

Document: 200.1

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

Institution: UNIVERSITY OF CYPRUS

District: NICOSIA

Name of the Program of Study in Greek: Πτυχίο στην Ψυχολογία

Name of the Program of Study in English: Bachelor of Arts in Psychology

Department: Department of Psychology

Faculty: Faculty of Social Sciences and Educational Sciences

Program Status (check ✓ where applicable):

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

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

a) It operates without evaluation – accreditation and it had its first graduates in the Spring semester of the academic year 2008/2009.

~~b) It operates without evaluation – accreditation and it will have its first graduates in the Winter / Spring semester of the academic year~~

~~c) It is a new program of study and after its evaluation – accreditation, it is expected to operate in the Winter / Spring semester of the academic year 2018/19~~

Program Category (check ✓ where applicable):

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

APPLICATION SUBMISSION CHECKLIST

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

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

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

Name: Associate Professor George Spanoudis

Signature:

E-mail: spanoud@ucy.ac.cy

Tel: 22892069

Date of Application Submission:

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

Note the following:

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

- 4.10 Detailed curriculum, including the structure of the program, courses per semester and the content of each course analytically (in Greek or in English depending on the program's language of instruction)
- 4.11 Student admission requirements
- 4.12 Academic / teaching personnel and their qualifications
- 4.13 Program's courses and the academic / teaching personnel teaching each course for every year of studies
- 4.14 Research activities of the teaching personnel involved in the program and synergies between research and teaching
- 4.15 Address or addresses of the program's premises where the program is offered
- 4.16 Number and description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general
- 4.17 Regulations and procedures for quality assurance for the program of study
- 4.18 Student welfare mechanisms, for monitoring the sufficiency of student support
- 4.19 Feasibility study, which must include, amongst others:
 - The proposed number of students
 - Graduates' employability prospects
- 4.20 Tuition and the management of the program's financial resources
- 4.21 Administrative structure of the institution's programs of study, including the program in the proper position (i.e. by indicating the School and the Department under which the program will operate, by noting whether the program is inter-institutional, inter-departmental, etc)
- 4.22 Name and contact information of the Program's Coordinator

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GENERAL INSTRUCTIONS FOR COMPLETING THIS DOCUMENT

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

A. PROGRAM'S GENERAL PROFILE

1. Name of the Institution:
University of Cyprus (UCY).
2. Institution or branch of the Institution pertinent to this application:
The University of Cyprus is located in Nicosia.
3. Name of program of study (See Specific Instructions):
Bachelor of Arts in Psychology
4. Final Higher Education Qualification (See Specific Instructions):
Bachelor of Arts in Psychology
5. Type of the program of study (See Specific Instructions):
This program is Conventional.
This program is Academic.
6. Duration of studies (See Specific Instructions):
<p>The official duration of the program is four (4) years, 240 ECTS compulsory.</p> <p>The program under evaluation takes advantage of the European ECTS credit system and is valued at 240 ECTS. The units are divided into 30 per semester and includes compulsory and selective courses. The student has the option to complete the program with or without an undergraduate dissertation.</p> <p>The ECTS are distributed at 30 per semester for students who follow the compulsory structure and include optional research experience within the framework of 2 Research Experience Courses and / or Independent Study and / or Optional Research Dissertation.</p>

Comprehensive Table of Requirements	ECTS
1. Compulsory department courses	101
2. Elective department courses	99
3. 2 compulsory courses from other departments	10
4. Electives from other departments	20
5. Foreign language	10
TOTAL PROGRAMME REQUIREMENTS	240

Note:



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

B. PROGRAM'S CONTENT

1. Program's purpose and objectives:

The aim and vision of the Undergraduate Program in Psychology is to provide its' students with that mix of knowledge and skills in all areas of theoretical and applied psychology so that after graduation students are able to attend any postgraduate program in order to specialize in an area of psychology for post-graduate studies to practice as a psychologist in accordance with applicable law or to pursue academic or research future on the basis of high ethical and ethical criteria, with respect to the relevant laws of the Cyprus State and the European Union and based on evidence based practices. The program was created on the basis of modern trends in psychological education and the requirements of the science of psychology in every area of the (theoretical or applied). The program also emphasizes on the development of knowledge and skills that are an excellent foundation for those who are planning a career in psychology-related areas (Business Administration, Law, Medicine, Social Work) offering the student wider theoretical and research knowledge. The Undergraduate Program emphasizes on the main axes of Psychology (Cognitive, Social, Developmental, Biopsychology, Behavioral Research Methodology, Clinical and Educational Psychology).

During the first two years students have to complete the compulsory courses. By doing this program seeks to provide the student with the necessary theoretical and methodological background of psychological knowledge and skills. Based on this knowledge and skills, within the next two years students will further develop their knowledge and skills in the basic theoretical and applied directions of Psychology. The sum of compulsory courses obliges the student to attend two courses from each basic branch of Psychology (Educational, Cognitive, Social, Developmental, Biopsychology, Methodology of Behavioral Research and Clinical Psychology) in order to gain a solid and broad knowledge of Psychology. The last two years of the Program allow the student to choose courses from one or more areas of Psychology by acquiring more specialized knowledge and skills in some areas of Psychology that interest them. Furthermore, in the course of the selected courses, during the last two years of the Program, those students who wish to acquire further research knowledge and skills have the opportunity to choose the subjects of the Research Experience and/or the Independent Study and/or the Research Dissertation. The Department, through academic guidance, encourages students to engage in at least one of these forms of direct involvement in research and to carry out innovating research work under the supervision of faculty members whose scope and extent vary according to the type of the course. Through their research activities, students have the opportunity to join research teams of faculty members, to work on research projects and to learn both through their own work and through collaboration with other members of the research team.

The framework of understanding the multiple and varied applications of Psychology, the contribution of the Department to the professional guidance and preparation of the students, as well as to the interconnection with the business, is offered to all the compulsory course "Applications of Psychology in the Field" on 3rd or 4th year, through which students understand how they could use their degree to find a job or to pursue their studies in Psychology or another discipline of science. This course gives them the opportunity to engage in volunteer work in a structure or business to gain some work experience.

In the context of internationalization and the development of transferable skills, the Department actively participates in the ERASMUS program with a large number of collaborating universities in Europe, to which many of the undergraduate students participate. An effort is being made to ensure that all students are encouraged to participate in the exchange programs through academic counseling and guidance from the ERASMUS Program Coordinator. In addition, significant funds are invested in the hospitality of a large number of academics from universities abroad who offer lectures and workshops, through which students acquire specialized knowledge.

The Department of Psychology also offers the possibility of a Minor Degree in Psychology to students of other Departments of the UCY (successful course attendance of a total of **62 ECTS**). In particular, by successfully attending four compulsory courses (**total of 22 ECTS**) and at least two courses in each of the areas of Educational / Developmental, Cognitive and Clinical / Social Psychology (**a total of 40 ECTS**), students from other Departments of the UCY have the possibility to acquire a general understanding of psychology as a science and the professional potential it offers. Similarly, students of the Department of Psychology have the possibility to obtain a Minor degree in another area in the UCY if their application to the department of interest is accepted.

2. Intended learning outcomes:

The program aims to help students understand how people behave in various contexts by analysing different concepts involved in memory, emotions, language, sensations, perception, decision making, cognitive and social-emotional development, learning and mental disorders, the biological base of behaviour, social interactions, beliefs, causal attributions and many other concepts and phenomena related to the human psyche.

Since the program is both theoretical and practical, students acquire broad knowledge and specialized research skills such as critical thinking, communication skills, research development skills, interpretation and understanding of research results, analysing data, and the use of modern technology.

With the completion of the program, students are expected to have:

- 1) Knowledge regarding the content of the main areas of psychology (knowledge of concepts, theories and empirical evidence of the main areas of psychology).
- 2) Research and methodological skills (knowledge and ability to implement research designs, acquisition of analysis skills and interpretation of quantitative data of psychology using statistical parameters, graphs and tables, and the use of computers and technology).
- 3) Development of creative and critical thinking skills (acquisition skills for the scientific approach to solving behavioral and cognitive problems, illustration of critical thinking in the analysis, evaluation and interpretation of the data through the scientific psychological literature, ability to formulate and defend their own scientific opinion based on the reading, interpretation and synthesis of psychological literature, ethical behavior, understanding of the professional context and psychology as a science).
- 4) Skills of effective communication (written and / or oral) of research findings or psychological literature (abilities to extract the main points and to comprehensively summarize the psychological

literature, the ability to transmit psychological knowledge to the general public using the daily language).

The Department of Psychology evaluates students' learning outcomes in a variety of ways: by monitoring performance in lessons targeting specific learning objectives and by providing questionnaires to the graduates to collect statistical data on student participation in research opportunities.

3. Program's language of instruction:

This program is taught in Greek.

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

PROGRAMME

The undergraduate program in Psychology is a four-year, full-time course requiring the acquirement of 240 ECTS credits. Students, apart from the choice of a research dissertation, follow a relatively structured program with 30 ECTS per semester.

According to the relevant instructions in this document, the curriculum is described as follows:

- The structure of the Undergraduate Psychology program is described in Table 1 below.
- The proposed distribution of compulsory courses per semester is outlined in Table 2 below.
- The full list of compulsory courses and selected courses of the undergraduate program is listed in Appendix 1.
- The description of compulsory courses and selected courses in Greek is in Appendix 2.

In summary, the curriculum includes the following:

1. MANDATORY COURSES (17 Courses, in total 101 ECTS)
2. SELECTED COURSES OF THE DEPARTMENT OF PSYCHOLOGY (99 ECTS)
3. TWO MANDATORY COURSES FROM OTHER DEPARTMENTS (10 ECTS)
4. SELECTED COURSES FROM OTHER DEPARTMENTS (20 ECTS)
5. FOREIGN LANGUAGE (10 ECTS)

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

The undergraduate program of Psychology is consistently one of the most popular programs offered by the University of Cyprus. Admission for the majority of the students that enter the program is based on the Pancyprian Examinations set by the Ministry of Education and Culture of the Republic of Cyprus. In addition, a limited number of students who take the Pancyprian Examinations and who meet specific special criteria set by the Regulations and Rules for Studies and Student Affairs, can claim a position to the program (approximately 5 students per year).

Those eligible to participate in the Pancyprian examinations are Cypriot citizens or those with at least one parent of Cypriot origin. Prospective students must have graduated from a six-year public or private high school which is recognized and registered to the Ministry of Education and Culture and have completed the necessary application forms within the time limits set by the Ministry of Education and Culture. Additionally, students who are studying in the final year or have graduated from upper secondary schools (upper secondary level), operating legally in a foreign country, provided that the Leaving Certificate which is acquired or which has already been required, entitles admission to respective institutions of higher education of that country. Moreover, EU nationals and third country nationals who are studying in the final year or have graduated from a public or private upper secondary school (upper secondary level) in Cyprus, recognized and registered by the Ministry of Education and Culture, are eligible to participate in the Pancyprian Examinations.

Eligibility to claim a position to the University of Cyprus have all candidates who will attend all the courses related to each department that they wish to enter. in. For male candidates who secure a position at the University of Cyprus and cannot attend due to their service in the National Guard, their entry is deferred for the academic year that begins after their release from the National Guard. Those students who secure a position at the University of Cyprus must complete a special application online form according to instructions issued during notification of results.

1. Admission by Special Criteria

Candidates who take the Pancyprian Examinations and who meet specific special criteria set by the Regulations and Rules for Studies and Student Affairs, can claim for a limited number of positions (up to 14% of the Cypriot applicants). Main requirement for claiming a position is to obtain a certain minimum grade at the Pancyprian Examinations (at least 80% of the overall rank of the last admission of the first allocation of students).

2. Candidates with Athletic Distinctions and Distinguished in the International Olympiads

High achieving athletes with distinction results as set by the Sports Council, and distinguished candidates in the International Olympiads (e.g. Mathematics, Computer Sciences, Biology, chess etc.) who have been awarded with the first, second and third medals, may be admitted at the University of Cyprus based only on their Lyceum Leaving Certificate, without having to take the entrance Examinations, provided that the courses examined at the Pancyprian Examinations fall within the scope of the program which they wish to be admitted to.

3. Entrance Examinations by the Ministry of Education in Greece

A limited number of positions (10% of the total number of admissions) are offered to candidates that participate in the entrance examinations set by the Ministry of Education of Greece. The candidates must fill in the application form of the University of Cyprus and the positions are offered based on their entrance examinations results. These examinations can also be taken by Cypriots residing in Greece.

4. Admission by International Examinations

Cypriots belonging to the Religious Groups of the Republic of Cyprus (Armenians, Maronites, Latin), Cypriots with dual citizenship, repatriated Cypriots, Cypriots who are permanent residents in other countries, children of foreign service officers of Cyprus, Greeks of the Diaspora, EU nationals and non-EU nationals can claim a limited number of positions (3% of the admitted Cypriot students) based on GCSE/GCE, International Baccalaureate or other equivalent examinations.

5. Turkish Cypriots

Turkish Cypriots who hold a six-year high-school Leaving Certificate or who succeed in special written or oral examinations organized by the departments, are eligible for admission to the University of Cyprus.

Lastly, a limited number of students (1-3 individuals) can enter the Undergraduate Program in Psychology through the Internal / External Transfers procedure and through obtaining a Second Degree according to the criteria defined by the Rules of the University of Cyprus and a decision of the Board of the Department after the examination of their application.

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

Fofi Constantinidou

Is a Professor of Language Disorders and Clinical Neuropsychology and Director of Center for Applied Neuroscience. She holds a Ph.D. from the University of Cincinnati (1995) in the area of speech-language pathology with a concentration in clinical cognitive neuroscience and neuropsychology. Professor Constantinidou is a certified and licensed Speech-Language pathologist in the USA (ASHA) and Cyprus and a Certified Brain Injury Specialist (BIAA). Prior to repatriating in Cyprus, she was Professor of Speech Pathology and Audiology at Miami University, Ohio, the USA where she established the Miami University Sports Concussion Management Program. Dr. Constantinidou joined the Department of Psychology at the University of Cyprus in 2006, and she served as department chair between 2008-2012. In 2008 she created the Neuro-Cognitive Research Laboratory at the University of Cyprus (www.cancyprus.org). Since 2010, she is the founding director of the Center of Applied Neuroscience at the UCY. For over 20 years, her research, teaching, and clinical expertise center on acquired neurological disorders and their effects on language, learning, memory, executive systems, and categorization. She has published extensively in this area and has received several grants (> 9m euros; > 2.5m euros as Coordinator) for her work, including funding for clinical trials research for the Categorization Training, an innovative cognitive rehabilitation program developed in her lab. Funding sources include the National Institutes of Health (USA), the Cyprus Research Promotion Foundation, the European Union, and the industry. Dr. Constantinidou is a partner in large EU Horizon networks and is leading the clinical trials arm of the SENSE-Cog EU funded project in Cyprus. Dr. Constantinidou is a member of various US, European and

International organizations and has held several leadership positions. Currently, she is Chair of the International Networking Group of the American Congress of Rehabilitation Medicine and the first international member to be elected on the Board of Governors of the same organization.

Dr. Constantinidou is the 2013 recipient of the Experienced Researcher Award of the Cyprus Research Promotion Foundation for her work on the Neurocognitive Study on Aging (NEUROAGE), the first longitudinal study on cognitive aging in Cyprus. She is an ASHA and ACRM Fellow and the 2019 recipient of the ACRM Distinguished Member.

Georgia Panayiotou

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

Stelios N. Georgiou

Is a Professor of Educational Psychology and he is a faculty member of the University of Cyprus since 1992. He studied educational psychology at New Jersey City University (BA, MA) and Boston University (Ed. D.). He teaches undergraduate and postgraduate courses educational psychology, counseling and family psychology. His main research interests include child development in context, home-school relations, parenting, internalizing and externalizing problems (including bullying and victimization) in school age and transactional models on interpersonal variables. In addition to research and teaching roles, he held administrative titles, including that of the Chairperson of the Department of Psychology and that of the Dean of the School of Social Sciences and Sciences of Education. He is an active member of several professional Associations (European Society for Developmental Psychology, International Council of Psychologists) and Networks (European network for psychology learning and teaching – EUROPLAT, European research network about parents in education – ERNAPE). He has published four teaching books in Greek and 50 articles in international scientific journals.

Athanasios Raftopoulos

Professor Raftopoulos holds a Ph.D. and received his doctoral degree in 1993 from the Johns Hopkins University in the area of Philosophy and History of Science and Cognitive Science. He has studied Physics, Philosophy, and Psychology. He joined the faculty in the Department of Educational Sciences of the University of Cyprus in 1999 as an assistant professor. He was promoted to associate professor in 2004. In 2004, he joined the faculty of the Department of Psychology, and in 2010 he was promoted to full professor. He has served as department chair from 2006-2008. He served as a member of the Senate from 2006-2008 and 2012-2014. His interests center in the Philosophy of Science, Cognitive Science, Philosophy of Perception, and Epistemology. He has published and edited over 125 books, chapters in books, papers in top tier journals, and conference proceedings. He continuously presents his work in conferences, workshops, and academic institutions, many times in the capacity of invited speaker. He has been awarded several scholarships from the European Union, and he is a fellow at the Center of Philosophy and History of science at Pittsburgh University.

Irene-Anna Diakidoy

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

Timothy C. Papadopoulos

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

Marios Avraamides

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

Charis Psaltis

Is an Associate Professor of Social and Developmental Psychology at the Department of Psychology, University of Cyprus. He studied at the Pedagogical Academy of Cyprus (Teacher's Diploma, 1993), at the University of Cyprus (Degree in Primary Education, 1999), and at the Panteion University, Athens (Degree

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

George Spanoudis

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

Kostas A. Fantis

Is an Associate Professor of Developmental Psychology at the University of Cyprus. He received his bachelor degree from the University of New Orleans and his master and doctoral degree from Georgia State University. He was the principal investigator on multiple grants investigating the development of child, adolescent and adult psychopathology, and he has published extensively in clinical, neuro-

physiological, personality, assessment and developmental journals. His scientific and research interest follow the developmental psychopathology perspective. The main focus of his research is the development of various types of externalizing problems and psychopathic traits, and how these variables relate to contextual, biological or individual factors. He published more than 100 scientific articles, chapters, and books. He received multiple awards, including three early career scientist awards and an excellence in statistics award.

Maria Karekla

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

Panayiotis Stavrinides

Is an Assistant Professor of Developmental Psychology at the Department of Psychology, University of Cyprus. He teaches undergraduate and graduate courses, and he supervises several doctoral, master, and undergraduate students. Along with his associates, Dr. Stavrinides co-founded the Developmental Psychology Lab at the University of Cyprus. He received his Ph.D. in Psychology in 2005 from the University of Cyprus. He holds a B.A. in Psychology from St. Francis College in New York City and an M.Sc. in Research Methods in Psychology from the University of Reading, the U.K. In 2006 he was a post-doctoral researcher at Harvard University. His research focuses on two main areas: First, he investigates

various forms of aggression in childhood and adolescence. Second, he examines the relationship between various types of parent-child interactions and adolescent adjustment difficulties. Dr. Stavrinos published a significant number of articles in peer review journals and chapters and collective volumes. He has also presented his work in numerous scientific conferences in Europe and the United States.

Irini Kadianaki

Is an Assistant Professor of Social Psychology at the Department of Psychology, University of Cyprus. She received her first degree in Psychology at the University of Athens in 2005. She completed an MPhil (2006) and a Ph.D. (2010) degree in Social and Developmental Psychology at the University of Cambridge in the UK, with the support of the Alexander Onassis Public Benefit Foundation and Cambridge European Trusts (Vergottis Bursary). In her research, she focuses on issues of identity and social representations with an empirical focus on groups that are socially excluded (i.e. migrants, LGBT individuals, people diagnosed with mental health issues and mental disability). She has published her research in several peer-reviewed journals in the field of social and cultural psychology and she is part of the editorial board of the journal "Culture & Psychology". Recently she was part of a Horizon 2020 program, investigating the representations of migrants and LGBT individuals in the Greek Cypriot press. Since January 2011, she has been working at the Department of Psychology, University of Cyprus. She is supervising undergraduate and graduate students in their research projects, theses and PhDs and she is lecturing in undergraduate and graduate levels in topics related to sociocultural psychology and qualitative methodology.

Michalis Michaelides

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

Michael Lombardo

Dr. Lombardo received his BA in Psychology from the University of California, Davis (2004), and his Ph.D. in Psychiatry from the University of Cambridge (2010). He continued his post-doctoral research at the University of Cambridge and held independent prestigious fellowships from Jesus College, Cambridge and the British Academy. Dr. Lombardo joined the Psychology department at the University of Cyprus (UCY)

in 2013 as a Lecturer and is a faculty member of the University of Cyprus Center for Applied Neuroscience (CAN). At the University of Cyprus, Dr. Lombardo directs the Laboratory for Autism and Neurodevelopmental Disorders (LAND) which focuses on understanding early neurodevelopmental mechanisms and heterogeneity in individuals diagnosed with autism.

Andria Shimi

Is a Developmental Cognitive Neuroscientist and a licensed School Psychologist. She holds a BSc degree in Psychology from the University of Athens, a 3-year MA degree in School Psychology from the University of Cyprus, an MSc in Psychological Research from the University of Oxford, and a Ph.D. in Developmental Cognitive Neuroscience from the University of Oxford. Her Ph.D. studies were supported with independent scholarships by the Bodossaki and Leventis Foundations. Following her studies, she worked as a postdoctoral researcher at the Medical Research Council, Cognition and Brain Sciences Unit at the University of Cambridge and the University of Oxford. In addition, during her doctoral and postdoctoral years, she worked as a visiting scientist at the Sackler Institute for Developmental Psychobiology, Weil Medical College of Cornell University in New York, at the University of Oregon, and the University of Edinburgh. In September 2016, she joined the Cyprus Institute of Neurology and Genetics for 2 years as a Marie Curie Fellow, after successfully securing a competitive Marie Skłodowska-Curie fellowship funded by the European Commission. Since September 2018 she is based at the Department of Psychology at the University of Cyprus as a Lecturer in School Psychology. Her research examines attention and memory at the behavioural, neural, and genetic level in healthy and clinical populations.

Alexandros Lordos

Is a licensed Clinical Psychologist and a Lecturer in Clinical Psychology at the University of Cyprus. He holds a BA in Modern and Medieval Languages from the University of Cambridge, a BA in Psychology from the University of Crete, an MA in Counselling Studies from the University of Durham, and a Ph.D. in Clinical Psychology from the University of Cyprus. Dr. Lordos is one of the founders of the Centre for Sustainable Peace and Democratic Development (SeeD), through which he established research partnerships with several international organizations, including UNICEF, the World Bank, Interpeace, UNDP, and USAID's Office for Transition Initiatives. He has served as principal investigator or co-principal investigator in research projects across several countries in Europe, Africa and Asia, specifically in Ukraine, Moldova, Bosnia-Herzegovina, Liberia, Rwanda, Iraq, Nepal, Malaysia, East Timor and Cyprus. Dr. Lordos is a former Senior Fellow of Harvard Humanitarian Initiative at Harvard University's School of Public Health, a Senior Associate of the International Peacebuilding Advisory Team, and a Board Member of Resilient Lives Foundation. At the University of Cyprus, he is currently in the process of establishing his research lab, the

Centre for the Study of Life Skills and Resilience, while he contributes to the teaching and supervision of BA, MA and Ph.D. students in the Psychology Department.

Anthi Loutsiou

Dr. Loutsiou is the Director of Clinical Training for the Masters in School Psychology Program (MSPP). She holds a BA in Psychology from the College of William and Mary, USA and a PsyD in Clinical Psychology from the University of Denver, USA. She is an experienced clinician and a fully qualified psychologist in Colorado/USA and Cyprus with a EuroPsy certification. In 2014, she successfully initiated and led the certification of the MSP program in the department by the International School Psychology Association (ISPA). Her research/scholarly interests are informed by the UN Sustainable Development Goals and focus on strengthening protective factors in the family, school, and community via empirically validated and best psychology practices. She has successfully secured repeated external funding from various organizations for her research work. Dr. Loutsiou values dissemination of scholarly work outside the university via community partnership, networking with the psychology community within and outside national borders and building bridges of international collaboration. She has served on multiple professional key roles (e.g. member of editorial boards and reviewer for international scientific journals, reviewer of Master's programs for ISPA Accreditation, former Vice-President of the Cyprus Psychologists Association, former appointed member of the Cyprus Psychologists Licensing Board, chair for Cyprus' National Committee for the EuroPsy certificate, and national representative to the European (EFPA) Special Committee on Disasters, Crisis, and Trauma). Dr. Loutsiou is a founding member of the Center for Applied Neurosciences and she is also the Convener for the 2020 ISPA Annual Conference.

Eleni Karayianni

Dr Karayianni graduated with a Bachelor of Science Honours degree in Psychology in 2001 from Royal Holloway, University of London. She completed her postgraduate studies at Spalding University (USA), where she obtained a Master of Arts degree in Clinical Psychology in 2004 and a Doctor of Psychology degree (Psy.D.) in Clinical Psychology in 2008. She completed her pre-doctoral internship at Hutchings Psychiatric Center, New York State Office of Mental Health and the Forensic Department of the Madison County Mental Health Department. She is a Licensed Clinical Psychologist with the Cyprus Psychologists' Registration Board. Her research activity has received funding by national and international agencies. She has been working as Clinical Training Coordinator at the Department of Psychology, the University of Cyprus since 2008. Since 2015, she has been acting Director of the University of Cyprus Mental Health Center. At the national level, she participates and represents the Cyprus Psychologists' Association, most recently as President (2015 – present). Among other activities, she was a member of the Coordinating Committee of the Council of Europe Campaign "1 in 5" battling child sexual abuse in Cyprus (2013 – 2016),

and as member of the organizing or scientific committees of international conferences that have taken place in Cyprus and abroad. At the international level, she is an elected member of the Executive Council of the European Federation of Psychologists' Associations (EFPA, 2015 – 2019), and she collaborates with the Council of Europe on issues pertaining to children's rights.

The curriculum vitae of all academic staff is provided in Appendix 3.

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

Based on the instructions in this document, the academic staff who teach in the program are described in Tables 3 and 4. According to the procedures of the University of Cyprus, faculty members are entitled to one-year sabbatical leave for every 6 years of continuous employment. When a member of the academic staff of the program is absent on sabbatical leave or their teaching load is absorbed by the teaching needs of other programs, the needs of the Masters in Social and Developmental Psychology are covered either by other faculty members of the Department of Psychology or by Visiting Academics or by Special Scientists. All Special Scientists are holders of a PhD or are currently undertaking a Ph.D., in a specialization of Psychology relevant to the Master's program and they are always under the supervision and guidance of a faculty member. Visiting Academics or Special Scientists teach up to 3 courses for each semester and never over 30% of the program for each cohort.

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

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

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

The Department of Psychology, in cooperation with its Deputy Rector for Academic Affairs and the relevant departments of UCY, has harmonized the Quality Policy of the Undergraduate Studies Program with the Quality Policy of the University of Cyprus following faithfully the procedures and the Quality Assurance Regulations which it applies the Agency.

The Department of Psychology has as a systematic mission the training of young scientists in the science of psychology, the production of knowledge that contributes significantly to the international bibliography of human understanding and the varied contribution to the local society. The purpose of the Department is to train high-level scientists by providing students with theoretical knowledge and practical skills to help them develop their academic and professional skills and interests and to play a leading role in the modern financial and social environment at local, national and international level.

The quality strategy of the Undergraduate program studies, in order to achieve the objectives of the department, is certified through institutionalized procedures that ensure the continuity, effectiveness and evaluation of the relevant actions. In particular, the implementation of the Undergraduate program studies is monitored by the Undergraduate program studies Committee set up by the Department of Psychology, which operates throughout the academic year and meets regularly, at the invitation of the Department's President. The committee examines all aspects of the Undergraduate program studies taking into account the colleagues' suggestions on the implementation of the Undergraduate program studies. The suggestions of the Undergraduate program studies Committee are being discussed by the Board of the Department, which decides modifications to the Undergraduate program studies in a special session usually held in May of each academic year.

To facilitate the attendance of the first-year students, a relevant reception ceremony has been established at the Department. The details and program of the event are determined by decisions of the Council of the Department of Psychology. During the event, first-year students are informed about the details of academic life in the Department, the institution of the Professor's Counselor, the services provided by the Foundation and the Department etc.

The attendance at the Department and the monitoring of the Undergraduate program studies are governed by the relevant Regulations of the university and the Guide of Studies posted on the Department's website at the beginning of the academic year. For more specific procedures, such as written examinations of students, the Department has a special Regulation, which is also posted on the website to inform all interested parties.

Members of the Department are actively involved in the international education and training courses in Psychology, in the Board of Directors and EFPA Committees and other psychological teaching organizations and conferences to be aware of and adapt to international developments. For example, a graduate of the undergraduate and postgraduate program of the Department has already obtained the EuroPsy certificate and participates in the EuroPsy National Commission, which shows that the program corresponds to the content of the basic level of study promoted by EFPA. It is expected that upon completion of the evaluation of applications for the EuroPsy certificate in Cyprus, all graduates of the program, with the completion of the required postgraduate stage, will be able to obtain this recognition.

The presumption of the quality of the program, which is monitored by the Board of the Department, is the ability of our graduates to a) find employment in areas related to their studies and b) to accept for postgraduate studies in their preference programs in Cyprus and abroad, including some of the most competitive in Europe.

Moreover, there is a special Committee in the Department for the organization of lectures and seminars, which suggests to the Assembly that events that complement and enrich the Undergraduate program studies. The overall evaluation of these events is included in the Annual Evaluation Reports of the Department.

Goals and Actions

The strategic objectives of the Department are linked to those of the University and include:

- Providing high-level education, focusing on student-centered learning, continuous upgrading of the Undergraduate program studies through the institutionalized annual review process of the MAP, and the updating and standardization of academic functions.
- Produce high level research on the basis of international standards through the promotion of research collaborations and the exploitation and dissemination of results for the benefit of society.
- Promoting excellence and innovation by reinforcing and rewarding the achievements of academic community members in teaching and research.
- Strengthening the extroversion and the international presence of the Department, with emphasis on the recognition of the Department at local, national and international level
- Improvement of the connection with the local society, the labor market, the scientific bodies and the graduates of the Department.
- Effectiveness of administrative processes and improvement of the infrastructure of the Department with emphasis on Student Care and the reduction of bureaucracy.

These objectives are mainly achieved through the undergraduate program of studies and other activities and organized services that are offered for the better preparation of the students, such as the organization of conferences and workshops with scientific issues and others.

Objective of the undergraduate curriculum is to teach the basic subjects related to psychology so that students develop skills that will return them to a career in the modern world.

Regarding the learning outcomes of the undergraduate program of studies, the Department's aim is for graduates to have a very good theoretical knowledge of all the main areas of psychology. They also have research skills to enable them to apply this theoretical knowledge to empirical problems. Finally, to acquire the social skills required to play a leading role in the modern financial and social environment.

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

Professor Stelios Georgiou:

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

Professor Athanasios Raftopoulos:

The research interests of professor Raftopoulos center around the Philosophy of Science, Philosophy of Perception, and Epistemology as they are informed by the empirical research in Cognitive Science and Perception. He teaches both at the undergraduate and graduate levels courses in Cognitive Science,

Philosophy and History of Science, Theories of Consciousness, Representations, and Deontology of Research and Practise in Social Sciences.

Professor Fofi Constantinidou:

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

Professor Irene-Anna Diakidoy:

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

Professor Timothy Papadopoulos:

Research interests in Cognitive Skills Underpinning Reading Development, Reading Difficulties, Dyslexia, and Remediation, Cognitive Development and Cognitive Planning, Executive Functions in Children with ADHD, Cognitive Remediation of Attention Deficits. He teaches courses in the area of reading and learning disabilities, and he regularly involves students of the program in his research in the content of graduate research and master's theses.

Professor Georgia Panayiotou:

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

Professor Marios Avraamides:

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

Associate Professor Charis Psaltis:

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

Associate Professor George Spanoudis:

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

Associate Professor Kostas A. Fanti:

Kostas Fanti's interests are in Developmental Psychopathology and Transactional-Ecological Models of Development. His research focuses on the development of various types of externalizing problems (bullying, proactive/reactive aggression, conduct disorder, oppositional defiant disorder, delinquency) and co-occurrence with internalizing problems and psychopathic personality traits (callous-unemotional traits, narcissism, impulsivity). He investigates how neuro-physiological, cognitive, individual, and environmental etiological processes increase the risk for the development of externalizing psychopathology. Further, his work aims at identifying developmental processes of child and adolescent protection and resilience and he applies this information to the development of prevention and

intervention programs. He teaches courses in developmental psychopathology and antisocial behavior. He often supervises graduate students in the program.

Assistant Professor Maria Karekla:

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

Assistant Professor Panayiotis Stavrinides:

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

Assistant Professor Irini Kadianaki:

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

Assistant Professor Michalis Michaelides:

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

Assistant Professor Michael Lombardo:

Dr. Lombardo's research is highly multidisciplinary and focused on understanding heterogeneity and early neurodevelopment in autism and neurodevelopmental disorders. Dr. Lombardo teaches courses in autism and neurodevelopmental disorders, cognitive neuroscience, neuropsychology, statistics, and research methods and supervises research conducted by undergraduate, graduate students and post-

docs. Research keywords: Autism, neurodevelopmental disorders, data science, precision medicine, computational psychiatry, prenatal development, social and affective neuroscience, social cognition, emotion, mentalizing, theory of mind, empathy, sex/gender, brain development, steroid hormones, genomics, transcriptomics, network science, bioinformatics.

Lecturer Andria Shimi:

Dr. Shimi's research focuses on the neurocognitive development of attentional control and visual working memory in both typical and atypical populations. In particular, she is interested in how attention develops across the lifespan, how attentional mechanisms function in the brain and how attentional deficits affect other cognitive processes such as working memory and learning in various clinical populations (e.g., Attention Deficit Hyperactivity Disorder). In her research, she uses an interdisciplinary approach that combines behavioral measures with neuroscience techniques (primarily EEG/ERP) and genetic methodology.

Lecturer Alexandros Lordos:

Dr. Lordos is interested in investigating how the acquisition of life skills can contribute to mental health, employability and constructive citizenship outcomes, as well as in strengthening resilience against micro-systemic and macro-systemic adversities. Research questions he is currently focusing on include the following: How do specific life skills (e.g. mindfulness; distress tolerance; intellectual humility; creativity; future orientation; growth mindset; communication; leadership; tolerance of diversity) map out to distinct outcomes, as described above. How can we more robustly assess life skills, through self-report, projective, and task-based measurement modalities? And finally, how can life skills be nurtured, taught, mentored, activated, socially learnt, actively learnt or otherwise acquired in various everyday contexts such as the family, education establishments, the workplace, or through culture and sports, as well as in more challenging and crisis-associated contexts such as conflict-affected countries, humanitarian emergencies, radicalized social groups, high-risk youth populations, mental health clinics, rehabilitation centers, and correctional facilities? In the longer term, he hopes to apply such knowledge for the development of integrated assessment-to-intervention systems that can be flexibly deployed to effectively meet population needs for life skills and resilience.

For more information, please see **Annex 3**

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

To date no feasibility study was carried out. However, based on a pre-feasibility study conducted in the program's graduates by the Center for Field Studies of the UCY, 100% of our graduates are currently employed in areas related to Psychology. Our graduates are employed as faculty members at Research Centres in Cyprus or abroad, in Ministries, governmental and non-governmental agencies, while others are employed as scientific associates in research programs or post-doctoral research programs at academic institutes in Cyprus or abroad. Additionally, graduates of the program who have already

graduated from our professional programs (School and Clinical psychologists) are employed by the Ministry of Education and Culture and Ministry of Health, or work as private practitioners or in cooperation with private medical or psychological centres. Recently, the Council of the Psychology Department began to consider the idea of carrying out a feasibility study in order to examine the status of the ongoing undergraduate and graduate programs and the possibilities of developing new study programs.

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

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

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

13. Address or addresses of the program's premises

University of Cyprus

University House "Anastasios G. Leventis"

1 Panepistimiou Avenue

2109 Aglantzia, Nicosia

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

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

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

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

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

The Department of Psychology owns 13 research laboratories and is also directly connected to the Center for Applied Neuroscience in the School of Education and Social Sciences. The labs include the Comprehension & Learning Laboratory, Genetic Social Psychology Lab, Clinical Psychology & Psychophysiology Lab, Experimental Psychology Lab, Developmental Psychopathology Lab, ACThealthy: Clinical Psychology and Behavioral Medicine Laboratory, Quantitative Methods & Assessment Lab, Neurocognitive Research Lab, Cognition and Language Laboratory, Memory & Attention Development Lab, Developmental Psychology Lab. All department labs have been successful in recruiting funding from internal and external sources and at times have been able to offer employment to graduate students of the Department as researchers. The labs offer cutting-edge equipment for student research that allows students to conduct research projects using modern methodologies. For example they include Electroencephalogram equipment, peripheral psychophysiology, eye tracking, face readers, Near Infrared Spectroscopy, CO2 measures, telephone survey center, observation systems, etc. and their corresponding software. All equipment is fully functional and maintained at all times. Many of these labs are located in the Old Campus premises.

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

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

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

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

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

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

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

The operation of undergraduate programs is one of the main purposes and reasons for the operation of the UCY as defined in the University of Cyprus Law N144 / 89. Given that the University of Cyprus is a public university, a large part of the operating expenses mainly concern the salaries of faculty members, other teaching and administrative staff, electricity, rents, etc. subsidized by the state. Revenue from undergraduate tuition fees amounts to € 17 million annually (€ 3,416 per student per year) and is fully subsidized by the Cypriot State for students from EU Member States. The financial management of an undergraduate program is implemented centrally under the supervision of the UCY Council. Planning and execution of payments is governed by a legal framework and is subject to financial control by the Audit Office of the Republic of Cyprus. The approval of the budget by the House of Representatives is required for the validity of the PA's expenditure and is submitted through the Ministry of Finance and the Ministry of Education and Culture.

In detail, the procedure followed is as follows: The budget of the Department is being prepared during the previous year, depending on its future needs, its stage of development and its strategic planning. Once the budget is completed, it is approved by the Board of the Department and submitted to the Board of the relevant School for study and approval. Thereafter the Dean of the School promotes the approved budget to the Committee on Finance chaired by the Vice Rector of Financial Issues with members of the Dean of the Schools. The Finance Committee studies the budgets of the Departments and Entities and is entitled to make revisions with the agreement of the Section Chairs to make the most of the available resources.

In the event that certain needs of the Department are growing, the Department should have obtained the necessary approvals in advance by both the Planning and Development Committee chaired by the Rector and subsequently by the Senate and the Council of the UCY.

Once the budget has been approved by the Finance Committee, it is submitted to the Council for final approval. The implementation and monitoring of the budget is carried out by the Financial Services.

Given the above, due to the many postgraduate programs of the Department of Psychology and the incomes that these undergraduate students receive from the lectures, visitors, the technical infrastructure and the international collaborations that the postgraduate income allows the department to have.

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

The Undergraduate Program in Psychology is coordinated by three faculty members of the Department of Psychology, which is currently chaired by Dr. George Spanoudis, Associate Professor (see CV in Annex spanoud@ucy.ac.cy

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

C. APPLICATION INFORMATION

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

Receipt Number: Γ428298

Date on the Receipt:

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

Professor Tasos Christofides, Rector

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

.....

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

.....

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

.....

Date of Application:

D. SPECIFIC INSTRUCTIONS FOR COMPLETING THE DOCUMENT

A.3 Name of the program of study:

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

A.4 Final Higher Education Qualification:

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

A.5 Type of the Program of Study:

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

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

A.6 Duration of Studies:

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

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

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

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

- (a) Structure of the program of study (Table 1)
- (b) Distribution of courses per semester (Table 2)
- (c) Complete list of compulsory courses and elective courses (Annex 1)
- (d) Course description (Annex 2)

B.5 Student admission requirements

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

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

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

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

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

[Instructions: Designate the Coordinator.]

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

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

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

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

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

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

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

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

E. TABLE 1: STRUCTURE OF THE PROGRAM OF STUDY

STUDY PROGRAM REQUIREMENTS	ECTS
Mandatory Courses The program includes 17 psychology courses covering basic knowledge in theoretical fields that are fundamental to psychology, such as topics of Developmental, Clinical, Cognitive, Social and Educational Psychology. etc. (see course descriptions).	101 ECTS
Selective Courses Students can choose from the selected courses of the Department of Psychology. They also have the option of taking 2 courses (up to 12 ECTS) from other departments, in addition to the 4 free-choice courses required by the University of Cyprus's study rules that will count to 99 ECTS. The selected courses include PSY 390 INDEPENDENT STUDIES (6 ECTS), PSY 350 RESEARCH EXPERIENCE I (3 ECTS), PSY 450 RESEARCH EXPERIENCE II (3 ECTS) and Research Dissertation 490-491 (12 ECTS) for enrollment in which consent and permission of the instructor is required. In PSY 390 the student studies a subject of his / her choice, not included in a specific lesson. Students are exempted from a selected psychology course. The PSY350 and PSY450 courses are optional and the student is involved in research programs of the teaching staff of the Department, thus acquiring important research experiences. Research dissertation PSY 490-491 is also optional. In case they choose it, students are exempted from TWO selected courses of Psychology.	99 ECTS
Two mandatory courses from other Departments CS 001 Introduction to Computer Science MAS 051 Statistics	10 ECTS
Selective Courses from other Departments Any courses from at least two faculties of the UCY corresponding to 20 credit units (4 courses of 5 units).	20 ECTS
Foreign Language Two courses of foreign language (Level I και II)	10 ECTS
In total ECTS	240



TABLE 2: COURSE DISTRIBUTION PER SEMESTER

PROGRAMME

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total Hours/ Academic semester	Number of ECTS
1st Semester								
1.	Mandatory	INTRODUCTION TO PSYCHOLOGY	PSY 100	2	One hour and a half	13	39	5
2.	Mandatory	DEVELOPMENTAL PSYCHOLOGY I	PSY 101	2	One hour and a half	13	39	5
3.	Mandatory	CLINICAL PSYCHOLOGY I	PSY 103	2	One hour and a half	13	39	5
4.	Mandatory	STATISTICS	MAS 051	2	One hour and a half	13	39	5
5.	Mandatory	FOREIGN LANGUAGE (LEVEL I)	LAN 100	2	One hour and a half	13	39	5
6.	Elective (Department)	(Department)		2	One hour and a half	13	39	5
2nd Semester								
7.	Mandatory	SOCIAL PSYCHOLOGY I: INTRODUCTION TO SOCIAL PSYCHOLOGY	PSY 102	2	One hour and a half	14	42	5

8.	Mandatory	COGNITIVE PSYCHOLOGY I	PSY 120	2	One hour and a half	14	42	5
9.	Mandatory	EDUCATIONAL PSYCHOLOGY I: CHILD DEVELOPMENT AND EDUCATIONAL APPLICATIONS	PSY 170	2	One hour and a half	14	42	5
10.	Mandatory	INTRODUCTION TO COMPUTERS	CS 001	2	One hour and a half	14	42	5
11.	Mandatory	FOREIGN LANGUAGE (LEVEL II)	LAN 200	2	One hour and a half	14	42	5
12.	Elective (Department)	according to students' choice		2	One hour and a half	13	39	5
Summer Semester 1								
	Elective (Department)	according to students' choice		2	One hour and a half	7	21	5
3rd Semester								
13.	Mandatory	PSYCHOBIOLOGY I: BIOLOGICAL BASES OF BEHAVIOR	PSY 200	2	One hour and a half	13	39	6
14.	Mandatory	METHODOLOGY I: DESCRIPTIVE RESEARCH	PSY 204	2	One hour and a half	13	39	7

15.	Mandatory	SOCIAL PSYCHOLOGY II: INTERGROUP RELATIONS AND SOCIAL REPRESENTATIONS	PSY 315	2	One hour and a half	13	39	7
16.	Mandatory	COGNITIVE PSYCHOLOGY II: ATTENTION AND PERCEPTION	PSY 316	2	One hour and a half	13	39	6
17.	Elective (Department)	according to students' choice		2	One hour and a half	13	39	5
4th Semester								
18.	Mandatory	CLINICAL PSYCHOLOGY II: ABNORMAL PSYCHOLOGY	PSY 220	2	One hour and a half	14	42	6
19.	Mandatory	INTRODUCTION TO PSYCHOLOGY II: DEONTOLOGY AND ETHICS IN PSYCHOLOGY	PSY 306	2	One hour and a half	14	42	6
20.	Mandatory	DEVELOPMENTAL PSYCHOLOGY II	PSY 314	2	One hour and a half	14	42	6
21.	Elective (Department)	according to students' choice		2	One hour and a half	14	42	6
22.	Elective (Department)	according to students' choice		2	One hour and a half	14	42	6
Summer Semester 2								



	Elective (Department)	according to students' choice		2	One hour and a half	7	21	5
5th Semester								
23.	Mandatory	APPLICATIONS OF PSYCHOLOGY AND FIELD EXPERIENCE	PSY 343	2	One hour and a half	13	39	7
24.	Mandatory	EDUCATIONAL PSYCHOLOGY II: LEARNING AND INSTRUCTION	PSY 370	2	One hour and a half	13	39	6
25.	Mandatory	METHODOLOGY II: CORRELATIONAL AND EXPERIMENTAL RESEARCH	PSY 404	2	One hour and a half	13	39	7
26.	Mandatory	PSYCHOBIOLOGY II: NEUROPSYCHOLOGY	PSY 422	2	One hour and a half	13	39	7
27.	Elective (Department)	according to students' choice		2	One hour and a half	13	28	6
6th Semester								
28.	Elective (Other Department)	according to students' choice		2	One hour and a half	14	42	5
29.	Elective (Department)	according to students' choice		2	One hour and a half	14	42	6

30.	Elective (Department)	according to students' choice		2	One hour and a half	14	42	6
31.	Elective (Department)	according to students' choice		2	One hour and a half	14	42	6
32.	Elective (other Department)	according to students' choice		2	One hour and a half	14	42	5
Summer Semester 3								
	Elective (other Depatment)	according to students' choice		2	One hour and a half	7	21	5
7th Semester								
33.	Elective (Department)	according to students' choice		2	One hour and a half	13	39	6
34.	Elective (Deparment)	according to students' choice		2	One hour and a half	13	39	6
35.	Elective (Department)	according to students' choice		2	One hour and a half	13	39	6
36.	Elective (Department)	according to students' choice		2	One hour and a half	13	39	6
37.	Elective (other Department)	according to students' choice		2	One hour and a half	13	39	5



8th Semester								
38.	Elective (Department)	according to students' choice		2	One hour and a half	14	42	6
39.	Elective (Department)	according to students' choice		2	One hour and a half	14	42	6
40.	Elective (Department)	according to students' choice		2	One hour and a half	14	42	6
41.	Elective (other Department)	according to students' choice		2	One hour and a half	14	42	5
42.	Elective (other Department)	according to students' choice		2	One hour and a half	14	42	5

**** During the Summer Semesters, under the rules of the UCY, students can enroll up to 15 ECTS**



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AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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

A/A	Name and Surname	Discipline / Specialization	Teaching courses in the program of study under evaluation		
			Bachelor of Arts in Psychology		
			Code	Course title	Hours/ week
1.	Fofi Constantinidou	Neuropsychology, language disorders	PSY 200	PSYCHOBIOLOGY I: BIOLOGICAL BASES OF BEHAVIOUR	3
			PSY 422	PSYCHOBIOLOGY II: NEUROPSYCHOLOGY	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE I I	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS I I	
2.	Irene – Anna Diakidou	Educational Psychology	PSY 370	PSY 370 EDUCATIONAL PSYCHOLOGY II: LEARNING AND INSTRUCTION	3
			PSY 322	PSY 322 PSYCHOLOGY OF READING	3
			PSY 390	INDEPENDENT STUDY	

			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE I I	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS I I	
3	Kostas Fantis	Developmental Psychology	PSY 101	DEVELOPMENTAL PSYCHOLOGY I	3
			PSY 341	SOCIAL DEVIANCE AND ILLEGAL BEHAVIOR	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE I I	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS I I	
4			PSY 170	PSY 170 EDUCATIONAL PSYCHOLOGY I: CHILD DEVELOPMENT AND EDUCATIONAL APPLICATIONS	3
			PSY 217	FAMILY PSYCHOLOGY	3
			PSY 390	INDEPENDENT STUDY	

	Stelios Georgiou	Educational Psychology	PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE I I	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS I I	
5	Athanasios Raftopoulos	Cognitive Sciences and Philosophy	PSY 306	PSY 306 INTRODUCTION TO PSYCHOLOGY II: DEONTOLOGY AND ETHICS IN PSYCHOLOGY	3
			PSY 402	THEORIES OF MIND AND CONSCIOUSNESS	3
			PSY 424	KNOWLEDGE REPRESENTATION	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS II	
			PSY 120	PSY 120 COGNITIVE PSYCHOLOGY I	3
			PSY 301	EXPERIMENTAL PSYCHOLOGY METHODS	3

6	Marios Avraamides	Cognitive Psychology	PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS II	
7	Irene Kadianaki	Social Psychology	PSY 100	INTRODUCTION TO PSYCHOLOGY	3
			PSY 102	SOCIAL PSYCHOLOGY I: INTRODUCTION TO SOCIAL PSYCHOLOGY	3
			PSY 332	SOCIAL PSYCHOLOGY OF COGNITIVE DEVELOPMENT	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS II	
8	Georgia Panayiotou	Clinical Psychology	PSY 103	CLINICAL PSYCHOLOGY I: THEORIES OF PERSONALITY	3

			PSY 123	PSYCHOLOGY OF MOTIVATION	3
			PSY 220	CLINICAL PSYCHOLOGY II: ABNORMAL PSYCHOLOGY	3
			PSY 426	ADVANCED TOPICS IN CLINICAL PSYCHOLOGY	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS II	
9	Eleni Karayianni	Clinical Psychology	PSY 343	APPLICATIONS OF PSYCHOLOGY AND FIELD EXPERIENCE	3
10	Maria Karekla	Clinical Psychology	PSY 208	HEALTH PSYCHOLOGY	3
			PSY 305	BEHAVIOR ANALYSIS AND MODIFICATION	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE II	

			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS II	
11	Anthi Loutsiou	Clinical Psychology	PSY 343	APPLICATIONS OF PSYCHOLOGY AND FIELD EXPERIENCE	3
12	Timothy C. Papadopoulos	Educational Psychology	PSY 320	LEARNING DISABILITIES I: Attentional Problems	3
			PSY 407	LEARNING DISABILITIES II: Reading Difficulties	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS II	
13	George Spanoudis	Developmental/Cognitive Psychology	PSY 223	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES	3
			PSY 403	TOPICS IN COGNITIVE DEVELOPMENT	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	

			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS II	
14	Charis Psaltis	Social Psychology	PSY 315	SOCIAL PSYCHOLOGY II: INTERGROUP RELATIONS AND SOCIAL REPRESENTATIONS	3
			PSY 319	INTERPERSONAL PROCESSES	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS II	
15	Panayiotis Stavrinides	Developmental Psychology	PSY 101	DEVELOPMENTAL PSYCHOLOGY I	3
			PSY 314	DEVELOPMENTAL PSYCHOLOGY II: Adulthood	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	

			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS II	
16	Michalis Michaelides	Research Methods in Social Sciences	PSY 202	Research Methods in Psychology	3
			PSY 302	Statistical applications in psychological research	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS II	
17	Michael Lombardo	Neuroscience	PSY 331	BEHAVIORAL NEUROSCIENCE	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	

			PSY 491	UNDERGRADUATE THESIS II	
18	Antria Shimi	School Psychology	PSY 316	COGNITIVE PSYCHOLOGY II: ATTENTION AND PERCEPTION	3
			PSY 401	DIAGNOSTIC METHODS IN PSYCHOLOGY	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	
			PSY 491	UNDERGRADUATE THESIS II	
19	Alexandros Lordos	Clinical Psychology	PSY 103	CLINICAL PSYCHOLOGY I: THEORIES OF PERSONALITY	3
			PSY 132	PSYCHOLOGY OF HAPPINESS AND ADAPTIVE BEHAVIOR	3
			PSY 390	INDEPENDENT STUDY	
			PSY 350	RESEARSH EXPERIENCE I	
			PSY 450	RESEARSH EXPERIENCE II	
			PSY 490	UNDERGRADUATE THESIS I	

			PSY 491	UNDERGRADUATE THESIS II	
20	Visiting Lecturers and Special Scientists*		PSY 118	FUNDAMENTALS OF HUMAN SEXUALITY	3
			PSY 131	PSYCHOLOGY OF MOURNING	3
			PSY 216	INTRODUCTION TO PSYCHOACOUSTICS	3
			PSY 301	EXPERIMENTAL PSYCHOLOGY METHODS	3
			PSY 342	PSYCHOLOGY OF SUBSTANCE DEPENDENCE	3
			PSY 425	BASIC HUMAN PHARMACOLOGY	3

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

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

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



17.	Michael Lombardo	Ph.D. in Cognitive Neuroscience, University of Cambridge	Assis. P	FT	All programs of the Department of Psychology	2	6
18.	Andrea Shimi	D.Phil. in Cognitive Psychology, University of Cambridge	L	FT	All programs of the Department of Psychology	2	6
19.	Alexandros Lordos	Ph.D in Clinical Psychology, University of Cyprus	L		All programs of the Department of Psychology	2	6

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

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

F. ANNEXES

ANNEX 1 – LIST OF COMPULSORY COURSES AND ELECTIVE COURSES

Bachelor of Arts in Psychology

STRUCTURE OF THE PROGRAM

The degree in Psychology consists of 240 credits (ECTS), divided into compulsory and elective courses.

Courses encoded with 100 are credited with 5 ECTS because they are also open to students in other departments. The remaining courses are credited with 6 ECTS and/or 7 ECTS credits. The research courses (PSY 350, PSY 450) are credited with 3 ECTS. The research dissertation (PSY 490, PSY 491) is credited with 12 ECTS.

This program structure gives students the flexibility either to take courses from a variety of areas of psychology or to graduate in a field of interest, while at the same time through the compulsory courses they have mastered the basic knowledge they are expected to have in order to apply for postgraduate programs or seek employment.

17 Mandatory Courses (101 ECTS)

PSY 100 INTRODUCTION TO PSYCHOLOGY (5)

PSY 101 DEVELOPMENTAL PSYCHOLOGY I (5)

PSY 102 SOCIAL PSYCHOLOGY I: INTRODUCTION TO SOCIAL PSYCHOLOGY (5)

PSY 103 CLINICAL PSYCHOLOGY I: THEORIES OF PERSONALITY (5)

PSY 120 COGNITIVE PSYCHOLOGY I (5)

PSY 170 EDUCATIONAL PSYCHOLOGY I: CHILD DEVELOPMENT AND EDUCATIONAL APPLICATIONS (5)

PSY 200 PSYCHOBIOLOGY I: BIOLOGICAL BASES OF BEHAVIOR (6)

PSY 202 Research Methods in Psychology (7)

PSY 220 CLINICAL PSYCHOLOGY II: ABNORMAL PSYCHOLOGY (6)

PSY 306 INTRODUCTION TO PSYCHOLOGY II: DEONTOLOGY AND ETHICS IN PSYCHOLOGY (6)

PSY 314 DEVELOPMENTAL PSYCHOLOGY II (6)

PSY 315 SOCIAL PSYCHOLOGY II: INTERGROUP RELATIONS AND SOCIAL REPRESENTATIONS (7)

PSY 316 COGNITIVE PSYCHOLOGY II: ATTENTION AND PERCEPTION (6)

PSY 343 APPLICATIONS OF PSYCHOLOGY AND FIELD EXPERIENCE (7)

PSY 370 EDUCATIONAL PSYCHOLOGY II: LEARNING AND INSTRUCTION (6)

PSY 302 Statistical applications in psychological research (7)

PSY 422 PSYCHOBIOLOGY II: NEUROPSYCHOLOGY (7)

Elective Courses (99 ECTS)

PSY 113 WORK AND ORGANIZATIONAL PSYCHOLOGY (5)

PSY 118 FUNDAMENTALS OF HUMAN SEXUALITY (5)

PSY 123 PSYCHOLOGY OF MOTIVATION (5)

PSY 131 PSYCHOLOGY OF MOURNING (5)

PSY 132 PSYCHOLOGY OF HAPPINESS AND ADAPTIVE BEHAVIOR (5)

PSY 203 MEMORY (6)

PSY 208 HEALTH PSYCHOLOGY (6)

PSY 216 INTRODUCTION TO PSYCHOACOUSTICS (6)

PSY 217 FAMILY PSYCHOLOGY (6)

PSY 223 PSYCHOLOGY OF INDIVIDUAL DIFFERENCES (6)

PSY 301 EXPERIMENTAL PSYCHOLOGY METHODS (7)

PSY 305 BEHAVIOR ANALYSIS AND MODIFICATION (7)

PSY 307 COUNSELING PSYCHOLOGY (6)

PSY 319 INTERPERSONAL PROCESSES (6)

PSY 320 LEARNING DISABILITIES I: ATTENTIONAL PROBLEMS (6)

PSY 321 COGNITIVE SCIENCE (6)

PSY 322 PSYCHOLOGY OF READING (6)

PSY 323 PSYCHOLOGY OF LANGUAGE (6)

PSY 331 BEHAVIORAL NEUROSCIENCE (6)

PSY 332 SOCIAL PSYCHOLOGY OF COGNITIVE DEVELOPMENT (6)

PSY 341 SOCIAL DEVIANC AND ILLEGAL BEHAVIOR (6)

PSY 342 PSYCHOLOGY OF SUBSTANCE DEPENDENCE (6)

PSY 401 DIAGNOSTIC METHODS IN PSYCHOLOGY (7)

PSY 402 THEORIES OF MIND AND CONSCIOUSNESS (6)

PSY 403 COGNITIVE DEVELOPMENT (6)

PSY 407 LEARNING DISABILITIES II: READING DIFFICULTIES (6)

PSY 423 MENTAL RETARDATION (6)

PSY 424 KNOWLEDGE REPRESENTATION (6)

PSY 425 BASIC HUMAN PHARMACOLOGY (6)

PSY 426 ADVANCED TOPICS IN CLINICAL PSYCHOLOGY (6)

TWO COMPULSORY COURSES FROM OTHER DEPARTMENTS (10 ECTS)

CS 001 INTRODUCTION TO COMPUTERS (5)

MAS 051 STATISTICS (5)

ELECTIVE COURSES FROM OTHER DEPARTMENTS (20 ECTS)

Any elective courses from two other Departments of University of Cyprus corresponding to 20 credit units (4 courses of 5 ECTS each).

FOREIGN LANGUAGE (10 ECTS)

Two courses in a foreign language (Levels I and II)



ANNEX 2 - COURSE DESCRIPTION

Course Title	Introduction to Psychology				
Course Code	PSY 100				
Course Type	Compulsory				
Level	Undergraduate				
Year/Semester of Studies	1 st				
Instructor	Irin Kadianaki				
ECTS	5 ECTS Students' work load is expected to be around 150 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	0
Course Content	Introduction and familiarisation of the students with the basics of psychological science.				
Learning Outcomes	Students are expected to gain a broad knowledge of the discipline of psychology and of the basic, core terms of each strand of psychology (clinical, developmental, social, cognitive). Students are expected to understand these core terms and to recognize the implementation of psychology in issues of the everyday human experience.				
Prerequisites	-	Co-requisites	-		
Course Content	The following topics will be taught: perception, memory, consciousness, thought and language, motivation of behavior, identity, personality, emotions, mental health and illness, therapy. We will engage with how these relate to the brain, how they develop in children, how they differ between people and how they are interrupted due to mental illness. During the course we refer to important studies that have had an important impact in the development of psychological discipline, both new and old and to implementation of psychological constructs in everyday life.				
Teaching Methods	Lectures, Discussion				

Required Reading	Gray, P. (2006). <i>Psychology</i> . New York: Worth Publishers Kalat, J. W. (2010). <i>Introduction to Psychology</i> . Belmont, CA: Wadsworth. Hayes, N. (2011). Εισαγωγή στην Ψυχολογία. Αθήνα: Πεδίο
Assessment Methods	Exams (midterm and final)
Language	Greek

Course Title	Developmental Psychology I				
Course Code	PSY 101				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st / 1 st for psychology students				
Teacher’s Name	Panayiotis Stavrinides				
ECTS	5 ects Students' work load is expected to be around 150 hours	Lectures / week	2 lectures/ week (3 hours in total)	Laboratories / week	0
Course Purpose and Objectives	To present the major developmental theories from embryonic period through childhood				
Learning Outcomes	The students should acquire knowledge regarding cognitive, social, emotional, moral and biological development				
Prerequisites	None	Required		None	
Course Content	This course presents the major developmental theories from conception till birth and from infancy to pre adolescence. Theories regarding cognitive, personality, social, emotional, moral and biological development are discussed and the relevant empirical findings are also presented.				

	Developmental psychopathology is also discussed with an emphasis on disorders that affect children and adolescents.
Teaching Methodology	Lectures
Bibliography	<p>Hayes, N. (1998). <i>Εισαγωγή στην Ψυχολογία</i>. Αθήνα: Ελληνικά Γράμματα (Επιμέλεια: Α. Ευκλείδη, Τόμος Α' και Ι. Παρασκευόπουλος, Τόμος Β').</p> <p>Salkind, N.J. (1990). <i>Θεωρίες της Ανθρώπινης Ανάπτυξης</i>. Μετάφραση, Δ. Μαρκουλής. Αθήνα: Εκδόσεις Πατάκη.</p> <p>Γεωργίου Στ. (2008). <i>Του παιδιού και του σχολείου</i>. Αθήνα: Ατραπός</p> <p>Cole, M & Cole, S. (2000). <i>Η ανάπτυξη των παιδιών</i>. Δύο Τόμοι. Αθήνα: ΔΑΡΔΑΝΟΣ (Επιμέλεια Α' Τόμου: Ζ. Παπαληγούρα και Π. Βορριά. Επιμέλεια Β' Τόμου: Ζ. Μπαμπλέκου).</p> <p>Βοσνιάδου, Σ. (1992). <i>Κείμενα Εξελικτικής Ψυχολογίας</i>. Τρεις Τόμοι (Α' Γλώσσα, Β' Σκέψη, Γ' Κοινωνική Ανάπτυξη). Αθήνα: Gutenberg.</p> <p>Carson, R.C., Butcher, J.N., and Mineka S. (1996). <i>Abnormal Psychology and Modern Life</i>. NY: Harper-Collins Publishers.</p>
Assessment	40% midterm exam, 40% final exam, 20% participation
Language	Greek

Course Title	Social Psychology I: Introduction to Social Psychology				
Course Code	PSY 102				
Course Type	Compulsory course				
Level	Undergraduate level				
Year / Semester	1 st / 1 st for psychology students				
Teacher's Name	Charis Psaltis				
ECTS	5 ect Students' work load is expected to be	Lectures / week	2 lectures/ week (3 hours in total)	Laboratories / week	0

	around 150 hours				
Course Purpose and Objectives					
Learning Outcomes	<p>Students are expected to be able to:</p> <p>Identify the areas and phenomena of interest in social psychology</p> <p>Comprehend the values, epistemological approaches, traditions and ideological currents from which various central figures of social psychology drew their inspiration and how they influenced the development of the field</p> <p>Compare the various methodological approaches and theories of social psychology with basic and well known psychological and sociological theories</p> <p>Appraise the value of various theoretical notions proposed by various theorists in our understanding of social problems</p> <p>Critically evaluate classic experiments in the field from a methodological and ethics point of view.</p>				
Prerequisites	None	Required	None		
Course Content	<p>This course aims at the introduction of the student to the field of social psychology. In particular, it aims at the familiarisation of students with the history of social psychology, the relationship of social psychology to psychology and sociology and discussion of basic areas of social psychological study and classical studies in social psychology (social behaviour and intrapersonal processes, group processes and decision making, social influence, inter-group relations, conflict and co-operation, social representations). In particular, we will discuss cognitive dissonance theory, reactance theory, compliance and minority influence, prejudice and the contact hypothesis, and Sherif's, Milgram, Asch and Zimbardo's famous experiments. Special emphasis will be given to the development of a social psychological gaze on everyday problems through an articulation of Doise's (1986) four levels of analysis.</p>				
Teaching Methodology	<p>Lecture: 39</p> <p>Study for midterm and final exam: 60</p> <p>Homework: 51</p> <p>Total: 150</p>				

Bibliography	<p>Hogg & Vaughan (2010). Κοινωνική Ψυχολογία. Αθήνα: Gutenberg.</p> <p>Hammack, P. (2016). The Oxford Handbook of Social Psychology and Social Justice. Oxford: OUP.</p> <p>Παπαστάμου, Σ.(2001). Εισαγωγή στην Κοινωνική Ψυχολογία: Επιστημολογικοί Προβληματισμοί και Μεθοδολογικές Κατευθύνσεις. Αθήνα: Ελληνικά Γράμματα.</p> <p>Κοκκινάκη Φλώρα (2005). Κοινωνική Ψυχολογία: Εισαγωγή στη μελέτη της Κοινωνικής Συμπεριφοράς, Αθήνα: Τηπωθήτω.</p> <p>Hewstone, M. et.al (2007). Εισαγωγή στην Κοινωνική Ψυχολογία. Αθήνα : Παπαζήσης</p> <p>Παπαστάμου, Σ. (1993). Εγχειρίδιο Κοινωνικής Ψυχολογίας. Αθήνα: Οδυσσέας</p> <p>Doise, W. (1986/2005). Η εξήγηση στην Κοινωνική Ψυχολογία. Αθήνα: Ελληνικά Γράμματα</p> <p>Παπαστάμου, Σ. (1989). (Επ.). Η Κοινωνική Επιρροή. Αθήνα: Οδυσσέας</p> <p>Παπαστάμου, Σ. (1990). (Επ.). Διομαδικές Σχέσεις. Αθήνα: Οδυσσέας</p> <p>Παπαστάμου, Σ., Μαντόγλου, Α.(1995) (Επ.). Κοινωνικές αναπαραστάσεις. Αθήνα: Οδυσσέας</p>
Assessment	<p>Midterm exam (40%)</p> <p>Final Exam (60%)</p>
Language	Greek

Course Title	CLINICAL PSYCHOLOGY I: THEORIES OF PERSONALITY
Course Code	PSY 103
Course Type	Compulsory
Level	Undergraduate Level

Year/Semester of Studies	1 st year- 1 st semester				
Instructor	Alexandros Lordos				
ECTS	5 ect Students' work load is expected to be around 150 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops/ Week	1
Course's Aim	<p>This course is an introduction to various theoretical approaches to personality studies including psychoanalytic theory, cognitive, behavioral and factorial as well as individual differences that occupy psychological research today.</p> <p>We will try to answer questions such as whether there is "personality", how the various theories perceive the structure and function, and how the personality is measured.</p> <p>The course deals mainly with theories, but there will be an initial contact with personality tests. This course is introductory and will not make us specialists in personality assessment or in psychotherapy.</p>				
Learning Outcomes	<p>At the end of the semester, students are expected to:</p> <ul style="list-style-type: none">• know basic theories and approaches of personality• know the basic methodologies used to study personality and their limitations• know a series of personality and specific ratings tests and will understand their use• understand the concept of personality and the basic dilemmas surrounding its study• understand the role of studying personality in modern psychology• can distinguish the scientific approach to personality from everyday use and the concept of terms• understand the role of basic and individual characteristics in psychopathology and therapy• can apply their knowledge about the scientific approach in personality in order to design a simple empirical study				
Prerequisites		Co-requisites			
Course Content	Chapter 1: Introduction in psychology of personality Chapter 2: Research - how we study scientifically the personality				

	Chapter 3: Psychoanalytic Theory Chapter 5-6: Person- centered theory Chapter 9: Theory of learning Chapter 14: Cognitive theory Chapter 7-8: Theories of Characteristics
Teaching Methods	Lectures, discussion, video, students' presentation
Required Reading	Mandatory: Theories of Personality, Pervin & John (in Greek)
Assessment Methods	<ul style="list-style-type: none"> • Midterm Examination (multiple choice and short answer questions) in first the half of the syllabus 35% • Final Examination (multiple choice and short answer questions) in the second half of the syllabus 40% • Team Presentation in class 20% • Presence and active participation in class 5% <p>Presentation: You will be asked to find and present into groups about a key feature of the personality currently occupied by psychologists. The study will be based on scientific articles from the magazine library of UCY (at least on 3 articles that were published the last 10 years). The goal is to learn from each other and get a taste of modern research. The presentation will be 10-15 minutes approximately and the main assessment criterion will be the success of learning something new (meaning the subject is understandable and interesting). Along with the presentation, a summary of 1-2 pages will be delivered to everyone. Possible topics:</p> <p>Anxiety Sensitivity</p> <ul style="list-style-type: none"> • Experiential Avoidance • Behavioral Inhibition • Fearfulness-Fearlessness • Alexithymia • Shyness • Trait Anxiety • Callous-unemotional traits • Sensation Seeking • Impulsivity • Narcissism • Hardiness • Type-A personality/Type-D personality
Language	Greek

Course Title	Organizational Psychology
Course Code	PSY 113

Course Type	Elective Course				
Level	Undergraduate Level				
Year/Semester of Studies	1 st year- 1 st semester				
Instructor	Charis Psaltis				
ECTS	5 ects Students' work load is expected to be around 150 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops / Week	1
Course's Aim					
Learning Outcomes	<div>Develop knowledge and understanding of:</div> <ul style="list-style-type: none">• Different ways to explain employee motivation and how these are used in practice.• Methods used in training employees and evaluating the effectiveness of training interventions.• Methods used to deal with occupational stress and evaluating the effectiveness of workplace stress interventions.• Different ways to explain effective leadership, high performing teams and workplace communication and how these are used in practice.• Importance of individual differences in influencing performance improvement and sustaining performance over time.				
Prerequisites		Co-requisites			
Course Content	This course aims to provide students with a general understanding of the application of Psychology to the world of work. Students will gain an awareness of the types of issues dealt with in the workplace and an awareness of common research and practical tools and techniques used to deal with these issues. Some of the topics that this course will cover include; Individual differences in the work context, motivation,				

	leadership, work-related stress & burnout, conflict resolution & negotiation, training and development, career counselling.
Teaching Methods	Lecture: 39 Study for midterm and final exam: 60 Homework: 76 Total: 175
Required Reading	Βακόλα, Μ & Νικολάου, Ι (2012). <i>Οργανωσιακή Ψυχολογία & Συμπεριφορά</i> . Αθήνα: Rosili Γαλανάκης, Μ. (2012). <i>Εργασιακή Ψυχολογία. Νέες Προσεγγίσεις και Πρακτικές Παρεμβάσεις</i> . Αθήνα: Εκδόσεις Σταμούλη Α.Ε. Μιχαήλ Γρηγορίου, Λ. (2000). <i>Ψυχολογία της Εργασίας. Εφαρμογές στο χώρο εργασίας</i> . Θεσσαλονίκη: Εκδόσεις Ζητη. West, M. S. & Woods, S.A. (2010). <i>The psychology of work and organisations</i>
Assessment Methods	Participation (10%) Midterm exam (40%) Final Exam (50%)
Language	Greek

Course Title	Cognitive Psychology I
Course Code	PSY 120
Τύπος μαθήματος	Mandatory
Level	Undergraduate
Year/Semester of Studies	1st year/ second semester
Instructor	Marios Avraamides

ECTS	5 ect Students' work load is expected to be around 150 hours	Lectures/Week	2 lectures/w eek (3 hours in total)	Workshops/ Week	---
Course's Aim	The main objective of the course is to introduce students to the main research areas of Cognitive Psychology. During the semester, the most important findings will be presented in the areas of Attention, Perception, Memory, New Representation, Knowledge Representation, Language, Decision Making, and Problem Solving. Through the discussion, students will have the opportunity to learn about the methods of conducting research in the field of Cognitive Psychology and Neuroscience.				
Learning Outcomes	Students have acquired knowledge of the basic issues that fall within the field of Cognitive Psychology. Be aware of the main methodologies used for research in Cognitive Psychology and Neuroscience.				
Prerequisites	---	Co-requisites	---		
Course Content	Section 1. Research in Cognitive Psychology and Attention Introduction: Objectives of Cognitive Psychology, Naive Realism, Roots of Cognitive Psychology, Experimental Method, Correlation Methodology Research Methodology: Scientific Experiments, Quasi-Experimental Designs, Neuroscience Research Attention: Selective and Divided Attention, Vigilance, Visual Search. Section 2. Perception and Novel Imaging				

	<p>Concept: Visual and Acoustic System, Direct and Indirect Concept, Perceptual Organization, Forms Recognition Theories.</p> <p>Novel Display: Novel Rotation, Scanning, Scaling, Relationship between Northern Representation and Conception.</p> <p>Section 3. Language and Memory</p> <p>Language and Representation of Knowledge: Semantic Representation, Semantic Networks, Shapes, Reading</p> <p>Memory: Sensory, Short-term, Working, and Longterm, Memory</p>
Teaching Methods	Lectures
Required Reading	Eyesenck, M. W. (2010). Βασικές Αρχές Γνωστικής Ψυχολογίας. Gutenberg.
Assessment Methods	Midterm Examination 50% Final Examination 50%
Language	Greek

Course Title	PSYCHOLOGY OF MOTIVATION				
Course Code	PSY 123				
Course Type	Elective Course				
Level	Undergraduate Level				
Year/Semester of Studies	2 nd -4 th year				
Instructor	Georgia Panayiotou				
ECTS	5 ect	Lectures/Week	2 lectures/w	Workshops/ Week	-

	Students' work load is expected to be around 150 hours		week (3 hours in total)		
Course's Aim	To understand the construct and theories of motivation and their application to various domains of life. Students will acquire basic knowledge on what motivates individuals to act and pursue various goals and perform behaviors that are necessary for survival. The course will first introduce students to motivation for meeting specific internal/biological needs (e.g. sexuality, food consumption) and then deepen into modern motivational theories, mainly in the field of performance and achievement of goals. The role of emotions and the concept of self and self-regulation in motivation will also be studied. In the context of the course, students will also learn about the research methods used to study motivation, such as self-report, experiments and physiological measures and				
Learning Outcomes	<p>Students will understand the concept of motivation, internal and external, and basic theories about what motivates various behaviors of daily life.</p> <p>They will be able to understand the relationship between motivations and emotions based on the biological systems that govern them.</p> <p>They will learn the basic motives for survival.</p> <p>They will understand the motives for more complex behaviors including self-improvement and values.</p> <p>They will be able to apply their knowledge to examples from their own behavior based on relevant class discussions.</p> <p>They will be able to develop a basic research proposal by formulating relevant research questions and hypotheses based on the literature</p> <p>They will practice finding and reading primary literature</p> <p>They will practice writing in APA style</p> <p>They will practice working in groups and sharing their work-load</p> <p>They will acquire skills in presenting scientific information to an audience</p>				
Prerequisites	Clinical Psychology I	Prerequisites	Clinical Psychology I		
Course Content	<p>Specific issues to be covered:</p> <p>Introduction in motivation psychology (Franken 1)</p> <p>Motivations to meet internal / biological needs</p> <ul style="list-style-type: none"> ○ Hunger and food intake (Franken 3) ○ Sexual Behavior (Franken 4) <p>Internal and external incentives</p> <ul style="list-style-type: none"> ○ Emotions (Geen 8) ○ Physical stimulation (Franken 5) 				

	<ul style="list-style-type: none"> External motivation: reinforcement and punishment, Internal motives (Deckers 10) <p>Motivation for success</p> <ul style="list-style-type: none"> Goals (Geen 2) Social Environment (Geen 10) Concept of self (Geen 4) Self-regulation and regulation of behavior (Franken 14)
Teaching Methods	Lectures, discussion/applications to concepts to daily life, team project, students' presentations, independent reading,
Required Reading	<p>Mandatory: Notes from Chapters Robert Franken HUMAN MOTIVATION, Russell Geen, HUMAN MOTIVATION, and articles from scientific peer reviewed sources.</p> <p>Supplementary: Ευκλείδη: Ψυχολογία Κινήτρων</p>
Assessment Methods	<ul style="list-style-type: none"> Midterm Examination (multiple choice) 30% Final Examination (multiple choice) 30% Team Project: Development of a research proposal based on the articles we will study and present in the classroom/additional reading 30% Five short summaries of chapters and articles 2 x 5= 10% <p>Research Proposal: It will be based on the topic described in one of the articles given in the reading list. A team of students will be asked to work together, find additional sources on that topic and think of a research question to address: The goal is to think about what you still need to learn. That is, what hypotheses arise from the article and the additional literature you have read. Your research should include at least 5 bibliographic references in addition to what was read in class, a well-designed and specific proposal for a study (experiment, correlation, etc.) with specific predictions from the bibliography of what you might find if you conduct this research. The proposal will be written in an article format, following APA's guidelines, including Introduction, Methodology, Expected Results, and Conclusions.</p> <p>Your research should be feasible.</p>
Language	Greek

Course Title	EDUCATIONAL PSYCHOLOGY I: CHILD DEVELOPMENT AND EDUCATIONAL APPLICATIONS
Course Code	PSY 170

Course Type	Compulsory				
Level	Undergraduate Level				
Year/Semester of Studies	1 st Year				
Instructor	Stelios N. Georgiou				
ECTS	5 ects Students' work load is expected to be around 150 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	
Course Aims	<p>To describe the role of the educational psychologist in relation to other participants in pedagogical practice (students, teachers, parents) and examine the relationship between school and family.</p> <p>To discuss the social aspects of development by identifying inter-individual factors that contribute to development and adaptation.</p> <p>To critically review the main theories that have been formulated regarding the learning processes and educational arising applications.</p>				
Learning Outcomes	<p>1. To understand the role of the educational psychologist and the range of subjects that he is concerned with.</p> <p>2. To understand the interaction between the inter-individual variables and child development.</p> <p>3. To understand learning theories and their educational applications.</p>				
Prerequisites	None	Co-requisites			
Course Content	<p>Dimensions of the child's development (cognitive, social, ethical and emotional) and their relation to the educational process. Deviations in development, children with special needs.</p> <p>Importance and role of interpersonal relationships. Family-school relationships. Deviations within the family. The school and special problems that are observed. School aggression, bullying and victimization, delinquency, management of special cases, preventative and interventional programs.</p>				

	Overview and critical analysis of the main learning theories, practical applications in the classroom, personal learning styles, motivation for learning.
Teaching Methods	Lectures, Discussion in class, Students' presentations projects.
Required Reading	<p>Vosniadou, S. (2000). <i>Introduction in Psychology</i> (volumes A' & B'). Athens: Gutenberg.</p> <p>Vosniadou, S. (1992). <i>Texts of Evolutionary Psychology</i>, Volumes B' και Γ'. Αθήνα: Gutenberg.</p> <p>Georgiou, S. (2011). <i>The Child and the School</i>. Athens: Diadrasi.</p> <p>Matsopoulou, A. (2005). <i>School Psychology</i>. Athens.</p> <p>Motti- Stephanidi, F. (1999). <i>Assessment of school-age intelligence and teenagers</i>. Athens: Greek Letters.</p> <p>Hayes, N. (1998). <i>Introduction in Psychology</i>, volume B'. Athens: Greek Letters.</p> <p>Demetriou, A. (1993). <i>Cognitive development: Models, methods, applications</i>. Thessaloniki: Art of Text.</p> <p>Efklidi, A. (1998). <i>The motives in education</i>. Athens: Greek Letters.</p> <p>Cole, M. & Cole, S. (2001). <i>Child development</i>. (Volume A & B). Athens: Dardanos.</p> <p>Donaldson, M. (1991). <i>Children's thought</i>. Athens: Gutenberg.</p> <p>Feldman, R. (2009). <i>Developmental Psychology</i> (Volumes 1 & 2). Athens: Gutenberg.</p> <p>Fontana, D. (1998). <i>Psychology for Teachers</i>. Athens.</p> <p>Molnar, A and Lindquist, B. (1992). <i>Behavioral Problems in School</i>. Athens: Greek Letters.</p> <p>Elliott, S., Kratochwill T., Littlefield-Cook J. & Travers J. (2008). <i>Educational Psychology: effective teaching effective learning</i>. Athens: Gutenberg.</p>

	<p>Salkind, N. J. (1988). <i>Theories of human development</i> (translation D. Markoulis)</p> <p>Athens: Pataki Publications.</p> <p>Shacter, D., Gilbert, D. & Wegner, D. (2012). <i>Psychology</i>. Athens: Gutenberg.</p> <p>Slavin R. E. (2006). <i>Educational psychology. Theory and Practice</i>. Athens: Publisher: Metechmio.</p> <p>Chadjichristou, Ch. (2011). <i>School Psychology</i>. Athens: Tipothito</p> <p>Vosniadou, S. (2000). <i>Introduction in Psychology</i> (volumes A' & B'). Athens: Gutenberg.</p> <p>Vosniadou, S. (1992). <i>Texts of Evolutionary Psychology</i>, Volumes B' και Γ'. Αθήνα: Gutenberg.</p> <p>Georgiou, S. (2011). <i>The Child and the School</i>. Athens: Diadrasi.</p> <p>Matsopoulou, A. (2005). <i>School Psychology</i>. Athens.</p> <p>Motti- Stephanidi, F. (1999). <i>Assessment of school-age intelligence and teenagers</i>. Athens: Greek Letters.</p> <p>Hayes, N. (1998). <i>Introduction in Psychology</i>, volume B'. Athens: Greek Letters.</p> <p>Demetriou, A. (1993). <i>Cognitive development: Models, methods, applications</i>. Thessaloniki: Art of Text.</p> <p>Efklidi, A. (1998). <i>The motives in education</i>. Athens: Greek Letters.</p> <p>Cole, M. & Cole, S. (2001). <i>Child development</i>. (Volume A & B). Athens: Dardanos.</p> <p>Donaldson, M. (1991). <i>Children's thought</i>. Athens: Gutenberg.</p> <p>Feldman, R. (2009). <i>Developmental Psychology</i> (Volumes 1 & 2). Athens: Gutenberg.</p> <p>Fontana, D. (1998). <i>Psychology for Teachers</i>. Athens.</p> <p>Molnar, A and Lindquist, B. (1992). <i>Behavioral Problems in School</i>.</p>
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	<p>Athens: Greek Letters.</p> <p>Elliott, S., Kratochwill T., Littlefield-Cook J. & Travers J. (2008). <i>Educational Psychology: effective teaching effective learning</i>. Athens: Gutenberg.</p> <p>Salkind, N. J. (1988). <i>Theories of human development</i> (translation D. Markoulis) Athens: Pataki Publications.</p> <p>Shacter, D., Gilbert, D. & Wegner, D. (2012). <i>Psychology</i>. Athens: Gutenberg.</p> <p>Slavin R. E. (2006). <i>Educational psychology. Theory and Practice</i>. Athens: Publisher: Metechmio.</p> <p>Chadjichristou, Ch. (2011). <i>School Psychology</i>. Athens: Τυπωθήτω</p> <p>Alexander, P. H. & Winnie, P. H. (2006). <i>Handbook of Educational Psychology</i>. NJ: Lawrence Erlbaum Associates, Inc.</p> <p>Bancroft, D. & Carr, R. (Eds.) (1995). <i>Influencing Children's Development</i>. Open University / Blackwell.</p> <p>Barnes, P. (Ed.) (1995). <i>Personal, Social and Emotional Development in Children</i>. Open University / Blackwell.</p> <p>Berk, L. (1994). <i>Child Development</i>. Needham Heights, MA: Allyn and Bacon</p> <p>Berliner, C. D. & Calfee C. R. (2006). <i>Handbook of Educational Psychology</i>. New York: Macmillan.</p> <p>Bjorklund, F. D. (2000). <i>Children's Thinking: Developmental Function and Individual Differences</i>. (3rd ed.). California: Brooks/Cole.</p> <p>Case, R. (1991). <i>The mind's staircase: Exploring the conceptual underpinnings of children's thought and knowledge</i>. Hillsdale, NJ: Erlbaum.</p> <p>Demetriou, A., Dois, W., & van Lieshout, K. (1998). <i>Life-span Developmental Psychology</i>. New York: Wiley.</p> <p>Dembo, M. (1994). <i>Applying Educational Psychology</i>. New York: Longman.</p>
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	<p>Driscoll, M. (1994). <i>Psychology of Learning for Instruction</i>. Boston: Allyn & Bacon.</p> <p>Gardner, H. (1993). <i>Frames of mind</i> (2nd ed). New York: Basic Books.</p> <p>Gopnik, A., & Meltzoff, A. N. (1997). <i>Words, thoughts, and theories</i>. Cambridge, MA: MIT Press.</p> <p>Hamilton, R. & Ghatala, E. (1994). <i>Learning and Instruction</i>. New York: McGraw-Hill.</p> <p>Hoffman, L., Paris, S. and Hall, E. (1993). <i>Developmental Psychology Today</i>. New York: McGraw- Hill.</p> <p>Lefrancois, G. (1991). <i>Of Children: An Introduction to Child Development</i>. Belmont, Ca: Wadsworth.</p> <p>Ormrod, J. E. (2003). <i>Educational Psychology: Developing learners</i> (4th ed.). NJ: Pearson Education.</p> <p>Slavin, R. (2006, <i>Educational Psychology: Theory into practice</i> (8th ed.). Boston: Allyn and Bacon.</p> <p>Siegler, R., S. (2002). <i>Children`s Thinking</i> (3rd ed.). New Jersey: Prentice-Hall.</p>
Assessment Methods	<p>Midterm Examination (50%)</p> <p>Final Examination (50%)</p>
Language	Greek Language

Course Title	PSYCHOBIOLOGY I: BIOLOGICAL BASES OF BEHAVIOR				
Course Code	PSY 200				
Course Type	Compulsory				
Level	Undergraduate				
Year/Semester of Studies	2nd year				
Instructor	Fofi Constantinidou				
ECTS	6 ect	Lectures/Week	2 lectures/ week (3	Workshops/ Week	
	Students' work load				

	is expected to be around 175 hours		hours in total)		
Course aim	The central nervous system is the basic organ that regulates and controls human behavior and human functions in general. This course aims to present an overview of the central nervous system including anatomy and physiology as well as basic principles of pharmacology. The role of the nervous system in various functions and behaviors such as learning, memory, language, senses and consciousness will be discussed. The course will also give a general reference to the role of biology in psychiatric disorders such as anxiety, depression and psychosis as well as the effects of neurological disorders on human behavior and cognitive and linguistic function.				
Learning Outcomes	<p>Students are expected to:</p> <ul style="list-style-type: none"> • know the structure and function of the nervous system. • know the neurotransmitters of the CNS and how they affect behavior. • Understand the basic systems of hearing and vision. • Understand the way in which memory, language and executive functions are organized and operated. • Understand the role of biology in human behavior as well as psychological disorders and neurological diseases. • familiarize themselves with research and methodology in the field of neuroscience. 				
Prerequisites	-	Co-requisites	-		
Course Content	<p>Part A Introduction -Physiology of Behavior Structure of the Nervous System Structure of NA Contacting NA cells</p> <p>PART B Introduction to psychopharmacology Endocrine System</p> <p>PART C Kinetic System-Pyramid etc.</p> <p>PART D Sensory system and human sensations (Hearing, Touch, Smell, Taste) Vision</p>				

	PART G Sleep and consciousness Research methods in neurosciences Biology of emotions and stress Biology of depression and psychotic disorders Sexuality and Reproduction PART H Learning and memory Cerebral Asymmetry, Human Communication and Language Neurological Disorders
Teaching Methods	Lectures
Required Reading	Carlson, Neil, R. (2013). <i>Physiology of Behavior</i> (11th edition). Pearson. James Kalat, <i>Βιολογική Ψυχολογία Τόμος Α & Β</i>
Assessment Methods	Exam 1: 25% Exam 2: 25% Exam 3: 40% Minute Papers: 10%
Language	Greek
Teaching Methods	Lecture, lab demonstration, lab exercises
Required Reading	Freedman, D., Pisani, R., & Purves, R. (2007). <i>Statistics</i> (4 th edition). New York, NY: W. W. Norton & Company. Χλουβεράκης, Γ. (2012). <i>Εισαγωγή στη στατιστική: Περιγραφικές Μέθοδοι και Εφαρμογές</i> . Αθήνα: Πεδίο.
Assessment Methods	Exams, Lab exercises, homework
Language	Greek

Course Title	Research Methods in Psychology
Course Code	PSY 202
Course Type	Compulsory course
Level	Undergraduate level

Year/Semester of Studies	1 st year / Spring semester				
Instructor	Michalis Michaelides				
ECTS	7 ects Students' work load is expected to be around 190 hours	Lectures/Week	2 lectures/w eek (3 hours in total)	Workshops/ Week	N/A
Course Content	This course is an introduction to research methods in psychology. Topics covered include the scientific method, principles of research design and data collection to be considered when studying psychological phenomena, limitations of research approaches and ways to address limitations of specific designs, with attention to ethical standards, validity and reliability. Students will learn about the research process from the development of a research question and hypothesis, selection of a suitable research design, decisions about modes of data collection, and inferences from the findings. Basic experimental and correlational research designs are presented in detail.				
Learning Outcomes	The students will be able to: 1. Recognize and describe the most common methodological designs in psychological research. 2. Critically evaluate published research designs and findings. 3. Develop correlational and experimental research designs with considerations for selecting a research topic, formulating hypotheses, designing a sampling approach, using measurement instruments, assessing ethical issues, and collecting empirical data. 4. Develop a research proposal following recommended style guidelines.				
Prerequisites	N/A	Prerequisites	N/A		
Course Content	Introduction to research methods in psychology The scientific method Types of research: basic, applied, descriptive, correlational, experimental, evaluation research, quantitative and qualitative approaches Stages in conducting research in psychology Data collection in survey, observational, archival, experimental research				

	<p>Sampling methodology</p> <p>Measurement of behavior: validity and reliability of scores</p> <p>Experimental research: one-way and factorial designs, main effects and interactions, repeated measures, single-case designs</p> <p>Causality, correlation, and prediction</p> <p>Ethics in psychological research</p> <p>Applications: journal article critique, writing a research proposal</p>
Teaching Methods	Lecture, discussion, group-work
Required Reading	Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). <i>Research Methods in Psychology</i> (10th edition). New York: McGraw Hill.
Assessment Methods	Exams, assignments
Language	Greek

Course Title	FAMILY PSYCHOLOGY				
Course Code	PSY 217				
Course Type	Elective Course				
Level	Undergraduate Level				
Year/Semester of Studies	2 nd Year				
Instructor	Stelios N. Georgiou				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	

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	<p>Parke, R.D. (1987). <i>Father: his contribution to the formation of the child</i>. Athens:</p> <p>Koutsoumpou.</p> <p>Satir, V. (1989). <i>Πλάθοντας ανθρώπους</i>. Athens: Kedros.</p> <p>Smith, P. and Bond, M. (2005). <i>Intercultural Social Psychology</i> (A. Papastyliaou). Athens: Greek Letters.</p> <p>Sternberg, R. (2000). <i>Love: the paths of love in time</i>. Athens: Greek Letters.</p> <p>Vansteenkoven, A. (1995). <i>Love is energy - The game of marriage</i>. Athens: Greek Letters.</p>
Assessment Methods	<p>Midterm Examination (50%)</p> <p>Final Examination (50%)</p>
Language	Greek Language

Course Title	Clinical Psychology II: Abnormal Psychology				
Course Code	PSY 220				
Course Type	Mandatory Course				
Level	Undergraduate level				
Year/Semester of Studies	1 ^o year, 2 ^o semester (Spring Semester)				
Instructor	Georgia Panayiotou				
ECTS	<p>6 ects</p> <p>Students' work load is expected to be around 175 hours</p>	Lectures/Week	2 lectures/week (3 hours in total)	Workshops/Week	
Course's Aim	<p>The aim is to understand the concept of psychopathology and gain knowledge in the fundamental symptoms, etiological mechanisms and characteristics of common psychological disorders as described in the DSM-5. Students will</p>				

	<p>gain basic skills in differential diagnosis, and understand the various biopsychosocial models of etiology, including historical perspectives. Through discussion of what constitutes “abnormal” behavior, an important aim is to begin to destigmatize psychological disorders and psychological intervention. Issues of confidentiality and ethics will be stressed. Although the course is introductory and will not make students specialists in providing psychological diagnosis or services it may help them to determine whether clinical psychology is the direction they want to pursue in the future.</p>		
Learning Outcomes	<p>Students will examine the concept of psychopathology and will be familiar with contemporary and historical definitions. They will be able to differentiate among common disorders based on their core symptoms and etiological mechanisms. They will learn and reflect on the various etiological mechanisms. They will recognize the basic empirically evidence- based therapies for each category of disorders. They will reflect critically on stereotypes about mental illness. They will better understand the field of clinical psychology and the role of the clinical psychologist. They will learn about the methodologies used to conduct clinical research (RCTs, self-report, experimental), the various methods of assessment (interviews, imaging, physiology, cognitive and personality testing) They will gain skills in orally presenting scientific information to an audience They will practice working in groups and sharing the workload They will search the primary literature and either popular media or social context to gain information about clinical topics</p>		
Prerequisites	Clinical Psychology I	Co-requisites	Clinical Psychology I
Course Content	<p>The course is an introduction to psychopathology, i.e. the various psychological disorders, with a main emphasis on common adult psychological disorders. We will learn about the definition of psychopathology, the criteria by which diagnoses are made, the methods of data collection to reach a diagnosis and methods for the study of psychopathology. The lesson approaches psychological disorders as a consequence of psychosocial, biological, hereditary and other factors. Therapies that are currently considered effective for the various conditions will be briefly presented. The course covers the following sections: Introduction: Which is considered pathological Etiology of psychopathology Diagnosis and evaluation Anxiety Disorders Mood Disorders Dissociative Disorders Eating and Sleep Disorders Psychotic Disorders</p>		

	Personality Disorders Attention Deficit Disorder and Hyperactivity Disorder and / or other childhood disorders
Teaching Methods	Lectures, discussion, videos, students' presentation
Required Reading	Mandatory: Psychology and Pathological Behavior, Volumes A & B, Durand & Barlow (translated in Greek). ΙΩΝ Publications Supplementary: Diagnostic Criteria Διαγνωστικά DSM-V
Assessment Methods	<ul style="list-style-type: none"> • Midterm Examination (multiple choice) of the first half of lectures 35% • Final Examination (multiple choice and short answers) of the last part of lectures 35% • Team presentation in class 30% <p>Potential group presentation topics of 15-20 minutes (other topics are not excluded but must have approval from the instructor).</p> <ol style="list-style-type: none"> 1) Presentation of the diagnostic criteria, etiology, course and description of a specific or an aspect of a disorder that is not on the syllabus and examples of cases, including either a video or discussion of how the disorder is presented in popular culture (e.g. excerpts from a film). 2) Presentation on a controversial issue in relation to mental disorders, e.g. why a disorder should or should not be included or was included in the DSM, with in-depth scientific views as presented in the literature. 3) Presentation of a specific therapeutic approach for a disorder (that is not presented in your book) and case presentation / analysis from the literature 4) Presentation on a treatment facility in Cyprus and methods used for diagnosis and treatment of the population they serve. Gather information from public sources and interviews with personnel or cite visits.
Language	Greek

Course Title	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES
Course Code	PSY 223
Course Type	Elective Course (Limited Selective Course)
Level	Undergraduate Level
Year/Semester of Studies	2 nd or 3 rd year of studies/ 3 rd until 6 th semester of studies

Instructor	George Spanoudis				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	
Course's Aim	The main objective of the course is to understand the causes of individual differences in all human behaviors and abilities and the different ways of measuring them. The overall objective is achieved through the fulfilment of three specific objectives: understanding basic psychometric principles, analyzing the key findings of the area of individual differences and understanding the basic elements of psychometric assessment.				
Learning Outcomes	At the end of the semester, students should: <ul style="list-style-type: none">• understand the principles of Psychometry.• have acquired systematic knowledge of the core areas and applications of the Psychology of Individual Differences.• be able to convey ideas and research findings in writing or orally, and to prepare psychometric assessments.				
Prerequisites	MAS 051 Statistics	Co-requisites			
Course Content	This course is an introduction to the field of Psychology of Individual Differences and Psychometrics. The first two weeks of the course focus on the genetic and environmental factors that determine individual differences and constitute the theoretical frame of reference of the psychology of individual differences. All the remaining weeks are devoted to the description of the specific themes of the scientific area of the psychology of individual differences, whose main object is the study and measurement of human characteristics. The course is a general introduction to the causes of individual differences and the characteristics of the diversity of human behavior and psychometric assessment. In order to meet this goal, firstly, we summarize the principles, measurements and findings of the psychology of individual differences and, secondly, we present basic elements of psychometric assessment of intelligence, basic cognitive functions, personality and attitudes. The course requires basic knowledge of statistics, high school biology and introductory psychology courses.				
Teaching Methods	Lectures, discussion in class, empirical projects of students				

Required Reading	<p>Alexopoulos, D. (2011). <i>Psychometrics: Designing Test and questions' Analysis</i>. Athens: Greek Letters.</p> <p>Ashton, M.C. (2013). <i>Individual Differences and Personality (2nd ed.)</i>. San Diego, CA: Academic Press.</p> <p>Cooper, C. (2001). <i>Intelligence and abilities</i>. London: Routledge.</p> <p>Gregory, R. J. (2000). <i>Psychological Testing: History, Principles, and Applications (3rd Edition)</i>. MA: Allyn and Bacon.</p> <p>Domino, G. & Domino, M. L. (2006). <i>Psychological Testing: An Introduction</i>. (2nd Ed). Cambridge: Cambridge University Press.</p> <p>Furr, R. M. (2017). <i>Psychometrics - An introduction</i>. Sage Publications Inc. ISBN:9781506389875. (Textbook of the course)</p> <p>Goldstein, G., & Beers, S. R. (Eds.). (2004). <i>Comprehensive handbook of psychological assessment: Vol. 1. Intellectual and neuropsychological assessment</i> (pp. 105-131). Hoboken, NJ: John Wiley.</p> <p>Koulakoglou, K. (2013). <i>Psychometrics and Psychological Assessment</i>. Athens: Patakis Publications. (Course Manual).</p> <p>Nettle, D. (2007). <i>Personality: What makes you the way you are</i>. Oxford: Oxford University Press.</p> <p>Plomin, R., DeFries, J. C., McClearn, G. E. and McGuffin, P. (2001). <i>Behavioral Genetics (3rd Edition)</i>. New York: Worth Publishers.</p>
Assessment Methods	<p>THE FULFILLMENT OF ALL OBLIGATIONS IS CONSIDERED WHEN EVALUATING THE STUDENTS. THE FINAL GRADE OF THE COURSE WILL BE THE SUM OF THE GRADES OF ATTENDANCE IN THE LESSON, THE ASSIGNMENT, THE MID-TERM EXAMINATION AND THE FINAL EXAMINATION.</p> <p>THE PERCENTAGE OF THE ASSIGNMENT (A SMALL EMPIRICAL PROJECT) WILL BE 20%.</p> <p>THE PERCENTAGE OF THE MID-TERM EXAMINATION IS 30%.</p> <p>THE PERCENTAGE OF THE FINAL EXAMINATION IS 45%.</p> <p>PARTICIPATION IN THE DISCUSSIONS WILL BE 5% OF THE FINAL GRADE.</p> <p>THE PRESENCE AND ACTIVE PARTICIPATION IN THE COURSE AS WELL AS THE WRITING OF THE PROJECT ARE CONSIDERED MANDATORY FOR THE UNDERSTANDING OF THE COURSE AND THE SUCCESSFUL COMPLETION OF ITS DUTIES.</p>
Language	Greek

Course Title	Behavior Analysis and Modification				
Course Code	PSY 305				
Course Type	Elective Course (Limited Selective Course)				
Level	Undergraduate Level				
Year/Semester of Studies	2 nd ,3 rd or 4 th year of studies				
Instructor	Maria Karekla				
ECTS	7 ects Students' work load is expected to be around 190 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	
Course’s Aim	a) To provide students with an introduction to the field of learning and conditioning/behavior modification and the behavioral basis, terms and techniques (b) To familiarize students with behavioral activities (both research and applied) and methods (c) To be ethical and thoughtful when using behavioral techniques for behavior change; and (e) To learn about single case methodology and its use in the presentation and evaluation of data, and be able to link the findings with the scientific bibliography				
Learning Outcomes	At the end of the semester, students should: • understand the principles of the field of behavior modification • be able to utilize behavior modification techniques in an ethical and thoughtful manner • develop a program of behavior change (use of single case design methodology) and evaluate its effectiveness in changing a selected self behavior • write a report of findings from their behavior change program • discuss their programs’ effectiveness in relation to the scientific literature				
Prerequisites		Co-requisites			
Course Content	A basic skill and field of study of psychologists has to do with the observation, monitoring and modification of behavior, both in humans and animals.				

	This course deals with the systematic methodology of observation, recording, and analyzing mostly human behavior and the principles of learning and conditioning and behavior modification. This course discusses the behavioral theory, its development and its application for dealing with a variety of behavioral problems. Finally, this course presents new developments in the field both in theory and research along with the support for use of this approach in practice.
Teaching Methods	Lectures, discussion in class, exercises, empirical projects and presentations by students
Required Reading	1) Gena, A. (2007). Theory and practice of Behavior analysis, Athens. Greece: Guttenberg. 2) Additional articles given in class
Assessment Methods	THE FULFILLMENT OF ALL OBLIGATIONS IS CONSIDERED WHEN EVALUATING THE STUDENTS. THE FINAL GRADE OF THE COURSE IS THE SUM OF THE AREAS BELOW: MID-TERM EXAMINATION 25%. PARTICIPATION IN THE DISCUSSIONS AND HOMEWORK EXERCISES 15% BEHAVIOR MODIFICATION PROGRAM AND IN-CLASS PRESENTATION 30% FINAL EXAMINATION 30%.
Language	Greek Language

Course Title	INTRODUCTION TO PSYCHOLOGY II: DEONTOLOGY AND ETHICS IN PSYCHOLOGY
Course Code	PSY 306
Course Type	Mandatory Course
Level	Undergraduate Level

Year/Semester of Studies	3 rd Year				
Instructor	Athanasios Raftopoulos				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/ week (3 hours)	Workshops/ Week	
Course Aims	To acquaint the students with the modern theories of Ethics so that they could apply them to a wide range of deontological problems related to the exercise of the Psychology profession either in research or in practical applications.				
Learning Outcomes	The students should be able to make ethical decisions on a variety of deontological problems.				
Prerequisites	The student must be at least in the third semester.	Co-requisites	None		
Course Content	Psychologists adhere to Ethics codes and to the rules and procedures used to implement them. Psychology students should be aware that the Ethics codes may be applied to them by state psychology boards, or other public bodies. The Ethics codes apply to psychologists' work-related activities, that is, activities that are part of the psychologists' scientific and professional functions or that are psychological in nature. Thus, in this course the principles of competence, integrity, professional and scientific responsibility, respect for people's rights and dignity, concern for others' welfare, and social responsibility are closely examined.				
Teaching Methods	Lecture, in class discussion, students' presentations				
Required Reading	J. Rachels (1995). The Elements of Moral Philosophy (2nd ed.,). McGraw Hill A. Wadeley (1999). Ethics in psychological Research and Practise. Open Learning				
Assessment Methods	Midterm Examination, Final Examination				
Language	Greek				

Course Title	COUNSELING PSYCHOLOGY				
Course Code	PSY 307				
Course Type	Elective Course				
Level	Undergraduate Level				
Year/Semester of Studies	3 rd Year				
Instructor	Stelios N. Georgiou				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	
Course Aims	This course aims to present the main theories of Counseling Psychology that have been developed and to help students familiarize themselves with the counseling techniques. Specifically, Person–Centered Therapy, Cognitive-Behavioral Theory, Psycho-dynamic Theories and their variations will be discussed. Emphasis will be placed on the process - theoretical and practical - of the psychological interview.				
Learning Outcomes	<div>1. To understand the basic theoretical approaches of counseling psychology.</div> <div>2. To familiarize themselves with the techniques of the counseling interview.</div>				
Prerequisites	None	Co-requisites			
Course Content	Counseling process, interviewing techniques, theoretical approaches (Personal-Center, Cognitive-Behavioral, Psycho-dynamic approaches, Logic-Thyma Theory, Communication Theory, Morphological Theory, Systemic Theory).				
Teaching Methods	Lectures, Discussion in class, Students’ presentation projects				
Required Reading	Georgiou, St. (2014). <i>Educating psychologists in Counseling</i> . Athens: Diadrasi.				

	<p>Dimitropoulos, E. (1992). <i>Counseling and Counseling Psychology</i>. Athens: Grigori.</p> <p>Kosmidou-Hardy, Ch. & Galanoudaki -Rapti, A. (1996). <i>Counseling: Theory and practice</i>. Athens: Institute for Personal Development.</p> <p>Malikiosi- Loizou, M. (1993). <i>Counseling Psychology</i>. Athens: Greek Letters (4th edition, complete).</p> <p>Malikiosi- Loizou, M. (2001). <i>Counseling Psychology in Education</i>. Athens: Greek Letters.</p> <p>Malikiosi- Loizou, M. & Papastyliaou, A. (2009). <i>Counseling Psychology in Men</i>. Athens: Greek Letters.</p> <p>Malikiosi- Loizou, M., Sidiropoulou- Loizou, D., & Kleftras, G. (2006). <i>Counseling Psychology in Women</i>. Athens: Greek Letters.</p> <p>Marinof, L. (2002). <i>Plato, not Prozac</i>. Athens: Livan.</p> <p>Corey, G. (2005). <i>Theory and Practice of Counseling and Psychotherapy</i>. Athens: Publications Greek.</p> <p>Geldard, K. & Geldard, D. (2011). <i>Counseling Psychology in Children: Theory – Applications</i>. Athens: Publications Pedio.</p> <p>Ivey, A., Gluckstern, N. & Ivey, B. (1992). <i>Counseling methodology of Practice Approach</i>. Athens: Greek Letters.</p> <p>Rogers, C. (2006). <i>Το γίνεσθαι του προσώπου</i>. Athens: Publications Erevnites</p>
Assessment Methods	<p>Midterm Examination (50%)</p> <p>Final Examination (50%)</p>
Language	Greek Language

Course Title	Developmental Psychology II: Adulthood
Course Code	PSY 314

Course Type	Compulsory				
Level	Undergraduate				
Year/Semester of Studies	2 nd or 3 rd Year				
Instructor	Panayiotis Stavrinides				
ECTS	6 ects Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	
Course Content	Chapter 1: Adolescence Chapter 2: Young Adulthood Chapter 3: Mature adulthood Chapter 4: Old age				
Learning Outcomes	Students should acquire knowledge on the processes and the psychological and biological changes involved during the lifespan, beginning from the years of adolescence up to old age.				
Prerequisites		Co-requisites			
Course Content	To describe human development across the lifespan with an emphasis on the psychological changes. The course will cover the basic areas of lifespan development such as cognitive development, personality, and psychosocial development while discussing the physical changes that occur at each stage.				
Teaching Methods	Lectures, discussions, student presentations				
Required Reading	Cole, M., & Cole, S.R. (2002). <i>Η ανάπτυξη των παιδιών: Εφηβεία</i> (τ.Γ’). Αθήνα: Τυπωθήτω - Γιώργος Δάρδανος. Feldman, R.S. (2009). <i>Development Across the Life Span</i> , Fifth Edition, Ελληνική Μετάφραση, Athens: Gutenberg Seifert, K.L. and Hoffnung, R.J. (1994). <i>Child and Adolescent Development</i> . Boston, MA: Houghton-Mifflin Publishers. Αβεντισιάν-Παγοροπούλου, Α. (2000). <i>Ψυχολογία της Τρίτης Ηλικίας</i> . Αθήνα. Cavanaugh, J.C. (1997). <i>Adult Development and Aging</i> (3 rd edition). Pacific Grove, CA: Brooks / Cole Publishers.				

	Demetriou, A., Doise, W., and Van Lieshout, C. (1998). Life-Span Developmental Psychology. London: Wiley.
Assessment Methods	Midterm exam 30% Final exam 40% Student participation 30%
Language	Greek

Course Title	SOCIAL PSYCHOLOGY II: Intergroup Relations and Social Representations				
Course Code	PSY 315				
Course Type	Compulsory course				
Level	Undergraduate level				
Year/Semester of Studies	2 nd year				
Instructor	Charis Psaltis				
ECTS	7 ects Students' work load is expected to be around 190 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops/Week	0
Course Aims	The course aims at covering certain areas of Social Psychology not covered in Social Psychology I and deepening the knowledge in certain areas described below.				
Learning Outcomes	Students are expected to further and deepen their knowledge on Social Psychology and be able to identify the application of social psychological theories in everyday life.				
Prerequisites	PSY 102 SOCIAL PSYCHOLOGY I: Introduction to social psychology	Co-requisites	-		
Course Content	The course aims at broadening knowledge on Social Psychology and specifically on the following issues: 1. Self and identity: basic theories of				

	identity, social identity theory, self and cultural context 2. Group psychology: Structure, reasons for being part of groups, phenomena related to group identification and belonging. 3. Prejudice and discrimination: forms of discrimination, targets of discrimination (racism, sexism, discrimination towards sexual orientation), etiology of discrimination. 4. Intergroup relations: An introduction, 5. Social Representations: An introduction
Teaching Methods	Lectures, Discussion
Required Reading	Hogg, M.A.& Vaughan, G.M. (2010). Κοινωνική Ψυχολογία. Αθήνα: Gutenberg. Brown, R., & Gaertner, S. (Eds.). (2008). Blackwell handbook of social psychology: Intergroup processes. John Wiley & Sons. Παπαστάμου, Σ. (1996). Κοινωνικές αναπαραστάσεις Συγχρονες ερευνες στην κοινωνική ψυχολογία, Αθήνα, Οδυσσέας
Assessment Methods	Exams (midterm 40% and final 60%)
Language	Greek

Course Title	Cognitive Psychology II				
Course Code	PSY 316				
Course Type	Mandatory				
Level	Undergraduate				
Year/Semester of Studies	3 rd year				
Instructor	Andria Shimi				
ECTS	6 ect	Lectures/Week	2 lectures/ week	Workshops/ Week	---

	Students' work load is expected to be around 175 hours		(3 hours in total)		
Aim Courses	<p>The main objective of the course is to provide students with an in-depth analysis of the main theories and contemporary scientific findings in the cognitive areas of perception and attention. In the course, on the basis of findings from modern research, phenomena of perception and attention from everyday life as well as disorders related to the cognitive functions under study will be presented and discussed.</p> <p>The main objective of the course is to cultivate the critical thinking of the students.</p>				
Learning Outcomes	<p>At the end of the course the students:</p> <p>will know and understand the main theories of Perception and Attention</p> <p>will be able to explain the cognitive and nervous mechanisms of perception and attention involved in the successful completion of cognitive work in everyday life</p> <p>will know and understand that dysfunction of the basic mechanisms of perception and attention can lead to disorders and syndromes with deficits in perception and attention.</p>				
Prerequisites	PSY 120	Co-requisites	---		
Course Content	<p>Introducing Perception and Attention</p> <p>Perception</p> <p>Vision / Visual Perception</p> <p>Depth Perception</p>				

	<p>Pattern Recognition</p> <p>Perceptual Organization</p> <p>Object Recognition</p> <p>Direct Perception (Theory of Direct Perception)</p> <p>Theory of Creative Perception</p> <p>Perceptual Disorders</p> <p>Caution</p> <p>Focused / Selective Attention</p> <p>Attention theories</p> <p>Sustained Attention</p> <p>Divided Attention</p> <p>Visual Search</p> <p>Visual imagery</p> <p>Disturbances of Attention</p>
Teaching Methods	Lectures
Required Reading	<p>Eysenck, M.W. (2006/2010). Fundamentals of Cognition/ Βασικές αρχές γνωστικής Ψυχολογίας. Psychology Press/Gutenberg.</p> <p>Eysenck, M.W. & Keene, M.T. (2006/2015). Cognitive Psychology: A student's handbook. Psychology Press.</p>
Assessment Methods	<p>Midterm Examination 50%</p> <p>Final Examination 50%</p>
Language	Greek

Course Title	Interpersonal Processes
Course Code	PSY 319
Course Type	Elective Course
Level	Undergraduate level

Year/Semester of Studies	3 rd year, 4 th year				
Instructor	Charis Psaltis				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops / Week	---
Aim Courses	This course aims at the familiarization, comprehension and evaluation of the field of interpersonal relationships. The course explores core issues of social influence and social relationship formation, development, maintenance, commitment and transgression at the interpersonal level of analysis (Attachment, Parenting, Family Relationships, Friendships, Physical Attraction, Flirting/Relationship Initiation, Mate Selection, Romantic and Dating Relationships, Progression, Marriage and Long-term Relationships, Intimacy, Satisfaction, Commitment, Conflict and Communication, Social Support and Health, The role of gender and power in social relationships, Jealousy, Violence and Abuse, Same-sex Relationships, Homosexuality and their representations)				
Learning Outcomes	<p>Students are expected to be able to:</p> <p>Identify the basic cognitive processes in relation to the processing of social information and social influence</p> <p>Compare various methodological approaches and theories in the study of interpersonal relationships</p> <p>Situate the interpersonal processes in their sociocultural and historical context</p> <p>Appraise the value of various theoretical notions proposed by various theorists in our understanding of interpersonal processes</p>				

	Propose a holistic theoretical framework for the study of interpersonal processes through synthesizing various theoretical traditions in this field of study		
Prerequisites	PSY 120	Co-requisites	---
Course Content			
Teaching Methods	Lecture: 39 Study for midterm and final exam: 60 Homework: 76 Total: 175		
Required Reading	Κοκκινάκη Φλώρα (2005). Κοινωνική Ψυχολογία: Εισαγωγή στη μελέτη της Κοινωνικής Συμπεριφοράς, Αθήνα: Τηπωθήτω		
Assessment Methods	Midterm exam (40%) Final Exam (60%)		
Language	Greek		

Course Title	COGNITIVE SCIENCE
Course Code	PSY 321
Course Type	Elective Course (Limited Selective)
Level	Undergraduate Level
Year/Semester of Studies	3 rd /4 th Year
Instructor	Athanasios Raftopoulos

ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	
Course Aims	To understand some facets of cognition (memory, attention, perception, reasoning, representations) through the confluence of methods from a variety of disciplines that study cognition.				
Learning Outcomes	The students hold be able to understand some cognitive functions based on knowledge drawn from philosophy, psychology, linguistics, computer science etc.				
Prerequisites	None		Co-requisites	None	
Course Content	Cognitive science as the science of the human mind aims to introduce students to the basic functions through which the human mind processes information and acquires knowledge. In particular, the course focuses on areas of cognition, such as attention, perception, memory, thought, learning and language acquisition and language understanding, drawing upon a wide spectrum of resources from psychology, philosophy, linguistics, artificial intelligence and neuroscience.				
Teaching Methods	Lecture, in class discussion, students' presentations				
Required Reading	N. A. Stillings et al., (1995). Cognitive Science: An Introduction. MIT Press. A. B. Markman (1999). Knowledge Representation. Lawrence Erlbaum.				
Assessment Methods	Midterm Examination and Final Examination				
Language	Greek				

Course Title	PSYCHOLOGY OF READING
Course Code	PSY 322
Course Type	Elective course
Level	Undergraduate level
Year/Semester of Studies	3 rd year or 4 th year

Instructor	Irene-Anna N. Diakidoy				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops/ Week	
Course Objectives	Reading is a basic skill that is a prerequisite for success in a variety of life and academic domains. Nevertheless, it is also a highly complex skill that requires the coordination of multiple cognitive processes like perception, encoding, memory, and thinking. The goal of the course is the comprehension of reading as a cognitive skill and its implications for learning and measurement.				
Learning Outcomes	Knowledge and comprehension of reading as a cognitive phenomenon, its complexity in terms of process coordination and levels of mental representation, and its relation to learning. Analysis and evaluation of the contribution of reading to learning, its development and assessment.				
Prerequisites	PSY 120		Co-requisites		
Course Content	This course examines these processes as they apply to reading tasks that range from word recognition to sentence and text comprehension. However, equal emphasis is given to the outcomes of reading in terms of mental representations and knowledge acquisition (learning). Although the course focuses on competent reading, implications concerning reading ability, its measurement and development are also discussed.				
Teaching Methods	Lecture / Discussion				
Required Reading	Selected theoretical and empirical articles. Sources: Journal of Experimental Psychology: Learning, Memory, & Cognition, Memory & Cognition, Discourse Processes, Learning & Instruction, Reading Research Quarterly, Scientific Studies of Reading, Reading & Writing, Cognitive Science.				
Assessment Methods	<ul style="list-style-type: none">• Midterm and Final written examinations: Inferential Questions requiring connection, extension, application, analysis, and evaluation of topics studied.• Report of empirical article: Students select one from a list of articles published the previous year and their task is to identify hypotheses, main independent and dependent variables and to connect design, analyses, and findings to them.				

Language	Greek
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Course Title	LEARNING DIFFICULTIES I: Attention Deficits				
Course Code	PSY 320				
Course Type	Elective course				
Level	Undergraduate level				
Year/Semester of Studies	4 th Year/ Fall Semester				
Instructor	T. C. Papadopoulos				
ECTS	6 Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops/Week	1
Course Content	The course outlines the history of Attention Deficit Hyperactivity Disorder (ADHD), describes the core symptoms of ADHD and discusses the various etiologies contributing to specific aspects of the disorder. It studies the developmental course and focuses on accepted methods to assess and identify students with ADHD, and different treatment methods that are currently being used to treat the disorder. Theoretical models of ADHD are presented, which describe the many cognitive, emotional, and social deficits observed. Overall, the course emphasizes that ADHD involves more than just attention deficits – such as deficits with inhibition, self-regulation, working memory, executive functioning, and the organization of the emotional and social behavior.				
Learning Outcomes	Students (a) acquire basic knowledge about the definitions and characteristics of learning difficulties, attention problems and hyperactivity and closely related behavioral problems, (b) gain understanding about the historical and contemporary dimensions of each of these neurodevelopmental disorders, (c) study current methods for the diagnosis of these neurodevelopmental disorders, (d) are informed about a broad repertoire of remediating learning and behavioral difficulties through cognitive, behavioral, and pharmacological approaches; and (e) are introduced to policies of integration of children with attention and behavior difficulties in the schools.				

Prerequisites	Educational Psychology	Co-requisites	-
Course Content	<p>Seven (7) Thematic Modules:</p> <ul style="list-style-type: none"> - Definition of learning and behavioral difficulties - The function of attention and theories of information processing - Attention problems with/without hyperactivity - The contribution of behavioral inhibition in the understanding of ADHD - Tests and methods for the assessment of ADHD - Remediating ADHD - Related behavioral difficulties and their treatment - Educational and social integration of the child with ADHD 		
Teaching Methods	<p>Lectures, discussion, study and analysis of individual cases, lab practice in the administration, scoring, analysis, and interpretation of attention, behavioral inhibition, and executive functioning tests</p>		
Required Reading	<p>TEXTBOOKS</p> <p>Sparrow, E. P., & Erhardt, D. (2014). Essentials of ADHD Assessment for Children and Adolescents. Hoboken, New Jersey: John Wiley & Sons, Inc.</p> <p>Kirby, J. R., & Williams, N. H. (1998). Learning problems: A cognitive approach. Toronto: Kagan & Woo Limited.</p> <p>Αγαπητού-Χαλμπέ, Β. (2010). Το υπερκινητικό παιδί στην προσχολική και την πρώτη σχολική ηλικία: Θεωρητική και πρακτική προσέγγιση. Αθήνα: Εκδόσεις Πεδίο.</p> <p>Molnar, A., & Lindquist, B. (2009). Προβλήματα συμπεριφοράς στο σχολείο: Οικοσυστημική προσέγγιση. (Επιμέλεια: Α. Καλαντζή-Αζίζι). Αθήνα: Ελληνικά Γράμματα.</p> <p>TEXTBOOKS (additional list, non-compulsory)</p> <p>Barkley, R. A. (1997). ADHD and the nature of self-control. New York: Guilford.</p> <p>Barkley, R. A. (2000). Taking charge of ADHD: The complete, authoritative guide for parents. New York: Guilford Press.</p> <p>Barkley, R. A. (1998). Attention- deficit hyperactivity disorder: A handbook for diagnosis and treatment (2nd ed). New York: Guilford Press.</p> <p>DuPaul, G.J., & Stoner, G. (2003, 2014). ADHD in the Schools: Assessment and Intervention Strategies. The Guilford Press, New York.</p>		

Papadopoulos, T. C., Parrila, R. K., & Kirby, J. R. (Eds.) (2015). Cognition, intelligence, and achievement. San Diego, CA: Academic Press.

ARTICLES

Aguilar, A., Eubig, P. A., & Schantz, S. L. (2010). Attention Deficit/Hyperactivity Disorder: A focused overview for children's environmental health researchers. *Environmental Health Perspectives*, 118, 1646-1653.

Das, J. P. & Papadopoulos, T. C. (2003). Behavioral inhibition and hyperactivity: A commentary from alternative perspectives. *European Journal of Special Needs Education*, 18, 183-195.

Barkley, R. A., Cook, E. H., Diamond, A., et al. (2002). International Consensus Statement on ADHD. *Clinical Child and Family Psychology Review*, 5, 89-111.

Boada, R., Willcutt, E. G., & Pennington, B. F. (2012). Understanding the comorbidity between dyslexia and attention-deficit/hyperactivity disorder. *Topics in Language Disorders*, 32, 264-284.

Gooch, D., Snowling, M., & Hulme C. (2012). Time perception, phonological skills and executive function in children with dyslexia and/or ADHD symptoms. *Journal of Child Psychology and Psychiatry*, 52, 195-203.

Klingberg, T., Fernell, E., Olesen, P., Johnson, M., Gustafsson, P., Dahlström, K., Gillberg, C. G., Forssberg, H., & Westerberg, H. (2005). Computerized training of working memory in children with ADHD – a randomized, controlled trial. *Journal of the American Academy of Child and Adolescent Psychiatry*, 44, 177-186.

Klingberg, T., Forssberg, H., & Westerberg, H. (2002). Training of Working Memory in Children with ADHD. *Journal of Clinical and Experimental Neuropsychology*, 24, 781-791.

Naglieri, J. A., & Goldstein, S. (2006). The Role of Intellectual Processes in the DSM-V Diagnosis of ADHD. *Journal of Attention Disorders*, 10, 3-8.

Nigg, J. T. (2001). Is ADHD a disinhibitory disorder? *Psychological Bulletin*, 127, 571-598.

Papadopoulos, T. C. (2013). PASS theory of intelligence in Greek: A review. *Preschool and Primary Education*, 1, 41-66.

Papadopoulos, T. C. & Panayiotou, G. (2007). Teacher ratings and the assessment of attention deficits in school-age children. In W. P. Briscoe (Ed.), *Focus on Cognition Disorder Research* (pp. 87-100). Hauppauge, NY: Nova Science Publishers.

Papadopoulos, T. C., Panayiotou, G., Spanoudis, G., & Natsopoulos, D., (2005). Evidence of poor planning skills in children with attention deficits. *Journal of Abnormal Child Psychology*, 33, 611-623.

Papadopoulos, T. C., Das, J. P., Koder, N. H., & Solomon, V. (2002). Assessment of attention in school children: Teachers ratings related to tests of attention. *European Journal of Special Needs Education*, 17, 1-18.

Sayal, K., Letch, N. & El Abd, S. (2008). Evaluation of screening in children referred for an ADHD assessment. *Child and Adolescent Mental Health*, 13, 41-46.

Swanson, H. L. (2015). Intelligence, working memory, and learning disabilities. In T. C. Papadopoulos, R. K. Parrila, & J. R. Kirby (Eds.), *Cognition, intelligence, and achievement* (pp. 175-196). San Diego, CA: Elsevier.

Timini, S., & 33 Coendorsers. (2004). A Critique of the International Consensus Statement on ADHD. *Clinical Child and Family Psychology Review*, 7, 59-62.

Vollebregt, M. A., Van Dongen-Boomsma, M., Buitelaar, J. K., & Slaats-Willemse, D. (2014). Does EEG-neurofeedback improve neurocognitive functioning in children with attention-deficit/hyperactivity disorder? A systematic review and a double-blind placebo-controlled study. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 55, 460-472.

Willcutt, E. G., Nigg, J. T., Pennington, B. F., Solanto, M. V., Rohde, L. A., Tannock, R., . . . Lahey, B. B. (2012). Validity of DSM-IV attention-deficit/hyperactivity disorder symptom dimensions and subtypes. *Journal of Abnormal Psychology*, 121, 991-1010.

JOURNALS (for further reading)

Journal of Attention Disorders, *Journal of Abnormal Child Psychology*, *Journal of Child Psychology and Psychiatry*, *Journal of Learning Disabilities*,

	British Journal of Educational Psychology, Psychological Bulletin, Developmental Psychopathology, Journal of School Psychology, School Psychology International, European Journal of Special Needs Education, Journal of Psychoeducational Assessment, Exceptional Children, Journal of Experimental Child Psychology, Journal of Cognitive Education, Cognition, British Journal of Psychology, Journal of Educational Psychology.
Assessment Methods	<ul style="list-style-type: none"> - Performing a series of experiments in a <i>DMDX</i> environment and other similar <i>e</i>-platforms in the lab and presenting the results in a short psychometric report (30%) - Mid-term exams (20%) - Final exams (40%) - In class participation and discussion (10%)
Language	Greek

Course Title	Psychology of Language				
Course Code	PSY 323				
Course Type	Elective Course (Limited Selective Course)				
Level	Undergraduate Level				
Year/Semester of Studies	3 rd or 4 th year of studies/ 5 th to 8 th semester				
Instructor	George Spanoudis				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/ week (3hours in total)	Workshops/ Week	
Course's Aim	<p>The aim of this course is:</p> <ol style="list-style-type: none"> 1. Understand the theories, methods and findings of psycholinguistics. 2. Be able to ask and answer questions about how people use language in the context of current psycholinguistic research. 3. Be able to design and perform psychological linguistic research. 				

	4. Be able to transfer findings of psycholinguistics to colleagues, in writing and orally.		
Learning Outcomes	<p>At the end of the semester, students should:</p> <ul style="list-style-type: none"> • understand the principles of Psycholinguistics. • have a systematic knowledge of the main areas and applications of Language Psychology. • be able to convey ideas and research findings in writing about the smooth development of linguistic competence and its relationships with cognitive functions and social co-variables. 		
Prerequisites	None	Co-requisites	None
Course Content			
Teaching Methods	Lectures, discussion in class, empirical projects of students		
Required Reading	<p>Jean Berko Gleason (2005). <i>The Development of Language</i> (6 th edition). Boston, MA: Pearson Education, Inc.:</p> <p>Clark, E. (2003). <i>First Language Acquisition</i>. Cambridge: Cambridge University Press.</p> <p>Fromkin, V., Rodman, R., & Hyams, N. (2014). <i>An Introduction to Language</i>. 10th Ed. Boston, MA: Wadsworth. (Textbook of the course)</p> <p>Scott McLaughlin (2006). <i>Introduction to Language Development</i> (2 nd edition). San Diego, C.A.: Singular Publishing Group.</p> <p>Rayner, K. & Clifton, C., Jr. (2002). Language processing. In D. Medin (Ed.), <i>Stevens' Handbook of Experimental Psychology</i> (Vol. 2; pp. 261-269). New York: Wiley.</p> <p>Traxler, M. J. (2012). <i>Introduction to psycholinguistics: Understanding language science</i>. Chichester, West Sussex: Wiley-Blackwell.</p>		

Assessment Methods	<p>PARTICIPATION: 5%</p> <p>MIDTERM EXAMINATION: 30%</p> <p>FINAL EXAMINATION: 45%</p> <p>RESEARCH PROJECT: 20%</p> <p><i>PARTICIPATION.</i> Participation in the course is compulsory. The active participation in the discussion of the issues presented each time is rated 10 points.</p> <p><i>EXAMINATION.</i> The mid-term and final examination will be an essay with multiple choice questions reflecting the knowledge that will be discussed in the classroom.</p> <p><i>RESEARCH PROJECT.</i> This is a small research work written as defined by the APA rules. In this you must choose a subject related to the language psychology, find 4-5 related articles and do your research project. More information will be provided at lecture.</p>
Language	Greek Language

Course Title	Behavioral Neuroscience				
Course Code	PSY 331				
Course Type	Elective				
Level	Undergraduate				
Year/Semester of Studies	2nd or 3rd Year				
Instructor	Michael Lombardo				
ECTS	6 ect Students' work load is expected to be	Lectures/Week	2 lectures per week (3 hours in total)	Workshops/Week	

	around 175 hours				
Course Content	This course will be a brief overview of neuroscience and its relationship to understanding behavior. We will explore topics such as brain development, viewpoints about the specialization of functions to discrete parts of the brain, plasticity, examples from learning and memory, language, emotion, cognitive control, social cognition, the role that hormones play in brain development. We will then focus on applied topics such as disorders affecting the development of human brain. In the process of the course students will also be acquainted with the research methods that neuroscientists and psychologists use to understand the link between brain and behavior.				
Learning Outcomes	It is expected that by the end of the course students will demonstrate familiarity with neuroanatomy and will demonstrate a basic understanding of how the brain is structured and how it communicates and processes information. Students will also have a basic understanding of the methodologies used to study the brain and its links to cognition and behavior. Finally, students are expected to demonstrate a basic understanding of concepts relevant to major themes in this domain of research on brain and its link to mind and behavior (e.g., memory, language, emotion).				
Prerequisites	NA	Co-requisites		NA	
Course Content					
Teaching Methods	Lectures, in class discussions				
Required Reading	Selected chapters from: Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. Cognitive neuroscience: The biology of the mind (4th ed), 1998. <i>Horton, New York</i> . Breedlove, S. M. & Watson, N. V. Behavioral neuroscience (8th ed), 2017, <i>Sinauer, Sunderland</i> .				
Assessment Methods	Attendance and participation (30%), midterm exam (20%), final exam (20%), course assignment (30%)				
Language	Greek				

Course Title	Social Psychology of Cognitive Development
Course Code	PSY 332
Course Type	Elective

Level	Undergraduate				
Year/Semester of Studies	3 rd or 4 th Year				
Instructor	Irin Kadianaki				
ECTS	6	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	-
Course Aims	The course aims at bringing together two strands of Psychology: Social and Developmental psychology through theories and empirical applications that focus on how cognitive development is inseparable from the social context.				
Learning Outcomes	Students are expected to gain in depth knowledge of certain theories that contributed to the understanding of development as socially defined. They are expected to recognize similarities and differences between the different theories and to apply the knowledge to conduct a small research project.				
Prerequisites	-		Co-requisites	-	
Course Content	The course presents the theory of Piaget on cognitive, moral and ethnic identity and continues on the generations of studies after Piaget from the Social Genevan School, then moves on to the socio-cultural theory of Vygotsky, the apprenticeship theory of Barbara Rogoff and symbolic interaction and self-reflection of G.H. Mead and finally focuses on the theory of memory reconstruction of Bartlett.				
Teaching Methods	Lectures, Discussion, project presentation				
Required Reading	<p>Doise, W. & Mugny, G. (1984). <i>The social development of the intellect</i>. Oxford: Pergammon.</p> <p>Gillespie, A. (2007). The social basis of self-reflection. In J. Valsiner, & A. Rosa (Eds.), <i>The Cambridge handbook of sociocultural psychology</i> (pp. 678-691). Cambridge: Cambridge University Press.</p> <p>Perret-Clermont, A. N. (1980). <i>Social interaction and cognitive development in children</i>. London: Academic Press</p> <p>Piaget, J. ([1923] 2002). <i>The language and thought of the child</i>. Routledge: London and New York.</p> <p>Piaget, J. ([1932] 1965). <i>The moral judgment of the child</i>. London: Routledge.</p>				

	<p>Psaltis, C. & Duveen, G. (2006). Social Relations and cognitive development: The influence of conversation types and representations of gender. <i>European Journal of Social Psychology</i>, 36, 407-430.</p> <p>Rogoff, B. (2003). <i>The cultural nature of human development</i>. New York: Oxford University Press.</p> <p>Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i> (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. and Trans.). Cambridge, MA: Harvard University Press.</p>
Assessment Methods	Exams (midterm and final), small research project
Language	Greek

Course Title	SOCIAL DEVIANCE AND ILLEGAL BEHAVIOR				
Course Code	PSY 341				
Course Type	Elective Course				
Level	Undergraduate Level				
Year/Semester of Studies	3 rd to 4 th year				
Instructor	Kostas Fanti				
ECTS	6 Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops/Week	1
Course's Aim	The course aims to present the current theory and findings related to Social Deviant Behavior and Delinquency. Issues such as school bullying, various forms of aggressive behavior, social deviation, psychopathy, antisocial				

	personality and criminality will be covered. In addition, the causes and consequences of social problems will be discussed.		
Learning Outcomes	1. Future psychologists will familiarize themselves with the theoretical and research developments concerning Social Deviant Behavior and Delinquency. 2. Being able to deepen the phenomenon of Social Behavior and Delinquency. 3. Understanding the dimensions of social adaptation and deviance of individuals and the results 4. Discuss and interpret results of research on antisocial behavior 5. Develop the ability to think critically theories, research, and methodology used in studies of antisocial behavior.		
Prerequisites	---	Co-requisites	---
Course Content	1. Introduction to Social Deviance Behavior and Delinquency 2. Risk factors - The social and family context 3. Individual risk factors 4. Protective factors 5. Developmental theories and models of delinquency 6. Psychopathy 7. Bullying 8. Measuring crime 9. Juvenile crime 10. Juvenile gangs 11. Adolescent murderers 12. Adolescence and criminality 13. Adulthood and criminality		
Teaching Methods	Lectures, discussion, students' presentations		
Required Reading	Bartol, C.R. & Bartol, A.M. (2009) "Juvenile Delinquency and Antisocial Behavior: A Developmental Perspective. Third Edition". New Jersey and Ohio: Pearson - Prentice Hall Scientific Articles		
Assessment Methods	1. Team Project and discussion of an article (30%): Summary, personal reactions and discussion from the point of view of the class lectures. Brief presentation of the article and the results. 2. Final Examination (50%): Includes multiple choice questions, based on the lectures. 3. Attendance and Active Participation in the discussions (20%).		
Language	Greek		

Course Title	EDUCATIONAL PSYCHOLOGY II: Learning and Instruction
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Course Code	PSY 370				
Course Type	Compulsory course				
Level	Undergraduate level				
Year/Semester of Studies	2 nd year or 3 rd year				
Instructor	Irene-Anna N. Diakidoy				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops/ Week	
Course Objectives	The goal of the course is to familiarize students with basic psychological concepts and models of learning and instruction. Specifically, it aims to present and elaborate on empirical findings regarding cognitive structures and processes involved in the acquisition of knowledge and skill and their implications for instructional methods and tasks.				
Learning Outcomes	Knowledge & Comprehension of learning processes and outcomes, implications for instruction instructional approaches and methods. Analysis & Evaluation of the connections between cognition, learning processes, and instructional methods and tasks.				
Prerequisites	PSY 170		Co-requisites		
Course Content	The course examines learning and the factors that influence it. Course organization is based on three related areas: learning processes, learning outcomes, and contexts of learning. Topics include: theories of learning, learning and memory, strategies, concept acquisition, knowledge acquisition, restructuring, and transfer, learning and intelligence, learning in cognitive and knowledge domains, learning and instruction, inductive and deductive approaches, learning tasks, and evaluation.				
Teaching Methods	Lecture / Discussion				
Required Reading	Selected Chapters from Books & Selected Articles. Sources: Driscoll (2000), Slavin (2007), Journal of Educational Psychology, Memory & Cognition, Learning & Instruction, Contemporary Educational Psychology, Instructional Science, Applied Cognitive Psychology.				

Assessment Methods	<ul style="list-style-type: none"> Midterm and Final written examinations: Multiple-Choice Questions requiring connection, extension, application, analysis, and evaluation of topics studied. Report of empirical article: Students select one from a list of articles published the previous year and their task is to identify hypotheses, main independent and dependent variables and to connect design, analyses, and findings to them.
Language	Greek

Course Title	Statistical applications in psychological research				
Course Code	PSY 302				
Course Type	Compulsory Course				
Level	Undergraduate level				
Year/Semester of Studies	3rd year / Fall semester				
Instructor	Michalis Michaelides				
ECTS	7 ects Students' work load is expected to be around 190 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops/Week	1
Course Content	The purpose of this course is to equip students with applied statistical knowledge necessary to become critical consumers of empirical research in the behavioural sciences and with analysis skills to conduct research studies in psychology. The most common descriptive and inferential statistical procedures are covered in this course and emphasis will be given on selecting and applying appropriate techniques to analyse empirical data with respect to specific research designs. A significant part of the course meetings will be devoted to practical applications with the use of data analysis software.				
Learning Outcomes	The students will be able to: 1. Critically evaluate and discuss common statistical procedures encountered in psychological research.				

	<ol style="list-style-type: none"> Independently select and apply appropriate statistical analysis techniques for data collected from empirical studies using a statistical software package. Discuss the appropriateness of statistics and statistical tests (e.g. central tendency, variability, correlation coefficients, regression, t-tests, ANOVA) in relation to various research designs. Interpret results from empirical data analysis obtained from statistical software output. Present results of correlational and experimental data analysis according to recommended style guidelines (e.g. APA). 		
Prerequisites	PSY 202	Co-requisites	
Course Content	<p>Descriptive and inferential statistics Statistical software, data entry and manipulation Measurement issues (scales of measurement, reliability) Data organization and presentation Measures of central tendency, variability and skewness Transformations, z-scores Elements of probability Normal distribution Sampling distribution of the mean, central limit theorem Comparison of two means, t-tests Analysis of variance: one-way and factorial ANOVA, repeated measures ANOVA Bivariate relationships, correlation coefficients Simple linear regression models Multiple regression models Chi-square test Exploratory factor analysis Principles for open science</p>		
Teaching Methods	Lecture, lab demonstration, lab exercises		
Required Reading	<p>Field, A.P. (2017). <i>Discovering statistics using IBM SPSS Statistics</i> (5th ed.). London: Sage. (also available in Greek) Ρούσσοι Π., & Τσαούσης Γ. (2011). <i>Στατιστική στις επιστήμες της συμπεριφοράς με τη χρήση του SPSS</i>. Αθήνα: Τόπος.</p>		
Assessment Methods	Exams, written assignments, lab exercises with the use of software		
Language	Greek		

Course Title	MEMORY				
Course Code	PSY 203				
Course Type	Elective course				
Level	Undergraduate level				
Year/Semester of Studies	3 rd Year/ Fall Semester				
Instructor	T. C. Papadopoulos				
ECTS	6 Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops/ Week	1
Course Content	This course aims at providing students with an understanding of the primary cognitive processes that underlie memory. The course offers an in-depth examination of how people encode in memory different types of information (e.g., verbal, spatial, visual) and how they recall this information from memory to carry out various tasks of everyday life. Among the topics that are discussed are the iconic and acoustic sensory memory, short-term memory, working memory, the different types of long-term memory (e.g., semantic, procedural, explicit and implicit memory), forgetting, and retrieval. Recent findings on amnesia and memory loss due to aging are also presented.				
Learning Outcomes	The students (a) acquire basic knowledge about the definition of the cognitive function of memory and study the various theories about its physiological and psychological dimension, (b) familiarize themselves with a significant range of experiments that direct the relevant research, (c) study contemporary methods of measuring the fundamental mechanisms of memory; (d) examine the relationship of memory with higher cognitive functions and how they all lead to learning; and (e) deal with its developmental perspective with emphasis on individual differences and pathological conditions.				
Prerequisites	Cognitive Psychology	Co-requisites	-		
Course Content	Seven (7) Thematic Modules: - Definition of memory - Short, working and long-term memory - Memory, learning, emotions, recall - Memory, storing knowledge, organizing and remembering				

	<ul style="list-style-type: none"> - Executive functions, memory, and processing speed - Forgetting, memory and aging - Individual differences, measurement and evaluation of memory
Teaching Methods	Lectures, discussion, study and analysis of individual cases, lab practice in the administration, scoring, analysis, and interpretation of memory, attention, and executive functioning tests
Required Reading	<p>TEXTBOOKS</p> <p>Baddeley, A. D. (2013-Classic Edition). Essentials of Human Memory. Sussex, UK: Psychology Press.</p> <p>Baddeley, A. D. (2007). Working memory, thought, and action. Oxford, NY: Oxford University Press.</p> <p>Κωσταρίδου-Ευκλείδη, Α. (1998, επιμέλεια). Εισαγωγή στην Ψυχολογία (Nicky Hayes). Ελληνικά Γράμματα.</p> <p>ARTICLES</p> <p>Baddeley, A. (1992). Working memory. Science, 255, 556-559.</p> <p>Craik, F. I. (2002). Levels of processing: Past, present...and future? Memory, 10, 305-318.</p> <p>Deater-Deckard, K., Sewell, M. D., Petrill, S. A., & Thompson, L. A. (2010). Maternal working memory and reactive negativity in parenting. Psychological Science, 21, 75-79.</p> <p>Deliens, G., Gilson, M., Schmitz, R., & Peigneux, P. (2013). Sleep unbinds memories from their emotional context. Cortex, 49, 2221-2228.</p> <p>Demetriou, A., Christou, C., Spanoudis, G., & Platsidou, M. (2002). The development of mental processing: Efficiency, working memory, and thinking. Monographs of the Society for Research in Child Development, 67, X-154.</p> <p>Demetriou, A., Mouyi, A., & Spanoudis, G. (2008). Modelling the structure and development of g. Intelligence, 36, 437-454.</p> <p>Gathercole, S. E. (1998). The development of memory. Journal of Child Psychology and Psychiatry, 39, 3-27.</p>

	<p>Gopie, N., & MacLeod, C. M. (2009). Destination memory: Stop me if I've told you this before. <i>Psychological Science</i>, 20, 1492-1499.</p> <p>Hamani, C., McAndrews, M. P., Cohn, M., Oh, M., Zumsteg, D., Shapiro, C. M., . . . Lozano, A. M. (2008). Memory enhancement induced by hypothalamic/fornix deep brain stimulation. <i>Annals of Neurology</i>, 63, 119-123.</p> <p>Kail, R. (1997). Processing time, imagery, and spatial memory. <i>Journal of Experimental Child Psychology</i>, 64, 67-78.</p> <p>Kulkofsky, S., Wang, Q., Conway, M.A. Hou, Y., Aydin, C., Mueller-Johnson, K., & Williams, H. (2011). Cultural variation in the correlates of flashbulb memories: An investigation in five countries. <i>Memory</i>, 19, 233-240.</p> <p>Papadopoulos, T. C., Georgiou, G. K., Deng, C., & Das, J. P. (2018). Speed of processing across cultures. <i>Advances in Cognitive Psychology</i>, 14, 112-125.</p> <p>Papadopoulos, T. C., Ktisti, C., Christoforou, C., & Loizou, M. (2015). Cognitive and linguistic dynamics of reading remediation. In T. C. Papadopoulos, R. K. Parrila, & J. R. Kirby (Eds.), <i>Cognition, intelligence, and achievement</i> (pp. 311-343). San Diego, CA: Academic Press.</p> <p>Racsmány, M., Conway, M.A., Demeter, G. (2010). Consolidation of episodic memories during sleep: Long-term effects of retrieval practice. <i>Psychological Science</i>, 21, 80-85.</p> <p>Siegler, R. S. (2000). The rebirth of children's learning. <i>Child Development</i>, 71, 26-35.</p> <p>Sligte, I. G., Wokke, M. E., Tesselaar, J. P., Steven Scholte, H., & Lamme, V. A. F. (2011). Magnetic stimulation of the dorsolateral prefrontal cortex dissociates fragile visual short-term memory from visual working memory. <i>Neuropsychologia</i>, 49, 1578-1588.</p> <p>Smith, F. R., Gaskell, G. M., Weighall, A. R., Warmington, M., Reid, A. M. & Henderson, L. M. (in press). Consolidation of vocabulary is associated with sleep in typically developing children, but not in children with dyslexia. <i>Developmental Science</i>, e12639.</p> <p>JOURNALS (for further reading)</p>
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	Memory & Cognition, Journal of Memory and Language, Learning & Memory, Journal of Experimental Psychology: Learning, Memory, and Cognition, Brain and Cognition, Psychological Science, Neuropsychologia, Journal of Cognitive Neuroscience, Frontiers in Psychology, Physiology and Behavior, Psychology and Aging.
Assessment Methods	<ul style="list-style-type: none"> - Performing a series of experiments in an <i>e</i>-prime environment in the lab and presenting the results in a short psychometric report (30%) - Mid-term exams (20%) - Final exams (40%) - In class participation and discussion (10%)
Language	Greek

Course Title	Health Psychology				
Course Code	PSY 208				
Course Type	Elective Course (Limited Selective Course)				
Level	Undergraduate Level				
Year/Semester of Studies	2 nd , 3 rd or 4 th year of studies				
Instructor	Maria Karekla				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	
Course's Aim	a) To provide students with an introduction to the field of Health Psychology/ Behavioral Medicine; (b) To familiarize students with the activities (both research and applied) and methods of health psychologists; (c) To aid students in applying knowledge of theories and results; and (e) To develop students ability to think critically about the area of behavioral medicine				

Learning Outcomes	<p>At the end of the semester, students should:</p> <ul style="list-style-type: none"> • understand the principles of the field of health psychology • be able to identify the role and practice of a health psychologist within the larger health care system • be able to utilize theoretical models in health psychology to develop and evaluate programs for health behavior change • utilize a biopsychosocial perspective in the evaluation of factors affecting health and illness. 		
Prerequisites		Co-requisites	
Course Content	<p>Health Psychology/ Behavioral Medicine is the interdisciplinary field concerned with the development and integration of behavioral, psychosocial, and biomedical science knowledge and techniques relevant to the understanding of health and illness, and the application of this knowledge and these techniques to prevention, diagnosis, treatment, and rehabilitation.</p>		
Teaching Methods	<p>Lectures, discussion in class, exercises, empirical projects and presentations by students</p>		
Required Reading	<p>3) Karademas, E. (2005). Health Psychology: Theory and Practice. Τυπωθήτω 4) Jane Ogden (2012). Health Psychology. McGraw-Hill.- Greek version- Εκδόσεις Παρισιανού. 5) Additional articles given in class</p>		
Assessment Methods	<p>THE FULFILLMENT OF ALL OBLIGATIONS IS CONSIDERED WHEN EVALUATING THE STUDENTS. THE FINAL GRADE OF THE COURSE IS THE SUM OF THE AREAS BELOW:</p> <p>MID-TERM EXAMINATION 30%.</p> <p>PARTICIPATION IN THE DISCUSSIONS AND HOMEWORK EXERCISES 10%</p> <p>PAPER AND IN-CLASS PRESENTATION 30%</p> <p>FINAL EXAMINATION 30%.</p>		
Language	<p>Greek Language</p>		

Course Title	THEORIES OF MIND AND CONSCIOUSNESS
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Course Code	PSY 402				
Course Type	Elective Course				
Level	Undergraduate Level				
Year/Semester of Studies	4 th Year				
Instructor	Athanasios Raftopoulos				
ECTS	6 ects Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	
Course Aims	To present to students the classic and modern theories concerning the nature of the relation between mind and brain, which in its traditional form as the mind/body problem is one of the most pressing problems both for Philosophy and other Sciences.				
Learning Outcomes	Having learned the basic theories concerning the mind/bran relationship, students can chose that theory that they deem most complete and plausible in view of their intuitions concerning the nature of mind.				
Prerequisites	None	Co-requisites	None		
Course Content	The problem of the human mind and its functions are the main topics of this course. Questions like what mind is, its relation to the body (the body-mind problem), the way it represents the environmental world and its functions, coordination of mental and somatic processes, unconsciousness and consciousness will be targeted for discussion, focusing on their representational aspects.				
Teaching Methods	Lecture, in class discussion, students’ presentations				
Required Reading	Kim, J. (1998). <i>Philosophy of Mind</i> . Westview Press. White, J. E. (1989). <i>Introduction to Philosophy</i> . West Publishing Company. papers from recent literature on the subject.				
Assessment Methods	Midterm Examination and Final Examination				
Language	Greek				

Course Title	Topics In Cognitive Development				
Course Code	PSY 403				
Course Type	Elective Course (Limited Selective Course)				
Level	Undergraduate Level				
Year/Semester of Studies	3 rd or 4 th year of studies/ 5 th until 8 th semester				
Instructor	George Spanoudis				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/ Week	2 lectures/ week (3 hours in total)	Workshops/ Week	
Course’s Aim	<p>The aim of this course is:</p> <ul style="list-style-type: none">• to bring tomorrow's psychologist in touch with the theoretical and research developments in the field of human development.• understand the points of convergence and deviation of the "schools" of developmental psychology thinking.• deepen in the human development phenomenon.				
Learning Outcomes	<p>By the end of the semester, students should:</p> <ul style="list-style-type: none">• have acquired a systematic knowledge of the main areas and applications of cognitive development psychology.• have comprehended the key findings of several important areas of cognitive development (memory, perception, language, concepts, reasoning).• be able to convey ideas and research findings in writing about the normal cognitive (perceptual and mnemonic), linguistic, conceptual and reasoning development of the human mind.				
Prerequisites	None	Co-requisites	None		
Course Content	The course provides an in-depth analysis of the main areas of developmental psychology (development of perception, memory, theory of mind, etc.). The lectures focus on the discussion of the theories and empirical findings of the main research areas of human development. It begins with a general analysis of the concepts and contemporary reflection of the area of				

	cognitive development, proceeds to examine the theory of Piaget and other contemporary theoretical approaches to cognitive development and attempts an in-depth presentation of research and theoretical developments in various fields of cognitive development research.
Teaching Methods	Lectures, discussion in class, empirical students' projects
Required Reading	<ol style="list-style-type: none"> 1. Bjorklund, D. F. & Cusey, K. B. (2017). <i>Children's thinking: Cognitive development and individual differences</i>, 6th Ed. Sage. ISBN 978-1-5063-3435-6. (Textbook of the course) 2. Demetriou, A. (1998). Cognitive Development. In A. Demetriou, W. Doise, & C. van Lieshout (Ed.) <i>Life-span developmental psychology</i>, New York: John Wiley & Sons. 3. Flavell, J. H., Miller, P., H., & Miller S., A. (2002). <i>Cognitive Development</i>. (4 Ed.) NJ: Prentice Hall. 4. Goswami (Ed.). (2011). <i>The Wiley-Blackwell handbook of childhood cognitive development</i>. Blackwell Publishing. 5. Miller, P. H. (2002). <i>Theories of Developmental Psychology</i>. New York: Worth Publishers. 6. Salkind, N. J. (1988). <i>Theories of human development</i>. (translation: D. Markoulis) Athens: Patakis Publications.
Assessment Methods	<p>The fulfillment of all the obligations will be considered when assessing the students. The final grade of the course will be the sum of the grades of attendance in the lesson, the empirical project, the midterm examination and the final examination.</p> <p>The percentage of the empirical project will be 20%.</p> <p>The percentage of the mid-term examination is 30%.</p> <p>The percentage of the final examination is 45%.</p> <p>Participation in the discussions will be 5% of the total grade.</p> <p>The presence and active participation in the course as well as the writing of the thesis are considered mandatory for the understanding of the course and the successful completion of its duties.</p>
Language	Greek Language

Course Title	LEARNING DIFFICULTIES II: Reading Difficulties
Course Code	PSY 407
Course Type	Elective course
Level	Undergraduate level

Year/Semester of Studies	4 th Year/ Spring Semester				
Instructor	T. C. Papadopoulos				
ECTS	6 Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops/ Week	1
Course Content	The course covers a broad scope of reading difficulties and dyslexia including the nature, causes, diagnosis, and various forms of treatment based on different underpinning theories and approaches. The course is divided into six parts: (1) review of the theoretical basis for reading difficulties; (2) identification of principles for diagnosis; (3) review of current reading tests and diagnostic materials; (4) study of the different subtypes of reading difficulties; (5) identification of principles for appropriate remedial programs, and (6) writing of case reports. Particular emphasis is placed on the phonological and cognitive correlates of reading difficulties in school-age children.				
Learning Outcomes	Students (a) acquire basic knowledge about the historical development of learning difficulties; (b) deal with traditional and contemporary definitions of understanding learning difficulties and reading problems (with reference to DSM-5); (c) study the factors (mainly cognitive and linguistic) that contribute to the development of reading skills, the absence of which leads to specific learning problems, (d) examine the role of reading and intelligence; (e) learn to recognize and diagnose specific learning difficulties; and (f) review a variety of intervention programs for the treatment of learning difficulties (reading, spelling).				
Prerequisites	Educational Psychology	Co-requisites	-		
Course Content	Seven (7) Thematic Modules: - Definition of learning difficulties - Reading difficulties, dyslexia and math problems - Clinical symptoms of learning difficulties - Risk and protective factors of reading difficulties - Assessment and diagnosis of learning difficulties - Remediation of reading difficulties - Individual differences and the importance of aptitude-treatment interaction in the selection of suitable intervention				

Teaching Methods	Lectures, discussion, study and analysis of individual cases, lab practice in the administration, scoring, analysis, and interpretation of reading, spelling, phonological, cognitive, and linguistic tests
Required Reading	<p>TEXTBOOKS</p> <p>Snowling, M. J. (2000). Dyslexia (2nd ed.). Blackwell Publishing: UK.</p> <p>Πόρποδας, Κ. Δ. (2002). Η Ανάγνωση. Γραβάνης ΕΠΕ: Πάτρα.</p> <p>Beaton, A. A. (2004). Dyslexia, reading and the brain: A sourcebook of psychological and biological research. Hove, East Sussex: Psychology Press.</p> <p>Μουζάκη, Α., & Πρωτόπαπας, Α. (Επιμ.) (2010). Ορθογραφία: Μάθηση και Διαταραχές. Αθήνα: Gutenberg</p> <p>TEXTBOOKS (additional list, non-compulsory)</p> <p>McBride C. (2016). Children's literacy development: A cross-cultural perspective on learning to read and write. New York, NY: Routledge.</p> <p>Reid, G. & Wearmouth, J. (2002). Dyslexia and literacy: Theory and practice. Chichester, West Sussex: J. Wiley & Sons.</p> <p>Papadopoulos, T. C., Parrila, R. K., & Kirby, J. R. (Eds.) (2015). Cognition, intelligence, and achievement. San Diego, CA: Academic Press.</p> <p>ARTICLES</p> <p>A reading list of approximately 20-25 journal articles is updated annually and provided to the students. This list of papers is the primary source for writing a critical review on a topic of the relevant literature (see below).</p> <p>JOURNALS (for further reading)</p> <p>Journal of Learning Disabilities, Journal of Educational Psychology, Reading Research Quarterly, Scientific Studies of Reading, Dyslexia, Reading and Writing, Journal of Research in Reading, Annals of Dyslexia, Learning and Instruction, Journal of Experimental Child Psychology, Research in Developmental Disabilities, Journal of Child Psychology and Psychiatry, Psychological Bulletin, Psychological Science, European Journal of Psychology of Education, School Psychology International, Journal of School Psychology, Journal of Psychoeducational Assessment, Child Development, British Journal of Educational Psychology.</p>

Assessment Methods	<ul style="list-style-type: none"> - Performing a series of experiments in a <i>DMDX</i> environment and other similar <i>e</i>-platforms in the lab and presenting the results in a short psychometric report (30%) - Article critique (20%) - Final exams (40%) - In class participation and discussion (10%)
Language	Greek

Course Title	PSYCHOBIOLOGY II: NEUROPSYCHOLOGY				
Course Code	PSY 422				
Course Type	Compulsory course				
Level	Undergraduate level				
Year/Semester of Studies	3rd – 4th Year				
Instructor	Fofi Constantinidou				
ECTS	7 ect Students' work load is expected to be around 190 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	
Course aim	Neuropsychology has developed in the last 30 years at a rapid pace. The basic goal of Clinical Neuropsychology is to understand and evaluate human behavior in relation to the function (normal or pathological) of the central nervous system. For this reason, neuropsychology requires knowledge of the normal functioning of the nervous system as well as knowledge of how various neuropathologies affect behavior and upper cognitive and executive functions. The course will cover basic neurophysiology, neuropathology in relation to cognitive and emotional functions and their evaluation.				
Learning Outcomes	Upon course completion the student will be able to: <ol style="list-style-type: none"> 1. Describe the biological underpinnings of the human neurobehavioral system. 2. Explain the theoretical framework of basic neurobehavioral functioning. 				

	<p>3. Describe major neuropathologies and how they affect the human neurobehavioral system.</p> <p>4. Compare different neuropsychological measures in respect to purpose and psychometric properties.</p>		
Prerequisites	PSY 200	Co-requisites	
Course Content	<p>Part A</p> <ul style="list-style-type: none"> -Introduction to neuropsychology -Brain and behavior-Nervous system - Basic Principles and Objectives of Neuropsychological Assessment - Principles of Neuropsychological Evaluation <p>PART B</p> <p>Neuropathologies-Focal Diseases-Stroke Episodes, Tumors, Epilepsy</p> <p>Traumatic brain injury</p> <p>Disconnection Syndromes</p> <p>Physiological Aging</p> <p>Confusion, Forms of Dementia and other degenerative diseases</p> <p>Psychiatric Diseases</p> <p>Development and plasticity</p> <p>Developmental Syndromes</p> <p>PART C</p> <ul style="list-style-type: none"> - Functions and Assessment -Spatial skills -Consciousness, attention and concentration -Language, aphasia, act, Drowsiness, and dysarthria -Memory, amnesia - Intelligence - Executive Skills -Plasticity and recovery after brain damage 		
Teaching Methods	Lectures		
Required Reading	Bryan Kolb and Ian Q. Whishaw. Fundamentals of Human Neuropsychology (7th edition). 2015, Worth Publishers.		
Assessment Methods	<p>Exam 1: 35%</p> <p>Exam 2: 35%</p> <p>Assignment: 20%</p> <p>Minute Papers: 10%</p>		
Language	Greek		

Course Title	KNOWLEDGE REPRESENTATION				
Course Code	PSY 424				
Course Type	Elective Course				
Level	Undergraduate Level				
Year/Semester of Studies	4 th Year				
Instructor	Athanasios Raftopoulos				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/ week (3 hours in total)	Workshops/ Week	
Course Aims	To get the students know the various theories concerning the nature of mental representations through which we acquire knowledge of the world and make students understand that cognition uses a variety of representations to solve different problems.				
Learning Outcomes	The students should be able to decide which sort of representation(s) is (are) most suitable to address specific problems.				
Prerequisites	None		Co-requisites	None	
Course Content	The problem of knowledge representation in the human mind is an issue of great importance. Understanding the process of knowledge representation also requires knowledge of some basic concepts such as propositional and pictorial representation, neural networks, neural distributed representation, etc., associated with psychology, linguistics, neuroscience and AI. The course aims to acquaint the student with various forms of representation and to provide a basic understanding of what representation of knowledge is about and how it influences the conception of human behaviour.				
Teaching Methods	Lecture, in class discussion, presentations				
Required Reading	A. B. Markman (1999). Knowledge Representation. Lawrence Erlbaum. Various papers.				

Assessment Methods	Midterm Examination and Final Examination
Language	Greek

Course Title	ADVANCED TOPICS IN CLINICAL PSYCHOLOGY				
Course Code	PSY 426				
Course Type	Elective Course				
Level	Undergraduate Level				
Year/Semester of Studies	3 rd to 4 th year				
Instructor	Georgia Panayiotou				
ECTS	6 ect Students' work load is expected to be around 175 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshops/Week	
Course's Aim	<p>The aim of this course is to connect the science of clinical psychology with the practice of the clinical profession and is designed primarily for students who want to deepen in this specific field of psychology. The main focus will be the in depth understanding of some of the basic and more frequent mental disorders through the study of contemporary research in clinical psychopathology, application of the research to the formulation of specific case examples and the ways of treating these disorders. The course also aims to provide students who want to pursue Clinical Psychology at the graduate level with the necessary information on the profession, the various employment options, the procedures of applying to graduate school and the relevant legislations.</p>				
Learning Outcomes	<p>Students will understand the structure of postgraduate and doctoral programs of clinical psychology in different countries as well as the relevant national legislation.</p> <p>They will be informed about the requirements for admission to graduate programs and for license to exercise the profession of Clinical Psychology.</p> <p>They will learn the basic principles of case formulation of clinical cases from at least three traditional philosophical approaches.</p>				

	<p>They will be able to develop a basic case conceptualization of a case given to them using nomothetic and idiographic sources of information.</p> <p>They will be able to understand the connection between modern clinical research (especially in psychopathology) and case conceptualization and treatment</p> <p>They will gain knowledge on evidence- based therapies and their rationale for a series of disorders that will be discussed in class.</p> <p>They will learn how to put together a clinical case conceptualization report and delineate potential maintenance mechanisms</p> <p>They will demonstrate ability to search the relevant literature</p> <p>They will demonstrate ability to derive a DSM-V diagnosis</p> <p>They will practice oral presentation skills</p> <p>They will be aware of various methodologies used to study the psychopathology (including emotional, cognitive biological and behavioral aspects) and maintenance mechanisms of a series of disorders</p>		
Prerequisites	Clinical Psychology II	Co-requisites	
Course Content	<p>This course will focus on a small number of disorders that will be studied in depth.</p> <p>The course will be divided into 3 sections.</p> <p>The first part will deal with the understanding of clinical psychology as a science, profession and career path so that interested students can decide if they want to pursue this direction in the future.</p> <p>The second part focuses on the process of case conceptualization through some of the basic theories such as behavioural, cognitive and psychodynamic. Students will study the basic principles of these approaches and how they apply to the formulation of clinical cases.</p> <p>The third part will synthesize the knowledge from the examined psychopathology research and case conceptualization process to derive case formulations of case examples related to the basic disorder categories examined, mainly depression, social phobia, antisocial personality disorder and substance use. The final deliverable will be an extensive case conceptualization report and class presentation of it, which will include a theoretical overview of the diagnosis of the case example, formulation of its etiological and maintenance factors and recommendations for treatment.</p>		
Teaching Methods	Lectures, discussion, case conceptualization exercises, study of academic clinical psychology programs, students' presentations, self study, group work		
Required Reading	<p>Mandatory:</p> <p>1) Berman, P. (2009). Case Conceptualization and Treatment Planning: Integrating Theory with Clinical Practice.</p> <p>2) Articles and Handouts.</p> <p>Supplementary:</p>		

	<p>1) DSM-V</p> <p>2) Durand & Barlow. Abnormal Psychology (or Greek translation)</p> <p>3) Phares and Trull, Clinical Psychology</p>
Assessment Methods	<ul style="list-style-type: none"> • Final Examination (multiple choice) 45% • Team presentation in class and case report 30% • Article Summaries 20% • Active participation in the discussion 5% <p>Team Project: Case conceptualization of a case that will be given to students. It involves the preparation of a case report and in-class presentation. It should include:</p> <ol style="list-style-type: none"> 1) Understanding of the case using a specific theoretical approach, 2) A literature review explaining the etiology of the disorder/s presented in the case, 3) DSM-V based diagnosis (with justification) 4) Recommendation of evidence- based therapies for this case. <p>The presentation will be graded not only for the content but also for the delivery.</p> <p>Team Written Project: The case study and the copy of the presentation should be 8-10 double spaced pages.</p>
Language	English and occasionally offered in Greek

ANNEX 3 - DETAILED BIOGRAPHICAL NOTES

Please see attached file

ANNEX 4 - INFRASTRUCTURE

A. Library

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

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

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

ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ	PROQUEST CENTRAL	BIB	LIBR (ΒΙΒΛΙΟΘΗΚΗ)	ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ
ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ	PROQUEST DISSERTATIONS & THESES DATABASE (with upgrade to Full Text)	BIB	LIBR (ΒΙΒΛΙΟΘΗΚΗ)	ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ
ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ	REFWORKS/REFSHARE (+ Flow το οποίο δίνεται δωρεάν)	BIB	LIBR (ΒΙΒΛΙΟΘΗΚΗ)	ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ
ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ	TURNITIN	BIB	LIBR (ΒΙΒΛΙΟΘΗΚΗ)	ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ
ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ	WEB OF SCIENCE: SCI-SSCI-A&HCI + Essential Science Indicators (-new from 2015) (συμφωνία 2016, 2017, 2018)	BIB	LIBR (ΒΙΒΛΙΟΘΗΚΗ)	ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ
ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ / E-BOOKS	EBOOK CENTRAL - EBRARY	BIB	LIBR (ΒΙΒΛΙΟΘΗΚΗ)	ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ
ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ / E-BOOKS	EBRARY - additional charge to include University press collection	BIB	LIBR (ΒΙΒΛΙΟΘΗΚΗ)	ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ
ΒΑΣΕΙΣ ΔΕΔΟΜΕΝΩΝ / E-BOOKS / Λογισμικό	EBSCO DATABASES, EBOOKS, EDS, PsycArticles PsycInfo	BIB	LIBR (ΒΙΒΛΙΟΘΗΚΗ)	ΌΛΑ ΤΑ ΤΜΗΜΑΤΑ ΚΑΙ ΒΙΒ ΕΚΤΟΣ ΕΜΑ
ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Proceedings of the National Academy of Sciences USA (PNAS)	BIB	LIBR (ΒΙΒΛΙΟΘΗΚΗ)	ΒΙΟ, ΦΥΣ
ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Science	BIB	LIBR (ΒΙΒΛΙΟΘΗΚΗ)	ΒΙΟ, ΧΗΜ, ΦΥΣ
ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	European Journal of Psychology of Education	ΣΚΕΑ	PSYCHOLOGY	
ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Annual Review of Sociology	ΣΚΕΑ	SOCIAL AND POLITICAL SCIENCES	
ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Brill Research Perspectives in Diplomacy and Foreign Policy	ΣΚΕΑ	SOCIAL AND POLITICAL SCIENCES	

ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Daedalus - American Academy of Arts and Sciences	ΣΚΕΑ	SOCIAL AND POLITICAL SCIENCES	
ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Digital Journalism	ΣΚΕΑ	SOCIAL AND POLITICAL SCIENCES	
ΞΕΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Hague Journal of Diplomacy	ΣΚΕΑ	SOCIAL AND POLITICAL SCIENCES	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Mediterranean Journal for Research in Mathematics Education	ΣΚΕΑ	EDUC (ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΓΩΓΗΣ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Ανέμη: Επιθεώρηση Κυπριακής Παιδικής Λογοτεχνίας	ΣΚΕΑ	EDUC (ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΓΩΓΗΣ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Ευκλείδης Α	ΣΚΕΑ	EDUC (ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΓΩΓΗΣ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Ευκλείδης Β	ΣΚΕΑ	EDUC (ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΓΩΓΗΣ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Ευκλείδης Γ	ΣΚΕΑ	EDUC (ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΓΩΓΗΣ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Μαθηματική Επιθεώρηση	ΣΚΕΑ	EDUC (ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΓΩΓΗΣ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Μαθηματικό Βήμα	ΣΚΕΑ	EDUC (ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΓΩΓΗΣ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Νέα Παιδεία	ΣΚΕΑ	EDUC (ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΓΩΓΗΣ)	

ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Παιδαγωγική Επιθεώρηση	ΣΚΕΑ	EDUC (ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΓΩΓΗΣ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Σύγχρονα θέματα	ΣΚΕΑ	EDUC (ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΓΩΓΗΣ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Σύγχρονη Εκπαίδευση	ΣΚΕΑ	EDUC (ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΓΩΓΗΣ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Annuaire International des Droits de l'Homme	ΣΚΕΑ	LAWD (ΝΟΜΙΚΗ Σ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Revue Hellénique des droits de l'homme=Περιοδικό Δικαιώματα του Ανθρώπου	ΣΚΕΑ	LAWD (ΝΟΜΙΚΗ Σ)	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Ψυχολογία	ΣΚΕΑ	PSYCHOLOGY	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Cyprus Review	ΣΚΕΑ	SOCIAL AND POLITICAL SCIENCES	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Ελληνική Επιθεώρηση Πολιτικής Επιστήμης	ΣΚΕΑ	SOCIAL AND POLITICAL SCIENCES	
ΕΛΛΗΝΟΓΛΩΣΣΑ ΠΕΡΙΟΔΙΚΑ	Επιθεώρηση Κοινωνικών Ερευνών	ΣΚΕΑ	SOCIAL AND POLITICAL SCIENCES	
ΑΓΟΡΑ ΒΙΒΛΙΩΝ			ALL	
ΠΑΛΑΙΑ ΤΕΥΧΗ			ALL	
ΔΙΑΦΟΡΑ			ALL	

Use of the Library by the Department of Psychology

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

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

Single subscriptions to periodicals: **2** titles

Number of periodicals from common packages and use per publisher:

Publisher	Titles 2015	Access to articles 2015
Emerald Ebook Series	n/a	n/a
Elsevier	2.946	50.913
Sage	831	8.246
Springer	3.312	15.763
Taylor and Francis	2.853	30.078
John Wiley and Sons	2.434	26.151
Cambridge University Press	532	2.272
Oxford University Press	248	4.311

Subscriptions to data bases that pertain to the Department:

Title	Use 2016	Use 2015
Cochrane Library	n/a	n/a

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

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

Year	Seminars	Participants	Hours of participation
2012	1	16	20,0
2013	4	161	241,5
2014	2	46	57,5
2015	0	0	0,0
2016	1	12	6,0

B. Physical Infrastructure

Classrooms



ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ
ΥΠΗΡΕΣΙΑ ΣΠΟΥΔΩΝ ΚΑΙ ΦΟΙΤΗΤΙΚΗΣ ΜΕΡΙΜΝΑΣ

05/04/2017

R055D

ΧΡΗΣΗ ΑΙΘΟΥΣΩΝ ΔΙΔΑΣΚΑΛΙΑΣ ΑΠΟ ΤΜΗΜΑΤΑ

Σελ: 2

Τμήμα : ΨΥΧ - Ψυχολογίας

Τμήμα : 201609

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

Laboratory name	Faculty Members	Building
Center for Applied Neuroscience	Fofi Constantinidou	New wing- Central Facilities
University Field Research Center	Charis Psaltis	OED01 –University Campus
Laboratory for Autism and Neurodevelopmental Disorders	Michael Lombardo	OED01 –University Campus
Quantitative Methods & Assessment Lab	Michalis Michaelides	New wing- Central Facilities
Comprehension & Learning Laboratory	Irene – Anna Diakidou	OED01 –University Campus
Genetic Social Psychology Lab	Charis Psaltis & Irene Kadianaki	OED01 –University Campus
Clinical Psychology & Psychophysiology Lab	Georgia Panayiotou	New wing- Central Facilities
Experimental Psychology Lab	Marios Avraamides	New wing- Central Facilities
Neurocognitive Research Lab	Fofi Constantinidou	New wing- Central Facilities
ACThealthy: Clinical Psychology and Behavioral Medicine Laboratory	Maria Karekla	OED01 –University Campus
Developmental Psychopathology Lab	Kostas Fantis	OED01 –University Campus
Developmental Psychology Laboratory	Panayiotis Stavriniadis	OED01 –University Campus
Learning Disabilities Group Lab	Timothy C. Papadopoulos	New wing- Central Facilities
Cognition and Language Laboratory	George Spanoudis	New wing- Central Facilities
Memory & Attention Development Lab	Andria Shimi	New wing- Central Facilities

Square meters of Department Space

Square meters of Department of Psychology 840.57.

Square meters of Department of Psychology Labs 175.49.



ANNEX 5 – QUALITY STANDARDS AND INDICATORS

Instructions:

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

Quality Standards and Indicators

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

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

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

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

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

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

1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.				X	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X
1.1.8	Control mechanisms for student performance are effective.				X	
1.1.9	Support mechanisms for students with problematic academic performance are effective.				X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.					X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.			X ²		
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>¹ In some cases, introductory and elective courses violate the general audience retention policy of small audiences as a result of the small number of faculty members.</p> <p>² The use of plagiarism tracking software remains relatively limited. There is room for improvement in the process of tracking and punishing plagiarism.</p>						
1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.			X ¹		
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	

1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.				X ²	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>¹ All courses have at least one midterm examination. It would, however, be preferable to adopt a mechanism of more frequent and direct communication between academic tutor and student.</p> <p>² In some courses, existing textbooks or teaching material in Greek are not available or insufficient. Co-operative methods of teaching and continuous evaluation are used by the teaching staff. Nevertheless, the teaching staff recognizes the need to enhance the use of these methods depending on the nature of each course.</p>						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.				X	
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					X
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					X
1.3.2.2	Publications within the discipline.				X	
1.3.3	The specializations of Visiting Professors adequately support the program of study.					X
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					X
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					X
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by					X

	one level higher than that of the program of study in which he/she teaches.					
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				X ¹	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.				X	
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
¹ The ratio of faculty members to students (undergraduates and graduates) impedes the personnel from dealing with their teaching, research and extra-curricular activities.						

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

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

2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.</p> <p>¹The scientific content of the undergraduate program is thought to be sufficient. However, the skills acquired by the undergraduate students can be improved, for example, writing skills, analytical skills, programming skills and foreign language skills.</p>						
2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
2.3.2.1	the members of the academic personnel					X
2.3.2.2	the members of the administrative personnel					NA
2.3.2.3	the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						
2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X

2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:					
2.4.5.1	The provisions regarding unit credits					X
2.4.5.2	The expected learning outcomes				X ¹	
2.4.5.3	The methodology				X ¹	
2.4.5.4	Course descriptions					X
2.4.5.5	The program's structure					X
2.4.5.6	The admission requirements					X
2.4.5.7	The format and the procedures for student assessment				X ¹	
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>¹Although the learning outcomes and methodology of each course are included in the course syllabi given to students, they are not publicly accessible.</p>						
2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.					X ¹
2.5.2	The program attracts Visiting professors of recognized academic standing.					X
2.5.3	Students participate in exchange programs.				X	

2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>¹ The students of the program, often have the opportunity to attend lectures and seminars conducted by academics from institutions abroad and attend conferences organized by faculty members of the department. Students are encouraged to participate in these conferences and seminars. Some examples are presented below:</p> <ol style="list-style-type: none"> 1. Dr. Raimo Lappalainen, Head of the Psychology Department, Professor in Clinical Psychology and Psychotherapy, University of Jyväskylä, Finland. Developing Acceptance, Mindfulness and Value-based Brief Treatments (web and face-to-face). Loretta Brady, Associate Professor of Clinical Psychology, Saint Anslem College, USA. Trauma, addiction, and recovery. Eva Kimonis, Senior Lecturer in the School of Psychology at the University of New South Wales in Sydney, Australia. Best practices in identifying and treating severe behavior problems in youth. Marilena Kyriakidou, Senior Researcher at Association for the Prevention and Handling of Domestic Violence, University of Sheffield, UK, and Association for the Prevention of Family Violence, CY. Family violence in Cyprus. Jonathan Huppert, Professor and Clinical psychology area coordinator. The Hebrew University of Jerusalem, Israel. Treatment of anxiety disorders: Basic processes and common factors. Scott Vrana, Professor of Clinical Psychology, Virginia Commonwealth University, USA. The social context of emotion and social interaction. Eva Kimonis, Senior Lecturer in the School of Psychology at the University of New South Wales in Sydney, Australia.. Treating young children with callous-unemotional conduct problems. Essi Viding, Professor of Developmental Psychopathology, University College London, UK. Conduct problems and callous-unemotional traits: Genetic and brain imaging findings. Nathalie Fontaine, Assistant Professor, Indiana University Bloomington, USA. Associations between trajectories of callous-unemotional traits. Rogiros Flevotomas, Child Clinical Psychologist, USA Naval Hospital Sigonella, Italy. Suicide Awareness and Prevention in Children – Post vention. Hein de Vries, School for Public Health and Primary Care (CAPHRI), Department of Health Promotion, Maastricht University, NL. Computer tailored technology for changing health behaviors. Geeta Dhir, Senior Educational Psychologist, North Area Team Manager, Integrated Education Support Services (IESS), Children and Young People Services, Waltham Forest, 						

United Kingdom. Consultation in School Psychology: What is it and how to maximize its effectiveness”

13. Geeta Dhir, Senior Educational Psychologist, North Area Team Manager, Integrated Education Support Services (IESS), Children and Young People Services, Waltham Forest, United Kingdom. Supervision of School Psychology Trainees: Challenges and Opportunities
14. Christopher C. Henrich, Associate Professor, Georgia State University, USA. Coping with Bullying
15. Hakan Stattin & Margaret Kerr, Professor of Psychology, Örebro University, Sweden. Parenting and adolescent outcomes.
16. George Georgiou, Associate Professor and Special Education Program Coordinator University of Alberta, CAN. Rapid naming speed: What does it predict, when, and how.
17. Jennifer Lundgren, Assistant Professor and Director of the Clinical Psychology Program. University of Missouri – Kansas City, USA. Night eating syndrome: When the midnight snack becomes an eating disorder.
18. Robert Klassen, Associate professor of Educational psychology, University of Alberta, Canada. The unexpected optimism of adolescents with learning difficulties.
19. Paul Frick, University Distinguished Professor and Chair of the Department of Psychology, University of New Orleans, USA. Callous-unemotional traits: Implications for understanding and treating severe antisocial and aggressive behavior in youths.
20. Giorgos Panagis, Associate Professor in Biopsychology, University of Crete, GR. Neurobiology of addiction.
21. Virginia Harvey-Smith, PhD., Professor of School Psychology, University of Massachusetts, USA. Supervision Skills in School Psychology
22. Nicholas Long, Ph.D., Director of Pediatric Psychology, Professor of Pediatrics, Director of the Center for Effective Parenting, Department of Pediatrics, College of Medicine, University of Arkansas for Medical Sciences, USA. Parenting the Strong Will Child: A group curriculum for parent training
23. Bradley Collins, Ph.D., Assistant Professor of Public Health and Pediatrics, Temple University, PA, USA. *“Family Rules for Establishing Smoke-free Homes: The FRESH Behavioral Counseling Trial to Reduce Infant Exposure to Tobacco Smoke” & “Multilevel Intervention to Reduce Child Secondhand Smoke Exposure.”*
24. Carl Lejuez, Ph.D., Associate Professor and Director of the Center for Addictions, Personality and Emotion Research, University of Maryland. *“Using the Laboratory to Understand Adolescent Risk Taking Behavior.”*
25. Jonathan Feldman, Ph.D., Associate Professor of Psychology, Ferkauf Graduate School of Psychology of Yeshiva University & Clinical Assistant Professor in the Department of Epidemiology & Population Health at Albert Einstein College of Medicine. *“Asthma and Panic Disorder.”*

26. Hein de Vries, Ph.D., Professor in Cancer Prevention and Health Promotion Maastricht University. *“Computer tailored technology for changing health behaviors.”*
27. Evangelos Karademas, Ph.D., Associate Professor, University Krete, «Οι παρεμβάσεις γνωσιακού-συμπεριφοριστικού τύπου για την ενίσχυση της προσαρμογής σε χρόνια ασθένεια.»
28. Ian Steward, Ph.D., University College Dublin (UCD), Ireland. *«Relational Frame Theory & ACT: Theory and Research»*
29. Mary Kosmides, Ph.D., Aristotle University, Greece. *«Schema Therapy in Children and Adults»*
30. Rhonda Merwin, Ph.D., Duke University Medical Center, «New directions in the treatment of Eating Disorders»
31. Andrew T. Gloster, Ph.D., University of Basil, «Get off the couch and into life: Expanding research target to promote meaningful change»

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

1. Social Representations of Diversity: Immigrants and LGBT in the Greek Cypriot Press: 19.4.2018, University of Cyprus.
2. Representations of LGBT people in the Greek Cypriot Press: 5.12.2017. University of Cyprus.
3. 2016: One-day conference on “Development, Psychopathy & Antisocial behavior.” Guest speaker: Stephane DeBrito.
4. Social representations of migrants and refugees in the Greek Cypriot Press. 27.4.2016. University of Cyprus.
5. Annual CUPSYNET meeting: Panel discussion on Teaching of History and Collective Memory: A socio-cultural approach and PhD students’ presentations.
6. Public Dialogue of 16 May 2016 at the UCY. The views of Internally Displaced about return and the Cyprus settlement. Public Discussion on the basis of research findings of UCFS-KENT University study. University of Cyprus.
7. 2015: One-day conference on “Psychopathic traits in Youth.” Guest speakers: Henrik Andershed and Olivier Colins.
8. 2015: INTOVIAN– Protecting children aged 0 to 3 from domestic violence, Nicosia, Cyprus
9. 2015: One day seminar on Strengthening national policies to stop sexual violence against children: A Council of Europe project involving pilot initiatives in Cyprus
10. “Resilience in Post Traumatic Urban Environments” and workshop Trainings on Narrative Exposure Therapy (NET) and Acceptance and Commitment Therapy Workshop (ACT), University Center for Field Studies, University of Cyprus, Nicosia, 1-4 November 2015.

11. Cyprus Association of Social Psychology: Talk by Dr Jasmine- Kim Westendorf “Why peace processes fail: Negotiating Insecurity After Civil Wars”, Home for Cooperation, UN Buffer Zone, Nicosia, 25 November 2015.

12. Public Dialogue Symposium of the Greek-Turkish Forum in Cyprus. The Role of the Past in the Future. Organised in co-operation with Goethe-Institut, Nicosia Cyprus, 26 October, 2015.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.					X

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

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

3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.				X ¹	
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.				X ¹	
3.1.9	Student training in the research process is sufficient.					X

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

¹ It would be desirable to further increase the internal funding of research programs in order to increase the employability / involvement of all students in the research activities of academic staff.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X ¹
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					X

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

Please see Annex 6

¹ The Chair of the Department of Psychology is a member of the Senate Committee on Student Affairs, which supervises all issues pertaining to student support at the University. Hence, the Department is actively involved and has a special sensitivity to issues to student welfare and cares for its own students and the students of the University at large through this Committee and through its running of the University Mental Health Center.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				X	
4.2.2	There is a supportive internal communication platform.					X

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

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

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					

5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

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

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

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

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p>						

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

Name:	Signature:
Ιριάννα Διακίδου	
Χάρης Τσούκας	
May Chehab	
Νίκος Στυλιανόπουλος	
Νικόλας Διέτης	
Σταυρούλα Κωνσταντίνου	
Συμεών Χριστοδούλου	

Date:



ANNEX 6 – STUDENTS WELFARE



ANNEX 7 – SAMPLE OF DEGREE



ANNEX 8 – POSTGRADUATE RULES