

Doc. 300.1.2

Date: 03/02/2026

Higher Education Institution's Response

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

- **Town:** Nicosia

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

In Greek:

Ψυχολογία (4 Έτη/240 ECTS, B.Sc.) – Εξ Αποστάσεως

In English:

Psychology (4 Years/240 ECTS, B.Sc.) – E-Learning

- **Language(s) of instruction:** English and Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>It is recommended that the programme adequately monitors the future educational and career paths of the e-learning students.</p>	<p>We thank ECC for its recommendations, and we acknowledge the importance of systematically monitoring the future career paths of our e-learning students. To address this, we will collaborate with the Alumni Office and request an annual report on our graduates’ professional trajectories. Although we currently receive informal feedback from students and graduates regarding their career paths, we recognize the need for a more structured and consistent approach.</p> <p>Additionally, based on the EUC Employability Survey 2024, 57% of e-learning psychology students who participated in this survey mentioned that they are working. Additionally, few were already enrolled in graduate studies, whereas all the remaining alumni students mentioned that they were planning to enroll in graduate studies in the next year. Regarding their career path, most of them were employed in HR departments, whereas few mentioned that were working as psychologists (Please See Annex I). Specifically, in Annex I you will find details about the employability of EU students, and you can see in slide 13 and 15 per degree how many students are employed or not. Please refer to</p>	<p>Choose level of compliance:</p>



	Psychology students' conventional degree)	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The design of weekly interactive activities should be reconsidered to ensure they promote student-to-student communication and interactivity (through systematic use of discussion forums) and take advantage of the capabilities offered by the virtual and audio-visual environment such as the use of simulations and psychology games to practice e.g., communication skills with patients, role playing (therapist, patient, family member), solving real-life problems using online tools such as virtual whiteboards, peer review of student work and use of reflective journaling for reflecting on learning, personal biases and applications of learning to real life, and creation of videos/presentations/infographics.</p>	<p>We thank the ECC for its important recommendation. In response to the Committee’s recommendation, the design of weekly interactive activities in the B.Sc. Psychology programme has been reconsidered and re-designed aiming at ensuring meaningful student-to-student communication, increased interactivity, and fuller exploitation of the virtual and audio-visual learning environment.</p> <p>More specifically, the academic staff participated in a targeted training workshop on online interactive learning design (took place on the 2nd of December 2025), grounded in a structured pedagogical framework built on three core pillars:</p> <ol style="list-style-type: none"> 1. Student-to-Student Interaction 2. Student-to-Instructor Interaction 3. Student-to-Learning Materials Interaction <p>This framework now guides the redesign of weekly online activities across relevant modules.</p>	<p>Choose level of compliance:</p>
<p>A concrete plan and procedures should be developed that facilitate learning and ensure the psychological and physical safety of distance learning students in placement positions or give the option for an alternative course in cases the students cannot find a placement.</p>	<p>We thank the ECC for its valuable feedback and recommendation. All matters relating to placement selection, supervision arrangements, legal safeguards, and student safety are carefully considered and are formally documented in the Programme’s Practicum Guide (please see Annex II). Specifically, in Annex II 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</p>	<p>Choose level of compliance:</p>

	<p>approved by practicum coordinator and the signed agreement that they sign with the organization. Please see pages 3, 5, 6). To ensure both learning quality and student safety in placement settings, the following concrete plan and procedures have been implemented:</p> <ul style="list-style-type: none"> • The Department provides clear placement criteria and guidelines to ensure that all placement settings meet academic, ethical, and safety standards. • All placement sites undergo a formal approval process by the practicum coordinator, including evaluation of supervision capacity, scope of activities, and compliance with health and safety requirements. <p>The Guide provides clear procedures and responsibilities for students, placement providers, and supervisors, ensuring that the practicum experience is delivered in a safe, structured, and ethically sound manner.</p> <p>In addition, the course coordinator of practicum assesses all the placements before students attend. Supervision is provided throughout the semester from both the clinical supervisor in the field and the course coordinator. E-Learning students are supported through regular online supervision meetings.</p> <p>Moreover, a signed consent form is provided to the field and signed by both the manager and the clinical supervisor in order to ensure that all legal safeguards are considered.</p> <p>Finally, it is important to point out that our B.Sc. Psychology students are allowed to participate only in specific</p>	
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	<p>activities (i.e. shadowing, brief screening, observation) acknowledged by Psychologists Registry Board (www.seps.org.cy) even if their placement is taking place abroad.</p> <p>Regarding, the ECC recommendation of giving the option to students to take an alternative course instead of practicum, it has to be noted that practicum constitutes a core academic and professional pillar of the B.Sc. Psychology programme. The practicum is one of the programme's main competitive strengths, providing students with essential applied experience and professional skill development that cannot be replicated through purely theoretical coursework. Furthermore, the practicum is mandatory for students entering the programme from Greece, who represent a significant proportion of the enrolled student population.</p>	
<p>The weighting of weekly interactive activities should be adjusted to a level that effectively motivates student completion and participation. These activities should also incorporate more advanced activities that are graded with a higher percentage of the final mark to incentivize deeper learning and applications of theoretical concepts to real life scenarios.</p>	<p>We thank the ECC for its recommendation. We consider this recommendation and therefore, we revised some interactive activities across modules. Specifically, we grouped some weekly activities to take a higher grade and reflect to deeper learning and interaction with the course's objectives (please see Annex III). In this Annex you will find the revised interactive activities of all courses). Having said this, for all courses of B.Sc. Psychology E-learning, as decided by the Departmental Council, interactive activities are assigned with 20% of the overall grade of the module.</p>	<p>Choose level of compliance:</p>
<p>There should be a concerted effort to reinforce the use of learning analytics by staff members as a</p>	<p>We thank ECC for its valuable recommendation. We acknowledged this recommendation and thus all</p>	<p>Choose level of compliance:</p>



<p>means to better support student interactions and progress and ensure they succeed</p>	<p>full-time and part-time faculty members participated in a focused training (on the 2nd of December) on Blackboard analytics, emphasizing on the ways staff members can support students to ensure their progress and success.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>There is further scope to strengthen mentoring and structured support for early-career staff to develop their research profiles and scholarly outputs.</p>	<p>We acknowledge the Committee's recommendation. A formal mentoring scheme is already in place, whereby all newly appointed academic staff, including both full-time and part-time faculty, are assigned an experienced faculty member as a mentor (please see Annex IV). Specifically, you will find in pages 2 and 3 details of the premises of our mentoring scheme and the way our mentoring model works). This mentoring arrangement supports early-career staff in developing their research profiles and scholarly outputs. For example, one associate professor collaborates with two assistant professors on an Erasmus+ project focusing on teacher's wellbeing, self-efficacy and burnout. Additionally, another associate professor collaborates with a lecturer on the Erasmus+ project DigiHeal: Healing the Digital Wounds. These collaborations illustrate the Department's commitment to integrating mentoring into research practice by encouraging joint project development, shared authorship, and interdisciplinary teamwork.</p>	<p>Choose level of compliance:</p>
<p>Ensure teaching workloads allow for adequate student support, feedback and monitoring as well as adequate time for research and professional growth.</p>	<p>We thank the ECC for its recommendation. We acknowledge the Committee's recommendation. Teaching workloads are allocated in accordance with the European University Cyprus THR policy, which is designed to ensure an appropriate balance between teaching, research, and professional development (please see Annex V, section 7, pages 26 – 28). In this section you will find details of the categories that are included in this scheme and how they</p>	<p>Choose level of compliance:</p>

	<p>can be deducted from teaching workload). Specifically, full-time employees can redeem points (that gets from research activities) to get less workload and have more time for research. This policy provides the institutional framework that governs how academic staff duties are allocated and managed, with the aim of ensuring balance, quality, and sustainability across teaching, research, and service. Additionally, regarding professional growth, our university has a Faculty Professional Development course where all staff gets ongoing provision of faculty development seminars and courses (please see Annex VI).</p> <p>The FPD Series is run by the EUC C.I.Q.A. Faculty Professional Development Standing Committee which runs under the Office of the Vice Rector of Academic Affairs.</p> <p>Also, student evaluations, collected every semester for both full-time and part-time academic staff, consistently indicate that the vast majority of instructors receive excellent reviews. This positive feedback demonstrates that, despite the current ratio, teaching quality, engagement, and support remain strong across the Department.</p> <p>Lastly, the University provides comprehensive training and mentoring opportunities to all full time and part time academic staff. These include workshops on pedagogy and assessment, support in using digital learning tools, peer-observation cycles, and ongoing academic mentoring—all of which contribute to sustaining high standards in teaching and marking.</p>	
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	<p>In addition, as part of the faculty’s professional growth academic staff’s research activities and societal engagement are formally evaluated every two years through the “Performance Appraisal of Faculty and Special Teaching Personnel” (see Annex VII) This structured process serves as both an evaluative and developmental mechanism. During the appraisal, full-time academic personnel receive detailed, constructive feedback from a University Committee on their research output, teaching performance, and community service contributions.</p> <p>The appraisal takes into account the quality, relevance, and impact of each academic’s research, including publications in peer-reviewed journals, participation in funded projects, supervision of student research, and engagement in dissemination activities. Societal engagement is also assessed through evidence of collaboration with professional bodies, schools, NGOs, and participation in public or outreach events that reflect the Department’s mission.</p> <p>Following the appraisal, each faculty member develops an individual professional development plan. This plan outlines clear objectives and actions for the next evaluation period—such as pursuing research collaborations, enhancing teaching practices, engaging in community outreach, or targeting specific publication goals.</p>	
<p>Continue to expand collaborative research and international partnerships to raise the Department’s</p>	<p>In response to the External Evaluation Committee’s recommendation to continue expanding collaborative research and</p>	<p>Choose level of compliance:</p>

<p>academic visibility and impact, also focusing on researching and developing good practices related to the design and delivery of distance learning.</p>	<p>international partnerships in order to enhance the Department's academic visibility and impact, the Department has already taken significant and strategic steps.</p> <p>Faculty members actively participate in numerous COST (European Cooperation in Science and Technology) Actions, which provide robust platforms for international networking, interdisciplinary collaboration, and research innovation. These engagements strengthen long-term research partnerships and substantially increase the likelihood of securing competitive external funding, including Horizon Europe grants.</p> <p>To support and sustain these activities, the Department's management allocates a dedicated annual budget to fund public engagement initiatives and to support faculty participation in peer-reviewed international conferences and Scopus-indexed publications. This financial commitment ensures that research output and outreach activities remain visible, impactful, and aligned with the Department's strategic objectives.</p> <p>Further strengthening collaborative research capacity, the newly established Psychology Unit will be integrated into the School's Center of Excellence in Research & Innovation in Social Sciences, the Arts and the Humanities (SoSocietAtH). This Center promotes active collaboration among researchers, practitioners, and the wider community, fostering interdisciplinary excellence and meaningful social impact. Through this inclusion, the Department aims to: (a) position psychology research</p>	
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	<p>within broader interdisciplinary frameworks, (b) enhance the visibility of staff expertise and research output through collaborative initiatives, and (c) attract scholars, postdoctoral researchers, and doctoral candidates aligned with the Unit’s research priorities.</p> <p>In direct response to the Committee’s recommendation, the Department will also offer a specialized faculty training session on 10 February 2026 focused on national and international funding opportunities. This training will introduce faculty to strategic tools and initiatives that support competitive funding applications, including brokerage events, the Horizon Hop-On Facility, Bridge to Horizon, and COST Actions. To ensure continuous access to relevant funding information, faculty members will be encouraged to subscribe to the national Research and Innovation Foundation (RIF) newsletter, enabling timely awareness of funding calls, networking opportunities, and related developments.</p> <p>Finally, at the institutional level, the University offers additional targeted training aligned with the Committee’s recommendations. These will include workshops on novice proposal writing, networking and collaboration development, Erasmus+ funding opportunities, and the effective use of AI tools in research proposal preparation. Collectively, these initiatives demonstrate a coherent and sustained commitment to expanding international collaboration, strengthening research capacity, and enhancing the Department’s academic visibility and impact.</p>	
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	<p>In response to the External Evaluation Committee's recommendation regarding the development of good practices in the design and delivery of e-learning, the Department is implementing a structured and quality-assured approach to online and blended education. This approach focuses on pedagogical consistency, student engagement, academic integrity, and continuous enhancement of digital teaching practices.</p> <p>In addition, the Department has developed its own AI Policy, aimed at promoting the ethical and responsible use of AI in learning and assessment (please see Annex VIII. Specifically, in pages 1 – 3 you will find details of what misuse of AI is defined and the procedures instructors may follow). The policy provides clear guidelines for students on acceptable AI use and guidance for instructors on identifying potential academic misconduct and designing assessments that reduce opportunities for malpractice, particularly in e-learning environments.</p> <p>Following the Committee's recommendations, the Department has also implemented two targeted training sessions for academic staff:</p> <p>A training session on Blackboard (BB) Analytics (02/12/2025), focusing on the use of data-driven insights to monitor student engagement and inform improvements in online teaching and assessment design. Faculty were also encouraged to review related training materials available through the Faculty Professional Development portal.</p>	
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	<p>A workshop on developing interactive activities (02/12/2025), aimed at supporting instructors in creating dynamic, participatory learning materials that can be integrated into assignments and examinations. This training emphasized authentic and AI-resilient assessment formats suitable for e-learning, complemented by existing University resources on PollEverywhere, H5P, and EasyGenerator.</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The committee suggests that the Department more systematically analyze attrition rates and delay status across semesters of the BSc to develop strategies to minimize attrition and graduation delay.</p>	<p>We thank ECC for its recommendation, and we acknowledge the importance of analyzing attrition rates.</p> <p>We would like to inform you that EUC invest on a better system for monitoring and receiving administrative data for our students, therefore they introduced SIS Student Information System where administrators have better visibility on students' profiles and have access to more data which give them the opportunity to help students for adjustment and/or financial issues.</p> <p>Additionally, from academic perspective we have the Low GPA policy which aims to develop a proposal/framework on the process and actions to be taken, in order to address and reduce the phenomenon of students' low G.P.A. and its effects (please see Annex IX). Specifically, in pages 1 and 2 you will find the steps that are followed by students' advisors, program coordinator, chair of the department and the dean of the school).</p> <p>Moreover, at EUC we realize that for some students' financial aid can greatly affect their studies. For this reason, our advisors at the Student Advising Center to provide all relevant information on aid and scholarships that students can get, and our Financial Aid Office provide flexibility on financial issues.</p> <p>Lastly, the Center of Applied Psychology and Personal</p>	<p>Choose level of compliance:</p>

	<p>Development offers psychological and counselling services to the members of European University Cyprus. The Center was established to promote Prevention, Assessment and Therapy and provide these services to the members of EUC (staff and students) free of charge. These services are currently offered solely to conventional students. Part of the center's strategic development and expansion which will take place in F2026, the center will also provide its services to E-learning students and hence can help tackle attrition by proactively identifying at-risk students. More specifically, the center will offer online sessions to address academic stress, loneliness, isolation and lack of motivation which seem to be the most common problems that E-learning students face. Furthermore, workshops on self-development, self-regulation and study skills will be tailored to the needs of E-learning students. Finally, close collaboration with academic advisors and faculty can help early referrals, especially in cases of initial student disengagement, while the easy access to online support services will encourage persistence and eventually reduce attrition.</p>	
<p>Likewise, the Department could map BSc students' educational and employment pathways and analyze these to strengthen the programme and provide students and applicants to the programme with more systematic knowledge of their future possibilities.</p>	<p>We thank ECC for its recommendation. EUC conducts an employability survey every year as part of its Career Center activities. This survey aims to determine how many graduates find work — and <i>how quickly</i> — after finishing their studies, especially in fields related to their degree. This helps the university understand the real-world success of its programs. Additionally, it aims to gain insights into graduates' career paths, the relevance of the skills they learned, and how well academic</p>	<p>Choose level of compliance:</p>

	<p>programs prepared them for the job market.</p> <p>Based on the latest version of this survey (please see Annex I), seven Alumni of the Psychology programme participated in the survey, of whom four were employed.</p>	
<p>There should be systematic use of Blackboard learning analytics by all staff members to identify students at risk of failing and intervene accordingly to provide support before a student fails an assignment or a course.</p>	<p>We thank ECC for its recommendation. Please refer to the answer for recommendation 2.4 on the areas of improvement.</p>	<p>Choose level of compliance:</p>

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The design of weekly interactive activities should be reconsidered in ways they take advantage of capabilities offered by the virtual and audio-visual environment such as the use of simulations, games and problem solving scenarios.</p>	<p>We welcome the ECC's recommendation. Please refer to the answer for item 2.1 on the areas of improvement.</p>	<p>Choose level of compliance:</p>
<p>E-learning students should be able to access and use resources in a similar manner as students in the conventional BSc programme.</p>	<p>We thank ECC for its recommendation. The programme fully ensures that e-learning students have access to and are able to use learning resources in a manner equivalent to students enrolled in the conventional B.Sc. Psychology programme, in accordance with the principles of equal learning opportunities and parity of academic experience.</p> <p>Specifically:</p> <ul style="list-style-type: none"> • Library Resources: E-learning students have full access to the European University Cyprus (EUC) online library, including electronic journals, academic databases, e-books, and other scholarly resources. • Learning Platforms and Digital Materials: All core teaching materials (lecture content, readings, recorded lectures, assessments, and supplementary resources) are delivered through Blackboard ensuring consistent access for both e-learning and conventional students. • Virtual Experiments and Research Tools: 	<p>Choose level of compliance:</p>

	<p>E-learning students have the opportunity to participate in virtual laboratory experiments and online research activities, allowing them to develop research, data analysis, and methodological skills comparable to those of on-campus students. These activities are aligned with module learning outcomes and assessment requirements.</p> <ul style="list-style-type: none"> • Academic Support and Interaction: E-learning students have access to the same academic support services, including instructor consultations, academic advising, and feedback mechanisms, delivered through synchronous and asynchronous online modalities. • Assessment and Learning Outcomes: Learning outcomes, assessment criteria, and academic standards are identical across delivery modes, ensuring that e-learning students achieve the same competencies and knowledge base as students in the conventional programme. <p>Through these measures, the B.Sc. Psychology programme ensures full equivalence in access, quality, and academic expectations between e-learning and conventional study modes, while appropriately leveraging digital technologies to support effective and inclusive learning.</p>	
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6. Additional for doctoral programmes (ALL ESG)

N/A

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

N/A

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by ECC	Actions Taken by the Institution	For Official Use ONLY
<p>The BSc programme (e-learning) (240 ECTS) includes courses in accordance with international standards for BSc in Psychology and with the use of international standard textbook syllabus. All online courses are supported by Blackboard and were taught by a combination of full-time staff and scientific collaborators (external, part-time staff) and includes assessment based on assignments and final exams. The committee particularly noted the empirical bachelor thesis as a strong course element of the BSc, as it supports the development of research competencies.</p>	<p>We thank ECC for its remarks.</p>	<p>Choose level of compliance:</p>
<p>The teaching staff were clearly very engaged and proactive in their support of students. The attitude towards student-centred learning was very positive and students reflected positively upon their engagement with staff on the e-learning programme.</p>	<p>We thank ECC for its valuable recommendations.</p>	<p>Choose level of compliance:</p>
<p>The Committee notes that the e-learning delivery of the programme could be strengthened to enable systematic student-to-student interactions and communication and support a range of interactive learning approaches that would benefit learning and understanding of the course content. The strengthening of these parts of the e-learning courses would likely be facilitated with a higher number of staff to teach the courses and provide ongoing feedback to students.</p>	<p>We thank ECC for its valuable recommendation. Please refer to the answers for recommendation 2.1 and 2.3 on the areas of improvement.</p>	<p>Choose level of compliance:</p>
<p>While there were generally good student service facilities, including a</p>	<p>We thank ECC for its valuable recommendation. Please refer</p>	<p>Choose level of compliance:</p>



library with e-access to journals and book chapters and career support services, some services that were available for students in the standard BSc programme were less available for e-learning students and we recommend that the Department and EUC discuss how to provide a higher level of the various services to e-learning students	to the answer for recommendation 5.2 on the areas of improvement	
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C.



D. Higher Education Institution academic representatives

Name	Position	Signature
Dr. Eleni Epiphaniou	Department Chairperson	
Dr. Constantina Demetriou	Programme Coordinator, Psychology (4 years/240 ECTS, B.Sc.) E-Learning	 Constantina Demetriou (Feb 3, 2026 11:01:36 GMT+2)

Date: 03/02/2026

European University Cyprus

Employability Survey for the 2023 Academic Year

November 2024

The survey was conducted by Symmetron Market Research for the European University Cyprus

Time Frame

Data collection run through September-October 2024

Sample Size and Characteristics

A total of 770 effective interviews were conducted amongst 976 EUC's alumni (2022-2023) who have consented to participate in surveys and have correct contact information . The response rate is 79%.

Data Collection Method

The interviews were conducted by telephone using a structured questionnaire.

Questionnaire

The questionnaire comprised 24 questions. The average length of interview was 11 minutes.



I. Universe and Sample Structure



Universe and Sample Size

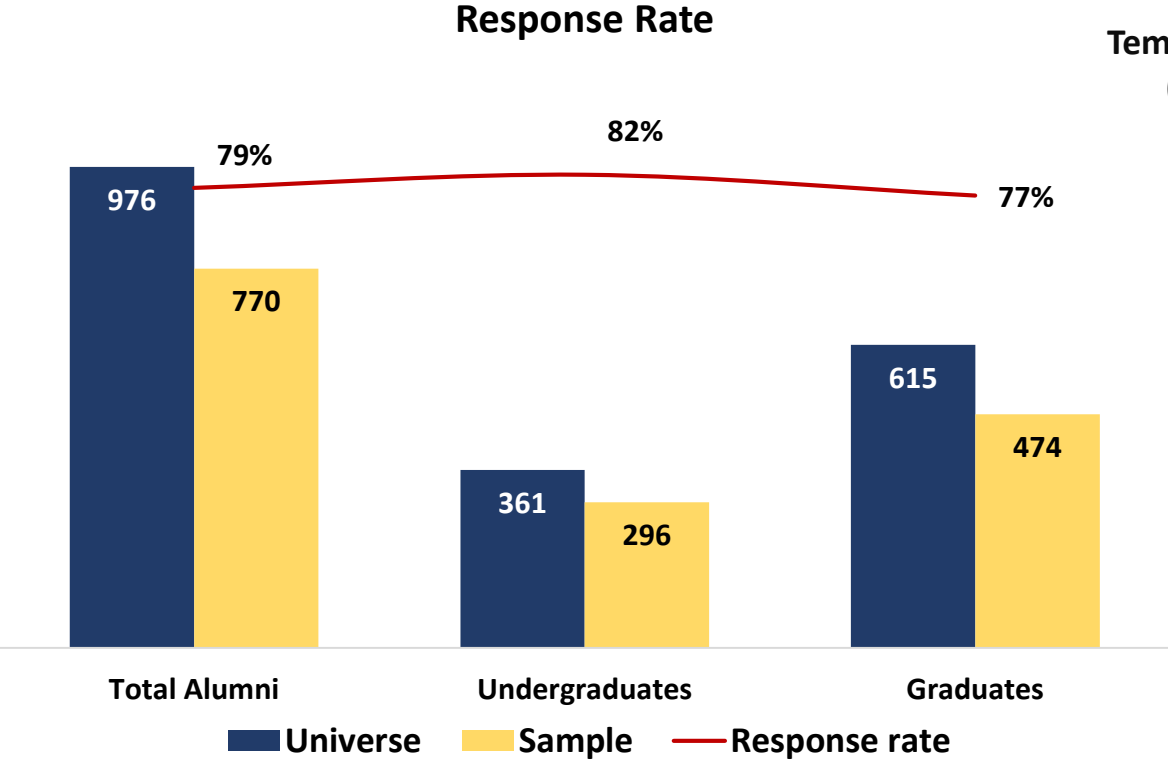
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79% Response rate

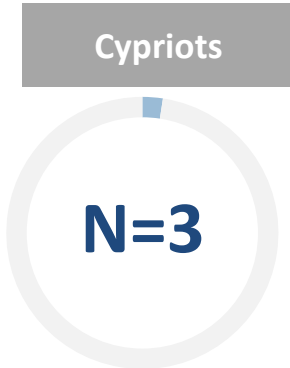
- 82% among undergraduates
- 77% among graduates

Analysis of Response Rate

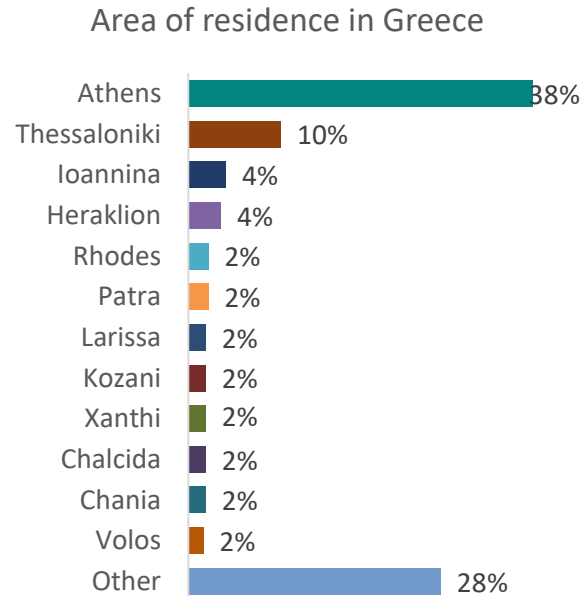
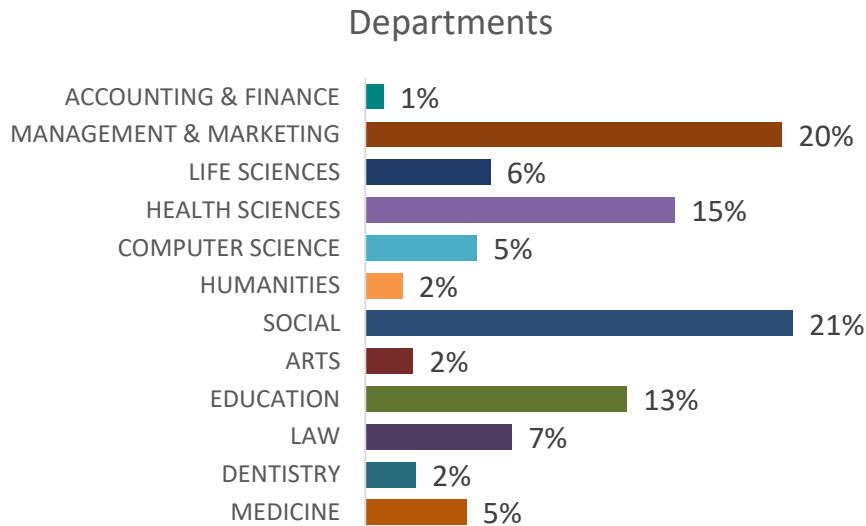
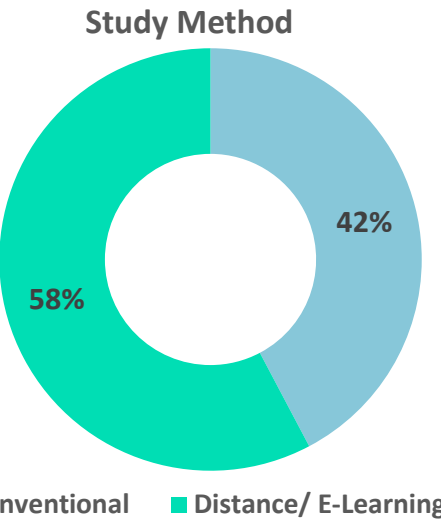
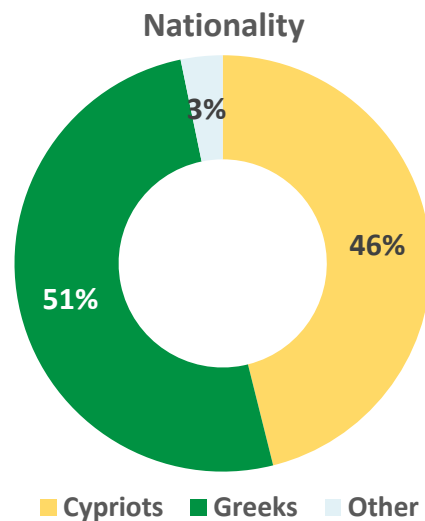
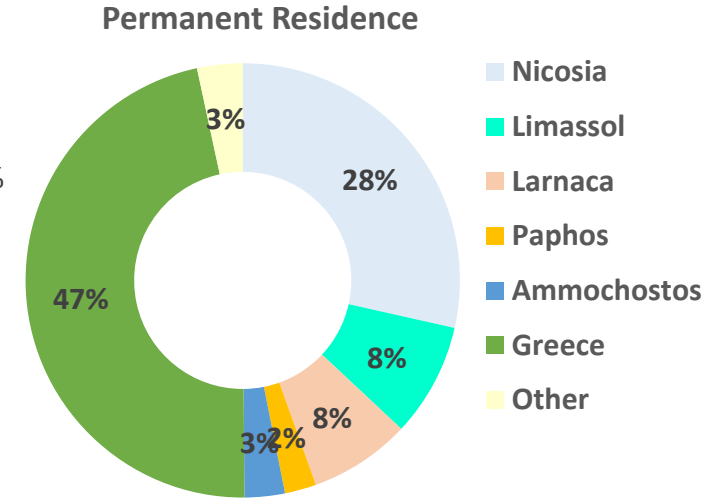
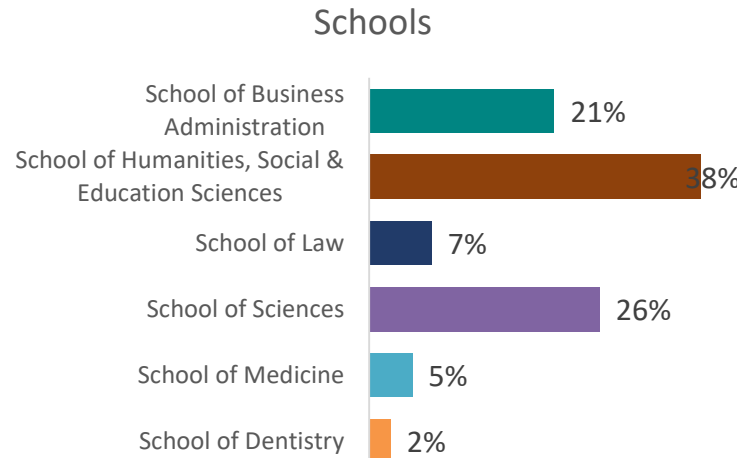
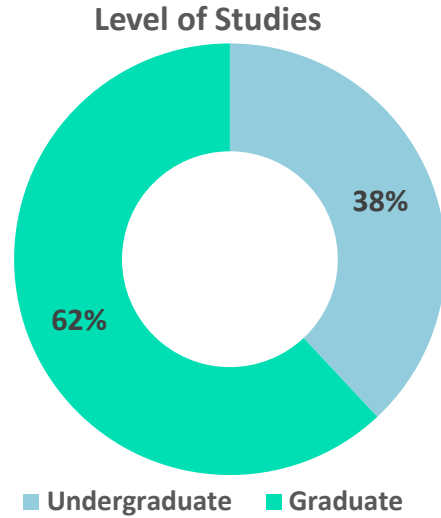
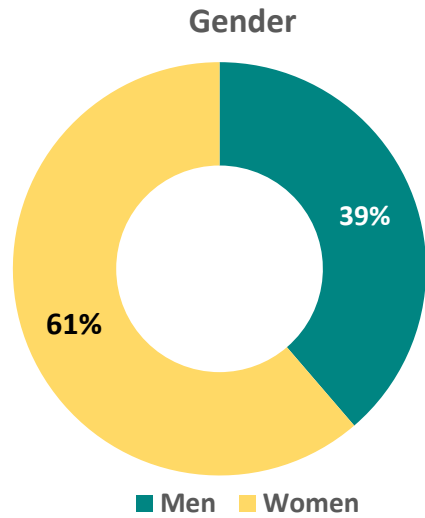
	Total Alumni	Undergraduates	Graduates
Response Rate	79%	82%	77%
Refusals	5%	6%	3%
Temporarily out of scope units (ringed-no answer yet)	17%	12%	20%



121 Students with disconnected telephone service



Sample Structure (N=770)



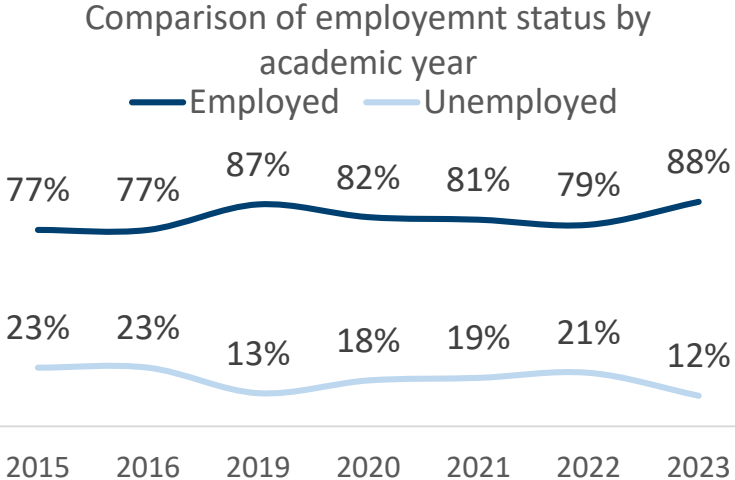
II. Employment Status



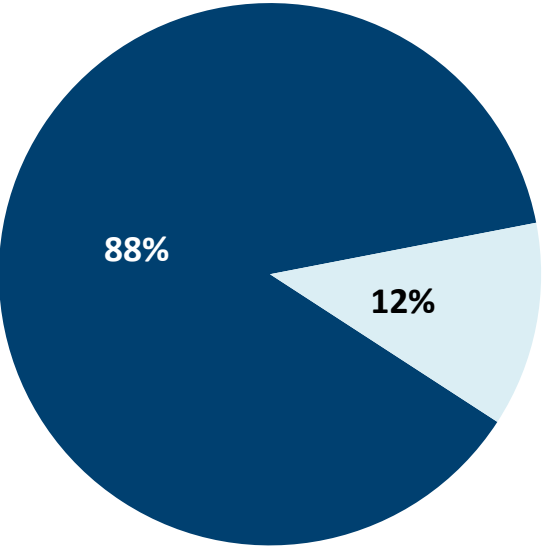
Employment Status

EUC

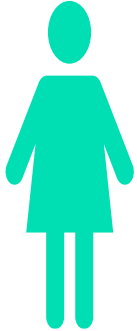
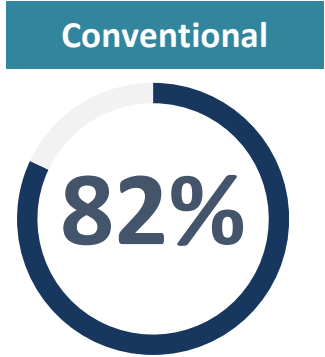
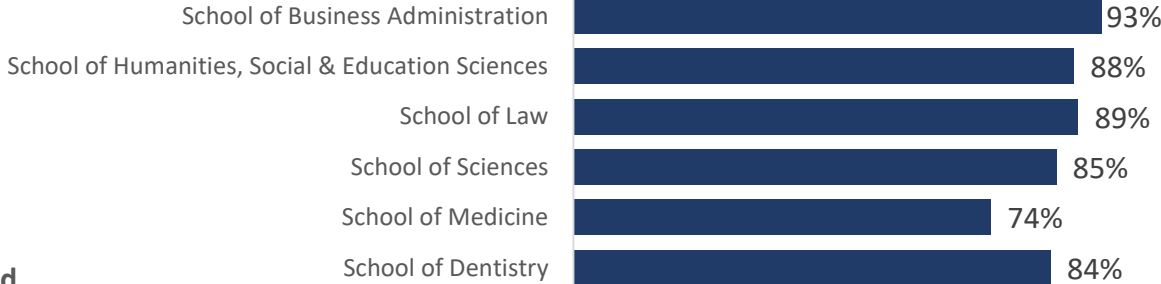
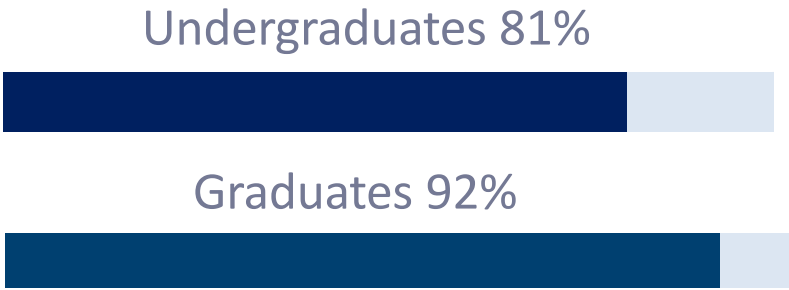
- The employment rate of EUC graduates is 88%, nine points higher than 2021-22.



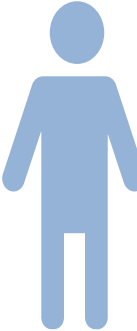
Total Alumni (n=770)



■ Employed ■ Unemployed



88%



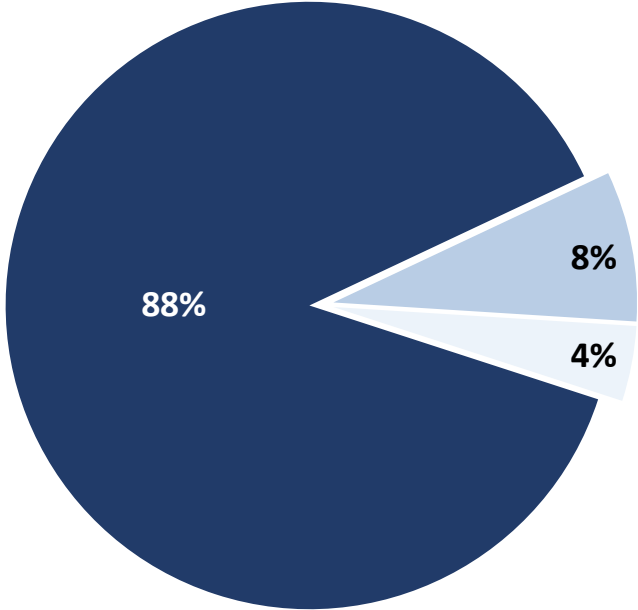
87%



Are you currently working?

Breakdown of Unemployment Rate and Impact of Pandemic

Unemployment Rate

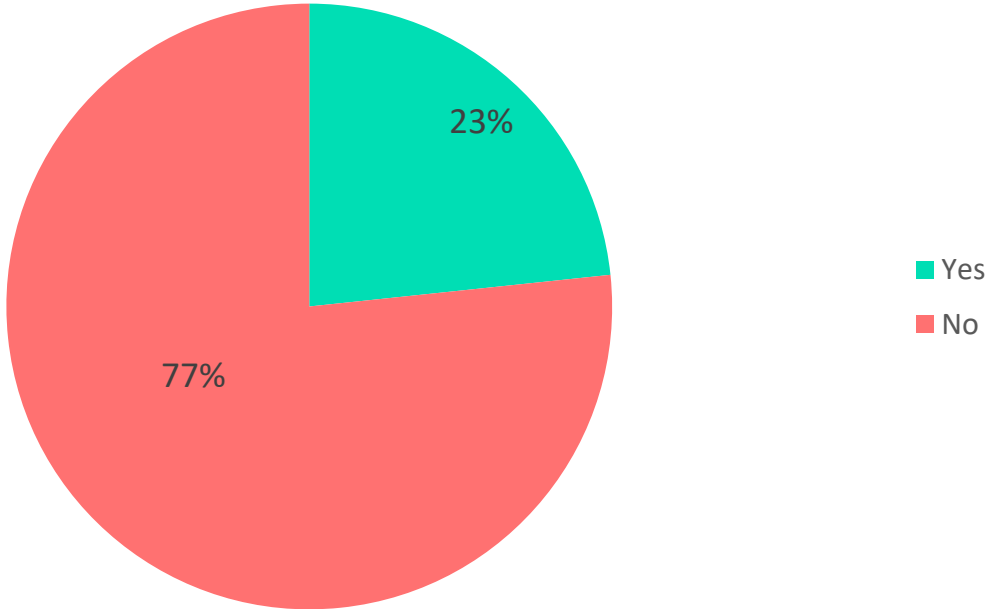


Unemployment Rate 12%

■ Currently employed ■ Have previously worked ■ Have never worked

The employment rate among EUC graduates is 88%. The overall unemployment rate is 12%, distributed to 8% for those who have worked in the past and 4% for graduates who have never worked.

Did the company you worked for, discontinue your employment due to suspension of operation of the company? N=60



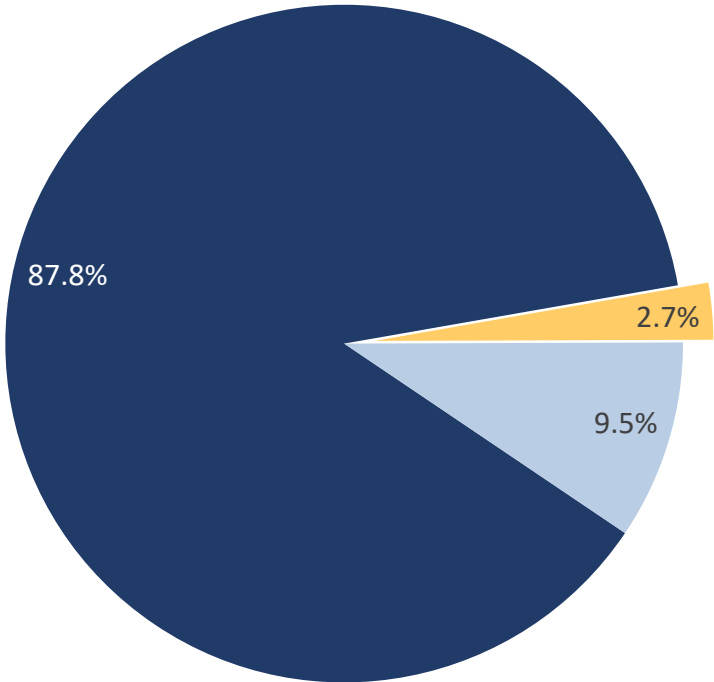
Seventy seven percent of the unemployed graduates who have worked in the past said they lost their jobs due to the company’s suspension of operations. On the total number of unemployed graduates, the respective percentage is 2%.



Did you work in the past? Is the reason you are not currently working, because the company you worked for, discontinued your employment due to suspension of operation of the company?

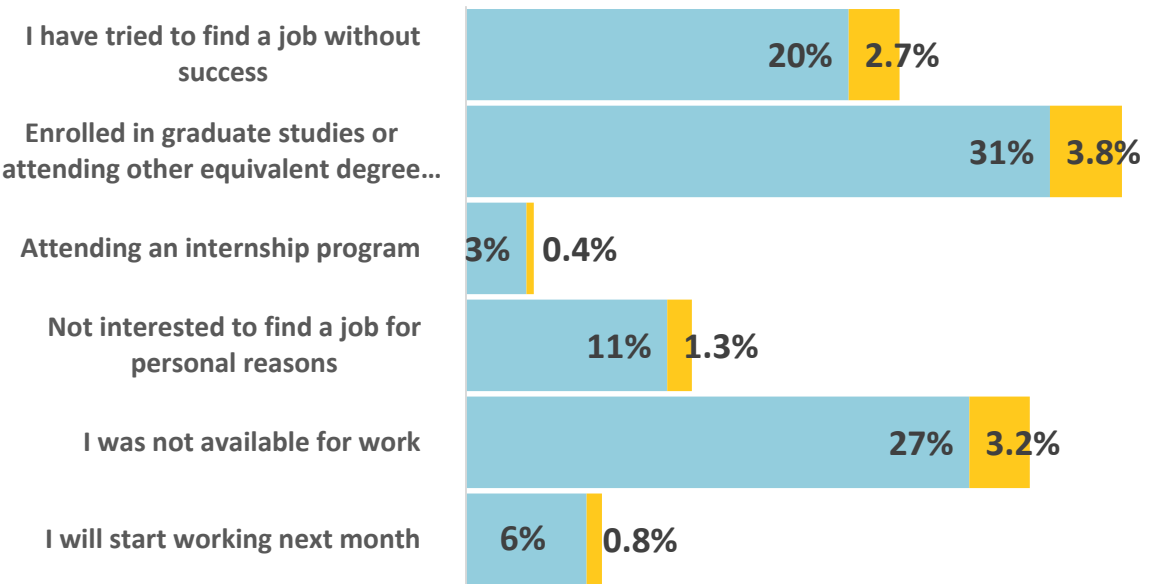
- Real unemployment rate is 2.7%
- It was 5.6% in 2022

Employment and real unemployment rate (n=770)



■ Employment rate ■ Real unemployment rate
■ Not available for work

Reasons for not currently working



■ Currently unemployed (n=94) ■ % on total alumni (n=770)

Twenty percent of EUC’s unemployed graduates have tried to find a job without success. The corresponding figure for the total number of students is 2.7%, and this number represents the real unemployment rate among EUC’s graduates. The remaining graduates who are not currently working do not fall into the unemployment category definition since they were not actively looking for work for various personal reasons or due to participation in postgraduate studies or internship programs.



Which of the following statement applies to you?

III. Employed Graduates



Employment by Department

	Base	Employed	Unemployed
Accounting and Finance	7	5	2
Arts	18	16	2
Computer Science	42	38	4
Education	98	90	8
Health Sciences	116	98	18
Humanities	14	10	4
Law	55	49	6
Life Sciences	47	39	8
Management and Marketing	156	147	9
Medicine	38	28	10
Dentistry	19	16	3
Social Sciences	160	140	20



Employment by Degree

Programs of Study	N	Employed	Unemployed
Accounting 4 years Bachelor	7	5	2
Biomedical Sciences (4 years, Bachelor)	5	3	2
Business Administration (18 months, Master)	1	1	-
Business Administration (18 Months/ 90 ECTS, M.B.A)	3	3	-
Business Administration (18 Months/90 ECTS, MBA)-E- Learning	13	12	1
Business Studies (4 years, Bachelor)	5	3	2
Cancer Biology (18 Months, Master)	5	4	1
Computer Science (4 years, Bachelor)	3	3	-
Dental Surgery (5 years, Bachelor in Dental Surgery)	19	16	3
Electrical & Electronic Engin.(4 Years, Bachelor)	2	2	-
Graphic Design (4 years, Bachelor)	4	4	-
Hospitality and Tourism Management (4 years, Bachelor)	3	2	1
Hotel, Tourism & Events Mgt.(4 years, Bachelor)	3	1	2
information Syst. (Web Technol.) (4 years, Bachelor)	2	2	-
Law (LLB), (4 Years, Bachelor)	1	1	-
Master in Business Administration-Distance Education (18 months, Master)	5	5	-
Medical Education (18 months /90 ECTS, MSc) E-Learning	2	1	1
Medicine (6 years, Doctor of Medicine)	36	27	9
Music (4 Years, Bachelor)	3	3	-

Employment by Degree

Programs of Study	N	Employed	Unemployed
Music Education/Performance/Composition (18 months/90 ECTS, Master of Music)	2	2	-
Occupational Safety & Health (18 Months, Master)	1	-	1
Occupational Safety and Health (18 Months/ 90 ECTS, MSc)	14	14	-
PhD Computing/Computer Science	1	1	-
PhD Education Sciences	1	1	-
PhD Music Education	1	1	-
PhD Public Health	1	1	-
(DEU) Cybersecurity (18 months, Master)	7	7	-
(DEU) English Language & Literature-Distance Education (4 Years, Bachelor)	3	2	1
(DEU) Marketing Communications & Social Media-Distance Education (4 years, Bachelor)	2	2	-
(DEU) Music Education-Distance Education (18 Months, Master)	7	5	2
(DEU) Public Administration-Distance Education (18 Months, Master)	46	45	1
(DEU) Δημόσια Υγεία-Εξ Αποστάσεως (18 Μήνες, Master)	27	22	5
(DEU) ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ-ΕΞ ΑΠΟΣΤΑΣΕΩΣ (4 ΈΤΗ, ΠΤΥΧΙΟ)	4	4	-
(DEU) Επαγγελματικός Προσανατολισμός και Συμβουλευτική-Εξ Αποστάσεως (18 Μήνες, Μεταπτυχιακό)	12	11	1
(DEU) Επιστήμες της Αγωγής: Εκπαιδευτική διοίκηση & Ηγεσία-Εξ Αποστάσεως (18 Μήνες, Μεταπτυχιακό)	7	7	-
(DEU) Ποινικό Δίκαιο (18 Μήνες, Μεταπτυχιακό)	11	11	-
(DEU) Ψυχολογία (4 Έτη/240 ECTS, Πτυχίο, BSc)-Εξ Αποστάσεως	7	7	-
(DEU-Artificial Intelligence (18 months/90 Ects, Master of Science)	7	7	-

Employment by Degree

Programs of Study	N	Employed	Unemployed
Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	14	11	3
Αθλητική Φυσικοθεραπεία (18 Months, Master)	5	5	-
Ακτινοδιαγνωστική-Ακτινοθερ. (4 Έτη,Πτυχίο)	7	5	2
Βιολογ. Επιστ.:Γενική Μικροβιολ.(4 χρ.Πτυχίο)	6	4	2
Βιολογικές Επ...:Γενική Βιολογία(4 Έτη,Πτυχίο)	5	4	1
Βυζαντινή Μουσική-Ψαλτική Τέχνη- Εξ αποστάσεως (Πτυχίο-240 ECTS)	1	-	1
Διατροφή & Διαιτολογία (4 Έτη, Πτυχίο)	7	6	1
Διοίκηση Επιχειρήσεων (18 Μήνες/90 ECTS, Μεταπτυχιακό) Εξ αποστάσεως	83	81	2
Διοίκηση Επιχειρήσεων (4 Έτη, Πτυχίο)	11	11	-
Διοίκηση Επιχειρήσεων-Εξ Αποστάσεως (18 μήνες,Μεταπτυχιακό)	18	17	1
Διοίκηση Επιχειρήσεων (18 Μήνες/ 90 ECTS, Μεταπτυχιακό)	5	5	-
Ελληνικές Σπουδές- Εκπ/ση & Πολ/στική Διαχείριση-Εξ Αποστάσεως (18 Μήνες, Μεταπτυχιακό)	3	2	1
Ελληνικές Σπουδές: Ιστορία-Εξ Αποστάσεως (18 Μήνες, Μεταπτυχιακό)	2	1	1
Ελληνικές Σπουδές-Εξ Αποστάσεως (18 Μήνες, Μεταπτυχιακό)	1	1	-
Επαγγελματικός Προσανατολισμός και Συμβουλευτική (18 Μήνες/90 ECTS, Μεταπτυχιακό) Εξ' Αποστάσεως	39	34	5
Επιστήμες της Αγ.:Ειδική(Ενιαία)Εκπ.(Master)	1	1	-
ΕΠΙΣΤΗΜΕΣ ΤΗΣ ΑΓΩΓΗΣ - ΠΡΩΤΗ ΑΓΩΓΗ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗ- ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ, ΜΕΤΑΠΤΥΧΙΑΚΟ)	1	1	-
ΕΠΙΣΤΗΜΕΣ ΤΗΣ ΑΓΩΓΗΣ - ΤΕΧΝΟΛΟΓΙΕΣ ΜΑΘΗΣΗΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΑΣ- ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ, ΜΕΤΑΠΤΥΧΙΑΚΟ)	2	2	-
ΕΠΙΣΤΗΜΕΣ ΤΗΣ ΑΓΩΓΗΣ- ΕΙΔΙΚΗ (ΕΝΙΑΙΑ) ΕΚΠΑΙΔΕΥΣΗ-ΕΞ ΑΠΟΣΤΑΣΕΩΣ (24 ΜΗΝΕΣ, ΜΕΤΑΠΤΥΧΙΑΚΟ)	9	7	2
Επιστήμες της Αγωγής: Δημιουργικότητα και Παιχνίδι στην Πρώτη Αγωγή και Εκπ (18 Μήνες, 90 ECTS, Μ.Α)	5	5	-

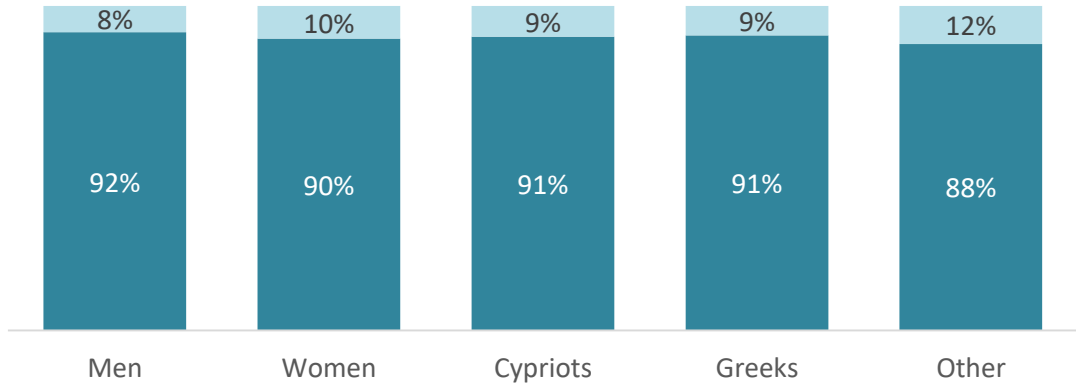
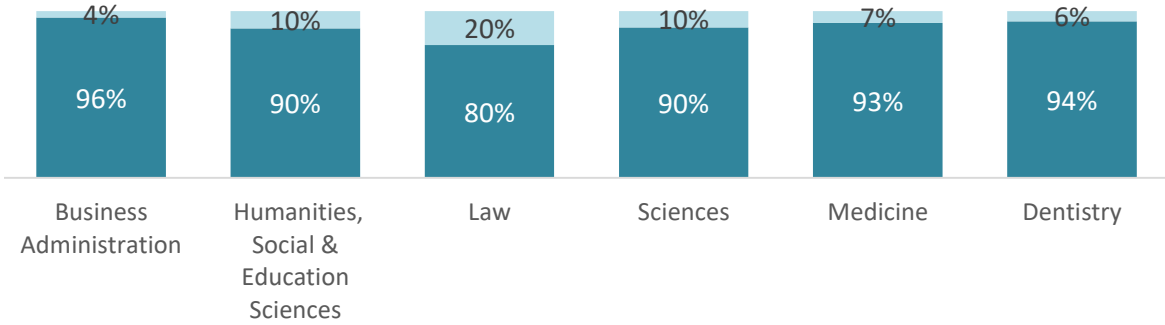
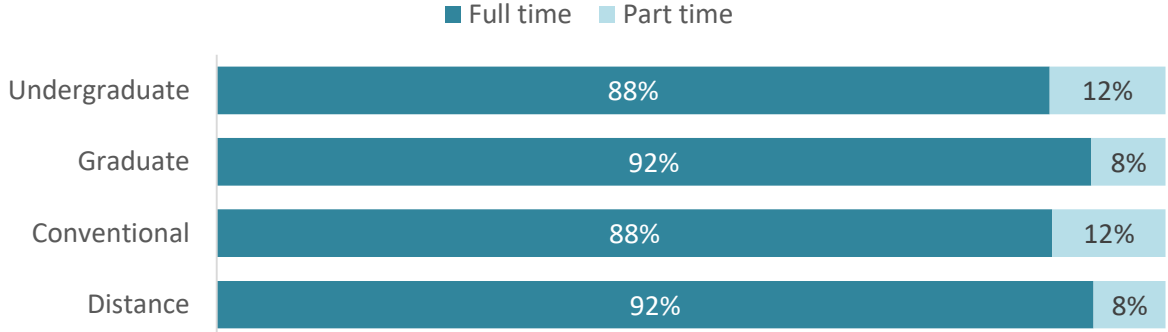
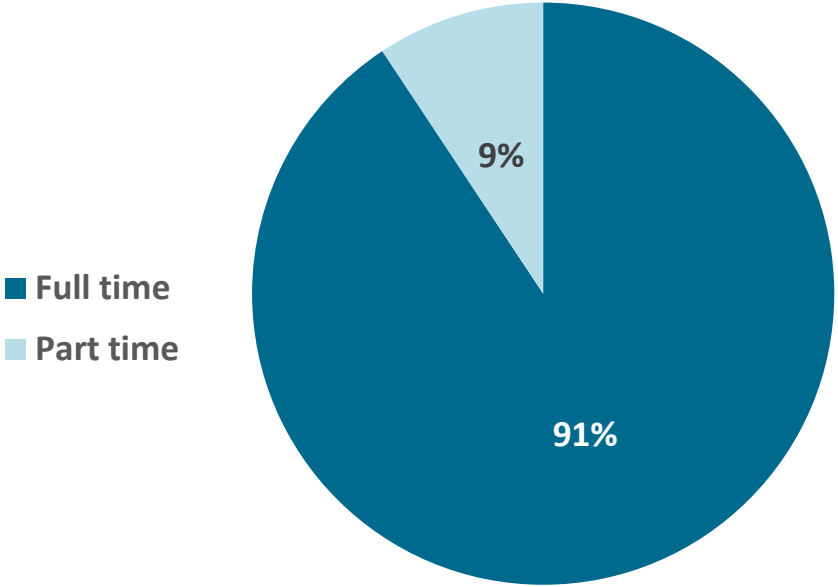
Employment by Degree

Programs of Study	N	Employed	Unemployed
Επιστήμες της Αγωγής: Ειδική και Ενιαία Εκπαίδευση (2 Έτη/ 120 ECTS, Μεταπτυχιακό)- Εξ Αποστάσεως	20	17	3
Επιστήμες της Αγωγής: Εκπαιδευτική Διοίκηση & Ηγεσία (18 Μήνες, 90 ECTS, M.A)-E- Learning	23	22	1
Επιστήμες της Αγωγής:Τεχνολογίες Μάθησης & Επικοινωνίας & Εκπαιδ STEAM (18 Μήνες, 90 ECTS, M.A)	26	25	1
Εργοθεραπεία (4 Έτη, Πτυχίο)	13	12	1
Εφαρμοσμένη Αθλητική Επιστήμη (18 Μήνες/90 ECTS, Μεταπτυχιακό)	3	2	1
Εφαρμοσμένη Διατροφή&Διαιτ.(Κλινική Διαιτολ.)(Μεταπτυχιακό)	4	4	-
Κλινική Ψυχολογία(3 χρόνια, Μεταπτυχιακό)	11	9	2
Λογοθεραπεία (4 Έτη, Πτυχίο)	6	5	1
Λογοπαθολογία- Παιδιά (18 μήνες/90 ECTS, Μεταπτυχιακό)- Εξ Αποστάσεως	1	1	-
Μαθηματικά (4 Έτη, Πτυχίο)	6	3	3
Νηπιαγωγικά (4 Έτη, Πτυχίο)	6	5	1
Νομική - Ελληνικό Δίκαιο (4 Έτη, Πτυχίο)	26	23	3
Νομική - Κυπριακό Δίκαιο (4 Έτη, Πτυχίο)	10	8	2
Νομική (18 Μήνες, 90 ECTS, LLM) Δημόσιο Δίκαιο- Εξ αποστάσεως	6	6	-
Νομική (18 Μήνες, 90 ECTS, LLM) Διεθνές Εμπορικό Δίκαιο- Εξ αποστάσεως	2	1	1
Νοσηλευτική (4 Έτη, Πτυχίο)	3	3	-
Φαρμακευτική (5 Έτη, Πτυχίο)	24	22	2
Φυσικοθεραπεία (4 Έτη, Πτυχίο)	26	22	4
Ψυχική Υγεία Παιδιού και Εφήβου (18 μήνες /90 ECTS, Μεταπτυχιακό, Εξ αποστάσεως)	30	27	3
Ψυχολογία (4 Έτη, Πτυχίο)	15	7	8
Ψυχολογία- Κλινική Ψυχολογία (24 Μήνες/160 ECTS, Μεταπτυχιακό)	1	1	-

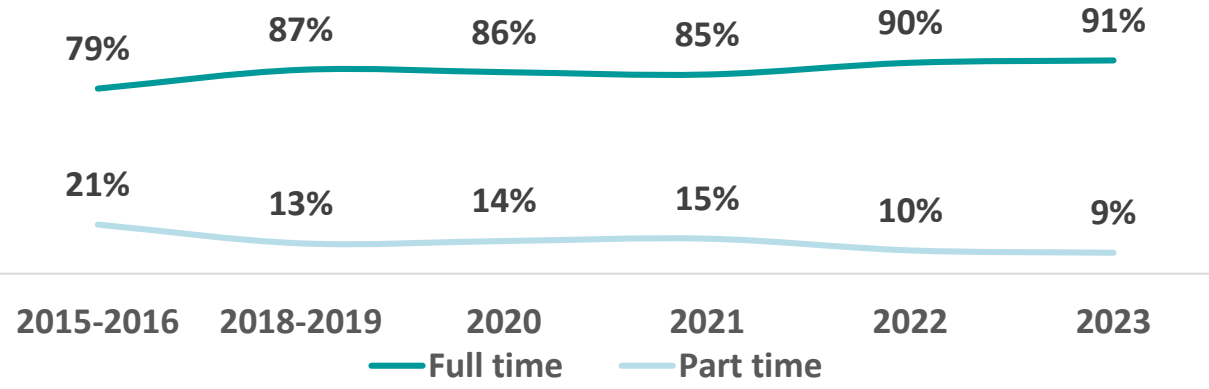
Full and Part Time Employment

Full time and part time employment (n=676)

Full time employment
91%
2022:
90%



Comparison of full and part time employment by academic year



16

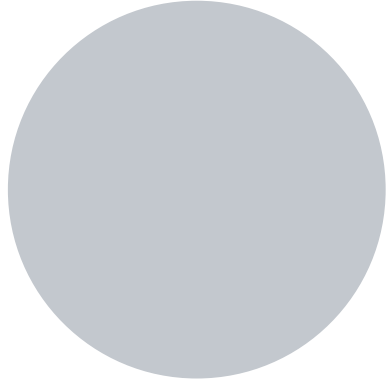


Are you in full or part time employment?

Self and Paid Employment

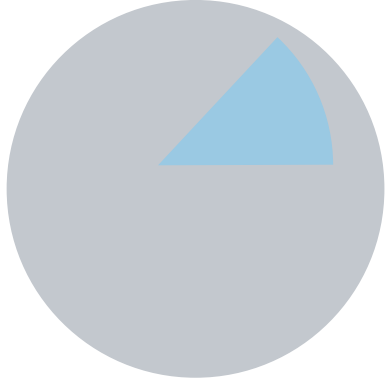
86%

Paid employment

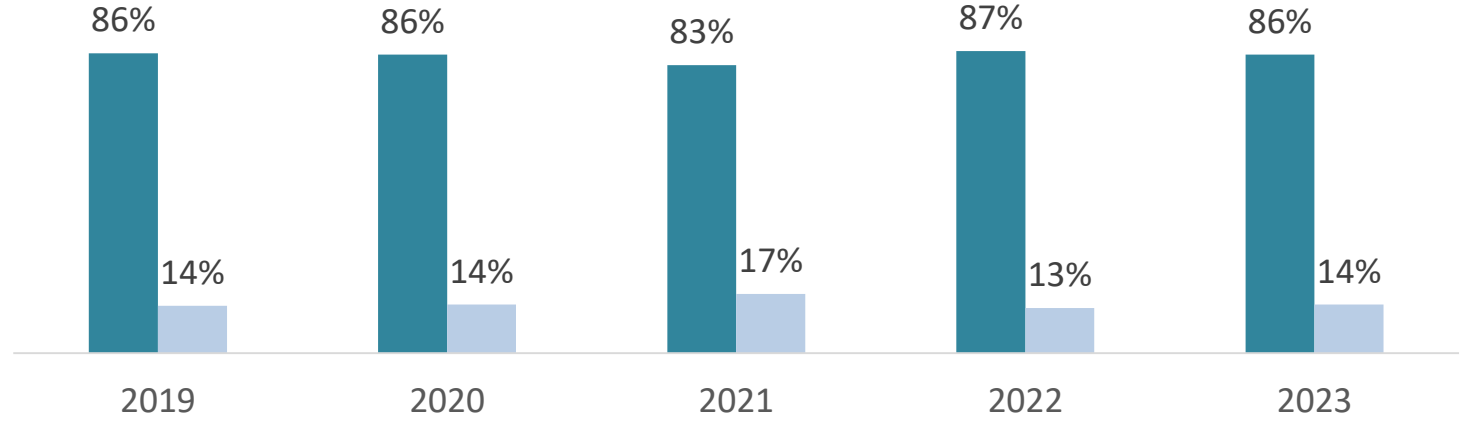


14%

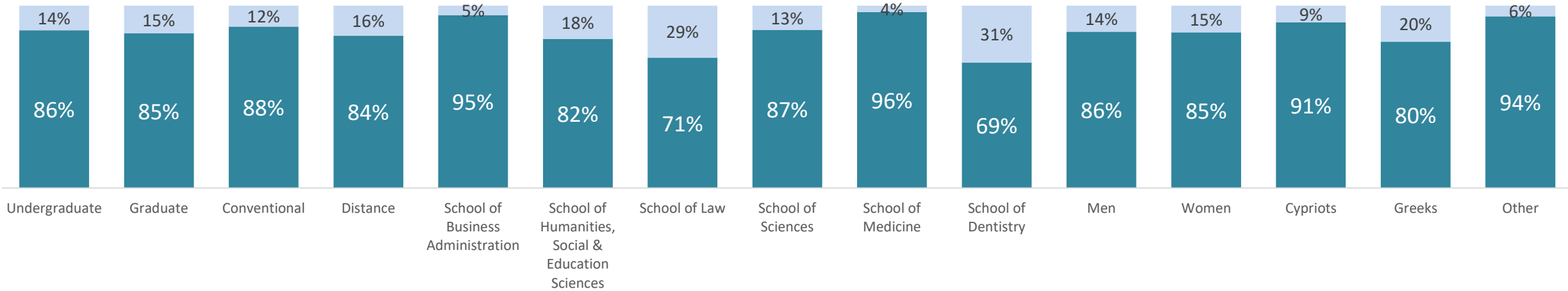
Self-employed



■ Paid employment ■ Self employment



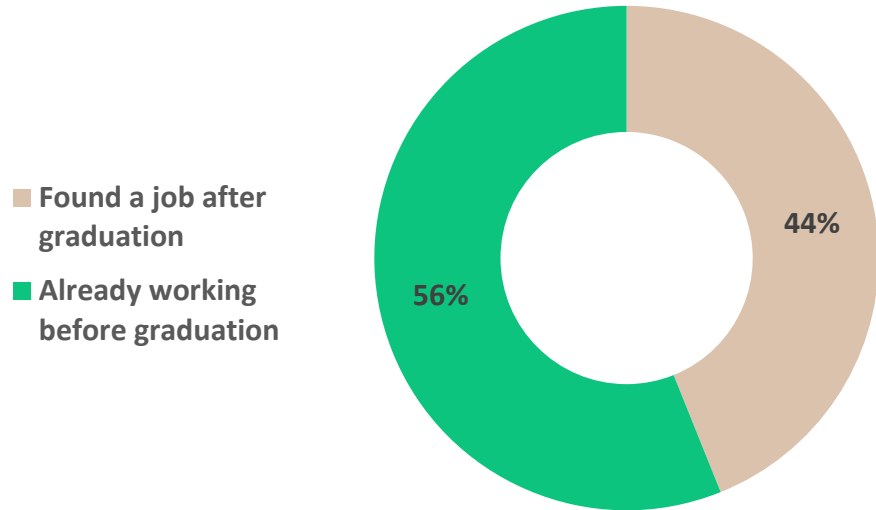
■ Employee ■ Self-employed



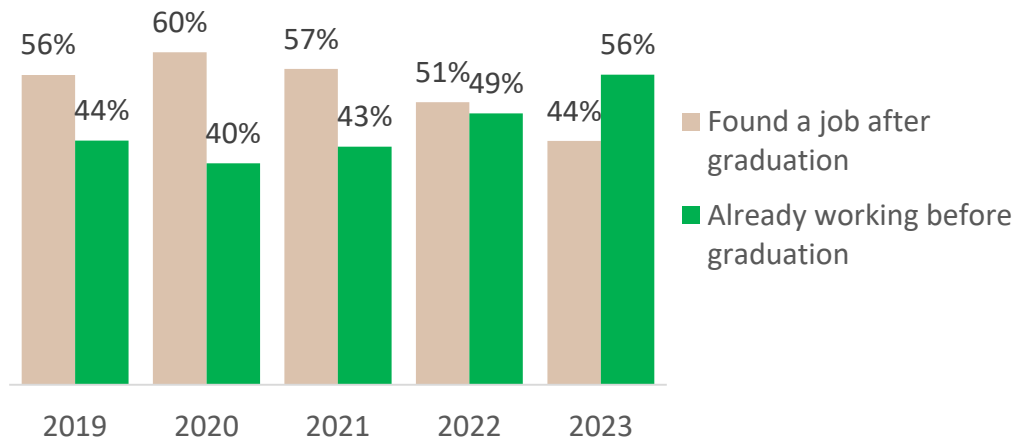
Are you paid employee or self-employed?

Length of Time to Find Employment after they started their Job Search

Employment after graduation (n=676)



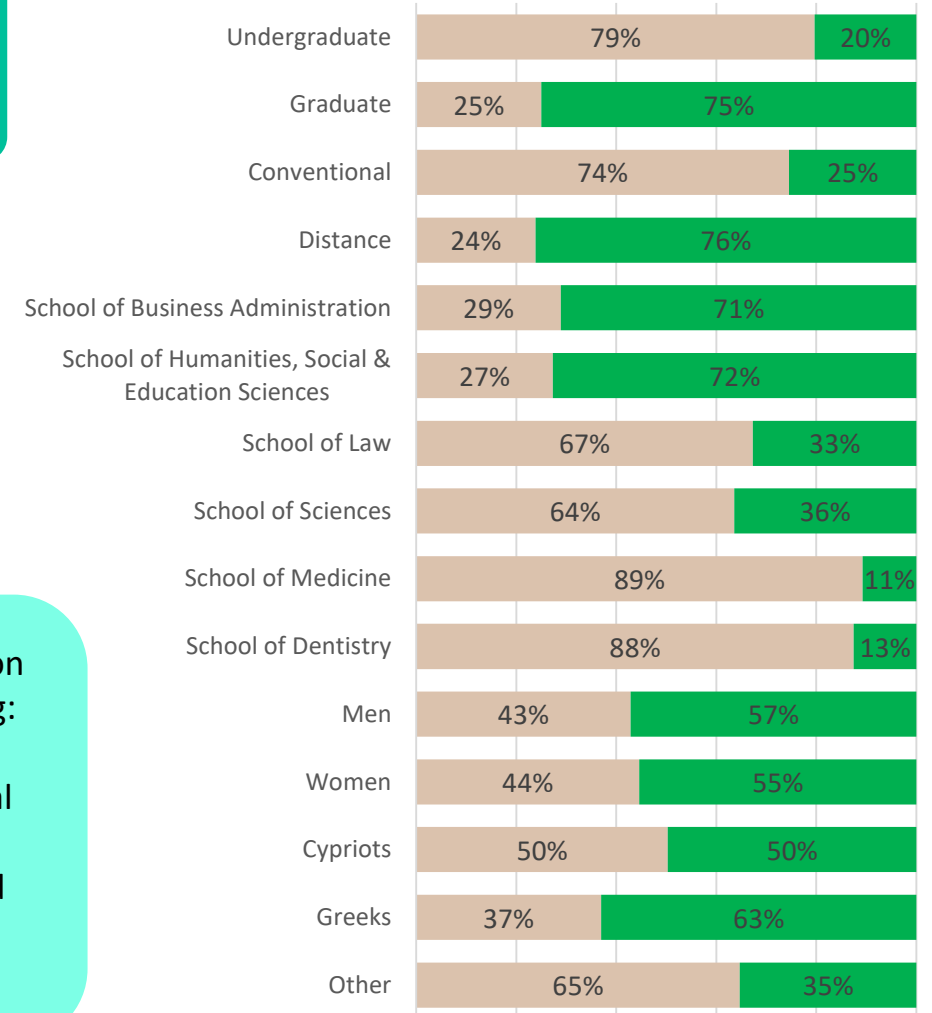
- **44% found a job after graduation**
- **56% were already working**



Finding a job after graduation is significantly higher among:

- Undergraduate's
- Students in conventional programs
- Schools of Medicine and Dentistry

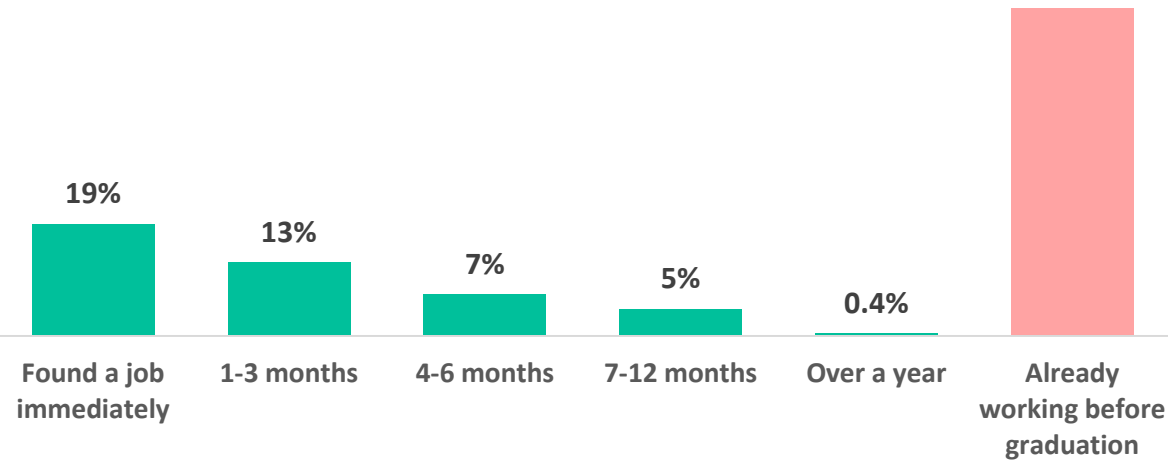
Found a job after graduation (tan) | Already working before graduation (green)



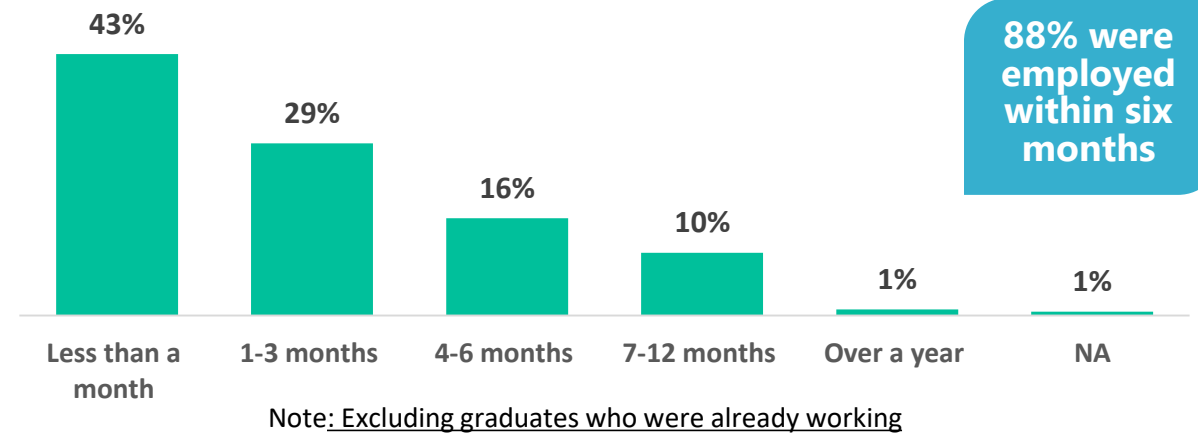
How long after starting your job search, did you find employment?

Length of Time to Find Employment after they started their Job Search

length of time to find employment (n=676)

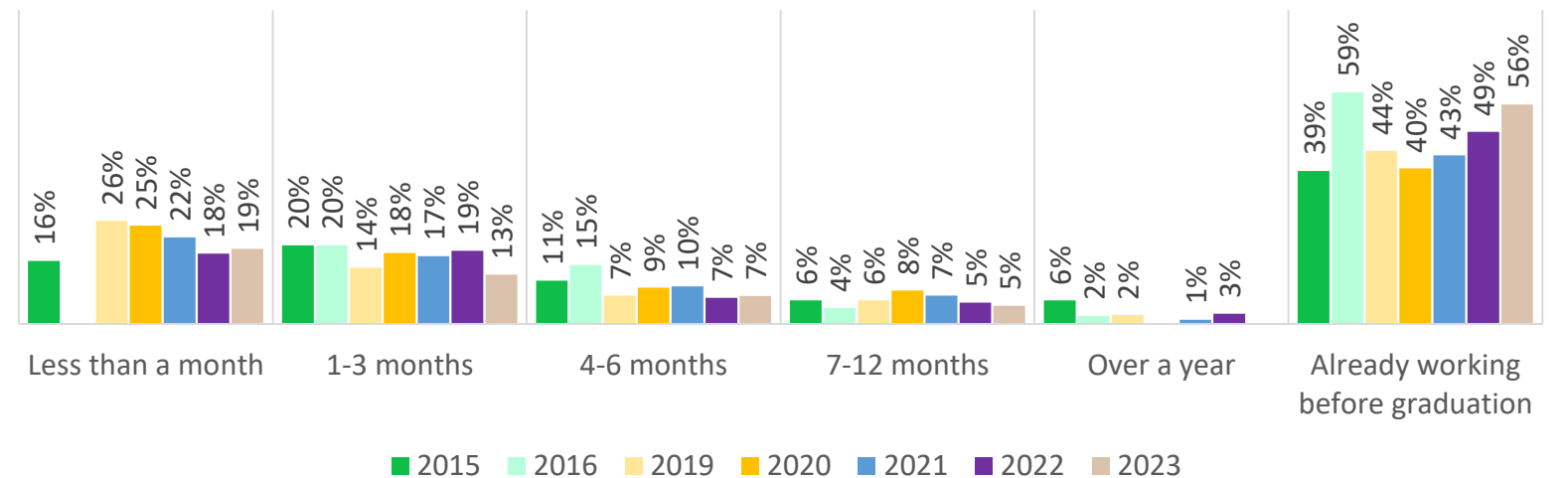


Found a job after graduation (n=298)



- Nineteen percent of the alumni who are currently working, were employed in less than a month after graduation, while 39% were employed within six months.
- Forty three percent of the alumni who were not working during their studies, were employed in less than a month after graduation. Overall, the percentage of alumni who found a job in six months or less after graduation is 88%.
- The number of EUC's graduates who found employment in less than a month increased from 16% in 2015 to 19% in 2023

Comparison of length of time to find employment by academic year

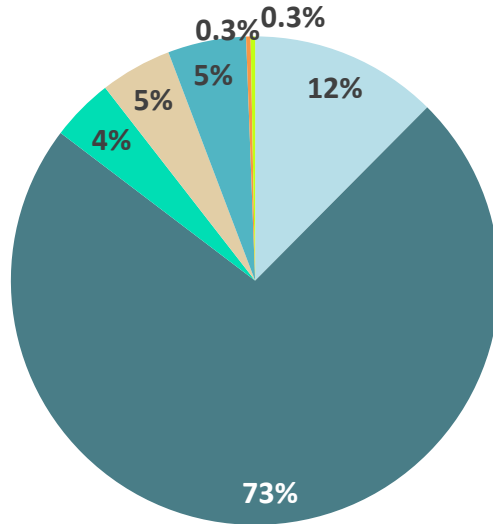


How long after starting your job search, did you find employment?

Occupation Classification¹ by Major Groups

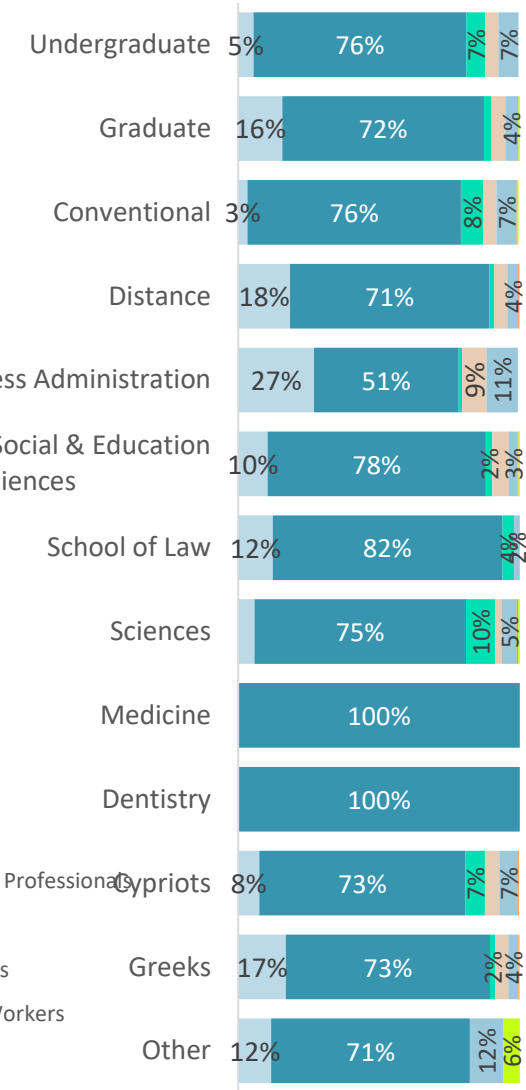
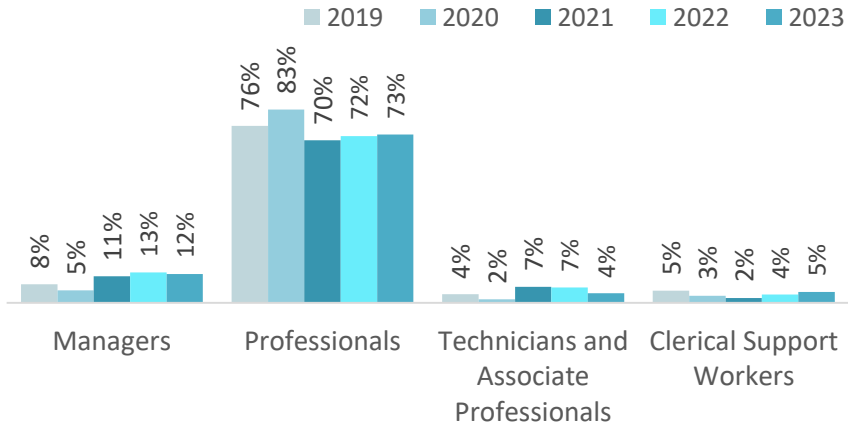
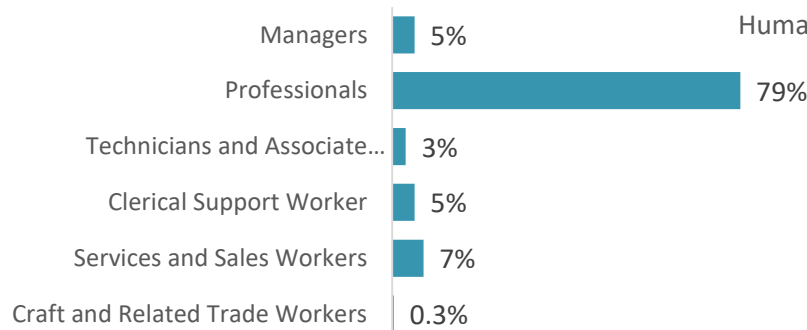
Classification of Occupations ISCO (n=676)

- Managers
- Professionals
- Technicians and Associate Professionals
- Clerical Support Worker
- Services and Sales Workers
- Craft and Related Trade Workers
- Elementary Occupations



- Managers account for 12%
- Professionals comprise the largest group with 73%.
- Compared to 2020 there is a significant increase for the category of Managers by 7pp

Alumni who found a job after graduation (n=296)



20

What is your current job position?

Note 1: Based on International Standard Classification of Occupations (ISCO)

Detail Analysis of Occupation

Detailed Occupations by Level of Studies (Ranking 1-20)	Total	Undergraduate	Graduate
Lawyer	42	31	11
Medical Doctor	33	27	6
Secondary Education Teacher	31	1	30
Psychologist	27	2	25
Private Teacher/ Tutor	25	1	24
Administrative/Management Officer	24	1	23
Accountant/ Auditor	23	6	17
Pharmacist	21	20	1
Secretary	21	6	15
Retail/Wholesale Director/Manager	19	2	17
Primary Education Teacher	19	-	19
Physiotherapist	19	16	3
Nursery / Kindergarten Teacher	18	5	13
Dentist	16	16	-
Academic/Career Advisor	15	1	14
Nurse/midwife	14	3	11
Occupational Therapist	13	11	2
Fitness Instructor	13	8	5
Health Sector Director/Manager	12	2	10
Customer Service	12	6	6



Detail Analysis of Occupation

Detailed Occupations by Level of Studies (Ranking 21-40)	Total	Undergraduate	Graduate
Education Director/Manager	11	1	10
Salesperson	9	4	5
Special Education Teacher	8	-	8
Music Teacher	8	2	6
Laboratory Technologist/biologist	8	4	4
Occupational Health and Safety	8	-	8
Public Administration Director/Manager	7	-	7
Radiology Technician/ Radiologist	6	5	1
Social Worker	6	-	6
Speech Therapist	6	4	2
IT / Programmer	6	-	6
Owner/Partner Lawyer	5	-	5
Marketing/ Sales Executive	5	-	5
Cyber Security Engineer	5	-	5
Data Analyst	5	-	5
Office Clerks	5	2	3
Barista/ Barman/ Waiter/ Waitress	5	4	1
Bank Executive	4	-	4
Graphic Designer	4	4	-
Sports Coach	4	3	1



Detail Analysis of Occupation

Detailed Occupations by Level of Studies (Ranking 41-60)	Total	Undergraduate	Graduate
Policeman	4	-	4
Petty officers/soldiers	4	3	1
Armed Forces Officers	3	-	3
Food and Beverage Director/Manager	3	2	1
HR Manager	3	-	3
Hotel Director/Manager	3	1	2
Economist	3	1	2
Dietician/ Nutritionist	3	2	1
Supply Chain Management/ Logistics	3	-	3
Business Development	3	-	3
HR Executive	3	1	2
Software Engineer	3	2	1
Civil Engineer	3	-	3
Mechanical Engineer	3	-	3
Electrical Engineer	3	1	2
Agronomist	3	-	3
Receptionist	3	1	2
Financial Services Manager	2	1	1
IT Director/Manager	2	-	2
Manufacturing Manager	2	-	2



Detail Analysis of Occupation

Detailed Occupations by Level of Studies (Ranking 61-80)

	Total	Undergraduate	Graduate
Quality and Procedures Manager	2	1	1
Construction Sector Director/Manager	2	1	1
Transportation Director/Manager	2	-	2
Health Researcher	2	1	1
Human Resources Consultant	2	-	2
Risk Analyst	2	1	1
Production planning	2	-	2
Tax officer	2	-	2
Personnel Trainer	2	-	2
Systems Administrator	2	1	1
Journalist	2	-	2
Customs Officer	2	-	2
Storekeeper	2	1	1
Cashier	2	1	1
Supervisor food services	2	-	2
Cleaning workers	2	-	2
Prosecutor/ Judge	1	-	1
Real Estate Manager	1	1	-
Media Manager	1	-	1
Publications Director/Manager	1	-	1

Detail Analysis of Occupation

Detailed Occupations by Level of Studies (Ranking 81-100)

	Total	Undergraduate	Graduate
Director Research Center	1	-	1
Marketing Director/Manager	1	1	-
Financial Analyst	1	1	-
Vocational Teacher	1	1	-
Visual Arts Instructor	1	-	1
Food Technologist	1	-	1
Chemist	1	-	1
Sea Biologist	1	1	-
Regulatory Affair Officer	1	-	1
Business/Management Consultant	1	1	-
Franchise Consultant	1	-	1
Medical Technology Consultant	1	1	-
Technology Consultant	1	-	1
Research Specialist	1	-	1
Operations Executive	1	-	1
Fuel Management officer	1	-	1
Statistical Service Officer	1	1	-
Purchase Executive	1	-	1
Programme Management	1	-	1
Supervisor Management/Sales	1	1	-

Detailed Occupations by Level of Studies (Ranking 101-118)	Total	Undergraduate	Graduate
Software Developer	1	1	-
Computer Engineer	1	1	-
Machine Learning Engineer	1	-	1
Technology Researcher	1	-	1
Surveyor Engineer	1	-	1
Archaeologist/ Museologist	1	-	1
Musician	1	-	1
Professional Athlete/Player	1	1	-
Firefighters	1	-	1
Real Estates Agent	1	1	-
Telephone Operator	1	1	-
Wholesales trader	1	-	1
Merchandiser	1	1	-
Baker / Confectioner	1	-	1
Child Escort	1	-	1
Childcare worker	1	1	-
Electrician	1	-	1
Pest Controler	1	-	1



Top Ten Occupations 2020 - 2023

Top 10 2023

1. Lawyer 42
2. Medical Doctor 33
3. Secondary Education Teacher – 31
4. Psychologist – 27
5. Private teacher/tutor – 25
6. Administrative officer- 24
7. Accountant/Auditor 23
8. Pharmacist- 21
9. Secretary - 21
10. Retail/Wholesale Director/Manager 19
10. Primary Education Teacher – 19
10. Physiotherapist - 19

Top 10 2022

1. Secondary Education Teacher – 28
2. Pharmacist- 19
3. Occupational Therapist - 19
4. Nursery Teacher -18
5. Nurse -18
6. Physiotherapist – 17
7. Primary Education Teacher – 16
8. Private teacher/tutor - 15
9. Administrative officer- 14
10. Speech Therapist 13

Top 10 2021

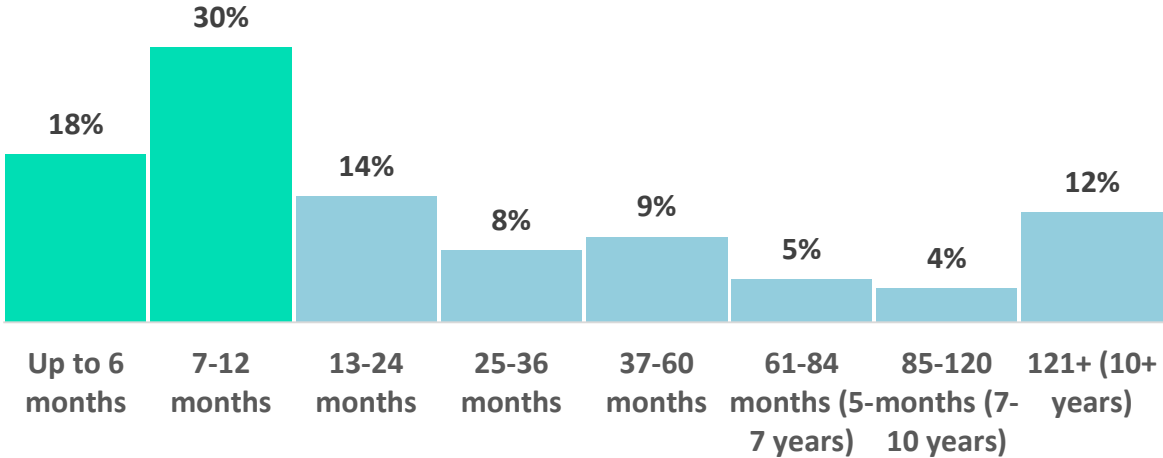
1. Physiotherapist – 29
2. Secondary Education Teacher – 24
3. Accountant/ Auditor - 17
4. Nurse -16
5. Customer Service - 15
6. Occupational Therapist - 14
7. Nursery Teacher -14
8. Primary Education Teacher – 11
9. Lawyer – 11
10. Medical Doctor - 10

Top 10 2020

1. Primary Education Teacher – 19
2. Nurse -19
3. Pharmacist- 17
4. Accountant/Auditor - 12
5. Nursery Teacher -12
6. Secondary Education Teacher – 12
7. Physiotherapist - 11
8. Medical Doctor - 10
9. Nutritionist – 10
10. Administrative Officer - 10

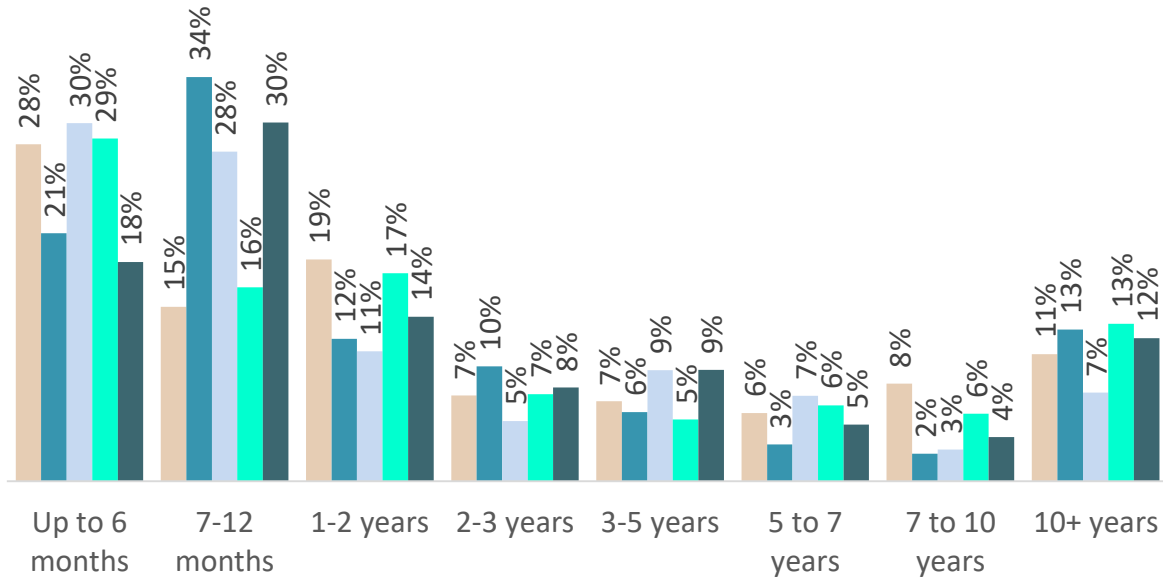
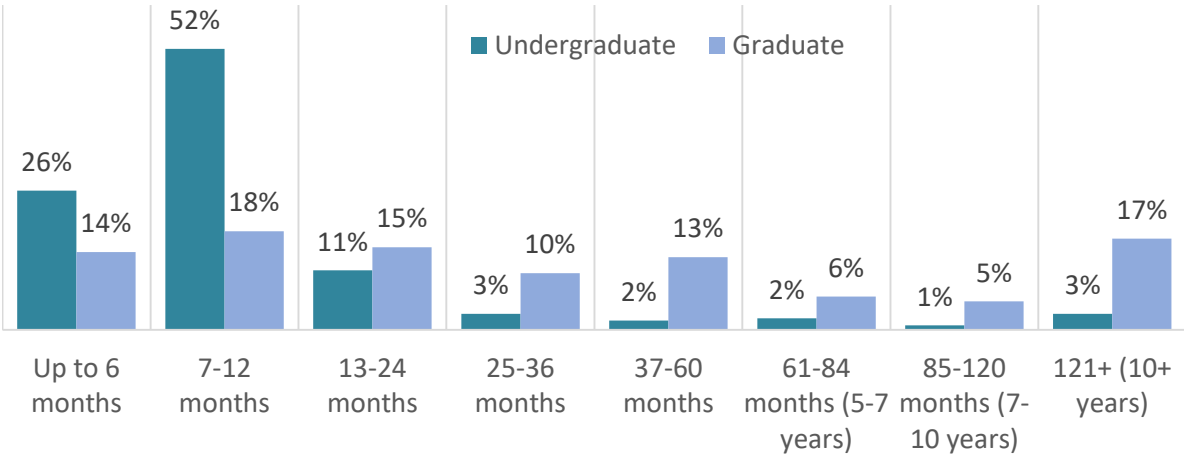
Duration of Employment in Current Position

Duration of employment in current position (n=676)



- 48% percent are employed 12 or less months in their current position. The corresponding percentage among undergraduates is 78%.
- 22% are employed 1 to 3 years and 14% 3 to 7 years.
- 16% are employed 7 or more years in their current position.

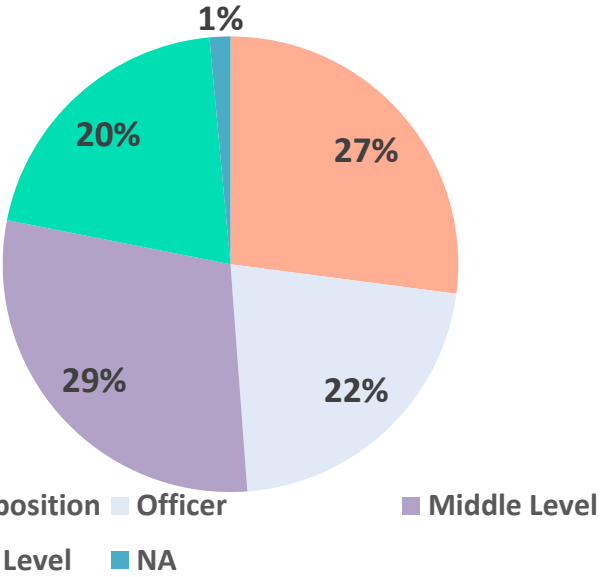
2019 2020 2021 2022 2023



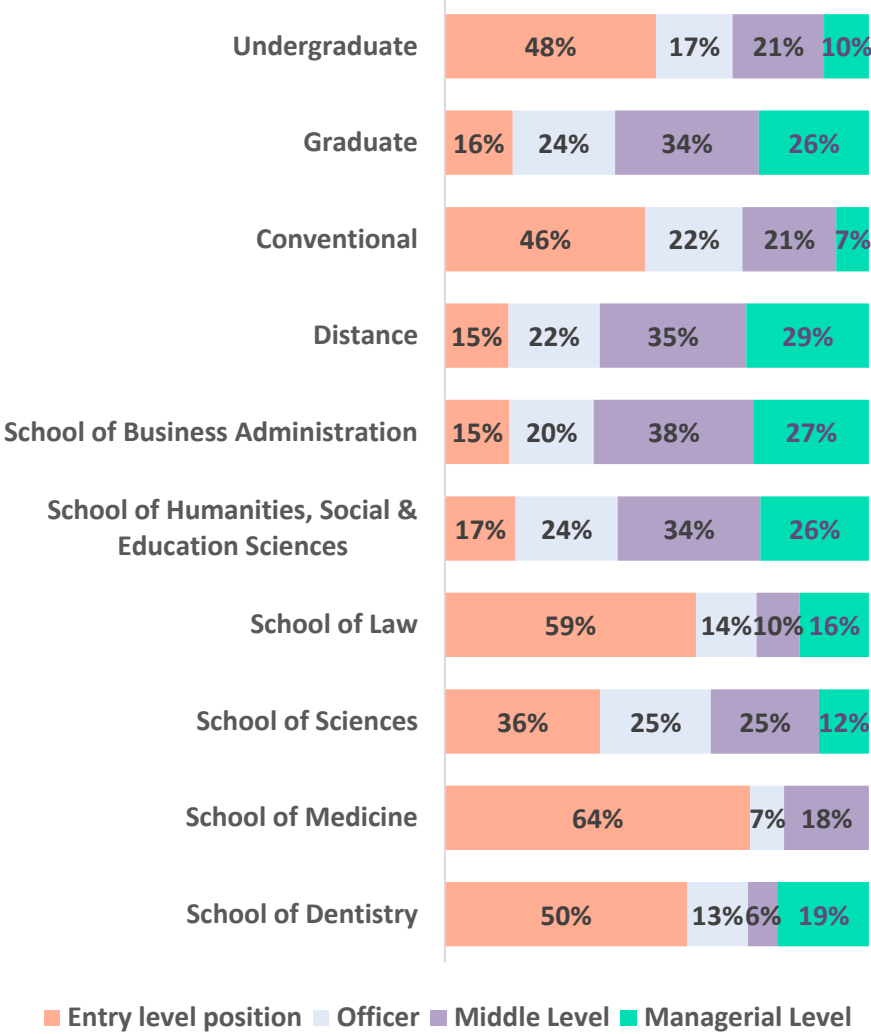
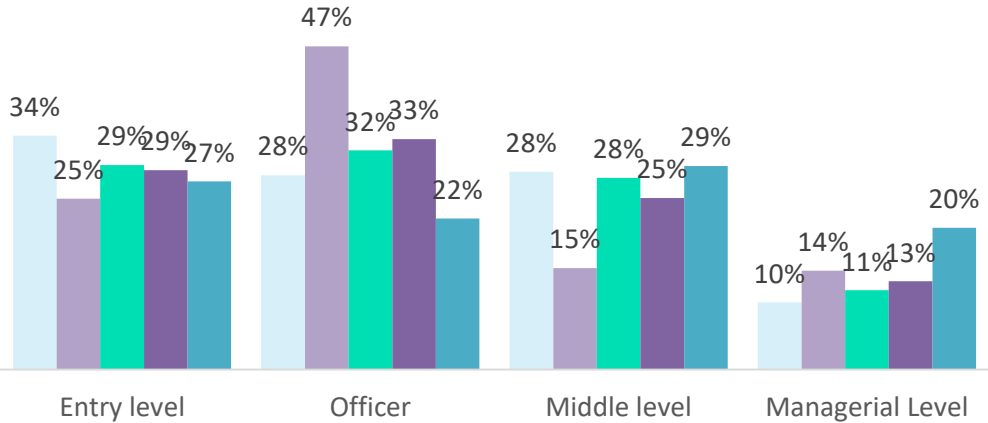
And how long have you been employed in this position?

Occupation Classification¹ Level

Job Position Level (n=676)



- According to 27%, their job position falls into the entry level group.
- The corresponding percentage among undergraduates is 48%.
- Twenty two percent said they are officers, 29% are middle level employees and 20% said they hold a managerial position.
- Compared to 2021 there is an increase for middle level positions and manager.



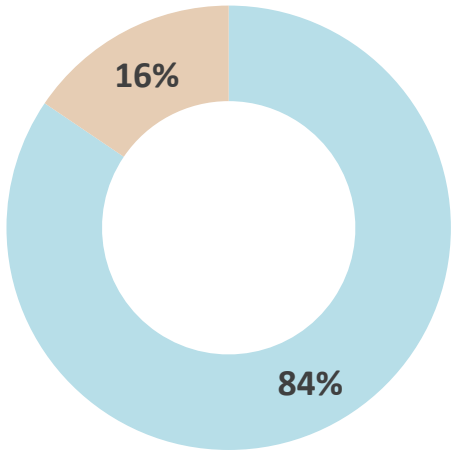
29

What is your job position level

Note 1: As classified by respondents

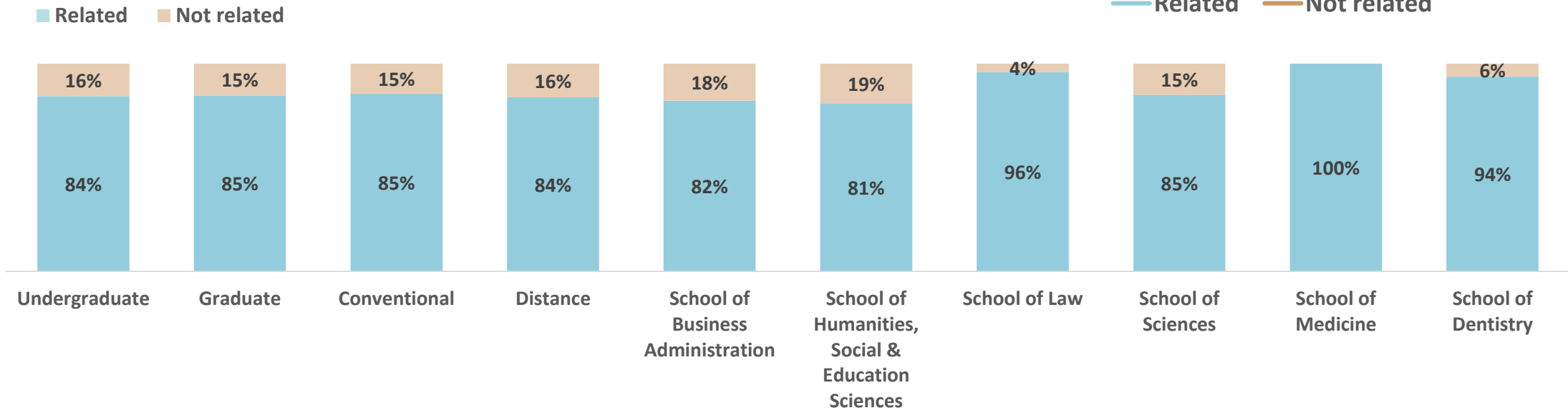
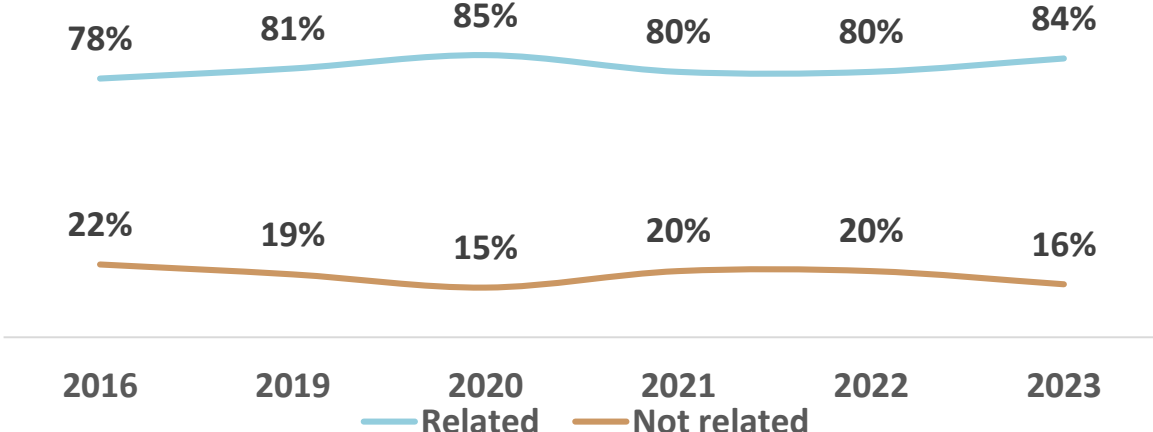
Relatedness of Occupation and Program of Study

Relatedness of program study and job (n=676)



- The majority 84% reported that their job relates to program of study. This view prevails across all alumni groups.
- The corresponding percentage in 2022 was 80%..

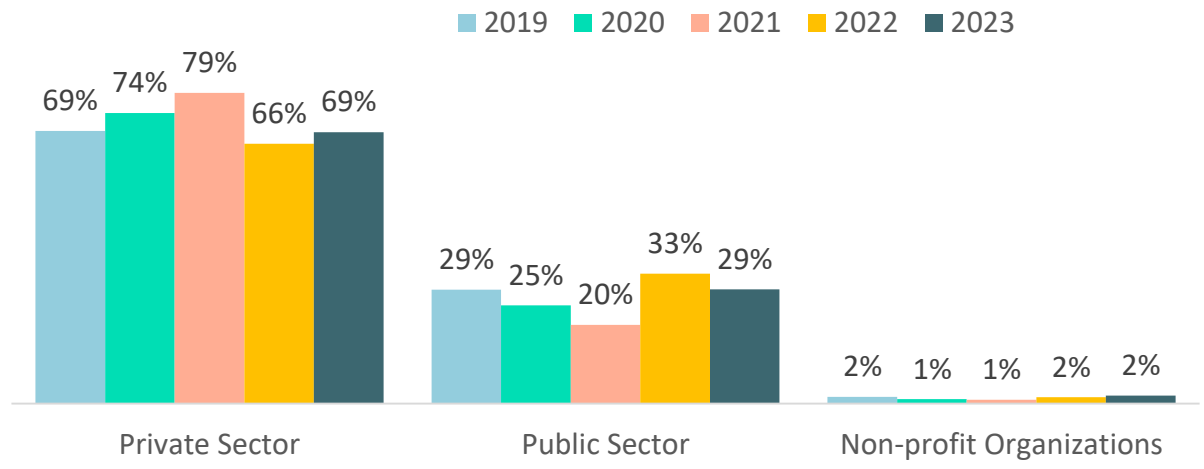
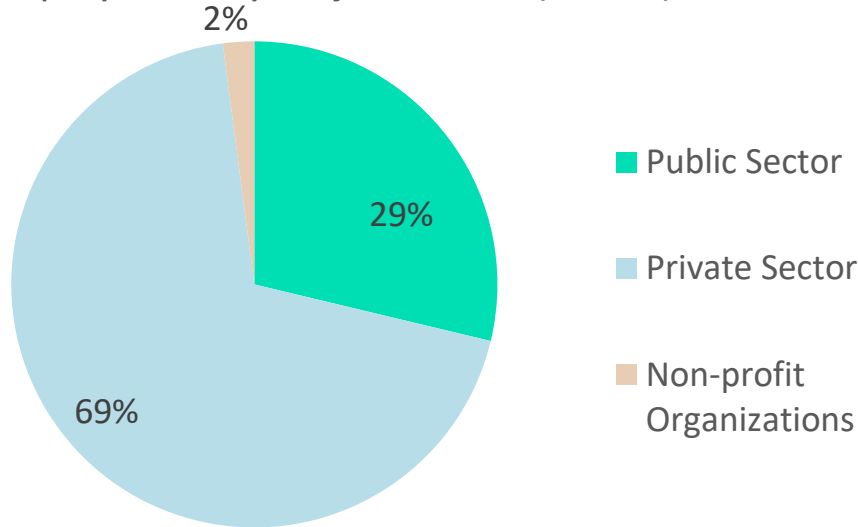
Comparison of relatedness of program of study and occupation by academic year



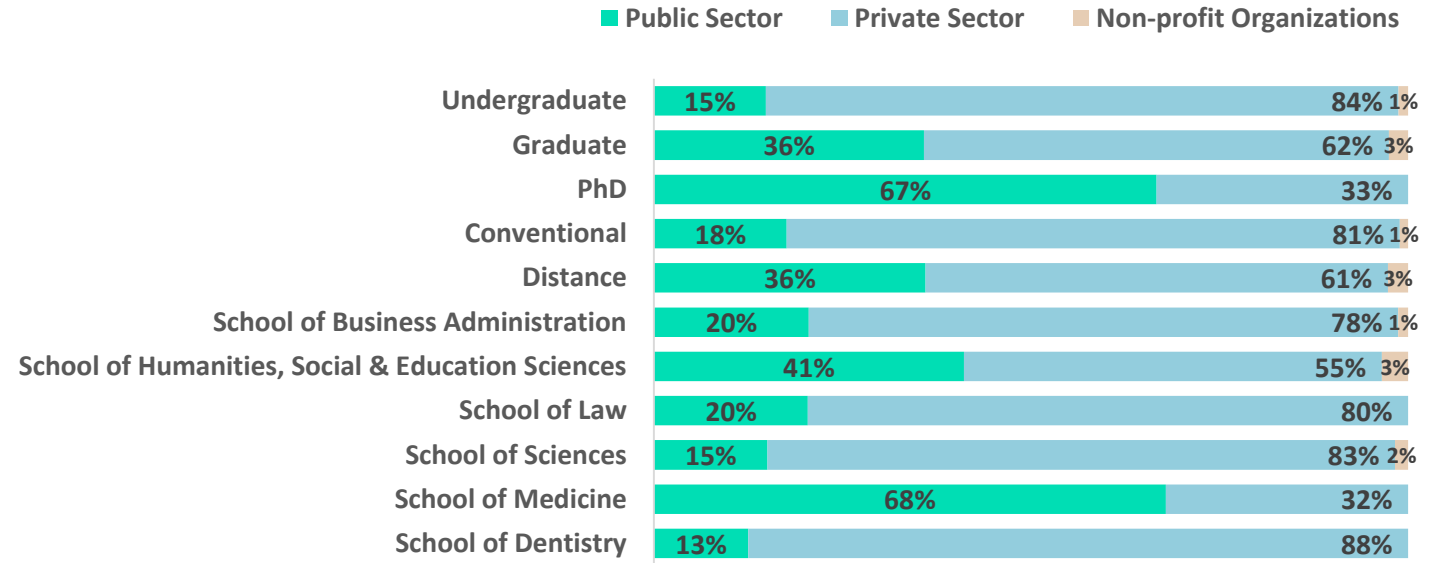
Do you hold a position relevant to your field of studies?

Employment by Major Sectors

Employment by major sectors (n=676)



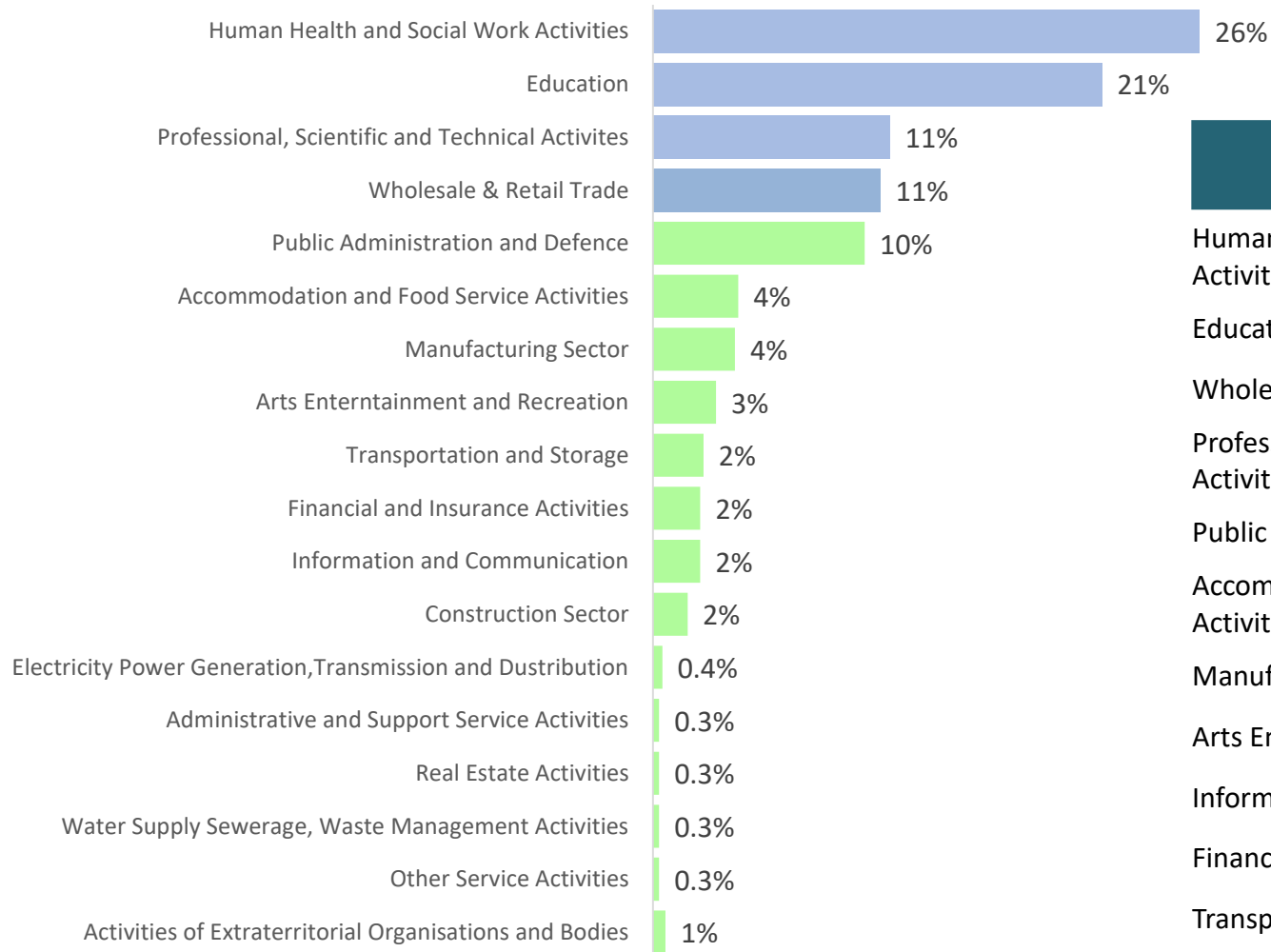
- The majority 69% are employed in the private sector, 29% are public employees and 2% work in non-profit organizations.
- Employment in the public sector is higher among graduates, distance learning alumni, graduates of the School of Medicine and the school of Humanities and Social Sciences.
- Compared to 2022 there is an increase in private sector employment by 3pp.



In which employment sector are you employed?

Employment by Economic Activity Classification¹

Employment by Economic Activity Classification (n=676)



Most EUC graduates (26%) are employed in the Human Health and Social Work Activities sector, 21% are employed in the Education sector and 11% in the Wholesale & Retail Trade and Professional, Scientific and Technical Activities.

Main Economic Activity	2023	2022	2021	2020	2019
Human Health and Social Work Activities	26%	31%	32%	33%	18%
Education	21%	29%	22%	26%	38%
Wholesale & Retail Trade	11%	10%	9%	12%	7%
Professional, Scientific and Technical Activities	11%	7%	12%	10%	11%
Public Administration and Defence	10%	8%	3%	3%	5%
Accommodation and Food Service Activities	4%	3%	5%	5%	4%
Manufacturing Sector	4%	1%	3%	1%	1%
Arts Entertainment and Recreation	3%	4%	3%	-	-
Information and Communication	2%	2%	4%	3%	3%
Financial and Insurance Activities	2%	1%	3%	4%	3%
Transportation and Storage	2%	1%	0.3%	0.4%	1%
Construction Sector	2%	1%	1%	1%	1%

Employment by Economic Activity Classification¹

Economic Activity	Total N=676	Undergraduate N=236	Graduate N=439	Conventional N=268	Distance N=408	Men N=259	Women N=417
Human Health and Social Work Activities	26%	41%	17%	39%	17%	21%	29%
Education	21%	5%	29%	9%	29%	14%	26%
Professional, Scientific and Technical Activities	11%	16%	8%	15%	9%	14%	10%
Wholesale & Retail Trade	11%	15%	8%	14%	9%	14%	9%
Public Administration and Defence	10%	2%	14%	4%	14%	12%	8%
Accommodation and Food Service Activities	4%	6%	3%	4%	4%	5%	3%
Manufacturing Sector	4%	1%	5%	2%	5%	5%	3%
Arts Entertainment and Recreation	3%	5%	2%	6%	1%	5%	2%
Transportation and Storage	2%	1%	3%	1%	3%	2%	3%
Financial and Insurance Activities	2%	2%	3%	1%	3%	2%	3%
Information and Communication	2%	1%	3%	1%	3%	2%	2%
Construction Sector	2%	2%	1%	3%	1%	3%	1%



Employment by Economic Activity Classification¹

Economic Activity	Total N=676	School of Business Administration N=152	School of Humanities, Social and Education Sciences N=258	School of Law N=49	School of Sciences N=73	School of Medicine N=28	School of Dentistry N=16	Cypriots N=317	Greeks N=342	Other N=17
Human Health and Social Work Activities	26%	10%	16%	-	42%	100%	100%	32%	18%	59%
Education	21%	5%	48%	-	5%	-	-	15%	27%	-
Professional, Scientific and Technical Activities	11%	9%	5%	76%	6%	-	-	9%	13%	-
Wholesale & Retail Trade	11%	20%	5%	2%	16%	-	-	11%	11%	6%
Public Administration and Defence	10%	13%	13%	10%	5%	-	-	13%	8%	6%
Accommodation and Food Service Activities	4%	9%	3%	2%	2%	-	-	3%	4%	6%
Manufacturing Sector	4%	11%	3%	-	2%	-	-	3%	5%	6%
Arts Entertainment and Recreation	3%	1%	1%	-	9%	-	-	4%	2%	-
Transportation and Storage	2%	5%	-	-	4%	-	-	2%	3%	6%
Financial and Insurance Activities	2%	6%	1%	2%	2%	-	-	3%	1%	6%
Information and Communication	2%	4%	2%	-	3%	-	-	1%	3%	-
Construction Sector	2%	3%	1%	-	2%	-	-	3%	-	-

Breakdown of Employment by Economic Activity

Economic Activity	Employed Alumni
Human Health and Social Work Activities	26%
Hospital and Medical Activities	22%
Psychological Services	3%
Social Services, Charity & Welfare	1%
Education	21%
Professional Scientific and Technical Activities	11%
Legal Activities	5%
Accounting & Auditing Activities	3%
Management and Technical Services Consultancy Activities	3%
Wholesale & Retail Trade	11%
Public Administration and Defence	10%
Administration of the State and the economic and social policy of the community	8%
Defence	2%
Accommodation and Food Service Activities	4%
Hotels and Similar Accommodation	2%
Food & Beverage Services	2%
Manufacturing Sector	4%
Arts Entertainment and Recreation	3%
Athletics Sports & Fitness Activities	2.5%
Creative arts/Museums	0.5%



Breakdown of Employment by Economic Activity

Economic Activity	Employed Alumni
Transportation and Storage	2%
Financial and Insurance Activities	2%
Information and Communication	2%
Computer Programming, Consultancy and Related Activities	1.3%
Telecommunications	0.4%
Publishing and Broadcasting	0.4%
Construction Sector	1%
Electricity Power Generation, Transmission and Distribution	0.4%
Administrative and Support Services Activities	0.3%
Real Estate Activities	0.3%
Water Supply Sewerage, Waste Management Activities	0.3%
Other Service Activities	0.3%
Activities of Extraterritorial Organisations and Bodies	1%

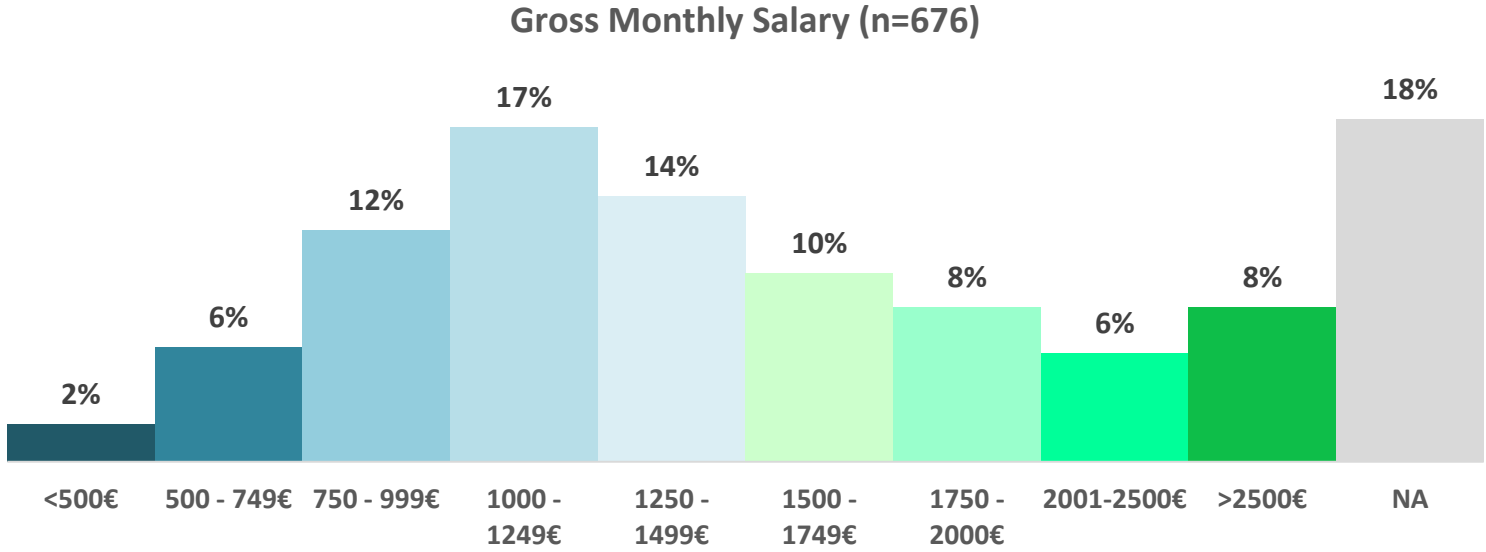


Central Bank of Cyprus, Hellenic Bank, Eurobank, Astrobank Bank, National Bank of Greece, CNP Insurance, Trust Insurance, Altius Insurance. Deloitte, PWC, Ernst & Young, Grant Thornton, Baker Tilly,, Bank of Cyprus Oncology Center, American Medical Center, German Oncology Center, Apollonion Hospital, Metaxas Cancer Hospital, Aretaio Hospital, Melathron, Epic, Cablenet, Skai TV,, Columbia Restaurants, Hilton Hotel, Atlantica Hotel, City of Dreams Mediterranean, Pfizer, Medochemie, Remedica, Coca Cola Photos Photiades, KEO, Motor Oil, EKO, Lidl, Alphamega, Sklavenits, Zorbas, Jumbo, IKEA, European Commission, Aegean Airlines,.



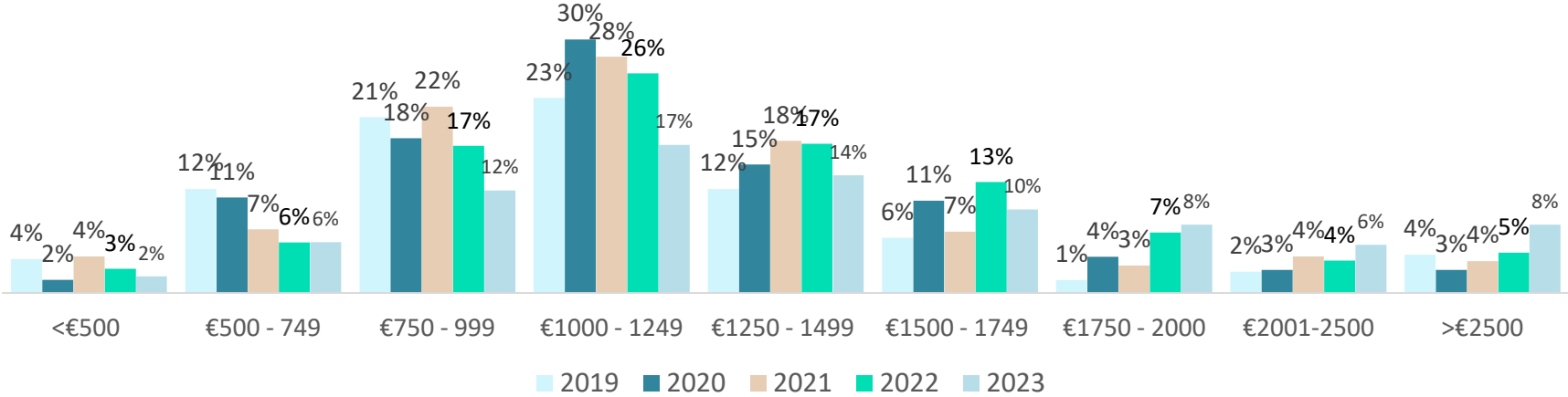
Gross Monthly Salary

Average monthly Salary €1568
2023: €1378



Twenty percent earn up to €999, 26% earn €1000-1249, 26% earn €1250-1499, 10% are paid €1500-1749, 14% earn €1750-2500 and 8% earn more than €2500.
The average monthly salary increased to €1568 compared to €1265 in 2021.

Gross monthly salary by academic year



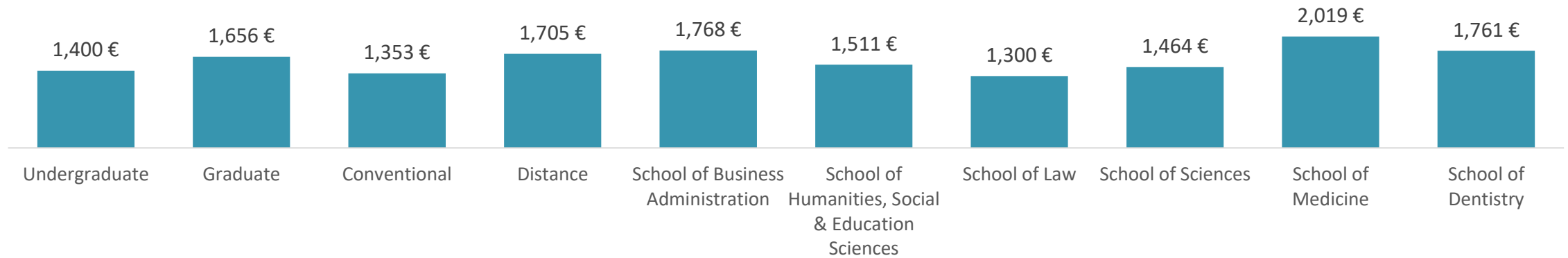
In 2023 there is an increase in the number of graduates earning more than €1750.



Can you please tell us what is your gross monthly income?

Average Gross Monthly Salary

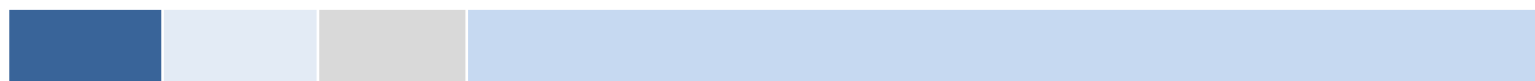
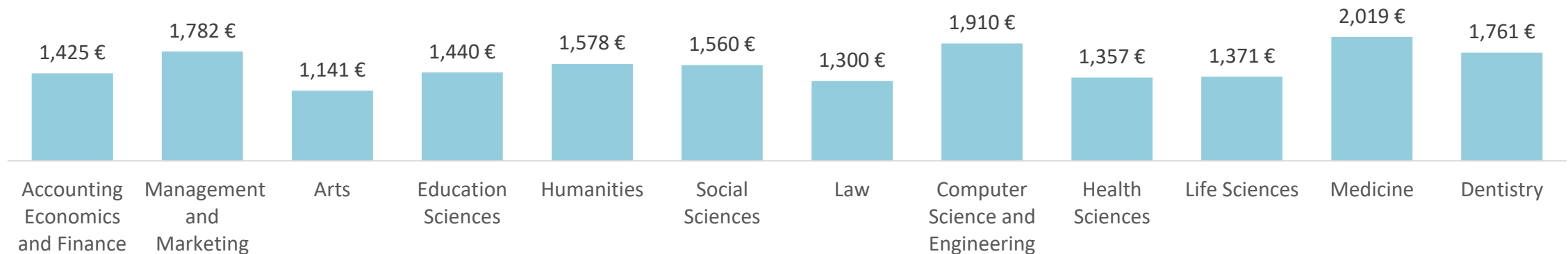
Average Gross Monthly Salary



Higher salaries for:

Medicine, Computer Science and Engineering, Management and Marketing, Medicine and Dentistry graduates

Average Gross Monthly Salary by Department



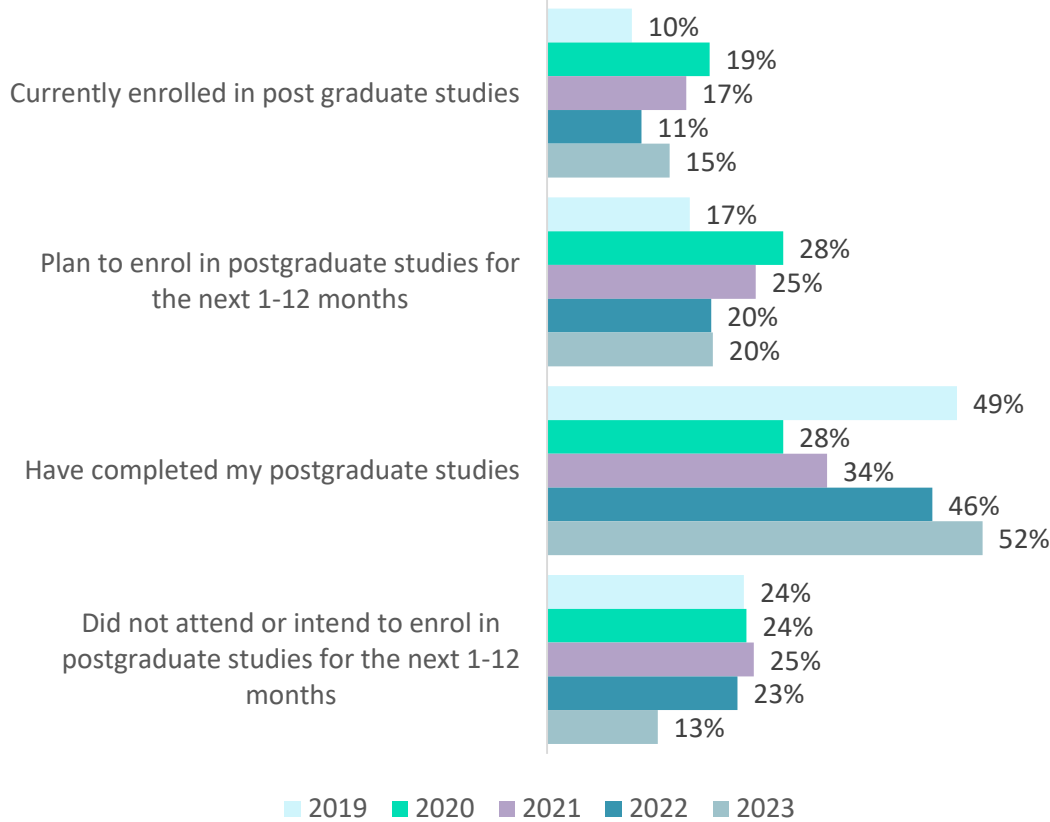
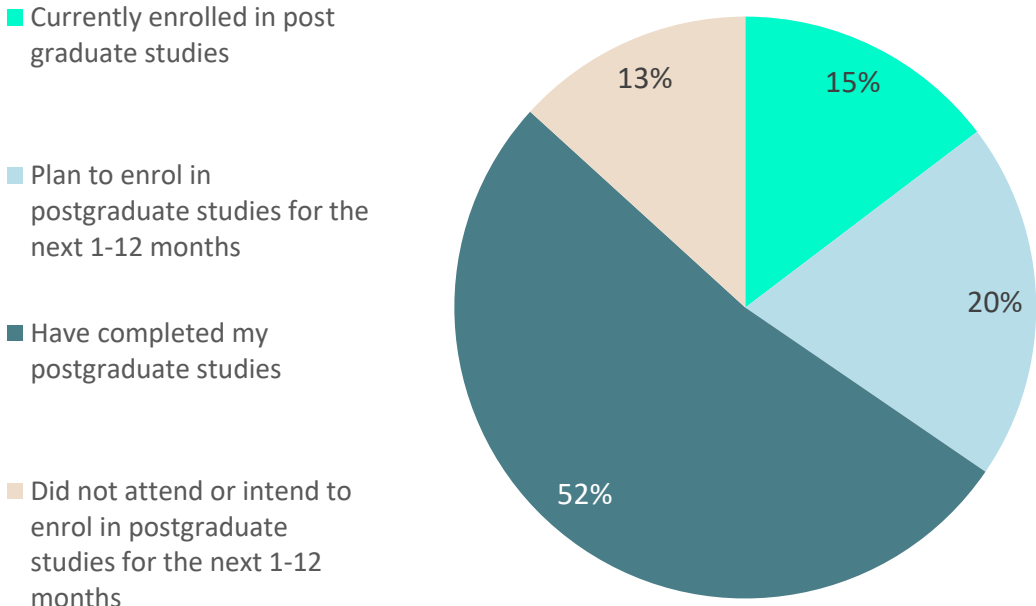
IV. Postgraduate Studies

Enrolment in Postgraduate Studies

- **15% are currently enrolled in postgraduate studies**
- **20% plan to enrol within the next 12 months**

- Enrolment in postgraduate studies increased by 4pp compared to 2022. The trend for postgraduate enrolment in the next 1-12 months is at the same level as in 2023.

Enrolment in Postgraduate Studies (n=770)

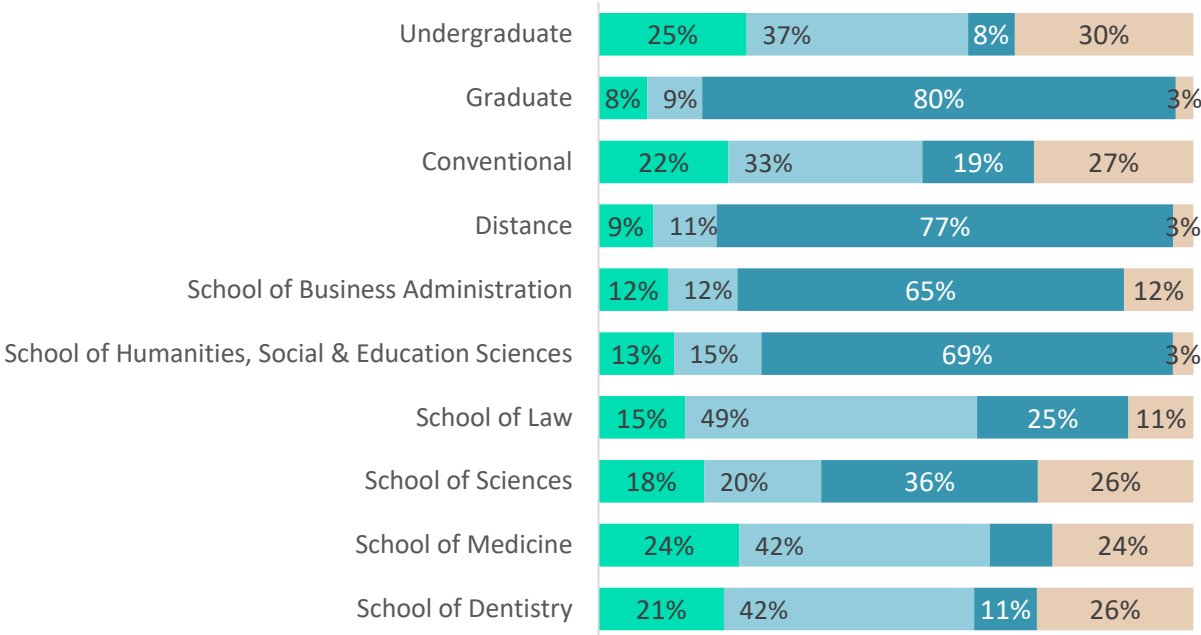


Regarding Postgraduate Studies which of the following is true for you?

Enrolment in Postgraduate Studies

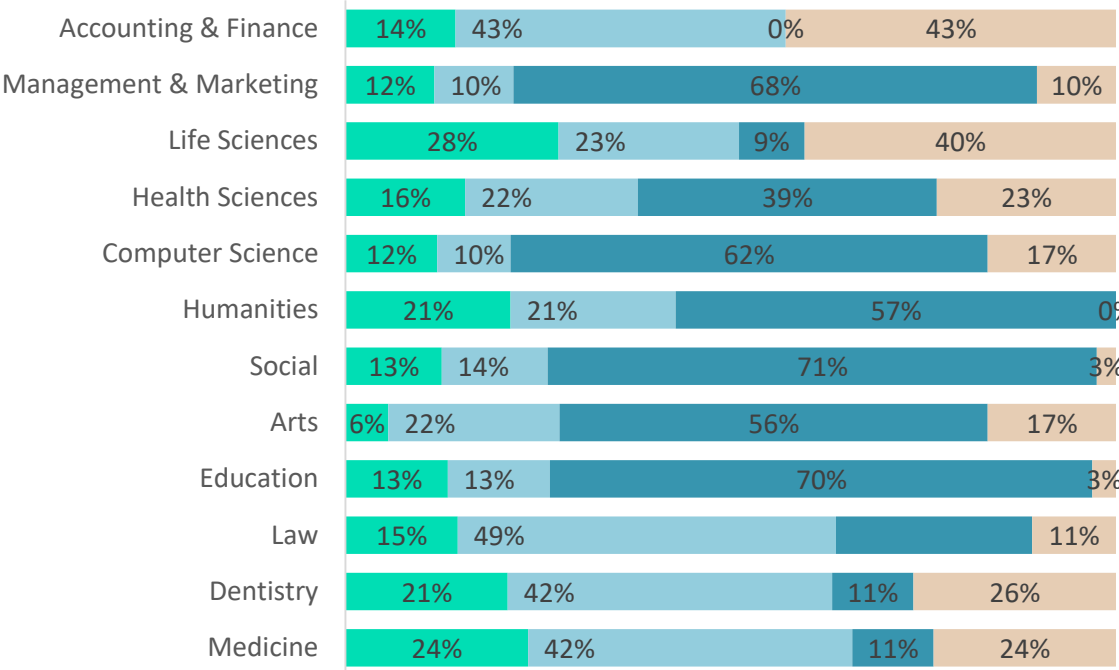
Enrolment in postgraduate studies is higher among graduates of the Departments of Health Science, Humanities, Medicine and Dentistry . A high propensity to enrol in postgraduate studies within the next 12 months is observed among alumni of the Departments of Accounting & Finance, Law, Dentistry and Medicine.

Enrolment in Postgraduate Studies -Analysis by groups



- Currently enrolled in post graduate studies
- Plan to enrol in postgraduate studies for the next 1-12 months
- Have completed my postgraduate studies
- Did not attend or intend to enrol in postgraduate studies for the next 1-12 months

Erolment in Postgraduate Studies - By Department

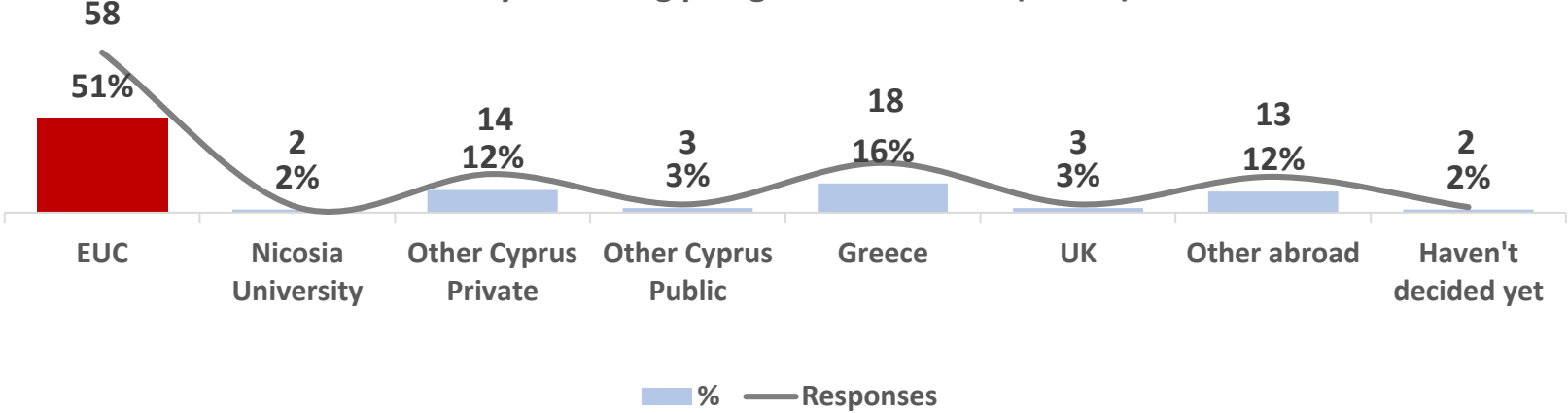


- Currently enrolled in post graduate studies
- Plan to enrol in postgraduate studies for the next 1-12 months
- Have completed my postgraduate studies
- Did not attend or intend to enrol in postgraduate studies for the next 1-12 months



Universities they are Currently Attending

Currently attending postgraduate studies (n=113)



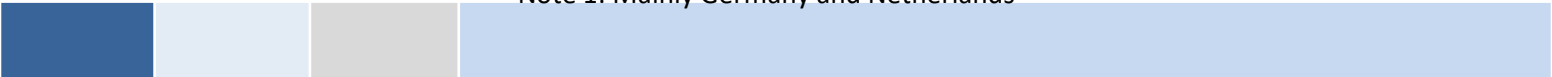
Fifty One percent (38 persons) who are currently attending postgraduate studies are enrolled in EUC.

UNIC was chosen by 2% (2 persons), while 3% chose other public Universities in Cyprus and 12% (14 persons) enrolled in other private Universities in Cyprus. Sixteen percent chose Greek universities, 12% mentioned universities in other countries (mainly the Netherlands and Germany) and 3% UK universities.

Compared to 2021 there is a decrease of 9pp in graduates who chose EUC.

	2023 (n=113)		2022 (n=61)		2021 (n=78)		2020 (n=62)	
	%	Responses	%	Responses	%	Responses	%	Responses
EUC	51%	58	57%	35	60%	47	68%	42
Nicosia University	2%	2	5%	3	6%	5	8%	5
Frederick University	-	-	-	-	3%	2	-	-
Other Cyprus Private	12%	14	7%	4	10%	8	8%	5
Other Cyprus Public	3%	3	2%	1	5%	4	5%	3
Greece	16%	18	10%	10	6%	5	5%	3
UK	3%	3	3%	2	4%	3	5%	3
Other abroad ¹	12%	13	8%	5	5%	4	2%	1

Note 1: Mainly Germany and Netherlands



In which University are you currently enrolled for your postgraduate studies?

Universities they are Currently Attending

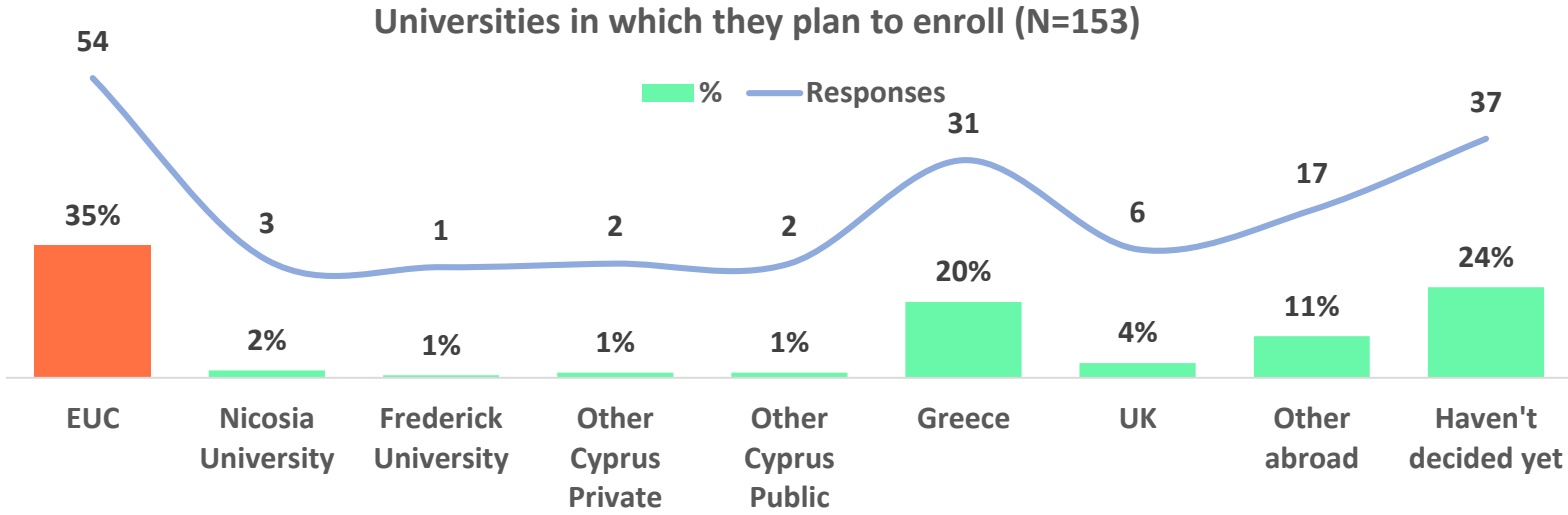
	Conventional	Distance	School of Business Administration	School of Humanities, Social & Education Sciences	School of Law	School of Sciences	School of Medicine	School of Dentistry
Base:	71	41	19	37	8	36	9	4
EUC	37	21	11	20	4	22	1	-
Nicosia University	2	-	-	2	-	-	-	-
Other Cyprus Private	11	3	1	4	1	8	-	-
Other Cyprus Public	3	-	-	1	-	1	-	1
Greece	7	11	2	8	-	3	4	1
UK	1	2	3	-	-	-	-	-
Other abroad	8	4	2	2	3	1	3	2

	Accounting & Finance	Management & Marketing	Life Sciences	Health Sciences	Computer Science	Humanities	Social	Arts	Education	Law	Dentistry	Medicine
Base:	1	18	13	18	5	3	20	1	13	8	4	9
EUC	1	10	9	9	4	1	7	1	11	4	-	1
Nicosia University	-	-	-	-	-	-	2	-	-	-	-	-
Other Cyprus Private	-	1	2	6	-	-	3	-	1	1	-	-
Other Cyprus Public	-	-	1	-	-	-	1	-	-	-	1	-
Greece	-	2	-	2	1	2	6	-	-	-	1	4
UK	-	3	-	-	-	-	-	-	-	-	-	-
Other abroad	-	2	1	-	-	-	1	-	1	3	2	3



Universities in which they Plan to Enrol

- Thirty five percent (54 persons) plan to enrol in EUC or Cyprus College.
- UNIC and Frederic were chosen by 2% and 1% respectively, while 1% will enrol in other private and public Universities in Cyprus. One out of five plan to continue their studies in Greece and 11% in other countries. Twenty-four percent haven't decided yet.
- Compared to 2022 there is a decrease of 33pp in graduates who plan to enrol in EUC.



	2023 (n=153)		2022 (n=106)		2021 (n=117)		2020 (n=90)	
	%	Responses	%	Responses	%	Responses	%	Responses
EUC	35%	54	68%	72	49%	57	59%	53
Nicosia University	2%	3	1%	1	3%	3	2%	2
Frederick University	1%	1	1%	1	1%	1	2%	2
Other Cyprus Private	1%	2	2%	2	2%	2	2%	2
Other Cyprus Public	1%	2	4%	4	4%	5	9%	8
Greece	20%	31	8%	8	9%	10	4%	4
UK	4%	6	3%	3	4%	5	1%	1
Other abroad	11%	17	7%	7	14%	16	4%	4
Haven't decided yet	24%	37	6%	6	15%	18	16%	14

Other abroad includes mainly universities in Netherlands, Germany and USA

Universities in which they Plan to Enrol

	Undergraduates	Graduates	School of Business Administration	School of Humanities, Social & Education Sciences	School of Law	School of Sciences	School of Medicine	School of Dentistry
Base:	109	44	19	43	27	40	16	8
EUC	29	25	12	20	11	11	-	-
Nicosia University	3	-	-	-	-	2	1	-
Frederick University	-	1	-	1	-	-	-	-
Other Cyprus Private	2	-	1	-	-	1	-	-
Other Cyprus Public	1	1	-	-	1	1	-	-
Greece	25	6	1	8	4	7	9	2
UK	6	-	-	-	1	2	-	3
Other abroad	17	-	-	3	1	8	3	2
Haven't decided yet	26	11	5	11	9	8	3	1

	Accounting & Finance	Management & Marketing	Life Sciences	Health Sciences	Computer Science	Humanities	Social	Arts	Education	Law	Dentistry	Medicine
Base:	3	16	11	26	4	3	22	4	13	27	8	16
EUC	2	10	3	7	1	3	8	1	8	11	-	-
Nicosia University	-	-	-	1	1	-	-	-	-	-	-	1
Frederick University	-	-	-	-	-	-	1	-	-	-	-	-
Other Cyprus Private	-	1	-	1	-	-	-	-	-	-	-	-
Other Cyprus Public	-	-	-	1	-	-	-	-	-	1	-	-
Greece	-	1	3	4	-	-	7	1	-	4	2	9
UK	-	-	-	2	-	-	-	-	-	1	3	-
Other abroad	-	-	2	5	1	-	1	2	-	1	2	3
Haven't decided yet	1	4	3	5	1	-	5	-	5	9	1	3

Reasons for not Selecting EUC for Postgraduate Studies

Enrolled in Graduate Studies (n=53)	Total	Management & Marketing	Life Sciences	Health Sciences	Computer Science	Humanities	Social	Education	Law	Dentistry	Medicine
Not offering the program /specialization I'm interested in	26	4	2	7	-	1	4	-	2	2	4
For financial reasons/no tuition	9	-	-	-	-	1	4	2	1	1	-
Study at a different university/new experiences	4	3	-	-	-	-	-	-	-	1	-
Prefer to study abroad	2	2	-	-	-	-	-	-	-	-	-
The level of education is higher	2	-	1	-	-	-	-	-	1	-	-
I wanted to go back to my country/ It is in my city of residence	2	-	-	-	1	-	1	-	-	-	-
The master's degree I want is not offered online	2	-	-	1	-	-	1	-	-	-	-
My application to EUC was rejected	2	-	-	-	-	-	2	-	-	-	-
I have more opportunities to find a job	1	-	-	-	-	-	-	-	-	-	1
Teaching hours are not convenient for me	1	-	-	-	-	-	1	-	-	-	-
I did not like the organization/structure of the courses	1	-	-	-	-	-	1	-	-	-	-
I was interested in the Institute of Neurology and Genetics	1	-	1	-	-	-	-	-	-	-	-
Will start working in Germany next month	1	-	-	-	-	-	-	-	-	-	1
Lives in Germany	1	-	-	-	-	-	-	-	-	-	1
Does not offer Postgraduate degree in Byzantine Music	1	-	-	-	-	1	-	-	-	-	-
Does not offer courses in counselling psychology	1	-	-	-	-	-	1	-	-	-	-



Reasons for not Selecting EUC for Postgraduate Studies

Planning to Enrol in Graduate Studies (n=63)	Total	Management & Marketing	Life Sciences	Health Sciences	Computer Science	Social	Arts	Law	Dentistry	Medicine
Not offering the program /specialization I'm interested in	35	1	2	10	2	4	2	2	4	8
For financial reasons/no tuition	6	-	-	-	-	4	-	1	-	1
Prefer to study abroad	5	-	1	2	-	-	-	1	-	1
I wanted to go back to my country/ It is in my city of residence	5	-	2	-	-	-	1	1	1	-
The level of education is higher	2	-	-	-	-	1	-	-	-	1
Study at a different university/new experiences	1	-	-	-	-	-	-	-	-	1
Teaching hours are not convenient for me	1	-	-	1	-	-	-	-	-	-
Does not offer a degree in European Law	1	-	-	-	-	-	-	1	-	-
Does not offer Dermatology online	1	-	-	-	-	-	-	-	-	1
My application to EUC was rejected	1	-	-	-	-	-	-	-	1	-
EUC only cares about getting its money, it doesn't care about the student	1	-	-	1	-	-	-	-	-	-
The master's degree is officially recognized immediately	1	-	-	-	-	1	-	-	-	-
Does not offer Public Health Administration	1	-	-	1	-	-	-	-	-	-
Works at CDA	1	1	-	-	-	-	-	-	-	-
EUC stopped offering graduate degrees in Music	1	-	-	-	-	-	1	-	-	-
Works in UK	1	-	-	-	-	-	-	-	1	-
My family lives in USA	1	-	-	-	-	-	-	1	-	-

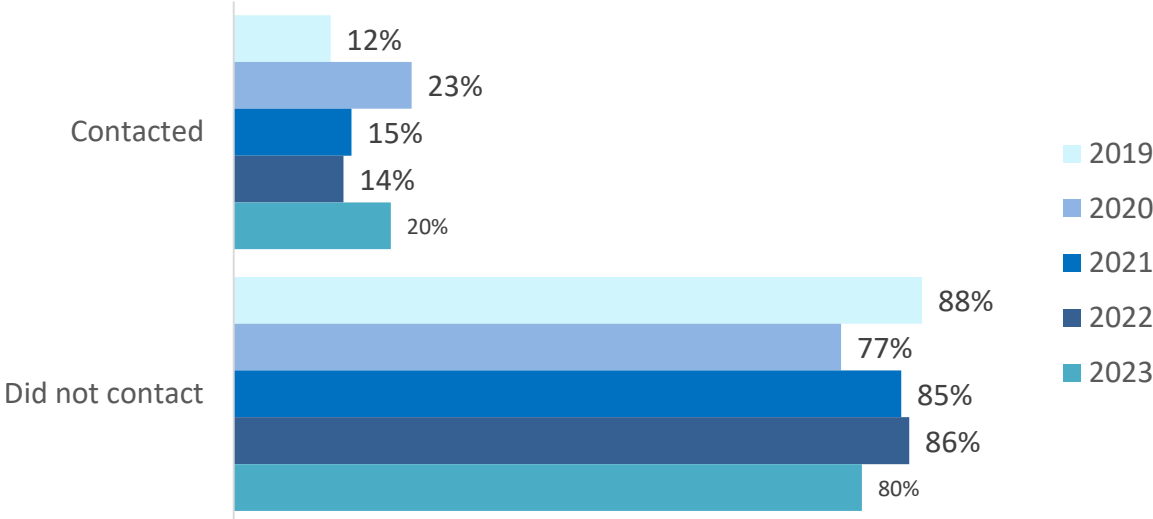
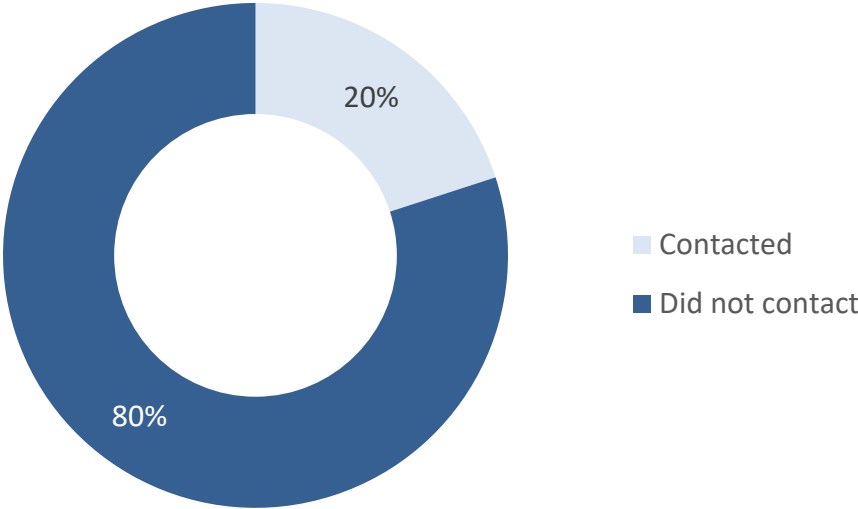


Can you please tell us why you didn't select EUC for postgraduate studies?

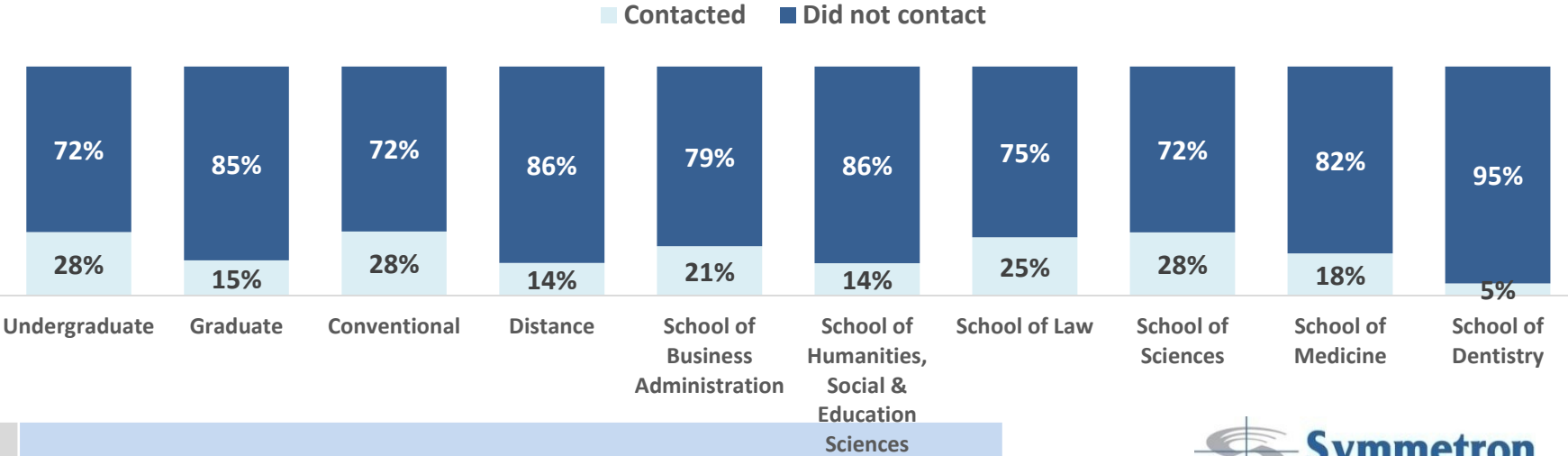
V. Satisfaction with European University Cyprus

Contacting the Career Centre for Assistance

Contacting the Career Centre for Assistance (n=676)



20% have used the services of EUC's Career Centre for Assistance. Compared to 2022 there is an increase of 6pp.

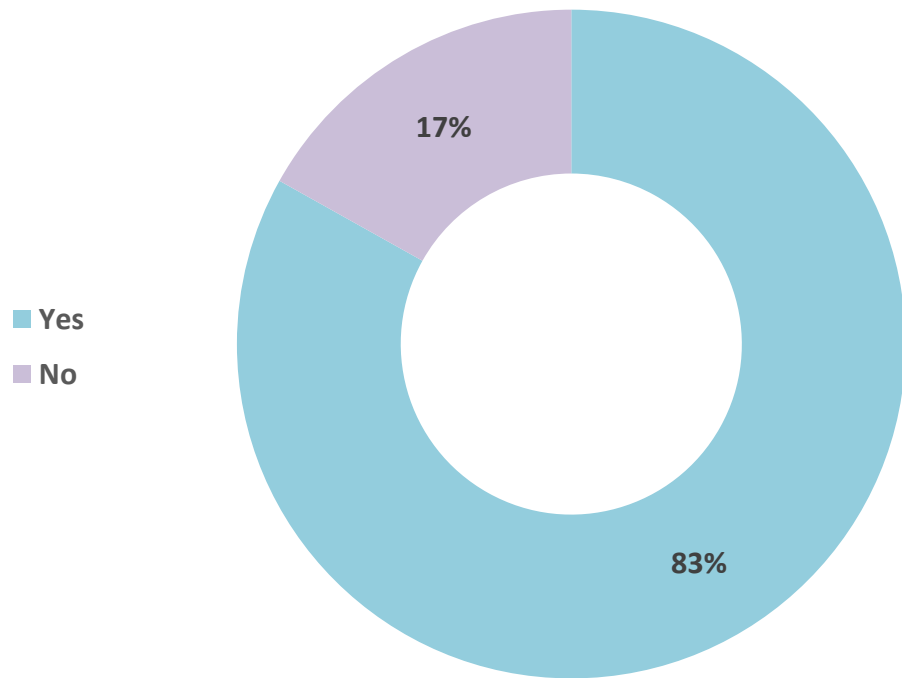


Did you contact the Career Centre of EUC to ask for help?

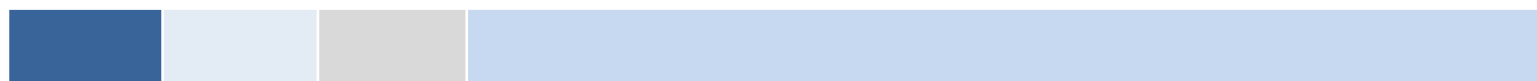


The majority 83% were satisfied with the services of EUC's Career Centre. There is a significant increase compared to 2020 by 22 points

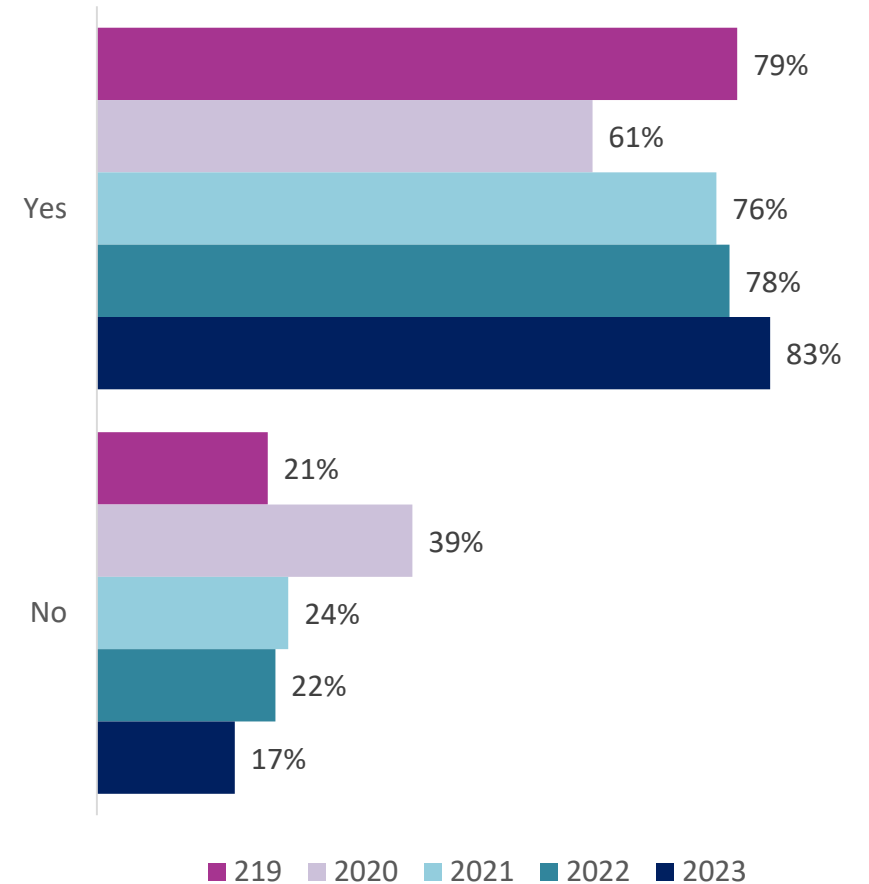
Getting the support they were looking for from EUC's Career Centre (n=154)



50



Did you get the help you were looking for (Career Centre)?



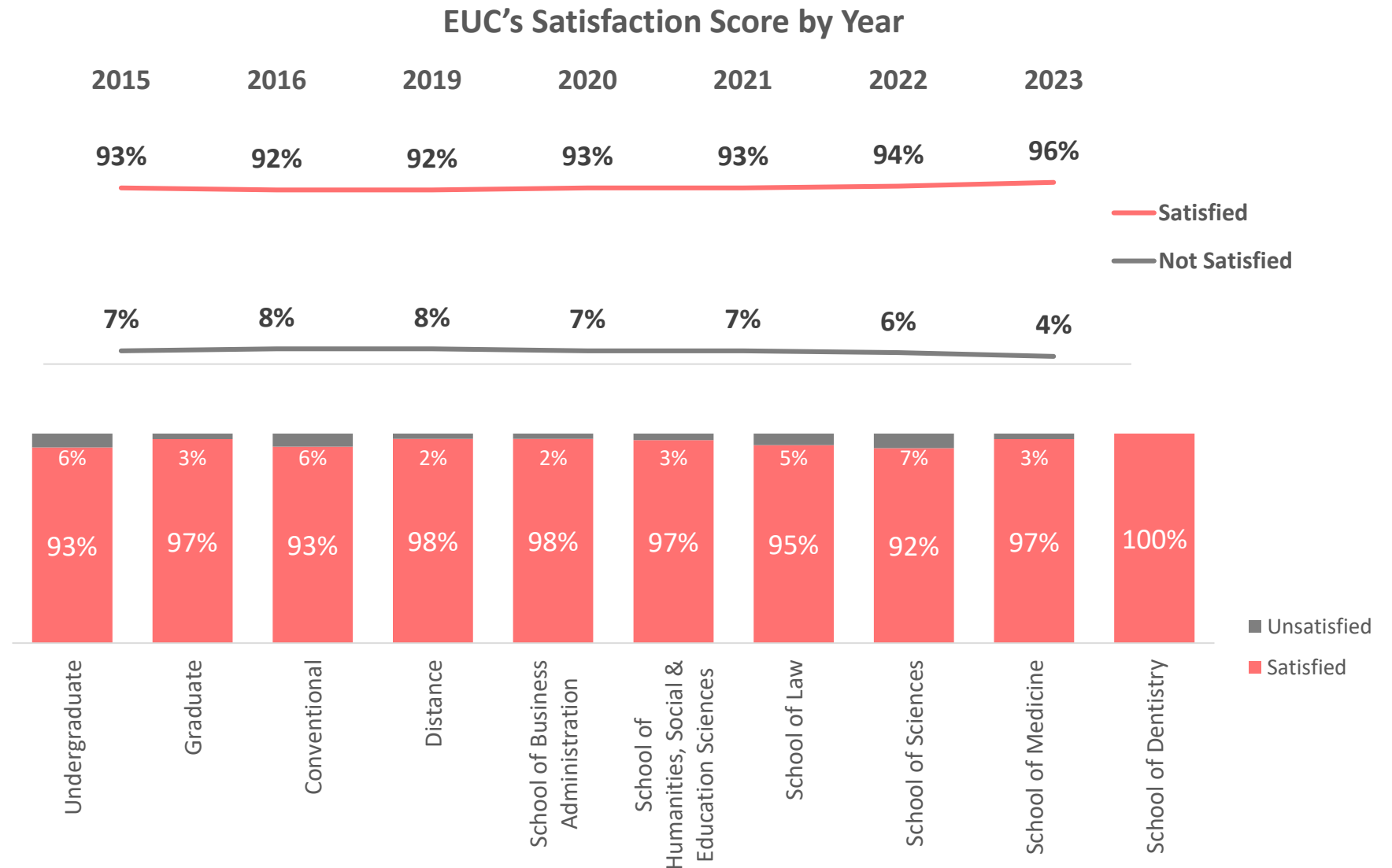
Satisfaction with European University

N=770



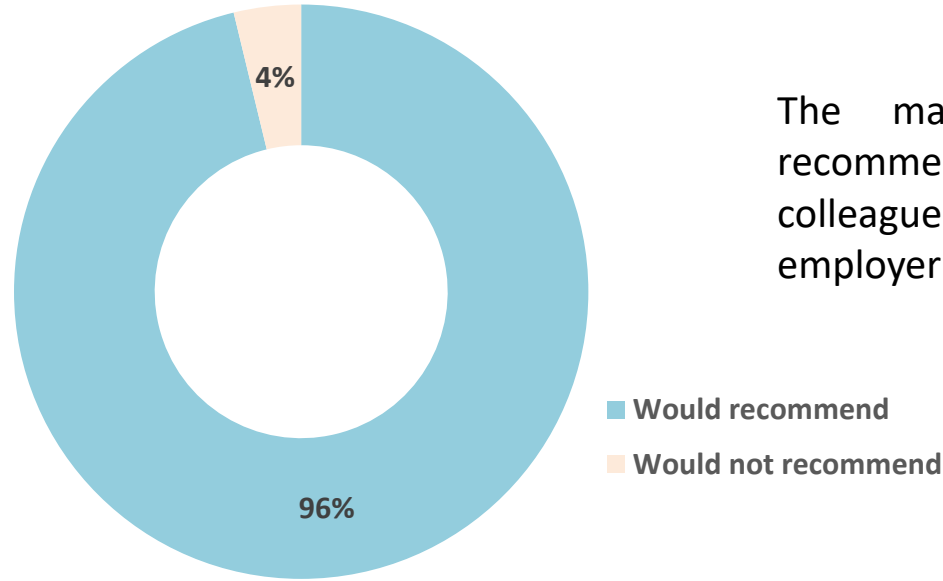
96% student satisfaction score

Consistency
The satisfaction score is consistently high across all groups of graduates, during the period 2014-2023

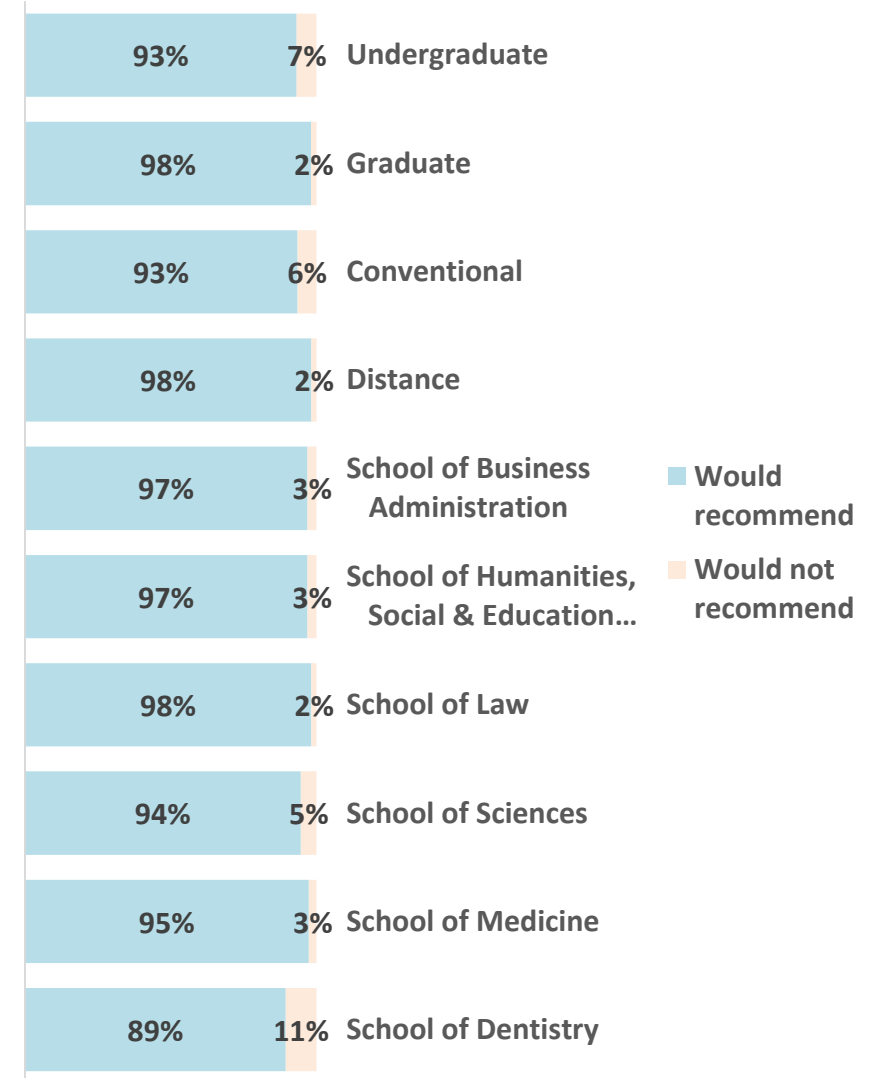
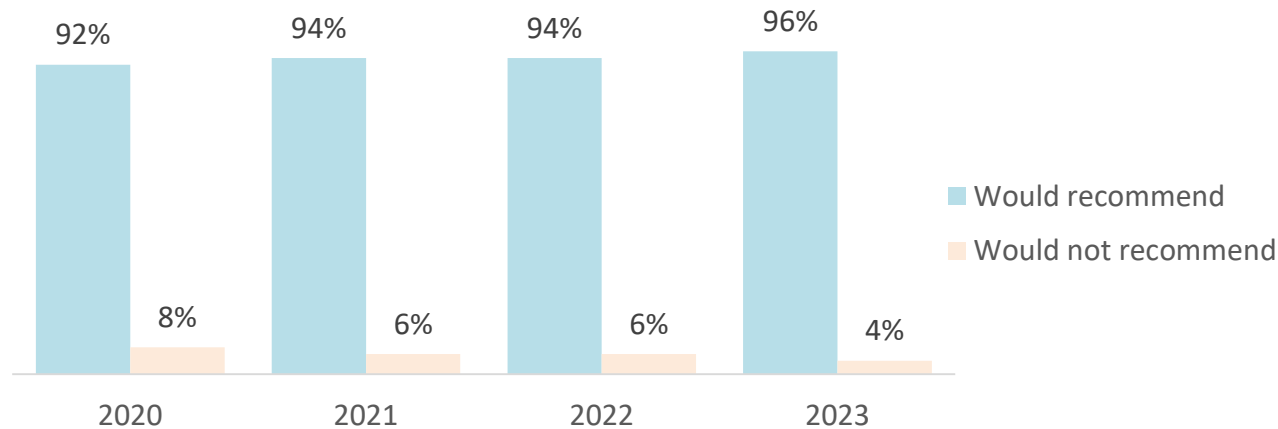


Intention to recommend EUC to colleagues or to their employer

Recommendations to colleagues and employer (n=770)

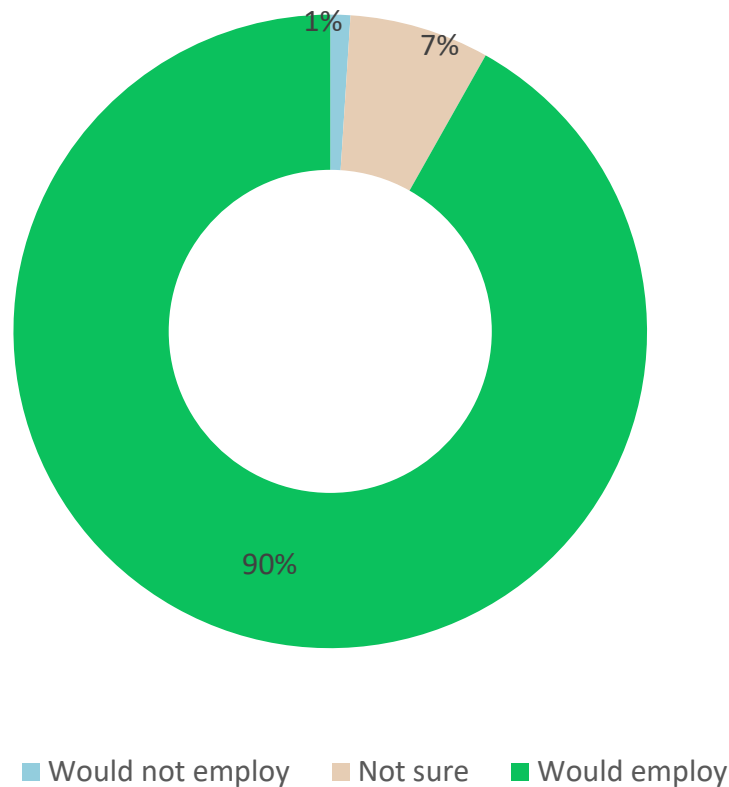


The majority (96%) would recommend EUC to their colleagues for studies or to their employer for cooperation.

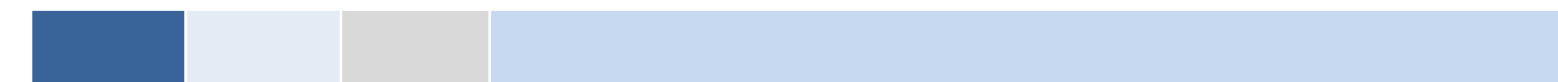
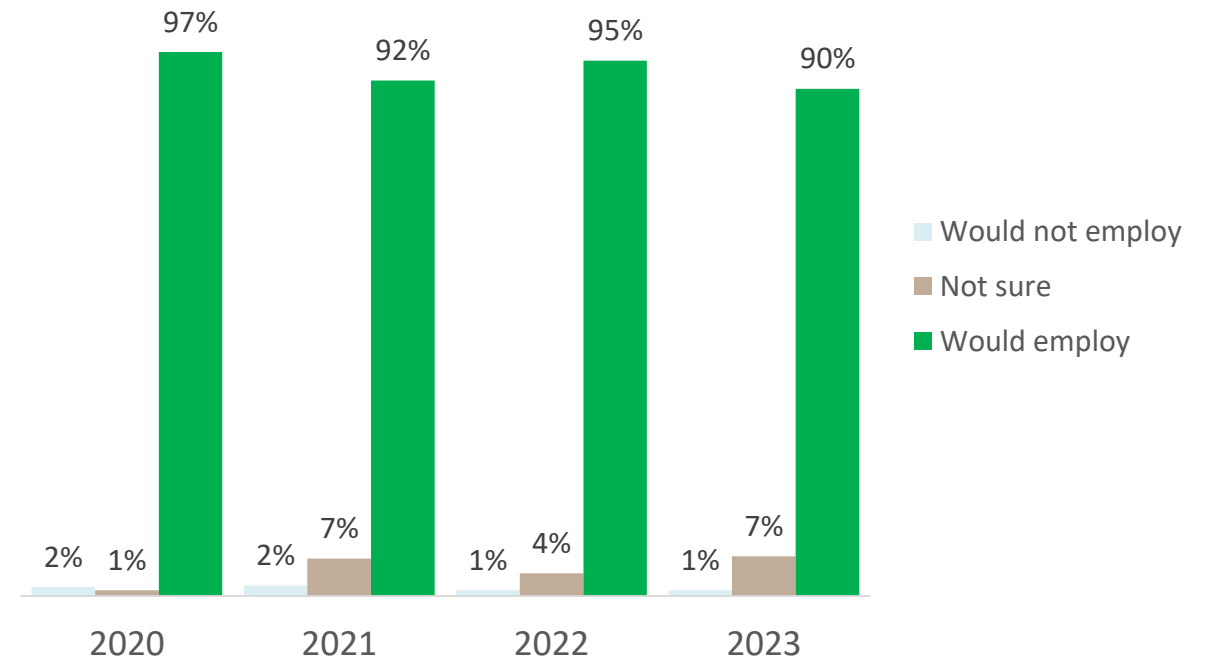


Intention to Employ an EUC Graduate in the Company in which they Work

Intention to employ an EUC graduate for employment (N=676)



The majority (90%) would employ an EUC graduate, if they were involved in the recruitment process of their company. Compared to 2022 there is a decrease of 5pp.



If you participated in the recruitment process in the company you work for, would you employ a graduate of EUC? Scale 1-10, 1=definitely not, 10 definitely yes

V Main Findings

- Employment rate for EUC's 2021 alumni is 88%. A higher employment rate is observed among graduates (92%), distance learning graduates (92%), graduates of the School of Business Administration (93%), School of Law (89%) and School of Humanities, Social & Education Sciences (88%).
- The employment rate for EUC alumni increased by nine points to 88% in 2023, compared to 79% for 2022.
- The overall unemployment rate is 12%. However, *the real unemployment rate* among EUC's graduates is 2,7%, since approximately 9,5% of graduates are not actively looking for work for various personal reasons or due to participation in postgraduate studies or internship programs and therefore do not fall into the unemployment category definition.
- A relatively higher unemployment rate is observed among graduates of the Departments of Dentistry and Medicine. However, these results should be viewed with caution due to the small statistical base (<40) for each group.
- Around 23% of unemployed graduates (2% of the total sample) have lost their jobs due to suspension of operations by businesses.
- 91% of employed graduates are working full time and 9% part time. Full time employment for EUC graduates increased by 6 points compared to 2021 (85%).
- 86% are working in paid employment and 14% are self-employed. Paid employment increase by 3 points compared to 2021.
- Nineteen percent of the alumni who are currently working, were employed less than a month after graduation. Twenty percent were employed within one to six months after graduation and 5% in more than 7 months. Fifty six percent were already working during their studies.
- Managers account for 12%, while Professionals comprise the largest category 73%. The other occupation groups are Technicians and Associate Professionals 4%, Clerical Support Workers 5% and Services and Sales Workers 5%.
- Compared to 2020, there is an increase of 7 points for the category of Managers..
- Forty eight percent have been employed 12 or less months in their current position while 22% have been employed one to three years. Fourteen percent have been employed three to seven years and 16% have been employed more than seven years.



- The majority 84% reported that their job relates to their program of study. This view prevails across all alumni groups. The corresponding percentage for 2022 80%.
- The majority 69% are employed in the private sector, 29% are public employees and 2% work in non-profit organizations. Employment in the public sector is higher among graduates, distance learning alumni, graduates of the School of Medicine and the school of Humanities and Social & Education Sciences. Employment in the private sector increased by 3 points compared to 2022.
- The top five occupations in 2023 are Lawyer, Medical Doctor, Secondary Education Teachers, Psychologists and Private Teachers.
- Most EUC graduates (26%) are employed in the Human Health and Social Work Activities sector, 21% are employed in the Education sector and 11% respectively in the Wholesale & Retail sector and the Professional Scientific and Technical activities . Other important sectors are the Public Administration and Defence (10%), Accommodation & Food Service (4%) and Manufacturing sector 94%). Compared to 2022 there are increases for the professional Scientific and Technical Activities sector (+4pp) and the Manufacturing sector (+3pp).
- The average gross monthly salary increase to €1568 compared to €1378 in 2022. Twenty percent earn up to €999, 17% earn €1000-1249, 14% earn €1250-1499, 10% are paid €1500-1749, 14% earn €1750-2500 and 8% earn more than €2500. In 2023 there is an increase in the number of graduates earning more than €1750.
- Proportionally higher salaries are earned by graduates of the Departments of Medicine, Computer Science and Engineering, Management and Marketing, and Dentistry.



- 15% are currently enrolled in postgraduate studies, while a further 20% plan to enrol within the next 12 months. Fifty two percent have completed their postgraduate studies and 13% did not attend or intend to enrol within the next 1-12 months.
- Postgraduate enrolments are up four points compared to 2022, while the propensity to enrol over the next 1-12 months is at the same level as in 2022.
- Fifty one percent who are currently attending postgraduate studies are enrolled in EUC. The corresponding percentage for 2022 was 57%.
- UNIC was chosen by 2% (5% in 2022), while 12% chose other private Universities in Cyprus (7% in 2022) and 3% enrolled in public Universities in Cyprus.
- The Department Management & Marketing has the largest proportion of students choosing other universities (abroad) for a master's degree (caution: small statistical base).
- Only 35% of alumni who plan to pursue postgraduate studies over the next 12 months will enrol in EUC, 24% haven't decided yet, 5% chose other universities in Cyprus and 35% plan to study abroad.
- Compared to 2022 there is a significant decrease of thirty-three points for graduates who plan to enrol in EUC.
- The main reason for choosing other Universities is the lack of postgraduate programs that interest them. This is specifically important for the graduates of Health Sciences, Management & Marketing and Medicine Departments.
- Twenty percent have used the services of EUC's Career compared to 14% in 2022.
- The majority 83% were satisfied with the services of EUC's Career Centre, compared to 78% in 2022.
- The student satisfaction score is 96% and is consistently high across all student groups, during the period 2015-2023.
- The majority (96%) would recommend EUC to their colleagues for studies or to their employer for cooperation.
- The majority (90%) would employ an EUC graduate, if they were involved in the recruitment process of their company. Compared to 2022 there is a decrease of 3pp



Annex Ia

A/A	Degree	Participants in the survey	Working	Non Working	Employability %
1	Ψυχολογία (4 Έτη/240 ECTS, Πτυχίο, B.Sc)-Εξ Αποστάσεως	7	4	3	57%
2	Ψυχολογία (4 Έτη, Πτυχίο)	7	5	2	72%
3	Ψυχολογία- Κλινική Ψυχολογία (24 Μήνες/160 ECTS, Μεταπτυχιακό)	7	6	1	86%
4	Ψυχική Υγεία Παιδιού και Εφήβου (18 μήνες /90 ECTS, Μεταπτυχιακό,Εξ αποστάσεως)	42	36	6	86%

(DEU) Ψυχολογία (4 Έτη/240 ECTS, Πτυχίο, Β.Sc)-Εξ Αποστάσεως

A/A	Position	Length of Time to Find Employment after they started their Job Search	Job Relatedness Vs Program of Study	Sector of employment	Status/Plan for graduate studies	Satisfaction with EUC
1	Officer	Over a year	No	Private Sector	I am planning to enroll in graduate studies in the next 1-12 months	Satisfied
2	Psychologist	Already working before graduation	Yes	Private Sector	I am planning to enroll in graduate studies in the next 1-12 months	Satisfied
3	Officer	Already working before graduation	No	Private Sector	I am planning to enroll in graduate studies in the next 1-12 months	Not satisfied
4	HR Manager	Already working before graduation	Yes	Public Sector	I am enrolled in graduate studies	Satisfied

Ψυχολογία (4 Έτη, Πτυχίο)

A/A	Position	Length of Time to Find Employment after they started their Job Search	Job Relatedness Vs Program of Study	Sector of employment	Status/Plan for graduate studies	Satisfaction with EUC
1	Sales Person	4-6 months	No	Private Sector	I am enrolled in graduate studies	Satisfied
2	Psychologist	Found a job immediately	Yes	Private Sector	I am planning to enroll in graduate studies in the next 1-12 months	Not satisfied
3	Administrative/ Management Officer	Found a job immediately	No	Private Sector	I am planning to enroll in graduate studies in the next 1-12 months	Satisfied
4	Air Condition Technician	Found a job immediately	No	Private Sector	I did not enroll or plan to enroll for graduate studies in the next 6-12 months	Satisfied
5	Sales Officer	Already working before graduation	No	Private Sector	I am enrolled in graduate studies	Satisfied

Ψυχολογία- Κλινική Ψυχολογία (24 Μήνες/160 ECTS, Μεταπτυχιακό)

A/A	Position	Length of Time to Find Employment after they started their Job Search	Job Relatedness Vs Program of Study	Sector of employment	Status/Plan for graduate studies	Satisfaction with EUC
1	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Not satisfied
2	Psychologist	Found a job immediately	Yes	Private Sector	Yes	Satisfied
3	Psychologist Self Employed	4-6 months	Yes	Private Sector	Yes	Satisfied
4	Psychologist Self Employed	1-3 months	Yes	Private Sector	Yes	Satisfied
5	Health Sector Manager	4-6 months	Yes	Private Sector	Yes	Satisfied
6	Psychologist Self Employed	Found a job immediately	Yes	Private Sector	Yes	Satisfied

Ψυχική Υγεία Παιδιού και Εφήβου (18 μήνες /90 ECTS, Μεταπτυχιακό,Εξ αποστάσεως)

A/A	Position	Length of Time to Find Employment after they started their Job Search	Job Relatedness Vs Program of Study	Sector of employment	Status/Plan for graduate studies	Satisfaction with EUC
1	Social Worker	Already working before graduation	Yes	Public Sector	Yes	Satisfied
2	Social Worker	Over a year	Yes	Public Sector	Yes	Satisfied

3	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Satisfied
4	Nursery / Kindergarten Teacher	Already working before graduation	Yes	Public Sector	Yes	Satisfied
5	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Satisfied
6	Nurse/midwife	Already working before graduation	Yes	Public Sector	Yes	Satisfied
7	Secretary	Already working before graduation	No	Private Sector	Yes	Satisfied
8	Primary Education Teacher	Already working before graduation	No	Public Sector	Yes	Satisfied
9	Nursery / Kindergarten Teacher	Already working before graduation	Yes	Private Sector	Yes	Satisfied
10	Social Worker	Found a job immediately	Yes	Non-profit Organizations	Yes	Not satisfied
11	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Satisfied
12	Administrative /Management Officer	Already working before graduation	No	Public Sector	Yes	Satisfied
13	Private Teacher/ Tutor	Already working before graduation	Yes	Private Sector	Yes	Satisfied
14	Project Managemnt	Over a year	No	Non-profit Organizations	Yes	Satisfied
15	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Satisfied
16	Secondary Education Teacher	Already working before graduation	Yes	Public Sector	Yes	Satisfied
17	Psychologist	4-6 months	Yes	Private Sector	Yes	Satisfied
18	Primary Education Teacher	Already working before graduation	Yes	Private Sector	Yes	Satisfied
19	Psychologist	4-6 months	Yes	Non-profit Organizations	Yes	Satisfied
20	Social Worker	7-12 months	Yes	Public Sector	Yes	Satisfied
21	Content Moderator	4-6 months	No	Private Sector	Yes	Satisfied
22	Social Worker	Already working before graduation	Yes	Private Sector	Yes	Satisfied
23	Administrative /Management Officer	7-12 months	Yes	Private Sector	Yes	Satisfied
24	Social Worker	Already working before graduation	Yes	Private Sector	Yes	Satisfied
25	Nurse/midwife	Already working before graduation	No	Public Sector	Yes	Satisfied
26	Psychologist	4-6 months	Yes	Private Sector	Yes	Satisfied
27	Social Worker	Already working before graduation	Yes	Public Sector	Yes	Satisfied
28	Policeman	Already working before graduation	Yes	Public Sector	Yes	Satisfied
29	Psychologist	Already working before graduation	Yes	Public Sector	Yes	Satisfied
30	Psychologist	1-3 months	Yes	Private Sector	Yes	Satisfied
31	Psychologist Self Employed	Already working before graduation	Yes	Private Sector	Yes	Satisfied
32	Psychologist Self Employed	Already working before graduation	Yes	Private Sector	Yes	Satisfied
33	Administrative /Management Officer	Over a year	No	Private Sector	Yes	Satisfied

34	Psychologist Self Employed	Found a job immediately	Yes	Private Sector	Yes	Satisfied
35	Psychologist	Over a year	Yes	Public Sector	Yes	Satisfied
36	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Satisfied



European
University
Cyprus

Annex II

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.

ANNEX III
INTERACTIVE ACTIVITIES

	Course Code	Course Title
1.	PSD110	Introduction to Ethics
2.	PSD120	Introduction to Research Methods in Psychology
3.	PSD125	Social Psychology
4.	PSD130	History and Systems of Psychology
5.	PSD135	Academic Skills and Writing
6.	PSD140	Introduction to Psychology
7.	PSD145	Cognitive Psychology
8.	PSD150	Developmental Psychology I
9.	PSD210	Theories of Personality
10.	PSD215	Educational Psychology
11.	PSD220	Introduction to Neuropsychology
12.	PSD225	Developmental Psychology II
13.	PSD230	Introduction to Counseling Psychology
14.	PSD235	Introduction to Clinical Psychology
15.	PSD250	Human Relations
16.	PSD255	Statistics in Psychological Science I
17.	PSD260	Statistics in Psychological Science II
18.	PSD265	Career Counseling and Guidance
19.	PSD300	Experimental Psychology
20.	PSD310	Psychological Measurement
21.	PSD315	Health Psychology
22.	PSD320	Psychology of Learning
23.	PSD325	Research Methods in Psychology
24.	PSD330	Psychopathology I
25.	PSD340	Cultural Psychology
26.	PSD345	Sport Psychology
27.	PSD355	Psychology of Motivation
28.	PSD360	Organisational Psychology
29.	PSD405	Psychology of Family
30.	PSD410	Introduction to Biopsychology

PSD110

Week 1: Introduction to Ethics

Interactive activity: - (Non-graded) Watch the introductory video of the Crash Course Philosophy series at the page: [URL]. It will help you in the discussion we will have during our first meeting.

Week 2: Cultural Relativism Interactive activity: Exercise 2.1 (graded, Determines 2% of the total mark)

In the relevant discussion forum, prepare and post a short note about the case below. You can comment on your fellow students' answers there. (IN YOUR ANSWER, ANY USE OF ARTIFICIAL INTELLIGENCE PROGRAMS (chatGPT, Deepseek, Gemini, etc.) WILL RESULT IN A ZERO GRADE)

A 19-year-old girl, Fatima from Egypt, is seeking political asylum in Cyprus because her parents wish to marry her to a man 15 years her senior who already has one wife (this is legal in Egypt and not uncommon in the village where she lives.) If someone follows the theory we are dealing with this week, what stance is he most likely to take regarding Fatima's request? What do you personally believe? Should Fatima be granted political asylum? Why do you believe this?

You will be graded based on:

- the level of understanding of this week's theory,
- the clarity and simplicity of your writing,
- and the persuasiveness of your arguments

(Recommended length: 250-300 words)

Week 3: Religion and Morality

Interactive activity: 3.1

10 multiple-choice questions from chapter 4 (2% of total mark) Answer the quiz. We will discuss the answers to those questions in our meeting. You should first study the relevant chapter in our textbook

Week 4: Psychological and Moral Egoism

Interactive activity:

4.1 10 multiple-choice questions from chapter 5 (4% of total mark) Answer the quiz. We will discuss the answers to those questions in our meeting. You should first study the relevant chapter in our textbook

4.2 (Non-graded) Take notes when reading chap. 5 in Rachels' book in order to discuss the following dilemma (case study).

Alexander is a student in a small city. One day, while walking in the park, he sees a man fall from his chair and need help. The man appears to have lost consciousness

and there is no one else there. Alexander knows that if he helps him, he will be late for an important university exam, which may affect his final grade. On the other hand, if he doesn't help him, the man may face serious health problems.

1 How would you explain Alexander's decision to help or not to help the man, based on the theory of Psychological Egoism?

2 How could Alexander justify his choice through the lens of Moral Egoism?

3 What do you think would be the right choice for Alexander and why? Should he prefer the interest of the other person or his own? How would you weigh your own interests in a similar situation?

Week 5: The Theory of Social Contract

Interactive activity:

(Non-graded) Watch the short film Contractarianism: Crash Course Philosophy #37
We will discuss the topic in our meeting

Week 6: Introduction to Utilitarianism

Interactive activity:

Exercise 6.1 Main essay (30% of the total mark; to be delivered by the end of the 10th week) Group

You should comment on the three ethical dilemmas below. Recommended length around 350-500 words for each dilemma.

This assignment is mandatory group work. It must be completed by groups of three to four students that you will form yourselves. Only one student will submit it, but the names of the other team members must be listed on the first page.

******ATTENTION. *******Along with the assignment, you must also submit another text in the form of a diary which will include:*

a) *Time elements: When did the team meetings take place, who was present (dates)*

b) *Substantive elements: What was each person's opinion on each dilemma? How did you reach an agreement/consensus? Who undertook to draft it? Assignments that do not include this diary will not be graded.*

Also, be prepared to clarify and orally support your views if requested by the instructor.

Every dilemma imposes a painful choice that you must justify as well as why you reject the alternative. Reread chap. 1 to see how the moral dilemmas described there relate to moral principles and theories. Particularly relevant to these dilemmas are the theories described in the folders of the following weeks which will be opened early (chapters 7-10 in the book). We are interested in your opinion, but it must be grounded in the moral theories you have been taught, otherwise the answer is incomplete.

Do not change the facts given in the description of the three dilemmas. Doing so will be considered a refusal to answer.

ATTENTION: In case of use and copying from artificial intelligence programs (ChatGPT, etc.), the entire assignment and all students of the team will receive a ZERO grade.

Dilemma 1 You have gone out to dinner with your wife at a restaurant in a neighborhood of the city you rarely visit. As you eat, you notice that your best friend's husband is at a distant table with a young woman. It is obvious from their embraces that they are not just friends. They leave the restaurant without noticing you. What will you do in such a case? Will you tell your friend? (If you tell her, there is a risk that she will not believe you and your relationship will be damaged, or she may get a divorce, which could potentially affect their two young children. If you don't tell her, you may feel bad that you didn't do what you should, and that your friend is being deceived.) How do you justify your choice and how do you respond to any objections to this choice?

Dilemma 2 By chance, you discover with certainty that an acquaintance has robbed a bank. This acquaintance uses most of the stolen money to help the local orphanage which was in great financial need. What do you do in this case? Will you go to the Police to report him? Also, let's say you don't, but you learn from the news that someone else, obviously innocent, is being questioned, whom the Police suspect of the robbery? In this case, will you go to the Police?

Dilemma 3 You are a doctor in a large hospital. You have six patients in serious condition. Five need a transplant immediately, while the sixth is expected to die in a few days and his life is being prolonged because you are administering a special drug. If you stop giving him the drug, he will die immediately instead of in a few days, and you will be able to transplant his organs and save the other five. Would you stop the drug administration, accelerating the death of one patient and saving the other five? Take into account that:

- The sixth patient is in a coma. You cannot talk to him.
 - You will perform the transplants yourself without any risk of what happened being revealed. That is, you do not risk facing legal action.
- How do you justify your choice and how do you respond to any objections to this choice?

Grading Criteria:

A. degree of understanding of moral theories (you do not need to refer to all or most theories. You should choose those you consider most relevant to each dilemma), (30%)

B. Organization, and coherent structure of the assignment, mainly, secondarily the use of references and citations where you deem it necessary (25%)

C. the clarity and simplicity of your writing (15%)

D. and the persuasiveness of your argumentation (30%)

Week 7: The Debate on Utilitarianism

Interactive activity: Exercise 7.1 (4% of the total mark) Multiple-choice questions on the two chapters on utilitarianism. We will discuss the correct answers in our meeting.

Week 8: Kant and Absolute Moral Rules Interactive activity:

Exercise 8.1 (Non-graded) Reflect so that we can discuss the following topic:
Was President Truman's decision to nuke two Japanese cities the right one? Justify your opinion.

Week 9: Utilitarianism, Kant and Theories of Punishment Interactive activity: 9.1 (Non-graded) Prepare to discuss the topic of capital punishment. Watch the relevant short film with public opinions on this topic.

Week 10 & 11: Ethics and Deontology in Psychology

Interactive activity: Exercise 10.1 Dilemmas in practicing the profession of psychologist (6%, to be completed in three weeks) Reflect on the following two scenarios with ethical and deontological problems that may arise when working as a psychologist-therapist.

1 You are a psychologist in Cyprus/Greece and you are seeing George who has a problem with depression and intense anger. In a session, he tells you that he wants to take revenge on a former friend of his, Nick, because he slandered him and he lost his job. "I know where he lives and I want to go and find him. I don't know what will happen when I see him in front of me." -How will you act? Will you notify the authorities? Try to justify your answer using some of the theories you have been taught in this course.

2 Sofia is a 30-year-old psychologist in Cyprus/Greece. One of her patients, Costa, who is also thirty, begins to show signs of romantic attraction towards Sofia. In a session, he tells her: "I feel very comfortable with you and I wonder if we could be something more." At the same time, Sofia realizes that she is also attracted to Costa. She is free from relationships, but she is concerned about her professional integrity. - How would you react if you were in Sofia's position? Try to justify your answer using some of the theories you have been taught in this course.

Describe and discuss different perceptions and arguments on these issues. You must also give your personal opinion at the end, arguing for it. You will need to study the material of the weeks dedicated to the deontology of psychology.

Week 12: The Ethics of Virtues

Interactive activity: (Non-graded) 12.1 Watch the relevant video of the Crash Course Philosophy series at: [URL]

Week 13: Review of Moral Theories and Applied Cases

Interactive activity: Exercise 13.1 (non-graded) Overview of the overall list of preparation questions for the final exam. Any comments, questions, clarifications will be dealt with in the last teleconference.

INTERACTIVE ACTIVITIES**Week 1**

Title: Introduction to the Scientific Research

Interactive Activity:

Exercise 1.1

Matching – 7 minutes

Match the concepts with their definitions.

Concepts

- A. Epistemological issues
- B. Ontological issues
- C. Basic research
- D. Applied research

Definitions:

- Related to whether the social world is external to individuals or created by them.
- Concern the determination of what type of knowledge is considered appropriate for studying the social world.
- Aims to apply research findings to real-world problems.
- Aims to produce knowledge without immediate practical use.

This activity counts for 1% of the total grade.

Week 2

Title: Principles of Ethics in Scientific Research

Interactive Activity:

Exercise 2.1

A researcher plans to study student anxiety during exams through an experiment without fully explaining its' purpose in order not to influence their responses. Is there an ethical issue here, and if so, what is it?

First post your position in 150–200 words in the dedicated discussion forum. Then comment on two classmates' posts, supporting your agreements or disagreements. Your final answer must be based on the ethical principles covered in the course.

This activity counts for 2% of the total grade.

Week 3

Title: Designing Scientific Research (Part A) – Research Process

Interactive Activity:

Exercise 3.1

The H5P tool will be used in which students will be asked through the “Drag and drop” activity to match research stages to the correct description.

This activity counts for 2% of the total grade.

Week 4

Title: Designing Scientific Research (Part B) – Literature Review

Interactive Activity:

Exercise 4.1

Many contemporary studies in cognitive and clinical psychology examine how anxiety affects basic cognitive functions, one of the most important being attention. Some studies show that high levels of anxiety may reduce the ability to focus, while others propose that small amounts of anxiety may increase alertness and attention, improving the processing of important information.

This uncertainty creates an interesting field of research:

- **How does anxiety affect attention?**
- **Are there conditions or types of anxiety increase or decrease attention?**

For this activity you will create a literature review chain:

1. Each student will select one scientific source related to the topic, summarize it in 150–200 words, and explain its connection to the effect of anxiety on attention.
2. The next student will find a new source connected to the previous one—either extending, complementing, or challenging the findings. In this way, the group will build a collective, evolving literature overview.

The goal is to understand different approaches to anxiety and attention research, strengthen skills in searching and evaluating sources, and practice collaborative knowledge synthesis.

This exercise is worth 5% of the total grade. It lasts 2 weeks and can be submitted at the end of Week 5.

Week 5

Title: Designing Scientific Research (Part C) – Research Hypotheses

Interactive Activity:

Exercise 5.1

Many contemporary studies in cognitive and clinical psychology examine how anxiety affects basic cognitive functions, one of the most important being attention. Some studies show that high levels of anxiety may reduce the ability to focus, while others propose that small amounts of anxiety may increase alertness and attention, improving the processing of important information.

This uncertainty creates an interesting field of research:

- **How does anxiety affect attention?**
- **Are there conditions or types of anxiety that increase or decrease attention?**

For this activity you will create a literature review chain:

3. Each student will select one scientific source related to the topic, summarize it in 150–200 words, and explain its connection to the effect of anxiety on attention.
4. The next student will find a new source connected to the previous one—either extending, complementing, or challenging the findings. In this way, the group will build a collective, evolving literature overview.

The goal is to understand different approaches to anxiety and attention research, strengthen skills in searching and evaluating sources, and practice collaborative knowledge synthesis.

This exercise is worth 5% of the total grade. It lasts 2 weeks and can be submitted at the end of Week 5.

Week 6

Title: Quantitative Research (Part A)

Interactive Activity:

Exercise 6.1 – Group Activity

Identify a research topic that your group is interested in and then:

1. Formulate a research question
2. Formulate a null hypothesis
3. Formulate a one-directional alternative hypothesis
4. Formulate a two-directional alternative hypothesis
5. Define your variables – dependent and independent

This exercise is worth 5% of the final grade. It lasts 2 weeks and is submitted at the end of Week 7.

Week 7

Title: Quantitative Research (Part B) – Experiment

Interactive Activity:

Exercise 7.1 – Group Activity

Identify a research topic that your group is interested in and then:

1. Formulate a research question
2. Formulate a null hypothesis
3. Formulate a one-directional alternative hypothesis
4. Formulate a two-directional alternative hypothesis
5. Define your variables – dependent and independent

This exercise is worth 5% of the final grade. It lasts 2 weeks and is submitted at the end of Week 7.

Week 8

Title: Qualitative Methods in Scientific Research

Interactive Activity:

Exercise 8.1

A researcher wants to study how students feel during the first week of an online course. The researcher creates a questionnaire with 10 closed questions: “a lot / a little / not at all” and asks students to complete it.

Questions:

1. Is this example qualitative or quantitative research? Justify your answer.
2. Which qualitative research methods could be used and why would they be appropriate for this topic?

This activity counts for 1% of the total grade.

Week 9

Title: Sampling

Interactive Activity:

Exercise 9.1 – 7 Minutes

1. Stratified random sampling is the preferred strategy when:
 - a) Only part of the population is accessible to researchers.
 - b) We want to include specific subgroups in the study.
 - c) The population is very small.

2. A TV show host asks viewers to visit his website and answer a poll. What sampling type is this?
 - a) Simple random
 - b) Stratified
 - c) Convenience

3. With _____ each member of a population has an equal chance of being selected in the sample.
 - a) Stratified sampling

- b) Simple random sampling
 - c) Systematic sampling
4. A student council surveys 100 students by taking random samples of 25 first-year, 25 second-year, 25 third-year, and 25 fourth-year students. This is:
- a. Simple random sampling
 - b. Stratified sampling
 - c. Cluster sampling
5. Non-probability sampling is based on _____ selection from a target population.
- a. Systematic
 - b. Random
 - c. Arbitrary

This activity counts for 1% of the total grade.

Week 10

Title: The Process of Data Collection and the Questionnaire as a Data Collection Method

Interactive Activity:

Activity 10.1

You are responsible for a small study on students' exam anxiety. What is your first step? Through an interactive "decision path," you must take the correct steps to complete the research, using H5P.

This activity counts for 2% of the grade. It lasts 2 weeks and is submitted at the end of Week 11.

Week 11

Title: Observation as a Data Collection Method

Interactive Activity:

Activity 11.1

You are responsible for a small study on students' exam anxiety. What is your first step? Through an interactive "decision path," you must take the correct steps to complete the research, using H5P.

This activity counts for 2% of the grade. It lasts 2 weeks and is submitted at the end of Week 11.

Week 12

Title: Interview as a Data Collection Method

Interactive Activity:

Activity 12.1

Scenario:

A researcher wants to study students' attitudes toward the use of mobile phones using semi-structured interviews. Some questions that will be used are: "Do you like your phone?", "Do you use your phone often?", "When do you use your phone?"

Question:

Explain in 100–150 words whether these questions are appropriate for qualitative research and justify your reasoning.

This activity counts for 1% of the total grade.

Week 13

Title: Revision of Course Material

Interactive Activity:

INTERACTIVE ACTIVITIES SOCIAL PSYCHOLOGY (PSD125)

10 INDIVIDUAL INTERACTIVE ACTIVITIES=12 POINTS

1 GROUP INTERACTIVE ACTIVITY (8TH, 9TH, 10TH WEEK) =8 POINTS

Week 1: Introduction to Social Psychology

Interactive Activity 1 (1.2 points):

Watch Dr. Brenda Major's video titled "[Introduction to Social Psychology](#)" and answer the questions that appear during the video:

Questions (0.2 points for Questions 1–3 and 0.6 points for Question 4):

1. What does Social Psychology study?
 - A. Only behaviour independently of social context
 - B. The effect of other people's presence on thoughts and behaviour
 - C. The biology of behaviour
 - D. Only personality issues

2. Social Psychology studies only behaviours that can be directly observed.
True
False

3. Which factor can influence social behavior?
 - A. Only personal choice
 - B. The presence of others
 - C. The weather
 - D. Age

4. Briefly explain, in 2–3 sentences, why it is important to study the influence of social presence on behaviour, especially in online environments (20–50 words).

Week 2: Research methods for the study of social behaviour

Interactive Activity 2 (1.2 points):

Follow the route ("Roadtrip in Methodology" using H5P) and answer the questions (0.2 points for each question):

Stop 1: The scientific study of social behaviour is mainly based on:

- A. The researcher's personal experience
- B. Informal observation
- C. Systematic empirical research
- D. Common sense

Stop 2: Theories in Social Psychology are used to formulate _____, which are tested through _____ research.

Fill-in words: hypotheses, empirical

Stop 3: A researcher wants to study "aggression" in children and measures it by the number of hits on a doll.

Question: The example above refers to:

- A. A theoretical definition
- B. An operational definition
- C. Statistical analysis
- D. An ethical issue

Stop 4: Match the example with the correct type of research:

Example	Type of research
Milgram (1963)	Experiment
LaPiere (1934)	Correlational study
Sherif – Robbers Cave	Quasi-experimental study
Observation of children at school	Observation

Stop 5: The reliability of a measurement refers to:

- A. Whether it measures what it is supposed to measure
- B. The consistency of the results
- C. The ability to generalize
- D. The ethics of the research

Stop 6: A laboratory study shows high internal validity but low ecological validity.

This means that:

- A. The results are incorrect
- B. There is no reliability
- C. There is a limitation in generalizability
- D. The research is not scientific

Week 3: The nature of the self

Interactive Activity 3 (1.2 points):

Interactive Activity 3.1 (0.6 points):

Watch the video «[Self and culture](#)» and explain why the interdependent self (Markus & Kitayama) is characterized by an emphasis on relationships and social roles. (20–50 words). Give one example from everyday life, explaining how a person may behave or present themselves differently depending on the cultural "expectations" of a specific context of interactivity.

Interactive Activity 3.2 (0.6 points for each question):

1. A person with a negative self-image rejects positive comments and chooses relationships that confirm their negative view of themselves.

This phenomenon is explained by:

- A. Self-efficacy
- B. Social learning theory
- C. Self-verification theory
- D. Self-control theory

2. A person forms their self-image mainly through how they believe others they see them.

Which theory best describes the statement above?

- A. Trait theory
- B. Looking-glass self (Cooley)
- C. Self-verification
- D. Self-efficacy

Week 4: Social perception and cognition

Interactive Activity 4 (1.2 points):

A person meets a fellow student for the first time during an online group project. This student has an attractive appearance, smiles, and speaks confidently. Choose one of the following options as the most likely initial impression of the person for their fellow student.

- A. They are effective and cooperative
- B. There is not enough information for a safe conclusion
- C. They are likely to be competitive
- D. Appearance does not influence impressions

Then explain why the person might form this impression. (100–150 words).

Week 5: Attitudes and behavior

Interactive Activity 5 (1.2 points):

Imagine you are working in a team designing a campaign to reduce plastic use. Even though you understand the importance of environmental protection, you use plastic bottles every single day. Your team asks you to write a short public announcement explaining why reducing plastic use is the right thing to do.

Individual Interactive Activity 5.1 (1.2 points):

Think and write 3–4 sentences that support reducing plastic use. (50–100 words).

Group Interactive Activity 5.2 (0 points):

Describe to what extent you experienced cognitive dissonance during the activity above. Respond to, at least, two classmates' posts, commenting on how their cognitive dissonance coping strategies differ from or align with your own.

Week 6: Social influence and personal control

Interactive Activity 6 (1.2 points):

Group Interactive Activity 6.1 (0 points):

Answer the question: "Is obedience always dangerous?" (Yes/No) (Live Debate Poll)

Then discuss with your classmates the reasons that led you to choose your answer (this discussion will take place during the relevant live online meeting).

Individual Interactive Activity 6.1 (1.2 points):

Answer the question: "Is obedience always dangerous?" by using one theory and one research study from Social Psychology to support and justify your answer. (100–150 words).

Week 7: Social attribution

Interactive Activity 7 (1.2 points):

Individual Interactive Activity 7.1 (1.2 points):

Read the statement: "A student fails an exam in a course."

Then answer the following questions (100–150 words total):

A. What do you think are the reasons for their failure?

B. If you were in that person's position, how would you explain your own failure?

Would your attribution change if it concerned yourself?

Group Interactive Activity 7.2 (Discussion Board-0 points):

Discuss with your classmates some examples from everyday life in which we commit the fundamental attribution error without even realizing it.

Week 8: Aggression and violence

Interactive Activity 8 (8 points in total):

Group Assignment Topic: “When Racism Becomes a ‘Norm’: Attitudes, Social Influence, and (Non) Intervention in a Multicultural School”

Read the following scenario:

In a multicultural school, a group of students notice that some classmates from different ethnic backgrounds are discriminated against. For example, they are being excluded from group activities, mocked, and targeted with negative comments on the school’s social media. Some students actively participate in these behaviors, while others remain silent out of fear of social rejection or in an effort to fit in with their peer group.

Then, based on the scenario above, discuss within your group and analyze the reasons why these behaviors are maintained, reinforced, or reduced within the social environment, and how attitudes and social influence (e.g., issues of conformity, persuasion, and social learning) affect the behavior of everyone involved. Propose two interventions that could be designed to address the behaviors described in this hypothetical scenario.

In your assignment, use at least one Social Psychological theory and include bibliographic references to scientific articles/books (2 to 5 references). (800–1200 words).

Week 9: Prosocial behavior**Interactive Activity 9.1 (8 points in total):**

Group Assignment Topic: “When Racism Becomes a ‘Norm’: Attitudes, Social Influence, and (Non) Intervention in a Multicultural School”

Read the following scenario:

In a multicultural school, a group of students notice that some classmates from different ethnic backgrounds are discriminated against. For example, they are being excluded from group activities, mocked, and targeted with negative comments on the school’s social media. Some students actively participate in these behaviors, while others remain silent out of fear of social rejection or in an effort to fit in with their peer group.

Then, based on the scenario above, discuss within your group and analyze the reasons why these behaviors are maintained, reinforced, or reduced within the social environment, and how attitudes and social influence (e.g., issues of conformity, persuasion, and social learning) affect the behavior of everyone involved. Propose two interventions that could be designed to address the behaviors described in this hypothetical scenario.

In your assignment, use at least one Social Psychological theory and include bibliographic references to scientific articles/books (2 to 5 references). (800–1200 words).

Interactive Activity 9.2 (1.2 points in total):

After watching the Scientific American video titled "[What is the bystander effect](#)" and taking into account this week's notes, choose the most important factor, that, in your opinion, influences our intervention in real-life emergency situations offering help. (100-150 words)

Week 10: Group behavior**Interactive Activity 10 (8 points in total):**

Group Assignment Topic: "When Racism Becomes a 'Norm': Attitudes, Social Influence, and (Non) Intervention in a Multicultural School"

Read the following scenario:

In a multicultural school, a group of students notice that some classmates from different ethnic backgrounds are discriminated against. For example, they are being excluded from group activities, mocked, and targeted with negative comments on the school's social media. Some students actively participate in these behaviors, while others remain silent out of fear of social rejection or in an effort to fit in with their peer group.

Then, based on the scenario above, discuss within your group and analyze the reasons why these behaviors are maintained, reinforced, or reduced within the social environment, and how attitudes and social influence (e.g., issues of conformity, persuasion, and social learning) affect the behavior of everyone involved. Propose two interventions that could be designed to address the behaviors described in this hypothetical scenario.

In your assignment, use at least one Social Psychological theory and include bibliographic references to scientific articles/books (2 to 5 references). (800–1200 words).

Week 11 (1.2 points): Intragroup relations: Prejudice and discrimination**Interactive Activity 11 (1.2 points):**

Match the three concepts below with the correct description (A–C):

Concepts:

Stereotype:

Prejudice:

Discrimination:

Descriptions:

A. Behavior that treats individuals unequally because of their membership in a group.

- B. A generalized belief about the characteristics of a group (“X are...”).
- C. A negative or positive attitude and evaluation toward a group or a member of that group.

Week 12: Social Psychology and society

Interactive Activity 12 (1.2 points):

You are with a group of friends, and you are chatting. At some point, someone mentions the mental health problems that a friend is experiencing. Simultaneously, someone in the group says:

“In any case, if I found out that one of my employees at the company was dealing with a similar problem, there’s no way they would continue working with me. I wouldn’t feel safe!”.

Describe how you would try to explain to this person the concept of stigma in mental illness, in an effort to address their prejudice. (100-150 words)

Week 13: Recent advances and contemporary issues in Social Psychology

Interactive Activity 13 (0 points-optional):

Read the following job advertisement:

«We are seeking for a dynamic, competitive, decisive candidate who can withstand pressure, be “assertive” and “dominate” in demanding professional negotiations».

Based on the way it is written, what conclusions can we draw about issues of social exclusion and inclusion, in this job advertisement? (100-150 words)

INTERACTIVE ACTIVITIES

Week 1: The Birth of Psychology

Week 3: Philosophy and the Origins of Modern Science II

Week 4: Advances in Science, Philosophy, and Physiology

Interactive activity:

Study the slides available on the platform and watch the videos included in the week's supplementary material. Then complete the matching and multiple-choice exercises.

Worth 4.1 marks.

Week 2: Philosophy and the Origins of Modern Science I

Interactive activity:

We can also include the following activity here:

“Find an excerpt from an article, a history book, an image, a work of art, or a poem that you find interesting. Choose one school of thought: Neoplatonism, Epicureanism, or Stoicism. Analyse the item you selected according to the chosen school:

- What message does it convey?
- What does it suggest about the ‘good life’?
- What changes would you propose to make it align more closely with the school of thought?”

Worth 0.7 marks.

Week 5: Structuralism and Other Early Approaches in Psychology

Interactive activity:

Choose one of the following interactive exercises:

1. Watch the video “Skeptometro” with images and, using introspection, note the first word or thought that comes to mind when viewing each image. Submit a list of your thoughts/words.

OR

2. Complete the Simon Task via PsyToolkit (the link is available on the platform). Record your reaction times (in both conditions).

Post a short analysis in the forum addressing:

- How and why do your reaction times differ?
- Compare this experiment with that of Donders.

Worth 1 mark.

Week 6: Empiricism and Sensationalism

Interactive activity:

Study the slides available on the platform and watch the videos included in the week's supplementary material. Then complete the matching and multiple-choice exercises.

Worth 1.4 marks.

Week 7: Gestalt Psychology

Week 9: Behaviourism

Week 10: The Development of Clinical Psychology

Interactive activity:

This is a group-based activity that integrates material from all three weeks.

Students will be divided into six groups (4–5 students per group). Each group will be assigned one theoretical approach (Gestalt Psychology, Behaviourism, or Psychoanalysis) and asked to support the following case scenario:

Maria, aged 32, experiences intense anxiety at work and has difficulty collaborating with colleagues on group projects. She often avoids social events, engages in excessive self-criticism, and reports feelings of isolation and low self-esteem. She seeks help to improve her professional and personal relationships.

Consider how your assigned theoretical approach would address this case:

How would the theory conceptualise the case?

- What are the main causes of the behaviour?
- What strategy or intervention would be proposed?
- What interpretation would be offered?
- What goals would be set?

Worth 8 marks.

Week 8: Functionalism

Interactive activity:

Study the slides available on the platform and watch the videos included in the week's supplementary material. Then complete the matching and multiple-choice exercises.

Worth 1 mark.

Week 11: Recent Developments / Psychology Today

Week 12: Research Methods

Interactive activity:

Read the virtual scenario available on the platform and comment on its structure and content by answering the questions provided. Your response should be uploaded:

1. to the submission area, and
2. to the discussion forum for peer review.

Worth 3.8 marks.

INTERACTIVE ACTIVITIES

Week 1: Unit 1 - Introduction to Academic Writing

Interactive Activity:

Exercise 1.1 The following interactive activity is assessed with 1% of the total mark.

Identify an article and describe three characteristics of it that indicate it belongs to the academic/scientific article category.

Do not exceed 250 words.

Week 2 and 3: Unit 2 - APA Formatting Rules Page Formatting – Bibliography Citation – Inter-text Sources

Interactive Activity: (It will be assigned in week 3)

Exercise 3.1. This is a group interactive activity. You will be assigned to small groups and deliver the following activity, which is assessed with 4% of the total grade.

Write a short text (up to 500 words) on a topic of your choice, using at least five different sources (books, articles, websites). Include at least five in-text references and one verbatim quote within the text. **Apply the APA (7th edition) formatting rules** you were taught (such as font, spacing, pagination, margins).

Week 4 and 5: Unit 2 - APA Formatting Rules

Bibliography –List of References

Text Formatting in Sections for Academic Paper

Interactive Activity: (It will be assigned in week 5)

Exercise 5.1. This is a group interactive activity. You will be assigned to small groups and deliver the following activity, which is assessed with 4% of the total grade.

Read a scientific article of your choice and based on it, develop a short academic text (up to 500 words). Structure your paper according to the sections defined by APA (7th edition). Create the bibliography list at the end of your text.

- Cover
- Abstract: Write a short abstract that includes the article's aims, main findings or arguments, and conclusions
- Main topic: Create an introduction that includes the context, problem addressed, objectives, and conclusions of the article. The main topic should include an introduction to the topic, topic development, and conclusions/discussion.
- List of Bibliography

Week 6: Unit 3 - Types of Academic Writing - Characteristics

Interactive Activity:

Exercise 6.1. The following interactive activity is assessed with 2% of the total grade.

Create a Glossary. Choose two different types of academic writing (e.g., scientific article, literature review, case study). Identify two key academic writing terms for each type of academic writing, two common features, and two differences between them. Post one submission on the Blackboard discussion forum.

Week 7: Unit 4 - Scientific Bibliography Search**Interactive Activity:**

Exercise 7.1. The following interactive activity is assessed with 1% of the total grade.

Choose an academic topic related to your field of study:

- Use the Google Scholar, PsycINFO, or PubMed database to locate three articles directly related to your topic
- Use techniques (keywords, quotes, wildcards) to locate the three articles
- Note the basic information of each article (title, authors, year of publication)
- Assess whether articles are credible, recognizing the importance of authors and publishing bodies
- Describe the process you followed in steps 1-4
- (up to 300 words)

Week 8 and 9**Unit 5 – Text Organization****Planning and Organizing an Academic Paper – Synthesizing Multiple
Information and Sources****Sections and Paragraphs Organization****Interactive activity: (It will be assigned in week 9)**

Exercise 9.1. This is a group interactive activity. You will be assigned to small groups and deliver the following activity, which is assessed with 4% of the total grade.

Read two academic articles on the same topic. Read them carefully, taking notes on the main ideas and findings. After reading them, develop a short text (up to 400 words) in which you synthesize the information from the two articles in an effective way so that there is a flow and sequence of ideas and information. Divide the text into sections, sub-sections, and paragraphs. Apply the rules and techniques of text organization you have been taught. Use in-text citations according to APA rules (7th edition) for each article you use. Follow the text formatting rules.

Week 10: Unit 6 - Critical Analysis and Evaluation of Sources

Interactive Activity:

Exercise 10.1. The interactive activity below is assessed at 2% of the total grade.

Read the following article (a specific scientific article will be given to students). Write an analysis of the article (up to 300 words) in which you document whether the article is valid and reliable and whether it is a primary or secondary source. What are the characteristics of the article that indicate it is valid? Are there weaknesses or limitations to the study? Post your answer on the Blackboard discussion forum and comment on at least one other fellow's post.

Week 11: Unit 7 - Using Bibliography Management Tools

Interactive Activity:

Exercise 11.1 The interactive activity below is assessed at 1% of the total mark.

To do the exercise, you need to download Mendeley and create an account. Follow the steps below: 1. Find in the databases four academic articles related to a topic of your choice (name the topic) and import them into Mendeley. 2. Organize your sources into a thematic list and categorize them. 3. Import the sources into a Word document using Mendeley and automatically generate a bibliography at the end of the document. 4. Make sure your bibliography is formatted according to APA (7th edition). Explain the steps you followed (up to 250 words).

Week 12: Unit 8 - Academic Integrity and Ethics

Interactive activity:

Exercise 12.1 The interactive activity below is assessed at 1% of the total mark. List three ideas related to authors' copyright compliance. In what cases do you need to ask for permission to use 'material' from other authors/researchers? (Up to 250 words).

Post your answer on the Blackboard discussion forum and comment on at least one other fellow's post.

**Week 13: Unit 9 - Summary – Solving Questions - Practice
Interactive Activity:**

Exercise 13.1. The interactive activity below is not marked.

Describe in a short paragraph the skills you acquired during the course. Describe how you can use them both in other courses during your studies and as a researcher at a professional level in the future. Do not exceed 250 words.

INTERACTIVE ACTIVITIES**Week 1****Interactive Activity:****Multiple-choice exercise with 5 questions (grade weight: 1%)**

1. Who is considered the “father of experimental psychology” and founded the first psychology laboratory?
 - a. William James
 - b. Sigmund Freud
 - c. Wilhelm Wundt
 - d. John Watson

2. Which school of psychology focused on studying the structure of consciousness through introspection?
 - a. Functionalism
 - b. Structuralism
 - c. Behaviorism
 - d. Cognitive psychology

3. According to Behaviorism, what should psychology primarily study?
 - a. Dreams and fantasies
 - b. The unconscious
 - c. Objectively observable behaviors
 - d. The individual’s personal experience

4. Which theoretical approach emphasizes the positive potential of humans and self-actualization?
 - a. Psychoanalytic
 - b. Behavioral
 - c. Humanistic
 - d. Evolutionary

5. Cognitive Psychology mainly deals with:
 - a. Natural selection and adaptation
 - b. The stimulus–response relationship
 - c. Mental processes such as memory and thinking
 - d. Cultural rituals

Week 2

Interactive Activity:
(grade weight: 1%).

A researcher wants to study the effect of physical activity on the psychological well-being of older adults. How would you investigate this using a correlational study, and how would you investigate it using an experimental study? After submitting your answer, you should also post it in the corresponding discussion forum

Week 3

Interactive Activity:

Multiple-choice exercise with 5 questions (grade weight: 1%)

1. Which neurotransmitter has been associated with depression?
 - A. Glutamate
 - B. GABA (gamma-aminobutyric acid)
 - C. Serotonin
 - D. Dopamine
2. The nervous system consists of:
 - A. The nervous system
 - B. The peripheral system
 - C. The autonomic system
 - D. The central and peripheral system
3. Which of the following brain areas is related to language?
 - A. Broca's area
 - B. Wernicke's area
 - C. Broca's and Wernicke's areas
 - D. None of the above
4. Neurotransmitters affect:
 - A. Thinking
 - B. Emotions
 - C. Behavior
 - D. All of the above
5. Which of the following statements is correct?
 - A. The central nervous system receives information from the outside world, processes it, and sends commands to the peripheral nervous system.
 - B. All functions of the central nervous system require the involvement of the brain.
 - C. The resting potential is an "all-or-nothing" phenomenon.
 - D. Dendrites and axons do not come into contact with each other.

Weeks 4-6

Interactive Activity:

Group assignment (grade weight: 8%)

Create a poster explaining how perceptual, cognitive, emotional, and social abilities change from infancy to adulthood (600–700 words total). Groups must consist of 4–5 members. Each member must find one scientific article supporting one domain of change. The poster must include the names of all group members and APA-style references.

Week 7

Interactive Activity:

Role-Playing Exercise: Imagine you are the president of a company or the principal of a school, announcing policies to employees/students to strengthen desired behaviors and prevent rule violations. As president or principal, provide:

- A) one example of positive reinforcement
- B) one example of negative reinforcement
- C) one example of positive punishment
- D) one example of negative punishment

(grade weight: 2%)

Week 8

Interactive Activity:

(grade weight: 1.5%)

Record your own emotions in relation to your thoughts in two specific situations. The example does not need to be based on a real situation.

Create a table like the one below and fill in 2 situations along with the specific thoughts and emotions associated with them. Provide 2–4 thoughts/emotions per situation (as in the example).

Situation	Thoughts	Emotion
1st: Sitting at my desk	What should I order to eat?	Anticipation
	I want to finish the text I'm writing today	Anxiety
	Maybe I won't manage to complete it today	Disappointment
	Tomorrow is another day	Optimism

Week 9

Interactive Activity:
(grade weight: 1.5%)

You will be divided into 2 groups by the instructor. One group will support the view that personality is shaped by genetic factors. The other group will support the view that personality is shaped by the environment. Each student must submit their own argument (100–150 words), based on one research study, and then post it in the discussion forum.

Week 10

Interactive Activity:
(grade weight: 1.5%)

Watch the Asch experiment

<https://www.youtube.com/watch?v=lz00fwDJYCI> and the

Milgram experiment

<https://www.youtube.com/watch?v=DOFCJVwBoss> to

reinforce the material, and provide one example (75 words each) of how conformity and obedience to authority may appear in the workplace or school environment. After submitting your answer, post it in the corresponding discussion forum.

Week 11

Interactive Activity:

(grade weight: 1.5%)

Think of and describe, in 150–200 words, 2 stressful situations you experienced during the past week. For each stressful situation, state whether you managed to cope with it and by which method(s).

Week 12

Interactive Activity:

Multiple-choice exercise with 4 questions (grade weight: 1%)

1. What is “comorbidity” in the context of mental disorders?
 - A) The simultaneous presence of two or more mental disorders in the same individual
 - B) The sequential appearance of mental disorders throughout a person’s life
 - C) A temporary flare-up of symptoms of a disorder
 - D) The use of multiple treatment methods for a disorder
2. According to the “diathesis–stress model,” mental disorders result from:
 - A) genetic factors only
 - B) environmental factors only
 - C) the interaction between predispositional vulnerabilities and environmental stressors
 - D) lack of appropriate treatment

3. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), the definition of a mental disorder includes
 - A) Any behavior or emotional state that deviates from “normal.”
 - B) A condition characterized by high levels of introversion and depression.
 - C) A dysfunction in psychological, biological, or developmental processes underlying mental functioning, causing clinically significant impairment in functioning (e.g., cognitive functioning, emotional regulation, or self-control).
 - D) A temporary difficulty due to life circumstances.

4. Anhedonia (loss of interest) is a symptom of:
 - A) Depression
 - B) Anxiety disorder
 - C) Personality disorder
 - D) Schizophrenia

Week 13

Interactive Activity:

N/A

INTERACTIVE ACTIVITIES

Week 1: AN INTRODUCTION TO COGNITIVE PSYCHOLOGY – HISTORICAL OVERVIEW

Interactive Activity:

Watch the video "What is cognitive psychology" and answer the following questions. This activity is graded with 1 point.

https://virtualcampus.euc.ac.cy/ultra/courses/644042_1/outline/file/20884522_1

1. What is cognitive psychology?
 - A. The field of psychology that studies internal mental processes.
 - B. The field of psychology that studies psychological disorders.
 - C. The field of psychology that studies the relationship between the individual and society.
2. Cognitive psychology has benefited from interdisciplinary research between:
 - A. Philosophy and anthropology.
 - B. Linguistics, biological psychology, and anthropology.
 - C. Linguistics, biological psychology, anthropology, and technological developments.

Week 2: RESEARCH METHODS IN COGNITIVE PSYCHOLOGY

Interactive Activity:

Watch the video <https://www.youtube.com/watch?v=lfRZUlyccVc> 'Research methods in cognitive psychology' and answer the following questions. This activity is worth 1 credit.

1. In the experimental method, the sample of the population to be studied must be:
 - A. Representative and random.
 - B. Large and random.
 - C. Representative and large.
2. The difference between computer simulation and artificial intelligence is not clear because these methods can be combined in cognitive psychology research.
 - A. Correct.
 - B. Incorrect.

**Week 3: PERCEPTION: FROM SENSATIONS TO MENTAL
REPRESENTATION**

Interactive Activity:

Watch the video <https://www.youtube.com/watch?v=unWnZvXJH2o> 'Sensation and perception' and answer the following questions. This activity is graded with 1 point.

1. Detecting the sound of a bell is referred to as _____. Once you interpret the stimulus as the sound of your alarm clock, it is referred to as _____.
 - A. Perception - sensory adaptation.
 - B. Sensation - perception.
 - C. Perception - sensation.
 - D. Sensory adaptation - perception.
2. For our visual system to function properly, the lens must focus light:
 - A. On the retina.
 - B. On the iris.
 - C. On the pupil.
 - D. On the cornea.
3. The photoreceptors we need to admire the blue sky on a sunny day are _____, while the photoreceptors we use to detect stars at night are _____.
 - A. Cones - blood vessels.
 - B. Blood vessels - rods.
 - C. Cones - rods.
 - D. Rods - cones.
4. You would expect your pupils to be smaller when:
 - A. You are sitting on the beach on a very sunny day.
 - B. You are reading a book in a moderately lit room.
 - C. You are watching television in a dimly lit room.
 - D. You are walking through a dark forest at night.

Week 4: PERCEPTION: THEORETICAL APPROACHES TO THE FUNCTIONING OF PERCEPTION

Interactive Activity:

Watch the video https://www.youtube.com/watch?v=n46umYA_4dM 'Perceiving is believing' and answer the following questions. This activity is graded with 1 point.

1. The study of how physical phenomena, such as light and sound, affect our senses is called:
 - A. Psychoanalysis.
 - B. Gestalt psychology.
 - C. Psychophysics.
 - D. Neuropsychology.
2. The perception of distance when it depends on information from both eyes is called:
 - A. Binocular cues.
 - B. Monocular cues.
 - C. Retinal disparity.
 - D. Convergence.
3. Which of the following scenarios best illustrates the relative size for monocular depth perception?
 - A. While walking down a street, you can perceive that something is close to you if it is not moving as fast as you are.
 - B. While turning the pages of your book, you perceive the pages as moving rectangles.
 - C. While walking on the beach, you perceive that your friend is far away because he looks very small.
 - D. While traveling on a train, the world seems to pass quickly in front of you as if it were moving and you were standing still.
4. You are attending a lecture in which the speaker explains how vision organizes images. This is most likely a lecture on:
 - A. Psychoanalysis.
 - B. Psychophysics.
 - C. Neurophysiology.
 - D. Gestalt psychology.

Week 5&6&7: ATTENTION AND CONSCIOUSNESS

Interactive Activity:

Watch Jean-Philippe Lachaux's talk entitled 'Attention, distraction and the war in our brain' and discuss how his model of the 'battle for attention' explains fragmentation in the digital age and what interventions can improve it. Use the Discussion Forum of the same name for your answer. Then choose an answer from one of your fellow students and comment on it. Expected length: 500 words. This activity is graded with 5 points.

Week 8: LANGUAGE, NATURE AND ACQUISITION

Interactive Activity:

Read this week's chapter and answer the following questions. This activity is graded with 1 point.

1. _____ are the basic sounds of speech that make up language, while _____ are the basic units of meaning in a language.
A. Semantics-morphemes.
B. Phonemes-morphemes.
C. Linguistics-phonemes.
D. Morphemes-phonemes.
2. The two fundamental uses of language are:
A. Comprehension-production.
B. Pronunciation-grammar.
C. Comprehension-syntax.
D. Production-syntax.

Week 9: LANGUAGE, NATURE AND ACQUISITION

Interactive Activity:

Watch the video <https://www.youtube.com/watch?v=u49uLLCUIEk> 'Language: the first 5 years of life of learning' and answer the following questions. This activity is graded with 1 point.

1. There is a sensitive period for language acquisition in early human life means that:
A. There is a period during development when children must be exposed to a language in order to acquire it.
B. Children can only acquire a language if they are taught how to speak it before the age of five.
C. Children are unable to learn to speak a second language fluently after the age of six.
D. Children under the age of three are too young to start learning a language.
2. Two- or three-word statements consisting mainly of verbs, nouns, and adjectives without functional morphemes such as articles, prepositions, etc. are called:
A. Unarticulated sound.
B. Holophrastic stage.
C. Telegraphic speech.
D. Babbling.
3. Which of the following is an example of babbling?
A. "Ba-ba-ba-ba-pa-pa-pa."
B. "This! Me, this!"
C. "Nooooo!"
D. "Mommy, pick me up."

4. Imitation in infancy allows the child to get to know and communicate with others.
- A. True.
B. False.

Week 10&11: DECISION MAKING AND REASONING

Interactive Activity:

Students are required to deliver a teamwork of up to 3 people during this week. They will have to prepare a PowerPoint presentation (for a "hypothetical" 15-minute oral presentation) on "The relationship between decision-making and logical thinking."

The presentation should include:

- The title, the names of the students and the professor, the university, the course title, and the course code (1 slide)
- A few slides on the theory (2-5 slides)
- Selected research results that support the theory you are presenting (e.g., in tables, diagrams, comparisons, etc., as you prefer) (2-5 slides)
- Conclusions (1-2 slides)
- Bibliographic sources in APA format

In total, there should be no more than 15, or 20 at most (if there are images) slides.

This activity is assessed with 8% of the total grade.

Week 12: COGNITIVE DEVELOPMENT

Interactive Activity:

Read this week's chapter and answer the following questions. This activity is graded with 1 point.

1. Piaget compared children to:
A. Encyclopedias full of knowledge.
B. Scientists who solve problems.
C. Adults who try to imitate a sentence in a foreign language.
D. Photographers who capture snapshots of reality.

2. While eating her lunch in her high chair, Sophia, a six-month-old baby, accidentally drops her spoon. After dropping the spoon, Sophia is likely to:
A. Search the floor persistently for the spoon until she finds it.
B. Remain unperturbed.
C. Search the floor for the spoon, but stop searching if the spoon is not partially visible.
D. Search her hand for the spoon.

3. Which concept describes the process by which new experiences are adapted to existing knowledge structures through modification?
A. Modification.

- B. Assimilation.
- C. Accommodation.
- D. Conformity.

4. Maria has started searching for the objects while they are hidden. This is an example of:

- A. The A-versus-B error.
- B. The beginning of symbolic representation.
- C. Object permanence.
- D. Primary circular reactions.

Week 13: COGNITIVE DEVELOPMENT

Interactive Activity:

There is no interactive activity in week 13.

PSD150

INTERACTIVE ACTIVITIES IN DEVELOPMENTAL PSYCHOLOGY I (PSD150)

Week 1

Interactive Activity: 1 (1 point)

The unusual case of the “Wild Boy of Aveyron” raised fundamental questions about human nature. Comment on this case without exceeding 200 words.

Week 2

Interactive Activity:2 (1 point)

Search the internet and other available sources for information about the “Bobo doll experiment” (e.g., watch relevant videos, read details about the methodology and the results of the experiment). Based on Bandura’s experiment (social learning theory), and after studying the theories presented on pages 64–81 of the textbook, consider how the other three major theories (psychodynamic theories, constructivist theory, and sociocultural theory) would interpret aggressive behavior in a toddler. Present your views briefly, using 1–2 sentences for each theory.

Week 3

Interactive Activity: 3 (1 point)

Provide examples of three teratogens and describe their effects on the mother and the child.

Week 4

Interactive Activity:4 (1 point)

In fewer than 100 lines, describe four basic reflexes, their possible age of appearance, and their function.

Week 5

Interactive Activity: 5 (1 point)

After studying the recommended pages of the textbook, prepare a comparative table outlining the similarities and differences among Piaget’s theory, Vygotsky’s theory, and information processing theory with regard to cognitive development. Your response should not exceed 200 words.

Week 6

Interactive Activity: 6 (1 point)

Images (a–e) depict representative scenes from Ainsworth’s experiment, “*The Strange Situation*.” Based on these images, they describe the stages of the experiment.

Week 7

Interactive Activity: 7 (2 points)

The image illustrates the experiment shown in Figure 2.3, “*The Three Mountains*

Task.” The child’s task is to indicate how an object appears from a viewpoint different from their own (Piaget & Inhelder, 1969).

Week 8

Interactive Activity: 8 (2 points)

Identify online a case of neglect or long-term upbringing of a child outside a social environment comparable to that of Victor, the “Wild Boy of Aveyron.” Study the case and take notes regarding the child’s living conditions (e.g., years of isolation or confinement, opportunities for communication with the outside world), the effects observed on the child’s development, and the course of the case following any intervention by specialists.

You may share your findings and comments with your fellow students on the department’s platform (Discussion).

Week 9

Interactive Activity: 9 (2 points)

The images are presented on three levels, with three images on each level, and illustrate the following experiments:

- (a) conservation of number,
- (b) conservation of quantity (mass), and
- (c) conservation of liquid quantity.

Figure 2.4 depicts the procedures used to assess children’s understanding of the conservation of number, solid quantity, and liquid quantity.

Describe what these procedures demonstrate in fewer than 200 words.

Weeks 10, 11, and 12:

B. GROUP ASSIGNMENT (8 points)

First week of group work

(The group assignment counts for 8% of the total course grade and must be submitted at the end of Week 12.)

Instructions:

Students will be divided into groups of 2–3 members. Each group should select one of the proposed topics and develop it. The length of the assignment should be 3,000 words (± 300 words), excluding the cover page, table of contents, and references. The assignment must follow the technical and formatting guidelines specified by the European University of Cyprus (cover page, font type and size, line spacing, and referencing system). The assignment must be submitted at the end of Week 12.

Proposed topics:

1. Socio-emotional and moral development and the role of gender in adolescence
2. The influence of cultural factors on adolescence
3. Self-esteem and adolescence
4. Adolescence and identity

5. Developmental functions of friendship and homophobia in adolescence
6. Homosexuality and deviant behavior in adolescence
7. The impact of social media on adolescent development

A. Individual Assignment (30 points)

The individual assignment accounts for 30% of the final course grade and must be submitted at the end of Week 10.

Students are required to submit a literature review as the final product. The aim of the assignment is the critical reading and synthesis of scientific articles and academic texts that provide a comprehensive overview of a specific topic. The topic must be drawn from the field of developmental psychology (e.g., prenatal development through adolescence).

The assignment should not exceed 2,500 words (± 300 words) and must follow the APA referencing style. The manuscript should be formatted in double spacing, using 12-point Times New Roman font. Points will be deducted from assignments that do not meet these criteria.

The cover page must include the title of the assignment or topic, the student's name, the submission date, the course code, and the instructor's name. The technical formatting guidelines specified by the European University of Cyprus must be followed.

Instructions for the Individual Assignment

The topic of the study may be one of the proposed topics or a topic selected by the student.

1. The long-term consequences of secure attachment between mother and infant
2. Children's prosocial behavior and the factors that shape it
3. Aggression and self-regulation in childhood
4. Competition, hostility, and bullying in childhood
5. Critically evaluate how Vygotsky's theory could be applied in the educational process
6. Critically analyze the claim that gender differences in moral reasoning can be attributed to traditional gender roles
7. The role of play in children's cognitive and socio-emotional development
8. Reflexes and their contribution to infant adaptation
9. Open topic: the student may choose a topic of their own, which must be discussed with the instructor and approved before proceeding with the assignment

Students are required to submit a literature review as the final product. The purpose of the assignment is the critical reading and synthesis of scientific articles and academic books that provide a comprehensive overview of a topic. The topic must fall within the field of developmental psychology (e.g., from prenatal development to adolescence).

The assignment should not exceed 2,500 words (± 300 words) and must follow the APA referencing style. The paper must be formatted in double



spacing, using 12-point Times New Roman font. Points will be deducted from assignments that do not meet these requirements.

The cover page must include the

title of the assignment or topic, the student's name, the submission date, the course code, and the instructor's name. The technical formatting guidelines specified by the European University of Cyprus must be followed.

Assignments must be submitted through Turnitin, with a similarity index below 18%.

The assignment must be submitted on the date specified by the instructor; otherwise, 1 point will be deducted for each day of late submission.

Assignments may be submitted up to one week after the deadline only. After one week, submissions will not be accepted or graded.

PSD210

INTERACTIVE ACTIVITIES

Week 1: What is Personality

Interactive Activity:

Provide a photo of four (4) personal items and explain how they reflect different aspects of your personality or different identities. Your answer should not exceed 100 words. The exercise is worth two (2) points.

Week 2: General Theoretical Issues

Interactive Activity:

After reading the article by Lou et al. (2023), answer the following multiple-choice and true-false questions. The exercise is worth two (2) points.

1. Culture influences personality formation because

A. It provides the framework within which thoughts, feelings, motivations, and behaviors are expressed.

B. It has a direct influence on an individual's personality.

C. It is linked to specific personality traits.

D. All of the above

2. The personality traits that predicted Donald Trump's election as president of the United States were

A. High agreeableness and low neuroticism

B. Low openness to new experiences and high neuroticism

C. Low openness to new experiences and low agreeableness

D. None of the above

3. Cultural differences are observed in personality traits that change over time. (True)

4. Research data showed that Japanese people associated success more with their self-esteem, while Americans associated failure with their self-esteem. (False)

Week 3: Personality Research Methodology

Interactive Activity:

Imagine that you are a psychologist trying to conduct research to better understand a particular personality trait, e.g., extroversion. Create a mock scenario in which you describe your research, the methods you will use, and the subject of the research. How will you ensure validity and reliability? You can use diagrams or tables to support the presentation of your research and highlight the value of your methodology. The exercise is worth two (2) points.

Week 4: Freud's Psychodynamic Theory

Interactive Activity:

Identify which defence mechanism corresponds to each of the following cases. The exercise is worth two (2) points.

1. Nikos believes that a colleague hates him. In reality, Nikos has very aggressive feelings toward this person, but his superego does not allow him to experience them. It is easier for Nikos to believe that his colleague hates him.

- Projection

2. A smoker who believes that smoking does not affect his health.

- Denial

3. A 12-year-old girl wets her bed when she is sick.

- Regression

4. Maria is enraged by an incident at work. On her way home, she yells at her husband.

- Displacement
5. Kostas loves kickboxing. He finds it a great way to deal with his anger.
- Transformation
6. Ellie is very angry with her boss. Showing her anger is extremely difficult for her, so she showers him with compliments and treats him kindly.
- Reactive Formation
7. Claire felt intense anxiety about managing her finances as there was only one week left until she got paid again. She didn't share this with anyone. Three days later, she developed a cold sore.
- Somatization
8. George explains to his wife that there is no reason to be upset because their flight was canceled, since they found a flight to take three days later.
- Rationalization

Week 5: Adler's Psychodynamic theory

Interactive Activity:

Case description

Emilia is 29 years old, works as a civil servant, and rents an apartment in the city on her own. Emilia experiences intense anxiety in her professional and interpersonal relationships, even though she appears happy and pleasant. She often says that she feels she is not "good enough" and avoids taking initiative, even though she objectively has the skills to do so. Emilia also says that she often compares herself to others and feels inferior. She finds it difficult to say no when asked for help, even though her own wishes may often be different. She often remembers that when she was little, her mother used to tell her, "It's selfish to want your own desires to be fulfilled without thinking about others." When she fails or makes a mistake, she withdraws socially and blames herself. She says, "If I'm not perfect, I'm not worthy."

Briefly explain Emilia's life plan according to A. Adler's theory. Your answer should not exceed 100 words. The exercise is worth 1 point.

Week 6: Jung's Psychodynamic Theory and Applications

Interactive Activity:

Based on the case of Emilia given to you in Week 5, briefly describe two basic archetypes that appear in her story. Your answer should not exceed 100 words. The exercise is worth 1 point.

Week 7: Behaviorism

Interactive Activity:

Observe and briefly describe a behavior of yours that is reinforced by your environment. What kind of reinforcement was applied and how does it seem to contribute to maintaining the behavior? The exercise is worth 1 point.

Week 8: Social Cognitive Theory

Interactive Activity:

Watch the excerpt from the movie "Karate Kid" (2010) and briefly describe what helped the young protagonist, Shao Dre, acquire kung fu techniques and knowledge despite the difficulties he faced. The answer is worth 1 point.

Week 9: Personal Construct Theory

Interactive Activity: Preparation for the Group Assignment

Group assignment is graded 8 points.

You will be divided into two (2) groups of 5-6 people.

You will listen carefully to the episode by Professor Dr. Vicky Fouka, "*Racism stems from the need to feel superior*," which was broadcast as part of the podcast "*Listen to Science*" with Yannis Pantazopoulos.

- <https://podcasts.apple.com/cy/podcast/%CE%AC%CE%BA%CE%BF%CF%85-%CF%84%CE%B7%CE%BD-%CE%B5%CF%80%CE%B9%CF%83%CF%84%CE%AE%CE%BC%CE%B7/id1546432943>

Then you will have the opportunity to choose two personality theories from the following. You will be divided into two groups of 2-3 people each. Each group will choose one of the two theories and then engage in a debate.

Debate (10 minutes):

- During the debate, each group will explain how their theory better explains/interprets the characteristics that contribute to the emergence of racism, taking into account what Ms. Foucauld says.
- Team members can use examples, case studies, or comparisons with the other theory chosen by the team to reinforce their position.
- They can also adopt "roles" (e.g., speak as if they were Kelly or Rogers themselves). The use of creative means in the context of dialogue is very important and enriches the outcome of your work.
- One member of the group will give a brief introduction and conclusion to the dialogue discussion (imagine that a presenter is needed).
- Each group's dialogue discussion will be videotaped and submitted by one member of the group as the group assignment. No material used in printed form will be submitted.
- The dialogue discussion can take place via any platform such as Teams, Google, or Zoom.
 - o Theories that can be used:
 - o Personal Construct Theory
 - o Person-Centered Theory
 - o Trait Theory
 - o Five factor theory
 - o Biological foundations of personality

Week 10: Person-Centered Theory

Interactive Activity: Preparation for the Group Assignment

Week 11: Trait Theory

Interactive Activity: Preparation for the Group Assignment

Week 12: Five-Factor Theory

Interactive Activity: Submission of Group Assignment

Week 13: Biological Foundations of Personality

Interactive activity: It will not be assigned for this week.

PSD215

INTERACTIVE ACTIVITIES

Week 1: Introduction to Educational Psychology

Interactive Activity (Individual, 1%):

In the Discussion section of the online platform share with your classmates your views and thoughts regarding the role and importance of Educational Psychology.

Week 2: Developmental Theories

Interactive Activity (Individual 1%):

Provide your opinion on how social media affects the cognitive and emotional development of a teenager.

Article 1: Teenage behavior and online risks from the website [SaferInternet4Kids](#).

Article 2: Teenagers and social media from the website [psychologynow.gr](#)

Week 3: Behavioral Theories of Learning, Week 4: Cognitive Learning Theories, Week 5: Social-Cognitive theories of Learning

Interactive Activity (Individual 3%):

Watch the video of Todd Zakrajsek «[Improve learning by thinking about learning](#)» and discuss his main argument. Which strategies improve learning processes.

Week 6: Motivation in Educational Practice (Part A), Week 7: Motivation in Educational Practice (Part B)

Interactive Activity (Individual 3%):

Based on Weiner's "Attribution theory" determine in the following student statements whether is internal/external, stable/unstable, controllable/uncontrollable:

- A. "How could I not fail!? The questions were on a different level!"
- B. "I was assigned a project with Kostas, so I secured a grade too!"
- C. "I just don't get it with Psychology. It seems like a foreign language to me!"
- D. "I really stayed up all night for the assignment, I think I deserved the grade!"
- E. "No matter how many times I read it, it doesn't make sense; I can't even understand the main idea of the text."

Week 8: Effective School Environment and Classroom management

Interactive Activity (Individual 1%):

Watch the TedX video by Dr. Jason Conway with the title "[Classroom Environment: It's not about YOU, It's about THEM](#)" and discuss his main argument. Which factors contribute to the effective school environment.

Week 9: Social-Emotional Learning (Part A), Week 10: Social-Emotional Learning (Part B)

Interactive Activity (Group 8%):

According to the «[Κοινωνική και Συναισθηματική Αγωγή](#)» program as described on the website of the Cyprus Pedagogical Institute choose one competence and explain in 400-500 words why it is considered important for the development of children and adolescents. Include at least two recent scientific articles to support your answer.

Week 11: Student Diversity, Week 12: Students with Exceptionalities

Interactive Activity (Individual 1%):

Explain in the Discussion section in the online platform how gender stereotypes affect the school environment.

Week 13: School Bullying and Cyberbullying: Prevention and Management in School

Interactive Activity (Individual 2%):

Choose the Correct Answer:

1. Which of the following is incorrect regarding bullying?
 - A. Bullying behavior is also violent
 - B. Violent behavior is also bullying
 - C. Bullying can also occur indirectly
 - D. Bullying is a repetitive act
2. Recently, three foreign students have joined your class, and you notice that they are constantly isolated during breaks and have not been accepted by the other children. You decide to dedicate an hour to talk to your class about issues of diversity and relational bullying. This action constitutes:
 - A. Primary prevention
 - B. Secondary prevention
 - C. Tertiary prevention
 - D. A combination of A and B
3. Implementing a cyberbullying prevention program in your class on the occasion of the World Anti-Bullying Day constitutes:
 - A. Primary intervention B
 - B. Secondary intervention
 - C. Tertiary intervention
 - D. A combination of A and B
4. You have noticed that there is an aggressive behavior among students and decide to conduct a survey with questionnaires regarding relational bullying. This action constitutes:
 - A. Primary intervention
 - B. Secondary intervention
 - C. Tertiary intervention
 - D. A combination of B and C

PSD220

INTERACTIVE ACTIVITIES

Week 1: AN INTRODUCTION TO NEUROPSYCHOLOGY – HISTORICAL OVERVIEW

Interactive Activity:

Watch the video <https://www.youtube.com/watch?v=sbTlzhkyJoQ> 'A day in the life with neuropsychologist' and answer the questions presented on the course platform. This activity is graded with 1 point.

1. What is a neuropsychologist?
 - A. A psychologist who specializes in cognitive disorders.
 - B. A psychiatrist who specializes in cognitive disorders.
 - C. A psychologist who specializes in psychological disorders.
2. A large number of disorders encountered by neuropsychologists:
 - A. Have no cure but can be treated with medication to stop their deterioration.
 - B. They have a cure or medication that stops them from getting worse.
 - C. They have no cure or medication that stops them from getting worse.

Week 2&3: EXPLORING THE NERVOUS SYSTEM

Interactive Activity:

In the example below, describe the specific activity/function/contribution of each structure/area of the brain, and justify the function you have described. Use the Discussion Forum of the same name for your answer. Then select an answer from one of your fellow students and comment on it. This activity is graded with 2 points.

"A student is walking down the street and suddenly hears a loud noise behind him."

- **Cerebral cortex:**
- **Amygdala:**
- **Hippocampus:**
- **Basal ganglia:**
- **Chamber:**

• Hypothalamus

Week 4: RESEARCH METHODS IN NEUROPSYCHOLOGY

Interactive Activity:

Watch the video <https://www.youtube.com/watch?v=tGlaR7ErA3g> 'Brain scans for psychology students - CT, MRI, fMRI, PET' and answer the questions presented on the course platform. This activity is graded with 1 point.

1. Which research methods allow the detection of brain activation?
 - A. Magnetic resonance imaging (MRI) and computed tomography (CT).
 - B. Electrodermal activity (SSR) and transcranial electrical stimulation (tDCS).
 - C. Functional magnetic resonance imaging (fMRI) and positron emission tomography (PET).
2. Evoked potentials are neurophysiological tests that record the brain's response to external stimuli (e.g., visual, sensory, auditory).
 - A. Correct.
 - B. Incorrect.

Week 5: FRONTAL LOBE AND NETWORKS

Interactive Activity:

Run the Wisconsin card sorting test. <https://www.psytoolkit.org/experiment-library/wcst.html>. What would a patient with frontal lobe damage do in this test? Expected length: 50-100 words. This activity is graded with 2 points.

Week 6: TEMPORAL LOBE AND NETWORKS

Interactive Activity:

Answer the questions relating to the following short case study. You must:

1. Answer 5 questions. Your answer should be no more than three lines long.
2. Comment on the answer of a fellow student.

This activity is graded with 2 points.

John speaks fluently, but his sentences do not make sense. When people speak to him, he hears the sounds but does not understand the words.

Questions:

Which function is impaired?

Which areas of the temporal lobe are involved?

What is the name of the disorder?

What are the characteristic symptoms of the disorder?

Which other areas of the cortex are needed for this function?

Week 7: OCCIPITAL LOBE AND NETWORKS

Interactive Activity:

Watch the videos <https://www.youtube.com/watch?v=dxqsBk7Wn-Y> <https://www.youtube.com/watch?v=g8cXus7SNQY> 'Face blindness, part 1, part 2' and answer the questions presented on the course platform. This activity is graded with 1 point.

1. Which of the following best describes the condition of prosopagnosia?
 - A. The person sees faces as separate parts (e.g., nose, eyes) without combining them as a whole.
 - B. The person remembers only voices, not faces.
 - C. The person sees faces double.
2. Which part of the brain is often associated with face recognition?
 - A. Hippocampus.
 - B. Fusiform face area (FFA).
 - C. Cerebellum.
3. Can someone with prosopagnosia recognize their family?
 - A. Yes, always without any problem.
 - B. No, they cannot.
4. How can people with prosopagnosia recognize people?
 - A. By their clothes, voice, movement, context.
 - B. By their eyes alone.
 - C. There is no way.

Week 8: PARIETAL LOBE AND NETWORKS

Interactive Activity:

Watch the video <https://www.youtube.com/watch?v=d4FhZs-m7hA> 'Hemispatial neglect syndrome' and answer the questions presented on the course platform. This activity is graded with 1 point.

1. What happens when a patient is asked to copy a clock?
 - A. They draw it correctly.
 - B. They draw it without numbers.
 - C. They concentrate the numbers only on the right side.
 - D. They draw it upside down.
2. Which part of the brain is most closely associated with neglect syndrome?
 - A. The hippocampus.
 - B. The right parietal lobe.
 - C. The cerebellum.
 - D. Loss of vision in one eye.
3. Neglect syndrome mainly concerns:
 - A. Sensory perception.

- B. Spatial attention.
 - C. Visual acuity.
 - D. Long-term memory.
4. In damage to the right parietal lobe, which side of space is usually ignored?
- A. Right.
 - B. Left.
 - C. Both.
 - D. Alternately.

Week 9: CEREBRAL ASSYMETRY

Interactive Activity:

Read this week's chapter and answer the following questions. This activity is graded with 1 point.

1. Projection fibers connect:
 - A. Cortical and subcortical areas.
 - B. Different areas of the cortex of the same hemisphere.
 - C. Homologous areas of the two hemispheres.

2. A patient with a split brain sees a beach in his left visual field and a snowy landscape in his right visual field. He must then choose between various images presented to him with either his left or right hand. (There may be two correct answers)
 - A. With his left hand, he will choose the beach umbrella.
 - B. With his left hand, he will choose the snowman.
 - C. With his right hand, he will choose the snowman.
 - D. With his right hand, he will choose the beach umbrella.

Week 10&11: NEUROLOGICAL DISORDERS AND DEMENTIA

Interactive Activity:

Students are required to deliver a teamwork of up to 3 people during this week. They will have to prepare a PowerPoint presentation (for a "hypothetical" 15-minute oral presentation) on "**Amnesic MCI.**"

The presentation should include:

- The title, the names of the students and the professor, the university, the course title, and the course code (1 slide)
- A few slides on the theory (2-5 slides)
- Selected research results that support the theory you are presenting (e.g., in tables, diagrams, comparisons, etc., as you prefer) (2-5 slides)
- Conclusions (1-2 slides)
- Bibliographic sources in APA format

In total, there should be no more than 15, or 20 at most (if there are images) slides.

This activity is assessed with 8% of the total grade.

Week 12: PLASTICITY, RECOVERY AND REHABILITATION**Interactive Activity:**

Read this week's chapter and answer the following questions. This activity is graded with 1 point.

1. What factors influence brain recovery?
 - A. Age, intelligence, and personality.
 - B. Age and personality.
 - C. Gender and handedness.
 - D. Age, intelligence, personality, gender, and handedness.

2. Cognitive rehabilitation involves relearning skills that have been lost or impaired due to injury. If learning is not possible, the patient is simply not trained.
 - A. Correct.
 - B. Incorrect.

Week 13: NEUROPSYCHOLOGICAL ASSESSMENT**Interactive Activity:**

There is no interactive activity in week 13.

INTERACTIVE ACTIVITIES

Week 1: Introduction to adult development and aging

Interactive Activity: After studying the week's material, answer the 4 multiple choice questions. The activity is worth 1 point (1%).

Week 2: Physical and cognitive development in early adulthood

Week 3: Social-emotional development in early adulthood

Interactive Activity: Watch the video "What nobody tells you about your twenties" (<https://www.youtube.com/watch?v=O9pD6LTF4Bk>) and then, in about 150 words, write down your thoughts and opinions on the material presented. This activity is worth 2.5 points (2.5%).

Week 4: Physical and cognitive development in early adulthood

Interactive Activity: After studying the week's material, answer the 4 multiple choice questions. The activity is worth 1 point (1%).

Week 5: Social-emotional development in middle adulthood

Interactive Activity: Find a scientific paper or reliable source that refers to social-emotional development in middle adulthood. In the relevant discussion: (a) cite the bibliographic reference of the source and (b) briefly describe its content in approximately 50 words. Each student should refer to a scientific article/reliable source that has not already been used by another student. This activity is graded with 1 point (1%).

Week 6: Physical development in late adulthood

Interactive Activity: In no more than 100 words, describe what changes in your lifestyle now could help you age more successfully as you get older. This activity is worth 1 point (1%).

Week 7: Cognitive development in late adulthood**Week 8: Social-emotional development in late adulthood**

Interactive Activity: Choose a person over the age of 65 from your environment (or if you don't have easy access to one, think of someone you have interacted with who falls into this age group) and ask him/her how he/she views life at this stage. In approximately 250 words, describe:

- What are the main challenges he/she faces?
- How does he/she seem to relate to the idea of "successful aging"?

This activity is expected to cover issues presented in weeks 7 and 8 and is worth 2.5 points (2.5%).

Week 9: Death and loss

Interactive Activity: Watch the interactive video available on Blackboard for that week and answer the 4 questions it contains. This activity is worth 1 point (1%).

Week 10: Special Topic – Infertility Issues

Interactive Activity: Choose a film or series in which a character faces infertility issues (e.g., Private Life, Friends, This is Us). If you have not seen a relevant film or series, you can think of someone in your environment who faces this particular difficulty. In approximately 100 words, analyse how infertility affects the emotional and social life of the character/person. This activity is worth 1 point (1%).

Week 11: Special Topic – Postpartum Depression

Interactive Activity: In this activity, students are divided into two groups (based on instructions given during the course). In a debate on the relevant topic of discussion, Group A aims to support the view that "Postpartum depression should be treated primarily as a biological disorder," while Group B aims to support the view that "Postpartum depression should be treated primarily as a psychosocial disorder". In the discussion, pairs should be formed in which one person is a member of Group A and the other is a member of Group B, and each person should support their group's position in approximately 75 words. This activity is worth 1 point (1%).

Week 12: Special Topic – Intelligence and Age
Week 13: Technology and Development

Interactive Activity: Group Activity – The group activity replaces two weekly activities and is graded with 8 points (8%). You will be informed regarding the specific deadline, and further guidance will be provided by the instructor.

For the group exercise, you are asked to work collaboratively and complete the specific requirement. Please note that all group members will receive the same grade. In groups of 4-5 people (the groups will be automatically formed in the Blackboard system, and you will be informed by the instructor), you are asked to watch a movie and analyse it using knowledge from the field of developmental psychology. The aim is to deepen and further understand the various aspects related to human development.

Procedure:

1. Select and watch a film that you consider appropriate for the purposes of this exercise. Suggested films that can be used are: (a) Boyhood (2014), (b) Erin Brockovich (2000), (c) The Curious Case of Benjamin Button (2008). These films are examples and are not the only material that can be used. You can choose any other relevant film on which you can base your in-depth analysis.
2. After watching the film, create a PowerPoint presentation that includes the following elements. You will not need to present the PowerPoint; PowerPoint will be the final product to be submitted (~15 slides).
 - a. Briefly describe the hero/heroine you will analyse
 - b. Analyse the key aspects you identify that relate to the cognitive, psychological, physical, and/or social dimensions of the stage of development the hero/heroine is in, as well as any relevant challenges. It is important to adapt this section to the specific film you are analysing (e.g., one film may present the character at a specific point in their life, while another may show their development over time). It is important to mention specific events in your presentation and not to limit yourself to general statements (e.g., if the character shows cognitive decline, it is useful to refer to a specific scene that shows this deterioration in memory skills)
 - c. At the end, include a slide with your general comments on your impressions of the specific exercise (e.g., how easy it was to locate

the information, whether you feel it helped you further understand the material)

- d. You do not need to present your bibliography on every slide, but it is expected that at the end of the presentation there will be a list of the bibliographical references used.

INTERACTIVE ACTIVITIES

Week 1: INTRODUCTION TO COUNSELLING PSYCHOLOGY

Interactive Activity 1.1: Are there common therapeutic factors in all psychotherapeutic approaches or, instead, is therapeutic change due to specific factors associated with some models? Through literature review to find two related factors and list them in the course Discussion Forum. (This activity is graded with one point).

Through a review of the literature students will be able to identify factors considered responsible for therapeutic change (eg, the role of the therapeutic alliance/relationship, emotional corrective experience, specific factors associated with psychotherapy models and not present in all approaches, the role of techniques associated with specific approaches in therapeutic change). Activity 1.1. refers to a group work that begins in the first and ends in the fifth week.

Week 2: THEORIES OF COUNSELLING PSYCHOLOGY AND COMMON FACTORS OF THERAPEUTIC CHANGE

Interactive Activity 2.1: Discuss in your group, which of the therapeutic factors you listed in the first week correspond most to the psychodynamic approach and why? Your answer should be given only once, in 100-150 words. (This activity is graded with two points).

Week 3: PSYCHOANALYTIC/PSYCHODYNAMIC APPROACH

Interactive Activity 3.1: Discuss in your group, which of the therapeutic factors you listed in the first week correspond most to the GS approach and why? Your answer should be given only once, in 100-150 words. (This activity is graded with two points).

Week 4: COGNITIVE BEHAVIORAL APPROACH

Interactive Activity 4.1: Discuss in your group, which of the therapeutic factors you listed in the first week correspond most to the person-centered approach and why? Your answer should be given only once, in 100-150 words. (This activity is graded with two points).

Week 5: PERSON-CENTERED APPROACH

Interactive Activity 5.1: Based on the answers you gave and the discussions you had about the therapeutic factors present in the three approaches (person-centred, CG and psychodynamic), you should produce as a group a final answer of 300-500 words explaining how a common factor the which appears in all three specific models, operates in each model to influence the final treatment outcome. (This activity is graded with one point).

Through the factors listed for each model, students should select one that is considered common to all three models and then produce an answer collaboratively that explains how that common factor operates in each model and affects in therapeutic change (eg, the role of the therapeutic alliance/relationship, functions in x ways in sessions and influences x final outcome).

Week 6: GESTALT AND SYSTEMIC APPROACHES

Interactive Activity 6.1: Watch a Youtube video describing the Gestalt and systemic approach and answer why you would or would not participate in this type of treatment. (This activity is graded with one point).

Week 7: POSITIVE PSYCHOLOGY AND INTEGRATION

Interactive Activity 7.1: Watch a YouTube video describing positive psychology in practice and briefly share in class discussion how the approach differs from the popular belief "Always think positive". (This activity is graded with one point).

Week 8: THE THERAPEUTIC RELATIONSHIP

Interactive Activity 8.1: This week you should make use of either <https://www.yeschat.ai/gpts-ZxX1xNdA-Psychotherapy-Simulator> which is an interactive therapy simulation tool or any other related tool. Briefly describe in the class discussions your experience with the chatbot in developing a therapeutic alliance. (This activity is graded with one point).

Week 9: THERAPEUTIC PROCESS

Interactive Activity 9.1: This week you should make use of either <https://www.yeschat.ai/gpts-ZxX1xNdA-Psychotherapy-Simulator> which is an interactive therapy simulation tool or any other related tool. Briefly describe in the course discussions the positives and negatives of this environment in terms of the development of the counseling process. (This activity is graded with one point).

**Week 10: TRAINING, PERSONAL DEVELOPMENT AND SUPERVISION
OF COUNSELLING PSYCHOLOGISTS**

Interactive Activity 10.1: Search the internet for various videos that explain how part of the training of Counseling Psychologists can be achieved through simulation. Choose to watch one of them and then provide in the "Course Discussions" the online link of that video and summarize in 100 words the benefits of such an educational activity. (This activity is graded with one point).

Week 11: ETHICS

Interactive Activity 11.1: You are invited to provide feedback to a fellow student's work prior to its final submission. The text of the paper should not be submitted, but only an abstract of 250 words describing the content of the assignment. The purpose is to provide feedback on whether your fellow student has reached the goal of the assignment so that he/she can make necessary final modifications if needed. (This activity is graded with one point).

Students will be divided into pairs and is expected to provide feedback on a fellow student's work before its final submission to the platform.

Week 12: APPLICATIONS OF COUNSELLING PSYCHOLOGY

Interactive Activity 12.1: Search online and specifically from sources such as the American Psychological Association (APA), BPS and other, in the contexts in which a Counseling Psychologist can work and briefly cite your findings in class discussions. (This activity is graded with one point).

Week 13: REVISION / SUMMARY / QUESTIONS

Interactive Activity 13.1: Students are invited to submit questions to the instructor, in relation to the posted videos regarding the use of simulation as an activity in the training of Counseling Psychologists. This will result in all students benefiting from the questions and developing a fruitful discussion between instructor and students. (This activity is graded with one point).

**PSD235 – Introduction to Clinical Psychology
INTERACTIVE ACTIVITIES****Week 1: Introduction to the course of Clinical Psychology**

Interactive Activity: What does a clinical psychologist do? In the discussion forum point in 50 – 100 words two main duties of a clinical psychologist by providing examples. Your response need to add on the previous student answer. Therefore, you have to see what your colleague said and then add something either different or the same with different example. The following activity is worth 1% of the total grade.

Week 2: Assessment and Diagnosis,

Interactive Activity: Do we need psychiatric diagnoses? Student must read the article entitled “No More Psychiatric Labels: Why Formal Psychiatric Diagnostic Systems Should Be Abolished” by Sami Timimi (2014). Then, in the discussion forum, student must argue on whether is important to give a diagnosis to an adult with mental illnesses (100 words). The following activity is worth 1% of the total grade.

**Week 3: Clinical Assessment I: Clinical Interview, Week 4: Clinical
Assessment II: Cognitive Abilities, Week 5: Clinical Assessment III:
Personality**

Interactive Activity: Branching scenario “Choose the right assessment”. A description of a client and his characteristics will be given to students. Students will first have to choose what they want to explore first. Each lead to a short interactive segment with information. Regardless of the order, all information is eventually revealed. Afterwards, the diagnostic hypothesis will be given, and student will have to choose an assessment pathway. Based on their response, a brief explanation will be given. At the final feedback stage, each student’s chosen combination gets feedback such as high accuracy, partial accuracy or poor accuracy. The following activity is worth 4% of the total grade

Week 6: Clinical Scientific Research

Interactive Activity: You will be given 4 multiple-choice questions related to the process of clinical scientific research that you need to answer in Blackboard. The following activity is worth 1% of the total grade

Week 7: Therapeutic Planning for Adults I, Week 8: Therapeutic Planning for Adults II

Interactive Activity: This activity is group-based and is evaluated at 8% of the total grade. The assignment should be submitted in video-PowerPoint format. The submission deadline is in week 12.

In groups of 3-4 people (group creation will be done automatically through the Blackboard system), you should submit the deliverable in video-PowerPoint format, with a duration of 10-13 minutes. A special announcement with additional information regarding the exact submission date will be posted.

Vignette:

Artemis is 57 years old and is a well-rounded professional, but she never feels that her work is good enough and is always afraid that people will be dissatisfied with her performance. She realizes that she might have this perspective because, when she was growing up, her mother criticized everything she did. If she brought home a test with an A+, her mother would comment that Artemis must have cheated because she certainly wasn't smart enough to achieve that grade on her own.

Question: Explain the above excerpt in terms of 1) the psychodynamic model and 2) the cognitive-behavioral model.

Week 9: Ethical Issues

Interactive Activity: Case study scenario "Spot ethical violations". Student watches/reads a case study of a psychologist interacting with a client. Throughout the scenario, student point information where ethical boundaries are crossed, choose how to respond, and receive feedback. The following activity is worth 1% of the total grade.

Week 10: The role of culture in clinical practice

Interactive Activity: Watch an interactive video in this unit and answer the questions presented during the video. The following activity is worth 1% of the total grade.

Week 11: Main areas of employment

Interactive Activity: Watch an interactive video in this unit and answer the questions presented during the video. The following activity is worth 1% of the total grade.

Week 12: Working with children

Interactive Activity: “How do children communicate?”. Student completes a drag-and-drop matching exercise on modes of expression. Then, student meet one of three fictional clients, chosen randomly, and student will present an assessment and care plan. The following activity is worth 1% of the total grade.

Week 13: Working with elderly

Interactive Activity: You will be given 4 multiple-choice questions related to the process of clinical scientific research that you need to answer in Blackboard. The following activity is worth 1% of the total grade

INTERACTIVE ACTIVITIES

HUMAN RELATIONS (PSD 250)

9 INDIVIDUAL INTERACTIVE ACTIVITIES: 12 POINTS

1 GROUP INTERACTIVE ACTIVITY: 8 POINTS (8TH, 9TH, 10TH WEEK)

Week 1: Introduction: The importance of context in human relations

Interactive Activity 1 (1.3 points):

Choose a role in one of the following relationships: trainee-teacher, employee-employer, parent-child, therapist-client.

Think from the perspective of the role you chose and answer the following question: "Why is communication the most important aspect of human relationships?" (100-150 words)

Week 2: Structure and content of discourse in human relations

Interactive Activity 2 (1.3 points):

Think and list, in order of priority—from the most important to the least important—three (3) "indicators" that are likely to suggest, in a conversation between two people, that one of the two has a greater degree of power than the other. (100-150 words)

1.....

2.....

3.....

Week 3: Social emotions: Communication and emotions related to other people

Interactive Activity 3 (1.3 points):

Watch the following TED-Ed video titled «[How to manage your emotions](#)» and then answer whether the two statements below are true or false:

- a. Controlling emotions presupposes, to a certain degree, the evaluation of the emotional state we are in. (True/False)
- b. Emotional expression is related to recognizing the context in which communication and human interaction take place. (True/False)

Week 4: Problems in interpersonal communication: Socialization anxiety and loneliness

Interactive Activity 4 (1.3 points):

Person A is 28 years old and recently started working at a large company that operates in market research (of products/services). The organizational process of the work in this company follows the hybrid model, meaning that employees are physically present at the offices for two days and work remotely for the remaining three days. To meet the demands of different projects, ad hoc teams are created that operate in both above ways. Person A, although they have not been employed at the company for a long time, has begun to feel that they work alone and that they do not belong to a team, even though they collaborate daily with many different people. They would like to share this with a colleague but hesitate, thinking it might be considered like an “unprofessional” behavior.

One day, while working in person at the company, they decide to discuss their problem with a colleague at the desk next to them. Person B, aged 50+, at the neighboring desk listens attentively to Person A and says that, indeed, in the past, employees had more communication and shared work-related activities more often, at the team level. They also observe that there used to be a “friendly group” atmosphere with colleagues and “confess” that they too sometimes feel lonely. Person B, trying to explain the phenomenon to Person A, emphasizes that perhaps the same thing happened in the past as well, just in a different way, since nowadays work pace has been intensified even more.

After reading the above scenario carefully, state:

- a. Two elements that describe that Person A feels loneliness in their work environment.
- b. Two factors that, in your opinion, may intensify the feeling of loneliness nowadays.

Week 5: Interactions and Everyday Life in Long-Term Relationships

Interactive Activity 5 (1.3 points):

Choose one of the possible answers for each of the two statements below:

a. Attraction does not always lead two people to develop a long-term relationship, and the reason may be related to...

1. indifference and dislike
2. incompatibility in a shared lifestyle
3. lack of time or incompatibility in a shared lifestyle

b. At the beginning of an interpersonal relationship, the controlled sharing of information about us with other people usually concerns...

1. feelings, experiences, and expectations
2. financial and professional status
3. personal insecurities and mainly fears

Week 6: Development and Maintenance of Long-Term Relationships

Interactive Activity 6 (1.3 points):

After reading the article by Seppälä & McNichols (2022) titled «[The Power of Healthy Relationships at Work](#)» choose from the five key principles mentioned by the authors the one principle that you consider the most important. Justify your answer with an example. (100-150 words)

Week 7: Relationships about relationships: Families and socialization

Interactive Activity 7 (1.3 points):

Choose whether the following two statements are true or false:

- a. The family is considered a primary group and the first context for an individual's socialization. (True/False)
- b. Managing family problems presupposes the development of stable communication practices among the members of a family. (True/False)

Week 8: Child, family and divorce

Interactive Activity 8 (8 points in total):

Discuss with the members of your group the consequences of divorce—the breakup of the shared life of two people who are employed and at the same time are parents of two underage children.

Then, create a concept map using words that relate to these people's: personal emotions, immediate problems that need to be solved, thoughts and expectations for the future.

You can see an example of a concept map and how to create one in the video «[How to create a concept map](#)».

Choose and agree with your group in one of the concepts/words that is the most important and justify your choice by referring to 2–5 scientific references. (800-1000 words)

Week 9: Influence on Strangers, Acquaintances, and Friends

Interactive Activity 9 (8 points in total):

Discuss with the members of your group the consequences of divorce—the breakup of the shared life of two people who are employed and at the same time are parents of two underage children.

Then, create a concept map using words that relate to these people's: personal emotions, immediate problems that need to be solved, thoughts and expectations for the future.

You can see an example of a concept map and how to create one in the video «[How to create a concept map](#)».

Choose and agree with your group in one of the concepts/words that is the most important and justify your choice by referring to 2–5 scientific references. (800-1000 words)

Week 10: Relationships in professional settings

Interactive Activity 10 (8 points in total):

Discuss with the members of your group the consequences of divorce, the breakup of the shared life of two people who are employed and at the same time are parents of two underage children.

Then, create a concept map using words that relate to these people's: personal emotions, immediate problems that need to be solved, thoughts and expectations for the future.

You can see an example of a concept map and how to create one in the video «[How to create a concept map](#)».

Choose and agree with your group in one of the concepts/words that is the most important and justify your choice by referring to 2–5 scientific references. (800-1000 words)

Week 11: Relationships in legal settings

Interactive Activity 11 (1.3 points):

Think of a problem involving the relationship between two people and their behavior toward each other that ends up being resolved in a courtroom. Using the material from this week, propose a strategy that the two people could have adopted to solve the problem and avoid taking it to court. (100-150 words)

Week 12: Relationships in healthcare settings

Interactive Activity 12 (1.6 points):

Read the article (DeAngelis, 2024) titled «[Fighting stigma by mental health providers toward patients](#)». Which point in the article interests you the most, as future Psychologists, and why? (100-150 words)

Week 13: Doctor-patient relationship

Interactive Activity 13 (0 points-optional):

In your opinion, what is the most important problem that arises in communication between a doctor and their patient, when addressing a health issue? Justify your answer by using an example. (100-150 words)

INTERACTIVE ACTIVITIES

Week 1: Introduction to statistics

Interactive Activity:

(discussion on the online platform, 1%)

Read the following article and identify the following:

<https://doi.org/10.1177/0956797614524581>

- A) Which is the population of the study?
- B) What's the sample of the study?
- C) Which are/is the independent variable/s? What type of variable is it and what scale of measurement?
- D) Which are/is the dependent variable/s? What type of variable is it and what scale of measurement?

Week 2: Frequencies, tables and graphs

Interactive Activity:

(practical exercise provided on the online platform, 1.5%)

A researcher is investigating how much anxiety students experience before an exam, so he asked a group of students to rate their anxiety before the exam on an equidistant scale from 1 (no anxiety) to 5 (extreme anxiety). These are the first 15 results he obtained:

1 4 2 2 5 4 2 2 3 3 3 1 3 2 5

Create a frequency table for the data with the absolute and relative frequencies. Describe how the students responded to the question (report the frequencies for each level of anxiety).

Week 3: Central tendency measures

Interactive Activity:

(combined with Week 4)

Week 4: Measures of dispersion

Interactive Activity:

(practical exercise provided on the online platform – 4%)

A researcher examines how many hours students sleep before an important exam. She has collected the following data from 8 students. For the data below, calculate all the measures of central tendency and dispersion that you have been taught. Based on the results, describe the sleep patterns of this group of students.

8 11 5 7 6 4 6 7

Week 5: Introduction to SPSS - Descriptive statistics with SPSS

Interactive Activity:

(practical exercise provided on the online platform using SPSS– 2%)

A study examines the effect of marijuana use on cognitive skills. Two groups of people, one that frequently uses marijuana and one that has never used marijuana, take the test, and below you can see their performance (percentage of correct answers).

Group	Percentage of correct answers
Marijuana user	23
Marijuana user	89
Marijuana user	62
Marijuana user	11
Marijuana user	52
Non-user of marijuana	45
Non-user of marijuana	68
Non-user of marijuana	74
Non-user of marijuana	55
Non-user of marijuana	62

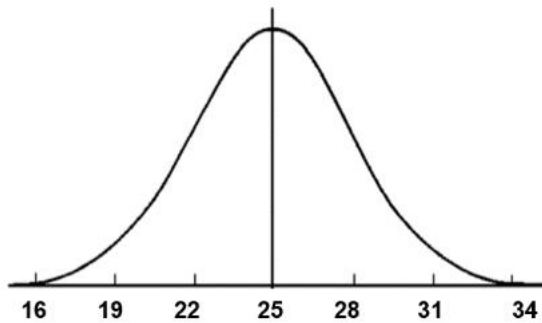
Using SPSS:

- A) create a frequency table and the appropriate graph for the Group variable.
- B) calculate the mean and standard deviation for each group. Which group is doing better at the test? Justify your answer.

Week 6: Normal distribution – probability distributions**Interactive Activity:**

(exercise provided on the online platform – 1.5%)

Below you can see the distribution of time that it takes for a sample of students to complete their statistics assignment (in minutes).



Using the empirical rule, calculate the probability that a student will take

- a) less than 22 minutes to complete the assignment
- b) more than 31 minutes to complete the assignment
- c) between 22 and 31 minutes to complete the assignment

Week 7: Standard scores (z scores) – probability distributions**Interactive Activity:**

(exercise provided on the online platform – 1.5%)

It has been observed that the time it takes for an ambulance to travel from a health center to the nearest regional hospital follows an approximate normal distribution with a mean value of $\mu = 17$ minutes and a standard deviation of $\sigma = 2$ minutes. Calculate (using the tables for standard z-scores) the probability that the ambulance will arrive:

- a) in less than 12 minutes
- b) in more than 20 minutes

Week 8: Central limit theorem and confidence intervals

Interactive Activity:

(exercise provided on the online platform – 1%)

A researcher is interested in studying how much time teenagers spend on social media. Thus, she has counted how many hours a sample of 64 teenagers spend on social media. Based on her data, she has calculated that the 95% confidence interval for the mean number of hours spent on social media is [0.45, 3.20].

- A) Explain what this confidence interval means and
- B) What could the researcher do to create a more accurate confidence interval?

Week 9: Hypothesis testing

Interactive Activity:

(group exercise provided on the online platform – 2%)

Read the following research article again:

<https://doi.org/10.1177/0956797614524581>

- A) Identify a statistic and the corresponding probability value (p value) presented in the article
- B) Write down the alternative and corresponding null hypothesis examined by this statistic
- C) Can the null hypothesis be rejected in this case? Explain how the researchers reached this conclusion.

Week 10: Parametric/Non-parametric tests. Normality check

Interactive Activity:

(combined with Week 11)

Week 11: Relationship between two quantitative variables

Interactive Activity:

(group activity using SPSS – 4%)

Below is a data file containing the demographic characteristics of the participants in a study demographics_data.sav.

Using SPSS, create a scatter plot for the relationship between weight and age. Interpret the plot in terms of what type of a correlation it presents. Perform a normality check for the two variables and conduct the appropriate correlation analysis (parametric or nonparametric). Interpret the results.

Week 12: Relationship between qualitative variables (χ^2)

Interactive Activity:

(group activity on the online platform– 1.5%)

Below you can see the results of a chi-square analysis examining the independence of gender and work status of the participants in a survey. Based on the tables, write down and interpret the results of the analysis.

Gender of respondents * Work status Crosstabulation

			Work status			Total
			Employee	Foreperson or supervisor	Manager	
Gender of respondents	Male	Count	66	25	49	140
		Expected Count	81.2	16.9	41.9	140.0
		% within Gender of respondents	47.1%	17.9%	35.0%	100.0%
	Female	Count	145	19	60	224
		Expected Count	129.8	27.1	67.1	224.0
		% within Gender of respondents	64.7%	8.5%	26.8%	100.0%
Total	Count	211	44	109	364	
	Expected Count	211.0	44.0	109.0	364.0	
	% within Gender of respondents	58.0%	12.1%	29.9%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.804 ^a	2	.002
Likelihood Ratio	12.683	2	.002
Linear-by-Linear Association	5.595	1	.018
N of Valid Cases	364		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 16.92.

Week 13: Topics in Statistics 1 - Exam preparation

Interactive Activity:

N/A

INTERACTIVE ACTIVITIES

Week 1: Review Statistics I – Hypothesis Testing

Interactive Activity:

(exercise based on a research article–1.5%)

Read the following research article and do the following:

<https://doi.org/10.3758/BRM.40.2.512>

- A) Identify and write down one statistic presented in the article and its corresponding probability value (p value).
- B) Write the alternative hypothesis and the corresponding null hypothesis tested by the specific statistic.
- Γ) Can the researchers reject the null hypothesis? Explain how the researchers made that decision.

Week 2: Data handling and preliminary analyses in SPSS

Interactive Activity:

(practical exercise using SPSS – 2.5%)

You are provided with the dataset SHS.sav, which includes the responses of a group of participants to a questionnaire that measures the level of subjective happiness (SHS). The questionnaire consists of 4 questions scored from 1 to 7. The scoring of the questionnaire is done as follows: a) question #4 is reversed (reverse coded) and b) the average of all 4 questions for each participant is calculated.

You are asked to calculate the total score in the questionnaire for each participant and then present the following:

- a) a graph for the total score of the questionnaire,
- b) normality check
- c) the appropriate central tendency and dispersion measures for the variable

Week 3: Differences Between Two Groups (Independent & Dependent Samples)

Interactive Activity:

(combined with Week 4)

Week 4: Differences between two groups (Nonparametric tests)

Interactive Activity:

(branching exercise using H5P – 4%)

Students will receive an analysis scenario on H5P which starts with a research question and sequential images from an SPSS output of analyses done to answer the question. The students are asked to interpret each image and make decisions that will lead to the appropriate statistical analysis and result interpretation (one of the statistical analyses presented in weeks 3 and 4). The consecutive choices presented are as follows:

- A. Presentation of the research question and choice of the research design → independent vs. dependent samples
- B. Output from a normality check for the quantitative variable and choice of analysis type → parametric vs. non-parametric analysis
- C. Based on their previous choices the students will be asked to choose the appropriate test among 4 options → independent samples t-test, dependent samples t-test, Mann-Whitney U, Wilcoxon's test
- D. After choosing one of the tests, they will see the output of this analysis, which they will have to interpret and write the results in APA style.

(There will be multiple scenarios, one of which will be randomly presented to each student)

Week 5: Analysis of differences between three or more groups (ANOVA)

Interactive Activity:

(combined with Week 6)

Week 6: ANOVA - Multiple comparisons

Interactive Activity:

(group exercise provided on the online platform – 1.5%)

In the attached dataset (HealthData.sav), you will find data from a study examining the effectiveness of three therapeutic interventions for stress. The file includes data from a measurement of the participants' stress level (stress_level) taken after they completed a specific type of therapy (therapy_type). The types examined are Cognitive Behavioral Therapy (CBT),

Mindfulness-Based Therapy, and Support Group Therapy. Run a one-way ANOVA to examine whether there were statistically significant differences in stress levels (stress_level) between the three different types of therapy and where these differences lie.

Specifically, (a) run the appropriate statistical analysis, (b) attach the corresponding table(s) from your analysis (copy-paste from SPSS output), and (c) write a short report in running text, following the APA style writing rules.

Note: The data are fabricated. For the purposes of this exercise, assume that normality checks have already been performed and do not pose a problem.

Week 7: Two-way Analysis of Variance

Interactive Activity:

(group exercise provided on the online platform – 2%)

Following on from the exercise from the previous two weeks (Weeks 5 and 6), use the same data file (HealthData.sav) and run a two-factor ANOVA to examine whether stress level (stress_level) differs not only due to therapy type (therapy_type) but also due to the age group of the participants (age_group). Specifically, examine whether there are differences between young adults (young_adults) and middle-aged adults (middle_aged_adults). Specifically, (a) run the analysis along with the appropriate multiple comparisons, (b) attach the relevant table(s), and (c) write a brief report in running text, following the APA writing rules.

Note: The data are fabricated.

Week 8: Repeated Measures Analysis of Variance (RMANOVA)

Interactive Activity:

(group exercise provided on the online platform-2%)

In a follow-up study, researchers again examined the effectiveness of the three therapeutic interventions for stress, but this time they measured participants' stress levels before the start of treatment and after the end of treatment to see changes in stress levels within each individual depending on the treatment they received. The data from this study can be found in the HealthData_2.sav file. Using these data, run a repeated measures ANOVA to examine whether stress levels before (stress_level_pre) and after treatment (stress_level_post) differ depending on the type of therapy (therapy_type). Specifically, (a) run the analysis along with the appropriate multiple comparisons, (b) attach the relevant table(s), and (c) write a brief report in running text, following the APA writing rules.

Note: The data are fabricated.

Week 9: Analysis of differences between three or more groups (non-parametric tests)

Interactive Activity:

(group exercise provided on the online platform-1%)

Using the same file as in previous weeks (HealthData.sav), examine whether the participants' hours of sleep per 24 hours differed depending on the type of therapy they received (therapy_type). For the purposes of this exercise, assume that the relevant variable (hours_of_sleep) does not follow a normal distribution and therefore requires a non-parametric test.

Therefore, (a) run the Kruskal-Wallis analysis, (b) attach the relevant table(s), and (c) write a short report in running text, following the APA writing rules.

Note: The data are fabricated.

Week 10: Analyses for the relationship between two variables

Interactive Activity:

(discussion in the online platform – 1.5%)

Alternative scenarios are provided along with data for discussion (random allocation of students into discussion groups; individual contributions in the discussion and the accuracy of the conclusion of the discussion are graded)

Scenario 1: In their statistics class, students have been given the file shown below (UniversityData.sav) and asked to examine the relationship between study hours (study_hours) and exam scores (exam_score). Yannis has decided that the appropriate analysis is Pearson's r correlation coefficient. Running the analysis, he found that $r = .52$, $p < .001$. He has therefore concluded that there is a small positive but statistically significant relationship between the variables. Discuss whether Yannis' decision and conclusion are correct. If they are not correct, what should he have done and why?

Scenario 2:

In their statistics class, students have been given the file shown below (UniversityData.sav) and asked to examine the relationship between a students' major and their preference in study type (Study_preference). Sophia has decided that the appropriate analysis is Pearson's r correlation coefficient. Running the analysis, she found that $r = .39$, $p < .001$. She has therefore concluded that there is a strong, positive and statistically significant relationship between the variables. Discuss whether Sophia's decision and conclusion are correct. If they are not correct, what should she have done and why?

Week 11: Linear Regression

Interactive Activity:

(practical exercise using SPSS – 2%)

Using the same file as last week (week 10, file: UniversityData.sav), examine whether study hours (study_hours) predict students' exam scores (exam_score).

For the purposes of this exercise, assume that the assumptions for linear regression are met. Therefore, (a) run a simple linear regression analysis to answer the question, (b) attach the relevant table(s), and (c) write a short report in running text, following the APA writing rules.

Week 12: Multiple Linear Regression

Interactive Activity:

(practical exercise using SPSS – 2%)

Using the same file as the previous two weeks (file: UniversityData.sav), examine whether students' exam scores (exam_score) can be predicted by their study hours (study_hours), class attendance (attendance_rate), and their initial grade in the course (pre_test_score).

For the purposes of this exercise, assume that the assumptions for linear regression are met. Therefore, (a) run a multiple linear regression analysis that answers the question, (b) attach the relevant table(s), and (c) write a short report in running text, following the APA writing rules.

Note: The data are fabricated.

Week 13: Topics in Statistics 2 - Exam preparation

Interactive Activity:

N/A

INTERACTIVE ACTIVITIES

Week 1: The meaning of work and careers in people's lives

Interactive activity (graded - 1%):

Title: "The Mirror of Work Values and Aspirations"

The aim of the activity is for participants to explore their personal work values and motivations, and how these relate to the direction and quality of their professional life.

They are given a list of 30 different work values (e.g., financial security, recognition, creativity, personal development) and a brief description of them. After considering each value, they are asked to choose the 5 values they consider most important in their own professional life. They then have to write down how each of the selected values influences their career choices and what they mean for their personal satisfaction. They are also asked to list examples from their career (or career aspirations) that are linked to these values.

Finally, they are encouraged to reflect on how these values could guide their future career decisions.

Week 2: Career Development Theories I

Interactive activity (graded - 1%):

Title: "My Professional Development Journey"

The aim of the activity is for students to understand the stages of Donald Super's career development and to identify how these stages are reflected in their personal career path.

Students are asked to document their own career path in relation to the stages of Super, addressing questions such as:

- Which stage do I think I have completed so far and why?
- What stage do I feel I am at today? Which parts of the theory fit my current professional situation?

Week 3: Career Development Theories II

Interactive activity (Group Activity - graded - 3%):

Case Study: "Kostas and his Vocational Identity"

"Kostas is 28 years old and has recently decided to change his professional direction. He worked for five years in an accounting firm, but felt that his job was boring and restrictive, as it did not offer him opportunities for creativity and social interaction. His job was stable and well-paid, but it made him feel trapped. In his spare time, Kostas is involved in music and painting, and enjoys participating in social events and volunteer groups.

Lately he has been thinking about pursuing a career as a music teacher or working in a position that allows him to combine social interaction and creativity, but he is concerned about whether he is capable of such a transition. He is unsure of his next step and whether this path will be truly sustainable or suitable for him."

Students work in **small groups of 3–4 members** to analyse the case study of Kostas using Holland's personality typology. Each group discusses Kostas' interests, values and work preferences and collaboratively identifies the dominant personality types that best describe him.

Based on their analysis, groups propose suitable occupational environments and reflect on how the identification of personality types can support career decision-making and job satisfaction.

Each group submits **one common written response** in the discussion forum. Groups are encouraged to **comment on at least one other group's post**, highlighting similarities or differences in interpretation. The instructor provides **written feedback** and clarifications where needed.

Question to facilitate the procedure:

- Based on the descriptions of Holland's personality types (Realistic, Investigative, Artistic, Social, Entrepreneurial, Conventional), which types seem to best describe Costa's personality? Document your answer using examples from his life and interests.
- Which work environments (according to Holland's types) do you think would best suit Kostas, given his desire for social interaction and creativity?
- How can identifying Kostas' personality types help him understand why he did not feel satisfied in accounting and guide him to a more satisfying career?

Week 4: Career Development Theories III

Interactive activity (Group activity - graded - 3%):

Case Study: 'Anna's Career Path'

"Anna is 26 years old and recently completed her degree in business administration. While she likes the idea of working in marketing, she feels insecure about her skills. She believes that she may not be 'creative' enough

to excel in this field and worries that her lack of experience will prevent her from getting the job she wants.

Most of her friends have already found jobs or are moving on to postgraduate studies, and this gives her extra anxiety about her future. Her parents are pushing her to consider more "stable" job options, such as banking, but she thinks such a job would be boring and restrictive. At the same time, she wonders whether she should consider a completely different profession, such as teaching or humanitarian work."

Students work in **small groups of 3–4 members** to examine Anna's career concerns through the lens of social cognitive career theory and career construction theory.

Within their groups, students discuss how self-efficacy beliefs, family expectations and social comparisons influence Anna's career decisions. They also explore how personal narrative and meaning-making could support Anna in constructing a more confident professional identity.

Each group posts a **joint response** to the discussion forum, addressing the guiding questions. Groups are asked to **respond to at least one other group's contribution**, fostering comparative reflection. The instructor moderates the discussion and provides **targeted feedback**.

Questions to facilitate the procedure:

- How does the concept of self-efficacy affect Anna in her professional quest? What does she seem to believe about her abilities and how does this influence her career choices?
- What social factors influence Anna's choices (e.g., friends, parents, social expectations)? How might these factors contribute to her career concerns?

- How can Anna use personal narrative to construct the meaning of her professional life? What events or experiences can she re-evaluate to enhance her confidence?
- How can strategies from social cognitive theory help her to develop her skills and overcome the insecurity she feels? For example, what actions could she take to enhance her self-efficacy in marketing

Week 5: Career Counselling: Methodology and Applications I

Interactive activity (graded - 2%):

Title: Planning and Analysis of a Career Counselling Session

Imagine you are a career counsellor and you meet a client, Nick, 30 years old. Nick works as an IT technician, but feels that he is not satisfied with his current job situation. He wants to change careers, but is not sure which direction to take. He expresses interest in creative jobs, such as web design or photography, but is worried about whether he can succeed.

Develop a professional counselling session plan for Nick, based on the methods and applications you have learned. Consider the following questions:

- Which communication technique will you use to encourage Nick to talk freely about his concerns and interests?
- How will you help him formulate his career goals?
- What kind of tools or questions will you use to help Nick identify his skills and interests?
- How will you support him to evaluate the advantages and disadvantages of each option?

- How will you help Nick develop a realistic action plan for his transition to his new career?
- How will you assess Nick's progress and what strategies will you use to provide him with feedback?

Write down your plan in the form of notes or a short report (e.g., 250-500 words). At the end, add a reflection on what you learned from the activity and what skills you think you need to develop further.

Week 6: Career Counselling: Methodology and Applications II

Interactive activity (graded -2%):

Title: virtual counselling interview

Create a short 10-minute video in which you play the role of a counsellor and another person plays the role of a "client" who is concerned about a business issue. Think of this as your first meeting with the client and explore the issue of concern. Make use of the counselling skills and techniques you have been taught.

Finally, write a brief reflective evaluation of how you used the basic counselling techniques and skills.

Week 7: Self-awareness, Self-esteem and Self-efficacy

Interactive activity (graded - 1%):

Title: The Mirror of My Vocational Identity

Think about yourself right now. Answer the questions below:

- What skills or abilities do you think you have that make you stand out?
- What are the 3 key personality traits that you consider to contribute to your professional life?

- What areas of your personal or professional life need improvement?

Think of a time when you achieved something important (personal or professional). Respond:

- What did you do to achieve this goal?
- What skills or qualities did you use?
- How did you feel after achieving this goal?

Answer the questions below to connect the above:

- What did you learn about yourself through this process?
- How can you enhance your skills and realise your potential?
- What will be your first step to start the journey towards your professional development?

Week 8: Quantitative methods of career assessment: tests and questionnaires

Interactive activity (graded -2%):

Title: Career Interests Questionnaire "Ariadne"

You will fill in the "ARIADNE" career interest questionnaire online (www.ariadne-project.gr) . After you receive the results report, you will write a short paper discussing how you would use these results as a counsellor to facilitate self-awareness of a client and assist in his/her career decision.

Week 9: Qualitative methods of career assessment

Interactive activity (graded - 1%):

Title: My ideal future career autobiography

You are invited to imagine yourself in the future, at a point where you have achieved your professional goals, and write an autobiography describing your journey to that point.

Job role description: Imagine the ideal job role, describing their daily routine, work environment, responsibilities and accomplishments.

A look back at the past: Analyze the imaginary path you followed to get there, including educational or professional experiences, skills you developed and decisions you made.

Personal values and ambitions: Examine how your career choices are linked to your values, interests and personal priorities.

Write your autobiography in a free style, as if you were telling your professional story to a friend. Analyse the relationship between your autobiography and your present values, skills and choices.

Week 10: Career guidance of students I

Interactive activity (graded - 1%):

Choose a theme, such as:

- Exploring career Interests
- Developing life skills (e.g., decision-making)
- Exploring work values
- Professional Identity

Plan a career guidance activity on this topic:

1. Title of the activity: (e.g., "My Career Path")
2. Purpose: What is the main objective of the activity?
 - E.g., "To help students identify their interests and link them to career choices".

3. Short description: what does the activity involve?
 - E.g., "Students complete a short interest test and then discuss the results through hands-on activities".
4. Expected results: What will students have achieved after completing the activity?

Week 11: Career guidance of students II

Interactive activity (Group assignment - graded - 2%):

Students work **exclusively in groups of 3–4 members** to design a career guidance programme for a specific group of students (e.g. primary, lower secondary, upper secondary).

Each group identifies the key career guidance needs of the selected population, potential challenges and opportunities, and designs **three career guidance activities**. For each activity, groups describe its purpose, required materials or tools, and methods of evaluation.

The group submits **one joint proposal** and shares it in the discussion forum. Peer groups are encouraged to provide brief comments or questions. The instructor offers **summative and formative feedback** on the proposed programmes.

Questions to facilitate the procedure:

Select a specific group of students for whom you will design a career guidance programme (e.g. third grade students, first grade students, etc.).

1. What are the key career guidance needs of this group?
2. What are the potential challenges they may face?
3. What are the particular opportunities to be taken into account?

Suggest 3 activities to be integrated into the project, answering the following questions for each activity:

1. What is the purpose of the activity?
2. How does it relate to the needs of the team?
3. What tools or materials are required?
4. How will its effectiveness be evaluated?

Week 12: Career counselling for socially vulnerable groups

Interactive activity (graded - 1%):

After watching the following videos, comment on the importance of vocational integration for people with intellectual disabilities. Also, reflect on the role of parents and whether the vocational counsellor should also provide counselling support to parents.

https://www.youtube.com/watch?v=wuzP_iBLz5w

<https://www.youtube.com/watch?v=TtXKaFH5UBQ>

The issue should be approached with a critical attitude.

Week 13: Review-Summary

Interactive activity: -

INTERACTIVE ACTIVITIES

Week 1: Introduction to Experimental Psychology

Week 2: Research stages, Experiment and Theory

Week 3: Questions and Hypotheses

Interactive Activity:

Please answer the following multiple-choice questions:

1. What is the independent variable
 - a. The variable that is observed
 - b. The variable that is affected
 - c. The variable manipulated by the researcher**
 - d. The variable unrelated to the experiment
2. What is the dependent variable?
 - a. The variable measured to assess the effect**
 - b. The variable that causes the behavior
 - c. The variable that remains constant
 - d. The variable that is not controlled
3. Which of the following statements is a research hypothesis?
 - a. Memory is an important function
 - b. Listening to music will improve memorization**
 - c. Students often study
 - d. The brain processes stimuli
4. What is the main purpose of an experiment?
 - a. To observe natural behavior
 - b. To test a causal relationship between variables**
 - c. To collect questionnaires
 - d. To conduct interviews
5. What is an extraneous variable?
 - a. A variable that may influence the results but is not directly controlled**
 - b. A variable controlled by the researcher
 - c. The measurement tool
 - d. The statistical technique
6. **Randomization in an experiment helps to:**
 - a. Speed up data analysis
 - b. Select research topics
 - c. Reduce bias and prevent systematic differences between groups**
 - d. Interpret the variables
7. Which method offers the greatest level of control?

- a. **Experiment**
 - b. Interview
 - c. Observation
 - d. Case study
8. In an observational study, the researcher:
- a. **Does not intervene actively**
 - b. Directs the behavior
 - c. Measures independent variables
 - d. Gives instructions to participants
9. What is a key characteristic of the scientific method?
- a. Subjectivity
 - b. Faith and intuition
 - c. **Formulating and testing hypotheses**
 - d. Anecdotal examples
10. What is a basic requirement for generalizing research findings?
- a. The researcher must be experienced
 - b. Participants must perform well
 - c. **The study must be replicable**
 - d. The experiment must take place at a university
11. Why is a control group used in an experiment?
- a. **To compare its results with the experimental group**
 - b. To speed up the process
 - c. To test multiple hypotheses simultaneously
 - d. To monitor the researcher
12. What does “experimental design” refer to?
- a. **Planning the research method based on hypotheses and variables**
 - b. Creating a questionnaire
 - c. Choosing a theory
 - d. Statistical analysis
13. Which of the following is an example of an experiment?
- a. **Testing performance on a math test after listening to music**
 - b. Observing students in a library
 - c. Interviewing students about anxiety
 - d. Analyzing dreams
14. Which question can be investigated experimentally?
- a. What is the meaning of life?
 - b. How do students feel during quarantine?
 - c. **Does caffeine affect memory?**
 - d. How can essays be written better?
15. What is the risk of not using random assignment?
- a. Results will be identical
 - b. Analysis will be easier
 - c. The researcher will get tired
 - d. **Groups may differ significantly from the start**

16. When is observation preferred over experimentation?
 - a. When we want statistically significant results
 - b. When we want causality
 - c. When intervention is not possible or when studying natural behavior**
 - d. When variables need to be imposed
17. What is the first stage of scientific research?
 - a. Data analysis
 - b. Observation**
 - c. Formulating a hypothesis
 - d. Experimentation
18. Formulating a hypothesis requires:
 - a. Random assignment
 - b. Predicting a relationship between variables**
 - c. Personality testing
 - d. Ethics board approval
19. What is a major disadvantage of experimental research?
 - a. It is not objective
 - b. It requires approval
 - c. It often takes place in artificial settings**
 - d. It is uncontrolled
20. Correlational research:
 - a. Examines natural relationships between variables**
 - b. Uses a blind design
 - c. Includes only questionnaires
 - d. Is not used in psychology

Week 4: Variables, Validity

Interactive Activity:

A researcher is interested in examining how music affects students' concentration levels during studying. For this purpose, 60 students are randomly selected and divided into three groups: Group A studies while listening to classical music, Group B studies while listening to electronic music, and Group C studies with no music and serves as the control group. All students study for 30 minutes and then complete a concentration test consisting of 20 questions. Their test scores are recorded to determine whether the type of music influences their performance. Answer the following questions:

- 1. What type of validity does the test score measure?**
- 2. Which type of validity may be threatened if the groups study in different environments (e.g., noise, lighting)?**
- 3. What type of reliability is being assessed if we examine the stability of the results by administering the same test to the same students again after one week?**
- 4. What type of reliability is being assessed if different evaluators score the same concentration test?**

5. Which type of validity is threatened if the students selected come only from one specific school or department?

Week 5: Research Design and Sampling

Interactive Activity:

A study aims to investigate how the use of different teaching technologies and the duration of a lesson affect students' performance on a comprehension test. Participants were asked to attend four different lessons. The first lesson was taught using a tablet and had a short duration (30 minutes). The second lesson was taught using a tablet and had a long duration (60 minutes). The third lesson was taught using a whiteboard and had a short duration (30 minutes). The fourth lesson was taught using a whiteboard and had a long duration (60 minutes). After each lesson, participants completed a comprehension test, and their performance was recorded. **Identify the type of experimental design used in this study and justify your answer.**

Week 6: Experimental Control

Week 7: Ethics

Interactive Activity:

Group Assignment

Objective:

To develop an understanding of how psychological experiments are designed and conducted, as well as the key ethical and bioethical considerations involved.

Instructions

Working in groups of three, select a classic or contemporary psychology experiment (e.g., from cognitive, social, developmental, or experimental psychology) and address the following:

1. **Research Design** (300–350 words)
 - a. Describe the stages of the research process.
 - b. Present the research question, the sample, the independent and dependent variables, and the experimental procedure.
2. **Findings and Interpretation** (300–350 words)
 - a. Summarize the main findings
 - b. Explain what these findings reveal about human behavior or psychological functioning.
3. **Ethics and Evaluation** (300–350 words)
 - a. Identify the ethical and bioethical issues associated with the experiment.
 - b. Discuss the strengths and limitations of the study.

Week 8: Introduction to SPSS

Interactive Activity:

Enter the data below into SPSS. You may submit your answers either as an SPSS file (.sav) or as screenshots of the Data Editor and Data View windows.

Sex = 1 2 2 1 1 1 1 2 2 1 1 1 2 2 1 1 2 2 2 2

Age = 12 13 15 14 10 12 13 14 16 19 13 15 12 19 16 14 13 14 10 12

SES = 1 2 2 4 4 3 1 4 2 1 2 2 1 1 2 4 1 4 4 3

Anxiety 1 = 12 13 14 15 16 17 21 9 7 8 13 14 12 8 7 9 21 15 16 17

Anxiety 2 = 12 13 14 15 16 17 21 9 7 8 13 14 12 8 7 9 21 15 16 17

CRT = 13.45, 13.4, 12.89, 11.11, 23.2, 9.45, 7.89, 7.56, 9.04, 4.07, 13.4, 12.89, 13.45, 4.07, 9.04, 7.56, 7.89, 11.11, 23.20, 9.45

Variable coding:

- **Sex:** 1 = male, 2 = female
- **SES:** 1 = very low, 2 = low, 3 = medium, 4 = high

Week 9: Descriptive Statistics

Interactive Activity:

Please answer the following questions. You may carry out the calculations either with or without using SPSS. If you do *not* use SPSS, please briefly explain the reasoning you followed to obtain your results. If you *do* use SPSS, you may submit either the output file (.spv or .sav) or screenshots showing the results.

(a) What is the mean of the following values?

102 – 115 – 128 – 109 – 131 – 89 – 98 – 106 – 140 – 119 – 93 – 97 – 110

(b) What is the median of the following values?

102 – 115 – 128 – 109 – 131 – 89 – 98 – 106 – 140 – 119 – 93 – 97 – 110

(c) What is the mode of the following values?

80 – 87 – 89 – 93 – 93 – 96 – 97 – 98 – 102 – 103 – 105 – 16 – 109 – 109 – 109 – 110 – 111 – 115 – 119 – 120 – 127 – 128 – 131 – 131 – 140 – 162

Week 10: Independent-Samples t-test

Interactive Activity:

What are the basic assumptions of the independent samples/groups test?
(Your answer should not exceed 150 words.)

Week 11: Paired-Samples t-test

Interactive Activity:

We aim to examine the effect of text complexity on word memory. Specifically, we want to determine whether there are statistically significant differences in the number of

words participants recall after reading a simple text compared to a complex one. Ten participants were given two minutes to read both a simple (simple text) and a complex (complex text) passage. Each passage contained 10 words, and participants were informed that they would be asked to recall the words 10 minutes later. All participants read both texts. Half of them read the simple text first and then the complex one, while the other half read the complex text first and then the simple one. Analyze the data below in SPSS and prepare a brief results report as it would appear in a scientific article.

Participants	Condition 1 (simple text)	Condition 2 (complex text)
1	9	3
2	4	3
3	7	5
4	5	6
5	10	4
6	7	3
7	9	7
8	4	4
9	8	1
10	5	6

Week 12: One-way ANOVA

Interactive Activity:

We want to examine the effect of sugar consumption on memory performance. Specifically, we aim to determine whether there are statistically significant differences in word memory (i.e., how many words participants can recall) among individuals who consume a lot of sugar, a little sugar, or no sugar at all. Analyze the data below in SPSS and prepare a brief results report as it would be presented in a scientific article.

Condition 1: Πολύ Ζάχαρη	Condition 2: Λίγη Ζάχαρη	Condition 3: Καθόλου
15 words	21 words	28 words
20 words	25 words	30 words
14 words	29 words	32 words
13 words	18 words	28 words
18 words	26 words	26 words
16 words	22 words	30 words
13 words	26 words	25 words
12 words	24 words	36 words
18 words	28 words	20 words
11 words	21 words	25 words

Week 13: Repeated Measures ANOVA

Interactive Activity:

We aim to investigate whether study techniques used by students with different knowledge levels influence their academic performance. In this study, we focus specifically on mathematics achievement, where higher scores reflect better performance. Our objective is to determine whether a new study technique affects students' mathematics scores. To address this question, we collected data from 10 students who used the new technique and assessed their math performance at three time points: at the end of the 1st trimester, the 2nd trimester, and the 3rd trimester. This allows us to examine whether mathematics scores change over time. Analyze the data below in SPSS and prepare a brief results report as it would be presented in a

Time 1	Time 2	Time 3
5	10	1
4	8	2
7	7	3
6	3	4
9	6	5
8	5	4
5	12	5
4	13	6
7	15	3
5	10	7

scientific article.

INTERACTIVE ACTIVITIES

Week 1: Introduction to Psychometrics
Week 6: Personality and Questionnaires

Interactive Activity:

Study the slides and videos available on the platform and answer the multiple-choice questions and the matching question related to combined material from both weeks.

Worth 2 marks.

Week 2: Reliability
Week 3: Validity

Interactive activity:

Students are required to answer questions that will appear in the course PowerPoint presentation. The questions cover the material from both weeks, as well as integrated content.

Worth 2 marks.

Week 4: The Use of Psychometric Tests
Week 7: Projective Techniques

Interactive activity:

Read the virtual scenario and conduct a critical analysis of the use, administration, and scoring of the assessment tool. Your responses should be uploaded:

1. to the assignment submission area, and
2. to the discussion forum for peer review.

Worth 2 marks.

Week 5: Intelligence

Interactive activity:

This week's activity is group-based.

Interactive Debate: Advantages and limitations of measuring intelligence using the Wechsler Intelligence Scale for Adults (WAIS).

You are required to organise and present a structured interactive debate focusing on the assessment of intelligence using the WAIS-V scales.
Worth 8 marks.

Week 8: Bayley Scales

Interactive activity:

Watch the videos included in the course presentation and then create a scenario in which you would use this tool. Using critical thinking, describe the potential advantages and limitations that may arise.

Expected length: 150–200 words.

Worth 2 marks.

Week 9: Organisational Psychology

Interactive activity:

Students are required to answer questions that will appear in the course PowerPoint presentation. The questions cover the course material as well as integrated content from Weeks 2 and 3.

Worth 1 mark.

Week 10: Clinical Assessment

Week 11: Tests and Questionnaires in Psychological Research

Interactive activity:

Choose a research topic that interests you and create a list of three potential questionnaires (excluding the demographic questionnaire) that you could use to collect your data. Briefly explain why you selected each questionnaire.

Worth 2 marks.

Week 12: Special Topics in Psychometrics: Bias, Ethics, and Professional Conduct

Interactive activity:

Watch the video included in the supplementary material on the platform and identify at least two types of bias, explaining how they can be prevented.

Worth 1 mark.

INTERACTIVE ACTIVITIES

Week 1: Introduction to Health Psychology

Interactive activity: Multiple Choice Questions (credits: 0.5)

1. Health psychology is the study of:

- a) Psychological factors that influence health.
- b) Psychological, social, and biological factors that influence health and illness.
- c) Why individuals respond differently to illness.
- d) b and c
- e) None of the above

2. The biopsychosocial model suggests that:

- a) Health and illness can be explained through single-factor explanations.
- b) All dimensions of the patient must be considered in treatment.
- c) Mind and body are two independent entities.
- d) Illness begins and ends with a physical symptom.

3. The biomedical model suggests that:

- a) Mind and body are interacting concepts.
- b) Only biological factors can explain illness.
- c) Health and illness are influenced by many factors.
- d) None of the above

4. Health psychology studies:

- a) The history of the biomedical model.
- b) How individuals manage to remain healthy by viewing the person as a whole.
- c) The next treatment for different viruses.
- d) How individuals remain healthy solely by following medical instructions.

Week 2: Illness Representations

Interactive activity: Multiple Choice Questions (credits: 0.5)

Patients with cancer and their relatives:

1. Attribute meaning to their experience through _____.
 - a) Cause
 - b) Consequences
 - c) Control
 - d) Timeline
2. Perceive changes in the body, daily roles, and the need for adjustment as an important _____ of the illness.
 - a) Cause
 - b) Consequence
 - c) Identity
 - d) Timeline
3. Believe that the _____ of cancer is either heredity, bad luck, or unhealthy habits.
 - a) Cause
 - b) Consequence
 - c) Identity
 - d) Timeline
4. Most people perceive that the belief in _____ is an important protective factor for good adjustment.
 - a) Cause
 - b) Consequence
 - c) Control
 - d) Timeline

Week 3: Health Behaviours I

Interactive activity: Experiential Exercise A

Attempt to change one of your health behaviours (e.g., 10 minutes of walking per day, less coffee, less sugar, fewer sweets, more fruit or vegetables, meditation, or anything else you choose). Monitor and record for one week the factors (social, psychological, biological) that facilitated or hindered this effort, in up to 200 words. Your response should be submitted in Week 4.

Week 4: Health Behaviours II

Interactive activity: Experiential Exercise B (credits: 3)

(As above)

Monitor and record for one week the factors that facilitated or hindered your effort, in up to 200 words.

Week 5: Stress, Health, and Illness

Interactive activity: Choose between 1 and 2 (credits: 2)

1. Critical review of the article “*Stress and disorders of the stress system*” by George Chrousos (DOI: 10.1038/nrendo.2009.106)

or

2. Experiential exercise: In up to 200 words, describe a (mild) stressful event you experienced recently and the biological, psychological, and cognitive changes you observed as a result.

Week 6: Coping with Stress

Interactive activity: AI conversation – role play (credits: 2)

A fellow student expresses the increased stress they are experiencing. Apply the Lazarus and Folkman model to understand the student’s cognitive processes and coping strategies. Answer the related self-assessment question based on this interaction, in up to 200 words.

Week 7: Pain

Interactive activity: Video viewing and discussion (credits: 2)

Watch the TED Talk “*Does Empathy Reduce Pain?*” and identify 2–3 research articles that explore the role of empathy in pain reduction in patients. Discuss them in up to 200 words.

Week 8: Chronic Illness

Interactive activity: Group Exercise A

Scenario:

A 69-year-old man with type 2 diabetes presents with weight gain and foot pain. He started taking glyburide (Diabeta), 2.5 mg daily, but discontinued the medication due to dizziness. He does not monitor his blood glucose levels at home because he believes this process will not help him improve his diabetes control. His dietary history reveals excessive carbohydrate intake, mainly bread and pasta. His wife offered to prepare plain grilled meat, but he finds it

“bland.” He drinks a significant amount of red wine with dinner every night and does not practice any preventive foot care.

Based on the scenario, describe in up to 600 words:

1. The patient’s behaviours
2. The beliefs that may explain these behaviours
3. The role his wife may play in his health condition

Week 9: Informal Caregivers

Interactive activity: Group Exercise B (credits: 6)

(Scenario as above)

Describe in up to 600 words:

1. The patient’s behaviours
2. The beliefs that may explain these behaviours
3. The role his wife may play in his health condition

Week 10: Social Inequalities

Interactive activity: Article discussion (credits: 1)

In up to 200 words, critically discuss three research articles that examined the relationship between social factors and health. You may choose articles focusing on one condition or on three different conditions.

Week 11: Access to Health Services

Interactive activity: Short Answer Question (credits: 1)

Jane is a 55-year-old teacher living in the UK. Her brother, Jeremy, aged 62, works in manual labour and lives in the USA. Both experience chest pain. Jane seeks medical help, while her brother does not. Jane receives appropriate medication for angina, whereas six months later her brother suffers a myocardial infarction.

In up to 200 words, explain which factors may account for the siblings’ different behaviours regarding seeking and receiving medical care.

Week 12: Communication in Healthcare

Interactive activity: AI conversation – role play (credits: 2)

You will assume the role of a healthcare professional communicating with a patient who does not adhere to the medical instructions provided. Which communication skills would you apply to manage this behaviour? Answer the related self-assessment question in up to 200 words.

Week 13: Revision

Interactive activity: –

INTERACTIVE ACTIVITIES

Week 1: LEARNING – INTRODUCTION, KEY ISSUES AND HISTORICAL PERSPECTIVES

Week 2: THEORIES OF CONDITIONED LEARNING

Interactive Activity (2%):

Based on the course material of Weeks 1 and 2, think of a teacher or instructor who primarily used behaviourist practices in their teaching.

In a post on the **Discussion forum (150–200 words)** on Blackboard, you are asked to:

- Describe specific practices or behaviours used by the teacher in the classroom.
- Identify and name at least two (2) core concepts of conditioned learning theories that you recognise in your example (e.g. positive reinforcement, negative reinforcement, presentation punishment, removal punishment, etc.).
- Explain how these practices affected your behaviour and/or learning.
- Then, comment on at least one (1) post by a fellow student, confirming or further elaborating on the concepts of conditioned learning theories mentioned.

This activity is individual and accounts for 2% of the final grade.

Week 3: SOCIAL COGNITIVE THEORY

Interactive Activity (1%):

A young child observes an adult assembling a puzzle. After watching the process, the child attempts to assemble the same puzzle in a similar way, despite having no prior experience.

Question: How can this behaviour be explained based on Bandura's social cognitive theory? Which factors influence the likelihood that the child will imitate the behaviour (e.g. attention, memory, motivation)?

This activity is individual and accounts for 1% of the final grade.

**Week 4: COGNITIVE APPROACHES TO LEARNING – INFORMATION
PROCESSING THEORY (PART A)**

Week 5: INFORMATION PROCESSING THEORY (PART B)

Interactive Activity (3%):

Study the audiovisual material provided below:

- [The Multi-Store Model: How We Make Memories](#)
- [Information Processing Theory](#)

Then, think of a situation in which you tried to learn something challenging (e.g. a theory, a foreign language, a musical piece).

Apply the information processing approach to describe what happened at each stage of the storage model and how attention or rehearsal facilitated (or did not facilitate) the storage of information.

This activity is individual and accounts for 3% of the final grade.

Week 6: COGNITIVE LEARNING PROCESSES

Interactive Activity (2%):

Based on the course material of the week, select one (1) of the following cognitive learning processes:

- Metacognition
- Problem solving
- Transfer of learning
- Self-regulation

Then respond to the following questions (150-200 words):

1. Briefly describe the cognitive process you selected.
2. Explain how it contributes to the learning process, with reference to learner's thinking.
3. Provide a specific example of its application in an educational context (e.g., school classroom or university course).

This activity is individual and accounts for 2% of the final grade.

Week 7: CONSTRUCTIVISM**Interactive Activity (Group activity, 3%):**

Form groups of three (3) students.

Briefly explain Constructivism as an approach to learning (2–3 sentences). Then, analyse five key principles of Constructivism and describe how they can be applied in educational practice. For each principle, provide a short example of its application (e.g. in a school classroom or a university course).

Length: approximately one page (300–400 words).

This activity is group-based and accounts for 3% of the final grade.

Week 8: KNOWLEDGE PROCESSES AND TEACHING**Interactive Activity (1%):**

Discuss on the Discussion forum ways in which technology (e.g. interactive platforms, VR, multimedia, etc.) can support meaningful learning, rather than merely the transmission of information. Explain why your example promotes active and participatory learning (150–200 words).

This activity is individual and accounts for 1% of the final grade.

**Week 9: DEVELOPMENT AND LEARNING
Week 10: NEUROSCIENCE AND LEARNING****Interactive Activity (2%):**

Quiz: Select the correct answer

1. Georgia concludes that a Persian cat and a lion are both felines, despite being remarkably different in size and appearance. This best illustrates Piaget's concept of:
 - a. **Assimilation**
 - b. Accommodation
 - c. Generalization
 - d. Centration

2. A teacher asks 6-year-old children to solve subtraction problems using only verbal instructions, without the use of concrete materials. Most children experience significant difficulty. This difficulty is best explained because the children:
 - a. are in the concrete operational stage
 - b. are in the preoperational stage**
 - c. have not developed sufficient long-term memory
 - d. display low learning motivation

3. A student is able to simplify mathematical expressions involving negative numbers. Which stage of cognitive development (Piaget) best reflects this ability?
 - a. Sensorimotor stage
 - b. Preoperational stage
 - c. Concrete operational stage
 - d. Formal operational stage**

4. A student studies continuously for many hours before exams but notices that they forget a large portion of the material. The teacher suggests studying in smaller units with repetitions across different days. From a neuroscience perspective, which brain process is most enhanced by this strategy?
 - a. Amygdala functioning
 - b. Sensory processing in the thalamus
 - c. Memory consolidation through the hippocampus**
 - d. Motor memory of the cerebellar cortex

5. A teacher observes that when students actively participate in activities (e.g. discussion, problem solving, application of examples), they understand and remember the material better than when they listen passively to lectures. Which explanation is most appropriate?
 - a. Learning mainly depends on brain maturation.
 - b. Active engagement leads to strengthened and more widely distributed neural connections through experience.**
 - c. Passive listening is equally effective as active learning.
 - d. Learning occurs only in specific brain regions.

This activity is individual and accounts for 2% of the final grade.

Week 11: MOTIVATION AND LEARNING – PART A

Week 12: MOTIVATION AND LEARNING – PART B

Interactive Activity (Group activity, 5%):

Form groups of three (3) students.

Watch the audiovisual material [Developing a Growth Mindset with Carol Dweck](#) and prepare a written assignment in which you are expected to:

1. Define and distinguish between intrinsic and extrinsic motivation, explaining why intrinsic motivation is considered particularly important for learning.
2. Select two theories discussed in the course and connect their content to Carol Dweck's TED Talk, explaining how students' beliefs about their abilities influence motivation, persistence, and attitudes toward learning (use two bibliographic references).
3. Propose specific pedagogical practices that a teacher could implement (e.g. autonomy support, feedback, meaning-making in learning, etc.) to enhance students' intrinsic motivation.

Length: 1-1.5 pages (400-500 words).

This activity is group-based and accounts for 5% of the final grade.

Week 13: EFFECTIVE LEARNING ENVIRONMENT AND CLASSROOM MANAGEMENT – DIVERSITY IN THE CLASSROOM

Interactive Activity (1%):

Watch the following audiovisual material:

[Classroom Environment: It's not about YOU, It's about THEM](#)

Based on Dr Jason Conway's presentation and the course material, discuss on the Discussion forum on Blackboard (approximately 150–200 words) ways in which a teacher can create an inclusive and effective learning environment for all students, taking into account differences in achievement levels, cultural backgrounds, and learning pace.

This activity is individual and accounts for 1% of the final grade.

INTERACTIVE ACTIVITIES

Week 1: The Context of the Discipline of Psychology

Week 2: Starting a Research – The Steps of the Research Process in Psychology

Interactive Activity: Each group should write a 500-word essay about the association between Insulin resistance and depression using at least 5 citations. The essay should be structured as in introduction to a research proposal. **(5 points)**

Week 3: Ethical Issues in the Conduct of Scientific Research

Interactive Activity: You are on your university's Bioethics Committee, and you receive the following research proposal: Michael wants to examine the effect of watching television programs with sexual content on people's beliefs about sex. He wants to study this in 15–18-year-olds, who he believes are more easily influenced by television. So, he plans to ask a group of teenagers to participate in the study, which will take place at the university after school. Half will watch 1 hour of excerpts from a program that has sexual content or innuendo, while the other half will watch 1 hour of excerpts from the same program, but without sexual content. After watching, all participants will complete a questionnaire about their views on sex. What ethical issues do you identify in the above proposal? What can a researcher do to address them? Your answer should not exceed 250 words. **(2 points)**

Week 4: Quantitative Research, Qualitative Research and Mixed Methodological Approaches – Issues of Validity and Reliability

Interactive Activity: Please read carefully the publication “Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. *Archives of internal medicine*, 166(10), 1092-1097.” and briefly explain, in up to 300 words, how the GAD-7 is rated. **(2 points)**

<https://jamanetwork.com/journals/jamainternalmedicine/fullarticle/410326>

Week 5: Validity and reliability of questionnaires and research validity

**Week 6: Means of Data Collection in the Conduct of Research,
Questionnaire and Interview**

Interactive Activity: Please read carefully the publications “Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. *Archives of internal medicine*, 166(10), 1092-1097.” and “Vogazianos, P., Motrico, E., Domínguez-Salas, S., Christoforou, A., & Hadjigeorgiou, E. (2022). Validation of the generalized anxiety disorder screener (GAD-7) in Cypriot pregnant and postpartum women. *BMC Pregnancy and Childbirth*, 22(1), 841.” and briefly describe, in up to 300 words, the validity and reliability of GAD 7 both in the English as well as in the Greek version. **(2 points)**

<https://jamanetwork.com/journals/jamainternalmedicine/fullarticle/410326>

<https://link.springer.com/article/10.1186/s12884-022-05127-7>

**Week 7: Introduction to the Use of the IBM SPSS Statistical Software,
Organisation and Presentation of Quantitative Data**

Week 8: Hypothesis testing and Statistical ‘error’

Week 9: Descriptive statistics and Normality test

Week 10: Parametric and non-parametric statistical tests

Interactive Activity: Using the database posted on the platform, and the relevant variable description, please organize the dataset and state 3-4 research hypotheses that could be addressed using this dataset. **(2 points)** Please calculate descriptive statistics for at least 2 categorical (nominal or ordinal) and 2 numerical (scale or ordinal) variables. Also, perform a normality check on all your dependent numerical variables. **(2 point)** Please explain which parametric or non-parametric tests could be used to address each of the hypotheses. **(1 point)**

Week 11: Two Way and factorial ANOVA, parametric and non-parametric

Interactive Activity: In the database posted on the platform, please formulate a research question and perform a two-way ANOVA analysis (parametric or non-parametric, whichever is more appropriate) to address it explaining your results. **(2 points)**

Week 12: Simple and multiple linear regression

Interactive Activity: In the database posted on the platform, please formulate a research question and perform a multiple linear regression analysis to address it explaining your results. Please also address any normality and collinearity concerns. (2 points)

**INTERACTIVE ACTIVITIES
PSD330: Psychopathology I****Week 1: Introduction to Psychopathology**

Interactive Activity: Read the following article. The main criticism directed at the 5th edition of the DSM is that it “escalates the process of medicalizing mental disorders.”

How is this related to the two models of psychopathology discussed in this course (the Biomedical and Biopsychosocial models)? According to the article, which of the two models appear to dominate, and in what way? Go to the designated area for *Exercise 1* on the course forum and discuss. Limit your response to 200–250 words. This activity counts for 1% of the total course grade.

Moutsou, E., & Georgaka, E. (2020). Developments and conflicts regarding the classification of mental disorders in DSM-5: A review of the scientific dialogue and critique. *Psychology: The Journal of the Hellenic Psychological Society*, 21(2), 130–148.

https://doi.org/10.12681/psy_hps.23272

Week 2: Research in Psychopathology

Interactive Activity: GROUP ACTIVITY: Find a peer-reviewed journal article in the field of psychopathology that describes a study using an experimental design. In simple terms, describe: (a) the aim(s) of the study, (b) the characteristics of the design (e.g., sample, experimental group, control group, placebo, single-blind or double-blind design, if applicable), and (c) the main research findings. Limit your response to 600–650 words. This activity counts for 6% of the total course grade.

Week 3: Depressive Disorders

Interactive Activity: See Week 6

Week 4: Bipolar and Related Disorders

Interactive Activity: See Week 6

Week 5: Anxiety Disorders

Interactive Activity: See Week 6

Week 6: Obsessive Compulsive and Related Disorders

Interactive Activity: Go to the designated area for *Exercise 6* on the course forum.

Refer to common misconceptions held by the general public regarding: (a) Depression, (b) Bipolar disorder, (c) an anxiety disorder, and (d) OCD (at least one misconception for each disorder). Discuss how these misconceptions can be harmful to individuals living with these conditions. Limit your response to 350–400 words. This activity counts for 6% of the total course grade.

Week 7: Trauma- and Stressor-Related Disorders

Interactive Activity: While post-traumatic stress is often associated with men (e.g., war veterans), epidemiological studies in the U.S. show that women are twice as likely as men to develop PTSD. In your opinion, what is one psychosocial factor that might contribute to this gender difference? Go to the designated discussion area on the course forum and discuss. Limit your response to 200–250 words. This activity counts for 1% of the total course grade.

Week 8: Schizophrenia

Interactive Activity: Quiz with true/false and/or multiple-choice questions based on short vignettes. This activity counts for 1% of the total course grade.

Week 9: Personality Disorders

Interactive Activity: Quiz with true/false and/or multiple-choice questions based on short vignettes. This activity counts for 1% of the total course grade.

Week 10: Psychological Assessment

Interactive Activity: See Week 11

Week 11: Diagnosis

Interactive Activity: You are working at a mental health center in the United Kingdom. Your supervisor, who is British, asks for your help preparing material for an upcoming staff seminar on how different cultural groups understand issues related to psychopathology. You are asked to prepare a brief note (200–250 words) describing the dominant beliefs in your own culture regarding the causes of mental illness, the prevailing ideology about what mental illness is, and how and by whom treatment should be provided. Submit your response and discuss it in the designated forum space. This activity counts for 2% of the total course grade and it is reflective in nature, therefore the use of bibliography is not required.

Week 12: Therapeutic Approaches

Interactive Activity: Read the article “6 Problems of Instagram Therapy” (<https://www.psychologytoday.com/us/blog/the-pacific-heart/201906/6-problems-instagram-therapy>). Have you come across similar accounts on Instagram or other social media platforms? In your opinion, what is the greatest advantage and the greatest disadvantage of such accounts? Would you recommend that someone close to you who is facing psychological difficulties follow such accounts? Comment and discuss in the designated forum space. This activity counts for 1% of the total course grade.

Week 13: Ethical Code of Psychotherapy

Interactive Activity: Choose one of the five ethical dilemma scenarios presented in the lecture slides. Discuss in the designated forum how you would handle that specific situation. This activity counts for 1% of the total course grade.

INTERACTIVE ACTIVITIES

PSD340: Cultural Psychology

Week 1: Introduction to Cultural Psychology

Interactive Activity: Go to the designated area for Exercise 1 on the course forum and provide two examples of ethnocentric thinking encountered in everyday life in the society where you grew up. Your answer should be approximately 200–250 words. This activity counts for 1% of the total course grade.

Week 2: Research in Cultural Psychology

Interactive Activity: GROUP WORK: Choose any topic of interest within the field of psychology. Find two scientific articles on the same topic with one representing an etic approach and the other an emic approach. Summarize briefly the purpose, methodology, and results of each article/study. Expected length: 600–650 words. This activity counts for 8% of the total course grade.

Week 3: Intelligence and Culture

Interactive Activity: Go to the designated area for Exercise 3 on the course forum and respond to the following questions: Beyond the variables measured in intelligence tests, what do we mean by “being smart” or saying that “someone is intelligent” in our culture? In other words, what personality traits or behaviors do we tend to interpret as signs of intelligence? This activity counts for 1% of the total course grade.

Week 4: Social Perception and Cultural Values

Interactive Activity: Go to the designated area for Exercise 4 on the course forum and answer the following: Based on Triandis’s theory of cultural group distinctions (individualistic vs. collectivist values), where would you place your own cultural group, and why? The use of references is not required but encouraged. Expected length: 200–205 words. This activity counts for 1% of the total course grade.

Week 5: Family and Culture

Interactive Activity: Quiz with true/false and/or multiple-choice questions based on short vignettes. This activity counts for 1% of the total course grade.

Week 6: Gender, Sexuality, and Culture

Interactive Activity: See Week 7

Week 7: Gender-Based Violence: Sexuality and Reproduction

Interactive Activity: Gender-based violence in general, as well as violence related to sexuality, is widespread across many cultural groups worldwide. Search online to find one such example not mentioned in Chapters 6 or 7. Go to the designated area for Exercise 7 on the course forum and describe the specific practice briefly (200–250 words). This activity counts for 2% of the total course grade.

Week 8: Socio-Cultural Influences on Health

Interactive Activity: See Week 9

Week 9: Cultural Perceptions of the Beginning and End of Life

Interactive Activity: Good practice requires that health professionals are aware of their own cultural values and biases, as well as those of their patients. Go to the designated area for Exercise 9 on the course forum and discuss the dominant beliefs, values, and practices in your own culture regarding one of the following topics:

- Pregnancy and childbirth
- Coping with terminal cancer
- Suicide

Limit your answer to 250–300 words. This activity counts for 2% of the total course grade.

Week 10: Psychopathology and Culture

Interactive Activity: See Week 11.

Week 11: Psychopathology and Culture II – Case Studies

Interactive Activity: Go to the designated area for Exercise 11 on the course forum and briefly discuss the following:

- (a) Cultural perceptions and beliefs related to people with “severe” mental disorders in your culture.
- (b) Living conditions of psychiatric patients requiring hospitalization in your country, using relevant material you can find online (articles, photo projects, documentaries, or excerpts from news broadcasts).
- Include references to the material you selected and reviewed. Limit your answer to 350–400 words. This activity counts for 2% of the total course grade.

Week 12: Critical Thinking in (Cross-)Cultural Psychology

Interactive Activity: See Week 13

Week 13: Reflection & Review

Interactive Activity: Try to recall a time when you experienced bias or prejudice, either implicit (unconscious) or explicit (conscious), related to your cultural group or nationality. If you cannot recall a personal experience, you may describe an incident in which you witnessed prejudice toward someone else. Share the experience in the corresponding forum space and explain if and how it affected you. Limit your answer to 250–300 words. This activity counts for 2% of the total course grade.

PSD345

**PSD345 – Sport Psychology
INTERACTIVE ACTIVITIES**

**Week 1: Introduction to Sport Psychology – The Role of the Sport
Psychologist**

Interactive Activity:

List 3 possible questions you would ask an athlete during the initial assessment (1%)

Week 2: Motivation in Sport

Interactive Activity:

Multiple Choice Questions (1%)

1. I participate in my sport so I don't disappoint my team. This is an example of:
 - A. External regulation
 - B. Internal pressure
 - C. Identified regulation
 - D. Integrated regulation

2. I participate in my sport because it is absolutely necessary for someone to exercise if they want to stay fit. This is an example of:
 - A. External regulation
 - B. Internal pressure
 - C. Identified regulation
 - D. Integrated regulation

3. I exercise for the pleasure of discovering new execution strategies. This is an example of:
 - A. External regulation
 - B. Internal pressure
 - C. Identified regulation
 - D. Intrinsic motivation

4. I go to the gym but I don't know why. It's not clear to me. This is an example of:
- A. External regulation
 - B. Internal pressure
 - C. Identified regulation
 - D. Amotivation

Week 3: Goal Setting for Peak Performance

Interactive Activity: Multiple Choice Questions (1%)

1. "Visualizing every jump during practice." This is an example of a:
 - A. Outcome goal
 - B. Performance goal
 - C. Process goal
 - D. Performance or Process goal
2. "Improve my long jump performance by 5 points by the end of the competitive season." This is an example of a:
 - A. Outcome goal
 - B. Performance goal
 - C. Process goal
 - D. Outcome or Performance goal
3. "Rank the team in the top eight in 5 months." This is an example of a:
 - A. Outcome goal
 - B. Performance goal
 - C. Process goal
 - D. Performance or Outcome goal
4. "Increase free throw shooting accuracy from 65% to 72% by the end of the competitive season." This is an example of a:
 - A. Outcome goal
 - B. Performance goal
 - C. Process goal
 - D. Performance or Outcome goal

Week 4: Anxiety and Athletic Performance – Relaxation Strategies

Interactive Activity:

Identify and describe a relaxation/anxiety management strategy in sports (which was not mentioned in the lesson). (1%)

Week 5: Understanding and Using Imagery in Sport

Interactive Activity:

Group Assignment (5%)

Week 6: Understanding and Using Self-Talk

Interactive Activity:

Convert the following negative thoughts, often expressed by athletes, into positive ones: (1.5%)

- A. "I am stressed."
- B. "Why is this happening to me now?"
- C. "I am not ready."

Week 7: Attention and Concentration – The Importance of Routine

Interactive Activity:

Record the routine used by an athlete (choose a sport) from the time they arrive at the competition venue until just before their match begins. The routine should include behavioral and cognitive elements. (2.5%)

Week 8: Building Self-Confidence

Interactive Activity:

Find quotes from two athletes on the internet who mention the decisive role of self-confidence in their performance. (1%)

Week 9: Children's Sport: The Role of the Coach

Interactive Activity:

What advice would you give a coach to help young athletes manage the anxiety they might face in sport involvement? Mention 3 pieces of advice. (1.5%)

Week 10: Children's Sport: The Role of Parents**Interactive Activity:**

What can parents do to reduce the stress of young athletes before a competition? Mention 3 ways. (1.5%)

Week 11: Team Dynamics

Interactive Activity: Mention 3 pieces of advice you would give to a coach to improve social cohesion in the team. (1.5%)

Week 12: Team Dynamics**Interactive Activity:**

What advice would you give to an athlete who has sustained an injury and must be out of competition for a period of 2 months? Mention 3 pieces of advice. (1.5%)

Week 13: Principles of Communication in Sport

No exercise

INTERACTIVE ACTIVITIES

Week 1: Introduction to Psychology of Motivation

Interactive Activity:

(discussion on the online platform – 1.5%)

Discuss all the possible motives someone might have for running a marathon and prepare a list of all the motives you have thought of. For each motive on the list, write what type of motive it is (based on what you have learned in this week's material).

Week 2: Biological bases of human motivation

Interactive Activity:

(exercise via H5P on the online platform – 1.5%)

Using what you have learned in the lesson on the biological basis of motivation, solve the crossword puzzle below.

The crossword will be created using H5P and will consist of the following questions:

1. Connects the two hemispheres of the cortex (corpus callosum)
2. Part of the limbic system that is activated when we feel fear (amygdala)
3. Included in the central nervous system (brain)
4. Small gap between two neurons in which neurotransmitters are secreted (Synapse)
5. Walking in the forest, you suddenly see a snake. Your heart is pounding, your pupils are dilated, you are ready to run away. This bodily activation is facilitated by the ... nervous system (sympathetic).
6. Substances in the brain that reduce pain (endorphins).
7. Maria has to give a 5-minute speech in front of a large audience and feels particularly anxious. The hormone secreted in her body is ... (cortisol).

8. Subcortical structure of the brain that helps us make coordinated movements, e.g. when we dance (cerebellum).
9. Transfer of messages between sensory and motor neurons without the involvement of the brain, leading to automatic movements (reflexes)
10. Our biological need for sleep is regulated by this subcortical area (hypothalamus)

Week 3: Needs as motives: Biological needs

Interactive Activity:

(exercise on the online platform – 2%)

Describe the various factors/processes (biological, psychological, social) that can motivate over-eating behaviors (consuming more food than our body needs).

Week 4: Needs as motives: Psychological and Social needs

Interactive Activity:

(exercise on the online platform – 1.5%)

List ways in which a teacher could create an environment that satisfies students' need for autonomy to increase their motivation.

Week 5: Internal and External motives

Interactive Activity:

(discussion on the online platform – 1.5%)

Using the theory of behaviourism for external motives, discuss all the ways in which social media use can become addictive.

Week 6: Thoughts as motives (Cognitive theories of motivation)

Interactive Activity:

(exercise on the online platform – 2%)

Following her doctor's recommendation, Elena has decided to start walking every day this week, as this will help with her high cholesterol. However, almost the entire week has passed, and she has not yet gone for a walk, not even once. Explain her behavior using the theories of cognitive dissonance, causal attribution theory, and Atkinson's value-approaches.

Week 7: Emotions as motives (Emotion theories)**Interactive Activity:**

(exercise on the online platform – 1.5%)

Describe the differences between the James-Lange and Cannon-Bard theories, providing your own example

Week 8: Emotions as motives (Cognitive and Social aspects)**Interactive Activity:**

(exercise on the online platform – 1.5%)

Think of your own example of a situation or stimulus and apply the steps of cognitive assessment based on Lazarus' model to the example to create a positive and a negative emotion.

Week 9: Individual differences, personality, and motivation**Interactive Activity:**

(group exercise on the online platform – 1.5%)

George is 16 years old. When his parents are away, he likes to secretly take his dad's car and go for a drive with his friends. How can this behavior be explained based on George's personality traits?

Week 10: Goals, values, and motivation**Interactive Activity:**

(group exercise on the online platform – 2%)

Think about and write down a goal (SMART goal) for yourselves. Then formulate a series of implementation intentions that will help you achieve this goal.

Week 11: Psychology of motivation in Education and Work

Interactive Activity:

(group exercise on the online platform – 2%)

The manager of a tool sales company noticed that his salespeople were not motivated at work. Write down four different ways in which he could increase employee motivation, based on the theories presented in the week's material.

Week 12: Psychology of motivation in physical and mental health

Interactive Activity:

(group exercise on the online platform – 1.5%)

The article below presents a study that examines factors that hinder or facilitate healthy lifestyle behaviors, such as healthy eating and exercise. Discuss how the findings of the study confirm or do not confirm the theory of planned behavior.

<https://doi.org/10.1080/08870446.2023.2274045>

Week 13: Exam topics and discussion

Interactive Activity:

N/A

INTERACTIVE ACTIVITIES

Week 1: The cognitive subject and the development of organisational psychology

Interactive Activity:

You are required to watch the film *Modern Times* by Charlie Chaplin (1936). Using a variety of metaphors, the film portrays not only the organization of work but also the psychology of workers. Some of its metaphors are still relevant to today's work environment.

The link to the film is provided below.

<https://www.youtube.com/watch?v=uY6ltxyNGgA>

Week 2: Sourcing and recruitment of employees

Interactive Activity:

You are tasked with forming a work group, defining your role within it, and discussing the metaphors presented in the film you watched.

1. Formation of the Work Group

- Identify the members of the group and assign responsibilities to each person.
- Discuss the skills each member brings to the team and how these skills can contribute to effective collaboration.

2. Defining Your Role

- Choose your role within the group.
- Reflect on how your role supports the team's objectives and document the key responsibilities you will take on.

3. Discussion of Metaphors in the Film

- Identify metaphors or symbolic elements depicted in the film.
- Analyze the meaning of each metaphor:
 - What deeper message does it convey?
 - How does it connect to the themes of the course?

This activity is designed to enhance teamwork and critical thinking skills.

Week 3: Selection of employees

Interactive Activity:

Your task, in collaboration with your workgroup, is to document the metaphors identified in the film you watched and discussed last week. Afterward, you are kindly requested to prepare a comprehensive 500-word final text. This text should include all identified metaphors with explicit references to the corresponding scenes in the film. A single member of the group will be responsible for submitting the final text on behalf of the team. (Score: 8%).

Week 4: Performance management

Interactive Activity:

The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unaware of. It can reveal hidden biases that individuals may not consciously recognize. For example, you may believe that both men and women should be equally associated with science, but your automatic associations could show that you, like many others, connect men more strongly with science than women. Please follow the link below and select one or more IATs. After completing the test(s), write a brief text (up to 100 words) reflecting on the results. (Grade: 4%)

<https://implicit.harvard.edu/implicit/takeatest.html>

For more information on the Implicit Association Test, refer to the following link.

<https://implicit.harvard.edu/implicit/faqs.html>

Week 5: Training and development of employees

Interactive Activity:

You are required to post a brief entry of 50 to 100 words on the course blog based on the video provided as reference material. The goal of your post is to contribute to the ongoing discussion by engaging with the comments of your fellow students and fostering an interactive dialogue. This activity is not graded. Please adhere to the submission deadlines and focus on clarity and relevance in your contributions.

A transcription of the video is provided.

“Have you ever heard of the term neurodiversity? Don't worry if not because loads of people haven't and if you have heard of it before but still feel a little unsure about what it means, that's totally fine too because it's a term that is often misunderstood. But look, in its simplest form neurodiversity is just a concept that recognizes and celebrates the unique and diverse ways our brain function. Now just as there is diversity in our physical characteristics such as someone's eye colour or their height, there is also diversity in our brains, like for instance how different people process information. But you might be surprised to learn that approximately 20% of the world's population is neurodiverse. This includes celebs like Bill Gates who has dyslexia, Simone Biles who has autism. Now each of their conditions plus others come under the neurodiversity umbrella and unfortunately conditions like these are often

stigmatized or labeled as disorders in today's society. However the concept of neurodiversity challenges this view by recognizing that individuals with different cognitive styles bring some of the most unique and valuable thinking to the table. But it's only when we truly embrace neurodiversity in the workplace that we get to unlock the full potential of our teams. So let's dive into the rest of the course to discover precisely how to make that happen.”

Week 6: Effective communication

Interactive Activity:

You are required to post a brief entry of 50 to 100 words on the course blog based on the video provided as reference material. The goal of your post is to contribute to the ongoing discussion by engaging with the comments of your fellow students and fostering an interactive dialogue. This activity is not graded. Please adhere to the submission deadlines and focus on clarity and relevance in your contributions.

A transcription of the video is provided.

“Hey, so I'm going to talk to you about active listening. I'm genuinely a really big fan of it, but it did take me a little bit of time to get my head around it. Fundamentally, though, it's a very effective way to show your colleagues that you're interested in what they've got to say, which is obviously a good thing, right?

But really, why is so important is that it helps us to build trust with one another. It's a way of showing somebody that you might not know that well, that you value them as an individual. The good news is there are a couple of really easy ways to achieve this. Like, one could be giving someone physical cues when they're talking. For instance, nodding along to show that you're engaged. But another great way is to ask thoughtful questions.

This will show that you genuinely value someone's point of view. All sounds pretty simple, right? But in practice, we're actually conditioned to pay attention to people who are either in power or that are similar to us. Now that unfortunately means that sometimes our brains decide who we're going to listen to before someone started speaking. So look, yes, it does require some thought but honestly, it's genuinely one of the best ways to build connections with your coworkers. So yeah, I recommend you give it a try.”

Week 7: Teams at the workplace

Interactive Activity:

You are required to post a 150-word entry on the course blog based on the video [Teamwork and Innovation: Creativity and the Technical Mind - YouTube](#). Each

post is expected to be reviewed and commented on by fellow students. (Grade: 4%).

Week 8: Leadership

Interactive Activity:

You are required to post a brief entry of 50 to 100 words on the course blog based on the video provided as reference material. The goal of your post is to contribute to the ongoing discussion by engaging with the comments of your fellow students and fostering an interactive dialogue. This activity is not graded. Please adhere to the submission deadlines and focus on clarity and relevance in your contributions.

A transcription of the video is provided.

“The reason why we're going to anchor our concept of leadership in the work to be done, the problem to be solved, the challenges to be met, is because if we were only to focus on the hands that it takes, the personal abilities, we would begin to quickly discover that these physical or personal abilities are nonspecific. You can have phenomenal analytical capacity and a lot of knowledge about the human body. But, are you a cardiologist? Are you a pathologist? Are you doing research? There are a lot of different things you could be doing with those same hands and those same tools.

So when people start the conversation about leadership by focusing on, here are the personal capacities, this is what it means to become a leader, to be a leader, independent of the challenge we're facing, it very quickly becomes a, like in psychology, we would call it a Rorschach test or a projection, where people begin to project into this all of their favorite qualities, whether or not they're really relevant to meet these challenges, that's untested. Similarly, people tend to define leadership in terms of the powers, the tools of power and influence, authority, persuasion, charisma. But one could have all of those tools and not practice any leadership.

Those tools are useful in lots of walks of life. Here's another example. One would say that to practice leadership, it requires courage. It requires a stomach for conflict. It requires a stomach for ambiguity. It requires the ability to listen. It requires the ability to relate with people. Well, all of that's important if you're raising teenage children. You know, to raise a teenager, you've got to have courage. You have to have a tolerance for conflict. You have to have a tolerance for uncertainty because, you know, you just pray that it's going to turn out. You've got to be able to listen. You have to be able to relate with this creature, who you used to know, but what's happened? And in fact, those same abilities are useful in lots of different walks of life. There are many, many walks of life where those abilities are relevant. So to say these are the defining characteristics of a leader ends up being actually quite misguided. And there have been in fact thousands of studies to try to define here the key characteristics. Nobody's ever come up with here are the key characteristics. Indeed, when they even do those studies, they first select, you know, who are

we going to look at to define the characteristics. They usually start with people who have the tools, people who are in positions of power or authority. And now let's look at how they, what's it, what has it taken for them to gain those tools? All of it's disoriented from the work to be done, the challenge to be met, the house to be built. So that's where we're going to anchor our understanding of leadership is in the work to be done. You know, what are we trying to build here, you know, in our little house? You know, what are we trying to build here, you know, in our little house? What kind of house is it?"

Week 9: Organisational culture and changes

Interactive Activity:

You are required to write a case study (200–350 words) that is either real or fictional. The case study should be simple, clear, and well-structured. It must focus on one of the topics discussed in the course on Organizational Psychology (e.g., employee selection, stereotypes, organizational culture, motivation, leadership issues, workplace stress, sexual harassment, occupational health and safety, etc.).

This is an individual assignment and constitutes 10% of the final grade.

Week 10: Negative mental state (harassment, microaggression)

Interactive Activity:

You are required to post a brief entry of 50 to 100 words on the course blog based on the video provided as reference material. The goal of your post is to contribute to the ongoing discussion by engaging with the comments of your fellow students and fostering an interactive dialogue. This activity is not graded. Please adhere to the submission deadlines and focus on clarity and relevance in your contributions.

A transcription of the video is provided.

“So, you might not have known this, but if you witness someone being harassed at work, you can actually intervene by simply creating a distraction. For instance, going over and asking one of the parties involved, say, a work-related question can often be enough to de-escalate a situation and give the victim a chance to move away from the harasser. Now if you're feeling brave enough though, you also can make it clear to someone that you're not okay with the way they're acting. For instance, you could call someone out if they tell an inappropriate joke at work. Or failing that, simply not laughing along is usually

enough to signal you're not okay with what they've said. However, there will probably be times when you won't feel comfortable taking action alone. For lots of employees, speaking up can feel scary and if this is the case, try to find a more senior member of staff or notify your HR rep. These are both great ways to help out too. But sometimes it can be safer or more appropriate to delay any intervention and check in on the victim after an incident instead. You can reach out to see how they're doing, offer your support and help them to report what happened if they haven't done so already. And finally, another great way you can help is by documenting the details of any incident that you're witness to. Often being able to evidence harassment is super important when it comes to making sure the appropriate action is taken. So if you're able to try to take note of what happened, the date of the event and who was involved too.”

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Week 11: Work-related stress

Interactive Activity:

You are required to post a brief text, between 50 and 100 words, on the course blog based on the provided video material: <https://www.youtube.com/watch?v=Wh5HyJ1rxzk>. The goal of your post is to contribute meaningfully to the ongoing discussion by engaging with the comments from your fellow students, fostering an interactive dialogue. This activity is not graded. Please ensure your submission is timely and focus on clarity and relevance in your comments.

Week 12: Job satisfaction and motivation

Interactive Activity:

You are required to post a 150-word entry on the course blog based on the video [Office Space \(3/5\) Movie CLIP - Motivation Problems \(1999\) HD - YouTube](#). Each post is expected to be reviewed and commented on by fellow students. (Grade: 4%).

Week 13: Occupational health, safety, and mental well-being

Interactive Activity:

You are required to write a 500-word text based on the case study they have designed. The assignment should include the following elements: (a)

Identification of the organizational causes that contributed to the issue described in the case study; (b) Proposed solutions or strategies to address the identified phenomenon.

The content must be supported by references from both Greek and international literature, with a minimum of 10 sources. This is an individual assignment and constitutes 20% of the final grade.

APPENDIX I
INTERACTIVE ACTIVITIES

Week 1: Introduction to Family Psychology

Interactive Activity

Exercise 1.1: Family Definitions Map

In your first activity for this week, you will work in pairs to explore the various ways in which the concept of family is defined. You will need to gather information from multiple sources, including the literature provided, everyday life examples, and your own cultural experiences. The goal is to understand how family is defined across different contexts and to represent these differences and similarities in a mind map. Your map must include at least five distinct definitions of family, highlighting the primary differences between them. At the end of the activity, each pair will present their map to the class. This activity will help you grasp the diversity of family definitions but is not graded.

Exercise 1.2

The following interactive activity contributes 1% to your total grade.

In this second activity of the week, you will participate in a group discussion. The aim is to examine how families have changed over time. You will analyse social, cultural, and technological factors that have influenced family structures and functions. Each group must identify three key conclusions about the changes in families and prepare a brief presentation to be delivered by a representative to the whole class. This activity is worth 1% of your final grade and will help you understand families as dynamic and evolving institutions.

Week 2: Gender, Culture, and Family Developmental Stages

Interactive Activity

Exercise 2.1

The following interactive activity contributes 1% to your total grade.

You will describe the developmental stages of a family you know. It could be your own family, a friend's family, or even an imaginary one. In your written assignment, you must outline at least three stages of family development, the transitions between stages, and the challenges encountered in each stage. Ensure that your analysis is supported by theoretical concepts covered in the course.

Week 3: The Family as a Psychosocial System

Interactive Activity

Exercise 3.1

In this activity, you will work in groups to analyse the subsystems within a chosen family (real or fictional). You need to identify the main subsystems, such as parents, children, or sibling relationships, and describe their dynamics. Then, you will create a diagram that illustrates the structure and relationships of the subsystems. This activity aims to help you understand how different parts of a family connect and interact. It is not graded, but your diagram must be clear and well-organized.

Exercise 3.2

The following interactive activity contributes 1% to your total grade.

In this second activity of the week, you will design a diagram representing the family as a broader psychosocial system. Your diagram should include external factors that influence the family, such as school, work, friends, or the community. Additionally, you must provide a written explanation of how these external factors affect the relationships and dynamics within the family. This assignment is worth 1% of your total grade and will be evaluated based on clarity and depth of analysis.

Week 4: The Family and the Psychodynamic Approach

Interactive Activity

Exercise 4.1

The following interactive activity contributes 8% to your total grade.

In this activity, you will collaborate in groups to create a “family ledger” that describes the emotional debts and credits within a fictional family. Using Boszormenyi-Nagy’s theory, you must identify specific examples that illustrate how emotional balances influence family functioning. Your group will present this project to the class in a PowerPoint format. This assignment is worth 8% of your total grade.

Week 5: The Family and the Cognitive-Behavioural Approach

Interactive Activity

Exercise 5.1

The following interactive activity contributes 1% to your total grade.

You will choose a specific parenting style (e.g., authoritarian, democratic) and propose two interventions that could improve the parent-child relationship. Your assignment must be based on cognitive-behavioural theory and include examples illustrating how these interventions can be applied. This activity is worth 1% of your total grade.

Week 6: Intergenerational Models

Interactive Activity

Exercise 6.1

In this activity, you will create a genogram that maps the relationships and dynamics of a family. The genogram can be based on your own family or an imaginary one, and it must include at least three generations. You should indicate significant relationships, conflicts, or recurring behavioural patterns. This activity is not graded.

Exercise 6.2

The following interactive activity contributes 1% to your total grade.

In the second activity, you will write an analysis of the genogram you created. You will describe the relationships and dynamics you observed, focusing on factors that influence behaviour and interactions within the family. This assignment is worth 1% of your total grade.

Week 7: Structural Approach

Interactive Activity

Exercise 7.1

The following interactive activity contributes 1% to your total grade.

You will analyse a case of family dynamics to identify possible dysfunctions, such as unhealthy boundaries or problematic relationships. Your work must include theoretical support and propose interventions. This activity is worth 1% of your total grade.

Week 8: Family Communication

Interactive Activity

Exercise 8.1

The following interactive activity contributes 1% to your total grade. You will create a scenario depicting a family conflict. Then, you will reframe the dialogue among family members using principles of nonviolent communication. Your assignment must include both the original scenario and the revised version, emphasizing the changes that positively impact family dynamics. This activity is worth 1% of your total grade.

Week 9: Emotional Intelligence

Interactive Activity

Exercise 9.1

The following interactive activity contributes 1% to your total grade. In this activity, you will reflect on a personal experience that evoked strong emotions. You will describe the event, your initial reaction, and how you could have managed the situation differently by applying principles of emotional intelligence. This assignment is worth 1% of your total grade.

Week 10: Families in Crisis - Adverse Childhood Experiences

Interactive Activity

Exercise 10.1

The following interactive activity contributes 1% to your total grade. You will identify stressors affecting a family in crisis. You will describe how these stressors impact the family's mental health and dynamics. Then, you will propose two interventions to mitigate these effects. This activity is worth 1% of your total grade.

Week 11: Risk and Resilience

Interactive Activity

Exercise 11.1

The following interactive activity contributes 1% to your total grade. You will analyse a hypothetical family facing financial difficulties and propose two strategies to enhance its resilience. In your assignment, you must describe how these strategies can be practically implemented to help the family address its challenges. This activity is worth 1% of your total grade.

Week 12: Domestic Violence - Children's Rights

Interactive Activity

Exercise 12.1

The following interactive activity contributes 1% to your total grade. You will research the legal framework protecting children from domestic violence in your country (e.g., Greece or Cyprus). You will present the key aspects of this framework and suggest potential improvements or changes. This activity is worth 1% of your total grade.

Week 13: Care for Children Outside the Family - Fostering and Adoption

Interactive Activity

Exercise 13.1

The following interactive activity contributes 1% to your total grade. In this activity, you will compare the fostering or adoption model of Greece or Cyprus with that of another country. You will analyse the differences and suggest improvements to strengthen the fostering system in your country. This activity is worth 1% of your total grade.



European
University Cyprus

INTERACTIVE ACTIVITIES

Week 1: AN INTRODUCTION TO BIOLOGICAL PSYCHOLOGY – HISTORICAL OVERVIEW

Interactive Activity:

Watch the video <https://www.youtube.com/watch?v=bPelaYbfXqM> 'What is biological psychology' and answer the questions below. This activity is graded with 1 point.

1. What difference most distinguishes biological psychology from other approaches?
 - A. It focuses exclusively on behavior.
 - B. It links physiological processes with psychological phenomena.
 - C. It deals only with diseases.
 - D. It ignores the environment.

Which conclusion best fits the biological approach to mental health?

- A. Mental disorders are simply a matter of willpower.
- B. They involve biological, psychological, and environmental factors.
- C. They are solely due to the social environment.
- D. They are unrelated to the brain.

2. Which statement best fits the nature-nurture model according to biological psychology?

- A. Nature and environment function independently.
- B. Genes determine everything.
- C. Environment determines everything.
- D. Genes and environment interact constantly.

3. Which of the following interpretations is most consistent with biological psychology?

- A. Behavior is always conscious.
- B. Behavior may depend on unconscious neural processes.
- C. Behavior is not influenced by the body.
- D. Emotions have no biological basis.

Week 2&3: EXPLORING THE NERVOUS SYSTEM

Interactive Activity:

Based on the video, <https://www.youtube.com/watch?v=44B0ms3XPKU> 'The nervous system In 9 minutes', explain in simple terms how the central and peripheral nervous systems work together to enable humans to perceive and respond to their environment. Then, link this cooperation to the study of behavior in psychology, explaining why psychologists need to know the basic biological functions of the nervous system. Use the Discussion Forum of the same name for your answer. Then choose a response from one of your fellow

students and comment on it. Expected length: 300 words. This activity is graded with 2 points.

Week 4: RESEARCH METHODS IN BIOPSYCHOLOGY

Interactive Activity:

Watch the video <https://www.youtube.com/watch?v=la-yAfS0kOU> 'Research methods of biopsychology is biological psychology' and answer the questions below. This activity is graded with 1 point.

1. What is the main advantage of using fMRI compared to conventional MRI?
 - A. It only measures structures without function.
 - B. It allows real-time monitoring of changes in brain activity.
 - C. It is cheaper and faster.
 - D. It does not require the use of computers.
2. When an experiment shows a correlation between dopamine levels and kinesthetic learning, what can the researcher conclude?
 - A. Dopamine causes learning.
 - B. There is a possible relationship, but causality is not proven.
 - C. Dopamine levels are not related to anything.
 - D. The result applies only to humans.
3. What advantage does functional brain imaging (fMRI, PET) have over electrophysiological methods such as single-cell recording?
 - A. It provides high temporal resolution.
 - B. It allows the study of entire brain networks in a living organism.
 - C. It provides detailed information about each individual neuron.
 - D. It does not require any technology.
4. In a study of drugs that affect neurotransmitters, why is placebo control important?
 - A. To increase neurological activity.
 - B. To ensure that changes in behavior are due to the drug and not to expectations or psychological phenomena.
 - C. To measure only the blood.
 - D. It is not important.

Week 5&6: THE VISUAL SYSTEM

Interactive Activity:

Based on the videos, <https://www.youtube.com/watch?v=o0DYP-u1rNM&t=5s> 'Vision' and <https://www.youtube.com/watch?v=MgMNUne9j9c&t=566s> 'Visual Processing and the Visual Cortex', we can see that the human visual system is not limited to simply detecting light, but that the brain organises and interprets the signals it receives. How do you think the brain converts what we see into images that we understand? Think about how different parts of the eye and visual cortex work together to help us recognize objects, colors, or movement. You can give examples from everyday life, such as when we notice a car moving or a color on an object. Use the Discussion Forum of the same name

for your answer. Then choose an answer from one of your fellow students and comment on it. Expected length: 300 words. This activity is graded with 2 points.

Week 7&8: SLEEP, DREAMING AND CIRCADIAN RHYTHMS

Interactive Activity:

Watch Christine Blume's talk entitled "Why daylight is the secret to a good night's sleep" <https://www.youtube.com/watch?v=2JMuljrVrSI&t=602s>. Think and discuss: How can modern habits (such as spending a lot of time indoors, using blue light screens at night, etc.) disrupt your natural circadian rhythm and sleep? What changes in your behavior could help improve this rhythm? Use the discussion forum with the same name for your response. Then, select a response from one of your classmates and comment on it. Expected length: 300 words. This activity is graded with 2 points.

Week 9&10: LEARNING, MEMORY AND AMNESIA

Interactive Activity:

Watch the video <https://www.youtube.com/watch?v=PQDiUKwXLVI> 'Information storage and the brain: learning and memory' and answer the questions below. This activity is graded with 1 point.

1. Which of the following is the correct order in the memory process?
 - A. Storage → Encoding → Retrieval.
 - B. Encoding → Storage → Retrieval.
 - C. Retrieval → Encoding → Storage.
 - D. Storage → Retrieval → Encoding.
2. What does the existence of different types of memory indicate about brain function?
 - A. All memories use the same neural pathways.
 - B. The brain has specialized areas for different types of memory.
 - C. The differentiation is not important.
 - D. Memory does not depend on the brain.
3. In animal experiments, stimulation of specific areas of the hippocampus improves spatial memory. What conclusion can we draw?
 - A. Spatial memory has no biological basis.
 - B. The hippocampus is critical for the formation of spatial representations.
 - C. The improvement is random.
 - D. Only animals have a hippocampus.
4. What happens when a memory is "recalled"?
 - A. It is lost forever.
 - B. It is converted into sound.
 - C. It does not change at all.
 - D. It is strengthened or modified.

Week 11: THE BIOLOGICAL BASIS OF PSYCHIATRIC DISORDERS

Interactive Activity:

Students are required to deliver a teamwork of up to 3 people during this week. They will have to prepare a PowerPoint presentation (for a "hypothetical" 15-minute oral presentation) on "**The relationship between biology and behaviour**".

The presentation should include:

- The title, the names of the students and the professor, the university, the course title, and the course code (1 slide)
- A few slides on the theory (2-5 slides)
- Selected research results that support the theory you are presenting (e.g., in tables, diagrams, comparisons, etc., as you prefer) (2-5 slides)
- Conclusions (1-2 slides)
- Bibliographic sources in APA format

In total, there should be no more than 15, or 20 at most (if there are images) slides.

This activity is assessed with 8% of the total grade.

Week 12: THE BIOLOGICAL BASIS OF PSYCHIATRIC DISORDERS

Interactive Activity:

Watch the videos <https://www.youtube.com/watch?v=QEjWLi5wAF> 'Biological basis of depression' and https://www.youtube.com/watch?v=6D_yOm6bjkw&t=8s 'Biological basis of schizophrenia' and answer the questions below. This activity is graded with 1 point.

1. How can antidepressants help with the biological basis of depression?
 - A. They temporarily change mood.
 - B. They increase or regulate neurotransmitter levels.
 - C. They allow the brain to rest.
 - D. They improve vision.

2. Does genetics play a role in depression?
 - A. No, there is no genetic link.
 - B. Only if they have allergies.
 - C. Only if they have hypertension.
 - D. Yes, some people are at greater risk due to their genes.

3. How is biopsychology related to schizophrenia?
 - A. It is unrelated.
 - B. It is only the result of psychological trauma.
 - C. It involves disorders in neurotransmitters and brain connections.
 - D. It is due exclusively to environmental factors.

4. What role do neural connections play in schizophrenia?
 - A. Changes in connections can disrupt communication between areas of the brain.

- B. They play no role.
- C. They improve the mind.
- D. They only affect memory.

Week 13: LATERALIZATION, LANGUAGE AND THE SPLIT BRAIN

Interactive Activity:

There is no interactive activity in week 13.

INTERACTIVE ACTIVITIES
for the course "THEORIES OF INTELLIGENCE"

Week 1: Title
What is "Intelligence"?
The concept, components and forms of Intelligence

Interactive Activity: Collaborative Mind Map

activity where **students co-create a concept map** around a topic (e.g. "What is intelligence").

The teacher gives the central concept (e.g. Intelligence) and 4–5 basic subconcepts

Students add concepts, connect ideas, give examples

Week 2 : Title

Factors that determine intelligence
Measuring "Intelligence" – Problems, Difficulties, Limitations

Interactive Activity: Forum: Nature vs Nurture

A question/dilemma is given.

Each student takes a position , documents , and responds to 1–2 fellow students .

It's not a simple opinion post; it's an informed dialogue.

Week 3: Title
Piaget 's theory of intelligence and its 4 stages

Interactive Activity: H5P Branching Scenario (IQ Tests)

The student takes on a role (e.g. psychologist) and is asked to choose:

- what test
- for which population

Every choice leads to feedback, an alternative path

Week 4: Title

Interactive Activity: Video Analysis (Piaget)

Watching a short video of **child behavior and analyzing it based on** Piaget 's stages .

Questions: What stage is it in? What evidence indicates this?

Can be done with H 5 P Interactive Video or simple forum .

Week 5: Title
Sternberg 's theory of intelligence

Interactive Activity: Role-Based Discussion (Sternberg)

Discussion where **each group "represents" a dimension of the theory** (analytical, creative, practical).

Division into groups

Each group presents "its" dimension and responds to other groups

Week 6 - 7 : Title
The Theory of Multiple Intelligences

Interactive Activity: Multiple Intelligence Profile

Self-reflective activity based on Gardner 's theory .

H 5 P Questionnaire

The student responds to statements

Gets **a visual profile**

He comments on how he would use it in learning.

**Week 8: Title
Artificial intelligence****Interactive Activity: 8 Discussion: Psychology & Artificial Intelligence**

Structured pro/con or multiple-position dialogue on the relationship between Psychology and AI .

A topic is given and students argue and comment on the positions of others.

**Weeks 9 -10 : Title
Genetic and Environmental Influences on Intelligence****Interactive Activity a : Case Study (twins)**

Analysis of **a hypothetical or real case of twins** with different life circumstances.

The case is presented

Students: analyze, explain differences and connect with theory

Interactive Activity b : Plasticity Micro -Project

Small-scale application of the concept of plasticity.

The student designs a simple intervention, a skills enhancement plan. There may be peer feedback .

**Weeks 12-13: Title
Metacognition and Ways to Develop Metacognitive Skills**

Interactive Activity: Metacognitive Diary

Personal reflection diary on **how the student learns** .

As guided questions :

- What did I say?
- What made it difficult for me ?
- What would I change?

PSD420 – Abnormal Child Psychology

INTERACTIVE ACTIVITIES

Week 1: The Foundations of Psychopathology

Interactive Activity: Mapping the models of psychopathology. Student must drag definition into the correct theoretical model. The following activity is worth 1% of the total grade.

Week 2: Diagnosis and Assessment, Week 3: Autism

Interactive Activity: In this week's "discussion forum" you must name 1 risk factor that can cause the development of reactive attachment disorder. Give an example to explain. You must read the answers of previous student and mention something different. Your answer should not exceed 100 words. The following activity is worth 1% of the total grade.

Week 4: Attention Deficit Disorder / Hyperactivity

Interactive Activity: Watch an interactive video in this unit and answer the questions presented during the video. The following activity is worth 1% of the total grade.

Week 5: Oppositional Defiant Disorder and Conduct Disorder

Interactive Activity: Student will read a case study of a child with externalizing problem. Then student will have to identify the diagnosis. Then student drags behaviours into either "Meets Criteria" or "Does Not Meet Criteria." The following activity is worth 1% of the total grade.

Week 6: Anxiety Disorder

Interactive Activity: Watch an interactive video in this unit and answer the questions presented during the video. The following activity is worth 1% of the total grade.

Week 7: Eating Disorder

Interactive Activity: You will be given 4 multiple-choice questions related to the process of clinical scientific research that you need to answer in Blackboard. The following activity is worth 1% of the total grade.

Week 8: Depression, Week 9: Bipolar Disorder

Interactive Activity: Each student receives a different set of concept cards with symptoms of these disorders. Each student explains their cards to their partner as if teaching a novice. Partners can ask clarifying questions. Goal: Build shared knowledge before analysing a case. Then, a case study scenario will be provided to each pair of students and they will have to one model of psychopathology and explain the symptomatology. Afterwards, they will get another set of concept cards with treatments and they will have to explain how they can apply each therapeutic approach to the case of the child. The following activity is worth 3% of the total grade.

Week 10: Schizophrenia

Interactive Activity: “Dual Investigator Simulation: Assessing Possible Childhood-Onset Schizophrenia”. Two students act as co-investigators analyzing a complex case. Each receives different information that the other does NOT have. They must share, compare, and synthesize to determine whether the child meets criteria for schizophrenia—or whether another diagnosis fits better. Each student is assigned a role (i.e. School psychologist, clinical psychologist). The following activity is worth 2% of the total grade.

Week 11: Abuse

Interactive Activity: Watch an interactive video in this unit and answer the questions presented during the video. The following activity is worth 1% of the total grade.

Week 12: Presentations of Assignments, Week 13: Revision

Interactive Activity: Students will be divided into groups of 6-8 persons and will prepare a clinical case, choosing one of the disorders examined in the course. They will be called to present the main symptoms of their case, and conduct the analysis based on the biopsychosocial model of disorders, i.e. analyse all the factors contributing to the emergence and persistence of the disorder as well as the factors that have a protective or risk effect according to the stress-vulnerability model. They will then design an intervention on the prevention and management of the disorder by the bibliography. The duration of the presentation by each group will be 20 minutes and this can be done during a teleconference or in the form of video, where the rest of the students will provide their feedback. The following activity is worth 8% of the total grade.

INTERACTIVE ACTIVITIES

Week 1: INTRODUCTION TO PSYCHOTHERAPEUTIC APPROACHES, HISTORICAL BEGINNINGS OF PSYCHOTHERAPY

Interactive Activity 1.1: Are there common therapeutic factors in all psychotherapeutic approaches or, instead, is therapeutic change due to specific factors associated with some models? Study the literature, find two related factors and list them in the course's Discussion Forum. (This activity is graded with one point).

Week 2: PERSON-CENTERED APPROACH

Interactive Activity 2.1: Discuss in your group, which of the therapeutic factors you listed in the first week correspond most closely to the person-centered approach and why? Your answer should be given only once, in 100-150 words. (This activity is graded with two points).

Week 3: COGNITIVE-BEHAVIOURAL APPROACH

Interactive Activity 3.1: Discuss in your group, which of the therapeutic factors you listed in the first week correspond most closely to the CBT and why? Your answer should be given only once, in 100-150 words. (This activity is graded with two points).

Week 4: ADVANCEMENTS IN THE COGNITIVE APPROACH: SCHEMA THERAPY

Interactive Activity 4.1: After you study the course material, provide a 200 words answer on how schema therapy differs from classical cognitive (behavioral) therapy. (This activity is graded with one point).

Week 5: PSYCHOANALYTIC AND PSYCHODYNAMIC APPROACHES

Interactive Activity 5.1: Discuss in your group, which of the therapeutic factors you listed in the first week correspond most closely to the psychodynamic approaches and why? Your answer should be given only once, in 100-150 words. (This activity is graded with two points).

Week 6: EXISTENTIAL APPROACH

Interactive Activity 6.1: Watch a Youtube video describing existential psychotherapy and comment on why you would or not participate in this type of therapy. (This activity is graded with one point).

Week 7: SYSTEMIC APPROACH

Interactive Activity 7.1: Make use of <https://www.yeschat.ai/gpts-ZxX1xNdA-Psychotherapy-Simulator> which is an interactive therapy simulation tool. Choose to apply a skill from a psychotherapy model that you learned in class. (This activity is graded with one point).

Week 8: ETHICAL ISSUES IN THE PSYCHOTHERAPEUTIC PROCESS

Interactive Activity 8.1: Make use of <https://www.yeschat.ai/gpts-ZxX1xNdA-Psychotherapy-Simulator> which is an interactive therapy simulation tool. Choose to apply a skill from a psychotherapy model that you learned in class (different from last week). (This activity is graded with one point).

Week 9: PSYCHOTHERAPEUTIC PROCESS AND THERAPEUTIC RELATIONSHIP

Interactive Activity 9.1: Make use of <https://www.yeschat.ai/gpts-ZxX1xNdA-Psychotherapy-Simulator> which is an interactive therapy simulation tool. Choose to apply a skill from a psychotherapy model that you learned in class (different from the previous 2 weeks). (This activity is graded with one point).

Week 10: GROUP PSYCHOTHERAPY

Interactive Activity 10.1: According to the answers you gave and the discussions you had on the therapeutic factors present in the three approaches (person-centred, CG and psychodynamic), you should produce as a group a final answer of 300-500 words explaining how a common factor the which appears in all three specific models, operates in each model to influence the final treatment outcome. (This activity is graded with one point).

Week 11: INTEGRATIVE AND ECLECTIC APPROACHES TO PSYCHOTHERAPY

Interactive Activity 11.1: You are invited to provide feedback on your fellow student's assignment prior to its final submission. Only an abstract of 250 words describing the content of the paper should be submitted and

not the whole assignment. The purpose is to provide feedback on whether your fellow student has reached the assignment's goal so that he/she can make necessary final modifications if needed. (This activity is graded with one point).

**Week 12: ISSUES OF RESEARCH AND EFFECTIVENESS IN
PSYCHOTHERAPY. TRAINING AND SUPERVISION**

Interactive Activity 12.1: Search the internet for various videos that explain how the training of psychotherapists can be achieved through simulation. Choose to watch one video and then provide in the "Course Discussions" the online link of that video and summarize in 100 words the benefits of such an educational activity. (This activity is graded with one point).

Week 13: REVISION / SUMMARY / QUESTIONS

Interactive Activity 13.1: Students are invited to present questions to the instructor, concerning the videos of the application of counseling skills. All students can benefit from the questions. (This activity is graded with one point).

INTERACTIVE ACTIVITIES

Week 1

Interactive activity:

Anna, 28 years old, works as an accounting assistant in a large company. Over the past three months, she reports intense anxiety, especially during the evening hours. She has difficulty falling asleep and often wakes up with palpitations and a sense that “something bad is going to happen.” She has a reduced appetite, headaches, and difficulty concentrating at work. Five months ago, she ended a long-term relationship. She lives alone, has limited social support, and often avoids going out. Her job involves constant deadlines, and she reports significant pressure from her supervisor. There is a family history of anxiety disorder (mother). Anna tends to think in catastrophic terms and believes that “if she does not work perfectly, she will fail.” She now finds it difficult to concentrate, repeatedly checks her work for mistakes, and feels that “she is not coping as well as she used to.” She has no history of physical illness; however, she recently underwent blood tests “to make sure everything is fine.”

Question:

1_ Identify and record from the case:

- 3 biological factors
- 3 psychological factors
- 3 social factors

2_ Which elements of the case indicate that Anna’s experience of anxiety exceeds the limits of a normal reaction and may constitute a pathological condition?

Week 2

Interactive activity:

Short personality assessment interview video, approximately 4 minutes in duration. The video will be available on the Blackboard platform under the section “Week 2.”

1. Watch the assessment video carefully.
2. Write a brief commentary of 50–100 words answering both questions below.

Questions:

1_ Which elements of the assessment process did you identify in the video? (e.g. wording of questions, stance and style of the clinician, type of information collected, structure of the interview)

2_ Which additional questions would you ask the client in order to explore more deeply their personality, thoughts, and emotions? (write 2–4 indicative questions)

Week 3**Interactive activity:**

Nikos, 35 years old, reports recurrent chest pain over the past six months. He has visited a cardiologist and an internist twice, and all examinations were normal. Nevertheless, he believes that there is “something serious that they have not found yet.” He closely monitors his bodily sensations, searches the internet for symptoms, frequently requests further medical tests, and often calls his partner at her workplace for reassurance. He avoids exercise “so as not to strain his heart” and has difficulty sleeping on days when he experiences chest discomfort.

Read the case carefully and then respond to the following questions in a brief text (approximately 100–150 words or in list form):

1. List 5 behaviors or indicators that point to somatoform symptomatology.
2. Mention 2 possible differential diagnoses that would be useful to consider from a clinical perspective.
3. In one short paragraph, explain which elements of the case led you to the above hypotheses and how they are linked to the criteria of somatoform disorders.
- 4.

Week 4**Interactive activity:**

In 200–250 words, create your own brief case study related to Depersonalization/Derealization Disorder.

The case study must clearly include:

- The individual's daily life prior to the onset of symptoms
- A description of the episodes (how they are experienced, when they occur)
- The impact on the individual's functioning

Week 5

Interactive activity:

Select a real traumatic event that has occurred in the country or in the broader geographical region in recent years.

Write a short text of 150–200 words describing:

- What happened and the historical context of the event
- Which populations were most affected
- In which ways the event may have triggered traumatic reactions in people
- Why you believe this event may have functioned as psychological trauma at a societal level

Week 6

Interactive activity:

Write a short text of 200–250 words describing three main factors that can lead an individual to substance use, also referring to the way these factors interact with one another.

Week 7

Interactive activity:

Read the following three brief micro-cases:

A) A 38-year-old man reports an inability to maintain an erection despite physical arousal. Performance anxiety increases as sexual intercourse approaches.

B) A 29-year-old woman reports intense pain during sexual intercourse, resulting in avoidance. Medical examinations are unremarkable.

C) A 35-year-old individual reports sexual arousal exclusively through observing unsuspecting individuals in private moments.

In a short text of 120–150 words, respond to the following:

1_ Classify each case (A, B, C) as a possible

- sexual dysfunction or
- paraphilic behavior (name the likely type, if possible)

2_ Write one assessment question for each case that would be clinically helpful in the evaluation process (a total of 3 questions).

Week 8

Interactive activity:

Marina, 24 years old, a dance student, has shown a gradual weight loss over the past 10 months. Despite the fact that her weight has dropped below the normal range, she expresses an intense fear of “gaining weight” and avoids eating with others. She devotes many hours every day to exhausting exercise, counts calories with precision, and weighs herself several times a day. In a recent medical evaluation, her BMI was found to be 15.3, and tests showed low estrogen levels and early osteopenia. Despite her parents’ concerns, Marina insists that she is “still fat” and that controlling her eating helps her “have strength.” She does not present episodes of binge eating or purging.

1. Which subtype of Anorexia Nervosa is described in Marina’s case according to DSM-5?
 - a) With binge-eating/purging behaviors
 - b) Restricting type
 - c) Mixed type
 - d) In partial remission
2. Marina’s preoccupation with controlling food and absolute discipline is linked to which psychological mechanism or personality characteristic?
 - a) Perfectionism and a need for control as a way of regulating anxiety
 - b) Impulsivity and social dependency
 - c) Extraversion and novelty seeking
 - d) Avoidance and emotional blunting
3. Which of the following findings constitutes a medical complication that is presented in the course as a direct consequence of semi-starvation in Anorexia Nervosa?
 - a) Increased serotonin levels and hyperthyroidism
 - b) Cardiac hypertrophy and hyperlipidemia
 - c) Myocardial atrophy and loss of bone density
 - d) Hyperglycemia and muscle hypertrophy
4. Based on the theoretical framework of enhanced cognitive behavioral therapy (CBT-E) presented in the course, what is the primary goal of intervention in cases such as Marina’s?
 - a) Increasing physical activity as a way to enhance self-esteem
 - b) Modifying the dysfunctional cognitions that maintain the overvaluation of a thin body
 - c) Removing the patient from social pressures that cause anxiety
 - d) Training in avoiding high-calorie foods

Week 9

Interactive activity:

Mr. Andreas, 71 years old, a retired teacher, is increasingly forgetting everyday information. Sometimes he asks the same question two or three times. He has difficulty remembering recent events but clearly recalls incidents from his youth. His wife reports that he forgets to pay bills and has gotten lost twice while going to the supermarket, a route he had taken for years. In a short text of 120–160 words, answer:

- a) Which indications from the scenario could suggest possible neurocognitive decline? b) Which domains of cognitive functioning appear to be most affected? (memory, orientation, executive functions, etc.)
- c) Propose 2 initial actions/steps that a clinician should follow for assessment and monitoring.

Week 10

Interactive activity:

Petros, 9 years old, attends 4th grade of primary school. In class, he has difficulty remaining seated, often gets up without permission, taps his pencil on the desk, and looks around when new material is being taught. He needs frequent reminders to start or complete written activities. He forgets his school bag, notebooks, or homework. The teacher reports that, although Petros has good verbal skills and participates enthusiastically in discussions, he loses focus within a few minutes and often submits incomplete work. During breaks, he prefers spontaneous, competitive games, but he struggles to wait his turn, becomes irritated when he does not win, and may leave the game angrily. He has 1–2 stable friends, but frequent minor conflicts occur. At home, parents report difficulty completing tasks and strong resistance to studying. There is no history of neurological disease. The teacher wonders whether a referral for an ADHD assessment is required.

Group Activity

In groups of 3–4 people, study the case carefully and create a comprehensive school-based intervention plan of 300–350 words that includes:

1. Brief analysis of Petros's functional profile o which behaviors affect learning o which behaviors affect social interaction (100–120 words)
2. Classroom intervention plan, at least 6 proposed strategies, with brief justification for each (suggested: visual schedules, break cards, token economy, seating placement, chunking tasks, short instructions, movement breaks, etc.)
3. Intervention plan for recess/playground, at least 3 strategies, with an explanation of the expected benefit (e.g. structured small-group activities with rules, designated feedback provider, social role-play practice)
4. Two ways of collaborating between school and parents (brief reference)

Please ensure you draw on at least 6 bibliographic sources, which should be included in-text and fully listed at the end of the text.

Week 11

Interactive activity:

Marios, 15 years old, is frequently suspended from school due to aggressive behaviors toward classmates. He has damaged school equipment twice and behaves sarcastically toward teachers. At home, his parents report that he systematically breaks rules, goes out without permission, and returns late. He was recently distanced from his peer group due to fights. He shows no remorse for his actions and often says, "I don't care." His school performance is declining, and he does not submit assignments. There is a history of tension and shouting at home.

Create a short "Behaviour Map"

Record:

- 5 behaviors that point to a possible Conduct Disorder
- 2 behaviors that would require further investigation before a diagnosis is made (list or table)

Week 12

Interactive activity:

Search for a recent scientific article (within the last 5 years) related to contemporary developments in psychopathology.

It may concern (indicatively):

- new research tools or assessment techniques
- innovative forms of therapy
- psychopathology in the digital environment (internet addiction, cyberbullying, social media)
- new biomarkers, genetic models, neuroimaging
- effects of contemporary social phenomena (AI, climate anxiety, economic crises)

Write a text of 150–180 words in which you describe:

- the innovation of this article (what it brings that is new to the field)
- how it differs from prior knowledge/theory
- the potential contribution it may have to clinical practice or future research

INTERACTIVE ACTIVITIES

Week 1: THE THERAPEUTIC STANCE

Interactive Activity 1.1: This week's you must study specific sources to understand the therapeutic stance from the perspective of two therapeutic approaches. All answers can potentially be correct, since they present issues regarding the attitude of a therapist in the therapy room towards his/her client. As therapeutic approaches differ in their basic principles and goals, it is reasonable to provide different answers. The main requirement is that students present their answer based on two different approaches. (This activity is graded with one point).

Week 2: ASSESSMENT INTERVIEW

Interactive Activity 2.1: Discuss with your group which techniques might be most effective in obtaining key information from the assessment interview. Your answer should be given in 100-150 words. (This activity is graded with one point).

Week 3: THE THERAPEUTIC ALLIANCE

Interactive Activity 3.1: Discuss with your group what techniques can help develop a strong therapeutic alliance. Your answer should be given in 100-150 words. (This activity is graded with one point).

Week 4: BASIC SKILLS

Interactive Activity 4.1: This week you should make use of <https://www.yeschat.ai/qpts-ZxX1xNdA-Psychotherapy-Simulator> which is an interactive therapy simulation tool to prepare you for the final video assessment. Apply the key skills learned in the course and receive feedback from the platform. (This activity is graded with 1.5 points).

Week 5: ADVANCED SKILLS

Interactive Activity 5.1: This week you should make use of <https://www.yeschat.ai/gpts-ZxX1xNdA-Psychotherapy-Simulator> which is an interactive therapy simulation tool to prepare you for the final video assessment. Apply the key skills learned in the course and receive feedback from the platform. (This activity is graded with 1.5 points).

Week 6: SKILLS FROM THE INSIGHT THERAPEUTIC APPROACHES

Interactive Activity 6.1: This week you should make use of <https://www.yeschat.ai/gpts-ZxX1xNdA-Psychotherapy-Simulator> which is an interactive therapy simulation tool to prepare you for the final video assessment. Apply the key skills learned in the course and receive feedback from the platform. (This activity is graded with 1.5 points).

Week 7: SKILLS FROM THE SOLUTION FOCUSED THERAPEUTIC APPROACHES

Interactive Activity 7.1: This week you should make use of <https://www.yeschat.ai/gpts-ZxX1xNdA-Psychotherapy-Simulator> which is an interactive therapy simulation tool to prepare you for the final video assessment. Apply the key skills learned in the course and receive feedback from the platform. (This activity is graded with 1.5 points).

Week 8: ENDING OF SESSIONS

Interactive Activity 8.1: This week you should make use of <https://www.yeschat.ai/gpts-ZxX1xNdA-Psychotherapy-Simulator> which is an interactive therapy simulation tool to prepare you for the final video assessment. Apply the key skills learned in the course and receive feedback from the platform. (This activity is graded with 1.5 points).

Week 9: VIDEO EXERCISE LAB I

Interactive Activity 9.1: This week you will be divided into a group of three and given a scenario in which you will play three roles (therapist, client and observer). The client will discuss an issue of concern and the therapist will have to apply some of the skills that have been taught in the course, while the observer will provide feedback on the use of the skills. All students will have the opportunity to get into all three roles, while also receive feedback and supervision from the instructor. (This activity is graded with two points).

Week 10: VIDEO EXERCISE LAB II

Interactive Activity 10.1: This week you will be divided into a group of three and given a scenario in which you will play three roles (therapist, client and observer). The client will discuss an issue of concern and the therapist will have to apply some of the skills that have been taught in the course, while the observer will provide feedback on the use of the skills. All students will have the opportunity to get into all three roles, while also receive feedback and supervision from the instructor. (This activity is graded with two points).

Week 11: VIDEO EXERCISE LAB III

Interactive Activity 11.1: This week you will be divided into a group of three and given a scenario in which you will play three roles (therapist, client and observer). The client will discuss an issue of concern and the therapist will have to apply some of the skills that have been taught in the course, while the observer will provide feedback on the use of the skills. All students will have the opportunity to get into all three roles, while also receive feedback and supervision from the instructor. (This activity is graded with two points).

Week 12: VIDEO EXERCISE LAB IV

Interactive Activity 12.1: This week you will be divided into a group of three and given a scenario in which you will play three roles (therapist, client and observer). The client will discuss an issue of concern and the therapist will have to apply some of the skills that have been taught in the course, while the observer will provide feedback on the use of the skills. All students will have the opportunity to get into all three roles, while also receive feedback and supervision from the instructor. (This activity is graded with two points).

Week 13: SUPERVISION OF SKILLS' APPLICATION

Interactive Activity 13.1: Students are invited to present questions to the instructor, concerning the videos of the application of counseling skills. All students can benefit from the questions. (This activity is graded with 1.5 points).

APPENDIX I**INTERACTIVE ACTIVITIES****Week 1: Introduction to the Psychology of Gender****Interactive activity: QUIZ 1**

Which of the following definitions refers to **biological sex**?

- a) An individual's personal sense of their gender, regardless of the sex assigned at birth.
- b) The social and cultural expectations and roles associated with gender.
- c) The physical characteristics (such as genitalia and hormones) that determine whether a person is considered male or female.

2. What does the term “gender” (social gender) describe?

- a) The biological distinction between men and women.
- b) The social and cultural expectations linked to a person's gender, such as traits, interests, and roles.
- c) A person's internal sense of gender that is unrelated to social norms.

3. What is gender identity?

- a) A person's biological predisposition to be either male or female.
- b) A person's personal sense of their gender, which may align with or differ from the sex assigned at birth.
- c) A person's social position based on gender.

4. Which of the following best describes sexual orientation?

- a) A person's internal sense of gender.
- b) The emotional, romantic, or sexual attraction a person feels toward others.
- c) Social expectations regarding which sexual behaviors are acceptable for each gender.

5. Which of the following can be part of gender identity?

- a) Sexual orientation.
- b) The way a person expresses their gender through appearance, behavior, and clothing.
- c) A person's biological anatomy and genitalia.

Week 2: Biological Differences and Hormones

Interactive activity:

Although there are clearly biological differences between the sexes, are these differences in themselves sufficient to justify inequality, or do gender stereotypes and inequality stem from the interpretation of biology? (200 words)

1 point

Week 3: Socialization and Gender Roles

Interactive activity:

Watch the documentary *BBC – Horizon – 2000 – The Boy Who Was Turned Into a Girl*

<https://dai.ly/x225vd0>

The truly unusual story of a boy who was raised as a girl after a circumcision accident at six months old left Bruce Reimer without a penis. Based on a radical new theory of gender development, the decision was made to raise him as a girl. Three decades later, we examine the consequences of this decision.

Discuss this case in the discussion forum in relation to the concept of gender socialization. What conclusions can be drawn regarding Money's theory when discussing this particular case? (200 words)

2 points

Week 4: Theories of Gender Identity Development

Interactive activity: Quiz

Question 1

The cognitive approach argues that gender roles are learned through observation, imitation, and reinforcement.

True / False

Question 2

The cognitive approach argues that gender identity is determined exclusively by genetics.

True / False

Question 3

The cognitive approach argues that gender roles are influenced by cultural and social factors.

True / False

Question 4

The cognitive approach suggests that individuals actively construct their understanding of gender roles.

True / False

Question 5

Gender socialization refers to the process through which individuals acquire and internalize social expectations about how men and women should behave.

True / False

Question 6

The cognitive approach focuses on how individuals acquire, process, and store information and how this affects their understanding of gender roles.

True / False

Question 7

Gender socialization is a universal process that occurs in all cultures.

True / False

Question 8

Gender roles are fixed and unchangeable and are determined exclusively by biology.

True / False

2 points**Week 5: Social Stereotypes and Discrimination****Interactive activity: GROUP WORK**

This is a **GROUP ASSIGNMENT**. This activity (together with those of Weeks 6 and 7) is graded with **8 points**. The instructor will form the groups, and each group must choose **one** of the following two topics.

Topic 1:

Your group will study the role of gender stereotypes in communication. Analyze how these stereotypes affect:

- Everyday communication between men and women

- Communication in the workplace (e.g., interviews, meetings, collaborations)
- Social relationships in education or the family

Use real-life examples (media, cinema, personal experiences, research). Finally, propose **2–3 practical strategies** that could help overcome these stereotypes and promote more equitable communication.

OR

Topic 2:

Your group will investigate how society and culture influence the formation of sexual identity. Focus on the following:

- Present key theoretical approaches to the development of sexuality
- Analyze the role of family, media, and social networks in shaping attitudes toward sexual identity
- Examine how different societies or cultures perceive sexuality

Include examples (articles, campaigns, TV series, social movements). Finally, propose ways in which society can become more inclusive toward sexual diversity.

Week 6: Gender and Communication

Interactive activity: GROUP WORK

This is part of the **GROUP ASSIGNMENT**. This activity (together with those of Weeks 5 and 7) is graded with **8 points**. See relevant information in Week 5.

Week 7: Sexuality and Sexual Identity

Interactive activity: Group Discussion

This is part of the **GROUP ASSIGNMENT**. This activity (together with those of Weeks 5 and 6) is graded with **8 points**. See relevant information in Week 5.

Week 8: Sexual Orientation and Gender: Beyond the Binary

Interactive activity: DISCUSSION FORUM

Choose an example from real life (such as interviews, excerpts from films or books) involving individuals with sexual orientations or gender identities that do not follow traditional binaries (e.g., bisexual, pansexual, trans, genderqueer). Through the case study, identify the social and psychological challenges these individuals face. (200 words)

Posts should be submitted to the discussion forum.

1 point

Week 9: Gender Identity Formation, New Media, and New Forms of Sexualization

Interactive activity: Discussion Forum

Watch the videos:

<https://youtu.be/65aNokVDM08>

<https://youtu.be/yc6qrzx75AI>

Discuss, in the discussion forum, the emotions—both negative and positive—of those involved (perpetrators, victims, parents, etc.). (200 words)

1 point

Week 10: Mental Health and Gender: Eating Disorders

Interactive activity: Journal

Is there a gender dimension to eating disorders? If so, what is it according to the study material, and how do you think it relates to the broader framework of gender identity? (200 words)

1 point

Week 11: Gender and Education

Interactive activity: Forum Discussion

In the context of the discussion on gender stereotypes in education, examine representations of gender found in school textbooks, educational materials, and teaching practices.

Specifically:

- Recording examples
- Discussing consequences
- Presenting proposals

Word count: 250 – 1 point

Week 12: Aggression and Violence

Interactive activity: Journal

Ashley Judd, actress and activist, delivered a very interesting TED Talk on online misogyny. You can watch it here:
https://www.ted.com/talks/ashley_judd_how_online_abuse_of_women_has_spiraled_out_of_control?referrer=playlist-the_conversation_around_sexual_assault#t-64003

After summarizing her arguments, reflect on your own position regarding online misogyny. Do you have relevant personal experiences as a gamer or as a user of Facebook or Instagram? How do you think victims of such behaviors feel?

What aspects of online communication allow aggression to unfold so uncontrollably? What can we do about it?

2 points

Week 13: Power, Sexism, and Discrimination

Interactive activity:

No self-assessment assignments are scheduled for this week.

INTERNAL REGULATION:

**EUC FRAMEWORK ON MENTORING SCHEME FOR NEWLY HIRED
FULL-TIME ACADEMIC STAFF AND/OR PART-TIME ACADEMIC STAFF**

89th Senate Decision: 7 April 2022

**EUC Framework on Mentoring Scheme for Newly Hired Full-Time
Academic Staff and/or Part-Time Academic Staff**

Basic Premises of Mentoring:

A Mentoring program is based upon providing a support system to promote a symbiotic interchange and it embraces the primary pillars of the mentor concept:

Manages the relationship
Encourages
Nurtures
Teaches
Offers mutual respect
Responds to the Mentee's needs

Mentoring is based on promoting a synergetic purposeful conversation and reflection on experience with aim to:

1. Challenge
2. Motivate, and
3. Inspire.

The effectiveness of the process is based on mutual trust, a genuine belief in the process, helping the mentee's ideas to flourish, and inspiration of a vision.

The principles applied include:

Synergy:

- Enriching for both mentor & mentee;
- It's all about learning – not teaching;
- Mentee is empowered to take responsibility of their life.

Relationship:

- Mentoring is a “power-free” partnership;
- Develop mentee's independent thinking –not make them independent.

Uniqueness:

- This is not coaching or counselling;
- Provides direction to channel efforts;
- Nourishes ideas.

Mentoring Schemes**1. Introduction/Induction/On-Boarding/Orientation Program****Basic Premises:**

- Aims to familiarize newly hired academic staff (both full-time and part-time) with the educational model of the School and the Department, the basic principles and means of teaching, as well as the rules and policies of European University Cyprus.
- The School/Department introduces its programs' curriculum, the facilities and other necessary information for the newly hired academic staff to integrate effectively and quickly into the programs of study.
- As we have professionals, we began to include support information for their integration into the Cyprus professional community.
- On-boarding is offered when instructors first start. In addition, many instructors who have participated in on-boarding programs are recruited to help with the orientation of new part- or full-time staff. The process of "see one, do one, teach one", further supports their understanding, but more importantly encourages engagement and investment into the program.

2. Dyad Mentoring**Structure Meetings around the Survey on "Students Feedback on their Learning Experience" (SFLE)**

- Novice newly hired academic staff can actively be mentored by a senior member of the faculty or leader/line manager.
- Upon receipt of students' feedback/evaluations/surveys, a one-on-one meeting is scheduled to discuss the outcomes.
- While the meeting is designed around the students' feedback, it provides the opportunity for a mentor-mentee discussion that includes not only teaching, but also research, professional development and personal dilemmas, and/or goals.
- By planning the meeting aims to discuss teaching, research, development and personal dilemmas, and goals based on review of students' feedback outcomes, the new members are able to reflect on their personal development. The aim is not only to improve their teaching skills under close supervision, but to help the member become more engaged and invested, and ultimately satisfied.
- At the end of this programmed meeting, a form is co-signed that outlines the items discussed for teaching, research, professional development, etc., including:
 1. Observations/outcomes from students' feedback
 2. Goal-development

3. Goal-activity alignment.
4. Goal-time alignment.

3. Peer-Mentoring Model

- Peer-groups form a critical basis of peer-mentoring. Peer-groups offer:
 1. Psychosocial support: friendship, confirmation, emotional support, empathy;
 2. Mutual professional development;
 3. Collaborative problem solving.
- Schools/Departments can support peer or near-peer mentoring by introducing new members into the networks of the School/Department. This is typically done, by putting new members into committees of the School or Department. Members can be rotated among different committees, until they find a network niche that they feel comfortable in (this part will take careful monitoring by the leadership of the Department/School.)
- Hence, the School/Department encourages peer mentoring by the construction of ad-hoc committees:
 1. This creates deliberate networks – giving a “jump-start” to individual networking;
 2. This creates common goals among the committee/network members;
 3. This ensures peer or near-peer mentoring by frequent meetings imposed by their roles in the committee.
- Finally, by participation in these committees, the newly hired academic staff is introduced and exposed to the other aspects of their duties.

Portfolios

- An electronic portfolio system may include CV material, publications prizes, etc., but reflection and professional development outline as discussed with mentor and advisors.
- Mentoring is a crucial component for portfolio learning, as they assist not only in successfully compiling the information that goes in the portfolio, but also understanding outcomes and devising goals.
- A portfolio is a “living document” that includes both CV – type material, as well as reflection upon goals, key experiences, etc.
- The typical CV update material, included in a Portfolio are:

Contact Information

Biographic Information

Goals

- Educational goals
- Professional goals
- Personal goals

Professional Development

- Educational history
- Certifications
- Memberships
- Awards/recognitions
- Leadership

Achievements

According to year & discipline
e.g. End of placement report and feedback

Academic Courses

- Courses taken by semester
- End of semester report and feedback

Service

Professional service
Community service
Employer service

Conference Attendance

In-Service Professional Development

Scholarly Activity

- Presentations
- Publications
- Research

Curriculum Vitae

- The second section is designed as “reflective portfolio”, to support learning, personal growth and achievement.
- The aim is to be widely used in the assessment of professional learning, as it promotes individuals to review their outcomes and reflect.

Portfolios as a Mentoring Model

- Self-Assessment of Professional Growth through Reflective Portfolios:
 - This involves establishing a critical reflection and learning plan (self-directed learning plan)
 - The portfolio will provide space for reflective pieces by each individual, to reflect on performance, set goals, etc.
 - By creating a safe and supportive environment for candid reflection, this will facilitate structured meetings with a mentor/leader, for feedback on experiences and goals by senior mentors.
 - This will also provide the opportunity to discuss development and design of strategic prompts, so that the individual can move forward in their career path.
 - Portfolios are also effective in promoting leadership development.
- Mentoring Portfolios

- Mentoring enhances the feedback process and stimulates reflection by individuals
- During individual meetings based on the portfolio, mentors, as well as mentees are stimulated by input to introduce subjects for discussion
- Individual meetings begin with highlight the main themes of the previous meeting, and formulating agreements for the upcoming period
- Small group (peer group mentoring) are useful for learning to discuss experiences, developing reflective skills and sharing experiences.



**European
University Cyprus**

INTERNAL REGULATION ON RESEARCH POLICY

54th Senate Decision: 21 December 2017

60th Senate Decision: 2 October 2018

70th Senate Decision: 13 December 2019

80th Senate Decision: 28 January 2021

86th Senate Decision: 14 October 2021

87th Senate Decision: 9 December 2021

92nd Senate Decision: 29 September 2022

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INTRODUCTION

Within the framework of further contribution to the research community, the mission of the European University Cyprus (from now on referred to as the University or EUC) is to develop a pioneering and innovative research infrastructure with the objective of generating new knowledge. The university focuses on both fundamental and applied research and wherever possible the commercial application or exploitation of the research results.

The policy is guided by the following broad objectives:

- 1) The establishment of an interdisciplinary approach for researchers with attractive conditions for accessible movement among institutions, disciplines, sectors and countries, without financial and administrative obstacles.
- 2) The creation of state of the art research infrastructures, including research centres, foundations, units and/or laboratories, which are integrated and networked and accessible to research teams from across the EUC.
- 3) Introduction of a simple and harmonized regime for intellectual property rights in order to enhance the efficiency of knowledge transfer, in particular between public research and industry.
- 4) Optimization of research programs and priorities, for example by developing joint principles for the administration of European, national and regional funding programs.
- 5) The strengthening of international cooperation enabling faculty and other scholars in the world to participate in various research areas, with special emphasis on developing multilateral initiatives to address global challenges.
- 6) The transfer of research-based knowledge to EUC students

Research is conducted by faculty members, research associates/research personnel and PhD students either on their own or within the framework of external (national, European, international) and internal funding programs that are launched by the University.

The Research Policy provides a code of conduct for research and is intended for all staff, including people with honorary positions, faculty members, special teaching personnel, scientific collaborators, special scientists, research associates, and students carrying out research at or on behalf of the University.

All groups mentioned above must familiarize themselves with the Research Policy to ensure that its provisions are observed.

1. EUC Research Ethics Policy

1.1 Scope and Purpose

1. The aim of the EUC Research Ethics policy is to promote and encourage a high quality research and enterprise culture, with the highest possible standards of integrity and practice. The policy applies to all academic, contract research and administrative staff, all research students, as well as undergraduate and masters students who are undertaking research. In short, the policy applies to all disciplines and research activities within the University, or sub-contracted on its behalf.
2. All staff and students are expected to act ethically when engaged in University business. Any research involving animals, human participants, human tissue or the collection of data on individuals requires ethical consideration. While particular attention must be paid to the interests of potentially vulnerable groups, such as children, the University recognises that it has a duty of care towards all members of the wider community affected by its activities. The University also recognises that it has a duty of care to its own staff, and that this includes the avoidance of harm to those undertaking research.
3. The University will establish a framework for research ethics governance in which its Research Ethics Committee will have a central approval, monitoring and training role. The University will establish a Research Ethics Committee with representatives from all the Schools. The Research Ethics Committee will put in place the procedures needed to obtain approval.

It is, however, recognised that it may not always be appropriate or practicable for ethical approval to be sought from the Research Ethics Committee especially when it comes to short or undergraduate projects. Normally undergraduate or taught projects will not require clearance from the Research Ethics Committee and the matter can be dealt with at School and/or Department level. However, when active intervention is involved whether physically invasive or psychologically intrusive the Research Ethics Committee will need to be consulted. In particular, university staff has an obligation to ensure that not only their own research but any undergraduate or masters student research conducted under their supervision is ethically sound. Where research projects are subject to external approval, the School or Department responsible must ensure that this approval is sought and given. Where approval for a project has been given by a Research Ethics Committee at another university, as may be the case with a collaborative project, the EUC Research Ethics Committee must be provided with proof of this.

4. For some research projects it may be necessary to obtain the approval of the Cyprus National Bioethics Committee. Researchers should consult directly

with the Cyprus National Bioethics Committee. Contact details and more information on the approval process can be found on <http://www.bioethics.gov.cy>.

1.2 General Principles

1. The EUC Research Ethics Policy is based on widely accepted principles and practices governing research involving human participants. The key elements are:
 - Minimal risk of harm to participants and researchers;
 - Potential for benefit to the society;
 - Maintenance of the dignity of participants;
 - Minimal risk of harm to the environment;
 - Voluntary informed consent by participants, or special safeguards where this is not possible;
 - Transparency in declaring funding sources;
 - Confidentiality of information supplied by research participants and anonymity of respondents;
 - Acknowledgement of assistance;
 - Appropriate publication and dissemination of research results;
 - Independence and impartiality of researchers.

1.3 The Definition of Human-Related Research

1. All human-related research which includes one or more of the following require ethical assessment and approval at the appropriate level:
 - Direct involvement through physically invasive procedures, such as the taking of blood samples
 - Direct involvement through non-invasive procedures, such as laboratory-based experiments, interviews, questionnaires, surveys, observation
 - Indirect involvement through access to personal information and/or tissue
 - Involvement requiring consent on behalf of others, such as by parents for a child participant

1.4 Vulnerable Participants

1. Some participants may be particularly vulnerable to harm and may require special safeguards for their welfare. In general, it may be inappropriate for undergraduates to undertake research projects involving such participants.
2. Particularly vulnerable participants might be:
 - Infants and children under the age of eighteen
 - People with physiological and/or psychological impairments and/or learning difficulties.

- People in poverty
- Relatives of sick, or recently–deceased, people

1.5 The Legal Framework, the Role of Professional Associations and Research Councils

1. All research undertaken under the auspices of EUC must meet statutory requirements. Of particular relevance is the Bioethics Law (N.150 (I)/2001 and 53 (I)/2010), the Data Protection Law (2001), the Patients Protection Law (2005), and all those laws that create the legal framework for the Cyprus National Bioethics Committee.
2. Researchers in particular disciplines should comply with any research ethics guidelines set out by their professional associations.
3. Research Councils, charitable trusts and other research funding bodies in most cases require an undertaking from grant applicants that research proposals involving human participants have been approved by the University Research Ethics Committee or another appropriate body. Some also require audited compliance with their guidelines.

2. Good Research Practices / Code of Ethical Conduct in Research

2.1 Code of ethical conduct in research

Scholarly inquiry and the dissemination of knowledge are central functions of the University. They can be carried out only if faculty and research personnel abide by certain rules of conduct and accept responsibilities stemming from their research. And they can only be carried out if faculty and research personnel are guaranteed certain freedoms. The University expects that faculty and research personnel will be bound by the following research practices:

All faculty and research personnel are free to choose any research matter, to receive support from any legitimate source, and to create, analyse and derive their own findings and conclusions.

Research methods, techniques, and practices should not violate any established professional ethics, or infringe on health, safety, privacy and other personal rights of human beings and/or animals.

The above principles define the university's role with respect to research carried out on its premises. They are set forth to reinforce, and not diminish each faculty and research personnel's personal responsibilities toward their research, and to assure that each faculty and research personnel's source of funding and research applications are consistent with moral and societal conscience.

2.2 Openness in research

The University recognizes and supports the need for faculty and research personnel to protect their own rights, be they academic or intellectual property rights. Even so, the University encourages all faculty and research personnel to be as open as possible when discussing their research with other researchers and the public. This aims at the dissemination of research performed in the University to enhance the international research community's knowledge and understanding.

2.3 Integrity

Faculty and research personnel must be honest about their research and in their review of research coming from other researchers. This applies to all types of research work, including, but not limited to, analysing data, applying for funding, and publishing findings. The contributions of all involved parties should be acknowledged in all published forms of findings.

Faculty and research personnel are liable to the society, their professions, the University, their students and any funding agency that may fund their research. For this reason, faculty and research personnel are expected to understand that any form of plagiarism, deception, fabrication or falsification of research results are regarded as grave disciplinary offences managed by procedures described in detail in Section 2.4.

Any real or potential conflict of interest should be reported by faculty and research personnel to any affected party in a timely manner in all matters concerning research and peer review. According to the United States National Institute of Health "Conflict of interest occurs when individuals involved with the conduct, reporting, oversight, or review of research also have financial or other interests, from which they can benefit, depending on the results of the research." (<http://www.nih.gov>).

2.4 Misconduct in research

Misconduct in research may involve Fabrication, Falsification, or Plagiarism in proposing, performing, or reviewing research, or in reporting research results. To prove that there has been misconduct in research, the following conditions must be met: The performance of said research has significantly deviated from accepted practices used in the field that the research was performed, and there was intention in the misconduct by the researcher(s).

Any allegations about misconduct in research will be investigated by the University thoroughly, through a special committee formed as described in the University Charter, Annex 11, Article VII.

2.5 Wide dissemination of Research Results

The results of publicly-funded research must be widely disseminated. Wide dissemination can be achieved through teaching, publication, knowledge transfer, or other scientific endeavours which enable open access and ensures availability of knowledge and benefits produced in the framework of research. The dissemination of publicly-funded research is monitored by the Dean of each School and pertinent information is submitted to the Vice Rector through the School Annual Report.

3. Intellectual Property Policy

3.1 Introduction

The EUC is dedicated to teaching, research, and the extension of knowledge to the public. Faculty, research personnel, and students at the University, hereafter referred to as "University Employees," recognize as two of their major objectives the production of new knowledge and the dissemination of both old and new knowledge. Because of these objectives, the need is created to encourage the production of creative and scholarly works and to develop new and useful materials, devices, processes, and other inventions, some of which may have potential for commercialization.

The University acknowledges the need for an Intellectual Property Rights (IPR) policy, which will promote the University's reputation as socially relevant, leading research and teaching organization.

The policy is based on the principles that will govern the ownership rights emanating from research of and/or materials produced by the EUC's members of staff and students, and to establish objectively fair and equitable criteria for the transfer of knowledge. The EUC thus aims to provide support services to promote the creation of Intellectual Property (IP) whilst seeking to maximize the commercial exploitation of the resulting IPR.

Intellectual Property includes, but is not limited to, patents, registered designs, registered trademarks and applications and the right to apply for any of the foregoing, copyright, design rights, topography rights, database rights, brands, trademarks, utility model rights, rights in the nature of copyright, knowhow, rights in proprietary and confidential information and any other rights in inventions.

The EUC acknowledges that registration and commercial exploitation of Intellectual Property is often a long and costly process that is justified once it is ascertained that there exists a business case for such registration and exploitation. It is known that in practice, only a small number of works can be commercially exploited in a viable manner, depending on the nature and marketability of the work in question.

3.2 Definitions

For the purposes of this Policy:

Creator - “Creator” shall mean, employees of EUC, a student, non-employees contracted to EUC for contracts and services, or a member of a Visiting Teaching Staff involved in the production of Disclosable Work.

Disclosable Work – “Disclosable Work” shall mean such work that is novel, original, and/or important and is likely to bring impact and enhance the Creator’s reputation. This work is characterized by the IP rights it generates.

Intellectual Property Policy – “IP Policy” is the name of the policy described here that outlines the regulations of the EUC in regard to disclosure and exploitation of Intellectual Property Rights (IPR).

Organization – “Organization” for the purpose of this document is the European University Cyprus (EUC).

Intellectual Property Adjudication Committee – is the name of the committee established to resolve disputes over interpretation or claims arising out of or relating to this policy, or dispute as to ownership rights of Intellectual Property under this policy.

The Office of the Vice Rector for Research and External Affairs – is the office within the EUC responsible for the development of and enacting this IP Policy and is the interface between the EUC and the Technology Transfer Facility.

The EUC Research & Innovation Management Board (thereafter EUC – RIMB) – is the entity within EUC responsible for the management of knowledge transfer activities and the re-investment of potential revenue in non-economic research activities.

Technology Transfer Facility – “TTF” for the purpose of this policy, is the relevant body responsible for Technology Transfer support in Cyprus.

3.3 Intellectual Property Regulations

3.3.1 Responsibility

1. The IP Policy acknowledges that all members of staff and students have responsibilities with regard to IPR arising from and/or used by them in the course of their teaching/employment.
2. The IP Policy also recognises that all members of staff and students require

support and assistance to help them to meet their responsibilities and this will be provided by the Office of the Vice Rector for Research and External Affairs and, subsequently, by the Technology Transfer Facility.

3.3.2 Identification of IP (including duty of confidentiality)

It is expected that identification will take place when employees, students, or members of staff are involved in creating and developing IP. Much of the IP which will be created by the EUC's employees may be anticipated prior to its creation depending on the nature of the project in question and outputs and results that are expected to be generated. Examples of such outputs which are likely to have potential IP rights arising include (but are not limited to):

- Inventions (whether or not patentable);
- Methodologies;
- Software;
- Databases;
- Educational/training materials and tools;
- Modelling tools;
- Solutions to technical problems; and
- Design/artistic products.

3.3.3 A Summary of the main classes of IPR is listed below:

Patent

A registered patent provides a time-defined (up to 20 years) geographically defined monopoly right to exploit a new commercially valuable invention or process. The basis of the permission to exploit is that the invention's working is disclosed, although patenting is not possible if there has been ANY prior disclosure of the invention. Patents are governed by Cyprus Law or EU Law such as the New Patent Law of Cyprus (Law No. 16(I)/1998).

Copyright

This time-limited right (which varies between 25 and 70 years according to the material) arises automatically on the physical creation (not the idea) of software, original literary, dramatic, artistic or musical work, and in recorded (e.g. film) or published (e.g. layout) derivations. Use of the © mark and owner's name and date is the internationally recognized way of alerting the public to the copyright ownership but the protection (the right to preventing unauthorized copying) exists regardless. Copyright is governed by the Copyright Law, 59/76.

Copyright may be assigned to a third party, but until that point or until a license is agreed it remains the property of the Creator, unless s/he creates the work 'in

the course of his/her employment', in which case it is the property of the employer.

Moral rights

All European countries recognize an author's moral rights. In Cyprus, there are two moral rights: the right of paternity and the right of integrity. These rights relate to the reputation or standing of the creator in the eyes of fellow human beings. To infringe a moral right involves denigrating or harming the author's reputation. The right of integrity means the creator has the right to object to derogatory treatment of his/her work. Basically, this means changing it in a way that affects the nature of the work without permission. Moral rights can be waived (i.e. the author chooses not to exercise the rights) or they can be bequeathed. They cannot be assigned.

Performing rights

Creators of copyright works have the right to protect the physical form in which those works are created – words on the page, pigment on a canvas, or the clay or metal of a sculpture. Performers such as teachers, actors, musicians and dancers also enjoy protection of their performance, especially when recorded on film, video, tape, CD, or in other form.

Performing rights may affect the multimedia elements of online courseware, as well as the Creator's copyright in the material itself.

Database Right

This time-limited (15 years) right arises without registration to protect the compilers of non-original information from losing the benefit of their work through unauthorized copying or re-use.

Industrial Designs

There is automatic time-limited (15 years) protection (the right to prevent unauthorized copying) for unregistered designs, provided authorship can be proved, under the Legal Protection of Industrial Designs and Models Law 4(I)/2002 This design right covers "the appearance of the whole or a part of a product resulting from the features of, in particular, the lines, contours, colors, shape, texture and/or materials of the product itself and/or its ornamentation" on condition of novelty of the design.

On registration under Legal Protection of Industrial Designs and Models Law, the designer of the new pattern or shape which has aesthetic appeal (can be 2 or 3 dimensional) acquires a monopoly right of commercialization for a maximum of 25 years from the filing of the application, divided into 5 periods of 5 years.

An unregistered community design (UCD) gives its owner the right to prevent unauthorized copying of their design throughout the European Union. It is not a monopoly right and lasts for 3 years from the date on which the design was first made available to the public within the Community.

Domain Names

Registering a domain name for Internet use gives a right to use the domain name typically for a period of two years, registered with bodies like ICANN internationally and the University of Cyprus in Cyprus. Owners of trademarks can have established rights to domain names.

Trade Marks

Registering a trade mark under the Cyprus Trade Marks Law, Chapter 268, gives a monopoly right for the use of graphically distinct trading identification signs. Unregistered trade marks have some protection through court actions against "passing off" (piracy), provided that their use has not lapsed for a period of 5 years. Cyprus legislation is fully harmonized with EU Standards applicable in trade mark protection.

EUC's members of staff and students undertake to keep confidential and not disclose any confidential information, data, materials, knowhow, trade secrets or any other IP, to any unauthorised third party and shall also undertake to keep such information secure and strictly confidential both during the course of research activity, be it of an Academic or Collaborative/Contract nature, and also on and following completion thereof.

Any breach of this confidentiality and non-disclosure obligation constitutes a serious breach and may lead to disciplinary action and does not prejudice the rights of the EUC to file any action for damages or any other rights available at law.

3.3.4 Coverage of the Regulations

1. Whom does this IP Policy apply to?

- **Employees:**

By persons employed by the EUC in the course of their employment.

- **Students:**
By student members in the course of or incidentally to their studies at EUC.
- **Non-employees contracted to the EUC:**
By persons engaged by EUC under contracts for services during the course of or incidentally to that engagement.

2. **Sabbatical, Seconded, Visiting Academics and others:**

By other persons engaged in study or research in the University who, as a condition of their being granted access to the EUC's premises or facilities, have agreed in writing that this Part shall apply to them.

3. **Participation of the EUC members of staff/employees and or students in Collaborative and/or Contracted Research.**

The preparation and negotiation of any IP agreements or contracts involving the allocation of rights in and to IP will be undertaken by a competent person authorized for this purpose by the EUC-RIMB.

Issues that will be addressed in such agreements include, but will not always be limited to:

- ownership of Foreground IP;
- licences to Foreground IP for uses outside the project;
- ownership of Background IP;
- licences to use Background IP in the project or activity in question and in relation to the use of the Foreground IP arising from such project or activity;
- allocation of rights to use or commercialise IP arising from any such project or activity and the sharing of revenues; and
- publications arising from the relevant project or activity and the rights arising from such projects or activities.

The terms of such agreements may be subject to negotiation.

3.3.5 Exceptions to the Regulations

1. Unless specifically commissioned, typically the EUC will NOT claim ownership of copyright in certain types of Disclosable Work described in this policy as “Creator Copyright Works”:
 - artistic works;
 - text and artwork for publication in books;
 - articles written for publication in journals;
 - papers to be presented at conferences;
 - theses and dissertations;

- oral presentations at conferences;
 - posters for presentation at conferences; and
 - musical scores.
2. Where IP has been generated under the exception clause of this regulation, the EUC may assign the copyright to the Creator.
 3. Students – undergraduate and/or postgraduate.

3.3.6 Disclosure of IP

1. All persons bound by these Regulations are required to make reasonably prompt written disclosure to the EUC's Office of the Vice Rector for Research and External Affairs at the outset of the work or as soon as they become aware of it (by completion of the Invention Disclosure Form, the information required for which is provided in Appendix B):
 - any IP of potential commercial value arising from their work;
 - the ownership by a third party of any IP referred to or used for their work;
 - any use to be made of existing EUC IP during their work;
 - any IP which they themselves own which is proposed to be used by the EUC.
2. Creators shall keep all Disclosable Work confidential and avoid disclosing this prematurely and without consent;
3. Only disclose any Disclosable Work and the IP relating to it in accordance with the EUC's policy and instructions;
4. Seek EUC's consent to any publication of information relating to any Disclosable Work;
5. Creators must NOT:
 - i. apply for patents or other protection in relation to the Disclosable Work; and
 - ii. use any Disclosable Work for their own personal and/or business purposes and/or on their own account.

3.3.7 Ownership of IP

1. Ownership of IP created by an individual who is an employee is generally determined by considering:
 - Who created the IP?
 - Was the IP created in the course of the Creator's employment?
 - Are there any contractual conditions that affect ownership?
2. Assignment of ownership rights

Generally, the Creator of IP is its legal owner. From the EUC's point of view, the most important exception to this is the general rule that IP is owned by a person's employer where the IP is created as part of, or through the auspices of, the person's employment.

3. The EUC claims ownership of all the Intellectual Property specified in section 2.2, which is devised, made or created by those specified in section 3 and under the exceptions to the regulations in Section 4. It also includes but is not limited to the following:
 - i. Any work generated by computer hardware/software owned/operated by the EUC.
 - ii. Any work generated that is patentable or non-patentable.
 - iii. Any work generated with the aid of the EUC's resources and facilities including but not limited to films, videos, field and laboratory notebooks, multimedia works, photographs, typographic arrangements.
 - iv. Any work that is registered and any unregistered designs, plant varieties and topographies.
 - v. Any University commissioned work generated. Commissioned work is defined as work which the EUC has specifically employed or requested the person concerned to produce, whether in return of special payment or not and whether solely for the University or as part of a consortium.
 - vi. Know-how and information related to the above
 - vii. Any work generated as a result of the teaching process including but not limited to teaching materials, methodologies and course outlines.
 - viii. Material produced for the purposes of the design, content and delivery of an EUC course or other teaching on behalf of the school, whether used at the school's premises or used in relation to a distance learning and/or e-learning project. This type of material includes slides, examination papers, questions, case studies, and assignments ("course materials").
 - ix. Material for projects specifically commissioned by the EUC
 - x. All administrative materials and official EUC documents, e.g. software, finance records, administration reports, results and data.
 - xi. Study guides created by an Instructor for the University

3.3.8 Modus Operandi for Commercial Exploitation of the IPR

1. The EUC-RIMB handles the commercial exploitation of any results obtained under research conducted at EUC (unless this entitlement is relinquished). The Office of the Vice Rector of Research and External Affairs has the responsibility for the administration of Disclosures and will work with the TTF of Cyprus, which has responsibility for commercialisation of Disclosures. As guidance to the commercialisation process, the EUC/TTF will follow a standard process, graphically presented in Appendix A.
2. The Creator/s shall notify the Office of the Vice Rector for Research and External

Affairs of all IP which might be commercially exploitable and of any associated materials, including research results, as early as possible in the research project. This notification shall be effected by means of an Invention Disclosure Form (contents as noted in Appendix B). In case of doubt as to whether research is commercially exploitable or otherwise, the Creator/s undertake/s to seek the advice of Cyprus Central TTF.

3. The Office of the Vice Rector for Research and External Affairs shall immediately acknowledge receipt of the Disclosure Form. In consultation with the TTF and the Creator/s, shall decide whether the EUC-RIMB and the TTF has an interest to protect and exploit the relevant IPR.
4. The TTF shall communicate the decision in writing to the Office of the Vice Rector and the Creator/s by not later than three months from the date of receipt of the Invention Disclosure Form. If the EUC-RIMB and TTF decide to protect and exploit the IPR, it is understood that:
 - the Creator/s shall collaborate with the EUC and the TTF, to develop an action plan for the protection and commercial exploitation of the IP;
 - the TTF in collaboration with the Creator/s shall ensure that third party rights are not infringed in any way through the process; and
 - the EUC/TTF shall seek to protect the right of the Creator/s to use the said IP for strictly non-commercial purposes.
5. Should the EUC and TTF decide that there is no interest in protecting and exploiting the relevant IPR, or should it fail to inform the Creator/s about its decision within the stipulated time, the EUC-RIMB may assign all EUC rights, title and interest in such IP to the Creator/s concerned, whilst the EUC retains the right to use the said IP in whichever manifestation for strictly non-commercial purposes.
6. The Creator/s SHALL NOT enter into any sponsorships or commercial agreements with third parties related to their research at EUC without prior written authorisation by the Office of the Vice Rector for Research and External Affairs. This said, it is understood that consent shall generally be granted to the Creator/s for such requests as long as the IPRs of the EUC are safeguarded; otherwise the claims on IPR expected by the third party must be agreed upon explicitly upfront.

3.3.9 IPR protection

1. Some forms of IP require active steps to be taken to obtain protection (e.g.: patents, registered trademarks and registered designs). Other forms of IP rights are protected on creation (e.g. Copyright, EU Database Rights) but still require appropriate management in order to maximise the protection available. Best practices in patent protection require that all materials made publicly available by

any employees, members of staff and/or students should include a copyright notice.

2. Any decisions relating to the registration of any IP rights such as making an application for a patent or a registered trade mark or a registered design (including any decisions to continue or discontinue any such application) should be made in consultation with the Office of the Vice Rector for Research and External Affairs and the TTF. The IP registration process can be very expensive and IP protection costs should not be incurred without appropriate consideration of how such costs will be recovered.

3.3.10 Revenue Sharing Mechanism

The EUC's employees and students can benefit from the Revenue Sharing Scheme if their work generates income. The scheme is presented in Appendix C. Note that such revenue to be shared is typically calculated after deduction of all costs incurred by the EUC and TTF in developing, protecting, exploiting, and marketing the Disclosable Work and the Intellectual Property it contains.

3.3.11 Leaving the EUC

Cessation of employment, under normal circumstances, will not affect an individual's right to receive a share of revenue. Exceptions to this rule include: cessation of employment due to disciplinary actions.

3.3.12 Applications to use the EUC's IP

1. The EUC may be willing to consider requests from its staff and/or students for a licence to use specific IP, owned by EUC for their use although the terms and decision to grant any such licences is a decision wholly made by the EUC.
2. Applications for such licence should be made in writing to the Office of the Vice Rector for Research and External Affairs.

3.3.13 Breach of the Regulations

1. Breach of the regulations listed in this Policy may be a disciplinary matter for the EUC's staff and students under the normal procedures.
2. The EUC shall consider all avenues available to it, including legal action if necessary, in respect to persons bound by these regulations who acted in breach of them.

3.3.14 Discretion to assign/license back

1. If the EUC-RIMB does not wish to pursue the commercialisation of any Intellectual Property or does not wish to maintain an interest in the IPR, it has the right to assign such IPR rights to the Creator/s of the IPR by entering into an agreement to enable the IP to be used by the Creators. This will generally only be granted where there is clear evidence that the IP provides no other benefit to the EUC and is not related to other IP, which the EUC has an interest in.

However, the EUC-RIMB shall not assign its IP if it considers that the commercialisation of the IP could potentially bring harm to the name of the EUC. Decisions regarding potential harm will be taken by the Research Ethics Committee of EUC.

2. Requests for any transfer of rights from the EUC to another party with rights should be made in the first instance to the Vice Rector for Research and External Affairs.

3.3.15 Amendments to the Regulations

These Regulations may be amended by the Senate of the EUC on the recommendation of the Vice Rector for Research and External Affairs.

3.3.16 Death

In the event of a researcher's death, the entitlement shall continue for the benefit of his or her estate.

3.3.17 Disputes

1. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by submitting to the EUC's Intellectual Property Adjudication Committee a letter setting forth the grievance or issue to be resolved. The committee will review the matter and then advise the parties of its decision within 60 days of submission of the letter.
2. The Intellectual Property Adjudication Committee will consist of a chair who is a member of the tenured faculty, at the rank of either a Professor or an Associate Professor, one member of the faculty from each School, at the rank of either Assistant Professor or Associate Professor or Professor, an individual from the EUC with knowledge of Intellectual Property and experience in commercialisation of

Intellectual Property, and two other members representing, respectively, the EUC administration, and the student body. The chair will be appointed by the Vice Rector for Research and External Affairs, with the advice and consent of the Senate Research Committee, and the remaining members of the committee will be appointed: the faculty members, each by their School's Council, the administration representative by the University Council or its designee, and the student representative by the Student Union.

The committee will use the guidelines set forth in this policy to decide upon a fair resolution of any dispute.

3. Any disputes regarding the revenue distribution from the exploitation of Disclosable Works will be dealt with in accordance with the EUC's normal member of staff or student dispute procedures as outlined in the contractual terms of conditions.
4. The Parties shall attempt to settle any claim, dispute or controversy arising in connection with this Policy, including without limitation any controversy regarding the interpretation of this Policy, through consultation and negotiation in good faith and spirit of mutual cooperation. Where such claims or disputes cannot be settled amicably, they may be taken to court.
5. This Agreement shall be governed by, and construed in accordance with the laws of Cyprus.

4. Offices, Committees and Centres for Research

4.1 Vice Rector for Research and External Affairs

The Vice Rector for Research and External Affairs (from now on referred to as the Vice Rector) is the person responsible for representing the University on research matters and enhancing activities related to research within the University. Moreover the Vice Rector facilitates and supports, when asked by faculty or research members, all research activities, including the implementation of research projects, the organization of scientific conferences and the establishment of research units/labs. In addition, the Vice Rector is responsible for the smooth implementation of the University's Research Policy.

4.2 Senate Research Committee

The administration of the research activity is facilitated by the Senate Research Committee of the University. The Committee composition is prescribed in the University Charter and the Committee is accountable to the Senate of the University.

4.3 Research Foundations and Centres

Research is carried out in university departments, research foundations, and centers. The Senate suggests to the University Council the formation of new foundations and research centers or the discontinuation of existing ones, if necessary.

The University Council approves the establishment of these foundations and research centres. Separate regulations are issued for the establishment of University research centres. Detailed description of the mission, area of specialization, and operation of each foundation or research centre is given in a separate document.

4.4 Research Office

Detailed description of the mission, area of specialization, and operation of the Research Office is given in a separate document. The job description for the Head of Research Office is presented in Appendix E.

4.5 EUC Research & Innovation Management Board

The Board is appointed by the EUC Senate and is composed by the Vice Rector of Research and External Affairs, the Head of the EUC Research Office, and a senior member of the faculty with an established research and funding securing record. The Board decides independently on research activities and research projects and reports to the Senate.

5. Rules Governing External Research Programmes

5.1 Suggested procedure for submitting and implementing a funded research project

The following rules apply for externally funded research projects:

5.1.1 Submission of research proposals:

Faculty and research personnel that are interested in submitting a proposal or participate in a proposal for ANY kind of externally funded research project (commercial, consultancy, RPF, European etc) should consult and get the approval of the EUC Research Office. The formal procedures developed by the Research Office pertaining to the development of a research proposal and to participation in a research project should be followed in all cases. Given that in all research and consulting application forms a budget also needs to be prepared, the budget will be developed in collaboration with the EUC Research Office, sharing their expertise with the faculty and research personnel and advising them accordingly about the cost models and cost categories used in each case.

This procedure should make sure that the proposal satisfies all the necessary criteria of the particular research call.

The final approval for financial and administrative issues of proposals or projects will be signed by the legal representative of EUC.

5.1.2 Project implementation

The formal procedures developed by the Research Office pertaining to the administration of a research project should be followed in all cases.

In the case where a project is awarded, a copy of the contract and all the original receipts, invoices, contracts and other accounting documents regarding expenses of the project will be maintained by the EUC Research Office without any additional remuneration or personnel costs added to the budget of a project. The researcher/s involved in an externally funded project are responsible for submitting all receipts, invoices, contracts and other accounting documents relevant to their project to this department. No payment will be processed before the submission of the aforementioned documents to the Research Office.

Timesheets should be kept for all projects. These will be used as the basis for calculating the money to be paid to researchers for all types of projects. The EUC Research Office will assist researchers to calculate the hourly and daily rate for each staff member.

The researcher must also inform the Chief Financial Officer of the University, through the EUC Research Office, in order to create a separate ledger (account) in the University's Accounts Department. After completion of the project, the Accounts Department will keep the file on record for 5 years or more if needed by the contractual agreement.

The EUC Research Office should keep a file with all the details concerning the project. The file must be made available to the Senate Research Committee upon request.

5.1.3 Financial issues concerning externally funded research projects

All incoming funds for the execution of a project are deposited in a separate account (ledger) of the University and all necessary expenses with their receipts relating to the project are signed by the Vice Rector for Research and External Affairs,.

The time spent by faculty and research personnel on national, European or international research projects is, with rare exceptions, an eligible cost for

inclusion in a project budget at a level which reflects the time to be spent by faculty and research personnel on the project and the employer's cost. These are real project costs and their inclusion in project budgets is strongly required.

Salary payments to faculty and research personnel will be paid out regularly by the Accounts department upon the project coordinator's request to the Research Office and provided that the allocated amount for the previous period has been received from the funding agency and all reporting requirements for the previous period to the funding agency have been met.

In cases of delay in receiving the predetermined instalment, the University will grant to the researcher the required funds (not his/her compensation/remuneration but costs such as equipment, consumables, traveling) to initiate the research, provided that a copy of the contract and all necessary documentation had been submitted to the Research Office.

Employment of additional temporary staff, budgeted for completion of the research project, will be the responsibility of the project coordinator. The remuneration for temporary staff will depend on the corresponding budget of the project and the possible allocation of funds for this purpose.

Subcontracting activities within the framework of a research project will be the responsibility of the project coordinator. These activities should be in alignment with the corresponding budget of the project, the grant rules, and the EUC subcontracting policy.

In the case where a faculty or research personnel fails to complete a research project due to failure to meet his/her contractual obligations, or if it is clear that there was an intention of misconduct and there are financial damages laid upon the University relating to this event, the faculty or research personnel is liable to pay these damages. This will not be applied in cases such as health problem, etc, where there is clearly not an intention of misconduct.

5.1.4 University research fund

All funds allocated for research from externally-funded research projects, the University as well as funds offered for research purposes from third parties will be deposited in the University Research Fund. Recommendations for the allocation of funds are made by the EUC Research & Innovation Management Board and are subject to the final approval of the Senate. These funds can be used to finance solely non-economic research activities such as:

- (a) Participation of academic researchers in conferences, seminars, and meetings to co-ordinate activities, which are needed for submission of external programmes.

- (b) The administration costs associated with providing support services to academic researchers.
- (c) Organisation of training seminars for the faculty and research personnel of the University; these seminars shall be organized if and only will help/assist and/or facilitate researchers to enhance and further develop their knowledge in subjects related to their research fields and help them design and implement research projects.
- (d) Purchase of software, hardware and equipment that are needed by faculty and research personnel for research projects.
- (e) The funding for the University's Internal Research Awards
- (f) The funding of PhD scholarships
- (g) Development of Infrastructure related to the research activity of the University.
- (h) Funding of the activities of the Research Office of the University
- (i) Open Access Publication Fees
- (j) Any other activities pertaining to the wide dissemination of research-generated outputs

6. Rules Governing Internal Research Awards

The University's "Internal Research Awards" (IRA) are launched on an annual basis by the Senate Research Committee, are announced by the Vice Rector for Research & External Affairs and financed by the University Research Fund and external sponsors as described in Section 5.1.4 above.

6.1 Purpose

IRAs are awarded to EUC faculty in order to pursue research and other creative work. IRAs provide support for exploratory research projects which might result in proposals submitted for external funding or in creative work that is likely to enhance the recognition of the faculty and research personnel and the University at large. IRAs may be used for funding travel, equipment, supplies, PhD student assistants' scholarships, student assistants, research assistants and other expenses. Funding for this programme comes from the University Research Fund.

6.2 Eligibility for the awards

All full-time faculty members of the University who have the rank of Assistant Professor or higher are eligible to apply for the awards. Specific eligibility criteria may apply for each type of award.

6.3 Application Procedure

The Vice Rector for Research and External Affairs initiates the selection process by issuing a call for proposals. The deadline for the submission of proposals will be announced. Application materials will be available from the office of the Vice Rector for Research and External Affairs and the proposals will be submitted electronically to the office of the Vice Rector.

6.4 Selection and Evaluation Procedure

The selection is made by an ad-hoc sub-committee of the Senate Research Committee.

For the evaluation, the following criteria are applicable:

Research Activity 40%

- Quality of the results of the Applicant's research activity and their importance at an international level.
- Publications of the Applicant's research results in distinguished scientific journals and presentations in high impact international conferences.
- Evidence of the use and exploitation of the results of the research activity for the improvement of the quality of life in Cyprus and the wider European area or/and the possibility of commercial exploitation, introduction in the international market and patent registration.

Curriculum Vitae 40%

- Qualifications and achievements of the Applicant.

Future Research 20%

- Suggested framework of activity for the continuation of the applicants' work in the next 2-3 years.

The selection committee may request an external review of each nomination if it is deemed necessary.

7. Teaching Hours Reduction for Research Purposes

Introduction

The University rewards full time faculty members who excel in research by awarding them Teaching Hours Reduction (THR). A THR may be awarded based on a point scheme as described below.

A THR of three (3) hours per week is awarded on a semester basis to full time faculty once they accumulate 100 (one hundred) points. For every 3 hours THR awarded, 100

points will be automatically deducted from his/her accumulated total. Points accumulated over time but not utilized by a faculty member will simply remain at his/her disposal for a period up to 5 years. After this period the ad-hoc committee (see below) will review the unused balance and adjustments will be made according to the faculty member's level of research activity, teaching and other duties at EUC.

A faculty member may be awarded points for THR under more than one of the categories described below if he/she is eligible. The minimum teaching per semester can be reduced down to six (6) hours per week based on the accumulated points. Deans and Chairs may reduce their teaching load by maximum three (3) hours per week.

All allocations of THR points under the categories outlined below will be made after a review of an ad-hoc committee chaired by the Vice Rector for Research and External Affairs¹. The Committee will meet at an appropriate time in each semester in order to review the THR point allocation in time for the preparation of the schedule of classes for the next semester. The Committee reserves the right to restrict the number of THRs granted in a semester if there are budgetary constraints.

Based on the policy of the University with regard to THR, faculty members are expected to submit the relevant information in a designated platform prior to the following dates:

For the Fall Semester: 1st of May
For the Spring Semester: 31st of October

After the dates above, each staff's record of points will be updated in the designated platform.

Dates for informing the Office of the Vice Rector of Research and External Affairs by the Deans of the Schools about the points used for the subsequent semester:

For the Fall Semester: 15th of June
For the Spring Semester: 15th of December

Any remaining points from the old THR system will be transferred to the new one when the new system is launched.

Newly hired full-time faculty members can get THR points accumulated from their publications in the five (5) years prior to their appointment and may be eligible for THRs from the first semester of their employment at EUC upon relevant approval by the ad-hoc committee.

¹ The ad-hoc committee is chaired by the Vice Rector for Research and External Affairs and members are the HR Director and a senior faculty appointed by the Senate following recommendation by the Vice Rector for Research and External Affairs.

Categories of Academic/Research Activities:

A. THR for Participation in Funded Research Projects

Faculty members are eligible to apply for points for THR when participating in funded research projects. According to the level of involvement in a research project relevant points will be awarded (see Appendix D).

If a research grant is awarded while an academic semester is in progress, points will become effective prior to the beginning of the next semester.

B. THR for Writing a Book

Points for writing a book (monograph) will be awarded upon submission of a publishing contract by a reputable academic publisher after going through a blind peer-review process. The points received may be seen in Appendix D. If a book contract is awarded while an academic semester is in progress, the relevant points will become effective prior to the beginning of the next semester, during which the teaching load reduction will be applied.

C. THR for other academic/research activities, conferences, publications and citations

THR points are awarded for other academic activities, including conferences, publications and citations. The points received may be seen in Appendix D.

D. THR from Patents

THR points are awarded for patents and the points received may be seen in Appendix D.

8. Equipment Acquired through Internal and External Funding

8.1 Equipment acquired through University funds

All equipment that has been acquired through funds that come directly through the university's funds (internal research grants, university research funds) will belong solely to the University and will be used by the faculty and research personnel's affiliated department or lab, according to the affiliation used by said faculty and research personnel in the funded research proposal and/or project. The faculty and research member is entitled to use the equipment throughout the duration of the funded project and this remains within the research unit/laboratory once the project is completed, or within the faculty member's department, under his/her direct supervision if s/he does not belong to a unit / lab. Any required maintenance of the equipment should be undertaken by the University.

8.2 Equipment purchased through external funding

Equipment (software and hardware) is often provided in full or partly in the budget of externally funded projects to enable the faculty and research member to carry out research effectively. This kind of equipment (computers, projectors, software programmes, fax and printing machines, etc.) remains property of the University for the exclusive use for research related activities and remains in the faculty or research personnel's research unit/laboratory or when this is not applicable in his/her department, under his/her supervision. The faculty member is entitled to use the equipment throughout the duration of the externally funded project. When faculty or research personnel who have had externally funded research projects leave the University, the status of any equipment purchased remains a property of the unit/lab or department that the faculty or research personnel belonged.

Any required maintenance of the equipment should again be undertaken by the University.

The EUC Research Office is committed to working with faculty or research personnel to develop proposals for research and teaching equipment. Equipment grants usually require an institutional match, and faculty or research members are advised to consult with the EUC Research Office and the Director of MIS early in the process about this matter. The MIS should be able to help faculty or research personnel to identify the best hardware and software products and estimate costs for proposal budgets.

8.3 Provision of computing equipment by MIS

The MIS department supplies desktop office computers, computer teaching labs, copy and printing machines and other types of equipment needed for research (software and hardware). The Director of the MIS department is responsible for keeping the University's inventory records and adjust these in the case of equipment purchases or wearing out of equipment (being fully depreciated).

9. Policy on Research Staff

9.1 Introduction

Academic Research Staff are EUC contract employees hired to work on EUC research activities as defined below. As EUC employees, Academic Research Staff are subject to all policies and procedures related to EUC employment, and receive all benefits implied by the employment law.

9.2 Definitions of Roles

The following positions for research staff are being described in the following sections:

- Research Associate
- Research Fellow
- Senior Research Fellow
- Honorary Research Staff

9.2.1 Job Description for the Position of Research Associate

9.2.1.1 Overall Role

For researchers who are educated to first degree level (and Master's degree) and who possess sufficient breadth or depth of knowledge in the discipline of research methods and techniques to work within their own area. Role holders who gain their doctorate during the course of employment will normally be recommended for promotion to Research Fellow, if this is appropriate for the duties and responsibilities of the post.

As a team member of the Research Laboratory/Programme the Research Associate will contribute quality research outputs and conceptual support to projects. With the guidance of the supervisor/programme leader, and within the bounds of the Research Laboratory/Programme mandate, the Research Associate will:

9.2.1.2 Key Responsibilities

- Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research

activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;

- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- To contribute to the design of a range of experiments/fieldwork/research methodologies in relation to the specific project that they are working on
- To set up and run experiments/fieldwork in consultation with the Principal Investigator, ensuring that the experiments/fieldwork are appropriately supervised and supported. To record, analyse and write up the results of these experiments/fieldwork.
- To prepare and present findings of research activity to colleagues for review purposes.
- To contribute to the drafting and submitting of papers to appropriate peer reviewed journals.
- To prepare progress reports on research for funding bodies when required.
- To contribute to the preparation and drafting of research bids and proposals.
- To contribute to the overall activities of the research team and department as required.
- To analyze and interpret the results of their own research

9.2.1.3 Skills and Qualifications

Education: Level Bachelor and/or Master's in the Programme Area

Experience and Skills:

Basic research skills and knowledge of research techniques

Ability to analyse and write up data

Ability to present and communicate research results effectively to a range of audiences

9.2.1.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC

- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to

- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;

- written confirmation of any changes in the terms of employment;

- job description or the generic description of the role and, where appropriate, a list of expected research goals;

- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them.

9.2.2 Job Description for the Position of Research Fellow

9.2.2.1 Overall Role

A Research Fellow is a researcher with some research experience and who has typically been awarded a doctoral degree. A Research Fellow will often have supervisory responsibilities for more junior researchers and will often lead a team of researchers to achieve a research project's aims. They will initiate, develop, design and be responsible for the delivery of a programme of high quality research and may have full authority over several phases of project work.

9.2.2.2 Key Responsibilities

- Design, Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Supervise and Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Take the lead within the team and communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and

approaches, in order to subsequently improve conceptual development and implementation of existing programmes;

- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- Develop research objectives, projects and proposals.
- Conduct individual or collaborative research projects.
- Identify sources of funding and contribute to the process of securing funds.
- Act as principal investigator on research projects.
- Manage and lead a team of researchers to achieve the aims of a research project.
- Oversee and appropriately supervise and support the research activities (experiments, fieldwork etc.) of a research programme/project.
- Ensure that research results are recorded, analysed and written up in a timely fashion.
- Manage research grants in accordance with EUC Financial Regulations and the conditions of the funding body (e.g. EU, RPF etc.)
- Prepare and present findings of research activity to colleagues for review purposes.
- Submit papers to relevant peer reviewed journals and attend and present findings at relevant conferences.
- Prepare progress reports on research for funding bodies when required
- Participate in and develop external networks, for example to identify sources of funding or to build relationships for future research activities

9.2.2.3 Skills and Qualifications

Education: Level PhD in the Programme Area

Experience: at least 1-3 years relevant experience.

The candidate must possess sufficient specialist knowledge in the specific discipline to develop research programmes and methodologies.

9.2.2.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC

- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.2.3. Job Description for the Position of Senior Research Fellow

9.2.3.1 Overall Role

A Senior Research Fellow is an experienced researcher holding a leadership role in a research group/centre/institute. Post-holders are expected to undertake the role of Principal Investigator on major research projects, exhibit a strong reputation for independent research, and provide academic leadership. They are also expected to support the management activity of the relevant School/Research Centre, and contribute to the delivery of the School's/ Centre's/Laboratory's research strategy.

9.2.3.2 Key Responsibilities

- Supervise postgraduate research students
- Contribute to the development of research strategies for the relevant School/Centre/Laboratory.
- Define research objectives and questions
- Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding
- Actively seek research funding and secure it as far as it is reasonably possible
- Generate new research approaches
- Review and synthesise the outcomes of research studies
- Interpret findings obtained from research projects and develop new insights
- Contribute generally to the development of thought and practice in the field
- Provide academic leadership to those working within research areas - for example, by co-ordinating the work of others to ensure that research projects are delivered effectively and to time
- Contribute to the development of teams and individuals through the appraisal system and providing advice on personal development

- Act as line manager (e.g. of research teams)
- Act as a personal mentor to peers and colleagues
- Provide advice on issues such as ensuring the appropriate balance of research projects, appointment of researchers and other performance related issues
- Identify opportunities for strategic development of new projects or other areas of research activity and contribute to the development of such ideas

9.2.3.3 Skills and Qualifications

Education: Level PhD in the Programme Area

Experience: at least 7-10 years relevant experience. Significant post-qualification research experience with a track record of high-quality publications.

Experience of successful supervision of students

Experience in a leadership role in a Research Group/Centre or Laboratory

9.2.3.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC

- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to

- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.3 Procedures for Appointment

9.3.1 Selection and Search Procedures

As a general rule, an appointment to the Academic Research Staff requires a search for a suitable candidate. Searches are initiated with a written vacancy announcement, such as in relevant professional journals or other publications.

The text for the announcement should be sent to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, clearly describing the terms of employment, length of employment, identity and duration of funding sources contributing to his or her salary and line manager (the person the researcher will be reporting to). The text should be advertised for a reasonable amount of time. A copy of a current CV, a cover letter and at least one recommendation should be sought for. A short list of the potential candidates will be created based on merit and the top part of the list will be called for a structured interview with the line manager. At the end of the procedure, the line manager will report back to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, the name(s) of the proposed Researcher.

9.3.2 Criteria for the Appointment to Rank of Research Associate

Minimum qualifications as described in Section 9.2.1.

9.3.3 Criteria and Procedures for the Promotion to the Rank of Research Fellow

A Research Associate may, during the course of his/her appointment obtain, his/her PhD. In such cases, the employee (provided that he/she fulfils the work experience as described in Section 9.2.2) is promoted to the rank of Research Fellow. If the funding source that sponsors the program the researcher is assigned to accounts for a pay rise this is immediately applied.

9.4 Honorary Research Staff

The work of Research Centres is enhanced by the involvement and collaboration in the Research Centres' activities of personnel who are not employees of the University. To recognise the association, EUC may confer an honorary title to such individuals during the period of their association. An honorary title may not be conferred on an employee of EUC.

The title to be conferred will depend on the level of distinction and qualification of the candidate. Applications should come from the Dean of the School with:

- a copy of the person's CV
- a citation that should include:
 - a description of contributions to teaching
 - research being undertaken with academic staff as evidenced by joint publications/research projects and research grants or contracts being held jointly or a significant involvement in industry/academic joint activities within the College
 - rationale for offering the association
 - the start date and end date of the association

Honorary titles are intended to recognise ongoing attachments and are awarded for a fixed term, normally up to three years in the first instance. No monetary honorarium is associated with the offer.

The honorary research titles that can be awarded are:

9.4.1 Honorary Principal Research Fellow

Will have made an outstanding contribution to teaching and research

9.4.2 Honorary Senior Research Fellow

Extensive research experience required, the quality of which is determined by refereed publications, invitations to speak at conferences, hold an established national reputation and a known or developing international reputation. Have the ability to attract significant external research funding. Will usually lead a team of other research staff, possibly drawn from several disciplines

9.4.3 Honorary Research Fellow

Proven ability of high quality research, evidenced by authorship of a range of publications. Capable of attracting external research funding. May be required to undertake project management and/or supervise teams and other research staff; expected to provide expert advice and guidance to others

9.4.4 Honorary Research Associate

Required to produce independent original research and to take initiatives in planning of research.

9.5 Intellectual Property Rights

All IP generated throughout the employment of an Academic Research Staff Member belongs to EUC. In such cases that the Researcher is employed in a project that assigns explicit IP rights (e.g. an EU funded project) then the rules as set out by the funding agency are followed.

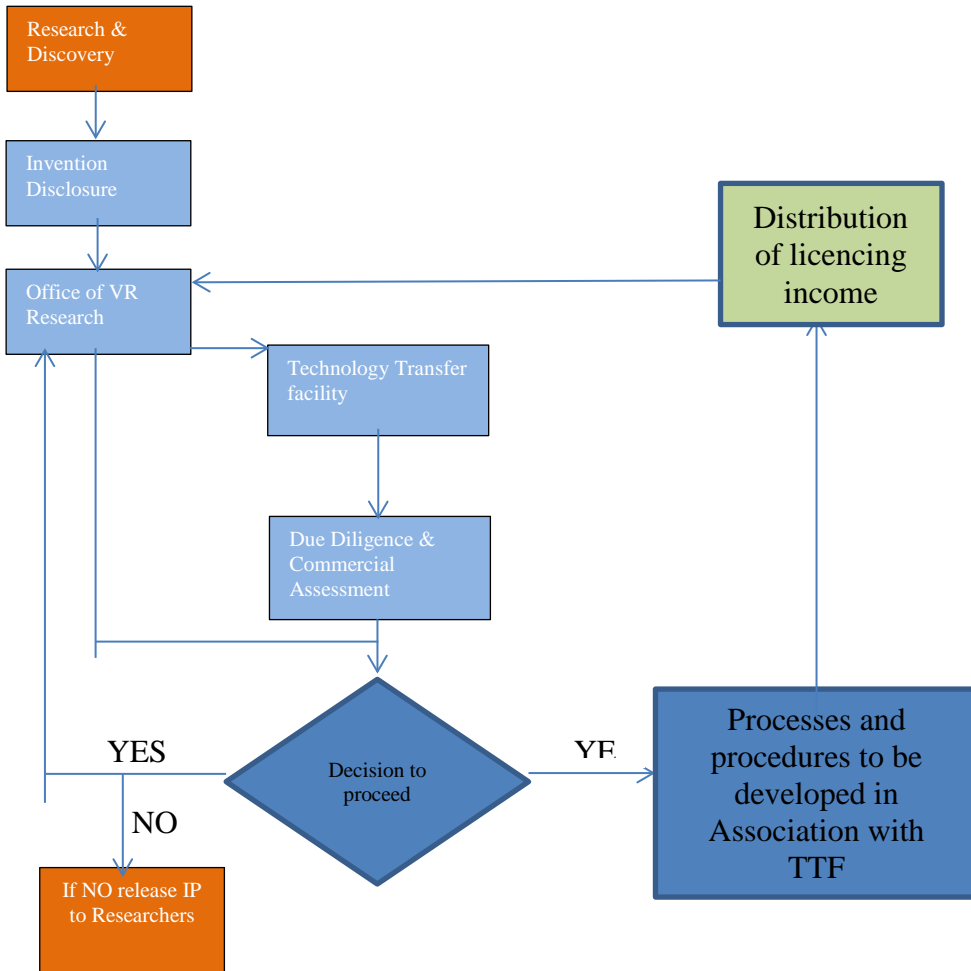
Honorary Research Staff may be required to assign the rights to any IP they create in the course of their academic activities to EUC. EUC may have obligations to organisations which are funding the research (e.g. an EU funded project) in question which it will not be able to honour without such an assignment of rights being in place. For the purposes of IP rights associates are treated as if they were EUC Employees.

9.6 Involvement of Research Staff

Wherever possible, Academic Research staff should be encouraged to take part in university decision making processes, for example by inclusion in relevant departmental committees. Where appropriate, researchers should be included at University level, for example as representatives in working groups and staff consultation exercises.

Appendix A:

A Technology Transfer Process Map – to be completed when the TTF has been established.



Appendix B:

Invention Disclosure Guidelines

Invention Disclosure Form - Example

An Invention Disclosure Form (IDF) is designed to determine the basic facts relating to an invention, design, or copyright material. It is a way of capturing an invention and establishing who the inventors are, what the invention is, who is funding it, what the anticipated product/ market is and initiate Intellectual Property (IP) due diligence. Information on the following aspects of an invention should be included in an Invention Disclosure Form.

1. Descriptive Title of the Invention.
2. Who was involved? Please specify for each individual who contributed, invented or authored (if software):
 - a. Their names and if any are foreign nationals;
 - b. Who their employer is; are any contracts or arrangements in place?
 - c. What they contributed to the development of the technology (e.g. came up with the original idea; designed experiments; carried out experimental work; wrote code)
3. Detail of your invention:
 - a. What do you think your invention is?
 - b. What will your invention be used for?
 - c. What are the advantages of your invention and how does it improve on the present situation?
 - d. What is new about your invention?
 - e. How and why does it work? What is the science behind the invention
 - f. Are there any other uses of the invention?
4. Interest from external organisations and their details.
5. Information on published literature (including patents) relevant to your invention?
6. When and where the invention was first conceived?
7. What are your future plans for developing the technology?
8. Who have you told about the invention, when and where?
9. When did you first describe the invention in writing or electronically?
10. Publications, abstracts, conferences to date.
11. Publication and conference plans.
12. Funding information (comprehensive), e.g. including third party support, Material Sales or Transfers, patient consents.

For inventions that include software, please provide the following additional information.
13. Application name and version number.

14. For source code developed by the researchers identified in question 2 above, include: source files used, programming languages, development tools, copyright protection in source code.
15. For new versions, include: source files changed, added or removed since the previous version, documentation required for others to use, if the source files have been distributed outside the university, and in what form, and are the source files available as a web-download – inc. URL and terms under which the download is available.
16. For other source files or libraries that are required to build the software application (external software), list the following: all external software required to use the application; who owns that software, how was the software obtained, license terms or FOSS – name of the license.

Appendix C:

Suggested Revenue Sharing Scheme

The EUC will share royalty income with employees and/or students involved in producing Disclosable Work whose exploitation generates revenue. Payments are overseen by the EUC-RIMB, but the EUC will normally share royalty income in accordance with the table below. This may be either as a lump sum or as royalty income over a period of time.

Table C1

Net Revenue	Allocated to the Creator/s	Allocated to the EUC Research Fund	Allocated to the Creator'/s School Budget	Allocated to Support the TTF
100%	50%	20%	20%	10%

Appendix D

Points Accumulation

The table below detail the evaluation categories which will be used for the calculation of THR points allocated to EUC academic staff members. The tables have been constructed taking into account the following:

1. The points awarded are based on the evaluation of research accomplishments and on the estimation/calculation of hours spent during the implementation of a research activity.
2. A research accomplishment is any research-related activity which strengthens the research portfolio and enhances the research esteem of a researcher in particular, and the EUC in general.
3. Specific research accomplishments cannot be evaluated in a similar manner across the range of research disciplines. Therefore, the following table is implicitly “averaging” the weight of these accomplishments, so that the policy can be operational and fair.

Tables

A. Participation in Funded Research Projects

<p>Consortium Coordinator. According to the duration of a running project as indicated in the initial grant agreement.</p>	<p>100 points/ per six months</p>
<p>EUC Local Coordinator. According to the duration of a running project as indicated in the initial grant agreement.</p>	<p>50 points/ per six months</p>
<p><i>For the first two categories there is a cap of 200 points per request.</i></p>	
<p>Researcher in a funded project. According to the duration of a running project as indicated in the initial grant agreement. Formula [% of total EUC person months in the project allocated to the researcher] x 100 <i>Cap of 100 points per request</i> <i>Example 1</i> X faculty is allocated 25% of the total EUC person months in a 24-month project Calculation: 25% x 100 = 25 points (Four requests may be made for this project for a total of 100 points in two years) <i>Example 2</i> X faculty is allocated 17% of the total EUC person months in an 18-month project Calculation: 17% x 100 = 17 points (Three requests may be made for this project for a total of 51 points in one and a half years)</p>	<p>Points allocated according to the level of involvement</p>

B. Writing a Book (monograph)

<p>200 points</p>	<p>For the duration of the contract as specified in the initial agreement with the publisher</p>
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C. Participation in other academic/research activities, conferences, publications and citations

	Type of academic/ research activity
5	Presentation of a refereed poster/article in a peer-reviewed conference
5	Book chapter (part of a team of authors) (not indexed in ISI, Scopus, ACM, IEEE, etc.)
5	Publication of refereed journal article (journal not indexed in ISI, Scopus, ACM, IEEE, etc.)
5	Editor of refereed journal special issue (journal not indexed in ISI, Scopus, ACM, IEEE, etc.). (once a year award)
10	Editor of refereed journal special issue (journal indexed in ISI, Scopus, ACM, IEEE, etc.). (once a year award)
10	Book chapter (lead author) (not indexed in ISI, Scopus, ACM, IEEE, etc.)
10	Part of the Editorial team of a refereed book in a reputable publisher
25	Lead editor of refereed book in a reputable publisher
	Publications
25	Publication of refereed journal document ² (journal in ISI, Scopus, ACM, IEEE, etc.)
	Unsuccessful submissions for funded projects
5	Unsuccessful submission of funded research proposal (Local EUC partner coordinator) (Lead EUC faculty only).
10	Unsuccessful submission of funded research proposal (Consortium/project coordinator) (Lead EUC faculty only).
	Citations to Scopus-indexed publications with EUC affiliation (from 1.1.2016)
1.00 per citation	Social Sciences and Humanities
0.50 per citation	All other Sciences

² Journal articles, article reviews, conference proceedings and book chapters

D. Patent

200 points	Per approved patent
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Note for Scopus publications

Where a Scopus publication concerns two or more authors, the following points' calculation rules will apply:

- For cases up to (and including) two (2) authors, full points are awarded to the author(s) in consideration.
- For each additional co-author (three (3) authors or more), a deduction of 2 points will be implemented on the full points' allocation for the category considered.
- The minimum points that an author will be awarded cannot be smaller than **75%** of the full points' allocation for the category considered.

Appendix E

JOB DESCRIPTION FOR THE HEAD OF EUC RESEARCH OFFICE

Head of EUC Research Office

The Head of EUC Research Office is the chief administrative officer of the Office and is accountable/ reports to the Vice Rector of Research and External Affairs. He/she is ex officio member of the Senate Research Committee and a member of the EUC – Research & Innovation Management Board. He/she provides leadership in the services provided by the Office to the research community of the University and is responsible for the overall management of the Office's resources and staff. He/she acts as agent of the Office in executing the EUC Research Administration procedures, and serves as the medium of communication for all official business of the Research Office with other University authorities and bodies and the public. The Head of Research Office has ultimate responsibility for the general operation and development of the Office.

Duties and Responsibilities of the Head of Research Office

1. JOB SUMMARY

The Head of Research Office reports to the Vice Rector of Research and External Affairs. He/she has the overall responsibility for the smooth and effective functioning of the Research Office, and is responsible for the coordination and the development of the Office's operations.

2. DUTIES AND RESPONSIBILITIES

The key areas of duties and responsibilities of the Head of Research Office are as follows:

a. Contribution to Academic Excellence

- Promotes, encourages and supports academic excellence through the University's participation in funded research projects and other research activities.
- Contributes to the achievement of goals pertaining to research within the university as set by the Vice Rector of Research and External Affairs
- Provides ongoing support to the Vice Rector of Research and External Affairs for the implementation of the University's Research Policy and improvement of research outputs and performance.
- Implements, in cooperation with the Vice Rector of Research and External Affairs, the procedures of the University (Research Administration Procedures) concerning the submission of proposals and the administration of projects funded by national, European and international funding agencies and other bodies. Ensures that new academic staff are made aware of these procedures and facilitates for their smooth adaptation to the environment.

- Overviews the operations of the Research Office as follows:
 - I. Monitoring of national, European, and international funding opportunities and dissemination to faculty and researchers
 - II. Administrative support provided during the submission of research proposals and during the management of a wide range of research projects
 - III. Organization of presentations and training sessions for the EUC faculty, other teaching personnel, and researchers affiliated with the University
 - IV. Organization of outreach events aiming at the wide dissemination of research outputs produced by the University (e.g. Research Days)
 - V. Contribution to University Quality Assurance processes
- Accepts/undertakes additional responsibilities/functions/duties as may be assigned by the Vice Rector of Research and External Affairs and the University in general.

b. Internal processes, procedures and controls

- Assumes responsibility for the department's overall performance and ensures that tasks are executed effectively and on time according to the relevant policies
- Reviews and recommends changes for the adaptation or improvement of existing institutional policies and procedures related to research.
- Prepares relevant reports and/or documents for quality control purposes and alignment with the directives of funding organizations
- Safeguards personal and other confidential information and acts as the GDPR Data Protection Officer of the Research Office

c. Relations with other Academic Entities

- Serves as an ex officio member of the Senate Research Committee and the EUC – Research & Innovation Management Board.
- Represents the Office in its working relationship with other Schools, departments, academic units within the University.
- Participates in all decisions about the operation of the Research Office
- Serves on various committees as set forth in Internal Regulations
- Encourages inter-disciplinary links within the University, as well as collaborative links in research activities with other Universities and research organizations
- Represents the University in professional matters external to the University setting, i.e. relevant to the University's relations with research stakeholders, funding agencies, and partner institutions.

d. Staff Governance

- Oversees and makes decisions on the allocation of the Research Office's personnel's tasks

- Assesses and ensures the effectiveness of all personnel in a continuous quality improvement
- Serves as liaison with the Director of Human Resources and oversees the development of staff in the Research Office
- Articulates the University policies and procedures to the Office's personnel and ensures that all involved parties have the same level of understanding of the Office's policies and procedures, and offers relevant support as needed
- Maintains good working relationships with the Office's personnel
- Holds regular meetings with the Office's personnel to review, inform and consult on administrative and strategic development issues pertinent to the Office
- Identifies resource needs (staff, infrastructure, other) for the Research Office in cooperation with the Vice Rector of Research and External Affairs.



Faculty Professional Development Program 2024 - 2025

A/A		HOURS	DATE ATTENDED
1.	Orientation Session F24	5	16/9/2024
2.	EUC Framework for the Use of AI and Academic Integrity	12	18 & 19/9/2024
3.	Blackboard Teaching and Learning Analytics	1	30/10/2024
4.	Blackboard AI Capabilities for Teaching and Learning	1	26/11/2024
5.	<p>Advance HE “New to Teaching Programme”</p> <p><u>Scope</u> New to Teaching aims to nurture and develop contemporary professional learning, with a particular focus on the basis of effective teaching practice, incorporating the latest innovations in online pedagogies and digital delivery within fully virtual or hybrid teaching spaces.</p> <p>The programme models approaches and activities in teaching, positioning the participant as a learner in online spaces and inviting them to reflect critically on the experiences in order to enhance their own teaching practices.</p> <p><u>Programme format</u> This is an online programme with synchronous and asynchronous activities which consist of a mixture of whole cohort/collaborative/individual activities.</p> <p>The programme is divided into six learning blocks of 3-4 hours of study each week, over six weeks; a 2-hour live interactive session and approximately 1-2 hours of directed study. Each live session is recorded and the resources are made available to participants.</p> <p>By engaging with this programme participants will be able to:</p> <ul style="list-style-type: none"> • Model effective communities of practice for learners. • Create inclusive learning and study plans. • Design clear and achievable learning outcomes. • Evaluate a range of impactful assessment activities and tools. 	25 hours	25/9/2024, 2, 16, 23 & 30/10/2024 & 13/11/2024

	<ul style="list-style-type: none"> • Reflect on existing teaching approach in order to develop plans to enhance future practice. • Apply an appropriate range of digital tools to different contexts that enhance student learning. 		
6.	Conducting online/remote examinations with Proctorio	1	13 & 14/1/2025
TOTAL HOURS ATTENDED		45 Hours	

INTERNAL REGULATION

“PERFORMANCE APPRAISAL OF FACULTY AND SPECIAL TEACHING PERSONNEL”

75th Senate Decision: 7 April 2022

97th Senate Decision: 25th July 2023

The Senate approved the following Internal Regulation which revises and substitutes the existing Charter provisions on ‘Internal Regulations on Faculty Ranking and Conditions of Service’ (Annex 6, Article 6). The “**Performance Appraisal of Faculty and Special Teaching Personnel**” Internal Regulation supports and facilitates the process of self-improvement of the EUC Faculty and Special Teaching Personnel by focusing on the appraisal and developmental nature of the process. It takes place every two years and is submitted online by all Faculty and Special Teaching Personnel through the University’s HRIS system.

1. Purpose of Performance Appraisal

The main purpose of the Performance Appraisal process is the professional development of Faculty and Special Teaching Personnel. The Performance Appraisal process aims to support and facilitate Faculty and Special Teaching Personnel self-improvement through helpful and constructive feedback and critical self-assessment. The Internal Regulation enables short and long-term professional planning and development with self-improvement as the ultimate aim. The process aims at a “tailored” self-directed self-improvement through critical reflection and identification of areas of strength and weaknesses; the process further aims to appraise the individual’s development, performance and attainment of goals within the scope of the individual’s field, areas of expertise and scholarly activities.

With this Internal Regulation, Faculty and Special Teaching Personnel will engage in the process of Performance Appraisal every two years as a positive force towards continued professional development and accomplishment. The appraisal process will record the Faculty’s performance in the areas of (i) Teaching, (ii) Research¹, and (iii) Service to the University, Community, and Profession.

¹ For Special Teaching Personnel, research involvement and activity will be considered an additional advantage.

Each Faculty and Special Teaching Personnel will submit a Performance Appraisal every two years (See Appendix: Faculty & Special Teaching Personnel Performance Appraisal Report). Section A of the Performance Appraisal Report will be submitted to the Chairperson of the Department by the announced deadline.

2. Performance Appraisal Categories

2.1 Teaching

Effective teaching at European University Cyprus is a standard that cannot be compromised. It involves mastery of the subject matter, the ability to intellectually stimulate students, and effectiveness in communicating the skills, methods and content of one's discipline and specialization area. It entails a spirit of scholarly involvement necessary in continually revising courses and the undertaking of efforts to sustain a high level of teaching potential and constant improvement of teaching skills. Effective teaching also implies ongoing and constructive engagement with colleagues with the goal of intellectual development and improvement of teaching methodology and material. Furthermore, the constant improvement of coursework and program development is attained by participation in academic professional development training, schemes, programs, seminars, and colloquia organized by the University and/or other educational institutions.

In Section A of the Performance Appraisal Report, the Faculty and Special Teaching Personnel should discuss their accomplishments in courses taught, and activities aimed at sustaining and improving teaching effectiveness. The effort and energy applied in activities, such as course development, course revision, and/or development of new technologies, instructional publications, activities, methodology and/or teaching material to enhance the learning environment should also be noted. Faculty serving in professional programs should outline teaching within their professional service when relevant (e.g., clinical teaching in medicine, dentistry, physiotherapy, nursing, psychology, etc.). Attention also needs to be paid to accessibility and student academic guidance and support, as well as to summaries of student evaluations and feedback reports.

2.1 Research

Research output is a fundamental requirement at European University Cyprus. Research encompasses the pursuit of pertinent questions with the utilization of methodologies and discipline learning, is closely informed by thorough investigation, and aims at academic advancement and the accumulation of new knowledge. Furthermore, research should also serve an academic interest that extends beyond the boundaries of the immediate University community.

Research output can take many forms, such as:

- published research: article(s) in scholarly periodical(s), chapter(s) in scholarly publication(s), book(s), paper(s) presented at professional conference(s);
- contribution in research conference/event organization, seminars and workshops; and/or

- other forms of curatorial and practice-based research (these categories may include among others composition and conducting of music works, performance, digital media, design, and exhibitions).

In Section A of the Performance Appraisal Report, the Faculty (and Special Teaching Personnel on an optional basis) should prepare a statement/list that discusses/presents current research that is completed or still in progress. The Faculty is encouraged to note the degree and kind of support received from the University (e.g., teaching load reduction, time-off, research grant, etc.) that contributed to the successful completion of his/her scholarly endeavors. In this Section, the Faculty could also indicate what they consider as their future needs and how the University may accommodate and/or support them.

2.3 Service to the University, Community and Profession

Service to the University, Community and Profession encompasses a wide range of contributions made by a Faculty member to their academic institution, surrounding community and respective professional field. It may involve active engagement in activities that benefit various areas that would count as instances of professional development. As educators, Faculty need to pursue professional development in activities that improve instructional and research capabilities, qualifications, etc. The quality of contributions, not merely the numbers of committees and assignments, remains a significant consideration. The University also values contributions to planning, governance, and leadership in achieving the goals of the University, working with students outside the classroom and, wherever appropriate, making the University resources accessible to the wider community.

In Section A of the Performance Appraisal Report, the Faculty and Special Teaching Personnel should prepare a statement that discusses contributions made to the University and the local and wider community in the area of service. Activities such as committee memberships and offices held; providing mentorship and guidance to students, professionals, or society; collaborating with community organizations; participating in outreach programs, and actively contributing to professional and academic associations, committees pertaining to higher education formed and appointed by the government; contribution to event organization; training activity; reviews of manuscripts submitted for publication to university presses or scholarly journals; grant proposals/applications submitted to government agencies or learned and professional societies; review of grant applications submitted to government agencies or learned and professional societies; participation in education/training programs and pursuing of additional qualification/degrees; outreach activities, classroom work, and/or work with students outside the classroom should be outlined. Activities demonstrating involvement in community service and commitment to social responsibility, such as membership in community organizations and volunteer work should be noted. Also, other activities that extend the resources of the University to the wider community should be presented.

3. Performance Appraisal Process

3.1 The Performance Appraisal process will be based on the Appraisal Categories stated above, which are informed by the University's mission, purpose, strategy and objectives.

3.2 A Performance Appraisal Review Committee will be set up every second year by each Department. The Performance Appraisal Review Committee will consist of three members:

1. The Chairperson of the Department. In case the Department Chairperson does not hold the rank of Professor or Associate Professor, s/he will be replaced by another Professor of the Department following elections by the body of Professors of the Department. In Departments where there is no Faculty at the rank of Professor, the Chairperson will be replaced by an Associate Professor following elections by the body of Associate Professors of the Department. In Departments where there is no Faculty at the rank of Professor or Associate Professor, the Chairperson will be replaced by a Professor from another Department of the same School whose field of specialization is as close as possible to the Department's specialization. In this case, the assignment of the Committee member will be made by the Dean of the School and will be effective for a two-year term.
2. Two Professors of the Department elected by the body of Professors of the Department for a two-year term; in case the Department has no adequate Faculty at the rank of Professor, the members of the Committee will be elected from the body of Associate Professors of the Department. In case the Department has no adequate Faculty at the rank of Professor or Associate Professor the rest of the Committee members will be selected from the Professors of the other Departments of the same School whose field of specialization will be as close as possible to the Department's specialization. In this case, the assignment of the Committee member(s) will be made by the Dean of the School and will be effective for a two-year term.

3.3 The Performance Appraisal Review Committee should elect the Chair in its first meeting.

3.4 In case the appraisee is a member of the Performance Appraisal Review Committee, he/she cannot participate in the process. In this case (and only in this case) the Performance Appraisal Review Committee becomes a two-member committee.

3.5 The Performance Appraisal Review Committee is in charge of conveying the expectations of the Performance Appraisal process to Faculty and Special Teaching Personnel.

3.6 Section A of the Performance Appraisal Report document (See Appendix: Faculty & Special Teaching Personnel Performance Appraisal Report) will be used for recording an individual's performance, which will be completed and signed by each Faculty and Special Teaching Personnel and submitted

to the Performance Appraisal Review Committee via the Chairperson of the Department by the announced deadline every second year. The Chair of the Department witnesses through signature the validity of the content of the Performance Appraisal Reports-Section A submitted by the Faculty and Special Teaching Personnel and subsequently forwards it to the Chair of the Performance Appraisal Review Committee for the initialization of the appraisal process.

- 3.7** The Performance Appraisal Review Committee will carry out jointly the appraisal review of each Faculty member and Special Teaching Personnel member every two years.
- 3.8** The Performance Appraisal Review Committee will review the Performance Appraisal Report-Section A, give instructions for clarification/remedy in cases of ambiguity, verify the outcome of the appraisal of each Faculty and Special Teaching Personnel, and provide recommendations.
- 3.9** The Performance Appraisal Review Committee jointly will meet with each Faculty and Special Teaching Personnel to discuss the outcome of the review process and their recommendations before the end of the academic year. The Performance Appraisal Review Committee and the involved Faculty or Special Teaching Personnel should jointly fill in and sign the Performance Appraisal Report-Section B at the time of their meeting. The Faculty/Special Teaching Personnel may add her/his own comments.
- 3.10** The Performance Appraisal Report-Section B, based on the above stated Performance Appraisal Categories, will take the form of supportive and constructive feedback with specific agreed goals to be reached by the end of the following Performance Appraisal period.
- 3.11** Upon completion of the appraisal process, the final documents reach the School Administration Office, the Chairperson of the Department, the Dean of the School, the Vice Rector of Academic Affairs, and the Director of Human Resources before the end of the academic year.
- 3.12** The Committee also submits via its Chair to the Department Council a memo report on the overall professional development needs of the Department to be presented and discussed at the respective Department Council.

APPENDIX

**FACULTY & SPECIAL TEACHING PERSONNEL
PERFORMANCE APPRAISAL REPORT**

SECTION A:

(To be completed by the Faculty/Special Teaching Personnel member)

NAME:

DEPARTMENT:

SCHOOL:

ACADEMIC YEARS:

Please record your activities of your individual performance relating to each of the following categories during the last two academic years. In doing so, please refer to the activities/actions described in the Internal Regulation of the “Performance Appraisal of Faculty and Special Teaching Personnel”.

1. TEACHING

A) Courses, Student Academic Advising, Support and Accessibility, and Supervision (provide a list of courses taught, thesis and dissertations supervised, and briefly describe the provisions made to enhance the accessibility of your courses, your academic advising, etc.)

B) Quality & Effectiveness (briefly describe your teaching methodology, explaining in particular the effort undertaken for quality, innovation, and effectiveness. If relevant, provide information on course design, documentation, development and revisions, instructional publications, material production, teaching resources, program development and revisions, instructional innovation, appropriateness of assessment, etc.)

C) Willingness, Cooperation and Flexibility

D) Other

2. RESEARCH

A) Refereed Journal Publications (authors, year, article title, journal title, volume, issue, pages; in the language of the publication).

B) Refereed Book Publications (authors, year, book title, city; publisher; in the language of the publication).

C) Refereed Book Chapter Publications (authors, year, chapter title, book title, pages; in the language of the publication).

D) Funded Research Projects (duration of project, title, funding body, total funding of project, role in the project*).

*Project Role: i.e. Principal Investigator, Scientific/Project Coordinator, Research Team Member, Researcher, Assistant Researcher, etc.

E) Other Refereed Research Activities** (including in the categories of curatorial and practice-based research, such as composition, conducting of music works, performance, digital media, design, and exhibitions)

**do not include conferences and dissemination activities

3. SERVICE TO THE UNIVERSITY, COMMUNITY AND PROFESSION

A) **Service to the University** (e.g. program coordination, administration responsibilities, committee memberships, event organization, etc., at the program, Department, School and University level)

B) **Service to the Community** (e.g. committee memberships, event organization, etc. outside the University -locally and internationally)

C) **Service to the Profession and Self-Development** (e.g. review activities, professional development activities, etc.)

D) **Other Service** (e.g. funded activities or work, consultancy projects)

Date of Submission:.....

Signature of the Faculty/Special Teaching Personnel member

Signature of the Chairperson of the Department confirming the validity of the content of the Performance Appraisal Report

Date:.....

SECTION B:

(To be jointly completed and signed by the Performance Appraisal Review Committee and the Faculty/Special Teaching Personnel member)

NAME:

DEPARTMENT:

SCHOOL:

ACADEMIC YEARS:

Please jointly fill in and sign at the time of your meeting with the involved Faculty member/Special Teaching Personnel Section B of the Appraisal Report. The Performance Appraisal Review Committee provides its recommendations and the involved Faculty/Special Teaching Personnel member may add comments in the last section of the Report.

The Report is based on the Appraisal Categories described in the Internal Regulation of the “Performance Appraisal of Faculty and Special Teaching Personnel” and aims to provide supportive and constructive feedback with specific agreed goals to be reached by the end of the following Performance Appraisal period.

1. TEACHING

Overall Appraisal of Teaching:

Agreed goals to be reached by the end of the two-year Performance Appraisal period:

2. RESEARCH

Overall Appraisal of Research:

Agreed goals to be reached by the end of the two-year Performance Appraisal period:

3. SERVICE TO THE UNIVERSITY, COMMUNITY AND PROFESSION

Overall Appraisal of Service to the University, Community and Profession:

Agreed goals to be reached by the end of the two-year Performance Appraisal period:

Comments for Overall Performance Appraisal:

By the Performance Appraisal Review Committee:

**By the Faculty/Special Teaching Personnel member
(Comments may include suggestions on how the Department/School/University
may support her/him to improve her/his performance by the end of the
Performance Appraisal period):**

Comments by Review Committee Member:

Date of Meeting:

Signature of the Chair of the Performance Appraisal Review Committee

Signature of Members of the Performance Appraisal Review Committee

Signature of the Faculty/Special Teaching Personnel member

Generative Artificial Intelligence (GenAI) Guidelines – DoSBS

For instructors

(this information is for you and not to be shared with students on the platforms)

As you are surely aware, generative artificial intelligence (GenAI) presents a profound challenge to traditional university assignments such as essays. Tools like ChatGPT, Grok, Claude, and Gemini can generate convincingly human-sounding text, and additional platforms exist specifically to "humanize" AI-generated writing. This reality poses serious educational concerns: if students rely on AI to generate responses, they are not actively engaging in learning and critical thinking is in jeopardy.

However, GenAI can be genuinely helpful when used appropriately. Students can use it for brainstorming, researching, structuring their thoughts, engaging in virtual peer review, and more. Thus, careful guidance and boundaries must be established.

Recommendations for instructors in Addressing Misuse of GenAI:

1. **Statement of Policy:** At the beginning of the semester, provide all students with a clear statement on the acceptable use of GenAI. (Refer to Appendix I)
2. **Provide Clear Assignment Guidelines:** Specify what constitutes unacceptable use of GenAI in all term paper instructions to avoid misunderstandings. (Refer to Appendix I)
3. **Instructor Familiarization:** Test mock assignments through tools like ChatGPT to understand what an AI-generated response looks like for your essay question. This helps instructors develop intuition about typical GenAI-generated writing—often overly smooth, impersonal, or superficial with no critical thinking. **Use your judgment, and if needed, arrange private oral assessments with students to verify understanding before submitting their assignment.**

4. **Use of detection engines:** AI detection engines are not perfect. However, in most cases they provide a strong indication, especially to be used where the instructor detects or feels that the answer comes from an AI program. Such detection engines, in addition to the well-known GPTzero, zeroGPT etc., especially for Greek are the AI detectors: <https://smodin.io/el> and <https://isgen.ai/el>.
5. **Suggestions for Assignments:**
 - a. The wording of the questions should be as “AI proof” as possible. For example, “according to the theory you are taught this week, what do you think Peter should do...” Do not mention which theory(s). Make the topic of your essay more relevant to the material discussed in the course or in a specific week.
 - b. Emphasize questions that require personal judgment. Machines give generic and easily visible answers to personal judgment issues.
 - c. Prefer quizzes with closed questions and time pressure so that they do not have time to ask AI for assistance.
 - d. Implement assignments with AI and non-AI use. E.g. ask students to search a theory, its’ importance etc. using AI and then apply this theory in their daily life. Something they did recently that reflects this theory.
 - e. **For conventional courses:** have more in-class activities which are marked rather than assignments.
6. **Student Declarations:** Require students to sign a declaration regarding GenAI usage before submitting their assignments. Make it clear that failure to turn in the disclosure form with the assignment will result in an automatic zero on the assignment. (See Appendix II.)
7. **Use of Turnitin AI Detector (in our case this will be applied for the English program and for Erasmus courses):** Employ Turnitin’s AI detection feature thoughtfully. The AI indicator at the bottom of the Turnitin report estimates how much text is AI-generated. By clicking the “AI” box, you can view the highlighted AI-detected segments. Note that false positives are rare but possible—**your academic judgment remains crucial**. The department supports instructors in making informed decisions.
8. **Run the same prompt or topic through any GenAI tool:** compare responses. If there’s a strong match in structure, tone, or content, that can support your suspicion. Then move with an oral verification.
9. **Oral Verification for Suspicious Cases:** For cases where there is reasonable doubt, require an oral presentation of the student’s work. Have students explain their arguments, research process, key words they used

or what they meant by X. If a student struggles to explain their own arguments presented in the assignment it may indicate AI usage.

- **If the student refuses the oral exam: assign a grade of zero.**
- **If the oral exam confirms GenAI misuse: assign a grade of zero.**

10. Based on the **Charter** the Penalties and Procedures for Academic Dishonesty, Plagiarism or Cheating include:

A faculty member, after evaluating the extent of the dishonesty and the level of intent and proving **academic dishonesty**, **may use one or a combination of the following penalties** and procedures:

- Requiring rewriting of a paper containing some plagiarized material;
- Lowering of a paper or project grade;
- Giving a failing grade on a paper;
- Lowering a course grade;
- Giving a failing grade in a course; (This applies in final exams mainly)
- Referring the case to the Senate for further action that may include academic suspension or expulsion.

Red flags and patterns that may suggest generative AI involvement:

- The writing could be overly fluent, lacking natural variation or minor flaws typically found in student writing.
- Repetitive phrasing or sentence structures. AI will recycle the same sentence structures or word choices.
- Too frequent repetition of conjunctions such as "Moreover," "Therefore," "In conclusion," etc., especially when they are used mechanically.
- Lack of personal voice: The writing can feel impersonal, emotionless, or oddly detached, missing the human touch.
- Superficial analysis: content lacks critical thinking, complexity and contradiction.
- Incorrect or fabricated citations: Some AI tools produce fictional references or mix up title, author, and year. Always verify citations!
- Vague references: You might come across sentences such as "research indicates" or "most scholars agree" without specific references.
- Responses may not align with course-related discussions, readings, or assignments.

- Perfectly structured essays: AI-generated work often follows a rigid intro-body-conclusion structure without the natural variation you'd expect from a developing writer.

Introduction,

Dear Students:

Generative Artificial Intelligence (AI) can be a helpful tool but also raises concerns about academic honesty. To ensure appropriate usage of such tools by students, this course follows the following rules which apply for all graded assignments:

1. Unacceptable Uses:

- Do not use AI to write any part of your graded assignments (e.g., entire essays, paragraphs, thesis statements, or key arguments).
- This rule applies unless explicitly stated otherwise.
- AI-generated text may only be used if it is clearly marked with quotation marks, cited properly, and used to make a point about AI itself.

2. Acceptable Uses:

You may use GenAI tools for:

- **Brainstorming ideas:** AI can help you explore different angles on a topic and suggest questions for further research. However, you must decide which ideas to use and write the final essay yourself.
- **Organizing material:** AI can suggest essay outlines or help structure research notes. However, you must adjust and refine the structure based on your own argument and sources.
- **Finding additional reading:** AI can suggest books, articles, or essays. But AI is not always reliable, so you still need to check sources carefully and do your own research.
- **Refine your writing:** Be very careful with AI tools that help refine your writing. AI suggestions can easily cross the line into unacceptable use.
- **Formatting references:** following APA.

If you want help on grammar or citations without violating the guidelines, try this [request](#):

"I have written an essay and want to improve it before submission. Could you check for grammar mistakes and confirm if my citations follow APA rules? I do not want direct corrections or rewording—just feedback on specific areas that need improvement so I can fix them myself."

3. Questions or Concerns:

If in doubt, ask your instructor. Open dialogue about responsible AI use is encouraged.

4. Assignments That Involve AI Use:

Some assignments will require AI use. These will be clearly marked in the instructions.

- If allowed, you must disclose that you used AI and cite it.

Appendix II – Declaration of Use of GenAI

Instructor Note: This declaration should be submitted as a separate assignment, with the same due date as the term paper. Grading is conditional upon its' submission.

Students must complete this declaration whether or not they used AI:

Student Declaration

I, _____ (student name), declare:

I did not make any use of generative AI in preparing and writing my term paper.

OR

I used the following tool(s): _____ (name of AI tool, e.g. ChatGPT, Claude, Grammarly).

Purpose of AI Use	YES/NO
Brainstorming Ideas	YES/NO
Outlining/Structuring	YES/NO
Discovery of Research	YES/NO
Drafting Content	YES/NO
Grammar and Spellcheck	YES/NO
Paraphrasing or Rewriting	YES/NO
Citation Help	YES/NO
Translation from one language to the other	YES/NO

Proofreading Only	Feedback	YES/NO
Formatting references		YES/NO

I understand that this declaration is a statement of academic integrity and confirms that the submitted work is my own. I am aware that attempting to pass off AI-generated work as my own without disclosure may result in failure.

I acknowledge that if this declaration is not submitted, my assignment will receive a zero.

If I declare no use of AI but the instructor has strong evidence of GenAI use, I understand that I will be asked to give an oral explanation of my assignment.

Signature: _____ Date: _____

Instructor use only

Level of misuse	Example	Transparency	Grade reduction
<input checked="" type="checkbox"/> Minor misuse (unintentional or low impact)	Used AI for grammar, paraphrasing or to generate ideas	Declared honestly	0% of assignment grade
<input type="checkbox"/> Moderate misuse (content-related, but limited)	Used AI to help draft parts of the body text or thesis	Declared honestly	10% of assignment grade
<input type="checkbox"/> Moderate misuse (content-related, undeclared)	Used AI significantly without informing instructor	Undeclared	11–20% of assignment grade
<input type="checkbox"/> Severe misuse	Full essay or key arguments generated by AI or has fake sources or citations	Declared or undeclared	100% (zero grade)
<input type="checkbox"/> Academic dishonesty	Lied in the declaration, fabricated AI usage, or refused oral verification	False declaration	100% + disciplinary action

INTERNAL REGULATION ON

**“EUC”s PROCEDURES FOR SUPPORTING STUDENTS WITH LOW GRADE POINT
AVERAGE (GPA)”**

71st Senate Decision: 7 February 2020

Aiming to develop a proposal/framework on the process and actions to be taken, in order to address and reduce the phenomenon of students' low G.P.A. and its effects, the actions to be taken in order to help reduce the phenomenon, are:

- the provision of correct information to all students, namely undergraduate, postgraduate, Conventional and Distance Learning;
- ensure that students are aware of the role of GPA and the impact of low GPA on the progress of their studies;
- increase of the support provided at the Program, Department and School level;
- proper implementation of procedures by the Student Advising Centre.

These actions are additional to the efforts/support that each individual instructor provides to each student and aim for a timely and early enough diagnosis of the phenomenon in order to facilitate an effective, early intervention.

The following steps will be followed for all students (both conventional and distance education):

1. **The Department of Enrollment** provides the Schools at the beginning of each academic semester (e.g. third week of October and February, respectively) with a list of their students with a low GPA (for undergraduate courses: below 1.80 except for the School of Medicine where the threshold has been set to 2.0; for postgraduate courses: below 2.5; for Ph.D. courses the issues concern late progress in completing the Ph.D-see sample letter attached).
2. **The School** (this concerns all undergraduate and postgraduate Conventional and Distance Learning Programs of Study):
 - (1) ***For first year students at the end of the 1st semester of their studies or for students included in the list for the first time:***
Each affected student is called by the Program Coordinator, in order to ensure that, students are aware of the concern of the Department and School, and that students are indeed properly informed that the Department is available to provide support (e.g. Specifically, students are informed about the role and

importance of the GPA, the possible reasons and causes of the low GPA, and ways for improvement of the situation, which may either involve the student (e.g. further effort) or the Department and School).

(2) For new students, which continue to be in the same situation at the end of the second semester of their studies or for students appearing in the list for a second time:

The process presented in Item 1 above is repeated in the presence of the Chairperson of the Department, for further discussion and enhancement of the process, aiming at the most tangible academic targets and the procedures involved. If needed, the Chairperson of the Department and the Program Coordinator will request the presence of the Dean.

(3) For students who exhibit the phenomenon on a continuous basis:

The possibility of sending a letter from the Dean to the student (registered, in the home address) is considered (see attached "Sample" letters).

For the School of Medicine (undergraduate degrees) in more specific: The students with a GPA lower than 2.0 receive a "Letter of Probation" before the beginning of the second academic year of their studies (September). Students who received a "Letter of Probation" and still maintain an unacceptably low GPA will be given only one last opportunity to correct their GPA during the coming semester (Spring). At the end of the Spring semester of their second year of studies,, these students (e.g. those who have already received a letter of warning in the past), and continue to maintain a very low GPA will receive a "Letter of Dismissal", with the option to either change their program of study (e.g. transfer to biology) or to withdraw from the School. Those students who, on the other hand, have not yet received a "Letter of Probation" in the past, but perform unsatisfactorily, will receive a "Letter of Probation" at the end of the Spring semester of their second year of studies, with subsequent consequences should their performance not improve. This option will be provided this one and only time to those students with failures; no other opportunity will be provided to improve "F" grades. Each student will be notified accordingly, depending on their status.

3. The Department of Enrollment:

Each Student Advisor:

- (1) Contacts/communicates with students and ensures that each student is well informed and advised about the University's grading system and the role of GPA ;
- (2) In the case of students not passing a course, the advisor re-registers them to the same course in order to immediately delete the received F, and thus avoid accumulation of F's. This takes places in the exact following semester in case the affected course is a prerequisite to other courses, in order to avoid accumulation of F's;
- (3) Student advisors are in constant communication with the Program Coordinators in order to secure this process.

- Encl.: (1) Sample Letters (Greek and English version)
(2) Sample Letter of Probation (School of Medicine)
(3) Sample Letter of Dismissal (School of Medicine)
(4) Sample Letter for Ph.D. Students (Department of Enrollement)

..... 2020

Προς

.....

Θέμα: Χαμηλός Μέσος Όρος Βαθμολογίας (G.P.A.)

Αγαπητή/έ.....,

Σε συνέχεια της αναφοράς του/της Προέδρου του Τμήματος και του/της Συντονιστή/τριας του Προγράμματος που παρακολουθείτε κατά το περασμένο ακαδημαϊκό εξάμηνο, παρακαλώ σημειώστε ότι ο μέχρι τώρα μέσος όρος της βαθμολογίας σας (G.P.A.) είναι

Θα ήθελα να σας υπενθυμίσω, επί του προκειμένου, τους κανονισμούς του Πανεπιστημίου μας αναφορικά με τις προϋποθέσεις απόκτησης πτυχίου, οι οποίοι προβλέπουν μέσο όρο βαθμολογίας (G.P.A.) 2.00 και άνω.

Ο/η Πρόεδρος του Τμήματος και ο/η Συντονιστής/τρια του Προγράμματος που παρακολουθείτε μπορούν να σας δώσουν περισσότερες πληροφορίες και σχετική υποστήριξη.

Ελπίζω ότι, κυρίως με την αναβάθμιση των δικών σας προσπαθειών, θα καταστεί δυνατή τόσο μια ποιοτική συνέχιση των σπουδών σας, όσο και η τελική επίτευξη των στόχων σας.

Με εκτίμηση,

.....
Κοσμήτορας,
Σχολή

Κοιν.:

- Συντονιστής/τρια Προγράμματος Σπουδών
- Πρόεδρος Τμήματος

European University Cyprus
6 Diogenous str, 2404 Engomi,
P.O.Box 22006, 1516 Nicosia, Cyprus
Telephone: +35722559514
Fax: +357 22559515

Date XXX

Student's Name: xxxxx
ID: xxxx
Program: Doctor of Medicine, MD

Re: Letter of Probation for G.P.A. of less than 2.0

Dear [Name of Student],

I regret to inform you that, due to your low cumulative Grade Point Average (GPA), you are being placed on academic probation. You will remain on probation and will be subject to dismissal until your cumulative GPA reaches or exceeds 2.00.

Academic Probation status is serious. You must raise your cumulative GPA to 2.00 to return to good standing and to receive your degree. According to European University Cyprus bylaws and the decision outlined by the EUC 48th Senate, students with a GPA lower than 1.7 at the end of their second year (year 2) are subject to dismissal (termination).

The School of Medicine is committed to helping you improve your academic performance so that you can return to good standing and make progress toward your degree. We will provide you with the services and activities to help you achieve academic success. In return, you must commit yourself to work diligently. It is my sincere hope that you will be successful next semester.

Sincerely,

Professor Elizabeth O. Johnson
Acting Dean
School of Medicine
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine
Professor Loizos Symeou, Vice-Rector of Academic Affairs
Dr. Christos Tsiappas, Director of Enrollment

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Date XXX

Student's Name: xxxxx
ID: xxxx
Program: Doctor of Medicine, MD

Re: Letter of Dismissal
Dear [Name of Student],

As you are aware, on [date of probation letter] you were placed on academic probation because your cumulative Grade Point Average (GPA) was below 2.00.

After careful review of your academic performance, the School of Medicine must regrettably inform the Rectorate and Director of Admissions that you have not made satisfactory progress and are recommended for dismissal from the Doctor of Medicine, MD, program.

According to European University Cyprus bylaws and the decision outlined by the EUC 48th Senate, students with a GPA lower than 2.0 will not be eligible for graduation.

While you are being dismissed from the program of Doctor of Medicine, you may wish to explore your options of transferring to another program in Life Sciences, such as Biology, offered by European University Cyprus. We will be happy to assist you in this process. We wish you the best in your future endeavors.

Sincerely,

Professor Elizabeth O. Johnson
Acting Dean
School of Medicine
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine
Professor Loizos Symeou, Vice-Rector of Academic Affairs
Dr. Christos Tsiappas, Director of Enrollment

..... 2020

Προς

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Αγαπητή κα,

Με την παρούσα επιστολή θα ήθελα να σας ενημερώσουμε για τα παρακάτω:

Η διάρκεια των διδακτορικών σπουδών του Πανεπιστημίου είναι 3-6 χρόνια με τη δυνατότητα χορήγησης αναστολής φοίτησης μέχρι και ένα (1) ακαδημαϊκό έτος.

Είστε εγγεγραμμένη στο πρόγραμμα διδακτορικών σπουδών στις από το Φθινοπωρινό Εξάμηνο 201....., και συνεπώς αναμένεται να ολοκληρώσετε τις σπουδές σας μέχρι το τέλος του Εαρινού Εξαμήνου 202..... Αυτό σας δίνει περιθώριο ακόμη τεσσάρων (4) εξαμήνων φοίτησης. Δείτε αναλυτικά τη σχετική αναλυτική σας βαθμολογία στο συνημμένα.

Επιπρόσθετα, θα ήθελα να σημειώσω ότι είστε εγγεγραμμένη στάδιο υποστήριξης πρότασης διατριβής (PHD801) για έξι (6) συνεχή εξάμηνα (από το S20....).

Με βάση τα πιο πάνω δεδομένα, και επειδή μας προβληματίζει η καθυστέρηση που παρατηρείται στην πρόοδό σας στο Πρόγραμμα, σας ενημερώνω ότι για την εντός του εναπομείναντα χρόνου ολοκλήρωση των διδακτορικών σας σπουδών, απομένουν οι εξής επιλογές:

(α) Μέχρι το επίσημο τέλος του τρέχοντος εξαμήνου (Φθινοπωρινό 20...), θα πρέπει να ολοκληρώσετε επιτυχώς το μάθημα PHD801. Στη συνέχεια θα έχετε στη διάθεσή σας ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε το στάδιο συλλογή και ανάλυση δεδομένων (PHD802) και συγγραφή και υποστήριξη διδακτορικής διατριβής (PHD803).

β) Εάν τυχόν δεν ολοκληρώσετε επιτυχώς το μάθημα PHD801 μέχρι το τέλος του Φθινοπωρινού Εξαμήνου 20..., το Πανεπιστήμιο θα προχωρήσει στην καταχώρηση βαθμολογίας F. Θα μπορείτε να επανεγγραφείτε στον ίδιο κωδικό μαθήματος το επόμενο εξάμηνο με επιπρόσθετο κόστος 1.500 ευρώ. Στη συνέχεια θα έχετε ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε τα μαθήματα PHD801, PHD802, PHD803.

Τέλος, σε περίπτωση που τα πιο πάνω δεν μπορούν να εφαρμοστούν, θα σας δοθεί η δυνατότητα, μετά από υποβολή αίτησης στο Τμήμα Εγγραφών και κοινοποίηση στο/την Πρόεδρο του Τμήματος, να επιλέξετε να μετεγγραφείτε από το διδακτορικό στο οποίο φοιτάτε σε ένα μεταπτυχιακό του Ευρωπαϊκού Πανεπιστημίου Κύπρου με αντιστοίχιση μαθημάτων που έχετε ήδη παρακολουθήσει και παρακολουθήσει των μαθημάτων που υπολείπονται.

Βασική επιδίωξη του Πανεπιστημίου είναι η στήριξη των φοιτητών και φοιτητριών μας με απώτερο σκοπό την ακαδημαϊκή τους πρόοδο και επιτυχή αποπεράτωση των σπουδών τους.

Τόσο εγώ, όσο και η επόπτριά σας, ο συντονιστής του διδακτορικού προγράμματος και ο/η Πρόεδρος του Τμήματος παραμένουμε στη διάθεσή σας για οτιδήποτε περαιτέρω.

Χρίστος Τσιάππας

Διευθυντής Τμήματος Εγγραφών