



Doc. 300.1.2

Date: 8/4/21

Higher Education Institution's Response

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

- **Town:** Nicosia

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

In Greek:

“Ψυχολογία: Κλινική – Συμβουλευτική (2 Έτη/160 ECTS, Μεταπτυχιακό)”

In English:

“Psychology: Clinical - Counselling (2 years/160 ECTS, M.Sc.)”

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



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

The Department of Social and Behavioral Sciences of European University Cyprus expresses its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the postgraduate programme of study Psychology: Clinical – Counseling (M.Sc.).

It is with great pleasure that the Department and the School of Humanities, Social and Educational Sciences noted the positive feedback of the EEC and we appreciate its insightful recommendations, which provide us the opportunity to further improve the quality and implementation of the programme. In the following pages, we respond in detail to all recommendations for improvement suggested by the EEC and we provide all relevant information to explain the actions taken to ensure that the programme is of high quality.

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

EEC recommendations

1. The overall research methods teaching could be increased. We noted that there was one course on multivariate statistics, but would like to encourage more quantitative methods taught. There was no specific qualitative research methods course outlined in the documents we had seen. We would strongly recommend that more qualitative research methods are taught, such that all students had a basic understanding of these research methods so as to be able to critically appraise published research, and we would also like to see more opportunities for students to undertake qualitative research.
2. We encourage the Department to consider how PPIE can be incorporated within student selection procedures, teaching and research.

Response by EUC:

We would like to thank the EEC for these important recommendations regarding study programme's design and development. Please see our responses below:

1. *Following the EEC's recommendation for teaching more quantitative methods in the programme, we reviewed and reworked the course CCP625 Multivariate Statistics and Research Methods. The revised syllabi includes now a more in-depth and extended teaching of quantitative research methods that a social scientist will use in the field of psychological research. Specifically, we have now added:*
 - a. *Moderation and Mediation Analysis*
 - b. *Multiple analysis of variance (MANOVA)*
 - c. *Exploratory and Confirmatory Factor analysis*

We strongly believe that the addition of the aforementioned analyses in combination with the existing ones, will match the needs of our students, enhance their knowledge in multivariate statistics –as recommended by the EEC– and improve the quality of the course. Please see Appendix I – Revised table of Structure of the Programme, Appendix II – Revised table of Course Distribution per Semester and the revised syllabi in Appendix III.

In addition, taking into account the EEC's recommendations for the need to include a qualitative research methods course and in an effort to proceed with amendments without affecting the quality of the programme, the Department added the course CCP630 - Qualitative Research Methods in the position of the course "Introduction to Play Therapy". We thus believe that students will gain a basic understanding of these research methods so as to be able to critically appraise published research. Additionally, as the EEC expects, the existence of a course on qualitative methods provides now more opportunities for qualitative research. More specifically, students will now be able to undertake qualitative research in the master thesis as an option in addition to quantitative and mixed methods research topics. Please see the new course syllabi CCP630 - Qualitative Research Methods in Appendix IV.

The basic elements of Introduction to Play Therapy will now be taught in the course CCP659 - Specialized Preparatory Internship Seminars for Clinical Psychology and CCP664 - Specialized Preparatory Internship Seminars for Counselling Psychology, since the Programme's purpose and objective is to introduce clinical/counselling psychology students to the practical, clinical and operational procedures that will encounter in their placements, so as to be adequately prepared before they commence their internship. Since the aim of the programme is to promote the scientist-practitioner model, this change will not affect the quality of our programme, but on the contrary, will enhance students' ability to have a basic understanding of different research methods and be able to critically appraise published research – based on EEC recommendations. Even though, the "Introduction to play therapy" is an important and interesting course, students and future professionals can participate in trainings for play therapy or even become accredited practitioners in play therapy as part of their continuing education.

2. *The Advisory Board consists alongside its internal members, a minimum of four (4) external members from academia, the public sector and the industry, and at least one (1) alumnus student representative from the Psychology, Clinical-Counselling Psychology and Career Guidance and Counseling programmes of study. The aim of the Advisory Board is to support the Department's programmes of study through an independent evaluation of its activities and its constructive feedback. Overall, the Advisory Board reviews and contributes in several relevant areas, including the following:*
 1. *Improvement(s) on academic teaching;*
 2. *Evaluation and suggestions on the programmes' structure and content, in order to assure the provision of an enhanced learning experience to their students and high quality educational programmes;*
 3. *Proposition of courses that link the programmes with the needs of the local and global industries, that promote internationalization, academic and professional qualification and, foremost, the employability of graduates;*
 4. *Develop mutually beneficial relationships between the faculty, the industry, stakeholders and authorities, aiming to facilitate constructive exchange of ideas and people, as well as strengthen the links between them;*
 5. *Contribution of innovative ideas for research and its implementation;*
 6. *Promotion of the work of the faculty externally.*

The Expert Review Panel comprises of academic and subject experts, namely two External members (experts on the programme thematic areas) and the Programme Coordinator (on behalf of the Programme Committee) who suggests two external experts who are forwarded to the Department Council for approval. The Expert Review Panel provides a written review report by commenting and evaluating the findings and implementation plan presented in the Program Evaluation Review (PER) procedure of each programme of study, as well as by providing relevant recommendations. The role of the Expert Review Panel is to provide feedback only on the academic elements of the Program Evaluation Review (PER) procedure. Decisions about the viability and other aspects of the programme remain within the remit of the School and University.



Currently, in our Advisory Board we have external members from the Ministry of Education, from the Ministry of Labour, Welfare and Social Insurance, from a Public University Counselling Service, from private Psychology and other Health Services. After the latest meeting of the Advisory Board in January 2021 and the discussion we had on the results from the EEC evaluation on the matter of PPIE, they suggested that PPIE could be included in the Advisory Board. Therefore, we contacted the Cyprus Mental Health Committee, as well as the journal “Economist”, to discuss the options, the legalities and the procedures in including PPIE representatives in our Advisory Board. As this is something very new for us and Cyprus in general, it may take some time before it finalizes. We are very positive about these new additions/collaborations and believe that the new stakeholders’ active involvement will hugely benefit the student selection, the academic, research, and other relevant procedures of our programmes.

2. Teaching, learning and student assessment (ESG 1.3)

EEC recommendations

1. More attention in teaching (and research) could be put on Open Science practices. This involves discussing the importance of preregistration, a replicable workflow, the use of open software, open data, as well as open access publishing.
2. Assessments appeared to be rated by individual markers, with little or no 'second marking' or 'audit marking'. We would recommend that audit marking be undertaken and that there is a clear process of dealing with any discrepancies. The EEC welcomes the Department's plan to have 20% exams per course assessed by two independent examiners.
3. We recommend that the Department conducts a mapping exercise to determine how the needs of the Cypriot society are being met by the training and teaching provided on this MSc.

Response by EUC:

We thank the EEC for these important recommendations regarding teaching and student assessment, which we have attempted to take into account effectively, as indicated below:

1. *Following the EEC's suggestion, we made further steps in incorporating Open Sciences Practices to our teaching and research. We see this as an ongoing process which will be updated and reworked based on the experience we gain each academic year.*

Firstly, the topic of Open Science Practices is presented in our M.Sc. courses (i.e., CCP625 Multivariate Statistics and Research Methods) and is discussed with our students in order to help them understand the ethos of preregistration, open data-software-publications and also to encourage them to follow such practices for their research projects.

Secondly, the procedure followed by a student/staff when submitting a proposal to the Cyprus National Bioethics Committee (CNBC), is very similar to preregistration, given that the basic requirement for a CNBC's approval is researchers to follow the exact methodology and process originally submitted and approved by CNBC until the completion of their study. This is normally monitored by the supervisor of the research proposal. However, to enhance this process, the Department will create an internal repository where all research proposals submitted to CNBC will be preregistered to and hence will be openly accessible to its members (academic staff and students).

Thirdly, our students are given the option of using anonymised secondary data for their thesis and therefore be exempted from bioethics screening since such projects do not involve interactions or interventions with humans.

Lastly, concerning the open access publishing two actions took place: (1) the Vice-Rector of Research & External Affairs forwarded to the Rectorate Committee and the Senate for further discussion and approval the relevant University policy to be revised so that each faculty member is entitled to funding of 1440 euro per year for

participation in a conference or for publication charges; (2) the Department has officially requested an annual budget for covering open access publication fees for the Department's faculty and student research work, which will help us even more with Open access journal publication fees.

2. *We agree with the need of audit marking. For this reason, the Department Council approved on the 17 of March 2021 that 20% of all exams will be blindly doubled-marked for all courses. Currently we have another teaching staff that shares the same expertise do that. In the case of major discrepancy (more than 5 points) between the instructor's evaluation and the re-evaluation that requires a change of grade, the average of the two evaluations will be assigned as the final grade. Additionally, we would like to point out that in the case where a student believes that her/his grade is different from what was expected, s/he has the right to appeal against the grade by filling a petition at the Office of the Registrar. The Registrar forwards the petition to the Chairperson of the Department. The Chairperson first checks that the instructor made no errors, and then s/he assigns an anonymous re-evaluation of the final exam to another instructor. In case of a major discrepancy between the instructor's evaluation and the re-evaluation that requires a change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School (see Appendix V – EUC charter, page 33).*
3. *As regards the EEC comment on mapping exercise to determine how the needs of the Cypriot society are being met by the training and teaching provided on this M.Sc., we would like to inform the EEC that this process is implemented through the Department's Advisory Board. The aim of the advisory board is to support the M.Sc. through an independent evaluation of its activities, feedback and constructive criticism. Alumni, professionals and industrials are members of the Advisory Board, as explained above (item 1.2, page 4). Overall, this Board will review and contribute in several areas, including the following:*
 - a. *Improvement(s) on academic teaching;*
 - b. *Evaluation and suggestions on the programs' structure and content, in order to assure the provision of an enhanced learning experience to their students and high quality educational programs;*
 - c. *Proposition of courses that link the Programs with the needs of the local and global industries, that promote internationalization, academic and professional qualification and, foremost, the employability of graduates;*
 - d. *Develop mutually beneficial relationships between the faculty, the industry, stakeholders and authorities, aiming to facilitate constructive exchange of ideas and people, as well as strengthen the links between them;*
 - e. *Contribution of innovative ideas for research and its implementation;*
 - f. *Promotion of the work of the faculty externally.*

3. Teaching Staff (ESG 1.5)

EEC recommendations

1. The EEC was surprised by the high number of non-tenured staff (“scientific collaborators”) on short-term contracts. This is a potential risk for the course’s ability to provide expertise at specific time points related to specific topics. We would recommend that the Department and University consider this job family of non-tenured staff and explore options to make them more permanent and find appropriate promotion opportunities.
2. The EEC was also surprised by the low number of full professors in psychology. Internationally, it is rather uncommon that the head of the department is at the assistant professor level (although the current head of the department is certainly doing an excellent job). We understand that at EUC also assistant professors are tenured, but would recommend reserving positions with high administrative duties to more senior personnel. This would grant junior faculty members the necessary time to focus on research.
3. We would encourage the Department to consider teaching and conducting more qualitative research, and where staff are unavailable to do this, the Department considers this aspect in future academic appointments, and also considers whether current staff can make use of Continued Professional Development in qualitative research methods.
4. We recommend the university considers how staff can be allocated time during university working hours to undertake the minimum level of clinical/counselling activities to maintain professional practicing licenses.

Response by EUC:

We would like to thank the EEC for their valuable suggestions relating to teaching staff. In what follows we address the EEC recommendations:

1. *We would like to thank the EEC for their valuable suggestions relating to the staffing model of the Department. In what follows we address how we have been proactive in the past on minimising such a risk and -following the suggestions of the EEC- how we shall further address this from now on.*
 - a. *Although the part-time staff contracts are on a semester-basis, there is a stability and continuity for a large number of scientific collaborators, as some of them teach with us for more than two years continuously. We provide them with a fairly steady number of courses based on their specialty and at the same time, we have at least two scientific collaborators on the same specialization who can substitute each other in cases of emergency.*
 - b. *Additionally, the list of courses and sections which are offered each semester, are prepared in consultation with students’ advisors at the Department of Enrolment. This allows the course coordinators plenty of time to cover the needs without any complications. More so, vacancies in specific course subjects are advertised every March-April for the subsequent academic year.*

This enables us to have a steady pool of professionals who are approved and can cover the needs of our programmes.

- c. *Based on the suggestions of the EEC to consider the full-time - part-time ratio, the Department of Human Resources of the University has approved the Department's and School's request to consider renewable contracts for a number of Scientific Collaborators who cover constant teaching needs to our Department.*

Concerning the awards and promotion criteria for part-time academic staff, based on our University Charter and on National legislation, there are no such criteria for scientific collaborators (part-time staff). However, other benefits/incentives for their professional development are provided. For example at the end of each academic semester and based on the students' survey of each of their courses, we acknowledge good evaluation results concerning teaching practices for all full-time and part-time staff. Another example is the opportunity for part-time collaborators to participate in the 35-hour Faculty Development Program (FDP), which is offered in three parts in September, January and June every year. The content of the program focuses on various aspects on teaching and learning in higher education and upon its completion participants are granted a certificate of attendance and participation. The FDP is annually revised based on the feedback provided by participants and consideration is made for the external accreditation of the program as a Graduate Certificate in Higher Education Teaching. Additionally, by being employed at the University our part-time staff have the opportunity to submit research proposals for funding under their EUC affiliation and/or participate in existing funded projects of the Department. Part-time staff are also provided with the opportunity to act as supervisors on the final year thesis of both undergraduate and postgraduate research projects, which enables them to work within their research fields and produce publishable work. In other words, our part-time staff, while working at the EUC are provided with opportunities to advance their careers and enhance their C.Vs at the same time.

2. *We thank EEC for this recommendation. At EUC after an academic year of probation all ranks are tenured. While it is a reality that currently the Department has only three Psychology faculty in senior ranks (at the rank of Associate Professor and no faculty at the rank of full professor) it is expected that in the coming years and following the EUC charter on promotions more staff will advance in senior ranks and full professor positions.*

As far as the rank of the Chairperson, based on EUC Charter (p.241, see Appendix V), the successful candidate for the position of the Chairperson of Department shall possess the following qualifications:

- a. *A holder of a doctoral degree at the rank of at least Assistant Professor;*
- b. *Appropriate management and communicative skills;*
- c. *Collegiality and effectiveness in working with faculty and students;*
- d. *Commitment to learning, research and community service.*

Nevertheless, we forwarded EEC's comment to the EUC Rectorate Committee for further consideration and discussion.

- 3. After taking into account the EEC's suggestion to enhance our teaching and qualitative research profile, the Department has announced the hiring of two more full-time faculty members, one of which in the area of Research Methods (the hiring will be in effect in the first day of Fall semester 2021). Moreover, it is important to mention here again (see previous answer 1.1, p. 3-4) that teaching qualitative methods is now part of our curriculum as we included a new course on Qualitative Methods and research-wise we proceeded by amending the Master thesis so that students can undertake qualitative research. Additionally, some of the full-time faculty members are already trained in qualitative research and able to supervise a postgraduate thesis, which follows qualitative methodology. Moreover, focusing on publications and conducting research, we have colleagues in our Department who have published qualitative research and this will continue. Finally, the Department Council's request to the University's Faculty Professional Development Standing Committee for an in-depth training on qualitative research was approved. Therefore, we believe that these actions can fulfil the EEC's suggestions.**
- 4. ECC noted that several members of the current staff are licenced practitioners, which is very vital for our B.Sc. and M.Sc. Psychology programmes. Even though the contractual requirements of faculty members are six office hours and 12 teaching hours per week, plus any additional amount of hours spend for meetings or other administration work in the University and any amount of hours spend for research, all their clinical work is conducted out of the university hours. Therefore, the suggestion of the EEC was taken to the University's Rectorate Committee and it has been decided that these faculty members will have a specific day per week reserved solely for clinical work without any interruptions for other Academic activities (for further clarification see 300.3.2 Departmental report, p. 5)**

4. Students

(ESG 1.4, 1.6, 1.7)

EEC recommendations

1. The department should consider implementing routine checks on the grading/marketing standards and whether these are in line with national and international standards.
2. We recommend having external stakeholders (particularly clients/patients) in the selection interviews, and would like to encourage the Department to consider how to involve them in these decision-making processes.
3. We would like the team to reflect on how class participation is systematically assessed, and whether this assessment can negatively bias some students, simply based on their personalities.
4. We would encourage the Department to consider alternative ways of assessing modules to reduce the burden for both students and staff created by written examinations.

Response by EUC:

We thank the EEC for their recommendations regarding the programme's students, which we have attempted to take into account effectively – some of these recommendations are already stated in previous sections:

1. *We acknowledge the EEC's recommendation, and we would like to ensure that several actions are applying. Specifically, taking into account the national and international standards, and based on the Cyprus Agency's of Quality Assurance in Higher Education (CYQAA) requirements, the following actions are taking place:*
 - a. *Based on the guidelines of CY.Q.A.A. we maintain final exams for a period of three years and also do a random sampling of all courses' assignments (Good-Average-Poor) and keep them for two years (see CY.Q.A.A. instruction: <https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/126-apofaseis-21-synodos>). Courses' assignments and final exams are presented to external evaluation committees during quality assurance procedures conducted by the CY.Q.A.A.*
 - b. *Another action that implements routine checks on the grading/marketing standards is the "second marking" procedure stated in Section 2 Point 2 (please see above p. 6).*
 - c. *Another action that safeguards the quality of grading is the use of rubrics. Rubric is provided to the students in the beginning of the semester, when assignments are set, in order to inform the students on assessment/marketing criteria, guide them during the preparation of the assignment and help them getting an indication of a grade that they will receive.*
 - d. *The Chairperson of the Department and the Coordinator of the programme monitor grades at the end of each semester. This practice is another way for us to check grades and guarantee that we are in line with national and international standards.*
 - e. *Taking into account national and international standards is very important both for the department and the University. For this reason, a three-member committee*

evaluates master theses, where the third member can be scientific collaborator or an external examiner from another University.

Additionally, to all the above actions, it is important to point out that the School Administration Office maintains records of grades for all modules during the years.

2. *We would like to thank the EEC for this valuable suggestion and we are enthusiastic in findings ways for including clients and patients in the selection interviews; and to involve them in our decision-making processes. Since there is no official association of patients with mental health difficulties in Cyprus, we have contacted the Cyprus Mental Health Committee in order to discuss possible ways with which we can include patients and clients in our internal procedures.*
3. *Class participation is marked by a 10% of the overall grade. This percentage is split in both attendance and participation of the student. We ensure that it is not related to the personality of the student. As mentioned, it is based on the absences of the students in the lectures along with their effort to participate in class discussions and activities. A participation rubric has been approved from the Department Council on 17th of March 2021. More specifically, regarding the 5% of attendance, there is a 3-point scale which helps the instructor mark the student's absences during the semester. The additional 5% of participation has a 3-point scale, which helps the instructor evaluate the student's participation (e.g., constructive contribution in class discussion and active listening) during the semester. Please see Appendix VI of the breakdown of this percentage based on specific criteria.*
4. *We are in complete alignment with the EEC on this comment. This is one of the main teaching and learning approaches of the programme, namely not to evaluate students only by using written exams but opting for alternative methods as well. For this reason most courses, are not evaluated only by written examinations (exams scores account for the 60% of the total grade), but also with assignments and participation. Additionally, 5 out of 15 courses (CCP610, CCP615, CCP645, CCP650 and CCP659) are laboratory courses, meaning that students are assessed based on laboratory and hands-on activities reflected in assignments, presentations, participation and attendance. However, in light of this suggestion, we reviewed the assessment method of four courses by including an exam in each of them (which scores accounts for 45% of the total grade) to evaluate student's knowledge on theory which is essential, and assignments and/or presentations (scores account for 45%) to evaluate their general understanding and applied aspect of the course. Please see Appendix VII in the pages indicated in the table below for the changes made in each course Syllabus.*

Revised Syllabus	Page No
Revised Syllabus CCP605	1
Revised Syllabus CCP640	3
Revised Syllabus CCP653	5
Revised Syllabus CCP658	8

5. Resources

(ESG 1.6)

EEC recommendations

- 1. There seems to be no established procedures for open access publishing. We recommend that a clear and transparent process be outlined for staff and students to seek funding for Article Processing Charges for Open Access publications.**
- 2. We encourage the Department to consider other types of assessments also (for altered brain function), including both objective and subjective (patient-reported) measures, and computerised and paper-pencil tasks.**
- 3. At present, the sharing of resources across departments at EUC seems to work well. For example, the department of Education already made use of the Microsoft innovation center, with similar opportunities existing for the department of behavioral and social sciences (e.g., for teaching purposes, data visualization/exploration, etc.). With an increasing number of faculty members and students, however, EUC may consider adopting a more formal procedure for sharing resources to secure fair, reliable, and transparent access.**
- 4. We understand that students are informed about the requirement for them to self-fund their placements and personal therapy. We encourage the Department to consider how the internships and personal therapy sessions can be subsidized for those students from poorer economic backgrounds.**

Response by EUC:

Some very valuable suggestions have been provided in this section also which we have attempted to take into account effectively, as indicated below:

- 1. As you can see above in Section 2.1., the annual allowance for faculty members concerning Professional Development is 1440 euros. This amount is possible to be used for conference participation as well as for processing charges for open access publications. Such application will be submitted through intranet and approved by the Chairperson of the Department, the Dean of the School and the Vice-Rector of Research & External Affairs. In addition to this, the Department has officially requested an annual budget for covering open access publication fees for the Department's faculty and student research work, which will help us even more with Open access journal publication fees.**
- 2. Taking into account ECC comment, in order to improve and add other types of assessments, the Department is planning to buy and use specific tools in September 2021. Those tools will be taught during courses and laboratories and will be used during research projects for both students and faculty members. More specifically:**
 - Child Behavior Checklist (CBCL): The Greek version of CBCL is a widely used caregiver report form identifying problem behavior in children, used in both research and clinical practice with youths. Students will be able to teach and use this specific tool during the course of Personality Assessment and Lab (CCP645).**

- **Mini International Neuropsychiatric Interview (MINI):** *The Greek version of MINI was designed as a brief structured diagnostic interview for the major psychiatric disorders in DSM-5 and ICD-10. MINI assesses the 17 most common disorders to identify in clinical and research settings. Students will be able to teach and use this specific tool during the course of Clinical Diagnostic and Formulation Skills (CCP650).*
- **Montreal Cognitive Assessment (MoCA) (both app/computerised and paper-pencil):** *The Greek version of MoCA is a brief cognitive instrument for the measurement of dementia. Specifically is a cognitive screening test designed to assist Health Professionals in the detection of mild cognitive impairment and Alzheimer's disease. Students will be able to teach and use this specific tool during the course of Cognitive and Neuropsychological Assessment and Lab (CCP615).*

The list of tools will be reviewed every academic year and be included in the Department's Budget.

Moreover, reflecting on ECC comments during the evaluation procedure and taking into account the comment for considering other types of assessments for altered brain function, we proceeded with a change in courses that are offered in an effort to enhance the quality of our programme and the knowledge of our student in specific mental health disorders. Specifically, we decided to replace the course CCP635 - Group Therapy with CCP635 -Advanced Psychopathology. The Advanced Psychopathology course will give as the opportunity to focus on a broad range of psychopathology, important for their future work as professionals in the National Healthcare System (GESY). Moreover, in order to address the need for focusing on altered brain function, one of this course topic is Neurocognitive disorders (i.e. Alzheimer's). Similar to play therapy, group therapy is also an important and interesting course; however, students and future professionals can participate in trainings for group therapy. In addition, introduction to group therapy will be taught during the course CCP659 - Specialized Preparatory Internship Seminars for Clinical Psychology and CCP664 - Specialized Preparatory Internship Seminars for Counselling Psychology, since the course purpose and objective is to introduce clinical psychology students to the practical, clinical and operational procedures that will encounter in their placements, so as to be adequately prepared before they commence their internship. Please review the new course syllabi (CCP635) in Appendix VIII.

3. **We acknowledge the EEC's recommendation on adopting a formal procedure for sharing resources, and we would like to point out that EUC has specific procedures, for staff, on how to access several resources and facilities within the University, such as labs and the Microsoft Center. Specifically, all faculty members through Intranet, may request any available resources for their courses. Through this procedure, they may access the availability of all resources and facilities and then proceed with a request for booking. An administrative member of the Department of Enrolment is responsible to approve or reject the request and give access to any resources.**

4. *Indeed, students are informed about the requirement for them to self-fund their placements and personal therapy from the very beginning. However, at EUC we realize that for some students financial aid can greatly affect their decision whether or not to choose our program. For this reason, our advisors at the Student Advising Center (Department of Enrolment) provide all relevant information on aids and scholarships and benefits. EUC recognizes that each student's financial situation is unique and for this reason, we have developed policies and procedures to treat each student fairly and equally. There are several scholarship schemes and opportunities that our students can apply for:*

- *Each academic year the State Scholarship Foundation of Cyprus announces a number of state scholarships to citizens of the Republic of Cyprus and/or citizens of a Member State of the European Union for postgraduate studies. These scholarships are based on academic merit and socio-economic status, with an annual stipend of equal to €3.000.*
- *Each academic year the Larnaca Higher Education Scholarship Foundation announces a number of interest-free loans (up to €2400) for graduates of Public Schools & Technical Schools in Larnaca.*
- *Each academic year the Central Agency for Equal Distribution announces a number of scholarships for refugees.*
- *Each academic year the Housing Finance Corporation announces a number of scholarships, equal to €5000.*
- *Each academic year, the Thanos Hotels & Resorts and Round Table 7, announces several scholarships for residents of Paphos.*
- *Each year Leventis Foundation announces its Educational Grants Scheme. This scheme is an annual programme of grants intended for postgraduate and doctoral students. Students can proceed with their applications between the 1st and 31st of March of each year.*
- *Each Cypriot postgraduate student can apply for the State Student Sponsorship that is granted based on financial criteria.*

In addition, the graduates of the EUC, are entitled to a 20% reduction in tuition fees. Moreover, in cases where 2 siblings study at the same time at the EUC, they are entitled to a 10% reduction in tuition fees.




Concerning personal therapy, the Department is now in the process of developing a list of certified psychologists in Cyprus who can provide low-cost personal therapy to our M.Sc. students during their training. We have already announced a call for professionals interested to be included in the list. At the beginning of each academic semester, students will be provided with the list and they will be able to choose their personal therapist, benefiting from the low-cost price.

B. Conclusions and final remarks

We would like to sincerely thank the EEC for the positive feedback and constructive recommendations. The Department of Social and Behavioral Sciences found the EEC's discussions and interaction a constructive learning process. The review procedure was a positive experience and crucial for moving forward effectively. For this reason, we made a focused effort to address and follow each of the EEC's recommendations. By making these changes and providing the necessary clarifications, we believe that we are able to improve the quality of the programme, which is in line with the European Qualifications Framework and International standards.

Once again, we are grateful to the EEC for their candid discussions and the insightful comments and suggestions throughout their report.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Marios Vryonides	Dean, School of Humanities, Social and Educational Sciences	
Dr. Panagiotis Parpottas	Chairperson, Department of Social and Behavioural Sciences	
Dr. Giorgos Georgiou	Programme Coordinator	
Click to enter Name	Click to enter Position	
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Date: 08.04.2021



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Appendix I

STRUCTURE OF THE PROGRAM OF STUDY

DEGREE REQUIREMENTS	ECTS
All students pursuing a Master of Science in the “Clinical/Counselling Psychology” program must complete the following requirements:	
Compulsory Core Courses	60
Compulsory Specialization Courses and Master Thesis	60
Compulsory Internship of 1000 hours*	40
Total Requirements ECTS	160
Optional Internship of 500 hours**	20

* Only after the successful completion of all core courses (60 ECTS) and all specialization courses (60 ECTS), students are eligible to register on the two compulsory specialization Internships

**The optional Internship (20 ECTS) is over and above of the 160

Appendix II

REVISED TABLE OF 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
Semester 1 (30 ECTS)								
1.	Compulsory Core	Child and Adolescent Psychopathology	CCP600	3	50	14	42	6
2.	Compulsory Core	Ethics in Psychological Science and Practice	CCP605	3	50	14	42	6
3.	Compulsory Core	Therapeutic Skills	CCP610	3	50	14	42	6
4.	Compulsory Core	Cognitive and Neuropsychological Assessment and Lab	CCP615	3	50	14	42	6
5.	Compulsory Core	Adult Psychopathology	CCP620	3	50	14	42	6
Semester 2 (30 ECTS)								
6.	Compulsory Core	Multivariate Statistics and Research Methods	CCP625	3	50	14	42	6
7.	Compulsory Core	Qualitative Research Methods	CCP630	3	50	14	42	6
8.	Compulsory Core	Advanced Psychopathology	CCP635	3	50	14	42	6
9.	Compulsory Core	Psychodynamic Interventions	CCP640	3	50	14	42	6
10.	Compulsory Core	Personality Assessment and Lab	CCP645	3	50	14	42	6
Specialty: CLINICAL PSYCHOLOGY Semester 3 (30 ECTS)								
11.	Compulsory Specialization	Clinical Diagnostic and Formulation Skills	CCP650	3	50	14	42	10

12.	Compulsory Specialization	Cognitive-Behavioral Interventions	CCP653	3	50	14	42	10
13.	Compulsory Specialization	Clinical Psychology Master Thesis I: Literature Review and Methodology	CCP656	3	50	14	42	10
Specialty: CLINICAL PSYCHOLOGY Semester 4 (30 ECTS)								
14.	Compulsory Specialization	Specialized Preparatory Internship Seminars for Clinical Psychology	CCP659	3	50	14	42	10
15.	Compulsory Specialization	Clinical Psychology Master Thesis II: Analysis and Implementation	CCP662	3	50	14	42	20
Clinical Psychology Internship 500 hours (20 ECTS)								
16.	Compulsory Specialization	Clinical Psychology Internship I	CCP665	-	-	-	-	20
Clinical Psychology Internship 500 hours (20 ECTS)								
17.	Compulsory Specialization	Clinical Psychology Internship II	CCP668	-	-	-	-	20
Clinical Psychology Optional Internship 500 hours (20 ECTS)								
18.	Optional Specialization	Optional Clinical Psychology Internship III	CCP680	-	-	-	-	20

SPECIALTY: COUNSELLING PSYCHOLOGY Semester 3 (30 ECTS)								
19.	Compulsory Specialization	Psychological Formulation in Therapeutic Practice	CCP655	3	50	14	42	10
20.	Compulsory Specialization	Humanistic Interventions	CCP658	3	50	14	42	10
21.	Compulsory Specialization	Counselling Psychology Master Thesis I: Literature Review and Methodology	CCP661	3	50	14	42	10
SPECIALTY: COUNSELLING PSYCHOLOGY Semester 4 (30 ECTS)								

22.	Compulsory Specialization	Specialized Preparatory Internship Seminars for Counselling Psychology	CCP664	3	50	14	42	10
23.	Compulsory Specialization	Counselling Psychology Master Thesis II: Analysis and Implementation	CCP667	3	50	14	42	20
Counselling Psychology Internship 500 hours (20 ECTS)								
24.	Compulsory Specialization	Counselling Psychology Internship I	CCP670	-	-	-	-	20
Counselling Psychology Internship 500 hours (20 ECTS)								
25.	Compulsory Specialization	Counselling Psychology Internship II	CCP673	-	-	-	-	20
Counselling Psychology Optional Internship 500 hours (20 ECTS)								
26.	Optional Specialization	Optional Counselling Psychology Internship III	CCP690	-	-	-	-	20

Appendix III

MULTIVARIATE STATISTICS AND RESEARCH METHODS REVISED SYLLABUS

Course Title	Multivariate Statistics and Research methods				
Course Code	CCP625				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's Name	Paris Vogazianos				
ECTS	10	Lectures / week	2 Hours / 14 weeks	Laboratories / week	1 Hour / 14 weeks
Course Purpose and Objectives	The primary objective of the course is to familiarize the students with all the parameters of the research procedure, including amongst others setting the aim and objectives of the research, choosing the right research tools setting the population frame, choosing the sample as well as using the right inferential statistical procedures of multivariate analysis to answer the research questions and arrive to the conclusions so that they can perform their own research.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Generate and design a research project. • Demonstrate proficiency in describing and explaining scientific theories and hypothesis testing. • Demonstrate the ability to search the professional literature and demonstrate knowledge of psychological databases and critically evaluate published research. • Explain the ethics of research using human and non-human subjects. • Produce a research project which demonstrates professional writing in APA format and style, critical analyses and synthesis. • Discuss the ideas behind the methods. • Demonstrate knowledge of use of appropriate parametric and non-parametric multivariate methods for a given research question. • Analyze and summarize multivariate data. 				

	<ul style="list-style-type: none"> • Discuss the properties of multivariate distributions. • Use factor analysis. • Use various models of multiple regression • Use statistical software packages effectively and efficiently. 		
Prerequisites	None	Co-requisites	None
Course Content	<p>This course is designed to develop quantitative and analytic thinking skills, research presentation skills and conduct quantitative research. More specifically, the course is to increase the participant's understanding of quantitative research methodology and to provide the skills needed for critical evaluation of research. Additionally, to provide students with a working knowledge of the basic concepts underlying the most important multivariate data analysis. To be able to use exploratory and confirmatory multivariate statistical methods properly, to prepare data for analysis and to carry out multivariate statistical techniques and methods, both parametric and non-parametric in order to interpret outputs and to present results of a complex nature. To be able to read the scientific literature and comprehend the use (and misuse) of multivariate analysis methodologies reported by study authors.</p> <p>Topics discussed in the course may include: Formulating the research problem, Experimental and non-experimental research designs, Validity and Reliability of the instrument and Research validity, Numerical and graphical summaries of multivariate data, Multiple linear regression, Multiple binary and ordinal logistic regression, Discriminant function analysis, moderation and mediation analysis, Hierarchical linear modelling, Factorial analysis of Variance (ANOVA) with the equivalent non parametric analysis through the proper data transformation, Analysis of covariance (ANCOVA) with the equivalent non parametric analysis through the proper data transformation, Multiple analysis of variance (MANOVA), Exploratory and Confirmatory Factor analysis, Kuder-Richardson and Cronbach alpha calculations, and other measurements of validity and reliability, And Meta-analysis for calculating the sample size that would maximize statistical power.</p>		
Teaching Methodology	Face to face		
Bibliography	<p>Ray, W. J. (latest edition). <i>Methods: Toward a science of behavior and experience</i> (10th edition.). Belmont, California: Wadsworth.</p> <p>Howitt, D. & Cramer, D. (latest edition). <i>Introduction to research methods in psychology</i> (3rd edition). Harlow: Pearson.</p> <p>Mertler, G. & Vannatta, R. (latest edition). <i>Advanced and multivariate statistical methods</i> (6th edition.). Pyrczak Publishing, Los Angeles, CA.</p> <p>Tabachnick, B. G. & Fidell, L. S. (latest edition). <i>Using multivariate statistics</i> (6th edition.). Boston: Pearson.</p>		

	<p>Howell, D. (latest edition). <i>Statistical methods for psychology</i> (8th edition.). Wadsworth.</p> <p>Aron, A; Aron, N. A & Coups, E. (latest edition). <i>Statistics for psychology</i> (6th edition.). New Delhi: Pearson.</p> <p>Warner, R. (latest edition). <i>Applied statistics</i>, (2nd edition.). Los Angeles: Sage Publishers.</p> <p>Keith, T. K. (latest edition). <i>Multiple regression and beyond</i>. Upper Saddle River, NJ: Pearson Education.</p>								
Assessment	<table border="1" data-bbox="491 651 1190 824"> <tr> <td>Examinations</td> <td>60%</td> </tr> <tr> <td>Lab Assessment, Assignments/Presentations</td> <td>30%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Examinations	60%	Lab Assessment, Assignments/Presentations	30%	Class Participation and Attendance	10%	Total	100%
Examinations	60%								
Lab Assessment, Assignments/Presentations	30%								
Class Participation and Attendance	10%								
Total	100%								
Language	English								

Appendix IV

QUALITATIVE RESEARCH APPROACHES IN PSYCHOLOGY NEW SYLLABUS

Course Title	Qualitative Research Approaches in Psychology				
Course Code	CCP630				
Course Type	Compulsory				
Level	Master (2nd Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name					
ECTS	10	Lectures / week	3 Hours / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>This course aims to introduce students to contemporary issues related to qualitative research methods in psychology through the examination of the philosophical background on which qualitative research is built.</p> <p>The course introduces students to different qualitative methods such as interviews, observation, and focus groups. Attention is given to the framing of research questions, the design of studies, the ethics of psychological research with humans, and assumptions about human nature. Further, it aims to train students in applying methods of qualitative research and in interpreting and evaluating published qualitative studies in the field of psychology. In addition, the course aims at further developing students' skills in designing, implementing and presenting simple and advanced studies of qualitative research in psychology.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Explain contemporary methods of qualitative research and their role in psychology; • Explain the theoretical and epistemological principles on which the different approaches of qualitative methods are based; • Identify the characteristics of various research methodologies of qualitative research and explain how these have been used in psychology; • Discuss the practical dimensions of qualitative research in psychology; 				

	<ul style="list-style-type: none"> • Develop and implement designs of qualitative research on topics in psychology by selecting the appropriate procedures and methods (including qualitative data collection and analysis methods) in accordance with the research objectives and questions that have been set; • Recognize and analyze dilemmas regarding the main issues related to the implementation and acceptance of qualitative methods of psychology (e.g. theoretical framework, ethics, validity, etc.) • Be critical readers of qualitative studies in psychology. • Develop skills in interview transcription for the purposes of qualitative analysis. 		
Prerequisites	None	Co-requisites	None
Course Content	<p>Description:</p> <ul style="list-style-type: none"> • Introduction to qualitative research in psychology: Theoretical and epistemological principles • Theoretical frameworks in qualitative research. Feminist approaches of data analysis, post-structuralism, critical theory, etc. • Developing the research problem and research questions in qualitative research • Designing the research, collecting qualitative data and negotiating access • Methods of qualitative data analysis and analysis with qualitative data analysis software (e.g. N-Vivo, Atlas.ti, etc.) • Writing and presenting qualitative data • Research methodologies: Case study, action research, ethnography, grounded theory, phenomenology, etc. • Reliability, validity and ethics in qualitative research. 		
Teaching Methodology	Face to face		
Bibliography	<p>Atkinson et al. (2001). Handbook of Ethnography. Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Howitt, D. (2010) Introduction to Qualitative Methods in Psychology. Pearson.</p> <p>Corbin, J. & Strauss, A. (2008). Basics of qualitative research. Thousand Oaks, CA: SAGE Publications.</p> <p>Creswell, W. J. (2006). Qualitative inquiry and research design: Choosing among five traditions. Thousands Oaks, CA: Sage Publications.</p>		

	<p>Denzin, N. K. & Lincoln, Y. S. (Eds.) (2017). The Sage Handbook of qualitative research. Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Marshall & Rossman (2006). Designing qualitative research. Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Yin, K. R. (2018). Case study research and applications: design and methods. Thousands Oaks, CA: Sage Publications, Inc.</p>						
Assessment	<table border="1"> <tr> <td>Exams</td> <td>50%</td> </tr> <tr> <td>Assignments</td> <td>40%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> </table>	Exams	50%	Assignments	40%	Class Participation and Attendance	10%
Exams	50%						
Assignments	40%						
Class Participation and Attendance	10%						
Language	English						

17. REPETITION OF WORK

If a student repeats a course, the new grade will be included in the student's cumulative grade point average. The grade previously earned will not be included in the student's overall grade point average, although it will be listed on the student's permanent academic record and transcript.

18. CHANGE OF GRADE

Once grades have been submitted to the Office of the Registrar no changes are allowed, unless an instructor completes a "Grade Change" form, in which he/she explains that a legitimate error has been made in the calculation of a student's grade.

19. APPEALS PROCEDURE

In the case where a student believes that the grade received is different from what was expected, he/she must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the grade by filing a petition with the Office of the Registrar.

The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so will assign an anonymous re-evaluation of the final examination/project to another instructor. In the case of major discrepancy between the instructor's evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School.

For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced.

20. PROBATION

Any student, whose cumulative G.P.A. falls below "C" or its equivalent (2.0 G.P.A.) is placed on probation. A student who remains on probationary status for two consecutive semesters faces possible dismissal from the University.

21. GRADUATION

4. QUALIFICATIONS

The successful candidate for the position of the Chairperson of Department shall possess the following qualifications:

- A holder of a doctoral degree at the rank of at least Assistant Professor;
- Appropriate management and communicative skills;
- Collegiality and effectiveness in working with faculty and students;
- Commitment to learning, research and community service.

5. WORK LOAD AND TIME SCHEDULE

The Department Chairperson is expected to maintain the following time schedule:

1 st September (beginning of academic year) – 31 st May	Monday to Friday: 8:00 a.m. – 1:30 p.m. plus two afternoons 3:00 p.m. – 6:30 p.m. (to be approved by the Dean of School)
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1 st June – 31 July	Monday to Friday: 8:00 a.m. – 1:30 p.m. plus two afternoons 4:00 p.m. – 7:00 p.m. (to be approved by the Dean of School)
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1 st August – 31 August (end of academic year)	Summer Vacation
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6. TEACHING LOAD

To fulfil his/her duties and responsibilities, the Departmental Chairperson shall have a teaching workload of 6 credit hours per semester (Fall and Spring semesters).

7. COMPENSATION

Annual Stipend

The Chairperson shall receive an annual stipend on top of the regular faculty salary, decided by the Council.

8. VICE-CHAIRPERSON

The Vice-Chairperson should hold the same qualification as the Chairperson of the Department. In the Chairperson's of Department absence or temporary incompetence, the Vice-Chairperson assumes all the powers, duties and responsibilities of the Chairperson. The Charter's provisions on qualifications and

Appendix VI

ATTENDANCE AND PARTICIPATION RUBRIC

Student's Name:				
Student's Registration number				
Assessment Criteria for attendance and participation (10%)	Full Marks	2.5 out of 5	0 out of 5	Comments
1. Attendance (5%)	Attendance in all classes or up to 1 justified absences.	1 unjustified or 2 justified absences	2 unjustified or 3 justified absences	
2. Participation (5%)	Proactively and regularly contributes to class discussion. Listens without interrupting, elaborates and expands on other students' comments. Lastly, her/his contributions are relevant and promote deeper analysis of the topic.	Minor contribution in class discussions; however responds to direct questions. S/he does not listen carefully or her/his comments are irrelevant to the discussion. Lastly, her/his contributions in the discussion are sometimes off-topic or out of content.	The student never participates in class discussion and s/he fails to respond to direct questions. S/he does not fully listen when others talk and/or interrupts. Lastly, her/his contributions in the discussion are off-topic or out of content.	

Appendix VII

REVISED SYLLABUS

CCP605 Ethics in Psychological Science and Practice

Course Title	Ethics in Psychological Science and Practice				
Course Code	CCP605				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year / 1 st Semester				
Teacher's Name	Dr. Monica Shiakou				
ECTS	6	Lectures / week	3 Hours / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	This course aims to provide the students with the ability to recognize the importance of ethical behavior in all aspects of psychological science and practice.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Discuss ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in applied Clinical/Counselling Psychology • Demonstrate the ability to apply and adhere to ethical and legal standards in mental health • Illustrate confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, record keeping, reimbursement, and the business aspects of practice • Discuss professional issues that apply to mental health professionals (e.g., core provider status, expert witness status, access to and practice privileges within managed care system, etc.) • Point professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues • Cite the current and historical experience of professional psychologists, the development of the field and its professional and ethical challenges • Apply knowledge of ethics to make informed and principled choices and to foresee the consequences of these choices in professional practice and research in the fields of applied Clinical/Counselling Psychology 				

Prerequisites	None	Co-requisites	None
Course Content	<p>The course covers the interrelationship of ethical standards and legal regulation in psychological science and practice. Ethical standards, litigation and legal regulation are examined in regard to professional practice and research implementation.</p> <p>Topics discussed in the course may include: Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology. Individual & Cultural Diversity: Awareness, sensitivity & skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.</p>		
Teaching Methodology	Face to face		
Bibliography	<p>Corey, G., Corey, M., & Callanan, P. (latest edition). <i>Issues and ethics in the helping professions, 8th Ed.</i> Belmont, CA: Brooks Cole. ISBN-10: 0495812412.</p> <p>Koocher, P.G. & Keith-Spiegel, P. (latest edition) <i>Ethics in Psychology and the Mental Health Professions - Standards and Cases.</i> NY: Oxford</p> <p>Pope, S.K. & Vasquez, T.J. M. (latest edition). <i>Ethics in Psychotherapy and Counseling – A Practical Guide</i> (5th ed.). NJ: Wiley.</p> <p>Banyard, P., & Flanagan, C. (latest edition). <i>Ethical issues in Psychology.</i> New York. Routledge</p> <p>Kottler, J.A., & Carlson, J. (latest edition). <i>Bad therapy: Master therapists share their worst failures.</i> New York, NY: Routledge.</p> <p>Ethical Codes:</p> <ol style="list-style-type: none"> 1. Ethical Code SEPS 2. Ethical Code EFPA 3. Ethical Code BPS 4. Ethical Code APA 5. Nuremberg Code (1947) 		

Assessment	<table border="1"> <tr> <td>Assignments/Presentations</td> <td>45%</td> </tr> <tr> <td>Final Exam</td> <td>45%</td> </tr> <tr> <td>Participation/Attendance</td> <td>10%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Assignments/Presentations	45%	Final Exam	45%	Participation/Attendance	10%	Total	100%
Assignments/Presentations	45%								
Final Exam	45%								
Participation/Attendance	10%								
Total	100%								
Language	English								

CCP640 Psychodynamic Intervention

Course Title	Psychodynamic Intervention				
Course Code	CCP640				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's Name	Dr. Stefani Dimitriou				
ECTS	10	Lectures / week	2 Hours / 14 weeks	Laboratories / week	1 Hour/14 weeks
Course Purpose and Objectives	This course focuses on familiarizing students with the theoretical underpinnings of various psychodynamic approaches and on preparing them to gain a deeper understanding of the orienting principles that guide psychodynamic therapy.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Discuss the philosophical bases which underpin psychodynamic theories • Demonstrate the application of the various psychodynamic strategies in clinical intervention, including the application of psychodynamic assessment skills in the initial stage of therapy • Demonstrate the ability to integrate research and theory in planning psychodynamic interventions • Demonstrate the ability to adapt and apply psychodynamic interventions to different phases of therapy • Discuss the limitations/possibilities of various psychodynamic interventions • Apply a reflective critical evaluation of their psychodynamic intervention skills 				
Prerequisites	CCP610	Co-requisites	None		
Course Content	The course consists of seminar/lectures as well as material which will be processed through role-plays. More specifically, students will come in touch with the theoretical base of psychodynamic therapy, from the traditional/orthodox psychoanalysis to the contemporary psychodynamic approaches. Furthermore, this course is specifically designed to introduce students to the psychodynamically informed interventions. Emphasis is				

	<p>placed on understanding the various levels of patient conscious and unconscious communication, the processes of transference and countertransference, defense mechanisms and resistance, patients' attachment styles and the process of corrective emotional experience. Finally, this module provides the ground for students to develop self-reflectivity and therefore to critically evaluate their psychodynamic interventions and skills.</p> <p>Topics to be discussed may include: Introduction and overview of psychoanalytic schools and Psychodynamic treatments. Freudian theory and practice. Object relations theory and practice (e.g., Melanie Klein, Winnicott, etc.). Self psychology (e.g., Kohut). Contemporary psychodynamic therapy and brief psychodynamic therapy (e.g. Lemma etc). Attachment based psychoanalytic psychotherapy (e.g., Bowlby, Fonagy, Main, etc.). Psychodynamic assessment and principles of formulation. Psychoanalytic frame. Transference and countertransference. Defense mechanisms and resistance. Meaning of dreams and the process of corrective emotional experience.</p>
Teaching Methodology	Face to face
Bibliography	<p>Lemma, A. (latest edition). <i>Introduction to the practice of Psychoanalytic Psychotherapy</i> (2nd ed.). West Sussex: John Wiley & Sons.</p> <p>Calbaniss, D., Cherry, S., Douglas, C., Graver, R., & Schwartz. R. (latest edition). <i>Psychodynamic formulation</i>. New York: Wiley-Blackwell.</p> <p>Casement, P. (latest edition). <i>On learning from the patient</i>. East Sussex: Tavistock Publications.</p> <p>Casement, P. (latest edition). <i>Further learning from the patient: The analytic space and process</i>. East Sussex: Routledge.</p> <p>Gray, A. (latest edition). <i>An introduction to the therapeutic frame</i>. London: Routledge.</p> <p>Howard, S. (latest edition). <i>Skills in psychodynamic counselling & psychotherapy</i>. London: Sage.</p> <p>Jacobs, M. (latest edition). <i>Psychodynamic counselling in action (4th ed.)</i>. London: Sage Publications</p> <p>Malan, D. H. (latest edition). <i>Individual psychotherapy and the science of psychodynamics</i>. London: Hodder Arnold.</p> <p>Murdin, L. (latest edition) <i>Understanding transference: The power of patterns in the therapeutic relationship</i>. Hampshire: Palgrave Macmillan.</p> <p>Safran, J.D. (latest edition). <i>Psychoanalysis and psychoanalytic therapies</i>. Washington DC: American Psychological Association.</p> <p>Summers, R.F. & Barber, J.P. (latest edition). <i>Psychodynamic Therapy: A Guide to Evidence-Based Practice</i>. New York: Guilford Press.</p> <p>Rowan, J., & Jacobs, M. (latest edition). <i>The therapist's use of self</i>. Maidenhead: Open University Press.</p>

	Wallin, D.J. (latest edition). <i>Attachment in Psychotherapy</i> . New York: Guilford Press.								
Assessment	<table border="1"> <tr> <td>Assignments/Presentations</td> <td>45%</td> </tr> <tr> <td>Examination</td> <td>45%</td> </tr> <tr> <td>Participation/Attendance</td> <td>10%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Assignments/Presentations	45%	Examination	45%	Participation/Attendance	10%	Total	100%
Assignments/Presentations	45%								
Examination	45%								
Participation/Attendance	10%								
Total	100%								
Language	English								

CCP653 Cognitive Behavioral Intervention

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

	<ul style="list-style-type: none"> • Explain practical and ethical issues involved in delivering CBT interventions to clients • Empirically evaluate the efficacy of their practice methods 		
Prerequisites	CCP610	Co-requisites	None
Course Content	<p>This course is designed to prepare students through practice knowledge and experience with cognitive and behavioral theory and therapy (CBT) procedures. The course includes theoretical frameworks that underlie CBT. It covers principles of operant and respondent conditioning and cognitive models based mainly on the theories of A.T. Beck. An Introduction to cognitive/behavioral case formulation and assessment of specific problem areas is presented using case studies and also intervention methods are discussed. Role-play, social skills training, relaxation and exposure procedures will also be presented.</p> <p>Topics discussed in the course may include: Cognitive and behavioral therapy procedures and techniques. Skills deficit and development. Technique selection based on clinical case. Relapse prevention. Treatment efficacy. Ethical issues in CBT.</p>		
Teaching Methodology	Face to face		
Bibliography	<p>Beck, J. S. (latest edition). <i>Cognitive behavior therapy: Basics and beyond</i>. New York: Guilford Press.</p> <p>Westbrook, D., Kennerley, H., & Kirk, J. (latest edition). <i>An introduction to cognitive behaviour therapy: Skills and applications</i>. London: Sage.</p> <p>Beck, J.S. (latest edition). <i>Cognitive Therapy for challenging problems: What to do when the basics don't work</i>. New York: Guilford Press.</p> <p>Bruch, M. (latest edition). <i>Beyond diagnosis: Case formulation approaches in CBT (2nd ed.)</i>. Chichester: John Wiley & Sons Ltd.</p> <p>Corrie, S., Towndend, M., & Cockx, A. (Eds.). (latest edition). <i>Assessment and case formulation in cognitive behavioural therapy (2nd ed.)</i>. London: Sage.</p> <p>Kuyken, W., Padesky, C.A., & Dudley, R. (latest edition). <i>Collaborative case conceptualization: Working effectively with clients in cognitive-behavioural therapy</i>. New York: Guilford Press.</p> <p>Tarrier, N., Wells, A., & Haddock, G. (Eds.). (latest edition). <i>Treating complex cases: The cognitive behavioural therapy approach</i>. New York: John Wiley & Sons Ltd.</p> <p>Thomas, M., & Drake, M. (latest edition). <i>Cognitive behaviour therapy case studies</i>. London: Sage.</p> <p>Wilkinson, A., Meares, K., & Freeston, M. (latest edition). <i>CBT for worry and generalised anxiety disorder</i>. London: Sage.</p>		

	<p>Wills, F. (latest edition). <i>Skills in cognitive behaviour therapy</i>. London: Sage.</p> <p>Wright, J.H., Brown, G.K., Thase, M.E., & Basco, M.R. (latest edition). <i>Learning cognitive behavioral therapy: An illustrated guide (2nd ed.)</i>. Arlington: American Psychiatric Association Publishing, Inc.</p>								
Assessment	<table border="1"> <tr> <td>Assignments/Presentations</td> <td>45%</td> </tr> <tr> <td>Examination</td> <td>45%</td> </tr> <tr> <td>Participation/Attendance</td> <td>10%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Assignments/Presentations	45%	Examination	45%	Participation/Attendance	10%	Total	100%
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Examination	45%								
Participation/Attendance	10%								
Total	100%								
Language	English								

CCP658 Humanistic Interventions

Course Title	Humanistic Interventions				
Course Code	CCP658				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd Year / 3 rd Semester				
Teacher's Name	Dr. Stefani Dimitriou				
ECTS	10	Lectures / week	2 Hours/ 14 weeks	Laboratories / week	1 Hour / 14 weeks
Course Purpose and Objectives	The objective of this course is to introduce students to Humanistic approaches and prepare them to use Gestalt, Person-centered and Existential interventions. Students will be able to acquire the theoretical frameworks that underlie Gestalt, Person-centered and Existential therapy as well as the necessary practical experience through practice and role play.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Criticize the philosophical bases which underpin humanistic theories • Discuss the various humanistic strategies in clinical intervention • Apply the basic and therapeutic core conditions in developing and maintaining a therapeutic relationship in therapy • Demonstrate a phenomenological assessment of the client's difficulties • Adapt and apply humanistic interventions to different phases of therapy • Recognize the limitations/potentials of various humanistic interventions • Demonstrate a reflective stance towards their personal and professional skills 				
Prerequisites	CCP610	Co-requisites	None		

Course Content	<p>This course focuses in familiarizing students with the theoretical underpinnings of the humanistic approaches. Moreover, students will have the opportunity to gain a deeper understanding of the orienting theoretical and practical principles that guide Person-centered, Gestalt and Existential psychotherapy. More specifically, the traditional Rogerian and the contemporary Person-centered theory, the Gestalt and Existential theories will be analyzed. Furthermore, this course is specifically designed to prepare students develop and apply humanistic interventions. Emphasis is placed on the therapist's use of self in the therapeutic relationship, empathy, unconditional positive regard, congruence, working in the "here-and-now", the stance of "being with the client", the therapeutic "holding, freedom and responsibility". Finally, this course provides the ground for students to develop self-reflectivity and be able to critically evaluate their humanistic interventions.</p> <p>Topics to be discussed may include: Introduction and overview of the humanist approaches in psychotherapy (Rogerian and contemporary Person-centered theory and practice [e.g., Rogers, Greenberg etc.], Gestalt school of psychotherapy [e.g., Perls, etc.], Existential school of psychotherapy [e.g., Spinelli, Yalom, etc.]. Person-centered interventions. Gestalt interventions. Existential interventions.</p>
Teaching Methodology	Face to face
Bibliography	<p>Corey, G. (latest edition). Theory and practice of counseling and psychotherapy. (7thed.). Scarborough: Brooks/Cole.</p> <p>Joyce, P., & Sills, C. (latest edition). Skills in Gestalt counselling and psychotherapy. London: Sage Publications.</p> <p>Rowan, J., & Jacobs, M. (latest edition). The therapist use of self. Buckingham: Open University Press.</p> <p>Mearns, D., & Thorne, B. (latest edition). Person centred counselling in action. London: Sage Publications.</p> <p>Murphy, D. (latest edition). <i>Counselling Psychology: A Textbook for Study and Practice</i>. West Sussex: John Wiley & Sons Ltd.</p> <p>Sanders, P. (latest edition). The person centred counselling primer. Ross-on-Wye: PCCS books.</p> <p>Tolan, J. (latest edition). Skills in Person-centred counselling and psychotherapy. London: Sage.</p> <p>vanDeurzen, E., & Adams, M. (latest edition). Skills in existential counselling & psychotherapy. London: Sage Publications.</p> <p>Yalom, I. (latest edition). The gift of therapy: An open letter to a new generation of therapists and their patients. London: Piatkus books.</p>

Assessment	<table border="1"> <tr> <td data-bbox="491 331 992 365">Assignments/Presentations</td> <td data-bbox="992 331 1190 365">45%</td> </tr> <tr> <td data-bbox="491 365 992 398">Examination</td> <td data-bbox="992 365 1190 398">45%</td> </tr> <tr> <td data-bbox="491 398 992 432">Participation/Attendance</td> <td data-bbox="992 398 1190 432">10%</td> </tr> <tr> <td data-bbox="491 432 992 465">Total</td> <td data-bbox="992 432 1190 465">100%</td> </tr> </table>	Assignments/Presentations	45%	Examination	45%	Participation/Attendance	10%	Total	100%
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Total	100%								
Language	English								

Appendix VIII

ADVANCED CLINICAL PSYCHOPATHOLOGY SYLLABUS

Course Title	Advanced Clinical Psychopathology				
Course Code	CCP635				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's Name	Dr. Giorgos Georgiou				
ECTS	6	Lectures / week	3 Hours / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	This is a course that follows the initial course of Child, Adolescent and Adult Psychopathology, and aims to offer an in-depth understanding of psychopathology and the nature of psychological disorders, within a wide range of categories beyond the major categories of anxiety and related disorders as well as the mood disorders.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a proficiency in diagnosis and in conceptualizing the complexities of symptomatology in adult psychological disorders within a wide range of categories of psychological disorders which are usually seen in clinical psychiatric settings • Demonstrate the ability to conceptualize of the contributing factors of psychological, biological and social influences on the individual • Demonstrate an advanced knowledge of the research on neuropsychological dimension and behavior genetics of the disorders which are usually seen in clinical psychiatric settings • Demonstrate an advanced knowledge of specialized treatment outcome research in the above mentioned psychological disorders • Demonstrate an advanced knowledge of the research on the interplay between psychological and psychopharmacological interventions for the treatment of the above mentioned psychological disorders 				
Prerequisites	CCP600 & CCP620		Co-requisites	None	

Course Content	<p>This course is a comprehensive and in-depth covering of adult psychopathology and various types of psychological disorders. The objective is to cover the range of disorders, which are usually seen in clinical psychiatric settings. It includes the most current research findings that relate to diagnosis, etiology, course and treatment of psychological disorders. Neuropsychological dimension and the influence of society and culture on psychopathology is discussed. Culture, family, and gender and its influence on how symptomatology is manifested is also examined.</p> <p>Topics discussed in the course may include: Personality disorders, Schizophrenia spectrum and psychotic disorders, Bipolar and related disorders, Neurocognitive disorders, Neuropsychological dimensions, Biopsychosocial interplay, Comorbidity and complexities of clinical presentation, Treatment outcome research.</p>								
Teaching Methodology	Face to face								
Bibliography	<p>Emmelkamp, P. G., Meyerbröker, K. (2019). Personality Disorders, 2nd Edition, Routledge</p> <p>Kring, A. M., Kyrios, M., Fassnacht, D., Lambros, A., Mihaljcic, T., Teesson, M., ... & Izadikhah, Z. (latest version). Abnormal psychology. John Wiley & Sons Inc.</p> <p>Ουλής, Π. (2012). Εγχειρίδιο κλινικής ψυχοπαθολογίας. Εκδόσεις Βήτα.</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5). American Psychiatric Pub.</p> <p>ICD (latest edition)</p>								
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Final Exam	45%								
Participation/Attendance	10%								
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