Adulthood. Pearson.</p> <p>Patrick, J. H., Hayslip, B., & Hollis-Sawyer, L. (Latest. ed). Adult development and aging: growth, longevity, and challenges. Sage Publications, Inc</p> <p>Cavanaugh, J.C. (Latest. ed). Adult Development and Aging. Belmont, CA: Wadsworth.</p>

	Feldman, R. S. (Latest.ed). Development across the lifespan. London: Pearson.						
Assessment	<table border="1"> <tr> <td>Final Examinations</td> <td>50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Introduction to Counselling Psychology
Course Code	PSD230
Course Type	Compulsory
Level	Bachelor (1 st Cycle)
Year / Semester	2nd Year/ 4th Semester
Teacher's Name	Dr Panagiotis Parpottas

ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The purpose of this course is to introduce students to the fundamental theoretical concepts and research principles of counselling psychology.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the major philosophical stances of counselling psychology on issues of assessment, diagnostics, psychological formulation, therapy and research 2. Recognise and explain the theories used in counselling psychology 3. Identify the working fields of counselling psychology 4. Analyse and compare the therapeutic processes in counselling psychology 5. Evaluate the ethical practice of counselling psychology 				
Prerequisites	PSD210	Corequisites	None		
Course Content	<p>The course content is developed as follows:</p> <p>It provides an introduction to the field of counselling psychology. Initially, students will understand the differences between counselling, clinical psychology and other relevant specialties. Then, the course will bring students in touch with the ethical principles of professional practice and the phenomenological issues in understanding human distress. Students will be able to differentiate between the different interventions used by counselling psychologists, their work fields and their research applications. Finally, students will be able to critically discuss the theory of the counselling process, the research methodologies in counselling psychology, the need for training, personal development and supervision and the most recent scientific evidence on the application of counselling psychology.</p> <p>Topics to be discussed include: History of counselling psychology, theories of counselling psychology: person-centred, psychoanalysis, CBT, Positive Psychology, Gestalt, Systemic therapy, the role and skills of a counselling psychologist, the approach in diagnosis and formulation, therapeutic process and relationship between therapist-client, Individual-Group Counselling and Other Interventions, Counselling in Specific Settings (e.g., school, mental health settings, private practice), multicultural counselling psychology, research, Ethical and Legal Considerations in Counselling psychology, ethical principles of telepsychology.</p>				
Teaching Methodology	E – Learning				

Bibliography	<p>Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (Eds). (latest edition). The handbook of counselling psychology (latest Ed.). London: SAGE</p> <p>McLeod J. (latest edition). An introduction to counselling and psychotherapy. Open University Press</p> <p>Reeves, A. (latest edition). An introduction to counselling and psychotherapy. London: Sage.</p> <p>Pope, K. & Vasquez, M. (latest edition). Ethics in Psychotherapy and Counseling. NJ: John Wiley & Sons.</p>						
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Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Introduction to Clinical Psychology
Course Code	PSD235

Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd Year/ 4 th Semester				
Teacher's Name	Constantina Demetriou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The purpose of this course is to introduce the student to the field of clinical psychology and enhance their knowledge and understanding of research methods, assessment, diagnosis and psychological intervention practices relevant to the field.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the procedures of assessment and diagnosis 2. Apply the basic principles of clinical interview and psychometric evaluation 3. Discuss and develop an in-depth understanding of personality and intelligence evaluation 4. Analyse the basic therapeutic approaches and their efficacy 5. Critically evaluate the basic research methods in clinical psychology 				
Prerequisites	PSD210		Corequisites	None	
Course Content	<p>The course content is developed as follows:</p> <p>A comprehensive introduction to clinical psychology. The student will develop an understanding of: current methods by which research is conducted in this field, current research findings, assessment methodology, diagnosis and about psychological interventions, relevant to the field of clinical psychology. The student will be expected to develop skills and knowledge already acquired from previous psychology courses related to this specialized field. The course will involve practical application of theoretical concepts through integration of knowledge to relevant case studies that will be explored in the context of assessment, diagnosis, treatment and prevention of psychological disorders. Additionally, the course covers the concept of telepsychology and its ethical principals and challenges. Topics included in the course are clinical assessment in various domains, therapeutic interventions used in the field of Clinical Psychology, ethical and cultural issues, and issues concerning various age groups.</p>				

Teaching Methodology	E – Learning						
Bibliography	<p>Hunsley, J., & Lee, C. M. (latest edition). Introduction to Clinical Psychology. Willey.</p> <p>Carr, A. & McNulty, M. (latest edition). The Handbook of Adult Clinical Psychology: An Evidence Based Practice Approach. Routledge.</p> <p>Richard, D. C. S., & Huprich, S. K. (latest edition). Clinical Psychology Assessment, Treatment and Research. Academic Press</p>						
Assessment	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Final Examinations</td> <td style="width: 30%; text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Human Relations				
Course Code	PSD250				
Course Type	Elective				
Level	Bachelor (1st cycle)				
Year / Semester	1 st to 4 th Year / 1 st to 8 th Semester				
Teacher's Name	Andreas Philaretou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To promote student understanding of interpersonal relations and its relevance to the attainment of both organizational and personal goals in the work setting. To promote sensitivity toward self and others. To help students learn ways of improving human relations skills.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Formulate appropriate language and communication skills for promoting interpersonal competence. 2. Employ the various mechanisms through which typical / atypical personality variables develop within interpersonal relations. 3. Apply the linkages between the typical human developmental processes that individuals go through during the course of their lifetime and interpersonal interaction patterns. 4. Employ the various processes through which effective human adaptation takes place in challenging relationships. 5. Demonstrate sympathetic understanding towards the plight of others and practical sensitivity skills for perspective taking. 				
Prerequisites	None		Co-requisites	None	
Course Content	<p>This course is designed to provide, through theory and practice, an appreciation of various aspects of human relations in work and life settings. Topics include basic processes underlying behavior: personality, motivation, communication, perception; forms of interpersonal behavior: social influence, leadership, group processes, conflict; strategies for promoting interpersonal competence; problems of the workplace: stress, prejudice, discrimination. The course includes an experiential component.</p> <p>Specific Topics to be discussed may include the following:</p> <p>Introduction;</p>				

Definitions; Goal and major themes of human relations; Historical background of human relations movement; Applied research and its methods.

Communication:

The communication process; Communication filters; Styles of communication, effect on interpersonal relations in organizations; Communication style bias; Style flexing; How to improve personal communication; informal and formal communication channels in the organization; Improving organizational communication; Cultural barriers.

Attitudes:

Role in personal and organizational success; Attitude formation; Changing attitudes; Influence of attitudes on performance and productivity; Changing worker attitudes and need for organizational adjustment.

Perception:

Perceptual processes; Social perception; Impression formation; Developing positive first impressions; Errors in social perception; Perceptual bias in job interviewing.

Identifying Motivations:

Nature of motivation; Motivation in workplace; Theoretical views; Enhancing motivation at work: MBO, goal setting, job enrichment, OBMod procedures; Intrinsic vs extrinsic motivation; Use of positive reinforcement strategies.

Understanding Individual Differences:

Theories of personality; Impact of personality in workplace; Social skills; Self-concept and self-esteem; Impact of self-esteem on interpersonal relations and job success; Expectations; Increasing self-esteem.

Interpersonal Relations:

Need for affiliation; Interpersonal attraction: contributing factors; Liking, friendship and love; Relationship development, in work context; Self-disclosure and impact on interpersonal relationships and teamwork; Barriers to self-disclosure.

Persuasion, Influence and Power:

Determinants of successful and unsuccessful persuasion; Self-persuasion: cognitive dissonance; Ingratiation and other self-presentation techniques; Compliance: techniques to obtain it; gaining and using power in workplace; Kinds of power; Organizational politics.

Leadership:

Approaches to Understanding Leadership, e.g., trait; Leadership styles, Managerial Grid; Theories of leadership, e.g. contingency; Leader-member relations and impact on performance; Leadership effectiveness; Team building

	<p>as leadership strategy: impact on productivity and interpersonal relations, underlying behavioral science principles, guidelines for supervisor and employee.</p> <p>Group Behavior and Influence:</p> <p>Why people join groups; Group socialization and development; Social facilitation; Creativity in groups; Group decision making; Group polarization and group think; Implications for organizations.</p> <p>Conflict and Conflict Resolution:</p> <p>Importance of coordination in organizations; Competition and cooperation: contributing factors; Causes and effects of conflict in workplace; Conflict resolution process; Styles of conflict management; Effective conflict management.</p> <p>Special Problems and Challenges in Workplace:</p> <p>Stress, coping with personal and professional life changes, resisting and adapting to change, stress management; Coping with prejudice and discrimination; Overcoming sexism.</p> <p>Planning for Success:</p> <p>Making a career choice; Career development; Human resource planning: forming a plan for career development, assessing human relations abilities, plan for improved human relations; Organization socialization: becoming part of an organization.</p> <p>Recent developments and contemporary issues pertaining to the subject-matter of the course.</p>
Teaching Methodology	E – Learning
Bibliography	<p>Duck, S. (latest edition). Human Relationships. Sage Publications.</p> <p>Hutchison, E. (latest edition). Dimensions of Human Behavior: Person & Environment. Sage Publications.</p> <p>Manning, J., & Kunkel, A. (latest edition). Researching Interpersonal Relationships. Sage Publications.</p> <p>McCann, V., & McCann, H., (latest edition). Human Relations: The Art & Science of Building Effective Relationships. Pearson/Prentice Hall.</p> <p>Reis, H., & Sprecher, S. (latest edition). Encyclopedia of Human Relationships. Sage Publications.</p>

Assessment	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Final Examinations</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Career Counselling and Guidance				
Course Code	PSD255				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd to 4 th Year / 3 rd to 8 th Semester				
Teacher's Name	Dr Nikos Drosos				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The aim of the course is to familiarize students with the main issues that concern the applications of career counselling and guidance at the various stages of human development.</p> <p>The specific objectives of the course are:</p> <p>a) Examining the needs for career counseling and guidance of different target-populations (e.g. highschool students, university students, adults, socially vulnerable groups)</p>				

	<p>b) Familiarising with the career development theories.</p> <p>c) Exploring the the career counselling process and its stages, as well as the role of the career counsellor,</p> <p>d) Exploring various career guidance activities that can be implemented in a group settlement.</p>		
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the main career development theories and their practical applications; and evaluate their usefulness in diferrent populations. 2. Recognize and describe modern theoretical and methodological approaches used in career counseling. 3. Describe the proper methods, techniques and tools that are used in career counseling and guidance services. 4. Understand the methods that are used to assist the service users develop a clear understanding of themselves in relation to the world of work and make educational and career decisions. 5. Describe and use sources and systems of educational and occupational information to the benefit of the client.. 		
Prerequisites	None	Corequisites	None
Course Content	<p>The course examines the counselling approach of career choice. At the end of the course the students will be able describe the basic principles and methods of career counselling and guidance. They will know the main career development theories and their practical applications in career counselling and guidance. Moreover the stages of the career counselling process will be analysed and thoroughly discussed. Furthermore, the contemporary methodological approaches in career counselling and guidance will be discussed as well. We will, also, focus on methods of career assessment to assists the service users to acquire a better understanding of themselves.</p> <p>Moreover, we will discuss how career counselling and guidance can adress the needs of various target-populations (e.g. highschool students, university students, adults, socially vulnerable groups). Finally, we will explore various career guidance activities and discuss their application in different group settings.</p>		
Teaching Methodology	E – Learning		
Bibliography	Reid, H. (latest edition). <i>Introduction to Career Counselling and Coaching</i> . Sage Publications.		

	<p>Kidd, J. (latest edition). <i>Understanding Career Counselling</i>. Sage Publications.</p> <p>Arthur, N., & McMahon, M. (latest edition). <i>Contemporary Theories of Career Development: International Perspectives</i>. UK: Routledge.</p>						
Assessment	<table border="1"> <tr> <td>Final Examinations</td> <td>50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Experimental Psychology
Course Code	PSD 300
Course Type	Compulsory
Level	Bachelor (1 st Cycle)
Year / Semester	3 rd Year/ 5 th Semester
Teacher's Name	Eleni Epiphaniou

ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The course reviews and builds on knowledge and skills developed in previous courses, in particular Introduction to Research Methods and statistics in psychology with a particular emphasis on experimental techniques. This course aims to present the basic principles of the experimental method in psychology such as designs, errors, ethical issues, internal and external validity etc. The aim is also for students to develop research questions and hypotheses in relation to the experiment and to design experiments using methods such as between-subjects and repeated measures. Finally, the aim is to provide practice in statistical methods of analysis relevant to the experimental method.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Distinguish between science and pseudoscience and understand the importance of the scientific method in psychology. 2. Apply the circular model of research, linking theory with experimental design and analysis of results. 3. Formulate research questions and hypotheses in relation to the experiment. 4. Understand the internal and external validity of the experiment. 5. Know the types of variables e.g. independent, dependent, external etc. 6. Know strategies to reduce experimental error and deal with extraneous factors, ensuring the validity of experiments. 7. Understand and apply the ethical principles of research, ensuring participant consent and confidentiality. 8. Familiarize themselves with statistical methods (eg t-test, ANOVA) and develop skills in using software (SPSS) for data analysis. 				
Prerequisites	PSD120 & PSD205	Corequisites	None		
Course Content	<p>In the course 'Experimental Psychology' students will learn the difference between science and pseudoscience. The course will provide knowledge about the historical development of the field and the role of important scientists, highlighting the theoretical and experimental foundations of contemporary psychology. Students will be taught the cyclical research model, different experimental designs and results analysis, and will practice formulating research questions and hypotheses, as well as understanding and managing variables, with the aim of assessing the</p>				

	<p>internal and external validity of their research. The course also covers strategies for minimizing experimental error and dealing with extraneous factors, while enhancing understanding of the ethical principles governing research, ensuring participant consent and confidentiality. In addition, statistical methods such as the t-test and analysis of variance (ANOVA) are taught, as well as the use of software (e.g. SPSS) to analyze and interpret data, focusing on understanding concepts such as significance level and standard errors I and II.</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Davis, D.F. & Smith R. A. (latest edition). <i>An Introduction to Statistics and Research Methods: Becoming a Psychological Detective</i>. Pearson.</p> <p>Pallant, J. (latest edition). <i>SPSS Survival Manual</i>. Open University Press.</p> <p>Underwood, B.J. (latest edition). <i>Experimental Psychology: An Introduction</i>. Literary Licensing, LLC</p>						
Assessment	<table border="1"> <tr> <td>Final Examinations</td> <td>50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
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Assignments/Ongoing evaluation	50%						
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Language	English						

Course Title	Psychological Measurement
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Course Code	PSD310				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 5th Semester				
Teacher's Name	Marina Chrysostomou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	Introduce the students to the principles of psychological testing. Give students the opportunity to familiarize themselves with some of the widely used psychometric tests in psychology. Learn how standardized psychometric tests are evaluated and interpreted. Have an understanding of the current problems and issues of psychological measures.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the fundamental principles and key concepts of psychological measurement. 2. Recognize the basic statistical methods used in psychological measurements. 3. Understand the processes of assessment and interpretation of the standardized psychological tests. 4. Acknowledge the current problems and questions in the field of psychological measurement and apply critical thinking. 				
Prerequisites	PSD120		Co-requisites	None	
Course Content	<p>This course is an introduction to the basic principles and applications of Psychometrics. Teaching topics include validity and reliability, selection and use of tests, interpretation of test results, factors that may impact the performance of individuals, the construction of test scales, use and misuse of tests. Also, students will be introduced to the main aptitude tests, intelligence tests, personality tests, organisational psychology tests and other questionnaires used in psychological research. Lastly, the course provides students with the basic skills in order to interpret standardized psychometric tools and gain knowledge of current problems in the field of psychometric measurements.</p> <p>Topics to be discussed may include:</p> <p>The history of Psychological Testing</p> <p>Reliability, Validity, Norms</p> <p>Test Development</p>				

	<p>Item Analysis</p> <p>Various types of psychological measures</p> <p>Test Selection and Administration</p> <p>Test results' interpretation</p> <p>Aptitude and Intelligence tests</p> <p>Research and Applied Psychology Questionnaires</p> <p>Personality tests</p> <p>Projective tests</p> <p>Organisational psychology tests</p> <p>The qualitative aspect of testing (i.e., interview and report writing)</p> <p>Latest developments, current problems and issues in the area of psychological testing.</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Kaplan, R. M., & Saccuzzo, D. P. (latest edition). <i>Psychological Testing: Principles, Applications, and Issues</i>. Cengage Learning.</p> <p>Cohen, R. J., Mark E. Swerdlik, M. E., & Edward D. Sturman, E. D. (latest edition). <i>Psychological Testing and Assessment: An Introduction to Tests and Measurement</i>. McGraw-Hill Education Publishers.</p> <p>Murphy, K. R. & Davidshofer, C. O. (latest edition). <i>Psychological testing: Principles and applications</i>. NJ: Pearson Education.</p>						
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Assignments/Ongoing evaluation	50%						
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Language	English						

Course Title	Health Psychology
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Course Code	PSD315				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd Year/ 5 th Semester				
Teacher's Name	Dr Eleni Epiphaniou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The objective of the Health Psychology course is to introduce students to the basic concepts, theories and applications of health psychology, a new and growing specialty. The course aims to highlight the relationship between psychology and physical health, examining how psychological, social and biological factors influence behaviour, well-being, prevention and treatment of disease.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the history and evolution of the specialty of health psychology, understanding how and why it developed as an independent branch of psychology. 2. Analyze the representations that the individual develops about health and illness, and how these affect their perceptions and behaviors regarding health care and prevention. 3. Understand the coping mechanisms and coping strategies that individuals use when faced with health problems, and evaluate the effectiveness of these strategies. 4. Recognize and explain health behaviors, including protective and harmful, and their role in preventing disease and maintaining well-being. 5. Analyze the biological, social and psychological factors that influence health, examining how these factors interact and co-shape the states of health and disease. 6. Explore the relationship of stress to health and disease, understanding how the psychological mechanisms of stress affect the immune system and affect physical and mental well-being. 7. Understand the challenges and needs of managing chronic conditions, as well as their impact on individuals' quality of life and mental health. 				

	<p>8. Examine inequalities in access to health services and how socio-economic, cultural and psychological factors can affect individuals' care and health.</p> <p>9. Recognize basic theories of Health Psychology.</p>								
Prerequisites	PSD140 or instructor's suggestion	Corequisites	None						
Course Content	<p>The course "Health Psychology" aims to introduce students to the basic principles and applications of health psychology. Beginning with the historical overview and evolution of the specialty, students will learn how and why health psychology developed as an independent discipline. The course then examines the representations that the individual forms about health and illness, analyzing how these perceptions influence preventive and health care behavior and practices.</p> <p>In addition, the course covers adaptation strategies and their effectiveness. Students will learn about health behaviors, both protective and harmful, and examine their role in preventing disease and maintaining wellness.</p> <p>A significant part of the course is devoted to the study of stress and its relationship to health, exploring its psychological mechanisms and its effect on the immune system and physical and mental well-being. At the same time, the course deals with chronic diseases, examining their effects on quality of life and mental health, as well as their management strategies.</p> <p>Additionally, students will examine inequities in access to health services, understanding how socioeconomic, cultural, and psychological factors can influence individuals' care and well-being.</p>								
Teaching Methodology	E – Learning								
Bibliography	<p>Taylor, S and Stanton A.L. (latest edition) <i>Health Psychology</i>. McGraw Hill</p> <p>Jane Ogden (latest edition) <i>Health Psychology</i>. McGraw Hill</p> <p>Sarafino, E.P and Smith T.W (latest edition). <i>Health Psychology: Biopsychosocial Interactions</i>. Wiley</p>								
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	100%								
Language	English								

Course Title	Psychology of Learning				
Course Code	PSD320				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	3rd Year / 5th Semester				
Teacher's Name	Andria Christodoulou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	The purpose of this course is to offer students the opportunity to develop a better understanding of learning through a number of different Theories of Learning, the key learning processes and developments through research data and practical applications.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Describe and analyze the basic concepts of Learning, both in teaching and in practical applications. 2. Distinguish the concepts of "Learning" and "Teaching" by identifying them through different Learning Theories 3. Analyze and discuss the most important Learning Theories, and give concrete examples of the application of the different theories 4. Identify the factors that influence learning, and be able to implement strategies to use these factors in different educational contexts 5. Develop critical thinking around Learning issues by highlighting the positive and negative aspects of each Learning Theory. This aims to be able to decide under what circumstances each is more effective 				

Prerequisites	PSD200 or Instructors suggestion	Corequisites	None
Course Content	<p>The course focuses on the study of Learning Theories, emphasizing their historical significance, starting with the Theories of Classical and Operant Conditioning, until today. The study of historical and modern theories, as well as applications of these theories in education and the therapeutic process, is the focus of the courses' interest.</p> <p>Topics to be discussed may include:</p> <ul style="list-style-type: none"> Definition of Learning Definition of Learning Theory Behavioral Theories (Pavlov, Watson, Thorndike, Skinner) Morphological Theories (Gestalt) Socio-cognitive Theories (Bandura, Vygotsky) Humanitarian Learning Theories (Maslow, Rogers) Traditional Approaches to Learning Differentiation of Learning and Teaching and the relationship between the two concepts The method, laws, forms, and ways of Learning Factors influencing Learning (e.g., motivation, self-esteem, anxiety, curiosity) Motivation: Incentives (e.g., internal and external incentives) and how they can influence Learning The emotional experience of learning and teaching: Teacher and student relationships Learning Strategies Metacognition: I learn how to learn 		
Teaching Methodology	E – Learning		
Bibliography	<p>Ormrod, J. E. (Latest Edition). <i>Human Learning</i>. Pearson</p> <p>Olson, M. H., & Ramirez, J. J. (Latest Edition). <i>An Introduction to Theories of Learning</i>. Routledge</p> <p>Sawyer, K. R. (Latest Edition). <i>The Cambridge Handbook of the Learning Sciences</i>. Cambridge: Cambridge Press.</p>		

Assessment	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Final Examinations</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
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Language	English						

Course Title	Research Methods in Psychology				
Course Code	PSD325				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th Semester				
Teacher's Name	Paris Vogazianos				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The purpose of the course is to enhance students' understanding in methods and applications related to research methodology in psychological science. The course describes different ways of research methodology (quantitative, qualitative, mixed methods). By deepening in the theoretical-methodological research approaches, participants will gain a holistic understanding of the design, execution and interpretation of a research in the psychology science. Students will be able to design, conduct and evaluate both quantitative and qualitative research.</p>				

Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Be aware of the most prevalent methodological approaches for conducting a research in the field of psychology. 2. Apply the experimental methods used in psychology. 3. Apply the quantitative method used in psychology. 4. Apply the qualitative method used in psychology. 5. Apply individual case research projects, such as case study. 6. Develop research projects by selecting the appropriate procedures and methodological approaches. 7. Recognize appropriate research designs for specific research hypothesis. 8. Select the appropriate sampling methods for their research. 9. Think critically and discuss the interpretation of their research findings. 10. Apply ethical rules when conducting research in the field of psychology. 								
Prerequisites	PSD300 & PSD310	Co-requisites	None						
Course Content	<p>The course enhances students' understanding in methods and applications related to research methodology in psychological science. Particular emphasis is given on systematic, quantitative and qualitative designs applied in the scientific field of psychology. The research process, including the qualitative, quantitative, and mixed methods are presented. The course also includes a thorough understanding of the structure of a scientific work, as well as ways of organizing and presenting quantitative and qualitative data. Qualitative analysis is also presented. Finally, Open Science Practices are presented.</p>								
Teaching Methodology	E – Learning								
Bibliography	<p>American Psychological Association (Latest Edition). The Publication Manual of the American Psychological Association (Latest Edition). Washington, DC: American Psychological Association.</p> <p>Cozby, P. C., & Bates, S. C. (Latest Edition). Methods in behavioral research (Latest Edition). Boston: McGraw Hill.</p> <p>Pyrzczak, F., & Bruce, R. R. (Latest Edition). Writing empirical research reports (Latest Edition). Routledge</p> <p>Schweigert, W. A. (Latest Edition). Research methods in psychology: A handbook (Latest Edition). Lone Grove, IL: Waveland Press.</p>								
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Language	English
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Course Title	Psychopathology I				
Course Code	PSD330				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th Semester				
Teacher's Name	Giorgos Georgiou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None

Course Purpose and Objectives	To give a solid foundation in psychopathology and enable students to understand the major categories of mental disorders, as well as how they are manifested in the context of culture, family, and gender. Epidemiological information, etiology and treatment options are also discussed. It is mainly focus is on adult psychopathology		
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Describe basic symptomatology of psychological disorders. 2. Discuss contributing factors such as biological, psychological and social that contribute to the cause of various psychological disorders. 3. Explain the treatment approaches used for each psychological disorder. 4. Compare between various psychological disorders and be in a position to understand the differences in the clinical picture. 5. Describe different research methods used in the area of psychopathology. 		
Prerequisites	PSD235	Co-requisites	None
Course Content	<p>An introduction to psychopathology and the basic types of psychological disorders, including adult psychopathology are discussed. Additionally, some information is provided on child and adolescent psychopathology. The most current research findings and coverage of cognitive, biological, psychodynamic, and behavioural aspects of various causes and therapeutic interventions are also discussed. Emphasizes is given to the influence of society and culture.</p> <p>Topics include models of psychopathology, assessment and diagnosis, approaches to treatment, research methods as well as ethical issues in mental health.</p> <p>Topics to be discussed may include the following:</p> <ul style="list-style-type: none"> Definition of Abnormal Behavior Models of Psychopathology Research Methods Ethical Issues Basic features of Assessment and Diagnosis Approaches to Treatment Anxiety Disorders Obsessive Compulsive Disorder Depression Bipolar Disorder 		

	<p>Schizophrenia</p> <p>Personality Disorders</p> <p>Recent developments and contemporary issues pertaining to the subject matter of the course.</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Durand D. V., Barlow D., & Hofmann, S. (latest edition). Essentials of abnormal psychology (latest edition). Cengage Learning.</p> <p>Kring, A., Johnson, S. L., Davison, G. C., Neale, & J. M., (latest edition). Abnormal Psychology: The Science and Treatment of Psychological Disorders (latest edition). New jersey: John Wiley & Sons.</p>						
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Assignments/Ongoing evaluation	50%						
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Language	English						

Course Title	Psychology of Gender
Course Code	PSD335
Course Type	Elective
Level	Bachelor (1st Cycle)
Year / Semester	4 th Year / 8 th Semester

Teacher's Name	Charis Xinari				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The course aims to provide a comprehensive understanding of how gender affects individual experiences and social structures, promoting debates about inclusivity, equality and contemporary issues around gender. This course delves into the psychological study of gender, exploring how biological, social and cultural factors influence the development of gender identity and gender roles. Topics include theories of gender development, gender differences and similarities in behavior and cognition, and the psychological effects of gender stereotyping and discrimination. The course examines both traditional and contemporary perspectives on gender, taking into account the experiences of different gender identities, including those outside the binary framework, such as non-binary and transgender people. It also covers the impact of gender on mental health, relationships and social dynamics. Students will engage in critical discussions and analyses of research and develop an understanding of how gender intersects with other aspects of identity, such as race, ethnicity, class and sexuality.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the basic psychological, sociological, socio-psychological, and biological theories of gender identity development, thus identifying the important factors in the scientific study of gender. 2. Identify, evaluate, critically view, and deconstruct myths, misunderstandings, and biases related to gender differences. 3. Identify the social, cultural, and historical aspects of the formation and evolution of gender roles 4. Analyse the various mechanisms through which gender influences social relationships and interactions in everyday life. 5. Promote knowledge about gender, gender identity and sexual orientation 				
Prerequisites	PSD140 or Instructor's suggestion	Co-requisites		None	
Course Content	<p>This course covers the development, expression and impact of gender from a psychological perspective. It examines theories of gender development, including biological, social and cognitive approaches, and explores how gender identity is formed during childhood, adolescence and adulthood. The course delves into gender differences and similarities in cognition, personality and emotions, as well as the role of stereotypes and prejudice in shaping behaviour and social norms.</p> <p>It also looks at the intersection of gender with other aspects of identity such as race, class and sexuality and addresses gender-related mental health issues, including social pressures and discrimination. In addition, the course covers the dynamics of gender in relationships, the workplace and wider</p>				

	<p>social contexts, with an emphasis on the challenges and contributions of different gender identities, including non-binary and transgender experiences.</p> <p>Some of the topics covered include gender role learning, ways of knowing about gender, mental health, sexuality, family-related issues and workplace issues.</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Bosson, J., Vandello, J., & Buckner, C. (latest edition). The Psychology of Sex & Gender. Sage Publications.</p> <p>Helgeson, V. S. (latest edition). The psychology of gender. Pearson Education.</p> <p>Spade, J., & Valentine, C. (latest edition). The kaleidoscope of gender: Prisms, patterns & possibilities, Sage Publications.</p>						
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Language	English						

Course Title	Cultural Psychology				
Course Code	PSD340				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year/ 6th Semester				
Teacher's Name	Andri Christoforou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The purpose of this course is to examine the interdisciplinary research of various theories and research studies on cultural psychology with the ultimate goal of providing students with knowledge about the socio-cultural influences on the experience of daily life, as well as on human development (social cognition, intelligence, emotions, motivations and behavior). The course will give students the opportunity to evaluate and compare traditional theories with ongoing research findings within the multicultural contexts of modern societies, increasing thus their sensitivity to the negative consequences of ethnocentrism on conducting unbiased psychological research within the Western culture of West Europe and North America.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Acquire a general picture of the essence of cultural psychology, by understanding the main theories, research findings, and methodologies of this discipline. 2. Discuss how different socio-cultural processes shape personal qualities, beliefs, identities, and interpersonal relationships 3. Discuss biological, social, and cultural influences on gender roles 4. Explain how cultural psychology can be applied to the study of social problems. 				
Prerequisites	PSD140		Corequisites	None	
Course Content	<p>This course introduces students to the cross-cultural perspective as it relates to topics in social, clinical, developmental, and personality psychology. Given the predominance in psychology courses of empirical data derived from Western culture and the tendency to consider such data as the basis for what is normal in human behavior and development, the course draws students'</p>				

	<p>attention to cultural similarities and differences in areas such as emotion, learning, perception, motivation, cognition, language, etc. in an effort to create a more 'culture-inclusive' view of human behavior.</p> <p>Topics to be discussed may include:</p> <ul style="list-style-type: none"> • Understanding Culture: Definition • The Cultural and Cross-Cultural Approach to the Study of Human Behavior • Methods and Issues in Cultural/ Cross-Cultural Research • Basic Psychological Processes and Culture (e.g., perception, intelligence) • Cultural Differences in Development (e.g., cognition, moral reasoning, attachment, etc.) • Influence of Culture on the Self and Personality • Emotions from a Cross-Cultural Perspective • Cultural Influences in the Workplace (e.g., leadership and management styles, motivation, productivity, etc.) • Cultural Differences in Interpersonal and Intergroup Behavior (e.g., attributions, social perception, interpersonal attraction, conformity, obedience) • Culture and Non-Verbal and Verbal Behaviors • Sociocultural Influences on Physical and Mental Health • Recent developments and contemporary issues pertaining to the subject-matter of the course. 						
Teaching Methodology	E – Learning						
Bibliography	<p>Shiraev, E., & Levy, D. (latest edition). Cross Cultural Psychology: Critical Thinking and Contemporary Applications. Routledge.</p> <p>Pedrotti, J. T. & Isom, D. A. (latest edition). Multicultural Psychology: Self, Society, and Social Change. Sage Publications</p> <p>Fox, S. (latest edition). Culture and Psychology. Sage Publications</p>						
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Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Sport Psychology				
Course Code	PSD345				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 6th, 7th or 8th Semester				
Teacher's Name	Despina Kouali				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The purpose of this course is to provide the student with a basic understanding of: the issues, theoretical concepts and current research in the field of sport and exercise psychology. To contribute to the student's increased awareness of the strategies and techniques designed to help those interested in cultivating peak performance in themselves and in others. To promote an understanding of the role of sport psychologists.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the role of sport psychologists as physical, psychological, and emotional health guardians and promoters. 2. Develop the necessary skills for comprehending the processes involved in promoting athletes' physical and psychological well-being. 3. Identify the major premises defining the field of sport psychology. 4. Develop holistic problem-solving and decision-making skills as they relate to the effective and efficient assessment and therapeutic interventions connected to drug abuse, burnout, injury, and termination among athletes. 5. Describe how the team and individual behavior is shaped in sport and exercise settings. 6. Recognise the social factors affecting sport performance and exercise. 				

Prerequisites	PSD140 or Instructor's suggestion	Corequisites	None
Course Content	<p>The course content is developed as follows:</p> <p>It addresses the issues and theoretical concepts relevant to the field of sport psychology, through reviews of current literature in this field. The course focuses on major strategies and techniques that assist in the cultivation of peak performance, these being: motivation, leadership, communication and mental training. Furthermore, the course aims to increase the student's awareness of the role of sport psychologists. The course will involve practical application exercises and class discussions, aimed to enhance the student's understanding of acquired concepts, by thinking of real-life issues relevant to the field of sport psychology.</p> <p>Topics to be discussed may include the following:</p> <ul style="list-style-type: none"> History of Sport Psychology Learning, Motivation and Effective Leadership The Sport Team as an Effective Group Communicating Effectively Psychological Characteristics of Peak Performance Goal Setting for Peak Performance Arousal-Performance Relationships Understanding and Using Imagery in Sport Cognitive Techniques for Building Confidence and Enhancing Performance Concentration and Attention Control Training Implementing Training Programs Childhood and Sport The Coach-Athlete Relationship Psychological/Social Issues: Doping/ Drug Abuse, Burnout, Injury, Early Termination of Sport Participation, Athlete Welfare, Eating Disorders The Role of the Sport Psychologist 		
Teaching Methodology	E – Learning		
Bibliography	Weinberg, S. & Gould, D. Foundations of Sport and Exercise Psychology (latest edition). USA. Human Kinetics.		

	<p>Williams, J. & Krane, V. Applied Sport Psychology: Personal Growth to Peak Performance (latest edition). McGraw-Hill Education.</p> <p>Tod, D., Hodge, K., & Krane, V. Routledge Handbook of Applied Sport Psychology. A Comprehensive Guide for Students and Practitioners (latest edition). Routledge</p> <p>Cox, R.H. Sport psychology: Concepts and applications. New York. McGraw-Hill.</p>						
Assessment	<table border="1"> <tr> <td>Final Examinations</td> <td>50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Special Topics in Psychology				
Course Code	PSD350				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr. Andria Christodoulou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	To examine in depth topics of interest to faculty and students in the area of Psychology.				
Learning Outcomes	Specific learning outcomes would be related to the relevant subject area of the course.				
Prerequisites	PSD140 or instructor's suggestion	Corequisites	None		
Course Content	This course is designed to provide the opportunity for study and analysis of specific issues in the field of Psychology. The particular content of the course				

	will vary in response to student demand or faculty interest. A course description of the selected topic will be made available prior to pre-registration. Recent developments and contemporary issues pertaining to the course.						
Teaching Methodology	E – Learning						
Bibliography	A list of required readings pertinent to the selected topic will be provided.						
Assessment	<table border="1"> <tr> <td>Final Examinations</td> <td>50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Psychology of Motivation				
Course Code	PSD355				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd Year/6 th Semester				
Teacher's Name	Elena Constantinou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	This course focuses on the “why” of human behavior and aims to provide an in-depth understanding of the psychological theories and processes involved in the motivation of human behavior. The course describes external and internal motives, examining the influence of biological, psychological, cognitive and social processes on motivation. Furthermore, the course examines human motivation in applied aspects of daily life, e.g. academic performance, work, physical and mental health.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the basic concepts and theories about human motivation and emotions 2. Recognize the biological, cognitive and psychological processes involved in human motivation 3. Critically evaluate research methods in human motivation 4. Analyze the role of emotions in motivation 5. Apply various theories and concepts of motivation in applied contexts of everyday life (e.g. education, health, work) 6. Think critically about human motivation in everyday life 7. Evaluate and develop motivation strategies to achieve specific goals 8. Analyze social and cultural influences on motivation 				
Prerequisites	PSD140	Corequisites		None	
Course Content	<p>Introduction to the psychology of motivation: types of motivation, history of motivation research, research methods in the study of motivation</p> <p>Biological bases of human motivation: brain structures involved in motivation, peripheral nervous system and hormones</p> <p>Needs as motives: Biological needs (hunger, thirst, sleep). Sex and romantic love. Psychological and social needs.</p>				

	<p>Extrinsic & intrinsic motivation: Learning theories and motivation.</p> <p>Cognitive theories of motivation: thoughts as motives, causal attributions.</p> <p>Emotions: nature of emotions. Emotional response and regulation. Emotions as motivation.</p> <p>Individual differences: personality and behavioral motivation</p> <p>Goals, values and motivation: goal-setting strategies to increase motivation</p> <p>Motivation for personal development, positive psychology</p> <p>Applications of motivational psychology: in education and work, in physical and mental health</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Reeve, J. (latest edition). Understanding motivation and emotion, John Wiley & Sons</p> <p>Deckers, L. (latest edition). Motivation: Biological, psychological, and environmental, New York: Routledge.</p> <p>Petri, H. L., & Govern, J. M. (latest edition). Motivation: Theory, research, and application. Cengage Learning.</p> <p>Ryan, R. M. (Ed.). (latest edition). The Oxford handbook of human motivation. Oxford University Press: New York.</p>						
Assessment	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Final Examinations</td> <td style="width: 30%; text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Organisational Psychology				
Course Code	PSD360				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd to 4 th Year/ 5 th to 8 th Semester				
Teacher's Name	Aikaterini Grimani				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	The purpose of this course is to examine the historical, theoretical, and research approaches of psychology in the workplace, focusing on problem-solving methods that arise in professional environments. The main objective of the course is to encourage critical thinking regarding the ethical implications, values, and goals of occupational and organizational psychology.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Analyze the theories of occupational and organizational psychology and their implications for productivity and job satisfaction. 2. Apply prevention and intervention methods to address issues of problematic organizational communication and conflicts within the workplace. 3. Recognize the role of individual differences and personality in adapting to the work environment. 4. Understand and apply theoretical concepts to develop practical strategies for addressing organizational behavior while promoting well-being and productivity in the workplace. 5. Systematically tackle complex problems that may arise in unpredictable environments, fostering critical, creative, and independent thinking, as well as gaining an advanced understanding of multifaceted issues. 				
Prerequisites	PSD140	Corequisites		N/A	
Course Content	The course content is developed as follows: Throughout the course, we analyze critical topics such as personnel selection, training, and evaluation, as well as the factors influencing employee motivation, health, and well-being. Particular emphasis is placed on unconscious biases that can affect				

	<p>personnel selection and evaluation, highlighting the need for awareness and training in these biases to create fairer and more inclusive work environments.</p> <p>Additionally, we explore topics such as workplace design, job analysis, leadership, organizational culture, organizational commitment, and development. The assessment of performance and decision-making processes within organizations are analyzed, considering how unconscious biases may influence these processes and lead to unintended discrimination or inequalities.</p> <p>By incorporating these elements, the course aims to provide a comprehensive understanding of the psychological factors that impact working life, preparing students to address and improve working conditions in various organizations.</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Cooper, C. (Ed.). (latest edition). <i>Current issues in work and organizational psychology</i>. Routledge.</p> <p>Dipboye, R.L., (latest edition). <i>The Emerald Review of Industrial and Organizational Psychology</i> Emerald Publishing Limited.</p>						
Assessment	<table border="1"> <tr> <td>Final Examinations</td> <td>50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Practical Applications in the field of Psychology
Course Code	PSD400
Course Type	Compulsory
Level	Bachelor (1 st Cycle)
Year / Semester	4 th Year / 7 th Semester
Teacher's Name	Constantina Demetriou

ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The purpose of the course is to allow students gain practical experience in the field that is directly relevant to the applications of psychology. Students will have the opportunity to explore their professional interests either in an applied setting or in a research setting. Via the hands-on experience in the field, students are provided with the means by which they may enhance their opportunities for future employment as well as to foster their professional development in succeeding in the workforce and/or in further graduate studies. In addition, this experience will allow them to further develop their practical and critical thinking, vocational skills and self-awareness. Finally, students are expected to relate the skills they developed from their practical experience in the field of psychology to their academic program in a Logbook that is due in the final week.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Develop knowledge on specific characteristics of the different fields of Psychology. 2. Understand the application of the theoretical framework of Psychology. 3. Acknowledge the psychological principles and processes and demonstrate practical experience in an applied work setting or in a research setting. 4. Observe how professionals facilitate applied work or research activities in exploring, understanding and changing human behaviors and mental processes. 5. Demonstrate professional skills associated with working effectively in applied work or research settings. 6. Understand and follow ethical principles in applied work or research settings. 7. Reflect on the implications of their experience. 				
Prerequisites	Students must complete at least 180 ECTS	Corequisites	None		
Course Content	<p>The course content is developed as follows:</p> <p>Students will gain practical experience by implementing the principles of psychology in applied or in research settings under the supervision of a field supervisor.</p> <p>Types of practicum sites:</p> <p><u>Applied Work field:</u> This category includes placements in human service agencies (e.g., NGOs, Humanitarian organizations, retirement centers, counselling services) educational institutions (schools, special schools and</p>				

	<p>after school clubs) industrial/organizational settings, sport, Human Resources and Personnel, Prison centers, rehabilitation centers, EUC-KEPSYPA, EUC psychology labs.</p> <p>Research field: Students can choose to collaborate with any faculty member or scientific collaborator from the Department of Social and Behavioral Sciences for a variety of research activities including the exploration of scientific material, compiling literature reviews and/or participating in running research, research grant proposal writing etc. Students may also serve as research assistants (collection and analysis of data) for a Department faculty or join in a group research project.</p> <p>Students are required to obtain an Applied Work or Research Field setting on their own, using the resources available on blackboard. Requirements for course completion comprise of 180 hours (including field hours as well as course preparation-completion hours) and weekly update of the logbook.</p> <p>Up to six meetings are designed to cover several topics (e.g., ethical considerations, observational skills, etc.) and provide a space to students to discuss their learning experiences, personal reactions to practical work, and professional and ethical issues. Hence, students will have the opportunity to receive additional supervision and feedback from the course instructor and other students. Finally, these meetings provide to students the opportunity to learn about various placements settings and practices from other students' experience.</p> <p>A study guide is provided with a detailed explanation of all practical activities that may be performed under each field of Psychology.</p>			
Teaching Methodology	E – Learning & Tutoring			
Bibliography	Depends on the topic			
Assessment	<p>Evaluation of Field Supervisor</p> <table border="1" data-bbox="1081 1608 1308 1724"> <tr> <td>75%</td> </tr> <tr> <td>25%</td> </tr> <tr> <td>100%</td> </tr> </table> <p>Written Reports</p> <p>The course is graded on a Pass/Fail basis.</p>	75%	25%	100%
75%				
25%				
100%				
Language	English			

Course Title	Psychology of Family				
Course Code	PSD405				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr Eleni Athanasiou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The purpose of this course is to study the family. This course aims at presenting the most useful and interesting approaches to family life. Its main objective is to focus on: a micro approach that emphasizes family processes and the dynamics of family interaction, and a macro approach that views the family as an institution embedded within a social and cultural context. The former approach focuses on the interpersonal interactions among family members, such as: communication patterns, conflict resolution, negotiations, and power dynamics. The latter approach emphasizes the purposes families serve for society, their interactions within the environment, as well as the historical and socio-cultural contexts in which they are embedded.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Report the major psychological, socio-psychological, and socio-biological theories of family development. 2. Determine current research findings concerning structural and relational diversity in family relationships. 3. Identify the social, cultural, and historical trajectories of family development and evolution. 4. Identify the processes through which family relationships develop, change, are maintained, and dissolve over time. 				

	<p>5. Analyze the mechanisms and processes through which family structure and family wellbeing arise and can contribute to individual wellbeing.</p> <p>6. Improve family skills and enhance family communication processes thereby promoting family wellbeing and healthy family development through time.</p> <p>7. Specify the mechanisms through which family dysfunction leads to various social and mental health issues.</p>								
Prerequisites	PSD140	Corequisites	N/A						
Course Content	<p>The course content is developed as follows: it provides an overview of the basic concepts, principles, theories, and issues of development and change in family relationships.</p> <p>Topics include families from a historical and contextual perspective, structural and relational diversity in families, and processes of relational family development, maintenance, and dissolution.</p> <p>Upon completion of the course, students will be able to understand, through case studies they examine, how functional/dysfunctional and healthy/unhealthy families shape over time, as well as promote family happiness through of better family communication.</p>								
Teaching Methodology	E – Learning								
Bibliography	<p>Fiese, BH. (Editor in Chief) (latest edition). APA Handbook of Contemporary Family Psychology (Vol1-3), APA Handbooks in Psychology Series.</p> <p>Goldenberg, I, Stanton, M. & Goldenberg, H. (latest edition) Family Therapy: An Overview. (Newest Edition). Cengage Learning.</p>								
Assessment	<table border="1"> <tr> <td>Final Examinations</td> <td>50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>			Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%								
Assignments/Ongoing evaluation	50%								
	100%								
Language	English								

Course Title	Introduction to Biopsychology				
Course Code	PSD410				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Elenitsa Kitromilides				
ECTS	10	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	This is an introductory course on the basic structure and function of the nervous system which will allow the student to cultivate comprehension of and familiarity with the complex interactions between biology, behavior and mental processes. Students will also be familiarized with biological terms and concepts related to the nervous system.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Illustrate nervous system's function and structure. 2. Relate neurobiological correlates of specific behaviors, cognitions and reactions. 3. Outline the evolution of the human nervous system. 4. Dissect the reciprocity of biological and psychological processes. 5. Develop critical thinking in the field of biological psychology. 				
Prerequisites	PSD140		Corequisites	None	

Course Content	Topics to be discussed may include: Concepts and goals in field of Biopsychology, Research methods of biopsychology, Anatomy and functions of the Nervous System, Hemisphere function and language, Biology of learning and memory, Sleep, arousal, and biological rhythms, Sensory processes and perception, Biopsychology of mental disorders, Recent developments and contemporary issues pertaining to the subject-matter of the course.						
Teaching Methodology	E – Learning						
Bibliography	<p>Pinel, J. P.J. & Barnes, S.J. (latest edition). <i>Biopsychology</i>. Pearson Publishers.</p> <p>Kalat, J. W. (latest edition). <i>Biological Psychology</i>. Cengage Learning.</p> <p>Aleixo, P. & Baillon, M. (latest edition). <i>Biological Psychology: An Illustrated Survival Guide</i>. Wiley.</p> <p>Klein, S. B., & Thorne, M. (latest edition). <i>Biological Psychology</i>. Worth Publishers.</p>						
Assessment	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Final Examinations</td> <td style="text-align: center; padding: 5px;">50%</td> </tr> <tr> <td style="padding: 5px;">Assignments/Ongoing evaluation</td> <td style="text-align: center; padding: 5px;">50%</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
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Language	English						

Course Title	Theories of Intelligence				
Course Code	PSD415				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 6th, 7th or 8th Semester				
Teacher's Name	Dr. Andria Christodoulou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	To provide the student with an overview of historical developments in the psychological field of intelligence. To promote the student's understanding of research methods and current issues in the field of intelligence testing.				

Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Define the concept of intelligence and explain the major variables associated with it. 2. Identify the alternative types of intelligence (e.g., emotional, social, creative, etc.) and provide examples for each. 3. Distinguish between basic types of intelligence using observable behavioral cues and traits. 4. Describe and evaluate alternative methods of measuring intelligence, including traditional IQ tests and alternative assessments. 5. Discuss key research issues related to the study of intelligence, such as nature vs. nurture, cultural biases, and the validity of intelligence tests. 		
Prerequisites	PSD140	Corequisites	None
Course Content	<p>The course provides a comprehensive overview of historical developments in the psychological field of intelligence. In addition, the student will develop an understanding of research methods and current issues in the field of intelligence testing.</p> <p>Topics to be discussed may include the following:</p> <p>What is “Intelligence”?</p> <p>Factors that Influence Scores on Intelligence Tests, such as: Genetic, Environmental and Nutritional</p> <p>Measuring Intelligence in: Infancy, Children, Adults, and Special Populations</p> <p>Research Methods Relevant to the Field of Intellectual Assessment</p> <p>Measures of General and Specific Intellectual Abilities</p> <p>Individual and Group Intelligence Testing</p> <p>Contemporary Issues and New Directions in Intellectual Assessment</p> <p>Multiple Intelligence (Gardner)</p> <p>Emotional Intelligence (Golman)</p> <p>Sternberg’s Theory of Intelligence</p> <p>Metacognitive skills and development</p>		
Teaching Methodology	E – Learning		
Bibliography	Gardner, H. (Latest Edition). <i>Frames of Mind: The theory of multiple intelligences</i> . Basic Books.		

	<p>Maltby, J., Day, L., & Macaskill, A. (Latest Edition). <i>Personality, Individual Differences and Intelligence</i>. Pearson.</p> <p>Wilhelm, O., & Engle, R. W. (Latest Edition). <i>Handbook of Understanding and Measuring Intelligence</i>. London: Sage.</p> <p>Hawkins, J. (Lates Edition). <i>A thousand brains: A new theory of intelligence</i>. Basic Books.</p>						
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Language	English						

Course Title	Abnormal Child Psychology
Course Code	PSD420
Course Type	Compulsory
Level	Bachelor (1 st Cycle)

Year / Semester	4 th Year/ 8 th Semester				
Teacher's Name	Constantina Demetriou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	The purpose of this course is to give students an in-depth knowledge and understanding of abnormal child psychology and development, to introduce them to the theories, causes and research in the field of childhood pathology, and to help them understand the differences between normal and abnormal child psychology.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Distinguish between child abnormal behaviour and normal. 2. Discuss theories, causes and research in Child Abnormal Psychology. 3. Understand the biopsychosocial approach of disorders 4. Describe and discuss a number of disorders and their treatment. 5. Evaluate the contribution of the familial and school proximal environments in the creation of the abnormality 				
Prerequisites	PSD235		Corequisites	None	
Course Content	<p>The course content is developed as follows:</p> <p>The course provides an in-depth overview of childhood disorders, causes, diagnosis, prognosis, treatment, and interventions where applicable. It may cover such areas of interest as behavioral disorders, emotional and developmental disorders.</p> <p>Topics to be discussed may include the following:</p> <p>Theories and causes of abnormal child psychology</p> <p>Assessment, diagnosis and treatment</p> <p>Attention-Deficit Hyperactivity Disorder (ADHD)</p> <p>Conduct Disorders</p> <p>Challenging Behavior</p> <p>Anxiety Disorders</p> <p>Mood disorders and Bipolar Disorder</p> <p>Autism</p>				

	<p>Pervasive Developmental Disorders (PDD and PDD-NOS)</p> <p>Communication Disorders</p> <p>Schizophrenia</p> <p>Eating Disorders</p> <p>Child Abuse</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Mash, E. J., & Barkley, R. A. (latest edition). Child Psychopathology. Guildford Press.</p> <p>Wilmshurst, L. (latest version). Child and Adolescent Psychopathology: A Casebook. New York: Sage Publications Inc.</p> <p>American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.</p> <p>De La Osa, N., & Carrasco, M. (latest edition). Clinical assessment of children and adolescents: New contributions to research and practice. Hogrefe.</p>						
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Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Psychotherapeutic Approaches				
Course Code	PSD425				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 7th or 8th Semester				
Teacher's Name	Dr Panagiotis Parpottas				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	Introduce students to the basic principles of psychotherapy and psychotherapeutic approaches.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the basic psychotherapeutic theories 2. Analyse the psychotherapy processes 3. Recognize the special issues in psychotherapy 4. Recognize and familiarize with the ethical principles of psychotherapy 5. Compare the basic psychotherapeutic approaches with regards to their aims, processes and philosophical underpinnings 				
Prerequisites	PSD230	Corequisites	None		
Course Content	<p>The course content is developed as follows:</p> <p>It gives students the opportunity to explore the variety of psychotherapeutic approaches, the psychotherapeutic methodologies, and their efficiency. In addition, by introducing students to the different psychotherapy models and schools of thought, they will be able critically to compare them.</p> <p>It includes topics as: History of psychotherapy, Psychoanalysis and psychodynamic approaches, CBT, Schema therapy, Person centred approach, Gestalt, Systemic therapy, Integrative and eclectic approaches, Psychotherapy process and therapeutic relationship, Ethics, Cross cultural issues in psychotherapy, Group therapy, Evidence based practice of psychotherapy, Training and supervision.</p>				

Teaching Methodology	E – Learning						
Bibliography	<p>Nelson-Jones, R. (latest edition). Theory & practice of counselling & therapy. London: Sage.</p> <p>Sommers-Flanagan, J, & Sommers-Flanagan, R. (latest edition). Counseling & Psychotherapy theories in context & practice. London: Wiley.</p> <p>Joseph, S. (latest edition). Theories of counselling & psychotherapy: an introduction to different approaches. Palgrave Macmillan.</p> <p>Yalom, I. D. (latest edition). The gift of therapy: An open letter to a new generation of therapists and their patients. New York: Harper Perennial.</p>						
Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Final Examinations</td> <td style="width: 30%; text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Sensation and Perception				
Course Code	PSD430				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd to 4 th Year / 3 rd to 8 th Semester				
Teacher's Name	Elenitsa Kitromilides				
ECTS	10	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To disambiguate the processes of detection, recognition, decision – making and action and explain their continuous integration in the perceptual cycle. Define perceptual processes and their interaction with receptor cells. Understand the basics of cellular function in each sense. Evaluate the interpretative mechanisms involved in perceptual processes.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Learn the structure of the major sensory systems. 2. Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information. 3. Learn the body and brain structures involved in the transduction and transmission processes and describe what each structure does. 4. Explain the basis of individual differences in perception. 5. Review the historical roots and experimental methods used in the science of sensation and perception. 				
Prerequisites	PSD145		Corequisites	None	
Course Content	The course will give the students an in-depth knowledge and understanding of how the physical world interacts with and stimulates the senses and, in				

	<p>turn, how the senses and the nervous system transform, integrate, and process the stimulation to enable perception of the environment. A broad and balanced treatment of the theories, principles, and basic findings of the discipline will provide the students with information on how we perceive and interpret our surroundings. Topics to be discussed may include: Approaches to the study of sensation and perception, Physiological perspective: neuronal communication, The visual system, Fundamental visual functions and phenomena, Visual pattern and form perception, The Gestalt approach: figure-ground perception, The perception of space: monocular / binocular vision, Constancy and illusions, The auditory system: sound as information, The skin senses, The chemical sense of taste and smell.</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Goldstein, E. B. (latest edition). <i>Sensation and Perception</i>. Cengage Learning.</p> <p>Rookes, P., & Wilson, J. (latest edition). <i>Perception: Theory, Development and Organisation</i>. Taylor & Francis Group.</p>						
Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Final Examinations</td> <td style="width: 30%; text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Psychopathology II				
Course Code	PSD435				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year / 7th or 8th Semester				
Teacher's Name	Giorgos Georgiou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To give an in-depth exploration in psychopathology, and enable students to understand the wide spectrum of mental illness. Specifically, it gives emphasis on several mental disorders occurring in adulthood, but at the same time provides some information on child and adolescent psychopathology. Symptomatology and how it is manifested in the context of culture, family, and gender is also examined. It gives in-depth knowledge in clinical presentation, epidemiological information, etiology and treatment options.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Have an in depth understanding of the symptomatology of a wide range of psychological disorders. 2. Have an in depth understanding of the epidemiology of the range of psychological disorders, using recent research. 3. Integrate contributing factors such as biological, psychological and social ones, to the various psychological disorders. 				

	<p>4. Identify the treatment approaches used for each psychological disorder.</p> <p>5. Have an understanding of comorbidity and symptom differentiation within the clinical picture.</p>		
Prerequisites	PSD330	Co-requisites	None
Course Content	<p>A comprehensive introduction to psychopathology and the various types of psychological disorders, including the most current research findings and coverage of cognitive and biological issues. Emphasizes is given to the influence of society and culture according the identification of symptomatology, the etiology and the treatment of disorders. Most of the course examines adult psychopathology, however, a general information on child and adolescent psychopathology is presented. Topics include models of psychopathology, assessment and diagnosis, approaches to treatment, research methods as well as ethical issues in mental health.</p> <p>Topics to be discussed may include the following:</p> <p>Theoretical Background</p> <p>Biopsychosocial approach</p> <p>Assessment of personality</p> <p>Assessment through clinical interview</p> <p>Somatoform Disorders</p> <p>Dissociative Disorders</p> <p>PTSD</p> <p>Substance-Related Disorders</p> <p>Sexual Dysfunctions and Paraphillic Disorders</p> <p>Eating Disorders</p> <p>Neurocognitive Disorder</p> <p>Childhood Psychopathology</p> <p>Adolescence Psychopathology</p> <p>Recent developments and contemporary issues pertaining to the subject matter of the course.</p>		
Teaching Methodology	E – Learning		
Bibliography	Durand D. V., Barlow D., & Hofmann, S. (latest edition). Essentials of abnormal psychology (latest edition). Cengage Learning.		

	Kring, A., Johnson, S. L., Davison, G. C., Neale, & J. M., (latest edition). Abnormal Psychology: The Science and Treatment of Psychological Disorders (latest edition). New Jersey: John Wiley & Sons.		
Assessment	Final Examinations	50%	
	Assignments/Ongoing evaluation	50%	
		100%	
Language	English		

Course Title	Techniques of Counselling				
Course Code	PSD440				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year/ 8th Semester				
Teacher's Name	Dr Panagiotis Parpottas				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To enhance students' understanding of the basic counselling and psychotherapeutic skills and to enable them to practice and apply these skills.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Comprehend the theory of the basic concepts and principles of counselling skills. 2. Understand the phases of therapeutic process. 3. Apply the basic counselling skills. 4. Demonstrate an adequate level in applying the basic skills during the formation of the therapeutic alliance. 5. Develop an application plan of the basic skills for the initial sessions of psychological assessment. 6. Evaluate their skills based on supervision feedback. 				
Prerequisites	PSD230 & PSD330		Corequisites	None	

Course Content	<p>The course content is developed as follows:</p> <p>It offers an opportunity to attend an in-depth, applied and advanced exploration of the essential basic skills counselling and psychotherapy. With lectures and labs, students will learn the methods on how to assess thinking, emotions, communication and behaviour. With the practical applications of the course students will come in touch with the basic counselling skills, will conduct an initial session and recognize the process of building a therapeutic alliance. Students will have an opportunity to practise under supervision.</p> <p>Topics to be discussed / practised may include: The therapist's stance, Therapeutic boundaries, Non-verbal communication, Paraphrasing, Reflection of emotions, Questioning Clarifications, Hypothesis making, Psychological assessment, Therapeutic alliance, Telepsychology's practices and guidelines.</p>						
Teaching Methodology	E – Learning						
Bibliography	<p>Nelson-Jones, R. (latest edition). Essential counseling and therapy skills: the skilled client model. London: Sage publications.</p> <p>Cochran, J. L., & Cochran, N. H. (latest edition). The heart of counseling: Counseling skills through therapeutic relationships. Routledge.</p> <p>McLeod, J., & McLeod, J. (latest edition). Counselling Skills. A practical guide for counsellors and helping professionals. Open University Press.</p> <p>Young, M. E. (latest edition). Learning the art of helping: Building blocks and techniques. Pearson.</p>						
Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Final Examinations</td> <td style="width: 30%; text-align: center;">50%</td> </tr> <tr> <td>Assignments/Ongoing evaluation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Final Examinations	50%	Assignments/Ongoing evaluation	50%		100%
Final Examinations	50%						
Assignments/Ongoing evaluation	50%						
	100%						
Language	English						

Course Title	Undergraduate Thesis I				
Course Code	PSD480				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year/ 7 th Semester				
Teacher's Name	Constantina Demetriou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	To give students the opportunity to integrate and utilize acquired knowledge of psychology, by conducting research on a topic of their choice, in their area of concentration. Students will conduct their research under the guidance of a faculty member.				

Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Critically analyze and integrate relevant literature to devise an appropriate research topic of psychological significance and personal importance. 2. Develop a full comprehension of the methodology that they will use based on literature review. 3. Complete and submit a research proposal and protocol to the supervisor. 4. Complete the writing of the literature review and method sections of their undergraduate thesis. 				
Prerequisites	PSD325 and Students must complete at least 180 ECTS	Corequisites	None		
Course Content	<p>This first part of completion of the research project in a field of psychology gives the student the opportunity to develop new skills to conduct major scientific studies, while at the same time enabling him to sharpen his critical thinking.</p> <p>During this first part, the student will be able to use quantitative and qualitative research methodologies of the social sciences. While the former requires statistical compilation and subsequent analysis using some form of statistical processing (such as SAS, SPSS, LISREL, etc.), the second involves the collection of data through formal / informal interview observation techniques, and active participation.</p> <p>The student may also choose to adopt a systematic literature review methodology in carrying out his / her work, including the collection and synthesis of information from various academic books and scientific articles.</p>				
Teaching Methodology	E – Learning and Tutoring				
Bibliography	Depends on the topic.				
Assessment	<p>Written Reports</p> <table border="1" data-bbox="1081 1604 1310 1675"> <tr> <td>100%</td> </tr> <tr> <td>100%</td> </tr> </table>			100%	100%
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Language	English				

Course Title	Undergraduate Thesis II				
Course Code	PSD490				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year/ 8 th Semester				
Teacher's Name	Constantina Demetriou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N.A
Course Purpose and Objectives	The purpose of this course is to give students the opportunity to complete and present the research project they have started in the previous semester (PSD480) by integrating and utilizing acquired knowledge of psychology.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Complete the design of their undergraduate thesis. 2. Complete the data collection . 3. Analyze the data. 4. Interpret the findings. 5. Complete the discussion section of their undergraduate thesis 				
Prerequisites	PSD480	Corequisites	None		
Course Content	<p>The course content is developed as follows:</p> <p>This second part of the undergraduate thesis will allow the student to finalise hi/her work. The student will have the opportunity to complete the data</p>				

	collection, analysis, interpretation and discussion of the results. The student should be able to apply all the knowledge gained from previous relevant courses and with the guidance of the research supervisor to complete the research work in order to present it to the evaluation committee.								
Teaching Methodology	E – Learning and Tutoring								
Bibliography	Depends on the topic								
Assessment	<table border="1"> <tr> <td>Written project</td> <td>80%</td> </tr> <tr> <td>Presentation</td> <td>20%</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written project	80%	Presentation	20%				100%
Written project	80%								
Presentation	20%								
	100%								
Language	English								