

31 March 2021

**Prof. Mary Ioannidou-Koutselini**  
**President of CYQAA**  
**5 Lemesou Avenue,**  
**2112 Nicosia**

**TOPIC: Postponement of decision for program of study 'Psychology' (4 Years/240 ECTS, B.Sc., Distance Learning) of Higher Education Institution European University Cyprus**

**Dear Prof. Ioannidou-Koutselini,**

Regarding your letter on the 17<sup>th</sup> of March 2021 (No. 07.14.327.089) about the program of study 'Psychology (4 Years/240 ECTS, B.Sc., Distance Learning)', we hereby provide the following responses according to the additional requirements (clarifications, amendments, and actions for improvement) requested by CY.Q.A.A. as necessary for the reaccreditation of the program:

***Study programme and study programme's design and development***

***"Following up on the EECs recommendation: two types of changes to the program's structure are proposed: (a) changes in the lists of compulsory versus optional courses and (b) clustering the electives in four clusters.***

***With respect to (a) the EEC is positive about the choice to add PSC120, PSC220, PSC225 and PSC315 to the compulsory part of the program; the committee thinks 2 this gives a better balance in terms of the representation of the major domains of psychology in the compulsory part. To create space for these courses, the number of electives is reduced and two compulsory courses (PSC270 and COM215) are placed in the electives list. For PSC279, the EEC would like to ask the institution to reconsider this change and evaluate the alternative of keeping this course as part of the compulsory program and further reduce the list of electives to 9 instead of 10. The EEC thinks that historical foundations of the discipline should be a key part of every student's program.***

***With respect to (b), the EEC is not convinced of the added value of the proposed clusters. The labels are clearly more narrow than the content of the clusters, and this may add to students' confusion rather than be helpful. Given the fact that students still can freely choose whatever***

***combination of electives they want and that the existing electives clearly do not combine in coherent clusters, the EEC would propose to just keep the list of electives without clustering. A different approach would be to include real ‘minors’ in the program, but that would require both a limitation of students’ choices as more pronounced choices as to for which domains of psychology minors are developed.”***

***(Feedback from EEC, pp. 4-5)***

***“The EEC is positive about the fact that there is now a better balance in terms of the representation of the major domains of psychology in the compulsory part. The EEC however thinks that historical foundations of the discipline should be a key part of every student’s program and would recommend reincluding the history course in the compulsory part.”***

***(Feedback from EEC, p. 11)***

We thank the External Evaluation Committee (EEC) once again for its valuable feedback and we provide the following responses:

a) We clearly understand the EEC’s recommendation in keeping the course “History and Systems of Psychology”. Therefore, we have altered the Curriculum of the Program in order to offer this course as a compulsory course in Semester 2 (please see Appendix I: Course Distribution per Semester). This modification at the same time has reduced the elective courses from 16 to 15 and now students can choose 9 (instead of 10) elective courses out of these 15 courses, thus adhering to the EEC’s second recommendation (please see Appendix II: Revised Structure of the Program).

b) In aligning with the EEC’s recommendation, we have now revised the list of electives without clustering. The revised structure of the program appears in Appendix II (please see Appendix II: Revised Structure of the Program).

## **2. Information management**

***The institute acknowledges the fact that clear quantitative data on student progression, success, drop-out, etc. were missing from the documentation provided beforehand. During the site visit, the EEC experienced this as a 3 substantial drawback, as this type of information can be considered as key information needed for the evaluation. (As a recommendation to the agency, it might be considered to treat this as a minimum requirement of the documentation before the application is sent out to the EEC). Although the institution now provides some quantitative information in this section as well as in section 4.1, the EEC remains concerned about the overall data management.***

***(Feedback from EEC, p. 5)***

***Related to the comment ad 1.7, the EEC remains concerned about the information management in this program. The tables provided in this section are difficult to follow and seem limited/incomplete in the information they contain.***

***(Feedback from EEC, p. 9)***

***Although the institution now provides some quantitative information in this section as well as in section 4.1, the EEC remains concerned about the overall data management.***

***(Feedback from EEC, p. 12)***

We thank the EEC for the opportunity to provide more details regarding its information management and structures. European University Cyprus has a Planning and Reporting Office, a key reporting unit under the Department of Enrollment, that is dedicated to support the planning, management, accreditation, assessment and evaluation activities at every level within and outside the University. The main aim of the Office is to comply with reporting requirements by direct data submission to external organizations and entities, as well as appropriate internal constituencies, and by supporting the compliance reporting functions. The Office does so by providing:

- Knowledge to senior leadership of the academic and administrative departments of the University that both informs and supports decision-making, planning and assessment;
- Support to all levels of the University in their program review, evaluation, assessment and accreditation procedures;
- Analysis services and operational oversight to transform data into usable and actionable information.

Based on EEC's latest recommendations and comments, we provide below information on key quantitative data concerning the specific program of study. The tables now include clarifications to help interpretation.

Table 1 provides information regarding the total number of new student enrollments in the program for the last four academic years (2017-2021), the total number of all enrolled/existing students for the same years, and the total number of student drop-outs in the specific academic years.

**Table 1**

<b>New Student Enrollment <sup>1</sup></b>				
<b>DEGREE NAME</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Psychology (B.Sc.)-Distance Learning	31	49	59	45
<b>Total Student Enrollment <sup>2</sup></b>				
Psychology (B.Sc.)-Distance Learning	49	83	102	129
<b>Drop-out<sup>3</sup></b>				
Psychology (B.Sc.)-Distance Learning	8	13	22	30 (to-date)

1: Number of new students per academic year

2: Number of total enrolled students per academic year

3: Number of students who did not enroll (drop-out) from the previous academic year (this number includes students who decided not to continue their studies as well as those who decided to intermit for a year).

Table 2 below provides information regarding the total number of students who graduated from the program (namely to have completed all the requirements for graduation and received their degree) for the last five academic years (2016-2021), as well as information how many among those graduates per academic year have received a Graduation Honors.

**Table 2**

<b>Completed Studies</b>					
<b>DEGREE NAME</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021<sup>2</sup></b>
Psychology (B.Sc.)-Distance Learning	2	10	3	3	15
<b>GRADUATION HONORS<sup>1</sup></b>					
Summa Cum Laude (final GPA 3.85-4.00)	2	1	1		
Magna Cum Laude (final GPA 3.65-3.84)		2			
Cum Laude (final GPA 3.50-3.64)		4		1	

1: Number of students who graduate with first class honours per year

2: Expected to graduate

Table 3 below provides information regarding the total number of Fail Grades (F) in the total number of courses attended by enrolled students per semester for the last six academic semesters (F2017-S2020).

**Table 3**

<b>Number of students who fail</b>						
	<b>F2017</b>	<b>S2018</b>	<b>F2018</b>	<b>S2019</b>	<b>F2019</b>	<b>S2020</b>
<b>Number of fail grades <sup>1</sup></b>	11	32	19	48	83	33
<b>Number of students enrolled in a course<sup>2</sup></b>	157	156	254	253	331	314
<b>% rate of failures</b>	7.01%	20.51%	7.48%	18.97%	25.08%	10.51%

1. Number of fail grades received by the total number of students enrolled in all courses in the specific degree

2. Total number of students enrolled in all courses for specific degree

Table 4 below provides information regarding the total number of Passing Grades (A, B+, B, C+, C, D+ & D) in the total number of courses attended by enrolled students per semester for the last six academic semesters (F2017-S2020).

**Table 4**

<b>Grade Success Rate</b>						
	<b>F2017</b>	<b>S2018</b>	<b>F2018</b>	<b>S2019</b>	<b>F2019</b>	<b>S2020</b>
<b>PASS GRADES<sup>1</sup></b>	146	124	235	205	248	281
<b>Number of students enrolled in a course <sup>2</sup></b>	157	156	254	253	331	314
<b>% rate of pass grade</b>	92.99%	79.49%	92.52%	81.03%	74.92%	89.49%

1. Number of pass grades received by the total number of students enrolled in all courses in the specific degree

2. Total number of students enrolled in all courses for specific degree

Table 5 below provides information regarding the breakdown of all enrolled students for the last four academic semesters (S2019-F2020).

**Table 5**

**Analysis of Enrolled Students**

	<b>S2019</b>	<b>F2019</b>	<b>S2020</b>	<b>F2020</b>
New Enrollment	10	43	16	45
Existing Students	68	58	82	82
Postitive Attrition <sup>1</sup>	0	1	4	2
<b>Total Enrollment</b>	<b>78</b>	<b>102</b>	<b>102</b>	<b>129</b>

1: Number of students who re-enrolled after a pause (break) period.

### **3. Simulation activities**

***The EEC appreciates the fact that the institute has tried to take into account the recommendation of increasing the number of simulation activities in the program, and as such put more of the pedagogical model into practice. The additional examples are valuable, but the EEC would like to encourage the institute to keep reflecting on this and consider more innovative initiatives too, using the opportunities of the excellent facilities the university has in this respect at full power.***

***(Feedback from EEC, p. 10)***

The Department is in agreement with the EEC as far as the significance of simulation activities in promoting interactiveness of students with the content and the material of their study, as well as the importance of other innovative interactive activities. Based on this EEC's recommendation, we hereby provide additional examples of simulation activities to the ones we already provided in our previous response. More specifically, we provide examples of simulation as well as other interactive activities for each single course of our B.Sc. (please see Appendix III: Examples of additional interactive activities per course).

We thank the CY.Q.A.A. and the EEC for their constructive feedback and suggestions for the reaccreditation of the program and we are at your disposal for further clarifications.

Kind regards,

Prof. Loizos Symeou  
Vice-Rector of Academic Affairs

CC.: Dean of the School of Humanities, Social and Education Sciences

Enc.: (3)

## Appendix I: Course Distribution per Semester



A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
<b>Semester 1</b>								
1.	Compulsory	Psychology I	PSD100	N/A	N/A	14	N/A	6
2.	Compulsory	Statistics in Psychological Science I	PSD105	N/A	N/A	14	N/A	6
3.	Compulsory	Introduction to Ethics	PSD110	N/A	N/A	14	N/A	6
4.	Compulsory	Instruction in Expository Writing	END120	N/A	N/A	14	N/A	6
5.	Elective	General Education elective 1		N/A	N/A	14	N/A	6
<b>Semester 2</b>								
6.	Compulsory	Psychology II	PSD115	N/A	N/A	14	N/A	6
7.	Compulsory	Introduction to Research Methods in Psychology	PSD120	N/A	N/A	14	N/A	6
8.	Compulsory	Social Psychology	PSD125	N/A	N/A	14	N/A	6
9.	Compulsory	History and Systems of Psychology	PSD130	N/A	N/A	14	N/A	6
10.	Elective	Free Elective 1		N/A	N/A	14	N/A	6
<b>Semester 3</b>								
11.	Compulsory	Developmental Psychology I	PSD200	N/A	N/A	14	N/A	6
12.	Compulsory	Statistics in Psychological Science II	PSD205	N/A	N/A	14	N/A	6
13.	Compulsory	Theories of Personality	PSD210	N/A	N/A	14	N/A	6
14.	Compulsory	Educational Psychology	PSD215	N/A	N/A	14	N/A	6
15.	Elective	Free Elective 2		N/A	N/A	14	N/A	6

Semester 4								
16.	Compulsory	Introduction to Neuropsychology	PSD220	N/A	N/A	14	N/A	6
17.	Compulsory	Developmental Psychology II	PSD225	N/A	N/A	14	N/A	6
18.	Compulsory	Introduction to Counselling Psychology	PSD230	N/A	N/A	14	N/A	6
19.	Elective	Introduction to Clinical Psychology	PSD235	N/A	N/A	14	N/A	6
20.	Elective	Free Elective 3		N/A	N/A	14	N/A	6
Semester 5								
21.	Compulsory	Experimental Psychology	PSD300	N/A	N/A	14	N/A	6
22.	Compulsory	Cognitive Psychology	PSD305	N/A	N/A	14	N/A	6
23.	Compulsory	Psychological Measurement	PSD310	N/A	N/A	14	N/A	6
24.	Elective	Health Psychology	PSD315	N/A	N/A	14	N/A	6
25.	Elective	Major Elective 1		N/A	N/A	14	N/A	6
Semester 6								
26.	Compulsory	Psychology of Learning	PSD320	N/A	N/A	14	N/A	6
27.	Compulsory	Research Methods in Psychology	PSD325	N/A	N/A	14	N/A	6
28.	Compulsory	Psychopathology I	PSD330	N/A	N/A	14	N/A	6
29.	Elective	Major Elective 2		N/A	N/A	14	N/A	6
30.	Elective	Major Elective 3		N/A	N/A	14	N/A	6
Semester 7								
31.	Compulsory	Applications of Psychology (Practicum)	PSD400	N/A	N/A	14	N/A	6
32.	Compulsory	Undergraduate Thesis I	PSD480	N/A	N/A	14	N/A	6
33.	Elective	Major Elective 4		N/A	N/A	14	N/A	6
34.	Elective	Major Elective 5		N/A	N/A	14	N/A	6
35.	Elective	General Education Elective 2		N/A	N/A	14	N/A	6



<b>Semester 8</b>								
36.	Compulsory	Undergraduate Thesis II	PSD490	N/A	N/A	14	N/A	6
37.	Elective	Major Elective 6		N/A	N/A	14	N/A	6
38.	Elective	Major Elective 7		N/A	N/A	14	N/A	6
39.	Elective	Major Elective 8		N/A	N/A	14	N/A	6
40.	Elective	Major Elective 9		N/A	N/A	14	N/A	6

## Appendix II: Revised Structure of the Program



### Structure of the Program

<b>DEGREE REQUIREMENTS</b>	<b>ECTS</b>
All students pursuing a “Psychology (Bachelor of Science)” Distance Learning program of study must complete the following requirements:	
General Education Requirements	18
Major Requirements	150
Major Electives	54
Free Electives	18
<b>Total Requirements</b>	<b>240</b>

<b>GENERAL EDUCATION REQUIREMENTS</b>		<b>18</b>
END120	Instruction in Expository Writing	6
General Education Electives		12
<b>MAJOR REQUIREMENTS</b>		<b>150</b>
PSD100	Psychology I	6
PSD105	Statistics in Psychological Science I	6
PSD110	Introduction to Ethics	6
PSD115	Psychology II	6
PSD120	Introduction to Research Methods in Psychology	6

PSD125	Social Psychology	6
PSD130	History and Systems of Psychology	6
PSD200	Developmental Psychology I	6
PSD205	Statistics in Psychological Science II	6
PSD210	Theories of Personality	6
PSD215	Educational Psychology	6
PSD220	Introduction to Neuropsychology	6
PSD225	Developmental Psychology II	6
PSD230	Introduction to Counselling Psychology	6
PSD235	Introduction to Clinical Psychology	6
PSD300	Experimental Psychology	6
PSD305	Cognitive Psychology	6
PSD310	Psychological Measurement	6
PSD315	Health Psychology	6
PSD320	Psychology of Learning	6
PSD325	Research Methods in Psychology	6
PSD330	Psychopathology I	6
PSD400	Applications of Psychology (Practicum)	6
PSD480	Undergraduate Thesis I	6

PSD490	Undergraduate Thesis II	6
<b><u>MAJOR ELECTIVES</u></b>		
Students select <u>nine</u> (9) courses from the following list:		<b>54</b>
PSD240	Fund. Of Human Sexuality	6
PSD245	An Introduction to Group Dynamics	6
PSD250	Human Relations	6
PSD335	Psychology of Gender	6
PSD340	Cultural Psychology	6
PSD345	Sport Psychology	6
PSD350	Special Topics in Psychology	6
PSD405	Psychology of the Family	6
PSD410	Introduction to Biopsychology	6
PSD415	Theories of Intelligence	6
PSD420	Abnormal Child Psychology	6
PSD425	Psychotherapeutic Approaches	6
PSD430	Sensation and Perception	6
PSD435	Psychopathology II	6
PSD440	Techniques of Counselling	6
<b>FREE ELECTIVES</b>		<b>18</b>

## **Appendix III: Examples of Additional Interactive Activities per course in Psychology (B.Sc.)-Distance Learning**

### **PSD100 Psychology I**

#### **1<sup>st</sup> Simulation Activity for Week 2: 'An Evil Experiment'**

*Introduction of this activity:* In a virtual lab, students will have to engage into an activity in which they will be acting as if their purpose is to design the most unethical experiment possible. They will be expected to pretend as if there are no ethical boundaries in developing psychological research methodologies; though always considering that the research or experiment should not be explicitly seem unethical.

*Aims of this activity:* The first aim of this activity, is to facilitate a deep understanding of the principles and processes behind research methodological designing (i.e., sampling, screening, etc.), as well as a creative exploration of the ethical considerations in conducting experimental research.

*Methodology of this activity:* Students will be asked to take the role of the most unethical scientist ever existed (the 'evil scientist'). Assigned into groups of five (5), they will be provided with a certain amount of time to design their studies on a psychological field of their choice (e.g., developmental, social, etc.). A 'judging panel' will be comprising of a smaller number of students who will be responsible for individually evaluating the quality of the research methodologies of the 'evil scientist'. Each side will be allowed limited amount of time to either design and present and evaluate the unethicity of the research methodologies. The winner group will be the one which will be found to achieve the highest score of unethicity! At the end, the instructor will facilitate a reflective discussion regarding the general scope and the outcomes of the activity.

*Outcome of this activity:* Students will be expected to go through activities such as: practically employing the knowledge regarding the ethical principles behind psychological research design and executing. Whether in the roles of the 'evil scientist' or members of the 'judging panel' they will be exploring the various aspects of professional and ethical conduct in the field of psychology.

#### **2<sup>st</sup> Simulation Activity for Week 5: 'The Trickiest Illusion'**

*Introduction of this activity:* In a virtual lab, students will have to engage into an activity in which they will be either creating or interpreting new versions of optical illusions.

*Aims of this activity:* The main aim of this activity, is to facilitate the consolidation of knowledge regarding the general mechanisms of cognitive processing. More specifically, the scope of to put students into the process of understanding the distinguishing line between the processes of sensation and perception.

*Methodology of this activity:* Students will be randomly assigned into two (2) teams (the 'illusionists' and the 'interpreters'). The 'illusionists' will be provided with certain amount of time to develop a new version of an optical illusion (based on previously established illusions, i.e., the 'Müller-Lyer' and the 'Vertical-horizontal' illusions); this will be referred to as the 'neo-illusion'. Marks will be given to the 'interpreters' of each of the two groups, for each accurate guess (answer) to specific questions which have to do with the processing of the 'neo-illusion' itself. (e.g., 'is the Line A longer than the Line B, is the Line B longer than the Line A, or are the Lines A and B the same?'). Marks will also be given to the 'illusionists' for their trickiest 'neo-illusions'.

*Outcome of this activity:* Students will be expected to go through activities such as locating sources of information regarding cognitive processing and creatively applying it for the purposes of either better developing or interpreting an optical illusion. They will also need to interact and function as members of a group and to benefit from real-time feedback dynamically reflected on the interaction between them and the members of the 'opposing team'.

## **PSD115 Psychology II**

### **1<sup>st</sup> Simulation Activity for Week 4: 'The end of a debate'**

*Introduction of this activity:* In a virtual lab, students will have to engage into a debate monitored by the instructor, who will be acting as a 'referee'. The students will have to present pieces of theoretical, or empirical evidence, which favours either the nature, or the nurture hypotheses (developmental psychology).

*Aims of this activity:* This activity aims to develop and evaluate a 'real-time', 'critical-thinker' role play simulation. Students will have the opportunity to locate, evaluate, and present material relevant to the topic at hand.

*Methodology of this activity:* Students will be randomly assigned into two (2) teams (the 'nature' and the 'nurture' supporters). Each of them will be receiving a random number (1 to N=number of students in the class). The instructor will be randomly selecting students (via a random number generator) to present their evidence (in the form of statements; i.e., 'findings of twin-studies suggests that personality is affected by environmental factors'). The students will be provided with certain amount of time to locate, process, and present relevant material from the University's electronic library. There will be a set of certain game rules to trigger and maintain the interest and enthusiasm of the students, as well as, to create an entertaining atmosphere (e.g., time limitations, passing questions to the opposing team, etc.). Marks will be given to the group of students who present valid statements (along with their related sources), supporting the hypotheses. The procedure will be terminated when no more evidence could be provided by one of the teams (this will constitute the 'end of the debate!'). At the end, the instructor will facilitate a reflective discussion regarding the general scope and the outcomes of the activity.

*Outcome of this activity:* Students will be expected to go through activities such as: locating sources, synthesizing information, critically analysing research material, and presenting research findings. They will also need to interact and function as members of a group and to benefit from real-time feedback dynamically reflected on the interaction between them and the 'opposing team' as well as the 'referee'.

### **2<sup>nd</sup> Simulation Activity for Week 9: 'Patients and Psychologists'**

*Introduction of this activity:* In a virtual lab, students will have to engage into a role-playing activity in which they will be acting as if they suffer from specific types of psychological disorders. They will be expected to pretend as if they supposedly experience symptoms based on specific criteria from the DSM-5.

*Aims of this activity:* The first aim of this activity, is to facilitate the consolidation of knowledge regarding different spectrums of psychological disorders. Another aim is to put students into the process of understanding the distinguishing line between the actual clinical features and the subjective phenomenological aspects of mental disorders. Lastly, the activity will be useful in terms of helping students better understand the role of psychologists as diagnosticians.

*Methodology of this activity:* Students will be randomly assigned into two (2) groups (the 'patients' and the 'psychologists') and will be acting as either presenters, or observers of clinical cases, respectively. Pairs of students across the groups will be collaborating as members of the same team. Each of the 'patients' will be provided with a card (attachment sent electronically), containing a disorder with a set of its main symptoms (e.g., major depressive disorder, panic disorder, schizophrenia), and will be asked to engage in short interactions with the 'psychologists'. The 'psychologists' will be allowed to ask the 'patients' any question they might desire but not without limitations: each of them could only place one question at a time, so that all the 'psychologists' have equal numbers of questions to use for the purpose of the diagnosis. Competitiveness will be taking effect at several points! Whereas on the one hand the 'psychologists' will be expected to make accurate diagnoses with the least questions being used, their collaborators, the 'patients', on the other hand, will be required to provide the best possible verbal and no-verbal clues to them to help them reach their diagnostic conclusions. At the end, the instructor will facilitate a reflective discussion regarding the general scope and the outcomes of the activity.

*Outcome of this activity:* Students will be expected to go through activities such as: practically employing diagnostic tools (DSM-V), creatively communicating symptoms of various psychological disorders, and observing symptomatic behaviour. They will also need to interact either as 'psychologists' or 'patients', something that will be expected to further crystallize their understanding of the aspects of the professional role of clinicians in the field of psychology, along with the variations in the phenomenology of the disorders.



**PSD120 Introduction to Research Methods in Psychology**

**Exercise 1 – Investigating anxiety and its relation to short term memory. This exercise will go under week 9.**

Research suggests that anxiety influences short term memory. You are going to design an experiment to see whether memory recall differs between groups based on anxiety levels.

- a. Generate a hypothesis for this study.
- b. Identify the IV and DV.
- c. How recall will be measured? This might include a word list containing 15 words (or more or less). You need to consider the length of words, type of words, meaning of words and number of words.
- d. Before conducting the study, you need to identify any potential ethical issues arising from the study. (E.g. Is there a possibility of causing discomfort to participants? If yes how you will manage this?, Will researchers use deception? If yes, then a debrief will be required, anonymity? Confidentiality? Etc)
- e. Describe how the experiment will be run.

**Exercise 2 – This will go under week 8**

**In the scenarios below please identify the IV, the DV, the experimental and control group.**

SCENARIO	IV	DV	EXPERIMENTAL GROUP	CONTROL GROUP
Children watching violent televisions programming will be more aggressive at school than children who do not watch violent televisions programming.				
Sleep deprived male will do worse on memory test than non-sleep deprived male.				

<p>Adults 65 years and above with Parkinson's who use a brain training game will do better in a memory test than adults 65 years and above with Parkinson's who do not use a brain training game.</p>				
<p>A psychological intervention will reduce anxiety and worry levels in individuals with anxiety disorders compared to those who do not receive the intervention.</p>				
<p>An intervention including exercise and diet in conjunction with counselling sessions will improve depression in individuals who receive this intervention compared to individuals who receive normal treatment.</p>				

**Exercise 3 – This will go under week 2**

**Please look the variables below and identify their scale i.e. whether is nominal, ordinal, interval or ratio.**

SCENARIO	IV	DV	EXPERIMENTAL GROUP	CONTROL GROUP
Gender				
Socioeconomic background				
Temperature				
Self-esteem				
Level of education				
Hair colour				
Score in math test				
Age				
IQ				

## **PSD125 Social Psychology**

### **FIRST SIMULATION ACTIVITY FOR WEEK 4: ATTRACTION, LOVE, & INTIMATE RELATIONSHIPS**

*Introduction of this Activity:* Students will be separated in groups of two and they will be asked to play a scenario whereby one member will be confronting the other member about having learned of the other's extramarital affair in a marital simulation activity. Each member of the group will have to record the emotional expressions, such as those of jealousy, betrayal, fear, and guilt that they are experiencing during the announcement of the affair and present it for further discussion in a following teleconference.

*Aims of this Activity:* Students will have the opportunity to experience the emotional expressions that are experienced during the revealing of an extramarital affair in a marriage, from the position of the husband or wife, and imitate a real-world activity. Additionally, as this activity will be discussed at the end, it will give them the opportunity to re think alternative strategies of handling the intensity of the emotional conflicts after the announcement of the affair.

*Methodology of this Activity:* One student will act as the husband who is having an affair and the other the wife who just found out about it. As the wife will be confronting her husband about the affair for the first time, she will experience and express a range of negative emotions, including rage, betrayal, and jealousy, and, likewise, her husband will be overtaken by feelings of fear of possible loss of his marriage and guilt for initiating the affair.

*Outcome of this Activity:* Each group will have to prepare a mini presentation of their emotional experience and they will have to acknowledge their difficulties in handling the announcement of the affair. This role-play activity will provide the opportunity to the participating student husband-wife teams to experience the range of emotions that are usually associated with the announcement of such a negative life event in a person's life. Additionally, there will be a debriefing session where the instructor will facilitate a reflective discussion about the approaches, the strategies and the skills used to best handle the announcement of such a negative event. At the end, a report will be developed by each student, as a self-reflection activity, where s/he will have to state their experiences, mention their difficulties and argue about the feedback provided by the instructor.

### **SECOND SIMULATION ACTIVITY FOR WEEK 6: ATTITUDES & PERSUASION**

*Introduction of this Activity:* Students will be separated in groups of two and each will be asked to play a visiting salesperson confronting the occupant of a household who just opened his/her door after hearing the knocking of the salesperson. For each group, students will have to record the attitudes displayed by the participants as well as the patterns of communication and persuasion that each group member is experiencing during such an interaction and present it for further discussion in a following teleconference.

*Aims of this Activity:* Students will have the opportunity to experience the intricacies of the various persuasion techniques that are typical on one to one interaction settings, such as those

of the foot-in-the-door and door-in-the-face techniques whereby one person is trying to persuade another person to buy something or do something for them. Additionally, as this activity will be discussed at the end, it will give them the opportunity to re-think alternative strategies of real-life persuasion.

*Methodology of this Activity:* One student will act as the travelling salesperson who goes from door to door trying to persuade individuals to purchase a service or an item from them, and the other student will act as the person who is receiving the request for purchase.

*Outcome of this Activity:* Each group will have to prepare a mini presentation of both their overall experience in acting out the particular roles in this persuasion process they participated in, as well as acknowledging the intricacies of such a process. This role-play activity will provide the opportunity to the participating students in their respective persuasion groups to experience the full range of difficulties that are usually associated in trying to persuade total strangers in doing something we want them to do. Additionally, there will be a debriefing session where the instructor will facilitate a reflective discussion about the approaches, the strategies and the skills used to best handle the bringing to completion of the overall persuasion process. At the end, a report will be developed by each student, as a self-reflection activity, where s/he will have to state their experiences, mention their difficulties and argue about the feedback provided by the instructor.

### **PSD130 History and Systems of Psychology**

**Activity 1: Interactive activity of History timeline:** The first activity will take place at the 4th week of classes, where students in groups of 5 will be invited to collaborate, and on a progress line, place the development of the science of psychology from Ancient Greece to the present day. Students will be asked to place the basic stations, to report the basic questions that philosophers/psychologists were investigating in each era, the main philosophers / psychologists and the most important theories that have been developed, according to what we discussed in the course. Each group will then present its work to the class, followed by a discussion. To perform this exercise and present the Timeline Template, "kahood" platform will be used by the students.

**Activity 2:** The second activity will take place on the 9th week of classes, where students will work together in groups of 6. Each group through the interactive platform "kahoot" (<https://kahoot.com/>), will develop a quiz game to the other students of the course. Through this game, each group will perform a repetition of the unit they will undertake and through an interactive way the students will better understand the basic elements of each unit.

## PSD200 Developmental Psychology I

### **Activity D1: Simulation of dialogue parent - child / teenager**

How a parent would respond to a problem related to the child's /adolescent's behavior based on Developmental Psychology's principles.

**Introduction of this activity:** Students will be presented with- or ask to - think of a case-study, where a child /teenager has a problem / conflict with one of his/her parents and are trying to find a logic solution for both sides.

**Aims of this activity:** The students need to think, propose, discuss and 'experience' the situation where a parent and a child / teenager are trying to solve a conflict and should final end with some functional suggestions for both sides, based on the literature and the principles of Developmental Psychology.

**Methodology of this activity:** Students will be divided into groups and given (or ask to think) of a case study, where a child /teenager is in conflict with a parent for a specific issue. Students discuss in groups some possible reactions of the two persons involved in the dialogue, and then 2 volunteers from each group 'act out' this dialogue, presenting in in front of all the classroom. The students from the other groups observe the role-play and are then asked to reflect on how successful they think the actors' behavior was towards a functional solution.

The same is repeated in turns with representatives from the other groups, presenting / acting their own 'role-play' and having the rest of class reflecting and discussing on it.

**Outcome of this activity:** The students are expected through this activity, not only to link their learning to real-life situations, but also to reflect on them and critically decide which might be some good responses in a real conflict. In this way they connect theory and practice and realize the implications of Developmental-Psychology principles in every-day situations.

### **Activity D2**

Asking from students to collect (real) cases from their environment, where preschool children show: a. egocentric behavior and b. empathic behavior (and explain these).

**Introduction of this activity:** We discuss in classroom Piaget's theory about preschool-children egocentrism ask students to think of some examples which support this theory. On the other hand, we also present some more recent theories on Young Children's Theory of Mind', which give evidence that young children might not be so-egocentric as Piaget thought, but might be able to empathize with others taking into perspective others' views.

**Aims of this activity:** Students are expected not only to conceptualize theoretically the terms 'Egocentrism', 'Empathy' and 'Theory of Mind', but also being able to 'implement' this knowledge by giving relevant examples from children's behavior as well as to 'identify' such behaviors when they come across them in real-life situations.

**Methodology of this activity:** Students will have to explain the terms 'Egocentrism', 'Empathy' and 'Theory of Mind' and give at least one example of each one of these terms (possibly working in groups). After they grasp the concepts and be able to 'implement' them giving related examples, they will be asked to 'observe' a preschool child within their own environment and try to identify any behavior that indicates either 'egocentric' or 'empathetic' behavior, write them down in a short report (anonymously) and bring it in class next week for announcement, reflection, discussion, and verification.

**Outcome of this activity:** This activity again, not only connects theory with practice, but also sensitize students to identify cases of real reactions of children in everyday-life and be able to understand better in which developmental-stage children are.



## **PSD210 Theories of Personality**

### **Interactive Activities for Week 13: Discussion Forum**

*Introduction of this activity:* Students will be asked to watch a movie and they will have to provide an explanation for one of the characters' personality and behaviour using the theory and approach that they consider more relevant. In order to promote their interest and motivation popular mainstream movies can be used (e.g. Thanos from the "Avengers" movies).

*Aims of this activity:* The activity contributes to a better understanding of each theory and of the differences between the various theories. Students have to make use of the approaches that they were taught to analyse how human behaviour, emotions and thoughts are interconnected. Moreover they have to defend their choices to their peers.

*Methodology of this activity:* A discussion forum is created in the Blackboard Learn Platform. Each student has to watch the movie and write a small essay of at least 150 words analysing the personality of the character using one of the theories he/she was taught (the one he/she considers more relevant). Additionally, he/she has to comment on the other students' essays and state his/her agreement or disagreement (at least 3 comments). Therefore, a discussion thread will be created with students arguing regarding the various personality theories and their applications.

*Outcome of this activity:* Students will have to present their analysis and discuss with other students defending their choice. The instructor will provide feedback regarding their essays, discuss the different opinions, and contribute to the discussion. At the end, a report will be developed by each student, as a self-reflection activity, where s/he will have to state their experiences from the activity and its "peer-review" procedure.

### **Simulation Activities for Weeks 5, 7, 9, 11, 13: Understanding human behaviour**

*Introduction of this activity:* Students have to evaluate a case study regarding the interaction of a couple. The case study describes only the behaviour of the man and the woman and students offering no explanation for their behaviour. Students are asked to assess this behaviour using the theoretical framework that was presented to them each week (e.g. week 5: psychodynamic theory, week 7: phenomenological theory etc.). They have to provide an explanation for this behaviour, the factors that contributed to it, possible coping mechanism etc.

*Aims of this activity:* The activity aims to connect personality theories with every-day experience. Therefore, the activity contributes to a better understanding of each theory and of the differences between the various theories. Students have to make use of the approaches that they were taught to analyse how human behaviour, emotions and thoughts are interconnected.

*Methodology of this activity:* Students are divided in small groups of 3-4 students. They are asked to read a case study regarding the interaction of a couple. The case study describes only the behaviour of the man and the woman and students offering no explanation for their behaviour.

Then each group will have to write a report assessing this behaviour using the theoretical framework that was presented to them each week (e.g. week 5: psychodynamic theory, week 7: phenomenological theory etc.). They have to provide an explanation for this behaviour, the factors that contributed to it, possible coping mechanism etc.

The same case study will be used multiple times (with every personality theory). In the end students will be asked to indicate which approach they would use to help the couple cope with its problems.

*Outcome of this activity:* Students will have to present their reports and, in the end, they will have to argue about their choice for helping the couple. The instructor will provide feedback regarding their reports, discuss their decisions, and s/he will provide alternative strategies on how things may go differently.

## PSD215 Educational Psychology

### **Week 5: Theories of Behaviourism. This activity may begin in Week 5 but numerous trials should be carried out until week 10. Simulation Activity**

*Introduction of this activity:* In this activity, you will be presented with video vignettes from a classroom and then be able to choose what to do next from a list of actions. Based on the perceived problem presented, you will make authentic choices about how to learn more about the situation and how to address that situation based on the theories of behaviourism highlighted during this week. For this activity, you will need to have installed the Abode Flash player of your computer.

*Aims of this activity:* The instructional strategies offered in this simulation activity tie into what you have read this week. First, it will allow you to become familiar with what options are available to teachers based the theories of behaviourism, and to help you expand your personal schemas of potential options. Second, it connects a concrete example of a strategy being implemented to the name of that strategy. Third, it allows you to connect practical actions to a particular theory or framework. Additionally, you have the option to redo the simulation as many times as you like to improve your performance or to see the situation from a different perspective.

*Methodology of this activity:* In week 10, there will be a debriefing session where the instructor will facilitate a reflective discussion about the outcomes of this activity.

*Outcome of this activity:* Students' outcome covers assessment of how the theories of behaviourism can inform and facilitate an effective lesson. Additionally, you will receive feedback through your responses on the activity, enabling you to experiment with different strategies.

### **Week 13: CLASSROOM MANAGEMENT STRATEGIES II. This activity may begin in Week 9 and submitted week 13. Simulation Activity**

*Introduction of this activity:* In this activity, you will be presented with a simulation of a panel interview. Actual interviews might look in some ways different from this simulation (e.g., number and topics of questions, number of interviewers). However, the items in this simulated interview are representative of the topics you should be prepared to answer during a job interview or consultation regarding a given case in the school context. You will use the theories in Weeks 9 to 13 to address the presented issue.

*Aims of this activity:* *Aims of this activity:* The instructional strategies offered in this simulation activity tie into what you have read in weeks 9 to 13. First, it will allow you to use the theory learned to inform teacher practice and education and address the role of an educational psychologist on the school boards. Second, it connects a concrete example of a strategy being implemented to the name of that strategy. Third, it allows you to connect practical actions to a particular theory or framework

*Methodology of this activity:* You will be presented with an educational psychology job interview simulation. The particular school is known for the high numbers of indiscipline incidents and problematic behaviour and thus requests the services of an educational psychologist to provide skills and strategies for the entire staff to commit to achieving and maintaining a dignified learning behaviour as an essential precondition for learning. You will be divided into groups and be given assigned roles either as members of the interview panel or interviewees. The students in the interview panel will need to prepare a set of questions towards the interviewees. Keep in mind that in this simulated interview you must present questions that interviewees should be prepared to answer in a real interview. You then must record yourself and sent the video to your instructor. This will be randomly paired with another student who will act as the interviewee.

The interviewee in turn will view the video and record their response. The interviewee may wish after each question, to pause the video and practice providing a response. It may be useful to record yourself giving these responses using a cell phone, tablet, or other method, but its best advised to use the recording in Blackboard. By reviewing your video and listening to yourself speak, you can identify areas in which you could improve before entering a real interview situation. Special attention will be given to strategies that will improve the classroom environment in the particular school.

In week 13, there will be a debriefing session where the instructor will facilitate a reflective discussion about the outcomes of this activity.

*Outcome of this activity:* Students' outcome covers assessment of how the theories of psychology can inform and facilitate classroom management. Additionally, the interviews will help you practice your interview skills.

## **PSD220 Introduction to Neuropsychology**

### **1<sup>st</sup> Simulation Activity for Week 4: Frontal lobes and functions**

Students will be asked to access the experiment of the Wisconsin Card Sorting Test. This experiment can be found on the following link: <https://www.psytoolkit.org/experiment-library/wcst.html>. Students will be able to try the WCST, in which you need to classify cards according to different criteria. There are four different ways to classify each card, and the only feedback is whether the classification is correct or not. One can classify a card according to the color of its symbols, the shape of the symbols, or the number of the shapes on each card. The classification rule changes on every 10 cards, implying that once the participant has figured out the rule, the participant will start making one or more mistakes when the rule changes. The task measures how well people can adapt to the changing rules. This cognitive test will then be discussed for understanding the use of it in assessing patient's level of brain damage to the prefrontal cortex.

### **2<sup>nd</sup> Simulation Activity for Week 11: Neurological disorders**

Students will be asked to access the experiment of the Tower of Hanoi. This experiment can be found on the following link: [https://www.psytoolkit.org/experiment-library/tower\\_hanoi.html](https://www.psytoolkit.org/experiment-library/tower_hanoi.html). The Tower of Hanoi puzzle is a classic in studying planning in children, adults and patients with dementia. In this puzzle, participants need to move discs from the left peg to the right peg. There are two constraints; larger discs are not allowed to be placed on top of smaller discs and they can only be moved one at the time. With the use of this experiment, students will be able to understand how planning skills can be assessed with the measure of performance at each level by the total time taken to solve, number of moves to solve, and the number of rules violations.

## PSD225 Developmental Psychology II

### **Week 6: Physical and cognitive development in late adulthood. Simulation Activity**

*Introduction of this activity:* This activity will help you understand what it can be like as an older adult, using geriatric simulators.

*Aims of this activity:* As the elderly population increases, demand for professionals trained to work with geriatric patients will grow, and psychology offers a great first degree for future training in this area. In this week's lesson, we have presented the psychical and cognitive development in late adulthood and additionally, some of the psychical constraints the individuals in this age group might be facing. This activity will help you understand what it can be like, as an older adult, using geriatric simulators, while at the same time enable you to better conceive the material covered in this week. Such learning aids will help you develop empathy towards the elderly. Even if you are not considering entering a healthcare field in the future, you will benefit from increased sensitivity towards older adults. In fact, empathy is [widely thought](#) to be the driving force behind many of the skills that are most likely to get candidates hired.

*Methodology of this activity:* You will be presented with videos from our psychology laboratory. You will see students sharing their geriatric experiences after they have used the Real Care Geriatric Simulator.

The facilitator will then divide you into several small "geriatric experience" groups. Using what you have at home (see props list below), or what you can borrow from an older individual, try to live in an older persons shoes for 3 hours. Refer to the videos for further information and assistance.

#### Props list

- Ankle weights
- Wrist weights
- Elbow restraints
- Knee restraints
- Gloves
- Cervical collar
- Very dark glasses
- Walker

Prepare a report of your "geriatric experience" which will be discussed in groups during week 8. Your shared experiences will lead to rich conversations. You will be able to compare how you felt and engage with one another as you tried to complete physical tasks, like tying your shoes or using a cell phone while using the constraints.

*Outcome of this activity:* This group dynamic of a shared experience will lead to deeper discussion and better understanding of the impact of physical development in late adulthood.

### **Week 8: Socioemotional development in late adulthood. Simulation Activity**

*Introduction of this activity:* For this activity, you are asked to participate in the **ERAS: An Experiential Role-Playing Aging Simulation** found at <https://www.enildaromero.net/id-portfolio.html>.

*Aims of this activity:* ERAS (an Experiential Role-playing Aging Simulation) is a web-based tool designed to engage in a role-playing experience that serves to increase individuals' empathy toward the elderly, as they learn about aging. It will help you better understand the material covered in weeks 6 through 10. In ERAS, the learners take on the role of aging individuals. The aging individuals vary in their ethnicity and ages. Successful completion of the scenarios requires the learners to perform a series of role-playing and perspective-taking activities related to the daily life of the aging individual thus providing them with the chance to test their knowledge.

*Methodology of this activity:* After logging on to the web-link provided above, you will be requested to read all the instructions and simulation objectives and goals. Then you will be able to access the simulation scenarios. In each simulation scenario you will have to read the learning objectives, character descriptions and scenario information. Then, proceed to role-play the activities (in each scenario) and complete the assessment. In the end you will be requested to answer a quiz based on the avatar you have chosen (e.g., Rita, Mary, or both).

After you have completed the avatar game, please reflect on how it facilitated the following:

- To dispel myths, misconceptions, and stereotypes about elderly individuals
- To reduce your anxiety about growing old and concerns about interacting with the elderly
- To engage you on various decision-making processes about age-related issues elderly individuals experience during the aging process
- To increase your understanding of associated outcomes that the elderly experience based on the decision making process

*Outcome of this activity:* To balance the theoretical underpinnings of ERAS, with adequate representation of the psychology and instructional design theories.

## **PSD230 Introduction to Counselling Psychology**

### **1<sup>st</sup> Interactive group educational activity based on a video therapy session in Week 5: Linking theory with practice.**

*Introduction of this activity:* Students will be clustered in 5 groups and they will be presented a video of a therapy session according to the therapeutic modality chosen for them (Psychoanalytic/dynamic, Cognitive-behavioural, Person-centred, Gestalt and Systemic and finally Integrative). Each group will have to discuss the video, answer a set of questions and design a set of interventions.

*Aims of this activity:* Students will have the opportunity to experience a therapy session from the position of the observer and proceed to a discussion with their group members. This discussion will, firstly help them link theory and practice and secondly, give them the opportunity to participate in a discussion which mimics the environment of group supervision. Additionally, by answering the given questions on the session will help them think as a counselling psychologist under training which will ultimately lead them in the creation of alternative interventions on those applied by the therapist in the video. This process aims to not only to help them understand the links between theory and practice but also to initiate critical thinking and autonomous thinking in the numerous way interventions could be applied in a therapeutic room.

*Methodology of this activity:* A video session will be given to groups depending on the therapeutic modality assigned to each group (Psychoanalytic/dynamic, Cognitive-behavioural, Person-centred, Gestalt and Systemic and finally Integrative). Students will be instructed to read specific material of the course related to their topic and then watch the video. Moreover, they will answer a set of questions and discuss them as a group (e.g., what techniques have they recognised in the session? Which theory of that modality is behind those techniques? Etc.). Later, they will go back in the session and each member of the group will: firstly choose one intervention in order to explore whether the therapist's intervention was helpful or not to the client by also providing an alternative intervention from the techniques of that therapeutic modality and secondly will choose another intervention applied by the therapist of the video and re-create it by using their own words.

*Outcome of this activity:* Each group will have to prepare a mini presentation of their experience and submit it to the instructor who will provide them with feedback. Additionally, there will be a debriefing teleconference where the instructor will facilitate a reflective discussion on the experiences of each group so that all students together get a picture on what happened in other groups but also to be able to understand the theory behind the practice on other modalities from those assigned to their group.

### **2<sup>nd</sup> Interactive educational activity in Week 12: Virtual tour in settings where Counselling Psychologists work.**

*Introduction of this activity:* The virtual tour in settings where counselling psychologists work, will be designed by the instructor either in synchronous (live virtual tour) or in asynchronous form



(video-recorded virtual tour). During the virtual tour, students will have the opportunity to interact with professional counselling psychologists and after the tour they will be given the opportunity to reflect on their experience and link it with the educational material of the course.

*Aims of this activity:* Students will be given the opportunity to observe beyond the available descriptions in books and other course material, real counselling psychologists in their professional setting. Through this experience, students will become more aware of real/actual professional settings (office arrangements, psychological tools, etc.) and will also have the opportunity to interact with professionals and ask them questions about their field.

*Methodology of this activity:* The instructor will either prepare a video or arrange a call (live or recorded) where a virtual tour will take place in several counselling psychology settings. The aim of the tour is to meet counselling psychologists in their work settings where professionals will demonstrate not only their office and professional material they use but also describe their role and responsibilities in that work setting. Students will have the chance to ask those professionals different questions concerning their job description as counselling psychologists and therefore link their theoretical course knowledge with reality.

*Outcome of this activity:* After this activity, students will reflect on their experience either in a teleconference or a scheduled asynchronous activity (logbook).

## **PSD235 Introduction to Clinical Psychology**

### **1<sup>st</sup> Simulation Activity for Week 3: Clinical Assessment I The Clinical Interview**

*Introduction of this activity:* Students will be separated in groups of 3 people and they will be asked to play a scenario of conducting a clinical interview. Each group will have to record this activity and present it for further discussion in a following teleconference.

*Aims of this activity:* Students will have the opportunity to experience a clinical interview, from the position of the clinical psychologist, the client and the observer, and imitate a real-world activity. Additionally, as this activity will be discussed at the end, this will give them the opportunity to think about alternative strategies about overcoming the difficulties that they face.

*Methodology of this activity:* One student will act as a clinical psychologist, the other student will act as a client and the remaining member of the group will be the observer. The student who will be the client will be asked to share a previous experience of his/her life which made him/her will either very anxious or depressed. S/he will be advised to choose something common (such as exams) rather than sharing something too personal. The student who will be the clinical psychologist must conduct and lead the interview. S/he will be asked to ask the “referral question” and to take the history of the client. S/he will also have to incorporate in the clinical interview’s techniques that will help the “client” to feel more comfortable and secure and acknowledge his/her feelings. The remaining student, the observe, will have to observe (1) the process of the clinical interview, (2) the techniques that will be used (3) provide some feedback to the “clinical psychologist” about his/her approach.

*Outcome of this activity:* Each group will have to prepare a mini presentation of their experience and they will have to acknowledge their difficulties. Specifically, the “clinical psychologists” will have to explain the cohesion of the question that s/he decided to use in the interview. Then the “client” will have to argue whether or not s/he found the psychologist’s approach helpful. Following this, the observer will have to present the outcome of their observation. These role play activity will must be repeated three times so that all students of each group participate in every role. Additionally, there will be a debriefing session where the instructor will facilitate a reflective discussion about the approaches, the strategies and the skills used either effectively or problematically. The debriefing session will provide feedback to all roles of the group (clinical psychologist, client and observer). At the end, a report will be developed by each student, as a self-reflection activity, where s/he will have to state their experiences, mention their difficulties and argue about the feedback provided by the instructor.

### **2<sup>nd</sup> Simulation Activity for Week 8: Treatment Planning for Adults II**

*Introduction of this activity:* In a virtual psychotherapeutic lab, an actor will be invited to pretend being a client diagnosed with schizophrenia. This actor will follow a specific symptomatology from a real case study. Student will have to pretend being the clinical psychologist and will be asked to apply a therapeutic session with the actor based on a technique of Acceptance Commitment Therapy, ACT.

*Aims of this activity:* Students will have the opportunity to understand the symptomatology schizophrenia, to prepare a hypothetical scenario of a treatment plan based on the specific case study, and to imitate conducting a real therapeutic session with the client. This activity will help the students experience the pressure of having to make important decisions and finding solutions on how to help a client with schizophrenia overcoming his problem.

*Methodology of this activity:* Students will have to carefully read and analysis a case study of a patient with schizophrenia. From this case study, they will have to acknowledge the severity of the symptoms and to create a treatment plan based on ACT techniques. Then, each student will have to create a hypothetical scenario of one therapeutic session and prepare several activities and questions that could do with the client. These activities must be based in at least one symptom of the case study. Finally, in a virtual psychotherapeutic lab, student will be asked to conduct this session with the actor (one student at a time). The actor will pretend being the patient with schizophrenia that is presented in the same case study students read. This session will be recorded.

*Outcome of this activity:* The recorded session will be presented in a teleconference and students will have to critically analyse the techniques and activities the “clinical psychologist” used. The students will have to provide some feedback to the student who pretend being the clinical psychologist about his/her decisions. The student who will pretend the clinical psychologist will have to share his/her experience with the other students, and s/he has to self-reflect on the difficulties and the challenges that s/he faced. There will be a debriefing session where the instructor will facilitate a reflective discussion about the approaches, the strategies and the skills used either effectively or problematically. At the end, a report will be developed by each student, as a self-reflection activity, where s/he will have to state their experiences, mention their difficulties and argue about the feedback provided by the instructor.

## **PSD305 Cognitive Psychology**

### **1<sup>st</sup> Simulation Activity for Week 5: Attention and consciousness**

Students will be asked to access the experiment of the Mackworth clock task. This experiment can be found on the following link: <https://www.psytoolkit.org/experiment-library/mackworth.html>. This test assesses people's vigilance which is a state of concentration that helps detecting specific events, when not much is going on. Signal detection theory is often used to measure one's sensitivity of the presence of a target signal, while in a vigilant state searching for target signals. Vigilance refers to a person's ability over a prolonged period of time, to expect the appearance of a particular target signal, within the environment. Vigilance involves passively waiting for a stimulus or event to appear. For example, in real life, a guard must be vigilant when looking after something. Vigilance is difficult because it gets quite boring, as typically nothing happens. After finishing the experiment, results will then be discussed in order to realize the difficulty of being vigilant.

### **2<sup>nd</sup> Simulation Activity for Week 7: Attention and consciousness**

Students will be asked to assess the multitasking experiment. This illustration can be found on the following link: <https://www.psytoolkit.org/experiment-library/multitasking.html>. This experiment compares the performance of just doing one task to when two tasks are mixed. Students will be able to determine their ability to carry out multiple tasks at the same time. After completing the experiment, the results will then be discussed.

## PSD315 Health Psychology

### **Exercise 1 – scenario**

**This exercise will go under week 2: Illness representations**

**Please read the scenario below. While reading try to identify:**

- 1. the various representations (beliefs) Sam has developed for his initial symptoms**
- 2. how these representations influenced his behavior?**
- 3. the various representations (beliefs) Sam has developed for his illness diagnosis**

Sam took a deep breath as he entered the house. The day at work was very difficult as his supervisor complained about his ability to reach sales targets. Later that night Sam felt a chest pain. At first, he assumed he had food poisoning, but he remembered being told that food poisoning takes 12 hours to develop. His next thought was about lunch which may have been a little heavy for him and caused indigestion. So, he took indigestion medication and decided to rest for the rest of the night. After falling asleep he thought that his initial diagnosis of indigestion was correct after the symptoms were gone.

The next morning as he was getting ready for work, he felt the same pain again. Thoughts of food poisoning are back. But his family, who ate the same food that night, said it was fine, so he ruled out food poisoning. His wife, seeing him worried, suggested that he visit the emergency room. This worried him more and he started imagining various problems and scenarios. It was a heart attack or maybe something worse like cancer. As they were going to the hospital, he started to worry about his wife how he would deal with it and what he would do in case he died or could not work.

Various emergency tests showed that Sam had a heart attack. Sam thought a lot during the 3 weeks he stayed in the hospital. He decided that the heart attack was due to the stress of slavery. He also recalled that one of his uncles died young of a heart attack. So, he thought it was hereditary.

### **Exercise 2 – Critically approach a video**

**This exercise will go under week 8: Health professionals – patient communication**

The type of interaction between health care professionals and patients is vital. This will influence patient satisfaction, adherence to treatment and communication. By implementing basic skills of active listening (verbal and non-verbal), health professionals seek to encourage the patient to express himself/herself but at the same time they seek to understand patients and their experiences.

The aim of this exercise is to watch this video <https://www.youtube.com/watch?v=FtInxBo4Et4>:

- Initially observe the interaction between the patient and the health care professional
- Critically approach the professional's verbal and non-verbal behavior (things that are done well and things that could have been done better).
- Why the patient feels frustrated?

Could the patient be approached differently and if yes what skills could have been implemented?

## **PSD320 Psychology of Learning**

### **Simulation Activity based on a case study for Week 5: Collaborative Learning (Vygotsky's Theory of Sociocultural Learning Theory)**

*Introduction and Aim of the activity:* To understand the theoretical concept and the impact of Vygotsky's Theory of Sociocultural Learning Theory students were asked to work in groups in order to find a solution to a specific problem. This activity enhances students understanding of the important role of communication and collaboration when participating and working in groups. It is a process to enhance their critical thinking as they will be able to discuss the advantages and disadvantages of such learning experience. Also, it is a process to analyse practically the theoretical concepts derived from Vygotsky's learning theory.

*Methodology of this activity:* Students are divided into groups of 3-4 (small groups) to discuss and find appropriate solutions based on a specific scenario as below,

«Σενάριο: Ο Τσιπ και ο Ντέιλ διαχειρίζονται ένα μικρό ιδιωτικό φροντιστήριο πληροφορικής με 10 εκπαιδευτικούς. Όλοι οι εργαζόμενοι φαίνονται να μην έχουν κίνητρα και ενδιαφέρον για την μικρή αυτή επιχείρηση του Τσιπ και Ντέιλ. Μερικοί δάσκαλοι είναι εντελώς αδιάφοροι για να μάθουν νέες μεθόδους και τεχνικές. Αυτό έχει αντίκτυπο και στην ποιότητα διδασκαλίας καθώς επίσης και στη μάθηση των παιδιών. Οι γονείς ξεκίνησαν τα παράπονα. Ερώτηση: Τι πρέπει να κάνουν ο Τσιπ και ο Ντέιλ για να μην χάσουν την πελατεία τους»

The students will be asked to follow a specific approach entitled "POOCH -Problem, Options, Outcomes, Choose and Review" (template is provided to them retrieved by this link [https://kidshelpline.com.au/sites/default/files/document/POOCH%20poster\\_website%20version.pdf](https://kidshelpline.com.au/sites/default/files/document/POOCH%20poster_website%20version.pdf)). This template will assist students to creatively provide answers to the specific problem by identifying the problem, by finding possible options for solutions, by estimating the corresponding possible results if a specific solution is chosen, and then provide feedback for their decision. Other students will provide feedback to this solution. Questions for reflection feedback and evaluation of the activity will be asked by the instructor to evaluate students' understanding. Students will be asked to continue this activity on the chat room by providing the advantages and disadvantages of their collaborative learning experience.

*Outcome of this activity:* Students need to provide as outcomes of the activity their written responses to the rest of the participants. Discussion and sharing of ideas will increase understanding and enhance students' knowledge.

### **Simulation Activity for Week 10: Motivation and Learning – Setting up your own Goals? (SMART goals chart)**

*Introduction and Aim of the activity:* To understand the theoretical concepts related to motivation and learning. Students were asked to think about a real personal goal (provided examples such as, maintaining good physical health or maintaining good academic performance). This activity enhances students understanding of specific components of motivation based on a specific structure in setting up goals entitled SMART. Also, it is a process to analyse experientially the theoretical concepts derived from this learning theory.

*Methodology of this activity:* Students are asked to choose one of the real case example and fill out the template retrieved from <https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>. They will be asked to break down the goal and analyzed it according to each SMART category (Specific, Measurable, Realistic, Relevant and time-frame). Possible responses, suggestions and feedback will be provided by the instructor during this process. Following the completion of the template, questions for reflection and evaluation of the activity will be asked by the instructor to evaluate students' understanding. Students will be asked to continue this activity on the chat room by providing the advantages and disadvantages of their collaborative learning experience.

*Outcome of this activity:* Students need to provide as outcomes of the activity their written responses on the specific template provided. Discussion and sharing of ideas will increase understanding and enhance students' knowledge.

### **Interactive Scenario with problem solving Group Activity for 3 consecutive Week: Practical Application of one theoretical framework**

*Introduction and Aim of the activity:* Students will be able to prepare an educational plan based on a preferred theoretical framework that will be applied in a specific target population. Each student will present the plan to the class for receiving feedback from other students. This activity will provide students appropriate skills (enhance critical thinking and creativity) to construct educational plans based on psychological theories of learning and be able to enhance their knowledge on the theoretical content of this course.

*Methodology of this activity:* The activity is divided into two parts. First the students will be asked to choose one theory based on their professional interests, skills and preference. They need to describe the context where the chosen learning theory can be applied in and why? This is also an opportunity for the student to initiate an understanding of the population he/she might work in the future. The second part of the activity is to organize and design an educational plan to include and present their views, their critical thinking, their innovative ideas of how these theoretical frameworks can be structured and performed to the specific population. They need to show the importance, the impact and possible results in case of actual implementation of their plan. Specific guidelines for this work were provided at the initial stage of the course and thoroughly communicated to the students.

*Outcome of this activity:* Students need to provide as outcomes of the activity the design with clear description of the literature and the methodology of their plan. Following this process, one-Page concept map of the main idea will be drafted by each student as a poster format that will be then uploaded on the platform to receive feedback from other classmates. Students must prepare a Power Point Presentation 10 slides maximum to present their idea to the instructor to receive suggestions and feedback to accommodate their work. Students will follow a recommended structure that will assist the development of their idea. Such as, title, content, analysis of the learning theory, examples of the theoretical application in general, 4 components of the theory and real examples for each application to the specific groups (including the methodology).

## **PSD325 Research Methods in Psychology**

### **1<sup>st</sup> Activity (simulation): Choosing a research topic**

*Introduction of this activity:* The students will be divided into groups of 5 and they will be asked to use a specific psychometric tool (from a list of psychometric tools provided), which is free, available and with documented measures of validity and reliability, in order to set up a suitable research aim which must be adhering to ethical considerations as well as being feasible. The students must prepare a 10 minutes presentation of their chosen research topic and present it to their classmates. The suitability of the proposed topic as well as its ethicality and feasibility will be discussed during an online meeting.

*Aims of this activity:* Students will have the opportunity to experience planning a research as a research team, thinking about research access, ethical considerations as well as feasibility. Additionally, as this activity will be both peer reviewed as well as discussed in class, it will give all students the opportunity to compare and think about alternative strategies.

*Methodology of this activity:* All students in each group will have to discuss the proposed research and evaluate all the aspects according to the course material in order to adhere to PICO as well as access, feasibility and ethical considerations.

*Outcome of this activity:* Each group will have to prepare a 10 minute presentation of proposed research topic, acknowledging all foreseeable concerns. At the end, feedback by the instructor as well as discussion in class will assist students to better understand what constitute an appropriate research topic.

### **2<sup>nd</sup> Activity (simulation and interactive role play): Preparation of a Research Protocol**

*Introduction of this activity:* The students will be divided into groups of 5 and will be asked to work as a research team and to prepare a research protocol for the research topic selected in activity 1, as this was improved through peer review and discussion, and prepare a research protocol following the taught structure. The students will submit their research protocol for evaluation to their classmates who will act as a bioethics committee. Each group of students will also be asked to act as a bioethics committee and prepare a short report (not exceeding 300 words) for each research proposal submitted by their classmates. All research proposals and "Bioethics Committee report" will be discussed during an online meeting.

*Aims of this activity:* Students will have the opportunity to formulate a research proposal as a research team according to the requirements of the National Bioethics Committee. At the same time they will get the chance to think as a bioethics committee and evaluate all aspects of a research proposal.

*Methodology of this activity:* Each group of students will get to act as a research team, preparing a research proposal for bioethics consideration and approval and thus must think about all bioethical considerations as these are set up by the National Bioethics Committee, and at the



same time each group of students will get to act as a bioethics committee and evaluate the research proposals submitted by all other groups of students.

*Outcome of this activity:* Each group will have to prepare a research proposal as well as a 300 words report for each research proposal prepared by each other group of students. This, together with feedback by the instructor as well as discussion in class, will give them a more spherical understanding of a research proposal as well as the procedure of a bioethics approval.

### **3<sup>rd</sup> Activity (simulation): Data collection, organisation and analysis**

*Introduction of this activity:* The students will be divided into groups of 5 and will be asked to simulate a short, conventional or online, survey, following all bioethics considerations but only collecting data from their immediate family. They will also be asked to collect qualitative data from the survey participants regarding “concerns about participating in a survey”. Both the quantitative and the qualitative data should be organised, analysed and presented in a short report not exceeding 500 words.

*Aims of this activity:* Students will have the opportunity to simulate the collection of quantitative as well as qualitative data in controlled conditions and to address data collection problems as well as the concerns of the prospective research participants with regards to participating in a survey. Furthermore, students will get to organise, analyse and present both quantitative as well as qualitative data.

*Methodology of this activity:* Each group of students will get to “implement” the research proposal from activity 2, as this was “reviewed” and “approved” by the “bioethics committee” but only collecting data from their immediate family, simulating a short, conventional or online, survey. At the same time each group of students will collect qualitative data from the survey participants with regards to “concerns about participating in a survey”. All qualitative and quantitative data collected will have to be organised, analysed and presented in a short report not exceeding 500 words.

*Outcome of this activity:* Each group will have to prepare a short report not exceeding 500 words about the findings of their “research” that will be discussed in class as well as evaluated by the instructor.

## **PSD330 Psychopathology I**

### 1. Simulation Activity for Assessment

**Introduction and aims of the activity:** Clinical assessment aims to gather information from the client and it can be conducted using various methods, such as interviews, questionnaires and psychometric assessment. In this activity, students will have the opportunity to observe:

1. The setting of the room that is used during a clinical assessment.
2. The variety of the tools (i.e. structured interviews, questionnaires and specific psychometrics tools such as WISC V and/or WAIS IV).
3. The basic skills that an applied psychologist should developed and used for conducting an effective assessment.

This activity aims to help students to evaluate a real-time clinical role-play simulation and understand the use of several tools in the procedure of assessment.

**Methodology and outcome:** For the purpose of the current activity, instructors will use the premises of the Psychotherapy Lab. The setting of the lab - that contains equipment for conducting a clinical assessment with children and adults - will give students the opportunity to create a vivid image of the setting and specific needs and standards that each applied psychologist should follows. During the activity, the students will have the opportunity to ask questions and express their thoughts. Next, instructor will introduce an example of the three main methods that are used for clinical assessment. First, s/he will present the form of a structured interview and demonstrate 5 minutes of the procedure. Next s/he will present a questionnaire (examples are anxiety questionnaires, mood questionnaires etc). The aim is to give each student the opportunity to understand in what ways a mental health professional can use a questionnaire throughout clinical assessment. Last, students will be introduced to the basic skills that a professional should developed and use to conduct an effective clinical assessment. The instructor will provide a virtual learning experience for students by simulating the above-mentioned skills:

- Active listening
- Reflection
- Use of appropriate and into-the-point question and statements (examples of open and close questions)

During these activities, students will have the opportunity to observe and learn several elements that are mandatory and important for conducting a clinical assessment - however this are introductory information, which is not equivalent to a comprehensive training in assessment.

**Period:** This activity will be implemented during the 5<sup>th</sup> week

### 2. Evaluating and discussing ethical issues

**Introduction and aims of the activity:** Since applied psychology focused on the relationship that a mental health professional builds with his/her client, it is important to follow some ethical principles. This activity aims to help students develop their critical thinking and have a first

experience with ethical issues and dilemmas that a mental health professional face in his/her everyday practice.

**Methodology and outcome:** In this activity, the instructor will provide students with three vignettes presenting very common ethical issues that a mental health professional may face in his/her practice. These issues will be not complicated, since students do not have any experience, however it will help them to develop their critical thinking and think as future professionals. For each vignette, the students will choose in the form of multiple-choice answer the most ethical reaction that a practitioner should choose in each case. In the same time, students will have the opportunity to elaborate more by either texting or stating their opinion in the distance-learning platform. In the end of the discussion– and before providing the right answer, students will have the opportunity to re-think and if they want, to change their initial answer. Examples of vignettes are:

- Removal of confidentiality
- A phone call from a friend or someone close
- Suicidal behaviors

**Period:** This activity will be implemented during the 4<sup>th</sup> week

## **PSD240 Fundamentals of Human Sexuality**

### **Simulation Activity for Week 5: Sexual Orientation**

*Introduction of this activity:* This is a 2-student group activity on a LGBTIQ “coming out” communication, played out on the basis of a given scenario.

*Aims of this activity:*

- 1) fostering sensitivity and empathy in regards to the challenges of LGBTQI youth
- 2) application of the knowledge gained about the emotions and social consequences of “coming out”

*Methodology of this activity:* Students will be sorted in groups of 2. Each group receives a private teleconference room. There, each group will act out a case study scenario:

One student will take on the role of a LGBTQI person in a “coming out” situation (a case study script will be provided to the student). The other students will act the parent or school councillor (depending on the script – they will only be told what role they have).

After the activity, the students will follow an exercise which helps them shed the roles they played. This exercise will be given to both with the script/role document). Following this, the group will reflect on the emotions they experienced and what went well in the communication and what did not go so well.

*Outcome of this activity:* A discussion between the different groups about insights gained during the activity, to be conducted in the following teleconference.

### **Activity (group activity) for Week 11: Sexually Transmitted Infections**

*Introduction of this activity:* Students will be separated in groups of 3 and they will be asked to analyse a case study working cooperatively on a wiki. Each group will be given a case study of a couple seeking advice on contraception and/or STIs. Based on the material covered in weeks 9 and 10, the group will assess the case, identify major challenges and opportunities, and devise an intervention/counselling strategy. Each group will be graded for the wiki after presenting it for further discussion in a following teleconference.

*Aims of this activity:*

- 1) to consolidate the knowledge base regarding STIs and contraception.
- 2) to strengthen student-to-student interaction and cooperation.
- 3) to become aware and overcome the discomfort created by talking openly about issues of sexuality
- 4) to become aware of the boundaries between medical intervention (treating the STI) and psychological intervention (opening new behavioural patterns and establishing underlying issues)
- 5) activate knowledge from courses the students may have taken on counselling to establish a sound intervention strategy.

*Methodology of this activity:* The group will elect a group coordinator who will be responsible for scheduling meetings and submitting the final product. The groups will be encouraged to meet at least three times (initial meeting, discussion of each student's input, consolidation of the inputs into a single document and a brief presentation).

*Outcome of this activity:* Each group will produce a written analysis of the case with their respective intervention strategy. In the teleconference, the group will present the case and their intervention in a 5 min presentation for discussion with the class.

## **PSD245 Introduction to Group Dynamics**

### **FIRST SIMULATION ACTIVITY FOR WEEK 5: SMALL GROUP DISSOLUTION: DIVORCE**

*Introduction of this Activity:* Students will be separated in groups of two and they will be asked to play a hypothetical scenario whereby one member will be asking to divorce the other after a 10-year marriage. Each group will have to record the emotional expressions that each member is experiencing during the announcement of the divorce and present it for further discussion in a following teleconference.

*Aims of this Activity:* Students will have the opportunity to experience the emotional expressions that they are going through during a typical divorce process, from the position of the husband or wife, thereby imitating a real-world activity. Additionally, as this activity will be discussed at the end, it will give them the opportunity to re think alternative strategies of handling the emotional conflicts of divorce.

*Methodology of this Activity:* One student will act as the husband who is seeking divorce and the other the wife. As the husband will be announcing his wish for divorce to the wife for the first time, he will experience and express a range of emotions and likewise his wife, who will be made aware of his wish for divorce for the first time.

*Outcome of this Activity:* Each group will have to prepare a mini presentation of their emotional experience and they will have to acknowledge their difficulties in handling the divorce announcement. This role-play activity will provide the opportunity to the participating student husband-wife teams to experience the range of emotions that are usually associated with the announcement of such negative life events in a person's life. Additionally, there will be a debriefing session where the instructor will facilitate a reflective discussion about the approaches, the strategies and the skills used to best handle the announcement of such a negative event. At the end, a report will be developed by each student, as a self-reflection activity, where s/he will have to state their experiences, mention their difficulties and argue about the feedback provided by the instructor.

### **SECOND SIMULATION ACTIVITY FOR WEEK 10: GROUP ORGANIZATION & HIERARCHY**

*Introduction of this Activity:* Students will be separated in groups of four and each will be asked to play the manager, assistant manager, and two employees of a small work group. For each work group, students will have to record the patterns of communication and conflict resolution that each member is experiencing during a typical workday and present it for further discussion in a following teleconference.

*Aims of this Activity:* Students will have the opportunity to experience the intricacies of leadership in a small hierarchical work group from the position of superordinates and subordinates, thereby imitating a real-world work setting. Additionally, as this activity will be discussed at the end, it will give them the opportunity to re-think alternative strategies of conflict resolution and work management.

*Methodology of this Activity:* One student will act as the manager who is in charge of completing a work task, the other student will act as the assistant manager who is collaborating with the manager in best handling the completion of the task, and the remaining two student members will act as workers who are receiving the necessary guidelines for the completion of the task.

*Outcome of this Activity:* Each group will have to prepare a mini presentation of both their overall experience in occupying the particular hierarchical position they were assigned to as well as acknowledging their difficulties in completing the actual work task. This role-play activity will provide the opportunity to the participating students in their respective work groups to experience the range of difficulties that are usually associated with working in hierarchical work groups. Additionally, there will be a debriefing session where the instructor will facilitate a reflective discussion about the approaches, the strategies and the skills used to best handle the completion of work tasks in hierarchical groups. At the end, a report will be developed by each student, as a self-reflection activity, where s/he will have to state their experiences, mention their difficulties and argue about the feedback provided by the instructor.

## PSD250 Human Relations

### **First Simulation Activity for Week 5: Relationships with Relations, Families & Socialization**

*Introduction of this activity:* Students will be separated in groups of 4 and they will be asked to play two typical scenarios of a family feud between a father and a daughter and a sister and a brother. In the first family feud, the father will be confronting his daughter about having learned that she has been placed on academic probation at the university she is attending after her GPA dropped below 2.0. During the second family feud, the sister is having a heated argument with her brother about recreational drug use after having learned from a mutual friend that he was caught smoking marijuana. Each member of each simulated family group will have to record the emotional expressions, such as those of anger, betrayal, fear, and guilt that they are experiencing during the uncovering of these serious misconducts by the family members, that is, the brother and the sister, and present it for further discussion in a following teleconference.

*Aims of this activity:* Students will have the opportunity to experience the whole spectrum of the emotional expressions that are experienced during the revealing of such typical but serious family problems, from the position of parents and children, and imitate a real-world family feud activity. Additionally, as this activity will be discussed at the end, it will give the students the opportunity to re think alternative strategies of handling the intensity of the emotional conflicts that are typically taking place during family affairs.

*Methodology of this activity:* One student will act as the father who is assuming the disciplinarian role in the family, the other the wife, who is supporting her husband in his disciplinarian role but is also acting as an intermediary between him and the children, and the other 2 students, misbehaving children. As the father will be confronting his daughter about her placed on university probation due to low GPA, they will both experience and express a range of negative emotions, including rage, betrayal, anger, and guilt. Likewise, as the sister will be confronting her brother about his marijuana use, they both experience and express a range of negative emotions, including concern, fear, guilt, and anger.

*Outcome of this activity:* Each simulated family group will have to prepare a mini presentation of their emotional experience and they will have to acknowledge their difficulties in handling their family feuds. This role play activity will provide the opportunity to the participating father-mother-children teams to experience the range of emotions that are usually associated with family feuds in family life. Additionally, there will be a debriefing session where the instructor will facilitate a reflective discussion about the approaches, the strategies and the skills used to best handle the announcement and overall handling of such family feuds. At the end, a report will be developed by each student, as a self-reflection activity, where s/he will have to state their experiences, mention their difficulties and argue about the feedback provided by the instructor.



## **Second Simulation Activity for Week 8: Stress & Coping in Everyday Life**

*Introduction of this Activity:* Students will be separated in groups of two and each will be asked to play a husband or wife who are experiencing stress overload and stress conflict from having to balance their considerable occupational and family responsibilities. For each group, students will have to record the various psychosomatic and psycho-emotional symptoms of their excessive stressful states and how they, in turn, come to negatively affect their relations with their loved ones in their everyday lives.

*Aims of this Activity:* Students will have the opportunity to experience the considerable negative impact of excessive stressful occupational and familial demands on the everyday lives of family members. Additionally, as this activity will be discussed at the end, it will give them the opportunity to re-think alternative useful strategies for coping with excessive stress.

*Methodology of this Activity:* One student will act as the husband who comes home lately visibly shaken and tormented by the excessive occupational demands that have been placed on him by his manager, while the other student will act as his wife who is trying to comfort him and offer him her emotional and psychological support. In a similar simulated activity, one student will act as the wife who is about to have a nervous breakdown from being unable to balance her excessive work and family responsibilities.

*Outcome of this Activity:* Each group will have to prepare a mini presentation of both their overall experience in acting out the particular roles of the stressed out husband and wife as well as acknowledging their contribution in exacerbating their own stress and perhaps hindering effective coping from outside sources of social support. This role-play activity will provide the opportunity to the participating students in their respective simulated husband-wife groups to experience the full range of difficulties that are usually associated in trying to handle and cope with excessive occupational and family demands. Additionally, there will be a debriefing session where the instructor will facilitate a reflective discussion about the approaches, the strategies and the skills used to best handle the overall coping process. At the end, each student, as a self-reflection activity, will develop a report where s/he will have to state their experiences, mention their difficulties and argue about the feedback provided by the instructor.

## PSD335 Psychology of Gender

### **1<sup>st</sup> Simulation Activity for Week 6: Gender Stereotypes**

*Introduction of this activity:* Students will act out a scenario regarding gender stereotypes in groups of 2.

*Aims of this activity:* Students will become more aware of lingering stereotypes when they have to suffer being subjected to them or having to apply them in a communication situation. The aim of this activity is to sensitize students to the harm of stereotypes and to reflect on how to minimize one's stereotypes.

*Methodology of this activity:* Students will be sorted in groups of 2. Each group receives a private teleconference room. There, each group will act out a case study scenario:

One student will take on the role of a male or female person (irrespective of their own sex) in a job application situation (a case study script with complimentary roles will be provided to the students). The other students will act the hiring HR person (of the opposite sex to the "applicant" (with their own complimentary script)

After the activity, the students will follow an exercise which helps them shed the roles they played. This exercise will be given to both with the script/role document). Following this, the group will reflect on the emotions they experienced, how they felt about the stereotypes raised and what could/should be done to eliminate these stereotypes from a hiring situation.

*Outcome of this activity:* A discussion between the different groups about insights gained during the activity, to be conducted in the following teleconference.

### **Activity (group activity) for Week 11: Work and Home**

*Introduction of this activity:* This activity is a 3-4 person-per-group activity enacting an open script around re-negotiating household work allocation.

*Aims of this activity:* To recognize resistances against breaking gender role ascriptions and to become aware of one's blindness toward one's own privilege and resistance against losing privilege.

*Methodology of this activity:* Students will be sorted in groups of 4. Each group receives a private teleconference room. There, each group will act out a case study scenario:

Each student will take on one of these four family roles (irrespective of their own sex): mother, father, 18-year-old son, 16-year-old daughter. The case study will be based on the necessity of renegotiating roles due to changes in the mother's or father's situation (illness, getting a job, unemployment, starting a degree program). The initial role distribution is also spelled out in the activity. The task is to engage in a "family conference" for around 20 minutes and act out the negotiation.

After the activity, the students will follow an exercise which helps them shed the roles they played. This exercise will be given to both with the case-study script). Following this, the group

will reflect on the emotions they experienced, discuss why each of them acted the way they did, and evaluate the solution found.

Lastly, on a collaborative document, the group will produce a graphic display of the outcome of their activity. They are expected to draw on course material on family roles and family role negotiation and enrich their display with the experience they had during the simulation.

*Outcome of this activity:* The different graphics will be uploaded on a discussion forum, and the class will discuss each other's work.

## **PSD340 Cultural Psychology**

### **FIRST SIMULATION ACTIVITY FOR WEEK 5: FAMILY & CULTURE**

*Introduction of this Activity:* Students will be separated in groups of three and they will be asked to play a scenario of a single parent family composed of a father or a mother and their two children. Each group will have to record the various intricacies and challenges experienced by a single mother or a single father in her or his everyday parental role amidst a sociocultural setting that favours two parent families. Such recordings will have to be presented for further discussion in a following teleconference.

*Aims of this Activity:* Students will have the opportunity to experience the psychological, emotional, and real life obstacles that are experienced during the everyday dealings of a single parent family, from the position of a single father or a single mother having to raise two children on their own. Additionally, as this activity will be discussed at the end, it will give the participating students the opportunity to re think alternative strategies of effectively and efficiently handling the various challenges that are typically experienced by single parents living in the biased sociocultural settings of two parent families.

*Methodology of this Activity:* One student in one group will act as the single father who is trying to balance his work and family responsibilities and raise his two children the best way possible, while another student in another group will act as the single mother who is also trying to balance her work and family responsibilities the best, so as to raise her children the best. As the single parent will be conducting his/her everyday work and family affairs, he will experience and express a range of emotions and psychological states of being that are unique to his/her single parent role but have to be successfully dealt with nonetheless.

*Outcome of this Activity:* Each group will have to prepare a mini presentation of their single parent family experience and they will have to acknowledge their difficulties in being single parents in discriminating and prejudicial two parent family sociocultural environments. This role-play activity will provide the opportunity to the participating student single father or mother teams to experience the range of challenges that are usually associated with such parental roles. Additionally, there will be a debriefing session where the instructor will facilitate a reflective discussion about the approaches, the strategies and the skills used to best handle the single parent role in limiting sociocultural environments. At the end, a report will be developed by each student, as a self-reflection activity, where s/he will have to state their experiences, mention their difficulties and argue about the feedback provided by the instructor.

### **SECOND SIMULATION ACTIVITY FOR WEEK 6: GENDER & CULTURE**

*Introduction of this Activity:* Students will be separated in groups of four and each will be asked to play the father, mother, brother, and sister of a small family. For each family group, students will have to record the patterns of intrapersonal and interpersonal emotions, and communication patterns that each member of the family is experiencing during the coming out of the brother as gay, which will be presented and analysed for further discussion in a following teleconference.

*Aims of this Activity:* Students will have the opportunity to experience the intricacies of the coming out process in a typical nuclear family of husband, wife, and two children from the standpoint of both the parent and the child, thereby imitating a real-world family setting. Additionally, as this activity will be discussed at the end, it will give the student participants the opportunity to re-think alternative strategies of conflict resolution and effective communication.

*Methodology of this Activity:* One student will act as the father, the other student will act as the mother who is collaborating with the father in his parental role, and the remaining two student members will act one as the gay brother who is in the process of coming out in his family and the other as the supporting sister.

*Outcome of this Activity:* Each group will have to prepare a mini presentation of both their overall experience in occupying the particular family and gender role they were assigned to as well as acknowledging their difficulties in being the occupants of such role. This role-play activity will ultimately provide the opportunity to the participating students in their respective simulated family groups to experience the range of difficulties that are usually associated in dealing with issues of homosexuality and gender in traditional family groups. Additionally, there will be a debriefing session where the instructor will facilitate a reflective discussion about the approaches, the strategies and the skills used to best handle the coming out process of the son's homosexual orientation. At the end, a report will be developed by each student, as a self-reflection activity, where s/he will have to state their experiences, mention their difficulties and argue about the feedback provided by the instructor.

## **PSD345 Sport Psychology**

### **1<sup>st</sup> Simulation Activity for Week 5: Imagery use**

#### **Aims of the activity**

The students will learn implementing effective imagery. More specifically, students will be able to develop an imagery script for an athlete to help prepare mentally for competition, guide the athlete to follow the instructions of the script and discuss any problems that may occur regarding the content and the effectiveness of the imagery script.

#### **Methodology of the activity**

Students will split into pairs and they will be asked to play a scenario of utilizing the imagery process. One student will act as “the sport psychologist” whereas the other will act as “the athlete”. The “sport psychologist” together with the “athlete” will develop an imagery script personalized to the specific needs of the athlete. The suggested guidelines (e.g., considering the five Ws by Williams et al., 2013) will be followed to ensure the effectiveness of the script. Next, the “sport psychologist” will instruct the “athlete” to get into a comfortable position and close his/her eyes, and then start reading the imagery script to him/her. Last, the “sport psychologist” will ask questions regarding the “athlete’s” imagery experience (e.g., how vivid was your imagery, what perspective did you use in your images, how difficult or easy was it to image the scene). The students will switch roles and repeat the activity.

#### **Outcome of the activity**

Each pair will share their experience and receive feedback by the other students and the instructor regarding the content and the effectiveness of the imagery script. At the end, each student will need to provide a report describing their experience as “a sport psychologist” and as “an athlete”, mentioning any problems or difficulties that they faced during the session and suggesting effective strategies to overcome these problems.

### **2nd Simulation Activity for Week 10: Team cohesion**

#### **Aims of the activity**

The students will understand athletes’ roles in their team. More specifically, students will learn about role clarity, team and self-efficacy, and team cohesion.

#### **Methodology of the activity**

Students will be separated in groups of six and they will be asked to play a scenario called the “Hot Seat”. One student will act as the “sport psychologist” and five students will act as the “athletes of a team sport”. Each “athlete” “seating in the Hot Seat” will have the opportunity to explain to his/her “teammates” his/her role and to list three positive skills or qualities he/she brings to the team and one area he/she needs to work on in order to help the team’s performance. Once “the athlete” has listed his/her qualities, each “teammate” will be asked to provide a couple of positive skills the “athlete” brings to the team and one area the “athlete” needs to work on. During this activity, the “sport psychologist” will record each “athlete’s”

comments and create a summary sheet with the “athlete’s” top three qualities and one area of improvement that is positively worded.

**Outcome of the activity**

Each group will share their experience and receive feedback by the other students and the instructor regarding the implementation of the “Hot Seat”. Additionally, each student will need to provide a report describing their experience as “a sport psychologist” or as “an athlete”, arguing about his/her “teammates” comments, mentioning any problems or difficulties that they faced during the activity and suggesting effective strategies to overcome these problems.

## **PSD405 Psychology of the Family**

### **Interactive group educational activity based on a case study in Week 5**

*Introduction of this activity:* Students will be clustered in groups and they will be presented a case study with information about a family. Each group will have to discuss the case study and construct a genogram of the family tree.

*Aims and Methodology of this activity:* Students will have the opportunity to get the background information of a family in order to design the family's genogram based on the intergenerational approach. This process aims to help them understand the links between theory and also develop critical thinking.

*Outcome of this activity:* Each group will have to prepare a mini presentation of their experience and submit it to the instructor who will provide them with feedback. Additionally, there will be a debriefing teleconference where the instructor will facilitate a reflective discussion on the experiences of each group so that all students together understand the way they build their genograms.

### **Simulation activity based on a case study in Week 8**

*Introduction of this activity:* Students will be divided into groups by the instructor and a set of questions will be created in order to proceed with an interview with a family member.

*Aims and Methodology of this activity:* Each group will prepare a small list of topics / questions. Each member of the group should interview (based on the group's questions) one person, thus exploring views / knowledge about the family.

*Outcome of this activity:* Each team will then have to present the material from each interview and a complete report of answers. Interview materials and answers will be discussed in the class and feedback from the instructor will be provided for each group.



### PSD415 Theories of Intelligence

**Activity T1:** Simulation activity in classroom: Students are asked to imagine they are instructors themselves and need to organize an educational activity which can match/address at least 3 types of students' Multiple- Intelligences.

**Introduction of this activity:** Students are presented the theories supporting the existence of multiple Intelligences (e.g., Gardner's Theory), and are then asked to give specific examples (and possible some related jobs) for each one of them.

**Aims of this activity:** After having understood the different types of Intelligences, the students are expected to 'apply' this knowledge by working in groups and designing an 'educational activity' (for any educational grade-level) where the 'instructor' tries to meet and address as many as possible of the children's multiple Intelligences (and / or of learning styles as well). This activity also helps students: a. to realize the importance of -and b. apply in practice the - 'Differentiation in Teaching'.

**Methodology of this activity:** Students work in groups and are asked to choose any educational grade-level they like to work on. Then they are asked to choose a lesson (or an interdisciplinary setting) they prefer, where they are supposed to be the 'instructor'; The 'instructor' (i.e., each group separately) needs to design a complex and rich educational activity, which includes various types of means and methods, and is presented in various ways, so as to satisfy students with different needs, Intelligences (and/or learning-types). E.g., it might include words, pictures, music, movement, etc. The groups then present their work in the whole-class, explaining the reasoning behind their designed activity, while the other students reflect on and discuss how successful and feasible the activity is.

**Outcome of this activity:** Students in this way learn to apply in practice what they have learned in theory and develop their creativity in thinking and designing successful educational activities suitable for all possible types of students' Intelligences – applicable for the philosophy of 'differentiation in class and in life'.

**Activity T2:** Asking from students to study real case scenarios (e.g., a short video / a case study) and identify which kind of 'Intelligences' the actor possess / exhibits in it.

**Introduction of this activity:** Students are presented a short video with different actors representing different personalities. They are then asked to identify, which types of Intelligences the different actors possess and justify their answers by giving specific indications.

**Aims of this activity:** The aim of the activity is that the students not only realize the existence of various Intelligence – types but be also able to identify those types in real-life situations.

**Methodology of this activity:** Students first attend the short film and are then divided into groups, each one of which is ascribed of one 'actor' of the play. The students in each group try to identify the types of 'Intelligences' their actor has by justifying their answers with specific indications from the actor's behavior in that scenario. (The groups can be given their own actor to 'focus-on', even before the play starts). At the end, each group presents their own actor, describing his personality and analyzing the 'Intelligence-types' s/he might have based on cues presented in the scenario. The other students reflect, complete, agree or disagree accordingly.

**Outcome of this activity:** With this activity students find a pleasant way to apply knowledge in practice and be able not only to realize that each person is a combination of different types of Intelligences, but also to practice in how they can identify these types in people around them.

## **PSD420 Abnormal Child Psychology**

### **1<sup>st</sup> Simulation Activity for Week 4: Attention Deficit Hyperactivity Disorder**

*Introduction of this activity:* In a virtual psychotherapeutic lab, students will have to use avatars to role play with the instructor playing an “ADHD child” avatar, while at the same time other students, as observers will have to reflect on the clinical psychologist’s approach and practices.

*Aims of this activity:* This activity aims to develop and evaluate a real-time clinical role play simulation. Students will have the opportunity to experience an interaction with a child with ADHD, from the position of the clinical psychologist and/or the observer and imitate a real-world clinical session.

*Methodology of this activity:* Users will interact through their avatars, communicating via audio-microphone headsets. A 60-minute session will be conducted in virtual compute lab, each with a randomly assigned group of four students. One student will play the clinical psychologist avatar, instructor will play an ADHD child avatar and the other two students will play the observers who will be watching the clinical session through the virtual one-way screen. The clinical psychologist avatar will start the session aiming to assess dysfunctions, mental state and psychosocial history of the child. The instructor will act flexibly, following a narrative crib sheet, while the clinical psychologist avatar will drive the development of the session based on the assessment and symptomatology of the ADHD child. The observers must write reflective notes on an electronic forum. At the end, there will be a debriefing session where the instructor will facilitate a reflective discussion about the outcomes of this activity.

*Outcome of this activity:* Students’ outcome covers assessment of ADHD, communication and professional skills. Written reflection will facilitate learning through appraisal of one’s experience and trailing. Additionally, students receive real-time intrinsic feedback through the responses of the ADHD child avatar, enabling them to experiment with different strategies and approaching of working with this population. Students will have to write a self-reflection report where they will have to reflect on their experience and argue about the feedback provided by the instructor, aiming to understand whether everything run smoothly and effectively.

### **2<sup>nd</sup> Simulation Activity for Week 11: Abuse**

*Introduction of this activity:* Students will evaluate a case study of a physically abused child and they will have to acknowledge child’s symptomatology and risk factors of his/her diagnosis. Students will develop a risk assessment in which they will have to determine the degree to which key factors are present in a family situation that increase the likelihood of future abuse and maltreatment to the child.

*Aims of this activity:* The first aim of this activity is to show students how to assess and acknowledge the warning signs of an abusive episode. Another aim is to put students into the process of deciding whether or not the child is at further risk, by developing a risk assessment

plan. Decision making is another aim of this activity, as students are responsible for the following steps of the child.

*Methodology of this activity:* Students will have to read a case study of a child who is been physically abused by his father. Then they will have to write a report on his symptomatology and on any mental disorder that can be diagnosed. Additionally, in this report they will have to acknowledge the risk factors of the scenario. Then, students will have to develop a risk assessment plan about the case of this child. In a following stage, scenario cards will be used in order to develop a story about the progress and the future of this child. These scenario cards will be based on the same case study used in prior stage. Each card indicates a child's further step based on the students' decision. For example, if the students think that the family is a risk environment, they will have to choose the card that shows the child away of the family environment. If the students think that the child must be administered to the hospital, the students will have to choose the card indicates the hospital. Students' decisions must be based on the outcome of risk assessment. At the end, a new story will be created based on the chosen scenario cards.

*Outcome of this activity:* Students will have to present their story and they will have to argue about their choices (scenario cards that have been selected). Then, the instructor will discuss these decisions, and s/he will provide alternative strategies on how things may go differently. Then, students will reflect on their approach, and will critically provide evidence about the procedure of the child. Instructor will also evaluate the progress of the child and all the class together will decide whether or not each step was effective.

## **PSD425 Psychotherapeutic approaches**

### **Interactive group educational activity based on a video therapy session in Weeks 4 and 10: Linking theory with practice.**

*Introduction of this activity:* Students will be clustered in groups and they will be presented a video of a therapy session according to the therapeutic modality chosen for them (Psychoanalytic/dynamic, Cognitive-behavioural, Person-centred, Gestalt and Systemic and finally Integrative). Each group will have to discuss the video, answer a set of questions and design a set of interventions.

*Aims of this activity:* Students will have the opportunity to experience a therapy session from the position of the observer and proceed to a discussion with their group members. This discussion will, firstly help them link theory and practice and secondly, give them the opportunity to participate in a discussion which mimics the environment of group supervision. Additionally, by answering the given questions on the session will help them think as a counselling psychologist under training which will ultimately lead them in the creation of alternative interventions on those applied by the therapist in the video. This process aims to not only to help them understand the links between theory and practice but also to initiate critical thinking and autonomous thinking in the numerous way interventions could be applied in a therapeutic room.

*Methodology of this activity:* A video session will be given to groups depending on the therapeutic modality assigned to each group (Psychoanalytic/dynamic, Cognitive-behavioural, Person-centred, Gestalt, Schema therapy and Systemic and finally Integrative). Students will be instructed to read specific material of the course related to their topic and then watch the video. Moreover, they will answer a set of questions and discuss them as a group (e.g., what techniques have they recognised in the session? Which theory of that modality is behind those techniques? Etc.). Later, they will go back in the session and each member of the group will: firstly choose one intervention in order to explore whether the therapist's intervention was helpful or not to the client by also providing an alternative intervention from the techniques of that therapeutic modality and secondly will choose another intervention applied by the therapist of the video and re-create it by using their own words.

*Outcome of this activity:* Each group will have to prepare a mini presentation of their experience and submit it to the instructor who will provide them with feedback. Additionally, there will be a debriefing teleconference where the instructor will facilitate a reflective discussion on the experiences of each group so that all students together get a picture on what happened in other groups but also to be able to understand the theory behind the practice on other modalities from those assigned to their group.

### **Interactive group debate in Week 10: "The best Psychotherapeutic Approach"**

*Introduction of this activity:* Students will have to engage into a debate monitored by the instructor, who will be acting as the host. The students will have to present theoretical and empirical evidence, which favours the psychotherapeutic approach of their choice.

*Aims of this activity:* This activity aims to develop and evaluate critical thinking in a debate-simulation. Students will have the opportunity to locate, evaluate, and present material relevant to the given topic.

*Methodology of this activity:* Students will be randomly assigned two weeks before the activity into 5 teams representing each psychotherapeutic approach. The students will be provided two weeks to locate and process relevant material. There will be a set of certain game rules to trigger and maintain the interest and enthusiasm of the students, as well as, to create an entertaining atmosphere (e.g., time limitations, passing questions to the opposing team, etc.). Marks will be given to the group of students who present valid statements (along with their related sources), supporting the hypotheses. At the end, the instructor will facilitate a reflective discussion regarding the general scope and the outcomes of the activity.

*Outcome of this activity:* Students will be expected to go through activities such as: locating sources, synthesizing information, critically analysing material and presenting findings. They will also need to interact and function as members of a group and to benefit from real-time feedback dynamically reflected on the interaction between them and the 'opposing team' as well as the 'host'.

## **PSD430 Sensation and Perception**

### **1<sup>st</sup> Simulation Activity for Week 5: Perceiving objects and scenes**

Students will be separated in groups of 3 and they will be asked to access the illustration of the object perception. This illustration can be found on the following link: <https://isle.hanover.edu/>. Students will be able to try the different activities in order to explore, how the Gestalt principles work, the factors that increase or decrease our perception of illusory contours of the Kanizsa triangle and whether they can identify some of the geons that make up objects. The previous activities will then be discussed, in order to identify where the students have difficulties in comprehending the Gestalt laws, the illusory contours and the geons.

### **2<sup>nd</sup> Simulation Activity for Week 10: Ear and the auditory system**

Students will be asked to access the illustration of the auditory brain and sound localization. This illustration can be found on the following link: <https://isle.hanover.edu/>. With the use of this experiment, students will be able to determine their ability in localizing the azimuth of a sound, which refers to the left-right or side-to-side aspect of sound localization. After completing the experiment, the results will then be discussed, in order to identify the threshold of the students.

## **PSCD435 Psychopathology II**

### 1. Simulation Activity for Clinical Interview and the 1<sup>st</sup> Meeting:

**Introduction and aims of the activity:** In this simulation activity, students will have the opportunity to focus in the process of the clinical interview and especially the first contact that they will have with their patient/client. In previous course and activity, they have the opportunity to learn on a basic level the procedures of the assessment. In the current activity, they will focus on:

4. Questions that mental health professionals use during the 1<sup>st</sup> interview/meeting
5. Introducing ourselves
6. Collecting specific information about the current situation of the patient/client

**Methodology and outcome:** For the purpose of the current activity, we will use the premises of the Psychotherapy Lab but also the distance-learning platform. The setting of the lab will give students the opportunity to create a vivid image of the setting of a therapy room. On the other hand, in many cases psychologist conduct online sessions. Thus, using the distance-learning platform, instructor will give students the opportunity to understand how a mental health professional work in an online environment.

First, the instructor will demonstrate the questions that a mental health professional ask during the 1<sup>st</sup> interview. Students will have the opportunity to ask and discuss their opinions with the instructor regarding the procedure. Then instructor will demonstrate how a mental health professional introduced his/herself. In this case, the instructor will have the opportunity to present several wrong/problematic introductions; and discuss in which ways these pitfalls may affect the procedure of assessment. Last, the instructor will demonstrate in which ways a mental health professional ask questions in order to collect specific information about the current situation of the patient/client. In this point the instructor will linked questions with several mental health disorders and issues that students learned in previous courses.

It is important to mention that these are introductory information, which is not equivalent to a comprehensive training in assessment.

**Period:** This activity will be implemented during the 4th week

### 2. Understanding the differences between eating disorders

**Introduction and aims of the activity:** Similar to all mental health disorders, eating disorders is a broad category at DSM-V. However, food consumption is also a symptom in several mental health disorders e.g., mood disorders, anxiety disorders etc. The aim of this activity is to help students understand first:

- The differences between the different eating disorders
- The difference between an eating disorder and symptoms that contains distortion of food consumption but are related to other mental health disorders



**Methodology and outcome:** In this activity, the instructor will provide students with three vignettes / cases, containing information about symptoms, behaviors and emotions of a specific person. For each case, students should think and choose in the form of multiple-choice answer the disorder that is presented in each case. In addition, students will have the opportunity to express their thoughts to the instructor and their classmates. In the end of the discussion in each case – and before providing the right answer, students will have the opportunity to re-think and if they want to change their initial answer.

**Period:** This activity will be implemented during the 10<sup>th</sup> week