

Doc. 300.1.2

Date: 03/02/2026

Higher Education Institution's Response

- **Higher Education Institution:** European University Cyprus
- **Town:** Nicosia
- **Programme of study**
Name (Duration, ECTS, Cycle)
In Greek: Ψυχολογία (3 Έτη/180 ECTS, M.Sc.)
In English: Psychology (3 Years/180 ECTS, M.Sc.)
- **Language(s) of instruction:** Greek and English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**
In Greek: 1. Κλινική Ψυχολογία 2. Συμβουλευτική Ψυχολογία
In English: 1. Clinical Psychology 2. Counseling Psychology



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

A. Guidelines on content and structure of the report

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

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>It is recommended that the programme adequately monitors the future career paths of the students, especially given the increased uptake on the M.Sc. programme.</p>	<p>We acknowledge the importance of systematically monitoring our graduates' future career paths. To address this, we collaborate with the Student Affairs Office and request an annual report on our graduates' professional trajectories, including information on the settings in which they are employed and the countries where they practice (see an example Annex I). Although we currently receive informal feedback from students and graduates regarding their career paths, we recognize the need for a more structured and consistent approach.</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Physical teaching spaces are relatively limited across the institution, occasionally restricting flexibility in delivery methods and group activities; future planning might include the protection of spaces for the Psychology programmes to ensure that the student experience is not impacted.</p>	<p>We thank the ECC for its insightful recommendation. We acknowledge that while the allocation and management of teaching facilities fall under institutional governance rather than programme-level decision-making, we, as a Department, formally communicate the prioritisation and protection of appropriate teaching spaces for the Psychology programmes to support flexible delivery methods and group-based learning activities. Until now the programme plans teaching and learning activities in close coordination with the programme labs to ensure that the student learning experience is not impacted.</p>	<p>Choose level of compliance:</p>
<p>Where a practicum is implemented, careful attention should be given to matters of placement, supervision, legal safeguards, and student safety.</p>	<p>All matters related to placement safety, legal safeguards, and supervision for the practicum are fully outlined in the Clinical Practicum Guidelines provided to every student (please see Annex II). In addition, each practicum site signs a formal placement contract with the University that specifies responsibilities, ethical requirements, confidentiality expectations, and procedures to ensure a safe learning environment. The program Practicum Coordinator is responsible for monitoring every placement. This includes regular visits, communication with site supervisors, and reviews to ensure safety protocols and agreed-upon procedures are being followed. Furthermore, all students participating in the practicum are fully covered by the University's malpractice insurance, ensuring</p>	<p>Choose level of compliance:</p>

	<p>protection for both the students and the clients they serve.</p> <p>Together, these measures ensure that practicum training is conducted in a safe, ethical, and legally compliant manner.</p>	
<p>As the programme continues to grow and maintain its substantial practicum component, further development of placement opportunities and partnerships will be important to ensure sufficient capacity and diversity of practice settings for all students. Strategic planning in this area will help sustain the quality, accessibility, and relevance of the practicum experience.</p>	<p>We thank you for this observation and fully acknowledge its importance. The programme coordinators are continuously seeking new collaborations for practicum placements to ensure adequate capacity and diversity of training settings. Since 2023, we have expanded our network of clinical placement sites by establishing eight (8) new partnerships, ensuring adequate capacity to accommodate the increasing number of students and enhancing the diversity and quality of supervised clinical practice experiences. We continuously expand our network of practicum sites across Cyprus and explore opportunities with current partners to broaden and enhance existing collaborations. In addition, we pursue further establishing formal agreements with placements abroad, particularly in Greece, to secure opportunities for students who wish to undertake part of their practicum internationally while ensuring compliance with our academic and professional standards. Furthermore, we encourage students to propose new potential placements where they wish to complete their practicum. In such cases, we provide them with all necessary requirements and conduct an evaluation of the proposed site before approval (please see Annex III, internship criteria pg.3 and learning</p>	<p>Choose level of compliance:</p>

	<p>outcomes pg.4). This practice is already in place; however, we aim to formalize and expand it through a more structured and transparent procedure. To effectively support these initiatives and manage the practicum placements, the Department is hiring two new full-time faculty members- one allocated exclusively for the M.Sc. in Psychology. These academic staff members will contribute to the coordination, monitoring, and evaluation of practicum sites, ensuring sustained quality, accessibility, and relevance of the practicum experience as the programme continues to grow. The procedures for the employment of the two new members of the academic staff have been submitted to the coming Senate Meeting taking place on the 11th of February 2026.</p>	
<p>From a contemporary perspective on clinical psychology, the M.Sc. programme dedicates considerable time to psychodynamic models. While this represents a deliberate curricular choice, the Committee, also indicated by the students, perceived this as a rather traditional approach to clinical psychology, noting that contemporary evidence-based therapies (e.g. ACT, Mindfulness or Psychodynamic Interpersonal Therapy) receive less attention. The M.Sc. programme would potentially benefit from incorporating more varied therapeutic approaches, providing students with a broader</p>	<p>We fully acknowledge this observation and appreciate the Committee’s constructive feedback. In response, we have revised the syllabus of CCP653: Cognitive-Behavioral Interventions to include an introductory section on third-wave Cognitive Behavioral Therapies (CBT), thereby exposing students to contemporary, evidence-based therapeutic models that complement traditional approaches. Additionally, in the CCP659: Specialized Preparatory Internship Seminars for Clinical Psychology syllabus, we have incorporated three dedicated presentations/items on contemporary evidence-based therapies. The specific approaches to be presented will vary depending on faculty expertise and current training needs, ensuring flexibility</p>	<p>Choose level of compliance:</p>

<p>repertoire of evidence-based interventions and better preparing them for diverse clinical contexts.</p>	<p>and relevance to evolving clinical practice (see Annex IV, course pgs., 1-2; 4-5). These revisions aim to broaden students' therapeutic repertoire and strengthen their preparation for diverse, evidence-based clinical settings, aligning the programme more closely with modern developments in clinical psychology.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Increase the proportion of full-time permanent staff to enhance continuity, research integration, and leadership capacity.</p>	<p>We thank ECC for its comment. We acknowledge the Committee's recommendation regarding the proportion of full-time permanent academic staff. The Department has planned the appointment of two additional full-time permanent faculty member in Spring 2026, one allocated exclusively for the M.Sc. in Psychology, which will strengthen continuity, research integration, and leadership capacity within the Programme. Following this appointment, the Department will further review staffing needs and engage in discussions with the University to explore the potential for additional permanent positions, in line with programme development and institutional planning processes.</p> <p>The procedures for the employment of the two new members of the academic staff have been submitted to the coming Senate Meeting taking place on the 11th of February 2026.</p>	<p>Choose level of compliance:</p>
<p>There is further scope to strengthen mentoring and structured support for early-career staff to develop their research profiles and scholarly outputs.</p>	<p>We acknowledge the Committee's comment. A formal mentoring scheme is already in place, whereby all newly appointed academic staff, including both full-time and part-time faculty, are assigned an experienced faculty member as a mentor (please see Annex V). This mentoring arrangement supports early-career staff in</p>	<p>Choose level of compliance:</p>

	<p>developing their research profiles and scholarly outputs. The Department will continue to review and strengthen this scheme to ensure it effectively meets the evolving needs of early-career academics.</p>	
<p>Ensure teaching workloads allow adequate time for research and professional growth.</p>	<p>We acknowledge this recommendation. To address it, we have proposed that the practicum coordinator will be allocated a permanent 1 THR per semester to ensure sufficient time for practicum coordination, research activities, and professional development. Additionally, two new staff members are already in the recruitment process — one allocated exclusively for the M.Sc. in Psychology. An additional position will be submitted for approval in the field of applied psychology (preferably Clinical or Counselling). These measures aim to enhance coordination efficiency and provide opportunities for workload rotation among staff members.</p>	<p>Choose level of compliance:</p>
<p>Continue to support staff engagement in international collaboration and professional training to enhance excellence in both academic domains.</p>	<p>In response to the External Evaluation Committee's recommendation to continue expanding collaborative research and international partnerships to enhance the Department's academic visibility and impact, the Department has already taken significant and strategic steps. Faculty members actively participate in numerous COST (European Cooperation in Science and Technology) Actions, which provide robust platforms for international networking, interdisciplinary</p>	<p>Choose level of compliance:</p>

	<p>collaboration, and research innovation. These engagements strengthen long-term research partnerships and substantially increase the likelihood of securing competitive external funding, including Horizon Europe grants.</p> <p>To further support and sustain these activities, the Department's management allocates a dedicated annual budget to fund public engagement initiatives and to support faculty participation in peer-reviewed international conferences and Scopus-indexed publications. This financial commitment ensures that research output and outreach activities remain visible, impactful, and aligned with the Department's strategic objectives.</p> <p>Further strengthening collaborative research capacity, the newly established Psychology Unit will be integrated into the School's Center of Excellence in Research & Innovation in Social Sciences, the Arts and the Humanities (SoSocietAtH). This Center promotes active collaboration among researchers, practitioners, and the wider community, fostering interdisciplinary excellence and meaningful social impact. Through this inclusion, the Department aims to: (a) position psychology research within broader interdisciplinary frameworks, (b) enhance the visibility of staff expertise and research output through collaborative initiatives, and (c)</p>	
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	<p>attract scholars, postdoctoral researchers, and doctoral candidates aligned with the Unit's research priorities.</p> <p>In direct response to the Committee's recommendation, the Department will also offer a specialized in-house faculty training session on 10 February 2026 focused on national and international funding opportunities. This training will introduce faculty to strategic tools and initiatives that support competitive funding applications, including brokerage events, the Horizon Hop-On Facility, Bridge to Horizon, and COST Actions. To ensure continuous access to relevant funding information, faculty members will be encouraged to subscribe to the national Research and Innovation Foundation (RIF) newsletter, enabling timely awareness of funding calls, networking opportunities, and related developments.</p> <p>Finally, at the institutional level, the University has planned to offer additional targeted training aligned with the Committee's recommendations. These include workshops on novice proposal writing, networking and collaboration development, Erasmus+ funding opportunities, and the effective use of AI tools in research proposal preparation.</p> <p>Collectively, these initiatives demonstrate a coherent and sustained commitment to expanding international collaboration, strengthening research capacity, and</p>	
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	<p>enhancing the Department's academic visibility and impact.</p> <p>In addition, the Department has developed its own AI Policy, aimed at promoting the ethical and responsible use of AI in learning and assessment (please see Annex VI, see pgs. 1-3). The policy provides clear guidelines for students on acceptable AI use and guidance for instructors on identifying potential academic misconduct and designing assessments that reduce opportunities for malpractice, particularly in distance learning environments.</p> <p>Following the Committee's recommendations, the Department has also implemented two targeted training sessions for academic staff:</p> <p>A training session on Blackboard (BB) Analytics (02/12/2025), focusing on the use of data-driven insights to monitor student engagement and inform improvements in online teaching and assessment design. Faculty were also encouraged to review related training materials available through the Faculty Professional Development portal.</p> <p>A workshop on developing interactive activities (02/12/2025), aimed at supporting instructors in creating dynamic, participatory learning materials that can be integrated into assignments and examinations. This training emphasized authentic and AI-resilient assessment formats</p>	
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	<p>suitable for distance learning, complemented by existing University resources on PollEverywhere, H5P, and EasyGenerator.</p>	
<p>Ensure teaching and supervisory workloads allow adequate time for research, clinical oversight, and continued professional development</p>	<p>Please refer to the answer for item 3.3 on the areas of improvement.</p>	<p>Choose level of compliance:</p>
<p>Maintain protected time for clinical staff to meet professional registration and supervision requirements.</p>	<p>The University currently allows one clinical day per week for clinical staff, enabling them to maintain professional standards and remain connected to the field. In addition, as mentioned in our response to the previous recommendation, we are increasing our staff capacity by recruiting two additional applied professionals and assigning a permanent 1 THR to the practicum coordinator to ensure protected time for clinical responsibilities, professional registration, and supervision. Furthermore, we have increased the hourly rate for our external supervisors to attract more qualified colleagues and strengthen the programme's supervision capacity.</p>	

4. Student admission, progression, recognition and certification
 (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Regarding the M.Sc., the Committee heard many thoughtful considerations concerning how to secure good practicum placements for students. However, given the recent increase of students in the M.Sc. programme and the competition with other universities in the area, the Department may need to discuss more strategies for ensuring availability of timely practicum placements to minimize risk of student delay to graduation</p>	<p>We fully acknowledge this recommendation and recognize the importance of securing sufficient and high-quality practicum placements for our students. As mentioned in previous answers, the programme coordinators are continuously expanding collaborations with practicum sites across Cyprus and exploring potential agreements abroad, particularly in Greece, to ensure timely and diverse placement opportunities. Students are also encouraged to propose new practicum sites, which are evaluated for suitability and compliance before approval. To strengthen coordination and manage the growing number of placements, the practicum coordinator will be allocated a permanent 1 THR per semester, and the Department is in the process of recruiting two new full-time faculty members in applied psychology. These measures aim to enhance coordination efficiency, sustain placement quality, and minimize any risk of student delay to graduation.</p>	<p>Choose level of compliance:</p>

5. Learning resources and student support (ESG 1.6)

Again, thank you for taking the time and providing valuable feedback throughout the process.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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6. Additional for doctoral programmes (ALL ESG)

N/A

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7. Eligibility (Joint programme) (ALL ESG)

N/A

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The B.Sc. and M.Sc. programmes both adhere to the international standards for programmes in Psychology. Courses are taught by a combination of full-time staff and scientific collaborators (external, part-time staff) and include assessment based on attendance, assignments and final exams. The Committee particularly appreciated the opportunities for internship and practicum, as well as the empirical bachelor and master theses as strong course elements as these support the development of practice-based reflection on relevant psychological concepts and research competencies.</p>	<p>We thank the EEC for its constructive comments; we appreciate the Committee's positive feedback and recognition of our programmes' strengths.</p>	<p>Choose level of compliance:</p>
<p>The programmes that are provided by the Department are dedicated to community service and social responsibility, integrating these values into its educational mission. Students are actively encouraged to engage with broader societal challenges and contribute meaningfully to their communities, developing a sense of civic engagement alongside their academic pursuits.</p>	<p>Thank you for acknowledging our commitment to community service and social responsibility; we appreciate the Committee's recognition of these core values in our programmes.</p>	<p>Choose level of compliance:</p>
<p>The Committee finds that the staff for both the B.Sc. and M.Sc. are strongly engaged with their teaching, apply relevant teaching methodologies and engage in research-informed teaching at the university level. The Committee noted that the high reliance on external part time instructors (scientific</p>	<p>Thank you for the valuable feedback and for acknowledging the dedication and quality of our teaching staff. We also appreciate your note on strengthening research-based teaching through additional full-time and senior-level appointments. A more detailed response to this</p>	<p>Choose level of compliance:</p>



<p>collaborators) was well-thought through and carefully structured. However, the quality of research-based teaching would likely benefit from more full-time staff and more senior-level staff (e.g., full professors) actively engaged in international level research.</p>	<p>point is provided in Section 3 (Teaching staff ESC 1.5), answer 1</p>	
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C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Eleni Epiphaniou	Department Chairperson	
Dr. Georgios Georgiou	Programme Coordinator, Psychology (3 Years/180 ECTS, M.Sc.) Clinical Psychology Counselling Psychology	
Dr. Andria Christodoulou	Practicum Coordinator Psychology (3 Years/180 ECTS, M.Sc.) Clinical Psychology Counselling Psychology	

Date: 03/02/2026

Annex I

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



CLINICAL PRACTICE

M.Sc. Clinical/Counselling Psychology

School of Humanities, Social
and Education Sciences

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Supervised Internship Guide

1. Introduction

The purpose of this guide is to highlight the guidelines for 1000 hours of supervised practical training of postgraduate Students in the program of Clinical / Counseling Psychology [hereafter referred to as the 'Master's Program'] of the European University of Cyprus [hereafter referred to as the 'University' or 'EUC']. More specifically, it includes information on the definition, purpose and objectives of the internship, the duties and obligations of the students in their Internship, the expected learning outcomes and empirical results, the supervisory issues and the methods of assessing students.

2. Description of Aims and Objectives of Internship

During the Internship, which is considered to be an integral aspect of the Master's Program, students will come in touch with individuals who are experiencing psychological distress, as well as individuals with more serious psychopathology. Therefore, the student's readiness and fitness on a practical but also on personal level are of utmost importance.

The Master Program and EUC, except for the Center of Applied Psychology and Personal Development (KEPSYPA)- which is an internal placement, has established collaborations with several external placements in which students can apply for Internship. Securing a placement is done with transparent methods such as success to an interview with the placements' staff or/and according to other criteria set by the placements (see Chapter 5). After students secure a placement (approved by the program), they will be required to apply the technical, theoretical and scientific knowledge received during their Master's training. Additionally, for successful completion of the internship, each trainee must have experience **in at least 2 different settings and/or with different populations (e.g. children/adolescents, adults, the elderly, psychiatric patients, etc.)**.

The internship officially begins with registration in the internship courses. All completed hours in approved placements will be recorded in a calendar, leading to automatic certification of the completion of study and training in the EUC postgraduate program.

The M.Sc. Clinical/Counselling Psychology Internship was structured to gain practical experience in:

- psychological assessment,
- psychodiagnosis,
- psychological formulation,
- designing therapeutic interventions,
- creating a therapy plan, and
- applying psychological and psychotherapeutic interventions.

The ultimate goal of the Internship is to offer students the opportunity to acquire the necessary qualifications, so that after their graduation from the program to be able to become professional psychologists, capable of offering psychological services.

3. Commence and Length of Internship

3.1 Registration for Internship

Registration of students on Internship (for clinical psychology students CCP665 and CCP668, and counselling psychology students CCP670 and CCP673) is obligatory and serves two purposes. Firstly, indicates and allows the official beginning of the Internship in an approved placement (internal or external) and secondly the beginning of supervision and/or any other support during the Internship period. Finally, the internship can be extended if the mandatory total hours are not completed, but this does not apply to unsuccessful completion of the internship, for which the program's internal regulations apply.

3.2 Length of Internship

The length of the Internship has been defined as 1000 hours based on the Registration Law of Professional Psychologists. After registering for an Internship, all completed hours in approved placements will be recorded in a diary and automatically they will be verified to be completed during the Master training at EUC.

In the EUC postgraduate program, the practicum hours are divided into two phases: Internship I (September to January) and Internship II (February to June). These hours can be completed in approved clinical, psychiatric, counseling, psychotherapeutic, and other relevant facilities where trainees can provide psychological services. Students are advised to aim for at least 200-300 hours in psychiatric facilities, such as the Directorate of Mental Health Services in Cyprus or psychiatric facilities abroad.

The internship officially begins after the completion of the fourth semester of studies, provided that the trainee has met the following conditions: 1) Covered a certain number of prerequisite courses, 2) Completed and successfully presented the thesis, 3) Completed 10 hours of personal therapy, 4) Passed the first 'Evaluation of Professional Competence and Personal Development' (PDFP-I), and 5) Passed Final Examination of Clinical Knowledge and Skills.

In both phases of the internship, the trainee commits to working 5 days a week (unless otherwise specified by the facility manager) at times agreed upon with the respective internship facility. The first internship is considered complete when the trainee has: a) finished 500 hours of internship (approximately 200 direct hours with at least 50% involving individual therapy), b) achieved the required learning outcomes as indicated by the specific criteria in chapter 6, c) submitted the assessment of a case study and the first internship diary, and d) passed the PDFP-II. Upon completion, the trainee can proceed to the second phase of the practical training.

The second and final internship is considered complete when the trainee has: a) finished 500 hours of internship (approximately 250 direct hours with at least 50% involving individual therapy), b) achieved the required learning outcomes as outlined in Chapter 6, c) submitted the evaluation of a case study, the second internship diary, and the final portfolio, and d) has passed the Final Examination of Clinical Knowledge and Skills (CCP657/ 663).

3.3 Public holidays, Sick leave and 'Incomplete'

The working schedule in placements, may not follow the same holidays as with the academic calendar of the M.Sc. program. It is highly recommended that students follow their placement schedule. Nevertheless, is the students' right not to work on official bank holidays. In addition, they can get up to 2 weeks from their placements, specifically:

- 1 week for the Christmas Holidays,
- 1 week for the Easter Holidays (From Holy week until Easter Tuesday),
- 1 week during Internship I (Sept-Jan),
- 1 week during Internship II (Feb-June)

Before students schedule their holidays, they must timely inform the head of each placement and agree to their leave. Special arrangements must take place for short-term breaks in therapy or other Internship plans so that patients/clients are adequately prepared. Some placements may work under special circumstances; hence students may be required to continue their work and get only some days of leave from the allowed two (4) weeks. In this case, it is recommended that students follow the placement's schedule, and at the same time inform the M.Sc. program coordinator for alternatives.

In case of sickness, students must timely inform the admin staff and/or the head/supervisor of the placement and at the same time the clients/patients for the cancellation. For more than two days of sickness, students must inform in writing their placement, as well as the M.Sc. program coordinator, and submit a valid medical certificate. Unjustified absences, with a pretext of medical or other reasons and even the submission of invalid medical certificates, will lead to strict penalties.

In those cases where students have not covered the necessary Internship hours within the normal duration of the Internship, i.e., receiving an '**Incomplete**', it is important to dedicate the necessary time, beyond the normal duration of the two periods of Internship, to complete the remaining hours. This increases the possibility of suspending some days of leave or leads to an alternative arrangement, something which is decided by a committee called the M.Sc. program coordinator.

4. Clarification of Internship hours

4.1 Indirect and direct Internship hours

For clarification of Internship hours direct and indirect, we follow the above guidelines:

- i. Indirect practical training involves preparatory acts under supervision, such as monitoring psychological procedures, performing psychological acts for fictitious cases, receiving supervision, attending interprofessional meetings, processing files, and administering and analyzing psychometric tests.
- ii. Direct practice involves face-to-face psychological operations aimed at individuals with real psychological needs or their relatives, either on an individual or group level.
- iii. The balance between indirect and direct practice may vary.

- iv. Specific guidelines for internships are determined for each speciality of applied psychology separately.

4.2 Internship of Clinical Psychologists in Institutions abroad or new Institutions in Cyprus

Students who have joined the program with a mandatory internship abroad or wish to do so can complete their hours in approved psychiatric facilities or in other facilities abroad through the Erasmus+ internship. To carry out an internship in psychiatric institutions approved by the postgraduate program or in other structures abroad, the trainee must apply at least six months before the start of the internship to the internship coordinator. They also need to secure necessary approvals from the EUC Erasmus office, if applicable, and from the DIPAE.

The student is responsible for contacting organizations abroad by sending a letter expressing interest and outlining the internship's quality criteria. Once the student receives a positive response, they should inform the internship coordinator for approval and then send the approval letter to the organization to confirm the position. It is the student's responsibility to arrange the internship hours abroad and cover any related expenses. To apply for an internship abroad, the student must obtain consent and a written letter from EUC's postgraduate program. The same process applies if the student wants to secure an internship position in Cyprus where EUC does not already have established cooperation.

4.3 Internship of Clinical Psychologists in Psychiatric Institutions in Cyprus

Students are encouraged to apply for internships at public psychiatric institutions in Cyprus. Those who opt for this path must complete a minimum of 250-300 hours of supervised practice. Trainee clinical psychologists have the opportunity to intern at the Cyprus Mental Health Services Directorate (DYPSY) and/or the Director of Mental Health Services at Athalassa Hospital, 1452 Nicosia. To intern at DYPSY, students need to pass a written exam (80%) and an oral exam (20%), which are set by the services and announced in the official state newspaper. The Postgraduate Program supports the structures of the DYPSY as a practical framework for clinical and counseling psychologists.

After completing the required hours at DYPSY, the trainee must present an official document from the organization certifying their completion to the University. This document needs to be certified by the Master's Program to show that the practical training hours were an integral part of the study program. Counseling Psychologists who have completed their training can also apply for internships at DYPSY, subject to availability. Additionally, trainee Counseling Psychologists can apply for internships in approved facilities abroad following the same procedures.

5.1 Placement Settings in Cyprus

The EUC recognizes specific internship places with which it has agreements or memoranda of cooperation as approved. Trainees are not allowed to independently secure any internship agreements without the University's written approval, as doing so may not meet the internship criteria. If a student starts an internship without prior approval from EUC, their completed hours will not be counted, and they will receive an "Incomplete" for the internship until they are placed in an approved framework.

In the fourth academic semester, all trainees will receive a notification with a list of potential practice contexts and the support needed for the application process. Each trainee will have the opportunity to apply for their first internship at an organization. The following options will be considered hierarchically, but none of these options will be considered as exclusive admission criteria:

1. Trainee proficiency (PDFP-I)
2. Academic performance
3. Personal choice of trainee
4. Availability of the organization providing the internship
5. For an internship in Cyprus or abroad, where the language of communication is other than Greek, proficiency in the preferred language and certification will be considered.

The second part of the internship can be completed in the same or a different place, depending on availability. Final placement in approved external structures is typically based on interviews, written exams, trainee readiness, and clinical competence.

It is important to note that throughout the postgraduate program, courses and training are offered to prepare trainees for applying for internships. However, all trainees are required to inform the internship supervisor in the master's program in writing about any academic or other gaps, as well as any individual difficulties or concerns, even if they have been successful in their academic participation. Additionally, trainees should be well-prepared for interviews when applying for internship opportunities. They should also be prepared to reflect on possible rejection or failure to secure a place in an internship. The postgraduate program will investigate such cases and propose alternative options for the student to apply to, if available. However, securing a place in an alternative option will depend on a successful interview with the structure.

Before applying to an internship, it is strongly recommended that trainees pay attention to the following key advantages: preparing an adequate CV, declaring previous experience or voluntary work, clearly describing clinical and consulting skills, explaining their contribution to practical training, achieving good grades and participating sufficiently in postgraduate courses, and demonstrating the application of theory in practice. Additionally, trainees should be well-prepared for the interview, including psychological, theoretical, and technical preparation in their field of study.

5.2 internship abroad or new institutes in Cyprus

Suppose a student wants to do an internship in a place where the EUC does not have an agreement. In that case, they must inform the coordinator by April for internships in the Winter Semester and by September for internships in the Summer Semester. For more details about applying for internships abroad or new programs in Cyprus, please see subsection 4.2.

5.3. Internship Agreement

After assigning trainees to different internships in Cyprus and abroad, the signed 'Standard Internship Agreement' must be promptly submitted to the internship manager of the Master's Program. This agreement serves as the written contract between the trainee and the internship organization. Additionally, the trainee is required to complete the 'Supervised Internship Hours Log', which should be signed and stamped by the clinical supervisors after the internship. Finally, upon finishing the internship, the trainee must submit the final internship portfolio.

In cases of failure, suspension, or incomplete internships, the Internal Regulations of the Program will be enforced. Furthermore, where academically appropriate, the relevant EUC regulations will apply.

5.4 Possible Financial Costs in Placements

Whichever relevant to Internship/Placement financial costs, considered over and above the program's costs, is the students' responsibility. Five indicative and very specific examples on which students can be charged are

1. transport coverage to and from a placement,
2. the cost of professional licences and subscriptions to SEPS or other professional boards in Cyprus or abroad,
3. the MHS (or other psychiatric settings abroad) Internship fees,
4. the transportation and stay costs in settings abroad, and
5. Possible internship fees in private placements (e.g., psychology or psychotherapeutic centres or clinics) which offer individual supervision from a registered psychologist who works in private practice.

Clarification: students will always be informed of known charges before they choose where to apply for an Internship.

5.3 Health and Safety Issues in External Placements

During the Internship in the applied field of Psychology, students will come in touch with individuals with mental disorders and patients in general. This contact is accompanied by several challenges on the mental as well as physical levels. The students' choice to follow an applied field such as Clinical or Counselling Psychology, must come with a full awareness and understanding of the possible challenges that may face in placements. Therefore, after their admission to the M.Sc. Clinical/Counselling Psychology program, students give their consent that they are fully aware of the possible clinical work hazards and agree to take all the precautions of support during their training on a Master's level. EUC is not responsible for any health and safety issues during Internship in external placements, where the placements are solely responsible for such matters. The EUC health and safety policy can be found at www.euc.ac.cy. When students are out of the EUC premises, must consult and follow the policies in each external placement. It is the student's responsibility the obtain of professional liability, health and safety insurance during their Internships in external placements.

6. Clinical and Administrative Supervision

The students' Internship must always be supervised in clinical and admin terms. Each placement can supervise the student clinically and/or administratively. More specifically, the admin supervision has to do with checking the work hours but also the execution-completion of the assigned work. There is no expected number of admin supervision, but this will be provided by the staff of the placement, always in collaboration with the M.Sc. Program.

Students must complete until they finish their studies at EUC, a minimum of 100 hours of clinical supervision. Clinical supervision could be offered in an individual or group basis and it would be ideal to be offered in and from the Placement. In those cases where students cannot be offered clinical supervision in/from the placement, this will be offered by supervisors who collaborate with the EUC's M.Sc. program. The trainee must attend mandatory group supervision at the EUC weekly per semester, led by fellow clinical supervisors.

6.1 Clinical Supervisors Qualification

The clinical supervisor must be a registered psychologist with at least 5 years of experience in clinical or counseling psychology. Supervisors registered in other specialities (such as School/Educational, Organizational, or Forensic) may also supervise if they have demonstrated specialized knowledge in assessing and treating clinical cases. If the internship program does not have a qualified supervisor as described above, an approved partner supervisor of the Master's Program will be assigned to the trainee.

6.2 Placement Visits

A representative from the EUC Master's Program will visit or make telephone contact with the internship placement where each trainee is placed at least once per semester. During the visit, there will be a discussion about the trainee's progress, supervision, and any other relevant matters. This discussion can take place at three levels:

- a) Representative with the trainee,
- b) Representative with the supervisor (administrative and clinical),
- c) Simultaneous presence of representative, trainee, and supervisors. Visits will always be scheduled, and everyone involved will be notified well in advance.

7. Learning Outcomes, Aims and Assessment of Internship

Internship in every stage is considered complete if the following learning outcomes are successfully covered (for clinical psychology students: CCP665 and CCP668, and for counselling psychology students: CCP670 and CCP673:

First stage:

Clinical Psychology – CCP672	Counselling Psychology – CCP676
• Gain initial practical experience and show competence in applying psychological	• Gain initial practical experience and show competence in applying psychological

<p>assessment techniques and psychometric measures for the evaluation of psychological difficulties and disorders</p> <ul style="list-style-type: none"> • Gain initial practical experience and show competence in applying diagnostic formulations on individuals suffering from various psychological difficulties and disorders • Gain initial practical experience and show competence in formulating case conceptualization • Gain initial practical experience and show competence in developing comprehensive treatment plans • Gain initial practical experience and show competence in applying therapeutic interventions in individual or/and group modality • Gain initial practical experience and show competence in applying Cognitive-Behavioral and Psychodynamic interventions • Successful PDPF-II • Complete a 500-hours supervised Internship • Submission of a case-study • Submission of the Internship Log 	<p>assessment techniques and psychometric measures for the evaluation of psychological difficulties and distress</p> <ul style="list-style-type: none"> • Gain initial practical experience and show competence in applying psychodiagnostic methods for individuals experiencing severe psychological difficulties • Gain initial practical experience and show competence in psychological formulation • Gain initial practical experience and show competence in developing comprehensive therapeutic plans • Gain initial practical experience and show competence in applying therapeutic interventions in individual or/and group modality • Gain initial practical experience and show competence in applying Humanistic and Psychodynamic interventions • Successful PDPF-II • Complete a 500-hours supervised Internship • Submission of a case-study • Submission of the Internship Log
---	--

Second stage:

Clinical Psychology – CCP674	Counselling Psychology – CCP678
<ul style="list-style-type: none"> • Gain advanced practical experience and show competence in applying psychological assessment techniques and psychometric measures for the evaluation of psychological difficulties and disorders • Gain advanced practical experience and show competence in applying diagnostic formulations on individuals suffering from various psychological difficulties and disorders 	<ul style="list-style-type: none"> • Gain advanced practical experience and show competence in applying psychological assessment techniques and psychometric measures for the evaluation of psychological difficulties and distress • Gain advanced practical experience and show competence in applying psychodiagnostic methods for individuals experiencing from serious psychological difficulties

<ul style="list-style-type: none"> • Gain advanced practical experience and show competence in formulating case conceptualization • Gain advanced practical experience and show competence in developing comprehensive treatment plans • Gain advanced practical experience and show competence in applying therapeutic interventions in individual or/and group modality • Gain advanced practical experience and show competence in applying Cognitive-Behavioral and Psychodynamic interventions • Successful PDFP-III • Complete a 500-hours supervised Internship • Submission of a case-study • Submission of the Internship Log • Submission of the Completion of Therapy Form • Submission of Internship Portfolio 	<ul style="list-style-type: none"> • Gain advanced practical experience and show competence in psychological formulation • Gain advanced practical experience and show competence in developing comprehensive therapeutic plans • Gain advanced practical experience and show competence in applying therapeutic interventions in individual or/and group modality • Gain advanced practical experience and show competence in applying Humanistic and Psychodynamic interventions • Successful PDFP-III • Complete a 500-hours supervised Internship • Submission of a case-study • Submission of the Internship Log • Submission of the Completion of Therapy Form • Submission of Internship Portfolio
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During each phase of practical training, the trainee will be assessed based on the criteria mentioned above. Additionally, the trainee must complete a case study evaluation, submit a log book, undergo evaluation by their supervisor (PDFP), and finally submit a final internship portfolio to complete each stage of the internship. If the trainee fails at any stage of the practical training, the relevant regulations and procedures for program approval and certification will be applied. Additionally, applicable EUC regulations will be followed where necessary. Failure to complete a stage of practical training will result in a grade of 'Incomplete' for the corresponding course, and completion will require adherence to the relevant regulations.

8. Personal Therapy during the M.Sc. and the Internship

Personal therapy is a valuable source of support and empirical learning during the students' Master training. In addition, personal therapy can equip students to enhance their fitness to practice and their personal development during their training and in the future. Therefore, students must complete a minimum of 50 hours of personal therapy until the end of their studies. The continuation of personal therapy for more hours is encouraged but without the students bound to do more than 50 hours. It is also suggested that, personal therapy precedes the beginning of Internship and students are obliged to complete at least 10 hours of personal

therapy before engage in clinical work with patients. EUC will not cover the cost of personal therapy, as this is the student's responsibility.

None EUC faculty who practice as a registered applied psychologist can offer therapy to students during their training. Moreover, it is encouraged that students choose a therapist from the **registered professional psychologists (clinical or counselling)**, and who has an active licence to practice in Cyprus. It is also clear that students must not choose a psychologist from the register of undergraduate degree holders who cannot offer psychotherapeutic services or in that period the therapist is a postgraduate trainee in any applied field of psychology. The same does not apply if, during that period the registered professional Clinical or Counselling Psychologist is training in Psychotherapy. None EUC faculty contacts the student's therapist arbitrarily. However, for the verification and documentation of the necessary personal therapy hours, students must first inform the M.Sc. program coordinator at the beginning of their therapy. Secondly, before they begin their first Internship, students must submit a signed by their therapist letter, verifying at least 10 hours of personal therapy until then. Finally, another signed letter by the student's therapist must be submitted to verify the final personal therapy hours just before the completion of the second Internship.

The M.Sc. intership coordinator, only after a relevant assessment and consultation with the program's committee, has the jurisdiction to propose additional personal therapy hours, given that the criteria of personal therapy are not met. Finally, where applicable, the relevant regulations and procedures (submitted for the approval and certification of the M.Sc. program) will be applied.

9. Assessment of Personal Development and Fitness to Practice before and during Internship

All students must pass the first PDFP before beginning their internship. PDFP-I is very important as students will interact with patients with psychological disorders and individuals in psychological distress in general. After that, and during the Internship, PDFP-II and PDFP - III will be the supervisors' report, and at the same time are considered as one of the criteria for successful completion of the Internship. In cases where obvious and serious problems or issues are observed which can increase the possibility of malpractice or harmful practices, the M.Sc. has the jurisdiction to intervene and safeguard the psychological integrity of the students and their patients. Consequently, if after evaluation a student is unfit or incapable of continuing to offer psychological services to patients with mental health problems or in psychological distress, the relevant regulations and procedures (submitted for the approval and certification of the M.Sc. program) will be applied.

10. Unethical Practices During Internship

The M.Sc. program will not tolerate unethical practices or behaviours during the students' Internship. Such practices or behaviours may result in disciplinary decisions (academic and professional), and the relevant regulations and procedures (submitted for the approval and certification of the M.Sc. program) will be applied, as well as the EUC relevant regulations.

**For any questions or clarifications for any of the above, students can contact the M.Sc.
program coordinator.**

The current guide is re-evaluated each academic year.

11. Contact Details of Academic and Administrative Staff

Faculty members

https://euc.ac.cy/el/academics/faculty-profiles/faculty-school-of-humanities-social-education-sciences/?_gl=1*2e18yb*_up*MQ..*_ga*MjExNzc4OTI4NS4xNzlwNTEzNjYy*_ga_99G0G2Y74G*MTcyMDUxMzY2MS4xLjAuMTcyMDUxMzY2MS4wLjAuMA..

Scientific Collaborators

1. Dr Danae Papageorgiou, Clinical Psychology
2. Dr Christiana Theodorou, Clinical Psychology
3. Dr Andreas Xatzikiprianou, School and Clinical Psychology
4. Dr Ifigenia Stylianou, School and Clinical Psychology

Supervisors

1. Ms Maria Koumi, Registered Clinical Psychologist
2. Ms Constantina Gregoriou, Registered Clinical Psychologist
3. Dr Fani Ponirou, Registered Counseling Psychologist
4. Dr Christiana Theodorou, Registered Clinical Psychologist
5. Ms Andromachi Pavlidou, Registered Clinical Psychologist
6. Ms Georgia Theodorou, Registered Clinical Psychologist
7. Dr Danae Papageorgiou, Registered Clinical Psychologist
8. Dr Aliko Oikonomdiou, Registered Clinical Psychologist
9. Dr Revekka Mougi, Registered Clinical Psychologist

Admin

-Ms Eleni Iacovidou

Phone: 22719574

Email: e.iacovidou@euc.ac.cy



M.Sc. Clinical/Counseling Psychology
School of Education, Humanities and Social
Sciences

Student's Name:

Registration Number:

Internship dates:

Internship Course Code: CCP 665 CCP668

Internship Framework:

Name of the Supervisor:

Description

At the European University Cyprus, the Assessment of Professional Competence and Personal Development (AEEPA) is a vital part of training Clinical and Counselling Psychologists. Throughout their postgraduate education, trainees are assessed at the EEEPA. The aim is to evaluate their competence in areas such as clinical skills, professional ethics, and the use of supervision. Additionally, personal skills related to the trainee's suitability for performing psychological tasks with people experiencing mental health difficulties are assessed. The overall goal of the evaluation is to provide ongoing supervision during postgraduate education and determine readiness for future professional practice.

Evaluation Guidelines for Supervisors:

Evaluate the trainee on specific axes both quantitatively and qualitatively.

Specifically, qualitative evaluation includes commenting on the area being evaluated, while quantitative evaluation is achieved using the following 5-point scale:

4-Excellent performance above the expected level

3-Very good performance

2-Moderate performance at the expected level

1-Low performance

0-Insufficient performance and well below the expected level

Note:

* Score all areas of each axis without leaving any behind, unless for some reason the learner cannot be assessed in it (e.g., it does not apply to the specific framework). In such a case, you should explain in the comments the reason for not rating the area.

** Use whole degrees (1, 2, etc.) and not intervals (e.g. 1.5, 2.5, etc.).

If you need more space for your quality comments, use an additional page.

Fill in up to page 9.

The evaluation must be helpful, fair and objective, without criticism.

ASSESSMENT OF PROFESSIONAL COMPETENCE

Axis A': Assessment, diagnosis and clinical formulation skills

I. Psychological Assessment	Final Score <small>(add the scores below)</small>
Fostering a collaborative evaluation environment	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Collecting adequate information and presenting the symptoms clearly.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Effectively organize and communicate assessment data in a clear manner.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Quality Feedback and Comments on Skills	

II. Diagnosis	Final Score <small>(add the scores below)</small>
Identifies and understands diagnostic criteria, such as the DSM-V	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Synthesizes available data to support diagnostic conclusions.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Identifies alternative diagnostic hypotheses and recognizes comorbidities.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Quality Feedback and Comments on Skills	

III. Psychological Formulation	Final Score <small>(add the scores below)</small>
Ability to create a complete and accurate psychological formulation.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Connecting theory and research to enhance case understanding and treatment planning.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Quality Feedback and Comments on Skills	

Add all scores for **Axis A Total Score**:

How many areas of Axis A are not graded?

Axis B': Design and implementation of therapeutic interventions

I. Intervention Planning	Final Score (add the scores below)
Effective design of intervention plans based on evidence-based protocols for individual and group therapeutic interventions.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Well-structured prevention programs and psychoeducational interventions	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Intervention plans tailored to meet the specific needs of the beneficiary	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Quality Feedback and Comments on Skills	

II. Implementation of Psychological Interventions	Final Score (add the scores below)
Understanding and applying therapeutic techniques effectively.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Monitoring and evaluating the effectiveness of interventions.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Ability to adjust interventions according to individual needs	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Quality Feedback and Comments on Skills	

Add all scores for Axis B **Total Score**:

How many areas of Axis B are not scored?

Axis C': Issues of Ethics and Deontology

I. Ethical Behavior and Ethical Attitude	Final Score (add the scores below)
1. Identifying and Understanding Ethical Dilemmas	[] 0 [] 1 [] 2 [] 3 [] 4
2. Proper management of ethical dilemmas	[] 0 [] 1 [] 2 [] 3 [] 4
3. Ethical Attitude and Behavior (e.g., confidentiality, professional boundaries, informed consent, etc.)	[] 0 [] 1 [] 2 [] 3 [] 4
Quality Feedback and Comments on Skills	

Total score of Axis C:

Axis D: Supervision and Contribution to Internships

I. Use of supervision	Final Score (add the scores below)
1. Analysis and understanding of the topics being discussed	[] 0 [] 1 [] 2 [] 3 [] 4
2. Acceptance of feedback and a constructive attitude toward supervision	[] 0 [] 1 [] 2 [] 3 [] 4
3. Adherence to formal procedures (including attendance, communication, etc.)	[] 0 [] 1 [] 2 [] 3 [] 4
4. Preparation and active participation in supervision sessions	[] 0 [] 1 [] 2 [] 3 [] 4
5. Integration of supervisory feedback into clinical practice	[] 0 [] 1 [] 2 [] 3 [] 4
Quality Feedback and Comments on Skills	

II. Contribution to Internships	Final Score (add the scores below)
1. Demonstrates effective collaboration and integration with staff and colleagues	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
2. Exhibits professional behavior and consistency, including adherence to obligations, compliance with established rules, and a proactive approach in taking initiatives.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Quality Feedback and Comments on Skills	

Add all the scores for the **Total Score of Axis D:**
How many areas of Axis D are not graded?

Axis E: Personal Growth and Development

I. Personality	Final Score (add the scores below)
1. Personal maturity	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
2. Effective management of stress and personal/academic challenges	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3. Maintaining a positive attitude and internal motivation	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4. Character Stability and Confidence	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Quality Feedback and Comments on Skills	

II. Interact with others	Final Score (add the scores below)
1. Foster functional and uplifting interactions that promote collaboration	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

2. Demonstrate genuine respect and empathy in every interaction.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3. Master the art of effectively managing conflicts and challenges.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4. Communicate with clarity and precision, both verbally and in writing.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Quality Feedback and Comments on Skills	

III. Therapeutic Features	Final Score (add the scores below)
1. Understanding, active listening, and empathy	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
2. Receptivity and responsibility in the management of sensitive issues	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3. Demonstration of flexibility and clinical judgment	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Quality Feedback and Comments on Skills	

IV. Individual readiness	Final Score (add the scores below)
1. Recognizing and understanding emotions and behaviors effectively	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
2. Cultivating mental resilience and effectively managing obstacles and challenges	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3. Exhibiting autonomy and a strong sense of responsibility	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4. Identifying personal limits and areas for growth in competencies	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

5. Actively seeking timely and appropriate guidance when necessary	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Quality Feedback and Comments on Skills	

Add all the scores for the **Total Score of Axis E:**
How many areas of E-Axis are not graded?

Summary

<i>Strengthens</i>	<i>Weaknesses</i>
Objectives for further development	

Date:

Supervisor's signature

Trainee Signature



Standard Internship Agreement

School of Humanities, Social and
Education Sciences

This document is the Standard Internship Agreement between the internship framework and the trainee in Clinical or Counselling Psychology. It outlines the trainee's objectives, duties, and obligations, as well as those of the person responsible for the traineeship structure and the supervisor, throughout the traineeship in the specific structure.

Once the trainee has been accepted into the relevant internship programme, they must return this Agreement, signed, to the internship coordinator of the Postgraduate Programme at European University Cyprus (EPC) before the internship begins. Both the supervisor and trainee may keep a copy of the Agreement.

Both the person responsible for the internship structure and the trainee must reciprocally observe this Agreement.

Elements of the Internship Structure:

Name of organization:

Address:

Contact phone number:

Fax:

Email Structure:

Name and specialty of the Head of the structure:

Name and specialty of the Psychologist Supervisor (if it is a different person from the person Head of the structure):

Trainee Details:

Name:

EUC Registration Number:

Specialty:

Operational Internship Issues:

1. The trainee will undertake an internship in this structure from (...). The days and hours required for the internship are (...). Additional internship days can be agreed upon by contacting the responsible internship coordinator of the Postgraduate Program at European University Cyprus. The minimum total hours required for this internship are 250, of which at least half must be direct hours (e.g. individual therapy, group therapy, psychodiagnostic evaluation, etc.).
2. (a) Trainees have the right not to work on public holidays and to take one week off before or during the January exam and one week for the corresponding May-June exam. They also have the right, subject to the structure's operating framework and with the approval of the person in charge, to take one week off during the Christmas period and one week during Easter. Before planning their holiday, trainees should inform the structure's manager in good time and finalise their leave dates only after receiving approval. If they fall ill, trainees must notify the structure's secretarial staff and person in charge straight away. For absences of more than two days, they must inform their structure and the responsible internship coordinator in writing, providing valid medical documentation. Any other interruptions or unjustified absences due to medical or other reasons, or the presentation of false medical documents, will result in severe penalties.

3. Trainees must complete the 'Supervised Internship Hours Logbook', which will need to be signed and stamped by relevant officials and supervisors after the internship and then returned to the internship coordinator of the Postgraduate Programme at European University Cyprus.
4. It is the responsibility of the person overseeing the structure to ensure the trainee has sufficient space and secretarial support to complete their internship.
5. During their internship, the trainee is prohibited from communicating with patients or recipients of psychological services outside working hours or using their personal means of communication. Communication must take place during working hours and through the structure's means of communication.
6. The objectives and expected educational outcomes of the trainee's internship are outlined in the 'Supervised Traineeship Guide', which should be consulted by both the trainee and the clinical supervisor. The clinical supervisor and trainee should agree on learning objectives and activities by recording them in the "Learning Objectives" form. At the end of the internship, the form is returned to the internship coordinator.
7. As part of their training in the Postgraduate Program, trainees will be required to complete a number of case studies for assessment purposes. To achieve this, they must record sessions with patients. However, this can only be done if the structure's operating framework allows it and the trainee has obtained written consent from their patient. The 'Written Consent Form for Recording Sessions' will be provided to the trainee by the European University Cyprus unless the structure uses its own similar form. If recording sessions is not possible, the person in charge of the structure should consult the internship coordinator to find alternative assessment methods.
8. Person in charge of the structure will provide administrative supervision to the trainee, while clinical supervision will be provided by a qualified psychologist-supervisor or as agreed at the time of the cooperation agreement between European University Cyprus and the structure.
9. During the trainee's internship, a representative from the Postgraduate Program will liaise with the host organisation. This will involve a discussion about the trainee's progress, supervision, and any other relevant issues. This discussion can take place at three levels: (a) between a representative and the trainee, (b) between a representative and the trainee's supervisors (both administrative and clinical), or (c) between a representative, the trainee, and the supervisors at the same time. The parties involved will be consulted to arrange communication.
10. At the end of the internship, the clinical supervisor will complete the 'Assessment of Professional Competence and Personal Development' form for the trainee and hand it over to the relevant internship coordinator within the Postgraduate Programme.

Date:

Name and Signature of the Responsible Person

Name and Signature of Clinician

Supervisor Internship Structure

Name and Signature
Internship Coordinator

Name and Signature
Trainee



Supervised Internship Logbook

School of Humanities, Social and Education
Sciences

Supervised Internship Logbook

Student's Name	
Student Registration Number	
Internship Code	
Academic Year	
Internship structure	
Supervisor's Name	

Final number of direct practice hours	Final number of hours of individual supervision	Final number of hours of group supervision	Final number of indirect practice hours
	PPA / PAN*	PPA / PAN*	

** To be circled if they were obtained in the internship structure (IW) or university (PAN) or both.*

It is certified that, as part of his/her postgraduate studies programme at the European University Cyprus, has completed the supervised internship hours within the structure on the dates to

.....
Facility Manager
Signature
Date

.....
Internship Supervisor
Signature
Date

.....
Internship Coordinator
Signature
Date

Detailed Internship Calendar

Student's Name:	Structure Name:
------------------------	------------------------

Date	Hours in the internship		Direct hours of therapy sessions				Indirect hours					Clinical supervision	
	Arrival	Departure	IT	GT	PE	PSEP	BOARD	PR	SM	IVS	CSF	IS	GS
Supervisor's signature:			Total Direct Hours				Total Indirect Hours						
			Total hours so far										

Progress Evaluation Form

1. Student Details

Student Name: _____

Student Registration Number: _____ Supervisor's Name: _____ Framework/ Internship
 Structure: _____ Evaluation Month: _____

2. Skills Assessment

Use of scale 1 –5: 1=Insufficient level, 2=Below expected, with needs for guided improvement, 3=Satisfactory, within the expected limits with some room for improvement, 4=Very good level, with little room for improvement, 5=Excellent skill level (independence)

Axis	Description	1	2	3	4	5	S/A
1. Clinical Skills	The ability to conduct an intake and assessment, along with a basic understanding of psychopathology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Therapeutic Involvement	Establishing an alliance, nurturing a therapeutic relationship, and maintaining a professional demeanor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ethics and Professionalism	Observing boundaries, maintaining confidentiality, and upholding responsibility and ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Responding to Supervision	Receiving feedback, engaging in self-reflection, and preparing for supervisory meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Score							

3. Overall Evaluation (Average Overall Score)

- Excellent progress (Avg=4.5-5.0)
- Very good progress (Avg=3.5-4.4)

- Good progress (Avg=2.5-3.4)
- Unsatisfactory/improving progress (Mean = 1.0-2.4)

4. Supervisor's Remarks/Comments

5. Signatures

Date of discussion with student: __/__/__

Supervisor's signature: _____

Student's signature (after discussion): _____

Assessing experience and context/internship structure, for a Master's degree in Clinical Psychology

Instructions:

For each question, select the answer that best reflects your experience with the internship and your context or partnership arrangement.

If you have more than one framework or collaboration structure, please complete a separate form for each.

Frameworks and structures will not have access to the data of trainees carrying out the evaluation. If, through the evaluation, significant problems are identified with a particular framework or structure (for example, if the trainee doesn't receive incidents, unethical behaviour towards the trainee is observed, or they don't provide a space for sessions), the Internship Coordinator will launch an immediate investigation.

Furthermore, students can utilise this report whenever they recognise an issue with their internship experience.

If no significant issues are found during the evaluation, the structures will be informed about their overall assessment rather than about individual evaluations.

Part A. General information

1. Select the stage of the internship where it occurred.

- Internship 1
- Internship 2

2. Name of Internship Framework

3. Type of traineeship contract

- Part-time (250 hours) for one semester
- Part-time (250 hours) for one year

- Full-time (500 hours) for one semester
- Full-time (500 hours) for one year
- Other _____

4. Name of supervisor and speciality (e.g. clinical, counseling psychology)

5. Supervisor speciality

- Clinical Psychology
- Counseling Psychology
- Other _____

6. Frequency of supervision

- 1 time per week
- 2 times a month
- 1 time per month
- Other _____

Part B. Assessment of learning experience

		N/A <i>Not valid</i>	1 <i>Not At all</i>	2 <i>Little</i>	3 <i>Moderate</i>	4 <i>Enough</i>	5 <i>To a very large extent</i>
1.	The internship helped me gain a deeper understanding of theoretical models.	N/A	1	2	3	4	5
2.	I had the chance to utilise science-based practices.	N/A	1	2	3	4	5
3.	I developed important skills.	N/A	1	2	3	4	5
4.	I have adequately practiced the use of psychometric tools.	N/A	1	2	3	4	5
5.	I have adequately practiced the interpretation of psychometric tools.	N/A	1	2	3	4	5
6.	I practiced writing psychological reports	N/A	1	2	3	4	5
7.	I improved my ability to diagnose	N/A	1	2	3	4	5
8.	I improved my ability to understand and articulate	N/A	1	2	3	4	5

	incidents.						
9.	I enhanced my therapeutic communication with clients.	N/A	1	2	3	4	5
10.	I applied psychotherapeutic techniques under guidance.	N/A	1	2	3	4	5
11.	I feel more confident in building a therapeutic alliance.	N/A	1	2	3	4	5
12.	I feel confident in building a treatment plan.	N/A	1	2	3	4	5
13.	I feel more confident in implementing a treatment plan.	N/A	1	2	3	4	5
14.	I practiced maintaining boundaries with clients.	N/A	1	2	3	4	5
15.	I learned to handle confidentiality and ethics issues.	N/A	1	2	3	4	5
16.	I developed a professional attitude towards customers.	N/A	1	2	3	4	5
17.	As a professional, I've developed a respectful attitude towards my peers	N/A	1	2	3	4	5
18.	I developed greater self-awareness about personal issues.	N/A	1	2	3	4	5
19.	I developed greater self-awareness about professional issues.	N/A	1	2	3	4	5
20.	I learned to handle the stress and discomfort that arise in incident management.	N/A	1	2	3	4	5
21.	The internship helped improve my personal development.	N/A	1	2	3	4	5
22.	The internship helped improve my professional development.	N/A	1	2	3	4	5
23.	I improved my ability to collaborate across disciplines.	N/A	1	2	3	4	5
24.	I practiced communicating effectively with colleagues.	N/A	1	2	3	4	5
25.	I practiced effective communication with supervisors	N/A	1	2	3	4	5
26.	The internship helped me	N/A	1	2	3	4	5

	understand and respect cultural diversity.						
27.	I learned to adapt interventions according to the socio-cultural background of the clients.	N/A	1	2	3	4	5

Part C. Evaluation of the Traineeship Structure/Framework

		N/A <i>Not valid</i>	1 <i>Not At all</i>	2 <i>Little</i>	3 <i>Moderate</i>	4 <i>Enough</i>	5 <i>To a very large extent</i>
1.	My duties and responsibilities in the practice were clear.	N/A	1	2	3	4	5
2.	The program was well organized and properly coordinated	N/A	1	2	3	4	5
3.	The staff welcomed me and provided me with effective support.	N/A	1	2	3	4	5
4.	I had the opportunity to work effectively with all the professionals of the structure.	N/A	1	2	3	4	5
5.	I felt that I was an active team member.	N/A	1	2	3	4	5
6.	I had adequate access to incidents.	N/A	1	2	3	4	5
7.	I had adequate support to familiarise myself with and learn the procedures of the framework.	N/A	1	2	3	4	5
8.	I had sufficient time to familiarize myself and learn the procedures of the framework	N/A	1	2	3	4	5
9.	I had satisfactory access to therapy session rooms.	N/A	1	2	3	4	5
10.	The therapy session rooms were properly equipped (chairs, table, etc.)	N/A	1	2	3	4	5
11.	The therapy session rooms had adequate sound insulation.	N/A	1	2	3	4	5
12.	The structure adequately met my educational needs	N/A	1	2	3	4	5

	(e.g. hours, duration, tasks)						
13.	The structure supplied me with suitable documents and materials for the internship (e.g. assessment forms, assessment tools, etc).	N/A	1	2	3	4	5

Part D. General Questions

1. What were the positive, strong, and beneficial aspects of the internship for you?

2. What were the disadvantages and difficulties you faced during the internship, and how do you think they could be addressed?

3. How do you assess your cooperation with the framework/structure, and would you suggest any improvements?

4. What would you recommend that future trainees consider regarding this structure?

5. Add any other details you believe are important for the university to be aware of regarding the specific structure or framework.

**Assessment of Individual
Supervision for Internships in a
Master's Degree in Clinical
Psychology**

Instructions:

For each question, select the answer that best reflects your collaboration with your supervisor. Write down the name of your supervisor, the period of collaboration, and the context in which they supervised you.

If you have more than one supervisor, please fill in a separate form for each one.

The supervisors will not have access to the details of the trainees who conduct the evaluation. If the evaluation reveals significant issues concerning the supervisor's attitude and behaviour (e.g., if the trainee rarely meets with the supervisor, unethical conduct is observed, or there are no face-to-face meetings), then the Internship Coordinator will initiate an immediate investigation.

Additionally, students can refer to this report at any time they identify a problem with their clinical supervision.

If no significant problems are identified during the evaluation, the supervisor will be informed of the overall assessment rather than individual evaluations. The update will be made after more than five evaluations have been collected to ensure anonymity.

1. Choose the stage of practice where the individual supervision took place

- Internship 1
- Internship 2

2. Name of Internship Framework

3. Name of supervisor

4a. Level of cooperation and comfort

- A fully comfortable and good cooperation was established
- We collaborated effectively, but there were some issues I didn't feel comfortable discussing.
- I felt uncomfortable discussing issues with the supervisor.

4b. If you chose the 2nd or 3rd option in the previous question, please explain

5a. Participation in the supervisory process

- My supervisor was enthusiastic and very engaged in the supervision process.
- My supervisor was helpful and proactive, but not always fully engaged in the process.
- Occasionally, my supervisor displayed no interest in the process.
- My supervisor showed little interest in the process.

5b. If you chose the 2nd, 3rd or 4th option in the previous question, please explain

6a. Open communication relationship

- My supervisor fostered an open environment that enabled me to disagree with him/her.
- My supervisor fostered an open atmosphere that enabled me to discuss matters with them, but I didn't feel comfortable arguing.
- I believed it was unacceptable to disagree or suggest new ideas.

6b. If you chose the 2nd or 3rd option in the previous question, please explain

7a. Productive use of time

- Most of the surveillance time was dedicated to clinical cases and surveillance issues.
- A considerable amount of time was dedicated to clinical cases and supervision matters, although occasionally issues unrelated to supervision were also discussed.
- Minimal time was allocated to clinical cases and supervision matters.

7b. If you chose the 2nd or 3rd option in the previous question, please explain

8. Accessibility/formality

- My supervisor was typical of the time at the start of the supervision.
- He rarely forgot our meetings or was late by 5 to 10 minutes.
- Very often he changed our meetings, or often delayed beyond 15 minutes
- He often cancels our appointments without arranging a new one.
- I was with my supervisor once a month or less.

9. Face-to-face meetings

- My supervisor always met me face to face.
- In some instances, he had to contact me by other means (e.g. online, by phone, etc.)
- He usually met me in other ways (e.g., online, by phone, etc.), rather than face-to-face.

10a. Feedback

- The supervisor provided me with feedback in a positive and non-judgemental manner.
- Sometimes he provided feedback in a constructive and sometimes critical manner.
- When the moderator gave me feedback, it was usually critical.

10b. Feedback

- My supervisor quite often pointed out the strengths of my work as a trainee.
- Sometimes he highlighted the strengths of my work as a trainee.
- He never highlighted the strengths of my work as a resident.

11a. Ethical behaviour and evaluation

My supervisor demonstrated ethical behaviour and assessed my awareness of ethical issues during the internship.

- He did not always assess my understanding of ethical issues during the internship (e.g., evaluation of self-destructive behaviours, etc.). He did not consistently demonstrate ethical behaviour.

11b. If you chose the 2nd or 3rd option, please explain:

12a. I would recommend my supervisor

- I would recommend my supervisor to my colleagues
- I would recommend my supervisor to some colleagues (e.g. it depends on the personality of the colleague)
- I wouldn't recommend my supervisor.

12b. If you chose the 2nd or 3rd option, please explain:

13. What was the most valuable thing you gained from your collaboration with/ supervisor?

14. What has been most helpful to you and what could be improved in this supervision and cooperation?

15. Do you have any further comments or suggestions regarding the supervisor or supervisory issues?

ΕΝΤΥΠΟ ΠΛΗΡΟΦΟΡΗΣΗΣ**Συνεργασία για εκπόνηση πρακτικής άσκησης Μεταπτυχιακών φοιτητών Κλινικής
Ψυχολογίας στο εξωτερικό**

Στην παρούσα επιστολή καταγράφονται τα κριτήρια και οι πληροφορίες που αφορούν την συνεργασία με οργανισμούς και δομές για πρακτική άσκηση μέσω του Erasmus+ στο εξωτερικό. Σκοπός της επιστολής είναι η πληροφόρησή για τα κριτήρια της υποχρεωτικής πρακτικής άσκησης όπως θέτονται στο Ευρωπαϊκό Πανεπιστήμιο Κύπρου με απώτερο σκοπό να μελετηθούν από τον εκάστοτε οργανισμό.

Κριτήρια διεξαγωγής πρακτικής άσκησης φοιτητών κλινικής ψυχολογίας ΕΠΚ:

1. Μετά την επισύναψη συμφωνίας μεταξύ του ΕΠΚ και του υποψηφίου παροχέα/δομής πρακτικής άσκησης, ο μεταπτυχιακός φοιτητής διατίθεται στην δομή σε **ημερομηνίες που θα συμφωνηθούν μεταξύ των δύο**.
2. Η δομή πρακτικής άσκησης καλείται να προσφέρει στον μεταπτυχιακό φοιτητή τουλάχιστον **400 άμεσες* ώρες πρακτικής**. Παράλληλα, ο φοιτητής θα μπορεί να λαμβάνει στην δομή και **έμμεσες** ώρες** πρακτικής, χωρίς να καθορίζεται συγκεκριμένος αριθμός.
 - * Οι **άμεσες** ώρες καθορίζονται ως «πρόσωπο με πρόσωπο» πραγματική επαφή με άτομα, όπου σε ατομική ή/και ομαδική βάση επιτελέστηκαν πράξεις και καθήκοντα της εφαρμοσμένης ψυχολογίας όπως: συνεδρίες ψυχολογικής αξιολόγησης, ψυχοδιαγνωστικής, ψυχολογικών και ψυχοθεραπευτικών παρεμβάσεων.
 - ** Οι **έμμεσες** ώρες αφορούν προπαρασκευαστικές πράξεις σχετιζόμενες με τις άμεσες ώρες πρακτικής άσκησης όπως: κατατοπισμός σε υπηρεσίες, παρακολούθηση έργου άλλων ψυχολόγων (shadowing), λήψη εποπτείας, παροχή ψυχολογικών πράξεων υπό τη μορφή προσομοιώσεων, καταγραφή ψυχολογικών σημειώσεων και συγγραφή επαγγελματικών ψυχολογικών αναφορών, μελέτη και δημιουργία μελετών περίπτωσης, συμμετοχή σε διεπαγγελματικές συναντήσεις και σχετικές με την παροχή ψυχολογικών υπηρεσιών κλινικές εκπαιδεύσεις-σεμινάρια.
3. Ο μεταπτυχιακός φοιτητής, θα πρέπει να βρίσκεται σε πρακτική άσκηση **3 έως 5 ημέρες την εβδομάδα** σε ωράρια που καθορίζει η δομή.
4. Ο μεταπτυχιακός φοιτητής θα πρέπει να εποπτεύεται από **έμπειρο κλινικό ψυχολόγο** που είναι προσωπικό της δομής.
5. Προς το τέλος της πρακτικής εξάσκησης, θα πρέπει να συμπληρωθούν **υποχρεωτικά** τα παρακάτω έγγραφα, τα οποία θα πρέπει να επιστρέφονται μέσω του μεταπτυχιακού φοιτητή στην υπεύθυνη πρακτικής άσκησης του μεταπτυχιακού προγράμματος σε σφραγισμένο, από το πλαίσιο, φάκελο (επισυνάπτονται και τα δύο έγγραφα).
 - **Ημερολόγιο πρακτικής άσκησης**. Συμπληρώνεται από το φοιτητή κατά τη διάρκεια της πρακτικής άσκησης και υπογράφεται από τον υπεύθυνο κλινικό επόπτη μετά το τέλος της πρακτικής άσκησης. Αυτό το αρχείο επιβεβαιώνει επίσημα τις άμεσες και έμμεσες ώρες και πιστοποιεί την πραγματοποίηση της πρακτικής άσκησης.
 - **Έντυπο «Αξιολόγηση Επαγγελματικής Επάρκειας και Προσωπικής Ανάπτυξης»**. Θα πρέπει να συμπληρώνεται από τον υπεύθυνο κλινικό επόπτη στην παρουσία του μεταπτυχιακού φοιτητή.
6. Τέλος, η πρακτική άσκηση θα πρέπει να ακολουθεί τα πιο κάτω μαθησιακά αποτελέσματα:
 - Αποκτήσουν προχωρημένη πρακτική εμπειρία και να επιδείξουν επάρκεια στην εφαρμογή τεχνικών ψυχολογικής αξιολόγησης και χορήγησης ψυχομετρικών

εργαλείων για την εκτίμηση των ψυχολογικών δυσκολιών και διαταραχών

- Αποκτήσουν προχωρημένη πρακτική εμπειρία και να επιδείξουν επάρκεια στην ψυχολογική διάγνωση ατόμων που αντιμετωπίζουν σοβαρές ψυχολογικές δυσκολίες και διαταραχές
- Αποκτήσουν προχωρημένη πρακτική εμπειρία και να επιδείξουν επάρκεια στην ψυχολογική διατύπωση
- Αποκτήσουν προχωρημένη πρακτική εμπειρία και να επιδείξουν επάρκεια στην ανάπτυξη περιεκτικών θεραπευτικών πλάνων παρέμβασης
- Αποκτήσουν προχωρημένη πρακτική εμπειρία και να επιδείξουν επάρκεια στην εφαρμογή θεραπευτικών παρεμβάσεων σε ατομική ή/και ομαδική βάση
- Αποκτήσουν προχωρημένη πρακτική εμπειρία και να επιδείξουν επάρκεια στην εφαρμογή Γνωστικο-συμπεριφοριστικών και Ψυχοδυναμικών παρεμβάσεων.

INFORMATION LETTER

Letter of cooperation for M.Sc Clinical Psychology Students' Internship

The aim of the current letter is to inform you of the Clinical Internship criteria set by our program at EUC so that you review them and assess if you are able to host students of our department for Internship.

Internship Criteria for M.Sc Clinical Psychology Students of EUC:

1. After the agreement between EUC and the Placement, the M.Sc. student attends the Placement according to a schedule of working hours agreed between the student and the Placement.
2. The Placement will provide to the M.Sc. student at least 300 direct hours of clinical Internship and also a number of indirect hours according to the agreed schedule between the two parties. The **direct** hours are defined as the face to face interaction with individuals (patients) with psychopathology or psychological distress. This interaction can be take place in individual and/or group basis, where the M.Sc. student will apply psychological actions such as: psychological assessment, psychodiagnosis as well as psychological and psychotherapeutic interventions. The **indirect** hours are defined as the preparatory or supportive actions to the direct hours such as: induction or trainings provided by the Placement, shadowing of the clinical work of other professionals in the Placement, receiving supervision, providing psychological actions via simulations, writing clinical process notes and psychological reports, creating patient case-studies, participation in multidisciplinary and any other departmental meetings.
3. The M.Sc. student must be in placement minimum three (3) and maximum five (5) days per week, in working hours agreed with the Placement.
4. The M.Sc. student must be supervised by a Placement staff, more specifically by a Clinical Psychologist.
5. In the end of the Internship, the necessary evaluation and completion of Internship documents must be provided to the student. More specifically, the first document is the 'Internship Diary' which officially confirms the direct and indirect hours and verifies the completion of the Internship. The second document, so-called «Personal Development and Fitness to Practice Report» is the student's evaluation and must be completed by the Placement's Clinical Psychologist in the presence of the student. Both documents should be sealed by the Placement and returned to the M.Sc. program coordinator by the student.
6. Finally, the internship must be in accordance with the following learning outcomes:

Description:

The course of Internship is organised to include practical work focusing on psychological assessment, testing, diagnosis, psychological formulation, therapy plan and the application of Cognitive-Behavioural and/or Psychodynamic interventions. The student will come in touch with a professional setting and will have the opportunity to apply and learn the scientific

knowledge, gained throughout their academic training. In addition, through Internship the student will gain experience from a mental health system and in this way they will be prepared to act in the future as a professional clinical psychologist. The student must complete at least 10 hours of personal therapy and personal development before they work clinically with patients. Finally, during their Internship the student must participate in individual/group supervision and just before the completion of the course to submit a patient case study as well as their Personal Development and Fitness to Practice Report.

Learning outcomes:

After the completion of the Internship, the students must be able to:

- Gain practical experience in the application of psychological assessment and psychometric tests for the evaluation of psychological difficulties and disorders
- Gain practical experience in psychological diagnosis of patients with severe psychological difficulties and disorders
- Gain practical experience in psychological formulation
- Gain practical experience in developing intervention/therapy plans
- Gain practical experience in applying therapeutic interventions in individual/group basis
- Gain practical experience in applying Cognitive-Behavioural and/or Psychodynamic interventions

Annex IV

Course Title	Cognitive Behavioral Intervention				
Course Code	CCP653				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd Year / 3 rd Semester				
Teacher's Name	Dr. Andria Christodoulou				
ECTS	10	Lectures / week	2 Hours/ 14 weeks	Laboratories / week	1 Hour/ 14 weeks
Course Purpose and Objectives	The objective of this course is to introduce students to cognitive-behavioral therapy (CBT) and third-wave CBT and prepare them to use such interventions with clients. Students will be able to acquire the theoretical frameworks that underlie CBT and basic-elements of third-wave CBT as well as the necessary practical experience through practice and role play.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • State the basic principles of behavioral, cognitive theories and third-wave CBT. • Utilize a variety of assessment procedures appropriate for evaluation of outcome of behavioral and cognitive practice • Develop the principles of cognitive/behavioral formulation • Structure a CBT session (e.g., check-in, agenda setting) and work with clients collaboratively • Describe empirical findings regarding effective interventions for several common behavioral problems, including problems associated with depression and anxiety disorders, personality disorders, and substance abuse • Decide how to select appropriate treatment methods based on the cognitive-behavioral and third-wave formulation and knowledge of the empirical literature • Apply several methods of behavioral and cognitive therapy and third-wave CBT, including a variety of reinforcement procedures, exposure methods (desensitization and flooding), relaxation techniques and cognitive therapy interventions 				

Annex IV

	<ul style="list-style-type: none"> • Evaluate the effectiveness of cognitive/behavioral practice methods • Take into account the influence of environmental and contextual factors (e.g., culture, ethnicity, abilities, gender, sexual orientation) in their delivery of CBT interventions • Explain practical and ethical issues involved in delivering CBT and third-wave CBT interventions to clients • Empirically evaluate the efficacy of their practice methods 		
Prerequisites	CCP610	Co-requisites	None
Course Content	<p>This course is designed to prepare students through practice knowledge and experience with cognitive and behavioral theory and therapy (CBT), and third-wave procedures. The course includes theoretical frameworks that underlie CBT and third-wave. It covers principles of operant and respondent conditioning and cognitive models based mainly on the theories of A.T. Beck. An Introduction to cognitive/behavioral case formulation and assessment of specific problem areas is presented using case studies and also intervention methods are discussed. Role-play, social skills training, relaxation and exposure procedures will also be presented.</p> <p>Topics discussed in the course may include: Cognitive and behavioral therapy and third-wave procedures and techniques. Skills deficit and development. Technique selection based on clinical case. Relapse prevention. Treatment efficacy. Ethical issues in CBT and Third-wave.</p>		
Teaching Methodology	Face to face		
Bibliography	<p>Beck, J. S. (latest edition). <i>Cognitive behavior therapy: Basics and beyond</i>. New York: Guilford Press.</p> <p>Westbrook, D., Kennerley, H., & Kirk, J. (latest edition). <i>An introduction to cognitive behaviour therapy: Skills and applications</i>. London: Sage.</p> <p>Beck, J.S. (latest edition). <i>Cognitive Therapy for challenging problems: What to do when the basics don't work</i>. New York: Guilford Press.</p> <p>Bruch, M. (latest edition). <i>Beyond diagnosis: Case formulation approaches in CBT (2nd ed.)</i>. Chichester: John Wiley & Sons Ltd.</p> <p>Corrie, S., Towndend, M., & Cockx, A. (Eds.). (latest edition). <i>Assessment and case formulation in cognitive behavioural therapy (2nd ed.)</i>. London: Sage.</p>		

Annex IV

	<p>Kuyken, W., Padesky, C.A., & Dudley, R. (latest edition). <i>Collaborative case conceptualization: Working effectively with clients in cognitive-behavioural therapy</i>. New York: Guilford Press.</p> <p>Tarrier, N., Wells, A., & Haddock, G. (Eds.). (latest edition). <i>Treating complex cases: The cognitive behavioural therapy approach</i>. New York: John Wiley & Sons Ltd.</p> <p>Thomas, M., & Drake, M. (latest edition). <i>Cognitive behaviour therapy case studies</i>. London: Sage.</p> <p>Wilkinson, A., Meares, K., & Freeston, M. (latest edition). <i>CBT for worry and generalised anxiety disorder</i>. London: Sage.</p> <p>Wills, F. (latest edition). <i>Skills in cognitive behaviour therapy</i>. London: Sage.</p> <p>Wright, J.H., Brown, G.K., Thase, M.E., & Basco, M.R. (latest edition). <i>Learning cognitive behavioral therapy: An illustrated guide (2nd ed.)</i>. Arlington: American Psychiatric Association Publishing, Inc.</p> <p>Kennedy, F., & Pearson, D. (latest edition). <i>Integrating CBT and third wave therapies: Distinctive features</i>. Routledge.</p>								
<p>Assessment</p>	<table border="1"> <tr> <td data-bbox="544 1106 1086 1144">Assignments/Presentations</td> <td data-bbox="1086 1106 1289 1144">45%</td> </tr> <tr> <td data-bbox="544 1144 1086 1182">Examination</td> <td data-bbox="1086 1144 1289 1182">45%</td> </tr> <tr> <td data-bbox="544 1182 1086 1220">Participation/Attendance</td> <td data-bbox="1086 1182 1289 1220">10%</td> </tr> <tr> <td data-bbox="544 1220 1086 1258">Total</td> <td data-bbox="1086 1220 1289 1258">100%</td> </tr> </table>	Assignments/Presentations	45%	Examination	45%	Participation/Attendance	10%	Total	100%
Assignments/Presentations	45%								
Examination	45%								
Participation/Attendance	10%								
Total	100%								
<p>Language</p>	<p>English</p>								

Annex IV

Course Title	Specialized Preparatory Internship Seminars for Clinical Psychology				
Course Code	CCP659				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd Year / 4 th Semester				
Teacher's Name	Dr. Andria Christodoulou				
ECTS	10	Lectures / week	1 Hour/ 14 weeks	Laboratories / week	2 Hours/ 14 weeks
Course Purpose and Objectives	<p>The course aims to introduce clinical psychology students to the practical, clinical and operational procedures that will encounter in their placements, so as to be adequately prepared before they commence their internship. Finally, seminars on special clinical topics and dedicated presentations on contemporary evidence-based therapies will be presented to help clinical psychology students develop their reflective skills toward their professional identity.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Recognize the nature and identity of the clinical placements • Evaluate the practical, clinical and operational procedures which are followed in each placement • Evaluate the role of psychodiagnostics and its application on clinical case studies • Identify the types of therapeutic interventions – including contemporary evidence-based therapies and not only CBT and psychodynamics - which could be applied in clinical case studies. • Master the expected academic outcomes of their internship as well as the placements' requirements • Apply clinical psychology interventions in a preparatory stage 				

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	<ul style="list-style-type: none"> • Evaluate their clinical skills based on the feedback taken from supervision • Develop critical thinking and a reflective capability of their personal, clinical and therapeutic skills before embark in Internship • Crystallize their professional identity as clinical psychologists 					
Prerequisites	CCP635, CCP640, CCP650 & CCP653	Co-requisites	None			
Course Content	<p>Seminars and invited lectures will provide students the opportunity to come in touch with special topics in clinical psychology not covered in previous courses, meet their potential placements, as well as the procedures which are followed in each placement. Students will also be introduced to additional evidence-based therapies beyond the two they learned in previous courses. Clinical material will be presented through case studies, roleplays, videotaped sessions and preparatory internship (visits in placements, clinical observation and participation as co-therapists) so that students will be able to apply the practical skills gained from previous courses. Finally, students will be assessed with the Personal Development and Fitness to Practice Report (PDFP-I) which will provide the opportunity to identify the strengths and weaknesses (for further development) before students engage in internship.</p> <p>Topics involved in the labs and preparatory internship may include: Placements in Cyprus and abroad, cv building, clinical psychology topics and case studies (e.g., addictions, intervening in crisis, etc.), therapeutic skills, diagnostic skills, personal therapy, therapeutic reflection, supervision, clinical psychology identity and professional relationships.</p>					
Teaching Methodology	Face to face and preliminary internship					
Bibliography	Specific books, articles and electronic sources, depending on the presented subject, will be recommended by instructors and supervisors.					
Assessment	Lab Assessment, Assignments/Presentations Class Participation and Attendance Total	<table border="1"> <tr> <td>90%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>		90%	10%	100%
90%						
10%						
100%						
Language	English					

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Τίτλος Μαθήματος	Γνωστικοσυμπεριφοριστικές Παρεμβάσεις					
Κωδικός Μαθήματος	CCP653					
Τύπος μαθήματος	Υποχρεωτικό					
Επίπεδο	Μάστερ (2 ^{ος} κύκλος)					
Έτος / Εξάμηνο φοίτησης	2 ^ο Έτος / 3 ^ο Εξάμηνο					
Όνομα Διδάσκοντα	Δρ. Άντρια Χριστοδούλου					
ECTS	10	Διαλέξεις εβδομάδα	/	2 Ώρες/14 εβδομάδες	Εργαστήρια / εβδομάδα	1 ώρα/14 εβδομάδες
Στόχοι Μαθήματος	Σκοπός του μαθήματος είναι να εισαγάγει τους φοιτητές στη γνωσιακή-συμπεριφοριστική προσέγγιση, σε θεραπείες τρίτης-γενιάς συμπεριφορισμού και να τους προετοιμάσει να δουλέψουν κλινικά χρησιμοποιώντας παρεμβάσεις γνωσιακού και συμπεριφοριστικού τύπου. Οι φοιτητές θα μπορούν να καταστούν ικανοί να κατανοούν τα θεωρητικά μοντέλα της Γνωσιακής Συμπεριφοριστικής Θεραπείας (ΓΣΘ) αλλά και βασικών αρχών της τρίτης γενιάς και να λάβουν την απαραίτητη εμπειρία μέσω της πράξης και των παιχνιδιών ρόλων.					
Μαθησιακά Αποτελέσματα	<p>Αναμένεται, ότι με την ολοκλήρωση του μαθήματος οι φοιτητές/τριες θα είναι σε θέση να:</p> <ul style="list-style-type: none"> • Αναγνωρίζουν τις βασικές αρχές των συμπεριφοριστικών και γνωσιακών θεωριών και των θεωριών τρίτης γενιάς. • Εφαρμόζουν πληθώρα μεθόδων για την αξιολόγηση των αποτελεσμάτων της συμπεριφοριστικής και γνωσιακής πρακτικής 					

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	<ul style="list-style-type: none"> • Αναπτύξουν τις αρχές της γνωσιακής/συμπεριφοριστικής ψυχολογικής διατύπωσης • Δομούν μια γνωστικοσυμπεριφοριστική συνεδρία (π.χ., έναρξη, ημερήσια ατζέντα, κλπ.) και να δουλεύουν συνεργατικά με πελάτες • Περιγράφουν τα εμπειρικά ευρήματα σχετικά με τις αποτελεσματικές παρεμβάσεις για διάφορα κοινά συμπεριφοριστικά προβλήματα, όπως προβλήματα κατάθλιψης, αγχώδων διαταραχών, διαταραχών προσωπικότητας και κατάχρησης ουσιών • Αποφασίζουν για την επιλογή κατάλληλων θεραπευτικών μεθόδων βασιζόμενες στην ανάλυση της συμπεριφοράς και στην εμπειρική βιβλιογραφία • Εφαρμόζουν διάφορες εξειδικευμένες μεθόδους συμπεριφοριστικών και γνωσιακών παρεμβάσεων αλλά και τρίτης γενιάς, όπως συστηματική απευαισθητοποίηση, έκθεση στο φοβικό ερέθισμα, εκπαίδευση σε τεχνικές χαλάρωσης και γνωσιακές τεχνικές • Αξιολογούν την αποτελεσματικότητα των γνωσιακών/συμπεριφοριστικών μεθόδων πρακτικής • Λαμβάνουν υπόψη την επίδραση των περιβαλλοντικών και άλλων σχετικών παραγόντων (π.χ., κουλτούρα, εθνικότητα, ικανότητες, φύλο, σεξουαλικός προσανατολισμός) στην εφαρμογή των γνωστικοσυμπεριφοριστικών παρεμβάσεων και παρεμβάσεων τρίτης γενιάς. • Εξηγούν πρακτικά και ηθικά-δεοντολογικά ζητήματα σχετικά με την πρακτική εφαρμογή των γνωστικοσυμπεριφοριστικών παρεμβάσεων σε θεραπευόμενους • Αξιολογούν εμπειρικά την αποτελεσματικότητα των μεθόδων πρακτικής τους 		
Προαπαιτούμενα	CCP610	Συναπαιτούμενα	Κανένα
Περιεχόμενο Μαθήματος	<p>Το μάθημα είναι σχεδιασμένο να προετοιμάσει τους φοιτητές να λάβουν πρακτικές γνώσεις και εμπειρία στις διαδικασίες της ΓΣΘ και θεραπειών τρίτης γενιάς. Το μάθημα περιλαμβάνει τα θεωρητικά μοντέλα που χαρακτηρίζουν την ΓΣΘ και τις θεραπείες τρίτης γενιάς. Καλύπτει τις αρχές τις συντελεστικής εξαρτημένης μάθησης και των γνωσιακών μοντέλων που προέρχονται κυρίως από την θεωρία του Α.Τ. Beck. Γίνεται εξάσκηση στη ΓΣΘ ψυχολογική αξιολόγηση και εισαγωγή στη ψυχολογική διατύπωση συγκεκριμένων προβλημάτων με τη χρήση μελετών περίπτωσης. Τα παιχνίδια ρόλων, η εκπαίδευση κοινωνικών δεξιοτήτων,</p>		

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	<p>τεχνικών χαλάρωσης και τεχνικών έκθεσης, αποτελούν στοιχείο της εκπαιδευτικής διαδικασίας.</p> <p>Θέματα που ενδέχεται να συζητηθούν είναι τα ακόλουθα: Διαδικασίες και τεχνικές της ΓΣΘ και τρίτης γενιάς. Συμπεριφοριστικές και γνωσιακές διαδικασίες και τεχνικές. Ανάπτυξη διαφόρων δεξιοτήτων. Επιλογή τεχνικών βάσει κλινικής περίπτωσης. Πρόληψη υποτροπών. Αποτελεσματικότητα θεραπείας. Ηθικά/Δεοντολογικά ζητήματα στη ΓΣΘ.</p>								
Μεθοδολογία Διδασκαλίας	Διδασκαλία στην τάξη								
Βιβλιογραφία	<p>Beck, J. S. (latest edition). <i>Cognitive behavior therapy: Basics and beyond</i>. New York: Guilford Press.</p> <p>Westbrook, D., Kennerley, H., & Kirk, J. (latest edition). <i>An introduction to cognitive behaviour therapy: Skills and applications</i>. London: Sage.</p> <p>Wright, J.H., Brown, G.K., Thase, M.E., & Basco, M.R. (latest edition). <i>Learning cognitive behavioral therapy: An illustrated guide (2nd ed.)</i>. Arlington: American Psychiatric Association Publishing, Inc.</p> <p>Kennedy, F., & Pearson, D. (latest edition). <i>Integrating CBT and third wave therapies: Distinctive features</i>. Routledge.</p>								
Αξιολόγηση	<table border="1"> <tr> <td>Εξετάσεις</td> <td>45%</td> </tr> <tr> <td>Εργαστηριακές Αξιολογήσεις, Εργασίες/Παρουσιάσεις</td> <td>45%</td> </tr> <tr> <td>Παρουσία και Συμμετοχή στη Τάξη</td> <td>10%</td> </tr> <tr> <td>Σύνολο</td> <td>100%</td> </tr> </table>	Εξετάσεις	45%	Εργαστηριακές Αξιολογήσεις, Εργασίες/Παρουσιάσεις	45%	Παρουσία και Συμμετοχή στη Τάξη	10%	Σύνολο	100%
Εξετάσεις	45%								
Εργαστηριακές Αξιολογήσεις, Εργασίες/Παρουσιάσεις	45%								
Παρουσία και Συμμετοχή στη Τάξη	10%								
Σύνολο	100%								
Γλώσσα	Ελληνικά								

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Τίτλος Μαθήματος	Εξειδικευμένα Σεμινάρια Προπαρασκευαστικής Πρακτικής Άσκησης Κλινικής Ψυχολογίας					
Κωδικός Μαθήματος	CCP654					
Τύπος μαθήματος	Υποχρεωτικό					
Επίπεδο	Μάστερ (2 ^{ος} κύκλος)					
Έτος / Εξάμηνο φοίτησης	2 ^ο Έτος / 4 ^ο Εξάμηνο					
Όνομα Διδάσκοντα	Δρ. Άντρια Χριστοδούλου					
ECTS	5	Διαλέξεις εβδομάδα	/	1 Ώρα/14 εβδομάδες	Εργαστήρια / εβδομάδα	2 ώρες/14 εβδομάδες
Στόχοι Μαθήματος	Το μάθημα έχει ως σκοπό να εισάγει τους/τις φοιτητές/τριες κλινικής ψυχολογίας στις πρακτικές, κλινικές και λειτουργικές διαδικασίες που θα συναντήσουν στα πλαίσια και δομές κλινικής τους άσκησης, ώστε να είναι κατάλληλα προετοιμασμένοι/ες πριν ξεκινήσουν την πρακτική τους άσκηση. Τέλος, το μάθημα μέσω σεμιναρίων σε ειδικά κλινικά ζητήματα θα βοηθήσει τους φοιτητές κλινικής ψυχολογίας να αναπτύξουν αναστοχαστικές ικανότητες ως προς την αξιολόγηση της επαγγελματικής τους ταυτότητάς.					
Μαθησιακά Αποτελέσματα	Αναμένεται, ότι με την ολοκλήρωση του μαθήματος οι φοιτητές/τριες θα είναι σε θέση να:					

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	<ul style="list-style-type: none"> • Αναγνωρίζουν τη φύση και ταυτότητα των διαφόρων κλινικών πλαισίων πρακτικής άσκησης • Αξιολογούν τις πρακτικές, κλινικές και λειτουργικές διαδικασίες που ακολουθούνται στις διάφορες δομές πρακτικής άσκησης • Αξιολογούν το ρόλο της ψυχοδιαγνωστικής και της εφαρμογής της σε κλινικές μελέτες περίπτωσης • Ξεχωρίζουν το είδος θεραπευτικών παρεμβάσεων – συμπεριλαμβανομένων και επιπρόσθετων ερευνητικά υποστηριζόμενων θεραπειών - που μπορούν να εφαρμοστούν σε κλινικές μελέτες περίπτωσης • Κατέχουν τα αναμενόμενα εκπαιδευτικά αποτελέσματα πρακτικής άσκησης όπως και τις απαιτήσεις των δομών πρακτικής άσκησης • Εφαρμόσουν παρεμβάσεις κλινικής ψυχολογίας σε προκαταρκτικό επίπεδο • Αξιολογούν τις κλινικές τους δεξιότητες μέσω της εποπτικής ανατροφοδότησης • Αποκτήσουν κριτική σκέψη και άρτια ικανότητα αναστοχασμού ως προς τις προσωπικές, κλινικές και θεραπευτικές τους δεξιότητες και επάρκεια προτού εμπλακούν σε πρακτική άσκηση • Αποκρυσταλλώσουν την επαγγελματική τους ταυτότητα ως κλινικοί ψυχολόγοι 		
Προαπαιτούμενα	CCP635, CCP640, CCP650 & CCP653	Συναπαιτούμενα	Κανένα
Περιεχόμενο Μαθήματος	<p>Μέσω εργαστηριακών σεμιναρίων, αλλά και προσκεκλημένων διαλέξεων, οι φοιτητές/τριες θα έχουν την ευκαιρία να μελετήσουν ειδικά θέματα κλινικής ψυχολογίας που δεν αναλύθηκαν σε προηγούμενα μαθήματα, να γνωρίσουν τα πλαίσια πρακτικής άσκησης στα οποία θα αιτηθούν αλλά και να έρθουν σε επαφή με τις διαδικασίες που συνήθως ακολουθούνται στην εκάστοτε δομή. Θα εισαχθούν επίσης επιπρόσθετες ερευνητικά υποστηριζόμενες θεραπευτικές προσεγγίσεις πέρα από τις δύο που διδάχθηκαν οι φοιτητές/τριες σε προηγούμενα μαθήματα. Μέσω μελετών περίπτωσης, παιχνιδιών ρόλων, βιντεοσκοπημένων συνεδριών και προπαρασκευαστικής άσκησης (επισκέψεις σε δομές πρακτικής άσκησης, παρατήρησης κλινικού έργου, συμμετοχή ως συνθεραπευτές) θα προσεγγιστεί το κλινικό υλικό ώστε οι φοιτητές να μπορέσουν να εφαρμόσουν στην πράξη τις δεξιότητες που έχουν αποκομίσει από προηγούμενα μαθήματα. Τέλος, με την ολοκλήρωση του μαθήματος θα συμπληρώνεται για τον/την κάθε φοιτητή/τρια η πρώτη Αξιολόγηση Επαγγελματικής Επάρκειας και Προσωπικής Ανάπτυξης (ΑΕΕΠΑ-Ι) η οποία</p>		

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	<p>παρέχει την ευκαιρία να καταδείξει τις δυνατότητες και αδυναμίες (που χρήζουν περαιτέρω ανάπτυξης και βελτίωσης) πριν την εμπλοκή σε πρακτική άσκηση.</p> <p>Θέματα με τα οποία θα έρθουν σε επαφή οι φοιτητές/τριες μέσω των εργαστηριακών και της προπαρασκευαστικής πρακτικής άσκησης είναι τα ακόλουθα: Πλαίσια και δομές πρακτικής άσκησης στην Κύπρο και το εξωτερικό, κτίσιμο βιογραφικού, θέματα κλινικής ψυχολογίας και κλινικές μελέτες περίπτωσης (π.χ., εξαρτήσεις, διαχείριση κρίσεων, κ.α.), θεραπευτικές δεξιότητες, δεξιότητες διάγνωσης, προσωπική θεραπεία, αναστοχασμός, διαδικασία εποπτείας, ταυτότητα κλινικών ψυχολόγων και επαγγελματικές σχέσεις.</p>						
Μεθοδολογία Διδασκαλίας	Διδασκαλία στην τάξη και προπαρασκευαστική πρακτική άσκηση						
Βιβλιογραφία	Συγκεκριμένα βιβλία, άρθρα και ηλεκτρονικές πηγές, ανάλογα της θεματολογίας που παρουσιάζεται, θα προτείνονται από τους διδάσκοντες και τους επόπτες.						
Αξιολόγηση	<table border="1"> <tr> <td>Εργαστηριακές Αξιολογήσεις, Εργασίες/Παρουσιάσεις</td> <td>90%</td> </tr> <tr> <td>Παρουσία και Συμμετοχή στη Τάξη</td> <td>10%</td> </tr> <tr> <td>Σύνολο</td> <td>100%</td> </tr> </table>	Εργαστηριακές Αξιολογήσεις, Εργασίες/Παρουσιάσεις	90%	Παρουσία και Συμμετοχή στη Τάξη	10%	Σύνολο	100%
Εργαστηριακές Αξιολογήσεις, Εργασίες/Παρουσιάσεις	90%						
Παρουσία και Συμμετοχή στη Τάξη	10%						
Σύνολο	100%						
Γλώσσα	Ελληνικά						



INTERNAL REGULATION:

EUC FRAMEWORK ON MENTORING SCHEME FOR NEWLY HIRED FULL-TIME ACADEMIC STAFF AND/OR PART-TIME ACADEMIC STAFF

89th Senate Decision: 7 April 2022

EUC Framework on Mentoring Scheme for Newly Hired Full-Time Academic Staff and/or Part-Time Academic Staff

Basic Premises of Mentoring:

A Mentoring program is based upon providing a support system to promote a symbiotic interchange and it embraces the primary pillars of the mentor concept:

- M**anages the relationship
- E**ncourages
- N**urtures
- T**eaches
- O**ffers mutual respect
- R**esponds to the Mentee's needs

Mentoring is based on promoting a synergetic purposeful conversation and reflection on experience with aim to:

1. Challenge
2. Motivate, and
3. Inspire.

The effectiveness of the process is based on mutual trust, a genuine belief in the process, helping the mentee's ideas to flourish, and inspiration of a vision.

The principles applied include:

Synergy:

- Enriching for both mentor & mentee;
- It's all about learning – not teaching;
- Mentee is empowered to take responsibility of their life.

Relationship:

- Mentoring is a "power-free" partnership;
- Develop mentee's independent thinking –not make them independent.

Uniqueness:

- This is not coaching or counselling;
- Provides direction to channel efforts;
- Nourishes ideas.

Mentoring Schemes**1. Introduction/Induction/On-Boarding/Orientation Program****Basic Premises:**

- Aims to familiarize newly hired academic staff (both full-time and part-time) with the educational model of the School and the Department, the basic principles and means of teaching, as well as the rules and policies of European University Cyprus.
- The School/Department introduces its programs' curriculum, the facilities and other necessary information for the newly hired academic staff to integrate effectively and quickly into the programs of study.
- As we have professionals, we began to include support information for their integration into the Cyprus professional community.
- On-boarding is offered when instructors first start. In addition, many instructors who have participated in on-boarding programs are recruited to help with the orientation of new part- or full-time staff. The process of "see one, do one, teach one", further supports their understanding, but more importantly encourages engagement and investment into the program.

2. Dyad Mentoring**Structure Meetings around the Survey on "Students Feedback on their Learning Experience" (SFLE)**

- Novice newly hired academic staff can actively be mentored by a senior member of the faculty or leader/line manager.
- Upon receipt of students' feedback/evaluations/surveys, a one-on-one meeting is scheduled to discuss the outcomes.
- While the meeting is designed around the students' feedback, it provides the opportunity for a mentor-mentee discussion that includes not only teaching, but also research, professional development and personal dilemmas, and/or goals.
- By planning the meeting aims to discuss teaching, research, development and personal dilemmas, and goals based on review of students' feedback outcomes, the new members are able to reflect on their personal development. The aim is not only to improve their teaching skills under close supervision, but to help the member become more engaged and invested, and ultimately satisfied.
- At the end of this programmed meeting, a form is co-signed that outlines the items discussed for teaching, research, professional development, etc., including:
 1. Observations/outcomes from students' feedback
 2. Goal-development

3. Goal-activity alignment.
4. Goal-time alignment.

3. Peer-Mentoring Model

- Peer-groups form a critical basis of peer-mentoring. Peer-groups offer:
 1. Psychosocial support: friendship, confirmation, emotional support, empathy;
 2. Mutual professional development;
 3. Collaborative problem solving.
- Schools/Departments can support peer or near-peer mentoring by introducing new members into the networks of the School/Department. This is typically done, by putting new members into committees of the School or Department. Members can be rotated among different committees, until they find a network niche that they feel comfortable in (this part will take careful monitoring by the leadership of the Department/School.)
- Hence, the School/Department encourages peer mentoring by the construction of ad-hoc committees:
 1. This creates deliberate networks – giving a “jump-start” to individual networking;
 2. This creates common goals among the committee/network members;
 3. This ensures peer or near-peer mentoring by frequent meetings imposed by their roles in the committee.
- Finally, by participation in these committees, the newly hired academic staff is introduced and exposed to the other aspects of their duties.

Portfolios

- An electronic portfolio system may include CV material, publications prizes, etc., but reflection and professional development outline as discussed with mentor and advisors.
- Mentoring is a crucial component for portfolio learning, as they assist not only in successfully compiling the information that goes in the portfolio, but also understanding outcomes and devising goals.
- A portfolio is a “living document” that includes both CV – type material, as well as reflection upon goals, key experiences, etc.
- The typical CV update material, included in a Portfolio are:

Contact Information

Biographic Information

Goals

- Educational goals
- Professional goals
- Personal goals

Professional Development

- Educational history
- Certifications
- Memberships
- Awards/recognitions
- Leadership

Achievements

According to year & discipline
e.g. End of placement report and feedback

Academic Courses

- Courses taken by semester
- End of semester report and feedback

Service

Professional service
Community service
Employer service

Conference Attendance

In-Service Professional Development

Scholarly Activity

- Presentations
- Publications
- Research

Curriculum Vitae

- The second section is designed as “reflective portfolio”, to support learning, personal growth and achievement.
- The aim is to be widely used in the assessment of professional learning, as it promotes individuals to review their outcomes and reflect.

Portfolios as a Mentoring Model

- Self-Assessment of Professional Growth through Reflective Portfolios:
 - This involves establishing a critical reflection and learning plan (self-directed learning plan)
 - The portfolio will provide space for reflective pieces by each individual, to reflect on performance, set goals, etc.
 - By creating a safe and supportive environment for candid reflection, this will facilitate structured meetings with a mentor/leader, for feedback on experiences and goals by senior mentors.
 - This will also provide the opportunity to discuss development and design of strategic prompts, so that the individual can move forward in their career path.
 - Portfolios are also effective in promoting leadership development.
- Mentoring Portfolios

- Mentoring enhances the feedback process and stimulates reflection by individuals
- During individual meetings based on the portfolio, mentors, as well as mentees are stimulated by input to introduce subjects for discussion
- Individual meetings begin with highlight the main themes of the previous meeting, and formulating agreements for the upcoming period
- Small group (peer group mentoring) are useful for learning to discuss experiences, developing reflective skills and sharing experiences.

Annex VI

Generative Artificial Intelligence (GenAI) Guidelines – DoSBS

For instructors

(this information is for you and not to be shared with students on the platforms)

As you are surely aware, generative artificial intelligence (GenAI) presents a profound challenge to traditional university assignments such as essays. Tools like ChatGPT, Grok, Claude, and Gemini can generate convincingly human-sounding text, and additional platforms exist specifically to "humanize" AI-generated writing. This reality poses serious educational concerns: if students rely on AI to generate responses, they are not actively engaging in learning and critical thinking is in jeopardy.

However, GenAI can be genuinely helpful when used appropriately. Students can use it for brainstorming, researching, structuring their thoughts, engaging in virtual peer review, and more. Thus, careful guidance and boundaries must be established.

Recommendations for instructors in Addressing Misuse of GenAI:

1. **Statement of Policy:** At the beginning of the semester, provide all students with a clear statement on the acceptable use of GenAI. (Refer to Appendix I)
2. **Provide Clear Assignment Guidelines:** Specify what constitutes unacceptable use of GenAI in all term paper instructions to avoid misunderstandings. (Refer to Appendix I)
3. **Instructor Familiarization:** Test mock assignments through tools like ChatGPT to understand what an AI-generated response looks like for your essay question. This helps instructors develop intuition about typical GenAI-generated writing—often overly smooth, impersonal, or superficial with no critical thinking. **Use your judgment, and if needed, arrange private oral assessments with students to verify understanding before submitting their assignment.**

4. **Use of detection engines:** AI detection engines are not perfect. However, in most cases they provide a strong indication, especially to be used where the instructor detects or feels that the answer comes from an AI program. Such detection engines, in addition to the well-known GPTzero, zeroGPT etc., especially for Greek are the AI detectors: <https://smodin.io/el> and <https://isgen.ai/el>.
5. **Suggestions for Assignments:**
 - a. The wording of the questions should be as “AI proof” as possible. For example, “according to the theory you are taught this week, what do you think Peter should do...” Do not mention which theory(s). Make the topic of your essay more relevant to the material discussed in the course or in a specific week.
 - b. Emphasize questions that require personal judgment. Machines give generic and easily visible answers to personal judgment issues.
 - c. Prefer quizzes with closed questions and time pressure so that they do not have time to ask AI for assistance.
 - d. Implement assignments with AI and non-AI use. E.g. ask students to search a theory, its’ importance etc. using AI and then apply this theory in their daily life. Something they did recently that reflects this theory.
 - e. **For conventional courses:** have more in-class activities which are marked rather than assignments.
6. **Student Declarations:** Require students to sign a declaration regarding GenAI usage before submitting their assignments. Make it clear that failure to turn in the disclosure form with the assignment will result in an automatic zero on the assignment. (See Appendix II.)
7. **Use of Turnitin AI Detector (in our case this will be applied for the English program and for Erasmus courses):** Employ Turnitin’s AI detection feature thoughtfully. The AI indicator at the bottom of the Turnitin report estimates how much text is AI-generated. By clicking the “AI” box, you can view the highlighted AI-detected segments. Note that false positives are rare but possible—**your academic judgment remains crucial**. The department supports instructors in making informed decisions.
8. **Run the same prompt or topic through any GenAI tool:** compare responses. If there’s a strong match in structure, tone, or content, that can support your suspicion. Then move with an oral verification.
9. **Oral Verification for Suspicious Cases:** For cases where there is reasonable doubt, require an oral presentation of the student’s work. Have students explain their arguments, research process, key words they used

or what they meant by X. If a student struggles to explain their own arguments presented in the assignment it may indicate AI usage.

- **If the student refuses the oral exam: assign a grade of zero.**
- **If the oral exam confirms GenAI misuse: assign a grade of zero.**

10. Based on the **Charter** the Penalties and Procedures for Academic Dishonesty, Plagiarism or Cheating include:

A faculty member, after evaluating the extent of the dishonesty and the level of intent and proving **academic dishonesty**, **may use one or a combination of the following penalties** and procedures:

- Requiring rewriting of a paper containing some plagiarized material;
- Lowering of a paper or project grade;
- Giving a failing grade on a paper;
- Lowering a course grade;
- Giving a failing grade in a course; (This applies in final exams mainly)
- Referring the case to the Senate for further action that may include academic suspension or expulsion.

Red flags and patterns that may suggest generative AI involvement:

- The writing could be overly fluent, lacking natural variation or minor flaws typically found in student writing.
- Repetitive phrasing or sentence structures. AI will recycle the same sentence structures or word choices.
- Too frequent repetition of conjunctions such as "Moreover," "Therefore," "In conclusion," etc., especially when they are used mechanically.
- Lack of personal voice: The writing can feel impersonal, emotionless, or oddly detached, missing the human touch.
- Superficial analysis: content lacks critical thinking, complexity and contradiction.
- Incorrect or fabricated citations: Some AI tools produce fictional references or mix up title, author, and year. Always verify citations!
- Vague references: You might come across sentences such as "research indicates" or "most scholars agree" without specific references.
- Responses may not align with course-related discussions, readings, or assignments.

- Perfectly structured essays: AI-generated work often follows a rigid intro-body-conclusion structure without the natural variation you'd expect from a developing writer.

Introduction,

Dear Students:

Generative Artificial Intelligence (AI) can be a helpful tool but also raises concerns about academic honesty. To ensure appropriate usage of such tools by students, this course follows the following rules which apply for all graded assignments:

1. Unacceptable Uses:

- Do not use AI to write any part of your graded assignments (e.g., entire essays, paragraphs, thesis statements, or key arguments).
- This rule applies unless explicitly stated otherwise.
- AI-generated text may only be used if it is clearly marked with quotation marks, cited properly, and used to make a point about AI itself.

2. Acceptable Uses:

You may use GenAI tools for:

- **Brainstorming ideas:** AI can help you explore different angles on a topic and suggest questions for further research. However, you must decide which ideas to use and write the final essay yourself.
- **Organizing material:** AI can suggest essay outlines or help structure research notes. However, you must adjust and refine the structure based on your own argument and sources.
- **Finding additional reading:** AI can suggest books, articles, or essays. But AI is not always reliable, so you still need to check sources carefully and do your own research.
- **Refine your writing:** Be very careful with AI tools that help refine your writing. AI suggestions can easily cross the line into unacceptable use.
- **Formatting references:** following APA.

If you want help on grammar or citations without violating the guidelines, try this [request](#):

"I have written an essay and want to improve it before submission. Could you check for grammar mistakes and confirm if my citations follow APA rules? I do not want direct corrections or rewording—just feedback on specific areas that need improvement so I can fix them myself."

3. Questions or Concerns:

If in doubt, ask your instructor. Open dialogue about responsible AI use is encouraged.

4. Assignments That Involve AI Use:

Some assignments will require AI use. These will be clearly marked in the instructions.

- If allowed, you must disclose that you used AI and cite it.

Appendix II – Declaration of Use of GenAI

Instructor Note: This declaration should be submitted as a separate assignment, with the same due date as the term paper. Grading is conditional upon its' submission.

Students must complete this declaration whether or not they used AI:

Student Declaration

I, _____ (student name), declare:

I did not make any use of generative AI in preparing and writing my term paper.

OR

I used the following tool(s): _____ (name of AI tool, e.g. ChatGPT, Claude, Grammarly).

Purpose of AI Use	YES/NO
Brainstorming Ideas	YES/NO
Outlining/Structuring	YES/NO
Discovery of Research	YES/NO
Drafting Content	YES/NO
Grammar and Spellcheck	YES/NO
Paraphrasing or Rewriting	YES/NO
Citation Help	YES/NO
Translation from one language to the other	YES/NO

Proofreading Only	Feedback	YES/NO
Formatting references		YES/NO

I understand that this declaration is a statement of academic integrity and confirms that the submitted work is my own. I am aware that attempting to pass off AI-generated work as my own without disclosure may result in failure.

I acknowledge that if this declaration is not submitted, my assignment will receive a zero.

If I declare no use of AI but the instructor has strong evidence of GenAI use, I understand that I will be asked to give an oral explanation of my assignment.

Signature: _____ Date: _____

Instructor use only

Level of misuse	Example	Transparency	Grade reduction
<input checked="" type="checkbox"/> Minor misuse (unintentional or low impact)	Used AI for grammar, paraphrasing or to generate ideas	Declared honestly	0% of assignment grade
<input type="checkbox"/> <input type="triangle-up"/> Moderate misuse (content-related, but limited)	Used AI to help draft parts of the body text or thesis	Declared honestly	10% of assignment grade
<input type="checkbox"/> <input type="triangle-up"/> Moderate misuse (content-related, undeclared)	Used AI significantly without informing instructor	Undeclared	11–20% of assignment grade
<input checked="" type="checkbox"/> Severe misuse	Full essay or key arguments generated by AI or has fake sources or citations	Declared or undeclared	100% (zero grade)
<input checked="" type="checkbox"/> Academic dishonesty	Lied in the declaration, fabricated AI usage, or refused oral verification	False declaration	100% + disciplinary action