Doc. 300.1.2

Higher Education Institution's Response

Date: 25/01/2021

- **Higher Education Institution:** European University Cyprus
- **Town:** Nicosia
- **Programme of study Name (Duration, ECTS, Cycle)**

  In Greek:
  Ψυχολογία, 4 Έτη, 240 ECTS, Πτυχίο, Εξ Αποστάσεως
  In English:
  Psychology, 4 years, 240 ECTS, B.Sc., Distance Learning
- **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 Behavioural Sciences of European University Cyprus expresses its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the undergraduate programme of study Psychology-Distance Learning (B.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)

The EEC has raised the following issues. The response for each is shown below each point that is raised.

EEC recommendations:

1. The programme has a good selection of modules/relevant content. However, in the compulsory part, there is a very strong emphasis on cognitive and developmental psychology and less emphasis on other areas (e.g., social psychology, biological/neuropsychology). A more balanced approach could be considered.

2. Given that many prospective student do not seem to have a clear picture of the content of the program (e.g., the importance of methodological and statistical training), it would be good to give attention to this in information to prospective students.

3. As the program has been offered in Greek only thus far, there are limited opportunities for international students (other than Greek) to participate. This will likely change once the program is offered in English too.

4. Depending on specific activities and assignments, work load in some courses is unequally spread over the weeks and there appears to be no coordination of this at the level of the program. As a result of this, in some weeks of specific semesters, the expected numbers of work hours per week are unreasonably high. The committee recommends to coordinate this better, at least for the 'model trajectory' (i.e., the program designed for full-time students with adequate study progression).

5. Although student feedback questionnaires are meant to be scheduled each year, only 85% of the course is compliant in this respect (due to time constraints or technical problems). One reason for this may be the instructor is inspected to organize this (instead of the administration of the university, as is more commonly the case).

6. The information presented on the webpage is not clear enough. Most of the details of the programme need to be requested by a call or by email. Moreover, it appears the same information for the programme on campus and the one online and there is not a difference either about the language (if you choose the Greek or the English version). We suggest making it clearer for both aspects and especially what it means to study in a distance learning programme. Even in the section of the webpage about distance learning the information is very general and it is not clear the pedagogical model behind this approach. It is also necessary to add the graduate employment information of the program.

7. Information management is one of the weakest aspects. Clear numbers of student progression, success, drop-out, student satisfaction for both modalities of the bachelor degree were missing from the documentation provided beforehand but could also not be delivered accurately during the site visit.

Response by EUC:

We thank the EEC for these important recommendations, which we have taken into account effectively, as indicated below:

1. ***The programme was designed to offer a diverse pool of major electives courses. Students chose twelve (12) out of twenty (20) elective courses based on different thematic areas of psychology in order to graduate. This way they would get an overview of the various specialties that existed within the discipline. Therefore, upon graduation students were exposed to all significant areas of psychology. However, taking into consideration the committee's suggestions, we aimed for a more balanced approach firstly by including in the list of core courses four (4) compulsory courses from the less emphasised areas, secondly by reducing the list of elective courses so that students would choose ten (10) out of sixteen (16) courses and finally by clustering all elective courses.***

   More specifically, we removed from the compulsory courses "PSC270 History and Systems in Psychology" (and placed it in the electives list) and discarded "COM215 Public Speaking and Human Communication" from the General Education courses. In addition, we reduced the number of major elective courses so that students could choose ten (10) and not twelve (12). Therefore, this change created space for four (4) compulsory courses which now are: "PSC120 Social Psychology", "PSC220 Educational Psychology", "PSC225 Introduction to Neuropsychology", and "PSC315 Health Psychology". Furthermore, we clustered all sixteen (16) electives courses in accordance with the committee comments as follows:
   <u>Cluster A. Social Psychology</u> (PSC125 Fundamentals of Human Sexuality, PSC130 An Introduction to Group Dynamics, PSC245 Psychology of Gender, PSC135 Human Relations, PSC250 Cultural Psychology),
   <u>Cluster B. Cognitive Psychology</u> (PSC255 Introduction to Biopsychology, PSC355 Sensation and Perception, PSC260 Theories of Intelligence),
   <u>Cluster C. Applied Psychology</u> (PSC265 Sport Psychology, PSC340 Abnormal Child Psychology, PSC345 Psychopathology II, PSC350 Psychotherapeutic Approaches, PSC355 Techniques of Counselling), and
   <u>Cluster D. Special Topics in Psychology</u> (PSC270 History and Systems of Psychology, PSC275 Psychology of the Family, PSC280 Special Topics in Psychology).
   It must be noted that Students can freely choose electives from any of those clusters. Please see Appendices: A - Revised table of Structure of the Programme, B - Revised table of Course Distribution per Semester and Appendix C - Revised Syllabi.

2. ***On the University's website, each prospective student can find a detailed description of the programme and its structure (degree requirements). In addition, easy access is provided to all relevant information for each course and links to all syllabi (by clicking on each course code). We agree with the EEC that no emphasis is given to the importance of methodological and statistical training, therefore the Department***

Council decided that the program coordinator will supervise the Student's Advisors' team and the Distance Education Unit to ensure that the information given to all prospective students indicates the importance of methodological and statistical training as well as to clarify all other pertinent information. Finally, the content of the University's website has been revised and now includes more and clearer information on the content and breakdown of the program, as well as the importance of methodological and statistical training compared to the previous information, we had on the website. Please see website https://euc.ac.cy/en/programs/bachelor-psychology-online/, ***specifically in the section Psychology at EUC 'The program also emphasizes the social and educational aspects of psychology, as well as the qualitative and quantitative skills required for research, with strong emphasis on methodological training and statistics, and practice in the field.'***

3. ***We are in full agreement with the note of the EEC as far as the potential of the programme when this will be offered in English. It must be also noted that despite the fact that the programme has only been offered in Greek until now, it has attracted Greek-speakers residing in various countries across the world. As a result, even though students are not exposed to an international audience in terms of language of instruction, they do get input from the experiences of fellow students residing in different countries. Needless to say that students are also exposed to international experiences via their course content, reading materials and their instructors, the majority of whom received their qualifications in different countries, as the EEC has also noted. In overall, we are glad to share the same view with the EEC, that such opportunities will be enhanced significantly once the program is offered in English too.***

4. ***Student workload adheres to the regulations of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CY.Q.A.A.). Consequently, students who follow the 'model trajectory' can study to obtain 30 ECTS per semester, a number that roughly corresponds to 750-900 hours in total per semester. Although we understand and agree with the Committee's concern on the matter, namely that during some weeks the expected numbers of work hours per week may be quite demanding, all efforts are made to ensure that the workload is spread out evenly as much as possible. We therefore amended the work hours per week for compulsory courses in order for students to be able to comply with all requirements without experiencing excessive pressure. It must be also pointed out that all relevant material of each course is uploaded well in advance and assignments' deadlines are set in the beginning of each term. Additionally, deadlines set for assignments are discussed with students at the beginning of the course and there is a degree of flexibility in relation to the deadlines of assignments. The program coordinator and the course coordinators safeguard this further, by making sure that all newly hired scientific collaborators are in line with this and finally meetings between the program coordinator, all the course coordinators and all the course instructors are scheduled before the beginning of each semester (during the instructor's preparation weeks) to ensure that the work load is equally distributed. Please see the table with students' assignment workload in Appendix D.***

5. ***Student feedback questionnaires are scheduled twice a year at the end of every semester. The University administration organizes these under the supervision of the Office of the Vice-Rector of Academic Affairs and after following the relevant internal regulation. Instructors, are then being notified by the School secretaries at the time the evaluation needs to take place and they only have to provide students the information and links on the platform. Then, students anonymously complete the evaluation in their own time and space. The students' evaluation is an ongoing process, continuously monitored by the Vice-Rector's Office and any issues that come up are being dealt appropriately. Therefore, we anticipate that the reported percentage of obtained feedback will continue rising.***

The information presented on the webpage contains a general description of the degree, tuition fees and the program of study with links to each syllabus and a list of instructors with links to brief CVs. Any further details of the programme can be requested by a call or by email. Existing information is the same in both languages, as it refers to the same programme. Taking into consideration the comments of the EEC, the programme coordinator has liaised with instructors in order to enrich the information available. Moreover, the Coordinator collaborated with the Pedagogical Planning of Distance Learning Programs of Study Standing Committee on how to better enhance the site's content by including what it means to study in a distance-learning programme and present the pedagogical model behind this approach. The outcome of this effort is an updated content on the website based on the EEC's recommendations. Please see website, https://euc.ac.cy/en/programs/bachelor-psychology-online/ specifically under the section "Learn more", the new subsection "Blackboard Learn Platform".

6. ***The Committee describes very accurately how the missing documentation was not provided beforehand and during the site-visit. It must be admitted that despite the fact that this information is collected systematically for each programme of the University, it was misfortunate not being able to provide it during the site-visit. We therefore provide you all required information in the tables below.***

   Note: Please also see the answer we provide later on this report i.e., point 4.1.

TABLE 1

TOTAL STUDENT ENROLLMENT IN THE PROGRAMME				
DEGREE NAME	**2017-2018**	**2018-2019**	**2019-2020**	**2020**
Psychology Distance Learning	49	83	102	129

TABLE 2

TOTAL NEW ENROLLMENTS IN THE PROGRAMME				
DEGREE NAME	**2017-2018**	**2018-2019**	**2019-2020**	**2020**
Psychology Distance Learning	31	49	59	45

TABLE 3

TOTAL (OUT OF TOTAL ENROLLEMENT) DROP-OUTS				
DEGREE NAME	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Psychology Distance Learning	8	13	22	30

TABLE 4

SUCCESS						
	F2017	**S2018**	**F2018**	**S2019**	**F2019**	**S2020**
TOTAL PASS GRADES	146	124	235	205	248	281
Number of students enrolled in a course	157	156	254	253	331	314
% OF PASS GRADES	92.99%	79.49%	92.52%	81.03%	74.92%	89.49%

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

EEC recommendations:

1. It seems that there are two types of opposite modalities of teaching-learning (teleconferences to "deliver knowledge" and discussion sessions) while they can and should be more interrelated to guarantee students scaffolding and therefore learning. This interrelationship may happen in some of the courses but we do not have clear evidence that there is this purpose in the whole programme. It may need specific coordination in order to guarantee that this approach is part of the whole programme.

2. From the information on the course Applications of Psychology, it seems that the practical and theoretical studies are interconnected. However, the course does not involve practical training. Instead, a series of meetings are organized. A concern of the committee is that the practical training to achieve the learning outcomes is all based on meetings and case studies and there isn't any contact with an institution, nor any simulations of different scenarios to tackle the practicum virtually. The university has different labs and even a Simulation room, but they are mainly used for medical programmes (any of the Psychology courses have included them in their planning). The committee would suggest to include any of those approaches (F2F practicum or simulation practices (students could even use the simulation room remotely) to guarantee the learning outcomes planned in the curriculum. Scientific collaborators, especially those who work in practice part-time, can also play a role in enhancing the practical skills training in the program.

3. Marking is done by one member of staff. It would be advisable that a small percentage could be double marked. It would have been good if some samples of feedback forms would have been presented, as well as an overview of quality of feedback and consistency among markers. Also it would be good to provide more information on assessment/marking criteria so that students get to know why they got the marks they got and how to improve in the future. Monitoring stats on grades/marks over years and among modules would be helpful to safeguard norm constancy in evaluation.

4. In the general information for the accreditation of the programme it is mentioned that continuous-formative assessment and feedback are provided to the students regularly. However there is no evidence of how feedback to assignments in the courses is planned and provided. We suggest that if continuous formative assessment wants to be guaranteed it is necessary to plan and provide to the students when the feedback will be provided for each assignment and what is expected from the students to do with it in order that it becomes really formative.

5. Self- assessment activities defined in each study guide are mainly individual and there are some assignments that students can choose to perform individually or in groups. Also, group Consultation Meetings are planned. There are two areas of improvement here: 1) to include the assessment criteria in the study guides specifically for the assignments (what do students need to take into account? 2) to include details of the feedback for the assignments (when it will be provided and what it is expected from the students?).

Response by EUC:

We would like to thank the EEC for these valuable comments and recommendations. We are confident that the Committee's comments have been addressed and the recommendations have been incorporated in the changes that we have made to the programme.

1. ***In order to respectfully clarify this point further, all courses include a number of teleconferences and the material is made available to students from the first day of instruction, and in this way individual study is encouraged. However, during teleconferences discussions take place, questions are invited and parts of the material may be explained in more detail or illuminated by the use of examples, case studies, etc. It is in this sense that instructors may "deliver knowledge" during teleconferences depending a lot on students' needs and understanding. All instructors and scientific collaborators receive relevant training on teaching and learning online prior to delivering a distance course, following the EUC Distance Learning Pedagogical Model. (see Appendix E).***
   Therefore, the two types of opposite modalities will be coordinated (based on the context and needs of each module) both by the instructor and the course coordinator (teleconferences to "deliver knowledge" and discussion sessions) in order to be interrelated and to guarantee students scaffolding and therefore learning.

   In addition, the members of the Department meet once a week (currently every Wednesday morning) to discuss weekly matters pertaining to the Department and its programmes of study. In these meetings careful monitoring and coordination of the above modalities will be done depending on the needs of students and content of each course.

   Additionally, in order to improve the learning experience for the students, EUC has established a Pedagogical Planning of Distance Learning Programs of Study Standing Committee, which is involved in all internal quality assurance related procedures and decisions related to the University's Distance Learning programmes of study which can be consulted. The Team aims to improve the learning experience of distance learning students through its active and qualitative support of the University's distance learning programmes of study and is responsible for supporting Schools in:
   - ***monitoring and evaluating the existing distance learning programmes of study***
   - ***the pedagogical planning of new distance learning programmes of study***
   - ***the design and evaluation of educational material for distance learning programmes***
   - ***the support and feedback processes to the students***
   - ***the pedagogical use of technology, internet and digital information***
   - ***the technical training and support of instructors***
   - ***the interaction between staff and students.***

   Finally, our pedagogical model is adapted to the needs and special characteristics of the students. The Virtual Campus via the Blackboard platform is the environment which provides access to learning resources and content and makes a certain kind of interaction possible through them (in synchronous and asynchronous forms). Our model includes three fundamental elements that all come together when designing

learning activities: learning resources, collaboration and guidance from the academic and administrative staff. The collaborative construction of knowledge must combine personal experience, group research processes and knowledge management. Independent learning is also necessary.

2. *In light of the EEC's suggestion, the syllabus for the compulsory course "PSC400: Applications of Psychology" has been revised and updated to include more practical work in the community, in research and in laboratory. Some examples are shadowing the work of professionals, simulation based on case studies and interviewing professionals. Also, the use of the virtual laboratory is now included. Students will thus be exposed to a significant amount of simulation practices to better guarantee the learning outcomes planned in the curriculum. It is however important to reiterate that because of the legal requirements set for practicing Psychology in Cyprus, as students have limited options within their practicum. For example, they cannot work clinically with service users as only registered psychologists can do this and also Master-level students from applied courses under the supervision of registered psychologists. Please see the updated syllabus of the course "PSC400, Applications of Psychology (Practicum)", along with the Practicum Guide in Appendix F – Revised Syllabus PSC400 and Practicum Guide.*

3. *Taking into account the recommendations of the EEC, some marking will be done by two members of the teaching staff that share the same expertise. This will apply immediately to a percentage equal to 20% of the total of exam papers and assignments per term. Rubrics have been prepared by all instructors, adjusted according to their course requirements and incorporated at the end of each study guide (see Appendix G – Revised Study Guides). This safeguards the quality of feedback and boost consistency among markers. These rubrics are provided to students in the beginning of the semester when assignments are set in order to inform them on assessment/marking criteria, well in advance, and guide them during the preparation of their assessments. In addition, rubrics are used, not only to help students understand why they got the grade they got, but also to bring out ways for them to improve in their future assignments or similar tasks. The Chairperson of the Department and the Coordinator of the program monitor grades at the end of each Semester. The secretaries of the department keep records of grades for all modules during the years.*

4. *Continuous-formative assessment and feedback are provided to the students regularly via the platform used for distance education teaching and learning approaches. The feedback provided to students is continuous, for each courses activities and assignments are spread out during the term. All assignments' feedback is based on the learning outcomes of the course and track changes and comments on the assignment documents are used to allow students to better understand each point. A general feedback on each assignment is always provided after it has been marked during a teleconference and then each student has the opportunity to request a private teleconference in order to clarify issues raised in their individual written feedback. Another example is to allow students not only to have access to similarity reports generated by Turnitin, but also to resubmit their assignment based on the received feedback within a set deadline. Furthermore, "How to assess assignments and provide feedback" is a topic covered during the in-house training and all members of staff are*

encouraged to offer suitable and timely feedback. The indicative rubric mentioned above (please see previous paragraph) encourages instructors to provide more detailed, structured and formative feedback. The team's mentality is student-centered and we encourage individual online meetings with students to discuss relevant issues.

5. ***Both issues raised in this point will be addressed by the introduction of rubrics and the plan we have for the continuous-formative assessment and feedback (see our answers 3 and 4 above). Following the committee's recommendation, the Department has decided that feedback will be provided within two weeks from the submission date of assignments. Concerning the final assignment, which is normally due close to the end of each course, feedback is always provided prior to the final exam.***

3. Teaching Staff
(ESG 1.5)

EEC recommendations:

1. *In order to save resources, the committee suggests to drop the English variant of the on campus program, once the distance learning program is offered in both Greek and English.*

2. *The committee has no clear view on the percentage of teaching delivered by permanent staff versus scientific collaborators, but there is the clear recommendation to ensure sufficient teaching involvement of the permanent staff. Also, to ensure continuity and experience building, it would be good if scientific collaborators can get the opportunity to teach courses in several consecutive semesters.*

3. *The transference of Executive Training Center and the team of Pedagogical Planning of Distance Education into the design of the courses can be better monitored to guarantee the implementation of innovative methods into them.*

Response by EUC:

As far as these three important points raised by the EEC, we have attempted to take into account effectively, as indicated below:

1. ***We thank the Committee for this recommendation and the University will consider it in due time and certainly so when the distance-learning programme is offered in English.***

2. ***Faculty members carry a specific teaching load per semester, i.e. four courses which is 12 teaching hours in total, although reductions apply in relation to research activities and publications. The programme by design offers a large pool of major elective courses, but not all of them are offered in each semester. Requirements fluctuate from one semester to the next, thus freeing members of staff to offer alternative courses within their area of expertise. Each term the programme coordinator assigns compulsory courses according to the programme breakdown and decides which major electives will be offered depending on student's needs. However, courses are firstly assigned to faculty members according their expertise (12 teaching hours per person per week). Therefore, members of staff are highly likely to teach similar courses through the years, thus ensuring continuity and experience building. Remaining courses are assigned to scientific collaborators (9 teaching ours per person per week). Another positive, concerning continuity and experience, is that many scientific collaborators have a longstanding relationship with the Department. As a result, they get to offer courses consistently and have access to in-house training and opportunities to build their expertise.***

3. ***All in-house training in relation to distance learning and instruction is available to faculty members and scientific collaborators alike. This is part of the Faculty Professional Program organized by the Office of the Vice-Rector of Academic Affairs. The Pedagogical Team of Distance Learning Programmes of Study constantly monitors and periodically evaluates, all existing program, in a structured way, designs***

and evaluates of educational material, the pedagogical use of technology, internet and digital information, the training, mentoring and support of instructors, the interaction between instructors and students. The Team is also in contact with the Chairperson of the Department, the Program Coordinator and the Department's pedagogical team. Students also provide feedback on all aspects of their experience, online teaching (module delivery, design, assessment etc.). These results are monitored by the Chairperson of the Department and eventually shared with the individual instructors as an opportunity for improvement.

4. Students

(ESG 1.4, 1.6, 1.7)

EEC recommendations:

1. The committee suggests to provide information/stats about progression etc. e.g., number of students who fail; number of students who graduate with first class degree, what career paths students follow.

Response by EUC:

1. ***We would like to confirm the Committee's comment that some information/statistics about student progression were not accessible during their visit. These figures are collected by the relevant offices of the university systematically and are now made available to the Committee. Concerning the career paths students follow, the Office of Student Affairs maintains this data (in Table 3 below we present you with the latest research made by the Office of Student Affairs with a sample of 462 graduates of which 3 were graduates from the Distance learning B.Sc. Psychology). The tables below present these numbers.***

Note: Please also see the answer we provided in the beginning of our report i.e., point 1.7.

1. Number of students who fail

Number of students who failed a course						
	F2017	**S2018**	**F2018**	**S2019**	**F2019**	**S2020**
F	11	32	19	48	83	33
Number of students enrolled in a course	157	156	254	253	331	314
%	7.01%	20.51%	7.48%	18.97%	25.08%	10.51%

2. Number of students who graduate with first class degree

Number of Graduates of the Programme			
DEGREE NAME	**2017-2018**	**2018-2019**	**2019-2020**
Psychology Distance Learning	10	3	3
GRADUATION HONORS			
SUMMA CUM LAUDE final GPA of 3.85-4.00	1	1	

MAGNA CUM LAUDE final GPA of 3.65-3.84	2		
CUM LAUDE final GPA of 3.50-3.64	4		1

3. Career paths students follow

Full Name	T. M.	D. E.	D. P.
Consent	Yes	Yes	Yes
Nationality	GRE	GRE	GRE
Degree	Psychology B.Sc. Distance Learning	Psychology B.Sc. Distance Learning	Psychology B.Sc. Distance Learning
Department	School of Humanities, Social & Education Sciences	School of Humanities, Social & Education Sciences	School of Humanities, Social & Education Sciences
Graduate/ Undergraduate	Undergraduate	Undergraduate	Undergraduate
Degree Earned Semester	S2019	S2018	S2019
GPA	3.88	3.81	3.25
Employment status	Currently employed	Currently employed	Currently employed
Full or part time employment	Part time	Full time	Full time
Self and paid employment	Self employed	Self employed	Employee
Length of time to find employment after they started their job search	7-12 months	Already working	Already working
Occupation	Psychologist	Psychologist	Primary EducationTeacher
Occupation Classification by Major Groups (ISCO codes)	Professionals	Professionals	Professionals
Employment by major sector	Private Sector	Private Sector	Public Sector
Employment by sector of Economic Activity	Psychological Services	Psychological Services	Education
Employment by Economic Activity Classification (NACE codes)	Human Health and Social Work Activities	Human Health and Social Work Activities	Education
Gross monthly income	No answer	No answer	750 - 999€
Enrolment in postgraduate studies	I have completed my postgraduate studies	I did not enrol or intend to enrol in postgraduate studies for the next 6-12 months	I plan to enrol in postgraduate studies for the next 1-12 months
Universities currently enrolled or planning to enrol for your Graduate studies			Haven't decided yet
Reasons for not selecting EUC for Graduate studies			

5. Resources

(ESG 1.6)

EEC recommendations:

1. Although simulation activities are part of the methods considered in the university's pedagogical model, we do not have evidence that are included in the programme.

Response by EUC:

1. ***We agree with the Committee that we did not provide written evidence of the simulation activities used within the programme although these were raised and discussed during the visit. In the initial documents submitted for the re-accreditation process, some instructors had already submitted simulation activities in the following study guides. We have further rectified this by requesting that more instructors incorporate simulation activities relevant to their topics of instruction within individual study guides with the purpose of better evidencing their use and making this information available to students at the beginning of each course. Please, see amended study guides in Appendix G – Revised Study Guides.***

Simulation activities in Courses	Page on appendix G
PSC105 Statistics in Psychological Science I	pp.170 & 182
PSC210 Statistics in Psychological Science II	pp. 503, 509, 513 & 519
PSC300 Experimental Psychology	pp. 629, 635, 637, 639 & 642
PSC301 Psychological Measurement	p. 732
PSC255 Introduction to Biopsychology	pp. 1199 & 1200
PSC355 Techniques of Counselling	pp. 1739, 1741, 1743, 1745, 1749, 1751, 1753 & 1755

B. Conclusions and final remarks

EEC recommendations:

1. *The program is very theoretical. A concern of the committee is that the practical training to achieve the learning outcomes is all based on meetings and case studies and there isn't any contact with an institution, nor any simulations of different scenarios to tackle the practicum virtually. The university has different labs and even a Simulation room. The committee strongly recommends to include any of those approaches (F2F practicum or simulation practices (students could even use the simulation room remotely) to guarantee the learning outcomes planned in the curriculum. Scientific collaborators, especially those who work in practice part-time, can also play a role in enhancing the practical skills training in the program.*

2. *In the compulsory part of the program, there is a very strong emphasis on cognitive and developmental psychology and less emphasis on other areas (e.g., social psychology, biological/neuropsychology). A more balance approach could be considered.*

3. *Depending on specific activities and assignments, work load in some courses is unequally spread over the weeks. The committee recommends to coordinate this better, at least for the 'model trajectory'.*

4. *The information presented on the webpage is not clear enough. Most of the details of the programme need to be requested by a call or by email.*

5. *Information management is one of the weakest aspects. Clear numbers of student progression, success, drop-out, student satisfaction for both modalities of the bachelor degree were missing from the documentation provided beforehand but could also not be delivered accurately during the site visit. The committee suggests to provide information/stats about progression etc. e.g., number of students who fail; number of students who graduate with first class degree, what career paths students follow.*

6. *In order to save resources, the committee suggests to consider dropping the English variant*

Response by EUC:

We would like to thank the EEC for the positive feedback and its constructive recommendations. As described in the previous sections of the report, the Department of Social and Behavioural Sciences has made a focused effort to address each of the EEC's recommendations. As such, we believe that these actions enhance the quality of our B.Sc. in Psychology Distance Learning under re-accreditation. By making these changes, we believe that we are now able to offer a significantly improved programme of study, which is in line with the European Qualifications Framework and which builds on our strengths and our readiness to implement the programme, in an attractive student-friendly environment. We summarize in brief some the major adaptations described in more depth above:

1. ***Students will be exposed to more practical work in the community, research and laboratory, such as shadowing the work of professionals, simulation based on case studies and the use of the virtual laboratory.***

2. ***A more balanced approach is achieved by including in the list of core courses four compulsory courses from the less emphasized areas and by reducing and clustering the list of elective courses.***

3. ***Student workload and work hours per week for compulsory courses, has been amended accordingly, in order for students to be able to comply with all requirements without experiencing excessive pressure.***

4. ***The available information on the webpage has been enriched, making it more clear and detailed.***

5. ***Missing documentation has been provided in detailed tables as per request.***

6. ***The University will consider dropping the English variant in due time and certainly so when the distance-learning programme is offered in English.***

In closing, we would like to say that the School of Humanities, Social and Educational Sciences and in particular the Department of Social and Behavioural Sciences found the EEC's candid discussions, a constructive learning process. We all believe that this review was a positive experience and feel that we were provided with important input on how to move effectively forward. In addition, we have thoroughly reviewed the findings, strengths and areas of improvement clearly indicated by the EEC following their review and attempted to respond to each item specifically and succinctly, indicating our actions. By embracing the EEC's comments and suggestions, we are convinced that our programme will be able to more effectively ensure the learning outcomes of its students. In this regards, we are grateful to the EEC for their candid discussions regarding our programme, and the insightful comments and suggestions throughout their report.

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Prof. Marios Vryonides	Dean, School of Humanities, Social and Educational Sciences	
Dr. Panagiotis Parpottas	Chairperson, Department of Social and Behavioural Sciences	
Dr. Elenitsa Kitromilides	Former Coordinator, Department of Social and Behavioural Sciences	
Dr. Constantina Demetriou	Current Coordinator, Department of Social and Behavioural Sciences	

Date: 25/01/2021

European University Cyprus

Appendix A

TABLE 1: STRUCTURE OF THE PROGRAM OF STUDY

DEGREE REQUIREMENTS	**ECTS**
All students pursuing a "Psychology (Bachelor of Science)" DL program must complete the following requirements:	
General Education Requirements	24
Major Requirements	138
Major Electives	60
Free Electives	18
Total Requirements	**240**

GENERAL EDUCATION REQUIREMENTS		**24**
ENL103	Instruction in Expository Writing	6
HUM125	Introduction to Ethics	6
General Education Electives		12
MAJOR REQUIREMENTS		**138**
PSC100	Psychology I	6
PSC105	Statistics in Psychological Science I	6
PSC110	Psychology II	6

PSC115	Introduction to Research Methods in Psychology	6
PSC120	Social Psychology	6
PSC200	Developmental Psychology I	6
PSC210	Statistics in Psychological Science II	6
PSC215	Theories of Personality	6
PSC220	Educational Psychology	6
PSC225	Introduction to Neuropsychology	6
PSC230	Developmental Psychology II	6
PSC235	Introduction to Counselling Psychology	6
PSC240	Introduction to Clinical Psychology	6
PSC300	Experimental Psychology	6
PSC305	Cognitive Psychology	6
PSC310	Psychological Measurement	6
PSC315	Health Psychology	6
PSC320	Psychology of Learning	6
PSC325	Research Methods in Psychology	6
PSC330	Psychopathology I	6
PSC400	Applications of Psychology (Practicum)	6
PSC480	Undergraduate Thesis I	6

PSC490	Undergraduate Thesis II	6
MAJOR ELECTIVES (Students select ten courses from the following list:		**60**
Cluster A: Social Psychology		
PSC125	Fund. Of Human Sexuality	6
PSC130	An Introduction to Group Dynamics	6
PSC135	Human Relations	6
PSC245	Psychology of Gender	6
PSC250	Cultural Psychology	6
Cluster B: Cognitive Psychology		
PSC245	Introduction to Biopsychology	6
PSC252	Sensation and Perception	6
PSC253	Theories of Intelligence	6
Cluster C: Applied Psychology		
PSC265	Sport Psychology	6
PSC340	Abnormal Child Psychology	6
PSC345	Psychopathology II	6
PSC350	Psychotherapeutic Approaches	6

PSC355	Techniques of Counselling	6
Cluster D: Special Topics in Psychology		
PSC270	History and Systems of Psychology	6
PSC275	Psychology of the Family	6
PSC280	Special Topics in Psychology	6
FREE ELECTIVES		**18**

* Students who do not meet the level of ENL103, can alternatively register in lower level English Courses.

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Appendix B – 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								
1.	Compulsory	Psychology I	PSC100	N/A	N/A	14	N/A	6
2.	Compulsory	Statistics in Psychological Science I	PSC105	N/A	N/A	14	N/A	6
3.	Compulsory	Introduction to Ethics	HUM125	N/A	N/A	14	N/A	6
4.	Compulsory	Instruction in Expository Writing	ENL103	N/A	N/A	14	N/A	6
5.	Elective	General Education elective 1		N/A	N/A	14	N/A	6
Semester 2								
6.	Compulsory	Psychology II	PSC110	N/A	N/A	14	N/A	6
7.	Compulsory	Introduction to Research Methods in Psychology	PSC115	N/A	N/A	14	N/A	6
8.	Compulsory	Social Psychology	PSC120	N/A	N/A	14	N/A	6
9.	Elective	Major Elective 1		N/A	N/A	14	N/A	6
10.	Elective	Free Elective 1		N/A	N/A	14	N/A	6
Semester 3								
11.	Compulsory	Developmental Psychology I	PSC200	N/A	N/A	14	N/A	6
12.	Compulsory	Statistics in Psychological Science II	PSC210	N/A	N/A	14	N/A	6
13.	Compulsory	Theories of Personality	PSC215	N/A	N/A	14	N/A	6
14.	Compulsory	Educational Psychology	PSC220	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	PSC225	N/A	N/A	14	N/A	6
17.	Compulsory	Developmental Psychology II	PSC230	N/A	N/A	14	N/A	6
18.	Compulsory	Introduction to Counselling Psychology	PSC235	N/A	N/A	14	N/A	6
19.	Elective	Introduction to Clinical Psychology	PSC240	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	PSC300	N/A	N/A	14	N/A	6
22.	Compulsory	Cognitive Psychology	PSC305	N/A	N/A	14	N/A	6
23.	Compulsory	Psychological Measurement	PSC310	N/A	N/A	14	N/A	6
24.	Elective	Health Psychology	PSC315	N/A	N/A	14	N/A	6
25.	Elective	Major Elective 2		N/A	N/A	14	N/A	6
Semester 6								
26.	Compulsory	Psychology of Learning	PSC320	N/A	N/A	14	N/A	6
27.	Compulsory	Research Methods in Psychology	PSC325	N/A	N/A	14	N/A	6
28.	Compulsory	Psychopathology I	PSC330	N/A	N/A	14	N/A	6
29.	Elective	Major Elective 3		N/A	N/A	14	N/A	6
30.	Elective	Major Elective 4		N/A	N/A	14	N/A	6
Semester 7								
31.	Compulsory	Applications of Psychology (Practicum)	PSC400	N/A	N/A	14	N/A	6
32.	Compulsory	Undergraduate Thesis I	PSC480	N/A	N/A	14	N/A	6
33.	Elective	Major Elective 5		N/A	N/A	14	N/A	6
34.	Elective	Major Elective 6		N/A	N/A	14	N/A	6
35.	Elective	General Education Elective 2		N/A	N/A	14	N/A	6

Semester 8								
36.	Compulsory	Undergraduate Thesis II	PSC490	N/A	N/A	14	N/A	6
37.	Elective	Major Elective 7		N/A	N/A	14	N/A	6
38.	Elective	Major Elective 8		N/A	N/A	14	N/A	6
39.	Elective	Major Elective 9		N/A	N/A	14	N/A	6
40.	Elective	Major Elective 10		N/A	N/A	14	N/A	6

European University Cyprus

Appendix C: Revised Syllabi

A/A	COURSE	PAGE
1.	ENL103 – Instruction in Expository Writing	3
2.	HUM125 - Introduction to Ethics	6
3.	PSC100 - Psychology I	9
4.	PSC105 - Statistics in Psychological Science I	12
5.	PSC110 - Psychology II	15
6.	PSC115 - Introduction to Research Methods in Psychology	18
7.	PSC270 - History and Systems of Psychology	20
8.	PSC200 - Developmental Psychology I	23
9.	PSC330 - Psychopathology I	25
10.	PSC215 - Theories of Personality	28
11.	PSC210 - Statistics in Psychological Science II	30
12.	PSC230 - Developmental Psychology II	33
13.	PSC235 - Introduction to Counselling Psychology	36
14.	PSC300 - Experimental Psychology	38
15.	PSC305 - Cognitive Psychology	40
16.	PSC310 - Psychological Measurement	42
17.	PSC320 - Psychology of Learning	45
18.	PSC325 - Research Methods in Psychology	48
19.	PSC240 - Introduction to Clinical Psychology	50
20.	PSC400 - Applications of Psychology (Practicum)	52

21.	PSC480 - Undergraduate Thesis I	54
22.	PSC490 - Undergraduate Thesis II	56
23.	PSC125 - Fund. of Human Sexuality	58
24.	PSC120 - Social Psychology	61
25.	PSC130 – An Introduction to Group Dynamics	65
26.	PSC245 - Psychology of Gender	68
27.	PSC135 - Human Relations	71
28.	PSC255 - Introduction to Biopsychology	75
29.	PSC265 - Sport Psychology	77
30.	PSC315 - Health Psychology	80
31.	PSC250 - Cultural Psychology	83
32.	PSC220 - Educational Psychology	86
33.	PSC340 - Abnormal Child Psychology	88
34.	PSC335 - Sensation and Perception	90
35.	PSC260 - Theories of Intelligence	93
36.	PSC280 - Special Topics in Psychology	95
37.	PSC275 - Psychology of the Family	97
38.	PSC345 - Psychopathology II	99
39.	PSC350 - Psychotherapeutic Approaches	102
40.	PSC355 - Techniques of Counselling	104
41.	PSC225 - Introduction to Neuropsychology	106

Course Title	Instruction in Expository Writing				
Course Code	ENL103				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 1st Semester				
Teacher's Name	Monica Hadjichrysanthou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The aim of the course is to offer a sound, workable and contemporary process-based approach to writing that blends both traditional organization and terminology with current findings in composition to help university students at a B2 level and above deal with academic writing.				
Learning Outcomes	Upon successful completion of the course students will be able to: • Apply the steps of the writing process to generate ideas, focus, support, draft, revise and edit one's writing • Use a thesis statement, topic sentences and specific support for the traditional academic essay and to write effective introductions and conclusions • Recognize and use various patterns (rhetorical modes) and to evaluate one's writing for unity, coherence and support • Apply the writing process to the development of a research paper; summarizing, paraphrasing, quoting and documenting sources • Produce an argumentative or persuasive essay with concession, rebuttal and proof • Evaluate one's writing for content, organization, mechanical and stylistic errors				
Prerequisites	ENL102 or EPT placement	Co-requisites	None		
Course Content	Essay Writing: First, the students become acquainted with the proper form and steps for presenting their ideas and then they are introduced to methods of				

	analysis. These methods involve essay organization processes and they include the following patterns: 1. Cause and Effect 2. Comparison and Contrast 3. Definition 4. Division and Classification 5. Process and Analysis 6. Exemplification Finally, the Persuasive essay is thoroughly discussed. All the above essay patterns are approached from different bases for evaluating essay writing such as Unity, Support, Coherence and Sentence Skills. Research Paper Writing: Students are introduced to research paper writing. They are required to submit a research paper which must be based on thorough collection of data relating to their topic as well as on careful documentation of their sources.
Teaching Methodology	Distance Learning
Bibliography	Peter Redman and Wendy Maples, Good Essay Writing. (5th edition) Sage, 2017. John Langan and Zoe Albright, College Writing Skills with Readings. (10th edition.) McGraw-Hill, 2019 Jonathan Weyers and Kathleen McMillan, How to Write Essays & Assignments. Prentice Hall, 2011 Pears and Shields (2019) Cite them right, 11edn. Basingstoke: Palgrave Macmillan.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%

Language	English

Course Title	Introduction to Ethics				
Course Code	HUM125				
Course Type	Compulsory				
Level	Bachelor (1st cycle)				
Year / Semester	1st Year / 1st Semester				
Teacher's Name	Charalambos Papageorgiou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	Ethics, as a reflective philosophical endeavour, attempts to make theoretical sense of what is morally permissible and morally impermissible. An introduction to ethics aims at: presenting students with comprehensive systems from which individual judgements could be orientated, providing clear and confident thinking on moral issues and clarifying how principles and values relate to each other.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Explain the place of moral philosophy on the context of philosophy at large • Discuss the role or reason and argumentation of moral philosophy • Discuss ethics and issues such as abortion, euthanasia, racism, revise discrimination, death penalty, etc. • Describe issues related to Philosophy and their impact on society • Criticize philosophical arguments				
Prerequisites	None		Co-requisites	None	
Course Content	The definition of ethics and morality: The place of ethics in the wide context of philosophy. Problems of definition. Examples of moral reasoning. The problem of impartiality. Cultural relativism: Different cultures and different moral codes. Discussion of cultural relativism. Common values in all cultures. Ethical subjectivism:				

	Definitions and examples of ethical subjectivism. Subjectivism and emotivism. Evaluation of subjectivism. Morality and Religion: The relationship between morality and religion. Divine commands. Natural law. Religions vis a vis moral dilemmas. (e.g. Christianity and the problem of abortion). Psychological Egoism: The possibility of unselfishness. Interpretation of motives. Arguments for and against psychological egoism. Ethical egoism: The notion of duty. Arguments for and against ethical egoism. Utilitarianism: Brief history, definitions and examples of applicability. Happiness and consequences of moral actions. Defense of utilitarianism. Critique of utilitarianism. Are there absolute moral rules? Kant and the categorical imperative. Absolute rules and duty. Conflicts between rules. Human dignity and punishment. The idea of "human dignity". Theories of punishment, retribution and utility. The social contract theory of morals: Hobbes's argument. Morality as a solution to a prisoner's dilemma type problem. Advantages and disadvantages of the social contract theory of morals. Civil disobedience. The ethics of virtue: Aristotle, the ethics of virtue and the ethics of right action. What is a virtue? The importance of virtue. Relativism of virtues. Advantages and disadvantages of virtue ethics. Ethics in action: Discussion of moral issues such as abortion, euthanasia, racism, reverses discrimination, the death penalty and the status of animals.

Teaching Methodology	Distance Learning	
Bibliography	Rachels, J, & Rachels, S. (2012). The Elements of Moral Philosophy Greek. McGraw-Hill Higher Education Publishers. Vaughn, L. (2014). Beginning Ethics: An Introduction to Moral Philosophy. W. W. Norton & Company Publishers. Cahn, M, S, & Forcehimes, A. (2017). Principles of Moral Philosophy: Classic and Contemporary Approaches. Oxford University Press.	
Assessment	Final Examinations	50%
	Assignments/On-going evaluation	50%
		100%
Language	English	

Course Title	Psychology I				
Course Code	PSC100				
Course Type	Compulsory				
Level	Bachelor (1st cycle)				
Year / Semester	1st Year / 1st Semester				
Teacher's Name	Monica Shiakou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The main objective of the course is to present and assess fundamental concepts and theoretical perspectives in psychological science. The course aims to introduce students to the basic concepts in the field of Psychology through the analysis of the basic methods and points of view in the scientific study of human behavior. Furthermore, it is expected that students' understanding of various psychological factors that are related to personal, social and professional context will be expanded. Finally, the course provides the basic knowledge for advanced topics in Psychology that will be covered by a relevant sequence course.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Apply a more diverse and insightful understanding of human behaviour • Determine and assess weaknesses and strengths of each theory and experimental study that has been examined • Relate the main findings and/or theories in the psychology areas covered during the course • Discuss the scientific nature of Psychology, the use of the scientific model and forms of basic statistical analysis • Evaluate the scientific nature of Psychology, the use of the scientific model and forms of basic statistical analysis • Comprehend issues related to development, cognitive procedure, learning, motives and other major theoretical aspects of Psychology • Familiarise with the basic psychological experiments and research in the field				

	• Gain knowledge on the impementation of basic psychological concepts in various contexts such as school, family, work etc.		
Prerequisites	None	Co-requisites	None
Course Content	This is the first introductory course for Psychology majors only. It is a survey and analysis of the basic methods and points of view in the scientific study of human behavior. Major topics include the nature of psychology as a science, an introduction to research methods, physiological and psychological development, personality, emotion, health psychology, psychological disorders and therapy. The specific topics that are discussed re the following: Introduction: Definition and goals. The intellectual origins of Psychology as a discipline and current theoretical perspectives; nature and nurture. Understanding Research: framework for psychological research; conducting research; analyzing the data; ways to become a wiser research consumer Life-span Psychological Development: The life-span approach; heredity; the beginning of the life cycle; physical, cognitive, social and emotional development; adult development Introduction to learning Introduction to Sensation and Perception. Emotion: Human emotions; basic theories. Understanding Human Personality: Studying personality: type and trait theories, psychodynamic theories, humanistic theories, learning theories, cognitive theories. Comparison of Personality theories. Social psychology: Basic theories Stress, health and Coping: Stressors; moderators; physiological and psychological reactions to stress; relationship to health; coping strategies. Psychological Disorders: Definitions; conceptualizing abnormality theoretical perspectives; classification of disorders: anxiety, mood, somatoform, personality, dissociative, schizophrenic. The DSM 5		

	Methods of therapy: Goals of psychological therapy; psychodynamic, humanistic-existential, cognitive, behavior therapies; biological therapies; effectiveness. Recent developments and contemporary issues pertaining to the subject-matter of the course.	
Teaching Methodology	Distance Learning	
Bibliography	Myers, D. & De Wall, C., N. (2019). Exploring Psychology. New York: Macmillan Gray, P. (2011). Psychology. New York: Worth Publishers. Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Introduction to psychology. Cengage Learning.	
Assessment	Final Examinations Assignments/On-going evaluation	50% 50% 100%
Language	English	

<table>
<tr><td>Course Title</td><td colspan="5">Statistics In Psychological Science I</td></tr>
<tr><td>Course Code</td><td colspan="5">PSC105</td></tr>
<tr><td>Course Type</td><td colspan="5">Compulsory</td></tr>
<tr><td>Level</td><td colspan="5">Bachelor (1st cycle)</td></tr>
<tr><td>Year / Semester</td><td colspan="5">1st Year / 1st Semester</td></tr>
<tr><td>Teacher’s Name</td><td colspan="5">Ioulia Televantou</td></tr>
<tr><td>ECTS</td><td>6</td><td>Lectures / week</td><td>Up to 6 teleconferences</td><td>Laboratories / week</td><td>None</td></tr>
<tr><td>Course Purpose and Objectives</td><td colspan="5">To develop an understanding of the significance of statistical applications in Psychological Science. To present basic statistical concepts and their use in descriptive and inferential statistics used in Psychological Science.</td></tr>
<tr><td>Learning Outcomes</td><td colspan="5">Upon successful completion of this course students should be able to:
Understand the basic principles of collecting, organizing, analysing data and interpreting results
Discuss the significance of statistical applications in Psychological Science
Define the basic statistical concepts involved in descriptive and inferential statistics.
Make use of probability distributions
Transform raw data into workable data files</td></tr>
<tr><td>Prerequisites</td><td colspan="2">None</td><td>Co-requisites</td><td colspan="2">None</td></tr>
<tr><td>Course Content</td><td colspan="5">Introduction:

Role of statistics in Psychological Science. Possible sources of error in Psychological research. Types of data in psychological research.

Tabulation of Data:

Raw data and frequency distributions. Intervals, limits and boundaries. Relative frequency. Graphical presentation of frequency distributions: Bar chart, pie chart, histogram, frequency polygon and frequency curve. Cumulative frequency and graphical presentation of psychological research data.</td></tr>
</table>

	Statistical Measures of Central Tendency, Mean Median, Mode for a simple set and a frequency distribution. Examples of measures of central tendency as applied in psychology. Statistical Measures of Dispersion: Range, Average Deviation and Standard Deviation from the Mean. Variance. Coefficient of variation. Coefficient of skewness. Kyrtosis. Examples of measures of dispersion as examined in psychological research. Linear and non-linear transformations of data, z-scores Bivariate relationships. Scatterplots, Pearson Product Moment Correlation Coefficient, Spearman Rank Correlation Coefficient, Point Biserial Coefficient, Phi Coefficient Probability and Probability Distributions: Experiments and Events in psychology. Elementary Probability. Addition Rule for Mutually Exclusive Events. Multiplication Rule for independent events and dependent events. Random variables and probability distributions. Expected Value. Special probability distributions: Binomial, Poisson and Normal. Random Samples and their Statistics: Introduction to sampling concepts and techniques in Psychological research. Advantages and accuracy of sampling. Sampling. Distribution of Means: Mean and Standard Deviation. Central Limit Theorem. Recent developments and contemporary issues pertaining to the subject-matter of the course. Computing and data analysis using statistical software, computer lab component
Teaching Methodology	Distance Learning
Bibliography	Haslam, S. A., & McGarty, C. (2018). Research Methods and Statistics in Psychology. SAGE Publications Limited. Coolican, H. (2017). Research methods and statistics in psychology. Psychology Press.

	Pagano, R. R. (2012). Understanding statistics in the behavioral sciences. Cengage Learning. Jones, S. (2010). Statistics in psychology: Explanations without equations. Macmillan International Higher Education. Beins, B. C., & McCarthy, M. A. (2017). Research methods and statistics. Cambridge University Press. Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. Howitt, D., & Cramer, D. (2017). Understanding statistics in psychology with SPSS. Pearson Higher Ed.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Psychology II				
Course Code	PSC110				
Course Type	Compulsory				
Level	Bachelor (1st cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Maria Georgiou-Shippi				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The course aims to expand on psychology themes through 'critical thinking' exercises, real-life applications, class discussions, and reading based on scientific research articles. This advanced introductory course will enable students to better prepare for more specialized and advanced courses in psychology.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Differentiate among the various theoretical and empirical approaches in psychology • Apply general introduction material in thinking of specialized topics • Make use of available resources to support learning and personal development • Assess classic psychological studies regarding their relevance to current methods • Determine the components of the scientific method – sketch how they apply on psychological science • Gain knowledge on how to develop critical thinking on various theories and scientific research • Deeply understand current trends and practices regarding psychological disorders				
Prerequisites	PSC100	Co-requisites	None		
Course Content	The main topics to be discussed in the class may include: Introduction and revision of basic themes related to the field of Psychology				

	Understanding Research: framework for psychological research; conducting research; analyzing the data Neurology and Behavior: What makes behavior "work"; How cells communicate with one another; How the brain controls behavior; How we know what the brain does; Endocrine system. Sensation: Sensory knowledge of the world; The visual system; Dimensions of visual experience, hearing, other senses. Perception: The task of perception; Perceptual processes: perceptual organization, depth perception, perceptual constancies. Conditioning and Learning: The study of learning; Classical Conditioning; Instrumental conditioning; New developments in learning theory. Remembering and Forgetting: What is memory; memory processes; sensory memory, working memory, short-term memory vs long-term memory; remembering as a constructive process; why we forget; the neurobiology of memory. Thinking, language and intelligence: Concept formation; problem solving strategies and obstacles to thinking; language development; nature of intelligence; its determinants; measurement. Emotion and Motivation: Understanding motivation; theoretical perspectives; hunger and eating; sex and sexuality; achievement motivation, work motivation. Understanding Human Personality: Studying personality: type and trait theories, psychodynamic theories, humanistic theories, learning theories, cognitive theories. Comparison of Personality theories. Social Psychology and Social Processes: The social/psychological approach; social perception; attitudes and persuasion; interpersonal attraction; group processes; aggression; prejudice; altruism; conflict and peace-making. Altered states of consciousness: Nature of consciousness; sleep and dreams; drug-induced states; hypnotic state; altered consciousness through meditation. Psychological disorders, current approaches and therapeutic methods Ethical issues in Psychology: minimal risk; human and animal guidelines

Teaching Methodology	Distance Learning
Bibliography	Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2017). Psychology (4th edition). New York: Macmillan. Gray, P. (2011). Psychology. New York: Worth Publishers. Myers, D. & De Wall, C., N. (2019). Exploring Psychology. New York: Macmillan Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Introduction to psychology. Cengage Learning.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Introduction to Research Methods in Psychology				
Course Code	PSC115				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Constantinos Michael				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The purpose of the course is to provide students with a basic understanding of conducting psychological research, the basic principles of research methodology and the interpretation of research findings in the field of psychological science. The most important methodological approaches of research methodology (research methods) are presented. Also, the purpose of the course is to facilitate the practical application of the knowledge acquired by students during their studies, in order to be able to respond to the writing of a scientific work/text.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Discuss and explain the principles of research methods in psychology. • Develop research projects by selecting appropriate procedures and approaches. • Recognize appropriate research designs for specific research questions. • Select the appropriate sampling methods for their research. • Think critically and discuss the interpretation of their research findings. • Apply ethical rules when conducting research in the field of psychology.				
Prerequisites	PSC100, PSC105		Co-requisites	None	
Course Content	The course initially introduces students to research methodology in the field of psychology science, justifying methodological issues in science. Particular emphasis is given on systematic, quantitative and qualitative designs applied in the scientific field of psychology.				

	Moreover, the research project, sampling issues, types of variables and types of scales, quantitative and qualitative methods are presented. Furthermore, the structure of a scientific work, how to write a research as well as how to organize and present quantitative data are also presented.
Teaching Methodology	Distance Learning
Bibliography	American Psychological Association (2010). The Publication Manual of the American Psychological Association (6th edition). Washington, DC: American Psychological Association. Cozby, P. C., & Bates, S. C. (2012). Methods in behavioral research (11th edition). Boston: McGraw Hill. Pyrczak, F., & Bruce, R. R. (2007). Writing empirical research reports (6th edition). Los Angeles, CA: Pyrczak Publishing. Schweigert, W. A. (2012). Research methods in psychology: A handbook (3rd edition). Lone Grove, IL: Waveland Press
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	History and Systems of Psychology				
Course Code	PSC270				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	1st or 3rd or 4th Year / 2nd, 5th, 6th, 7th or 8th Semester				
Teacher's Name	Marina Chrysostomou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To provide the students with an overview of the current theories of psychology by exploring the historical facts that helped develop the current theories. To learn the theories and the work of important individuals who have contributed to the development of psychology as a science.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Give a broad overview of the development of the science of Psychology from ancient through to the modern theories and practices. • Describe various theories and be able to criticise the positive and negative aspects of the theories as well as their contribution to psychology, starting from philosophy to the modern theories. • Analyse the findings and practices of the far and recent past. • Make reference to specific individuals describing their work and contribution to the development of psychology. • Outline important milestones in the history of psychology. • Evaluate the current practices and theories of psychology.				
Prerequisites	PSC100	Co-requisites	None		
Course Content	This course examines the history of psychological thought from the ancient Greeks through the development of empiricism and the traditional schools of psychology (e.g., structuralism, functionalism, behaviourism, psychoanalysis) to the modern theoretical advancements of the second half of the twentieth century. It also, emphasises the development of the contemporary theoretical				

	concepts tracing them back to their historical origins in both philosophy and the natural sciences. Topics to be discussed may include the following: The Birth of Psychology in Ancient Greece Roman Empire Darwinism Philosophical and Scientific Antecedents Wilhelm Wundt and Structuralism William James and Functionalism Behaviourism Gestalt Psychology Psychoanalysis: Freud and the Neo-Freudians Cognitive Psychology Recent Developments in Psychology The Future of Psychology Recent developments and contemporary issues pertaining to the subject-matter of the course.
Teaching Methodology	Distance Learning
Bibliography	Hergenhahn, B. R., & Henley, T. B. (2013). An introduction to the history of psychology: International Edition. Belmont, CA: Cengage Learning, Inc. Brennan, J. B., & Houde, K. A. (2017). History and systems of psychology. Cambridge University Press Schultz D. P., & Schultz S.E. (2015). A history of modern psychology. Boston, MA: Cengage Learning, Inc.

Assessment	Final Examinations	50%
	Assignments/On-going evaluation	50%
		100%
Language	English	

Course Title	Developmental Psychology I				
Course Code	PSC200				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 3rd Semester				
Teacher's Name	Chara Demetriou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The course offers a comprehensive outline of the developmental course of human beings from the moment of conception to adolescence. In particular, the developmental characteristics of different age groups are presented in all areas of development, cognitive, linguistic, social, emotional and physical. The aim of this course is for students to understand the multidimensional nature of human development and the complex grid of factors influencing it.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Define of the basic stages and characteristics of development during infancy, childhood and adolescence . • Recognize the scientific method and research designs of typical lifespan studies • Categorize the stages of human's physical, cognitive and socioemotional development. • State and explain the ethical guidelines that should be followed in research studies in developmental psychology. • Evaluate the key developmental achievements in the areas of cognitive, social and emotional development from birth to adolescence. • Link theory to practice through examples from everyday life				
Prerequisites	PSC110 or Instructors consent		Co-requisites	None	
Course Content	A comprehensive, general introduction to the study of human development from conception through adolescence. Topics to be discussed may include:				

	Major theories of understanding human development Conception, pregnancy, prenatal development and birth Cognitive, linguistic, social, emotional and physical development in the ages of :Infancy, Toddlerhood, Early school age, Middle childhood, Early adolescence, Later adolescence	
Teaching Methodology	Distance Learning	
Bibliography	Santrock, W, J. (2017). Lifespan development. McGraw Higher Education Crowley, K. (2017). Child development: A practical introduction. Sage Mercer, J. (2010) Child Development Myths and Misunderstandings. Richard Stockton College of New Jersey	
Assessment	Final Examinations Assignments/On-going evaluation	50% 50% 100%
Language	English	

Course Title	Psychopathology I				
Course Code	PSC330				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th Semester				
Teacher's Name	Constantina Demetriou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To give a solid foundation in psychopathology, and enable students to understand the major categories of mental disorders, as well as how they are manifested in the context of culture, family, and gender. Epidemiological information, etiology and treatment options are also discussed. It is mainly focus is on adult psychopathology				
Learning Outcomes	Upon successful completion of this course students should be able to: • List basic symptomatology of psychological disorders. • Discuss contributing factors such as biological, psychological and social that contribute to the cause of various psychological disorders. • Explain the treatment approaches used for each psychological disorder. • Compare between various psychological disorders and be in a position to understand the differences in the clinical picture. • Describe different research methods used in the area of psychopathology.				
Prerequisites	PSC240		Co-requisites	None	
Course Content	An introduction to psychopathology and the basic types of psychological disorders, including adult psychopathology are discussed. Additionally, some information are provided on child and adolescent psychopathology. The most current research findings and coverage of cognitive, biological, psychodynamic, and behavioural aspects of various causes and therapeutic interventions are also discussed. Emphasizes is given to the influence of society and culture. Topics include models of psychopathology, assessment and				

	diagnosis, approaches to treatment, research methods as well as ethical issues in mental health. Topics to be discussed may include the following: Definition of Abnormal Behavior Models of Psychopathology Research Methods Ethical Issues Basic features of Assessment and Diagnosis Approaches to Treatment Anxiety Disorders Obsessive Compulsive Disorder Depression Bipolar Disorder Schizophrenia Personality Disorders Recent developments and contemporary issues pertaining to the subject matter of the course.
Teaching Methodology	Distance Learning Education
Bibliography	Durand D. V. & Barlow D. H. (2015). Abnormal Psychology: An Integrative Approach (7th Edition). Cengage Learning. Kring, A., Johnson, S. L., Davison, G. C., Neale, & J. M., (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorders (13th Edition). New jersey: John Wiley & Sons.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Theories of Personality				
Course Code	PSC215				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 3rd Semester				
Teacher's Name	Christina Theodoulidou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	Through an examination of a variety of theories, research techniques, and assessment methods in contemporary personality psychology, the main aim of this course is to help students develop a basic understanding of the major theories in personality development. Students will also learn about the development of psychological difficulties, and how they parallel personality development. Additionally, students will examine the ways theories of personality are applied in research as well as in everyday life.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Analyze the fundamental concepts of major personality theories. • Compare and contrast the major personality theories. • Analyze how different trajectories in personality development may lead to healthy or pathological personality characteristics. • Describe the developmental nature of psychological disorder in the context of personality development. • Analyze the ways theories of personality are applied in research and in everyday life.				
Prerequisites	PSC110		Co-requisites	None	
Course Content	The study of the origin, development, structure and dynamics of personality. Biological and social determinants of personality and its development, methods of studying personality, the various systems of psychology and their interpretations of personality structure. Topics to be discussed may include the following:				

	Definition of personality Scientific study of people Psychodynamic theory Rogers' phenomenological theory Trait theories of personality Biological foundations of personality Behaviorism Cognitive theory Social-cognitive theory
Teaching Methodology	Distance Learning
Bibliography	Cervone, D., & Pervin, L. A. (2018). Personality: Theory and Research (14th Edition). New jersey: John Wiley & Sons Scultz, D., P., & Schultz, S. E. (2017). Theories of Personality (11th Edition). Boston: Cengage Learning
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Statistics in Psychological Science II				
Course Code	PSC210				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 3rd Semester				
Teacher's Name	Paris Vogazianos				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	This course prepares the student of Psychology to execute statistical analysis of data that is obtained from complex quantitative research (e.g. correlational, experimental).				
Learning Outcomes	Upon successful completion of this course students should be able to: • Explain interval estimation and construct and interpret interval estimates for a population mean and a population proportion • Recognize factors influencing required sample size and determine the required sample size for constructing interval estimates • Select and use appropriate parametric techniques for testing hypotheses about population means, variance and proportions • Apply the chi square test for independence to determine whether attribute variables are significantly related to one another • Conduct hypothesis tests of the equality of several population means in the independent sample setting (i.e. ANOVA) upon verifying that the necessary assumptions are satisfied • Compute and test the correlation between two quantitative variables. • Estimate regression models, evaluate the results of regression models, and use the results for prediction and forecasting • Show the relative merits of non-parametric inference and test hypotheses using appropriate nonparametric procedures. • Utilize decision analysis statistics in real world settings (e.g. the control function in an organization).				

	• Utilize a statistical software package for performing appropriate statistical test		
Prerequisites	PSC105	Co-requisites	None
Course Content	Testing Hypotheses and making decisions in Psychological research. One-sample Hypothesis test. Two-sample Hypotheses tests. Interval estimation Comparison of three or more sample means reasoning and procedure for Analysis of Variance. The Hypotheses and Assumptions in Analysis of variance. Two-way Analysis of Variance. Comparison of several sample percentages. Linear Regression and Correlation: Fitting regression lines. The least squares regression line. The standard error of estimate. The coefficients of determination and correlation. Multiple linear Regression. Non-parametric Inference. Chi-square analysis. The sign test The Wilcoxon signed Rank Measure of Correlation based on ranks Introduction to decision theory. Computer aided statistics. Over the course of the semester all examples used to explain the various concepts will be based on psychological research. Recent developments and contemporary issues pertaining to the subject-matter of the course s they related to psychological research.		
Teaching Methodology	Distance Learning		
Bibliography	Haslam, S. A., & McGarty, C. (2018). Research Methods and Statistics in Psychology. SAGE Publications Limited. Coolican, H. (2017). Research methods and statistics in psychology. Psychology Press. Pagano, R. R. (2012). Understanding statistics in the behavioral sciences. Cengage Learning. Jones, S. (2010). Statistics in psychology: Explanations without equations. Macmillan International Higher Education. Beins, B. C., & McCarthy, M. A. (2017). Research methods and statistics. Cambridge University Press.		

	Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. Howitt, D., & Cramer, D. (2017). Understanding statistics in psychology with SPSS. Pearson Higher Ed.	
Assessment	Final Examinations Assignments/On-going evaluation	50% 50% 100%
Language	English	

Course Title	Developmental Psychology II				
Course Code	PSC230				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 4th Semester				
Teacher's Name	Eleonora Papaleontiou-Louca				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To familiarize the student with the major issues, theories, and research areas in the field of adult development and aging.				
Learning Outcomes	Upon completion of the course, the students are expected to be able to: • Describe the theories in the field of adult development and aging • Evaluate and discuss important issues in the field of adult development and aging • Analyze the effect of human development on the aging process • Indicate the dynamics of the factors that change the course of adult development. • Evaluate current research in the field of adult development and aging				
Prerequisites	PSC200		Co-requisites	None	
Course Content	A comprehensive exploration of all aspects of the process of development (i.e., physical, cognitive, social, and personality) over the range of adult years. Includes an examination of biological, psychological and socio-cultural forces that govern the observed changes from maturity to old age. Topics include theories of adult development, development of relationships, economic problems of aging, marital and occupational stresses, and death. Topics to be discussed may include: Research Methods in Adult Development Theories of Adult Development				

	Biology of Aging Sensory, Motor, Neurological Changes Memory, Intelligence and Creativity Education and Information processing Work and Retirement Leisure Intimate Relationships and Personal Lifestyles Personality Gender Roles Mental Health, Coping and Adjustment Dying, Death and Bereavement Recent developments and contemporary issues pertaining to the subject-matter of the course.
Teaching Methodology	Distance Learning
Bibliography	Bjorklund, B. (2015). Journey of Adulthood (8th ed.). London: Pearson Education. Boyd, D., & Bee, H. L. (2015). Lifespan Development (7th ed.). London: Pearson Education. Cavanaugh, J.C., & Blanchard-Fields, F. (2011). Adult Development and Aging (6th ed.). Belmont, CA: Wadsworth. Craig, G.J., & Baucum, D. (2002). Human development (9th ed.). London: Pearson Education. Feldman, R. S. (2017). Development across the lifespan (8th ed.). London: Pearson. Whitbourne, S. K., & Whitbourne, S. B. (2011). Adult Development and Aging: Biopsychosocial Perspectives (4th Ed.). London: Wiley-Blackwell.

Assessment	Final Examinations	50%
	Assignments/On-going evaluation	50%
		100%
Language	English	

Course Title	Introduction to Counselling Psychology				
Course Code	PSC235				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2rd Year / 4th Semester				
Teacher's Name	Panagiotis Parpottas				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To introduce students to the fundamental theoretical concepts and research principles of counselling psychology.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Describe the major philosophical stances of counselling psychology on issues of assessment, diagnostics, psychological formulation, therapy and research • Recognise and explain the theories used in counselling psychology • Identify the working fields of counselling psychology • Analyse and compare the therapeutic processes in counselling psychology • Evaluate the ethical practice of counselling psychology				
Prerequisites	PSC215		Co-requisites	None	
Course Content	Course provides an introduction to the field of counselling psychology. Initially, students will understand the differences between counselling, clinical psychology and other relevant specialties. Then, the course will bring students in touch with the ethical principles of professional practice and the phenomenological issues in understanding human distress. Finally, students will be able to differentiate between the different interventions used by counselling psychologists, their work fields and their research applications. Topics to be discussed include: History of counselling psychology, theories of counselling psychology: person-centred, psychoanalysis, CBT, role and skills of a counselling psychologist, the approach in diagnosis and formulation, therapeutic process and relationship between therapist-client, Individual-Group Counselling and Other Interventions, Counselling				

	in Specific Settings (e.g., school, mental health settings, private practice), multicultural counselling psychology, research, Ethical and Legal Considerations in Counselling psychology.
Teaching Methodology	Distance Learning
Bibliography	Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (Eds). (2016). The handbook of counselling psychology (4th Ed.). London: SAGE McLeod J. (2013). Introduction to counselling. Open University Press Reeves, A. (2018). An introduction to counselling and psychotherapy. London: Sage. Pope, K. & Vasquez, M. (2016). Ethics in Psychotherapy and Counseling. NJ: John Wiley & Sons.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Experimental Psychology				
Course Code	PSC300				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 5th Semester				
Teacher's Name	Paris Vogazianos				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The aim of the course is to offer an encompassing in-depth use of the experimental method in psychology. Students will be able to understand basic concepts pertaining to this particular method and at the same time design experiments and develop innovative experimental research ideas.				
Learning Outcomes	Upon completion of the course, students will be expected to: • Apply basic models of experimental design, drawing on acquired experience in the phase of research design and execution. • Combine and use their knowledge in statistics for carrying out experimental work. • Apply the statistical tests based on the decisive criteria. • Analyse statistical outputs. • Experimentally investigate basic questions in psychology (definition of variables, choosing the appropriate design and analysis, creation of original experimental material). • Critically examine the possible application of psychology theories and principles in a laboratory/controlled environment.				
Prerequisites	PSC225	Co-requisites	None		
Course Content	The course rreviews and builds upon knowledge and skills developed in earlier courses, particularly in Research Methods and Statistics in Psychology. It will continue exposing students to the study of scientific methods particularly to experimental techniques in the behavioral sciences. This course will indent to examine fundamentals of the experimental method in psychology. It will provide first-hand laboratory experience. Students participate in the design of				

	experiments and the collection, analysis, and interpretation of data and report writing. In the duration of the course will be mentioned topics such as: Overview of Basic Principles in Experimental Psychology Anatomy of Experimental Psychology: Design and Strategies Factorial Designs, Quasi-Experimental Designs, and other Advanced Design Techniques Anatomy of Experimental Psychology: Control Control of Subject Variables Ethics of Experimental Research Writing the Research Report
Teaching Methodology	Distance Learning
Bibliography	Smith, R.A. & Davis, S.F. (2012). The Psychologist as Detective: An introduction to conducting research in psychology. Pearson Publishers. Ritter, F. E. (2013). Running Behavioral Studies With Human Participants: A Practical Guide. SAGE Publications Pallant, J. (2008). SPSS Survival Manual. Open University Press. American Psychological Association (2009). Publication Manual of the American Psychological Association. Washington, DC: American Psychological Association.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Cognitive Psychology				
Course Code	PSC305				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 5th Semester				
Teacher's Name	Elenitsa Kitromilides				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	A comprehensive overview of the field of cognition with emphasis on an understanding the theories and research methods in questions regarding the nature of cognitive representations, attention, memory, language, thinking, problem-solving, decision making. The course will introduce the student to the theoretical approaches and research methods in the field of cognitive psychology and familiarize them with the nature, scope and influence of cognitive representations in human behavior.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Provide detailed accounts of the basic theoretical approaches in the field of cognitive psychology. • Critically discuss various topics within the areas of learning, memory, thinking, language, reasoning, problem-solving and human intelligence. • Assess the complexities of our mental processes and of the mind as an information-processing system. • Explain the major cognitive mechanisms through which humans become aware of their proximal environment. • Analyse empirical and theoretical data from the field of cognitive psychology. • Create a project on research topics in cognitive psychology.				
Prerequisites	PSC110	Co-requisites	None		
Course Content	Topics to be discussed may include the following: History of the field				

	Cognitive Neurosciences Representation Attention and Perception Memory Language Creativity, Problem Solving, Decision Making
Teaching Methodology	Distance Learning
Bibliography	Sternberg, R. J., & Sternberg, K. (2016). Cognitive Psychology, 7th Edition. Cengage Learning Custom Publishing. Matlin, M. W. (2012). Cognition, 8th Edition. Wiley Publishers. Solso, R. L., MacLin, O. H & MacLin, M. K. (2007). Cognitive Psychology, 8th Edition. Pearson Publishers. Reed, S. K. (2012). Cognition: Theories and Applications, 9th Edition. Cengage Learning Custom Publishing.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Psychological Measurement				
Course Code	PSC310				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 5th Semester				
Teacher's Name	Panagiota Dimitropoulou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	Introduce the students to the principles of psychological testing. Give students the opportunity to familiarize themselves with some of the widely used psychometric tests in psychology. Learn how standardized psychometric tests are evaluated and interpreted. Have an understanding of the current problems and issues of psychological measures.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Discuss the fundamental principles and key concepts of psychological measurement. • Recognize the basic statistical methods used in psychological measurements. • Understand the processes of assessment and interpretation of the standardized psychological tests. • Acknowledge the current problems and questions in the field of psychological measurement and apply critical thinking.				
Prerequisites	PSC225	Co-requisites	None		
Course Content	This course is an introduction to the basic principles and applications of Psychometrics. Teaching topics include validity and reliability, selection and use of tests, interpretation of test results, factors that may impact the performance of individuals, the construction of test scales, use and misuse of tests. Also, students will be introduced to the main aptitude tests, intelligence tests, interest tests, personality tests, organisational psychology tests and other questionnaires used in psychological research. Last, the course provides students with the basic skills in order to interpret standardized psychometric tools and				

	gain knowledge of current problems in the field of psychometric measurements. Topics to be discussed may include: The history of Psychological Testing Reliability, Validity, Norms Test Development Item Analysis Various types of psychological measures Test Selection and Administration Test results' interpretation Apptitude and Intelligence tests Research and Applied Psychology Questionnaires Personality tests Projective tests Organisational psychology tests The qualitative aspect of testing (i.e., interview and report writing) Latest developments, current problems and issues in the area of psychological testing.
Teaching Methodology	Distance Learning
Bibliography	Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues. Cengage Learning. Cohen, R. J., Mark E. Swerdlik, M. E., &, Edward D. Sturman, E. D. (2012). Psychological Testing and Assessment: An Introduction to Tests and Measurement. McGraw-Hill Education Publishers.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%

Language	English

Course Title	Psychology of Learning				
Course Code	PSC320				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th Semester				
Teacher's Name	Panagiota Dimitropoulou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To offer students the opportunity to develop a better understanding of learning through a number of different Theories of Learning, the key learning processes and developments through research data and practical applications.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Describe and analyze the basic concepts of Learning, both in teaching and in practical applications. • Distinguish the concepts of "Learning" and "Teaching" by identifying them through different Learning Theories • Analyze and discuss the most important Learning Theories, and give concrete examples of the application of the different theories • Identify the factors that influence learning, and be able to implement strategies to use these factors in different educational contexts • Develop critical thinking around Learning issues by highlighting the positive and negative aspects of each Learning Theory. This aims to be able to decide under what circumstances each is more effective				
Prerequisites	PSC200 or Instructors consent		Co-requisites	None	
Course Content	The course focuses on the study of Learning Theories, emphasizing their historical significance, starting with the Theories of Classical and Operant Conditioning, until today. The study of historical and modern theories, as well as applications of these theories in education and the therapeutic process, is the focus of the courses' interest.				

	Topics to be discussed may include: Definition of Learning Definition of Learning Theory Behavioral Theories (Pavlov, Watson, Thorndike, Skinner) Morphological Theories (Gestalt) Socio-cognitive Theories (Bandura, Vygotsky) Humanitarian Learning Theories (Maslow, Rogers) Traditional Approaches to Learning Differentiation of Learning and Teaching and the relationship between the two concepts The method, laws, forms and ways of Learning Factors influencing Learning (e.g., motivation, self-esteem, anxiety, curiosity) Motivation: Incentives (e.g., internal and external incentives) and how they can influence Learning The emotional experience of learning and teaching: Teacher and student relationships Learning Strategies Metacognition: I learn how to learn
Teaching Methodology	Distance Learning
Bibliography	Olson. H. H., & Olson, M. H. (2013). An Introduction to theories of learning. London: Psychology Press, Taylor & Francis Group. Robbins, S. J., Schwartz, B., & Waseerman, E. D. (2001). Psychology of Learning and Behavior. W. W. Norton & Company Publisher. Sawyer, K. R. (2014). The Cambridge Handbook of the Learning Sciences. Cambridge: Cambridge Press.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50%

		100%
Language	English	

Course Title	Research Methods in Psychology				
Course Code	PSC325				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th Semester				
Teacher's Name	Spyros Kamtsios				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The purpose of the course is to enhance students' understanding in methods and applications related to research methodology in psychological science. The course describes different ways of research methodology (quantitative, qualitative, mixed methods). By deepening in the theoretical-methodological research approaches, participants will gain a holistic understanding of the design, execution and interpretation of a research in the psychology science. Students will be able to design, conduct and evaluate a research.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Be aware of the most prevalent methodological approaches for conducting a research in the field of psychology. • Apply the experimental methods used in psychology. • Apply individual case research projects, such as case study. • Develop research projects by selecting the appropriate procedures and methodological approaches. • Recognize appropriate research designs for specific research hypothesis. • Select the appropriate sampling methods for their research. • Think critically and discuss the interpretation of their research findings. • Apply ethical rules when conducting research in the field of psychology.				
Prerequisites	PSC310	Co-requisites	None		
Course Content	The course enhance students' understanding in methods and applications related to research methodology in psychological science. Particular emphasis is given on systematic, quantitative and qualitative				

	designs applied in the scientific field of psychology. The research process, including the qualitative, quantitative, and mixed methods are presented. The course also includes a thorough understanding of the structure of a scientific work, as well as ways of organizing and presenting quantitative and qualitative data.
Teaching Methodology	Distance Learning
Bibliography	American Psychological Association (2009). The Publication Manual of the American Psychological Association (6th edition). Washington, DC: American Psychological Association. Cozby, P. C., & Bates, S. C. (2012). Methods in behavioral research (11th edition). Boston: McGraw Hill. Pyrczak, F., & Bruce, R. R. (2007). Writing empirical research reports (6th edition). Los Angeles, CA: Pyrczak Publishing. Schweigert, W. A. (2012). Research methods in psychology: A handbook (3rd edition). Lone Grove, IL: Waveland Press.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Introduction to Clinical Psychology				
Course Code	PSC240				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 4th Semester				
Teacher's Name	Eleni Petkari				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To introduce the student to the field of clinical psychology and enhance their knowledge and understanding of research methods, assessment, diagnosis and psychological intervention practices relevant to the field.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Understand the procedures of assessment and diagnosis • Apply the basic principles of clinical interview and psychometric evaluation • Discuss and develop an in-depth understanding of personality and intelligence evaluation • Analyse the basic therapeutic approaches and their efficacy • Critically evaluate the basic research methods in clinical psychology				
Prerequisites	PSC215		Co-requisites	None	
Course Content	A comprehensive introduction to clinical psychology. The student will develop an understanding of: current methods by which research is conducted in this field, current research findings, assessment methodology, diagnosis and about psychological interventions, relevant to the field of clinical psychology. The student will be expected to develop skills and knowledge already acquired from previous psychology courses related to this specialized field. The course will involve practical application of theoretical concepts through integration of knowledge to relevant case studies that will be explored in the context of assessment, diagnosis, treatment and prevention of psychological disorders.				

	Topics to be discussed may include the following: Introduction to the Field of Clinical Psychology Development of the Field of Clinical Psychology Research Methods in Clinical Psychology Models and Assessment of Intelligence and Personality Understanding Psychopathology Clinical Interviewing Clinical Diagnosis Intervention: Promotion, Prevention and Treatment Psychotherapeutic Models Effectiveness of Psychotherapy: Evaluation and Integration
Teaching Methodology	Distance Learning
Bibliography	Bennet, P. (2011). Abnormal and Clinical Psychology: An Introductory Textbook. NY: McGraw Hill. Carr, A. & McNulty, M. (2016). The Handbook of Adult Clinical Psychology: An Evidence Based Practice Approach. Oxford: Routledge. Kramer, G. P., Bernstein, D.A., & Phares, V. (2013). Introduction to Clinical Psychology. NY: Prentice Hall
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Applications of Psychology (Practicum)				
Course Code	PSC400				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year/ 7th Semester				
Teacher's Name	Constantina Demetriou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The purpose of the course is to allow students to gain practical experience that is directly relevant to their studies in psychology. Students will have the opportunity to explore their professional interests and to further develop their practical thinking, vocational skills, self-awareness, and critical thinking through field experience in the community and/or through participation in research and/or laboratory activities within the Department of Social and Behavioral Sciences. Students are expected to relate their practicum experience to their academic program (in a Logbook that is due in the final week).				
Learning Outcomes	Upon successful completion of this course students should be able to: • Develop knowledge on specific characteristics of different fields of Psychology. • Understand the application of the theoretical framework of Psychology. • Acknowledge the psychological principles and processes and demonstrate practical experience in an applied work setting and/or in a research/laboratory setting. • Observe how professionals can facilitate applied work and/or research/ laboratory activities in exploring, understanding and changing human behaviors and mental processes. • Demonstrate professional skills associated with working effectively in applied work and/or research/laboratory settings. • Understand and follow ethical principles in applied work and/or research/laboratory settings. • Reflect on the implications of their experience.				
Prerequisites	Senior standing		Co-requisites	None	

<table>
<tr><td>Course Content</td><td>Students will gain practical experience by implementing the principles of psychology in applied work settings and/or in research/laboratory settings. Additionally, they will have the opportunity to familiarize themselves with various professional activities delivered by psychologists through observations. Furthermore, students will participate in a series of meetings with the course instructor to refine course’s objectives, track their progress and get support in all their activities. Students must record on a weekly basis their activities in the Logbook. Finally, students will be under continuous supervision (by their field supervisor) during their practicum. A study guide is provided with detailed explanation of all activities.</td></tr>
<tr><td>Teaching Methodology</td><td>Supervision</td></tr>
<tr><td>Bibliography</td><td>Depends on the topic</td></tr>
<tr><td>Assessment</td><td>Evaluation of Field Supervisor 75%
Written reports 25%
100%
The course is graded on a Pass/Fail basis.</td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Undergraduate Thesis I				
Course Code	PSC480				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year/ 7th Semester				
Teacher's Name	Program Coordinator				
ECTS	6	Lectures / week	None	Laboratories / week	None
Course Purpose and Objectives	To give students the opportunity to integrate and utilize acquired knowledge of psychology, by conducting research on a topic of their choice, in their area of concentration. Students will conduct their research under the guidance of a faculty member or faculty team.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Critically analyze and integrate relevant literature to devise an appropriate research topic of psychological significance and personal importance. • Develop a full comprehension of the methodology that they will use based on literature review. • Complete and submit a research proposal and protocol to the supervisor. • Complete the writing of the literature review and method sections of their undergraduate thesis.				
Prerequisites	PSC325 and Senior standing	Co-requisites	None		
Course Content	This first part of completion of the research project in a field of psychology gives the student the opportunity to develop new skills to conduct major scientific studies, while at the same time enabling him to sharpen his critical thinking. During this first part, the student will be able to use quantitative and qualitative research methodologies of the social sciences. While the former requires statistical compilation and subsequent analysis using				

	some form of statistical processing (such as SAS, SPSS, LISREL, etc.), the second involves the collection of data through formal / informal interview observation techniques, and active participation. The student may also choose to adopt a systematic literature review methodology in carrying out his / her work, including the collection and synthesis of information from various academic books and scientific articles.
Teaching Methodology	Distance Learning
Bibliography	Creswell, J., & Creswell, D. (2017). Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, 5th International Student Edition. Sage Publications. Plunch, K. (2016). Developing Effective Research Proposals, 3rd Edition, Sage Publications. Boland, A., Cherry, G., & Rumona Dickson, R. (2018). Doing a Systematic Review: A Student's Guide, 2nd Edition. Sage Publications. Decuir-Gunby, J., & Schutz, P. (2017). Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers. Sage Publications.
Assessment	Written Project 100% 100%
Language	English

Course Title	Undergraduate Thesis II				
Course Code	PSC490				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year/ 8th Semester				
Teacher's Name	Program Coordinator				
ECTS	6	Lectures / week	None	Laboratories / week	None
Course Purpose and Objectives	To give students the opportunity to complete and present the research project they have started in the previous semester (PSC480) by integrating and utilizing acquired knowledge of psychology.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Complete the design of their undergraduate thesis. • Complete the data collection . • Analyze the data. • Interpret the statistical findings. • Complete the discussion section of their undergraduate thesis.				
Prerequisites	PSC480	Co-requisites	None		
Course Content	This second part of the undergraduate thesis will allow the student to finalise hi/her work. The student will have the opportunity to complete the data collection, statistical analysis (or other mixed analyzes), interpretation and discussion of the results. The student should be able to apply all the knowledge gained from previous relevant courses and with the guidance of the research supervisor to complete the research work in order to present it to the evaluation committee.				
Teaching Methodology	Distance Learning				
Bibliography	Creswell, J., & Creswell, D. (2017). Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, 5th International Student Edition. Sage Publications. Plunch, K. (2016). Developing Effective Research Proposals, 3rd Edition, Sage Publications.				

	Boland, A., Cherry, G., & Rumona Dickson, R. (2018). Doing a Systematic Review: A Student's Guide, 2nd Edition. Sage Publications. Decuir-Gunby, J., & Schutz, P. (2017). Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers. Sage Publications. Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, 5th International Student Edition, (2017). John & David Creswell. Sage Publications. ISBN: 9781506386768.
Assessment	Written Project 80% Presentation 20% 100%
Language	English

Course Title	Fundamentals Of Human Sexuality				
Course Code	PSC125				
Course Type	Elective				
Level	Bachelor (1st cycle)				
Year / Semester	1st or 3rd or 4th Year / 2nd, 5th, 6th, 7th or 8th Semester				
Teacher's Name	Andreas Philaretou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	This course aims to provide students with a wide range of practical information in the area of human sexuality with a focus on issues particularly from a psychological perspective. It will help students feel more comfortable with thinking and talking about sex in order to develop effective decision making and greater self-awareness and understanding of his/her own sexuality and that of others. It also aims to familiarize students with research on sexual behavior and encourage critical thinking.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Describe major psychological, sociological, social psychological, and biological theories of human sexual development and identify the important contributors to the scientific study of sexuality. • Identify, evaluate, and dispel myths, misunderstanding, and biases about sexuality. • Facilitate the development of one's sexuality as part of being human and self-examine feelings, attitudes, and anxieties regarding sexuality. • Recognize and describe sexual anatomy, physiology, sexual response systems, atypical sexual variations, and their functions. • Outline the prevalence of sexually transmitted infections and the utility of various contraceptive and abortion methods. • Improve sexual wellness through the open discussion of various issues surrounding sexuality, such as rape, teen pregnancy, abortion and sex education.				

Prerequisites	None	Co-requisites	None
Course Content	This is an interdisciplinary survey course of research and theories about sexual behavior in humans, with a focus on psychological aspects of sexuality. Among the topics covered are cultural, historical, religious perspectives; sexual anatomy; conception, abortion and childbirth; sexuality and the life span; gender roles and differences; sexual orientations, dysfunctions, and therapy; sex in intimate relationships. Course includes lectures, discussions and written exercises designed to enhance self-understanding and decision-making in the area of sexual behavior. Specific topics may include: Historical, cultural, and psychological perspectives on sexuality Sexual anatomy Sex hormones and sexual differentiation Conception, pregnancy and childbirth Physiology of sexual response Techniques for sexual communication and relationship maintenance skills. Sexuality and the life-cycle Development of sexual behavior from childhood through adulthood Attraction, love and intimacy Development of relationships Gender roles in sexual behavior and attitudes Biological, cultural, psychological and other factors affecting male and female sexuality Sexual orientation Deviations/variations in sexual behavior and paraphilia Sexual aggression, sexual harassment at work and in education; rape; incest; child molestation		

	Sexual exploitation: The valuation of sex; types, psychosexual aspects, consequences of prostitution and pornography; sex in advertising Sexual dysfunctions and sex therapy Sexual health and illness Ethical, religious and legal issues relating to human sexual behavior and their influences on personal value systems Recent developments and contemporary issues pertaining to the subject-matter of the course.
Teaching Methodology	Distance Learning
Bibliography	Hyde, J. S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co. Janell, L. C. (2013). Introduction to Human Sexuality. Wadsworth Cengage. Clark, A. (2019). Desire: A History of European Sexuality. 2nd ed. Routledge. Dines, G. (2011). Pornland: How Porn Has Hijacked Our Sexuality. Beacon Press. Bindel, J. (2017). The Pimping of Prostitution: Abolishing the Sex Work Myth. Palgrave Macmillan. Balon, R. (2016). Practical Guide to Paraphilia and Paraphilic Disorders. Springer.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Social Psychology				
Course Code	PSC120				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Andri Christoforou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To provide the student with a broad and comprehensive framework of the research and theories in the field of social psychology.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Manipulate the major psychological and sociological theories as they pertain to the explanation of everyday social phenomena, such as attraction and love, aggression and violence, and altruism. • Manipulate the driving mechanisms of attribution theory, conformity, stereotypes, prejudice, and discrimination. • Apply practical knowledge of how preconceptions control interpretations, interaction and memories and how useful information is often ignored. • Evaluate utility for the various social psychological principles that can be effectively and efficiently applied in treating psychological disorders. • Determine practical knowledge of the effectiveness of interpersonal interaction mechanisms for improving the social psychology of everyday life. • Work with an inventory of social psychological factors that are associated with interpersonal attraction, love, and relational stability and satisfaction and identify those that often lead to the dissolution of an intimate relationship.				
Prerequisites	None		Co-requisites	None	
Course Content	The study of social behavior considered from a psychological point of view. The relation between the individual and the group, small group				

	behavior, interpersonal attraction, prosocial behavior, attitude acquisition and change, leadership, conformity, aggression and prejudice. Specific Topics Discussed: Introduction: History of Social Psychology; theories in Social Psychology: Role theory, Learning theory, Cognitive theory. Comparison of theories. Methods of Studying Social Behavior: Formulating and testing hypotheses; Major methods of social-psychological research; Issues in research ethics. The Nature of the Self: Becoming aware of the self; Self-concept; Self-esteem; Self-presentation. Social Perception: Organizing impressions; The process of social cognition; Explaining behavior: attributions of causality. Attitudes and Behavior: Nature, formation and structure of attitudes; The process of attitude change; Theories of attitude change. Social influence and Personal Control: Conformity, compliance, obedience; Persuasion techniques; Reactions to a loss of control. Affiliation, Attraction and Love: Factors in interpersonal attraction; Relationship development; Relationship issues: conflict, power, jealousy; Falling out of love. Aggression and Violence: Aggression and human nature; Conditions that influence aggression; Violence and the mass media; Violence in society; Prosocial Behavior: Prosocial behavior and human nature; Reasons and models of helping behavior; Situational influences on prosocial behavior;

	Personal influences on prosocial behavior; Seeking and receiving help: the recipient's perspective. Behavior in Groups: The influence of other groups; Group composition and structure; Interaction in groups; group socialization; Leadership: The search for leadership traits; What do leaders do? Contingency models of leadership; Interaction of leaders and followers. Intergroup Relations: Prejudice and discrimination; In-groups and out-groups; Strategies of interaction; Reduction of intergroup conflict. Social Psychology and Society: Pure science, applied science, or both? Interpersonal behavior and the physical environment; Health; The legal system; From problems to solutions. Recent developments and contemporary issues pertaining to the subject-matter of the course.
Teaching Methodology	Distance Learning
Bibliography	Baron, R. A., & Byrne, D. (2016). Social Psychology. Boston, MA: Pearson. Cook, K .S., Fine, G. A., & House, J.S. (2014). Sociological Perspectives on Social Psychology. (Ed). Boston, MA: Allyn & Bacon. Halberstadt, A. G., & Ellyson, S. L., (2015). Social Psychology Readings: A Century of Research. New York: McGraw-Hill. Tesser, A., (2016). Advanced Social Psychology. New York: McGraw-Hill.
Assessment	On-going evaluation 50% Examinations 50% 100%
Language	English

Course Title	An Introduction to Group Dynamics				
Course Code	PSC130				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	1st or 3rd or 4th Year / 2nd, 5th, 6th, 7th or 8th Semester				
Teacher's Name	Andreas Philaretou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To provide basic understanding of the nature of small groups and how they function. To promote student application of principles of group dynamics in practical situations and development of practical small group skills.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Manipulate the mechanisms by which small group processes act as psychological well being filtering mechanisms of societal, cultural, and historical generated environmental variants. • Analyze the important linkages between effective and efficient group memberships and individual, group, and societal well-being. • Manipulate the various processes through which effective/efficient human adaptation takes place in challenging group contexts. • Assess through various in-class exercises, such as role playing, role reversal, group exercises, etc., the interpersonal and intrapersonal intricacies governing group dynamics. • Create appropriate leadership, negotiation, and conflict resolution skills for group survival and success. • Improve personal and interpersonal quality of life through better group communication and membership.				
Prerequisites	None		Co-requisites	None	

Course Content	An introduction to and examination of theory and research in the psychology of small groups. Topics include communication within groups; leadership; decision making; problem solving; group development; conflict management. Course includes practical guidance and experience to enhance student participation as effective members of small working groups. Topics to be discussed may include: Introduction: Definition of concepts; Types of groups; Group dynamics as field of study Group membership: Types of membership; Reasons for joining; Reference groups; Group cohesiveness Communication: Selective perception; Influence of stereotypes; Importance of feedback; Communication problems; Factors influencing group communication; Cross-cultural communication differences Group norms; Types; Silent organizational norms; Group norm development; Theoretical perspectives; Social influence; Power; Deviance; Changing group norms Group goals: Hidden and surface agendas; Group productivity; Changing group goals Group development: Stages of group development; Facilitating group development; Development of role structure; Networks of communication; Status hierarchy Leadership: Theoretical views; Styles; Different approaches (e.g. situational, functional, interactional, transformational, transactional leadership) Group problem solving: Problems undermining effective problem solving; Sources of conflict; issues related to group problem solving; Groupthink controversy Group decision making: Advantages and disadvantages; Methods; Phases; Effective group decision making; Guidelines; Relevant issues Conflict and conflict management: Types of conflict; Positive and negative outcomes; Sources; Approaches to conflict management; Processes of conflict management;

	Conflict management styles Small group processes - applications: Observing and evaluating small group discussions; planning observations; instruments used for observation and evaluation; Improving organizational problem solving; Recent developments and contemporary issues pertaining to the subject-matter of the course.	
Teaching Methodology	Distance Learning	
Bibliography	Daniel, L. (2016). Group Dynamics for Teams (5th Edition). Sage Publications. McRae, M., & Short, E. (2010). Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries. Sage Publications. Gastil, J. (2014). The Group in Society. Sage Publications. Johnson, C., & Johnson, B. (2013). Joining Together: Group Theory & Group Skills. Pearson Publishers.	
Assessment	Final Examinations Assignments/On-going evaluation	50% 50% 100%
Language	English	

Course Title	Psychology of Gender				
Course Code	PSC245				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 6th, 7th or 8th Semester				
Teacher's Name	Andri Christoforou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	This course is designed to introduce students to psychological theories and research regarding the differences and similarities between men and women and the effects of gender in social situations. This course should assist students in recognizing the influence of gender on human experiences and relationships, and that assumptions about gender have real-world consequences. Students will learn to understand the complexity and diversity of gendered experiences in the social settings of their own and other cultures.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Manipulate major psychological, sociological, social psychological, and biological theories of gender development and identify the important contributors to the scientific study of gender. • Identify, evaluate, critique, and dispel myths, misunderstandings, and biases regarding gender differences. • Identify the social, cultural, and historical trajectories of gender role formation and evolution. • Analyze the mechanisms through which gender comes to influence social interaction in daily life. • Improve gender reconstruction and promote gender education through the incorporation of the major premises of androgynous ideologies in an individual's intrapersonal and interpersonal interactions in daily life.				
Prerequisites	PSC110 or Instructors consent		Co-requisites	None	

Course Content	This is a survey course examining a variety of psychological, sociological, and biological theories and research on gender. Some of the topics covered include the learning of gender roles, ways of knowing, mental health, sexuality, family issues, and workplace issues. The course format focuses on group discussions, reflective writing, and small research projects. Specific topics may include: Religious Context Global & Cultural Context Biology, Culture, & Gender Violence Stereotypes & Roles Gender Identity Language & Communication Perspectives on Difference Moral Development Ways of Thinking Abilities Leadership Mental Health Education Sexuality Dating and Marriage Parenting Work
Teaching Methodology	Distance Learning
Bibliography	Bosson, J., Vandello, J., & Buckner, C. (2018). The Psychology of Sex & Gender. Sage Publications.

	Ryle, R. (2012). Questioning Gender: A Sociological Exploration. Sage Publications. Spade, J., & Valentine, C. (2016). The Kaleidoscope of Gender: Prisms, Patterns, & Possibilities (5th ed). Sage Publications. Helgeson, V. S. (2012). The psychology of gender (4th ed). Boston: Pearson Education.	
Assessment	Final Examinations Assignments/On-going evaluation	50% 50% 100%
Language	English	

Course Title	Human Relations				
Course Code	PSC135				
Course Type	Elective				
Level	Bachelor (1st cycle)				
Year / Semester	1st or 3rd or 4th Year / 2nd, 5th, 6th, 7th or 8th Semester				
Teacher's Name	Andreas Philaretou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To promote student understanding of interpersonal relations and its relevance to the attainment of both organizational and personal goals in the work setting. To promote sensitivity toward self and others. To help students learn ways of improving human relations skills.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Formulate appropriate language and communication skills for promoting interpersonal competence. • Employ the various mechanisms through which typical / atypical personality variables develop within interpersonal relations. • Apply the linkages between the typical human developmental processes that individuals go through during the course of their lifetime and interpersonal interaction patterns. • Employ the various processes through which effective human adaptation takes place in challenging relationships. • Demonstrate sympathetic understanding towards the plight of others and practical sensitivity skills for perspective taking.				
Prerequisites	None	Co-requisites	None		
Course Content	This course is designed to provide, through theory and practice, an appreciation of various aspects of human relations in work and life settings. Topics include basic processes underlying behavior: personality, motivation, communication, perception; forms of interpersonal behavior: social influence, leadership, group processes, conflict; strategies for promoting interpersonal competence; problems				

	of the workplace: stress, prejudice, discrimination. The course includes an experiential component. Specific Topics to be discussed may include the following: Introduction; Definitions; Goal and major themes of human relations; Historical background of human relations movement; Applied research and its methods. Communication: The communication process; Communication filters; Styles of communication, effect on interpersonal relations in organizations; Communication style bias; Style flexing; How to improve personal communication; informal and formal communication channels in the organization; Improving organizational communication; Cultural barriers. Attitudes: Role in personal and organizational success; Attitude formation; Changing attitudes; Influence of attitudes on performance and productivity; Changing worker attitudes and need for organizational adjustment. Perception: Perceptual processes; Social perception; Impression formation; Developing positive first impressions; Errors in social perception; Perceptual bias in job interviewing. Identifying Motivations: Nature of motivation; Motivation in workplace; Theoretical views; Enhancing motivation at work: MBO, goal setting, job enrichment, OBMod procedures; Intrinsic vs extrinsic motivation; Use of positive reinforcement strategies. Understanding Individual Differences: Theories of personality; Impact of personality in workplace; Social skills; Self-concept and self-esteem; Impact of self-esteem on interpersonal relations and job success; Expectations; Increasing self-esteem. Interpersonal Relations:

	Need for affiliation; Interpersonal attraction: contributing factors; Liking, friendship and love; Relationship development, in work context; Self-disclosure and impact on interpersonal relationships and teamwork; Barriers to self-disclosure. Persuasion, Influence and Power: Determinants of successful and unsuccessful persuasion; Self-persuasion: cognitive dissonance; Ingratiation and other self-presentation techniques; Compliance: techniques to obtain it; gaining and using power in workplace; Kinds of power; Organizational politics. Leadership: Approaches to Understanding Leadership, e.g., trait; Leadership styles, Managerial Grid; Theories of leadership, e.g. contingency; Leader-member relations and impact on performance; Leadership effectiveness; Team building as leadership strategy: impact on productivity and interpersonal relations, underlying behavioral science principles, guidelines for supervisor and employee. Group Behavior and Influence: Why people join groups; Group socialization and development; Social facilitation; Creativity in groups; Group decision making; Group polarization and group think; Implications for organizations. Conflict and Conflict Resolution: Importance of coordination in organizations; Competition and cooperation: contributing factors; Causes and effects of conflict in workplace; Conflict resolution process; Styles of conflict management; Effective conflict management. Special Problems and Challenges in Workplace: Stress, coping with personal and professional life changes, resisting and adapting to change, stress management; Coping with prejudice and discrimination; Overcoming sexism. Planning for Success: Making a career choice; Career development; Human resource planning: forming a plan for career development, assessing human relations abilities, plan for improved human relations; Organization socialization: becoming part of an organization.

	Recent developments and contemporary issues pertaining to the subject-matter of the course.	
Teaching Methodology	Distance Learning	
Bibliography	Duck, S. (2015). Human Relationships. Sage Publications. Hutchison, E. (2015). Dimensions of Human Behavior: Person & Environment. Sage Publications. Manning, J., & Kunkel, A. (2014). Researching Interpersonal Relationships. Sage Publications. McCann, V., & McCann, H., (2015). Human Relations: The Art & Science of Building Effective Relationships. Pearson/Prentice Hall. Reis, H., & Sprecher, S. (2016). Encyclopedia of Human Relationships. Sage Publications.	
Assessment	Final Examinations Assignments/On-going evaluation	50% 50% 100%
Language	English	

Course Title	Introduction to Biopsychology				
Course Code	PSC255				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 6th, 7th or 8th Semester				
Teacher's Name	Elenitsa Kitromilides				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	This is an introductory course on the basic structure and function of the nervous system which wll allow to the student to cultivate comprehension of and familiarity with the complex interactions between biology, behavior and mental processes. Students will also be familiarized with biological terms and concepts related to the nervous system.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Illustrate nervous system's function and structure • Relate neurobiological correlates of specific behaviors, cognitions and reactions • Outline the evolution of the human nervous system • Dissect the reciprocity of biological and psychological processes • Develop critical thinking in the field of biological psychology.				
Prerequisites	PSC110	Co-requisites	None		
Course Content	Topics to be discussed may include: Concepts and Goals in Field of Biopsychology Research Methods of Biopsychology Anatomy and Functions of the Nervous System Neurons, Synapses and Neurotransmitters Electrochemical and Neurochemical Bases of Behavior Hemisphere Function and Language				

	Biology of Learning and Memory Sleep, Arousal, and Biological Rhythms Sensory Processes and Perception Biopsychology of Emotion, Stress and Mental Disorders Recent developments and contemporary issues pertaining to the subject-matter of the course.
Teaching Methodology	Distance Learning
Bibliography	Pinel, J. P.J. (2014). Biopsychology, 9th Edition. Pearson Publishers. Kalat, J. W. (2015). Biological Psychology, 12th Edition. Cengage Learning Custom Publishing. Aleixo, P. & Baillon, M. (2008). Biological Psychology: An Illustrated Survival Guide. Wiley-Blackwell. Klein, S. B., & Thorne, M. (2007). Biological Psychology. New York: Worth Publishers.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Sport Psychology				
Course Code	PSC265				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 6th, 7th or 8th Semester				
Teacher's Name	Despina Kouali				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To provide the student with a basic understanding of: the issues, theoretical concepts and current research in the field of sport and exercise psychology. To contribute to the student's increased awareness of the strategies and techniques designed to help those interested in cultivating peak performance in themselves and in others. To promote an understanding of the role of sport psychologists				
Learning Outcomes	Upon successful completion of this course students should be able to: • Explain the role of sport psychologists as physical, psychological, and emotional health guardians and promoters. • Develop the necessary skills for comprehending the processes involved in promoting athletes' physical and psychological well-being. • Identify the major premises defining the field of sport psychology. • Develop holistic problem-solving and decision making skills as they relate to the effective and efficient assessment and therapeutic interventions connected to drug abuse, burnout, injury, and termination among athletes. • Describe how the team and individual behavior is shaped in sport and exercise settings. • Recognise the social factors affecting sport performance and exercise.				
Prerequisites	PSC110 or Instructors consent		Co-requisites	None	

Course Content	The course addresses the issues and theoretical concepts relevant to the field of sport psychology, through reviews of current literature in this field. The course focuses on major strategies and techniques that assist in the cultivation of peak performance, these being: motivation, leadership, communication and mental training. Furthermore, the course aims to increase the student's awareness of the role of sport psychologists. The course will involve practical application exercises and class discussions, aimed to enhance the student's understanding of acquired concepts, by thinking of real-life issues relevant to the field of sport psychology. Topics to be discussed may include the following: History of Sport Psychology Learning, Motivation and Effective Leadership The Sport Team as an Effective Group Communicating Effectively Psychological Characteristics of Peak Performance Goal Setting for Peak Performance Arousal-Performance Relationships Understanding and Using Imagery in Sport Cognitive Techniques for Building Confidence and Enhancing Performance Concentration and Attention Control Training Implementing Training Programs Childhood and Sport The Coach-Athlete Relationship Psychological/Social Issues: Doping/ Drug Abuse, Burnout, Injury, Early Termination of Sport Participation, Athlete Welfare, Eating Disorders The Role of the Sport Psychologist
Teaching Methodology	Distance Learning

Bibliography	Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. USA. Human Kinetics. Cox, R.H. (2012). Sport psychology: Concepts and applications. New York. McGraw-Hill. Jowett, S. & Lavallee, D. (2007). Social Psychology in Sport. USA. Human Kinetics. Lavalle, D., Kremer, J., Morgan, A. P., & Williams, M. (2012). Sport psychology: Contemporary themes. UK. Palgrave Macmillan. I Williams, J. M. (2009). Applied sport psychology, personal growth to peak performance. New York. McGraw-Hill.	
Assessment	Final Examinations Assignments/On-going evaluation	50% 50% 100%
Language	English	

Course Title	Health Psychology				
Course Code	PSC315				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 5th Semester				
Teacher's Name	Eleni Epiphaniou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The aim of the course is an introduction to Health Psychology and its applications. Health Psychology is concerned with promoting, maintaining and restoring health, giving emphasis to the biological, social and psychological factors that affect health and disease. A special focus is around health and illness, stress and health, as well as individual and group interventions to promote, preserve health and prevent illness.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Understand and identify the relationship between biological, psychological and social factors in health and illness. • Demonstrate a broad background of knowledge about health psychology including information about history and research methods used in health psychology. • Analyse the stages and challenges of the chronic disease that the patient and his / her family need to deal with. • Explain and understand the basic models used to understand health and illness. • Be aware of the role and importance of health psychology. • Evaluate the importance of interdisciplinary work on issues of health and illness.				
Prerequisites	PSC110 or Instructors consent		Co-requisites	None	
Course Content	The course provides a comprehensive approach in understanding health psychology using existing social and psychological theories and approaches. It refers to the biopsychosocial model and emphasizes the importance of biological, social, psychological and				

	behavioral factors that affect health and Illness. There is also a reference to the relationship between stress and health, the perception of symptoms as they are influenced by psychological factors, the experience and the treatment of chronic disease from the part of the patient as well as the caregiver, the relationship and communication between health care professional and the patient, the experience of pain and, finally, social health inequalities. In the duration of the course will be mentioned topics such as: Illness representations Stress and health Stress management Communicating in the healthcare context Pain and its treatment Chronic diseases and quality of life Informal carers
Teaching Methodology	Distance Learning
Bibliography	Barley, E. (2016). Health Psychology in Nursing Practice. SAGE Publications Ltd. Marks, D., Murray, M., Evans, B., & Vida Estacio, E. (2018). Health Psychology: theory, Research, & Practice (5th ed). SAGE Publications Ltd. Sanderson, C. (2019). Health Psychology: Understanding the Mind-Body Connection (3rd ed). SAGE Publications Ltd. Anisman, H. (2016). Health Psychology. SAGE Publications Ltd.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Cultural Psychology				
Course Code	PSC250				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 6th, 7th or 8th Semester				
Teacher's Name	Andreas Philaretou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The aim of the course is the interdisciplinary research of various theories and research studies on cultural psychology with the ultimate goal of providing students with knowledge about the socio-cultural influences on the experience of daily psychology as well as on human development in general, such as social cognition, intelligence, emotions, motivations and behavior. The course will give students the opportunity to evaluate and compare traditional theories with ongoing research findings within the multicultural contexts of modern societies, increasing thus their sensitivity to the negative consequences of ethnocentrism on conducting unbiased cultural psychological research within the Western culture of West Europe and North America.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Acquire a general picture of the essence of cultural psychology, by understanding the main theories, research findings, and methodologies of this discipline. • Identify similarities and differences between cultural psychology and other disciplines of social and behavioral sciences such as sociology, psychology, and anthropology. • Discuss biological, social, and cultural influences on gender roles and interpersonal relationships. • Discuss how individuals are affected by the presence of other people from the same or from different cultural contexts. • Discuss how different socio-cultural processes shape personal qualities, beliefs, and identities. • Explain how cultural psychology can be applied to the study of social problems.				

Prerequisites	PSC110 or Instructors' consent	Co-requisites	None
Course Content	This course introduces students to the cross-cultural perspective as it relates to topics in social, clinical, developmental, and personality psychology. Given the predominance in psychology courses of empirical data derived from Western culture and the tendency to consider such data as the basis for what is normal in human behavior and development, the course draws student attention to cultural similarities and differences in areas as emotion, learning, perception, motivation, cognition, language, etc. in an effort to create a more 'culture-inclusive' view of human behavior. Topics to be discussed may include: Understanding Culture: Definition The Cross-Cultural Approach to the Study of Human Behavior Towards a More Culture-Inclusive Psychology Methods and Issues in Cross-Cultural Research Basic Psychological Processes and Culture (e.g., perception, intelligence) Cultural Differences in Development (e.g., cognition, moral reasoning, attachment, etc.) Influence of Culture on the Self and Personality Emotions from a Cross-Cultural Perspective Cultural Influences in the Workplace (e.g., leadership and management styles, motivation, productivity, etc.) Cultural Influences in Intergroup Relations (e.g., ethnocentrism, stereotypes) Cultural Differences in Interpersonal and Intergroup Behavior (e.g., attributions, social perception, interpersonal attraction, conformity, obedience) Culture and Non-Verbal and Verbal Behaviors Sociocultural Influences on Physical and Mental Health Recent developments and contemporary issues pertaining to the subject-matter of the course.		

Teaching Methodology	Distance Learning
Bibliography	Laungani, P. (2007). Understanding Cross Cultural Psychology: Eastern & Western Perspectives. London: Sage Publications. Nanda, S., & Worms, R. (2019). Cultural Anthropology, 12th Edition. London: Sage Publications. Shiraev, E., & Levy, D. (2017). Cross Cultural Psychology: Critical Thinking and Contemporary Applications, 4th Edition. London: Pearson Education.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Educational Psychology				
Course Code	PSC220				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 3rd Semester				
Teacher's Name	Eleonora Papaleontiou-Louca				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The course aims to introduce students to the theory of educational psychology. Emphasis is therefore placed, on the application of psychology and its methods in the study of the development of learning, motivation, teaching and evaluation in addition to issues arising from the interaction of teaching and learning.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Describe and analyze the basic concepts involved in such issues as learning, instruction, classroom management, learning diversity • Identify factors that influence the prosess of teaching and learning • Understand the levels of diversity and differentiantion of students as well as how to integrate children with different needs in the school context • Understand the meaning of an effective learning envoriment as well as the different dimensions and pracitces that compose it. • Illustrate the techniques of effective teaching.				
Prerequisites	PSC110 or Instructors consent	Co-requisites	None		
Course Content	The course provides a comprehensive overview of the field of educational psychology, covering material such as, teacher development, the process of solving classroom problems, motivation and classroom learning, classroom management and organization, assessment and evaluation, and working effectively with exceptional and at-risk learners.				

	Topics to be discussed may include the following: What is Educational Psychology? Child and Adolescent Growth a.Cognitive and Language Development b. Social and Emotional Development Individual Variation and Sociocultural Diversity Learning Theories: Behavioral and Social-Cognitive Approaches Motivation, Teaching and Learning Managing the Classroom Effective Teaching Techniques Teacher Personality & Characteristics Assessment and Evaluation Behavioural Problems
Teaching Methodology	Distance Learning
Bibliography	Santrock, J. W. (2018). Educational Psychology. McGraw-Hill, Latest Edition Eggen, P., & Kauchak, D. (2013). Educational Psychology: Windows on Classrooms (9th Edition). Pearson Frederickson, N., & Cline, T. (2015). Special educational needs, inclusion and diversity (3rd ed). Maidenhead: Open University / McGraw Hill Education.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Abnormal Child Psychology				
Course Code	PSC340				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 6th, 7th or 8th Semester				
Teacher's Name	Monica Shiakou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To give students an in-depth knowledge and understanding of abnormal child psychology and development, to introduce them to the theories, causes and research in the field of childhood pathology, and to help them understand the differences between normal and abnormal child psychology.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Distinguish between child abnormal behaviour and normal. • Discuss theories, causes and research in Child Abnormal Psychology. • Understand the biopsychosocial approach of disorders • Describe and discuss a number of disorders and their treatment. • Evaluate the contribution of the familial and school proximal environments in the creation of the abnormality				
Prerequisites	PSC240		Co-requisites	None	
Course Content	The course provides an in-depth overview of childhood disorders, causes, diagnosis, prognosis, treatment, and interventions where applicable. It may cover such areas of interest as behavioral disorders, emotional and developmental disorders. Topics to be discussed may include the following: Theories and causes of abnormal child psychology Assessment, diagnosis and treatment				

	Attention-Deficit Hyperactivity Disorder (ADHD) Conduct Disorders Challenging Behavior Anxiety Disorders Mood disorders and Bipolar Disorder Autism Pervasive Developmental Disorders (PDD and PDD-NOS) Communication Disorders Schizophrenia Eating Disorders Child Abuse
Teaching Methodology	Distance Learning
Bibliography	Mash, E. J. & Wolfe, D. A. (2016). Abnormal Child Psychology. Toronto: Wadsworth/ Thomson Learning. Wilmshurst, L. (2017). Child and Adolescent Psychopathology: A Casebook. New York: Sage Publications Inc. American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Sensation and Perception				
Course Code	PSC335				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 6th, 7th or 8th Semester				
Teacher's Name	Stella Tsigka				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To disambiguate the processes of detection, recognition, decision – making and action and explain their continuous integration in the perceptual cycle. Define perceptual processes and their interaction with receptor cells. Understand the basics of cellular function in each sense. Evaluate the interpretative mechanisms involved in perceptual processes.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Learn the structure of the major sensory systems. • Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information. • Learn the body and brain structures involved in the transduction and transmission processes and describe what each structure does. • Explain the basis of individual differences in perception. • Review the historical roots and experimental methods used in the science of sensation and perception • Determine the continuum of consciously and unconsciously perceiving • Identify the symptoms of selected perceptual disorders and record some of the perceptual processes in neurologically atypical populations				
Prerequisites	PSC305	Co-requisites	None		
Course Content	The course will give the students an in-depth knowledge and understanding of how the physical world interacts with and stimulates				

	the senses and, in turn, how the senses and the nervous system transform, integrate, and process the stimulation to enable perception of the environment. A broad and balanced treatment of the theories, principles, and basic findings of the discipline will provide the students with information on how we perceive and interpret our surroundings. Topics to be discussed may include: Approaches to the study of sensation and perception Physiological perspective: neuronal communication Psychophysics The visual system Fundamental visual functions and phenomena Visual pattern and form perception The Gestalt approach: figure-ground perception The perception of movement The perception of space: monocular / binocular vision Constancy and illusions The auditory system: sound as information The orienting sense The skin senses The chemical sense of taste and smell
Teaching Methodology	Distance Learning
Bibliography	Goldstein, E. B. (2017). Sensation and Perception. Belmont, CA, US: Cengage Learning. Blake, R., & Sekuler, R. (2005). Perception. Sim Valley, CA, US:McGraw-Hill Higher Education. Schiffman, H. R. (2001). Sensation and Perception: An Integrated Approach. New York, NY, US: John Wiley & Sons. Rookes, P., & Wilson, J. (2000). Perception: Theory, Development and Organisation. New York, NY, US: Taylor & Francis Group.

Assessment	Final Examinations	50%
	Assignments/On-going evaluation	50%
		100%
Language	English	

Course Title	Theories of Intelligence				
Course Code	PSC260				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 6th, 7th or 8th Semester				
Teacher's Name	Giorgos Georgiou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To provide the student with an overview of historical developments in the psychological field of intelligence. To promote the student's understanding of research methods and current issues in the field of intelligence testing.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Describe / Define the concept of 'intelligence' and the major variables included in this term. • Identify five alternative types of intelligence and give relevant examples. • Distinguish basic types of intelligence when given some behavioural cues. • Describe three ways of measuring intelligence. • Discuss research issues related to the concept of intelligence.				
Prerequisites	PSC110	Co-requisites	None		
Course Content	The course provides a comprehensive overview of historical developments in the psychological field of intelligence. In addition, the student will develop an understanding of research methods and current issues in the field of intelligence testing. Topics to be discussed may include the following: What is "Intelligence"? Factors that Influence Scores on Intelligence Tests, such as: Genetic, Environmental and Nutritional				

	Measuring Intelligence in: Infancy, Children, Adults, and Special Populations Research Methods Relevant to the Field of Intellectual Assessment Measures of General and Specific Intellectual Abilities Individual and Group Intelligence Testing Contemporary Issues and New Directions in Intellectual Assessment Multiple Intelligence (Gardner) Emotional Intelligence (Golman) Sternberg's Theory of Intelligence Metacognitive skills and development
Teaching Methodology	Distance Learning
Bibliography	Flanagan, D. P, & McDonough, E. M. (2018). Contemporary Intellectual Assessment, Fourth Edition: Theories, Tests, and Issues (4th ed). The Guilford Press. Gardner, H (2011). Frames of Mind: The Theory of Multiple Intelligences (3rd ed). Basic Books. Flynn, J. (2007). What is Intelligence? Cambridge: Cambridge University Press. Wilhelm, O., & Engle, R. W. (2005). Handbook of Understanding and Measuring Intelligence. London: Sage. Bock, G. R. Goode, J. A., Webb, K. (2000). The Nature of Intelligence. Novartis Foundation.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Special Topics in Psychology				
Course Code	PSC280				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 6th, 7th or 8th Semester				
Teacher's Name	Eleni Athanasiou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To examine in depth topics of interest to faculty and students in the area of Psychology.				
Learning Outcomes	Specific learning outcomes would be related to the relevant subject area of the course.				
Prerequisites	PSC110 or Consent of Instructor	Co-requisites	None		
Course Content	This course is designed to provide the opportunity for study and analysis of specific issues in the field of Psychology. The particular content of the course will vary in response to student demand or faculty interest. A course description of the selected topic will be made available prior to pre-registration. Recent developments and contemporary issues pertaining to the course.				
Teaching Methodology	Distance Learning				
Bibliography	A list of required readings pertinent to the selected topic will be provided.				
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%				
Language	English				

Course Title	Psychology of the Family				
Course Code	PSC275				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 6th, 7th or 8th Semester				
Teacher's Name	Eleni Athanasiou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	There are many ways to study the family. This course aims at presenting the most useful and interesting approaches to family life. Its main objective is to focus on: a micro approach that emphasizes family processes and the dynamics of family interaction, and a macro approach that views the family as an institution embedded within a social and cultural context. The former approach focuses on the interpersonal interactions among family members, such as: communication patterns, conflict resolution, negotiations, and power dynamics. The latter approach emphasizes the purposes families serve for society, their interactions within the environment, as well as the historical and socio-cultural contexts in which they are embedded.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Report the major psychological, socio-psychological, and socio-biological theories of family development. • Determine current research findings concerning structural and relational diversity in family relationships. • Identify the social, cultural, and historical trajectories of family development and evolution. • Identify the processes through which family relationships develop, change, are maintained, and dissolve over time. • Analyze the mechanisms and processes through which family structure and family wellbeing arise and can contribute to individual wellbeing. • Improve family skills and enhance family communication processes thereby promoting family wellbeing and healthy family development through time.				

<table>
<tr><td></td><td colspan="3">• Specify the mechanisms through which family dysfunction leads to various social and mental health issues.</td></tr>
<tr><td>Prerequisites</td><td>PSC110</td><td>Co-requisites</td><td>None</td></tr>
<tr><td>Course Content</td><td colspan="3">This course provides an overview of the basic concepts, principles, theories, and issues of development and change in family relationships. Topics include families from a historical and contextual perspective, structural and relational diversity in families, and processes of relational family development, maintenance, and dissolution.</td></tr>
<tr><td>Teaching Methodology</td><td colspan="3">Distance Learning</td></tr>
<tr><td>Bibliography</td><td colspan="3">Fiese, B. H. (2018). APA Handbook of contemporary family psychology. (Vol 1-3) APA Handbook in Psychology Series. Washington: APA Books.

Thoburn, J. W., & Sexton, T. L. (2016). Family Psychology: Theory, Research, and Practice. California: Praeger.

Wilkes Karraker, M. (2013). Global Families. London: Sage.</td></tr>
<tr><td>Assessment</td><td colspan="3"><table><tr><td>Final Examinations</td><td>50%</td></tr><tr><td>Assignments/On-going evaluation</td><td>50%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td colspan="3">English</td></tr>
</table>

Course Title	Psychopathology II				
Course Code	PSC345				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year / 7th or 8th Semester				
Teacher's Name	Eleni Petkari				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To give an in-depth exploration in psychopathology, and enable students to understand the wide spectrum of mental illness. Specifically, it gives emphasis on several mental disorders occurring in adulthood, but at the same time provides some information on child and adolescent psychopathology. Symptomatology and how it is manifested in the context of culture, family, and gender is also examined. It gives in-depth knowledge in clinical presentation, epidemiological information, etiology and treatment options.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Have an in depth understanding of the sympomatology of a wide range of psychological disorders. • Have an in depth understanding of the epidimiology of the range of psychological disorders, using recent research. • Integrate contributing factors such as biological, psychological and social ones, to the various psychological disorders. • Identify the treatment approaches used for each psychological disorder. • Have an understanding of comorbidity and symptom differentiation within the clinical picture.				
Prerequisites	PSC330		Co-requisites	None	
Course Content	A comprehensive introduction to psychopathology and the various types of psychological disorders, including the most current research findings and coverage of cognitive and biological issues. Emphasizes is given to the influence of society and culture according the identification of sympromatology, the etiology and the treatment of disorders. Most of the course examines adult psychopathology,				

	however, a general information on child and adolescent psychopathology is presented. Topics include models of psychopathology, assessment and diagnosis, approaches to treatment, research methods as well as ethical issues in mental health. Topics to be discussed may include the following: Theoretical Background Biopsychosocial approach Assessment of personality Assessment through clinical interview Somatoform Disorders Dissociative Disorders PTSD Substance-Related Disorders Sexual Dysfunctions and Paraphillic Disorders Eating Disorders Neurocognitive Disorder Childhood Psychopathology Adolescence Psychopathology Recent developments and contemporary issues pertaining to the subject matter of the course.
Teaching Methodology	Distance Learning
Bibliography	Durand D. V. & Barlow D. H. (2015). Abnormal Psychology: An Integrative Approach (7th Edition). Cengage Learning. Kring, A., Johnson, S. L., Davison, G. C., Neale, & J. M., (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorders (13th Edition). New Jersey: John Wiley & Sons.

Assessment	Final Examinations	50%
	Assignments/On-going evaluation	50%
		100%
Language	English	

Course Title	Psychotherapeutic Approaches				
Course Code	PSC350				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th, 6th, 7th or 8th Semester				
Teacher's Name	Giorgos Georgiou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	Introduce students to the basic principles of psychotherapy and psychotherapeutic approaches.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Understand the basic psychotherapeutic theories • Analyse the psychotherapy processes • Recognize the special issues in psychotherapy • Recognize and familiarize with the ethical principles of psychotherapy • Compare the basic psychotherapeutic approaches with regards to their aims, processes and philosophical underpinnings				
Prerequisites	PSC235		Co-requisites	None	
Course Content	The course gives students the opportunity to explore the variety of psychotherapeutic approaches, the psychotherapeutic methodologies, and their efficiency. In addition, by introducing students to the different psychotherapy models and schools of thought, they will be able critically to compare them. It includes topics as: History of psychotherapy Psychoanalysis and psychodynamic approaches CBT Schema therapy				

	Person centred approach Gestalt Systemic therapy Integrative and eclectic approaches Psychotherapy process and therapeutic relationship Ethics Cross cultural issues in psychotherapy Group therapy Evidence based practice of psychotherapy Training and supervision
Teaching Methodology	Distance Learning
Bibliography	Yalom, I. D. (2002). The gift of therapy: An open letter to a new generation of therapists and their patients. New York: HarperCollins. Joseph, S. (2010). Theories of counselling & psychotherapy: an introduction to different approaches. Palgrave Macmillan. Morrissey, J. (2008). An Overview of Psychotherapeutic approaches', In: J. Morrissey, B. Keogh & L.Doyle. (Eds). Psychiatric/Mental Health Nursing: An Irish perspective. Dublin: Gill & Macmillan. Nelson-Jones, R. (2011). Theory & practice of counselling & therapy. London: Sage. Sommers-Flanagan, J, & Sommers-Flanagan, R. (2012). Counseling & Psychotherapy theories in context & practice. London: Wiley.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Techniques of Counselling				
Course Code	PSC355				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year / 7th or 8th Semester				
Teacher's Name	Eleni Petkari				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To enhance students' understanding of the basic counselling and psychotherapeutic skills and to enable them to practice and apply these skills.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Comprehend the theory of the basic concepts and principles of counselling skills. • Understand the phases of therapeutic process. • Apply the basic counselling skills. • Demonstrate an adequate level in applying the basic skills during the formation of the therapeutic alliance. • Develop an application plan of the basic skills for the initial sessions of psychological assessment. • Evaluate their skills based on supervision feedback.				
Prerequisites	PSC235, PSC330	Co-requisites	None		
Course Content	The course offers an opportunity to attend an in-depth, applied and advanced exploration of the essential basic skills counselling and psychotherapy. With lectures and labs, students will learn the methods on how to assess thinking, emotions, communication and behaviour. With the practical applications of the course students will come in touch with the basic counselling skills, will conduct an initial session and recognize the process of building a therapeutic alliance. Students will have an opportunity to practise under supervision. Topics to be discussed / practised may include: The therapist's stance				

	Therapeutic boundaries Non-verbal communication Paraphrasing Reflection of emotions Questioning Clarifications Hypothesis making Psychological assessment Therapeutic alliance
Teaching Methodology	Distance Learning
Bibliography	Nelson-Jones, R. (2014). Essential counseling and therapy skills: the skilled client model. London: Sage publications. Cochran, J. L., & Cochran, N. H. (2015). The heart of counseling: Counseling skills through therapeutic relationships. NY: Routledge. Mcleod, J., & McLeod, J. (2011). Counselling Skills. A practical guide for counsellors and helping professionals. Maidenhead: Open University Press. Young, M. E. (2016). Learning the art of helping: Building blocks and techniques. Pearson.
Assessment	Final Examinations 50% Assignments/On-going evaluation 50% 100%
Language	English

Course Title	Introduction to Neuropsychology				
Course Code	PSC225				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 4th Semester				
Teacher's Name	Panagiota Dimitropoulou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	To introduce students to the field of human neuropsychology and enhance their knowledge and understanding of research methods, assessment, diagnosis and psychological intervention practices relevant to the field.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Relate the history and evolution of the current issues in the field of neuropsychology. • Define the fundamentals in brain plasticity and development • Evaluate brain-behavior relationships with an emphasis on functional neuroanatomical systems. • Use the above information to analyze specific types of human behavior (e.g., language, memory, motor control). • Assess major research and clinical methods in human neuropsychology and the strengths and limitations of these methods.				
Prerequisites	PSC110	Co-requisites	None		
Course Content	A comprehensive introduction to human neuropsychology. The student will work on an understanding of human brain anatomy and current methods by which brain function and structure is investigated. In addition, the student will learn about the assessment and diagnosis of commonly encountered brain disorders. Moreover, the student will investigate the role of clinical neuropsychologists within the broader context of health services. Topics to be discussed may include the following:				

	History of Neuropsychology Cellular Organization of the Nervous System and Biochemical Activity of the Brain Anatomy of the Human Brain Common Methods by which Brain Structure and Functioning is Investigated Frontal Lobe Functioning Temporal Lobe Functioning Parietal Lobe Functioning Occipital Lobe Functioning Commonly Found Neurological Disorders Disruption of Higher Cortical Functions: Aphasia, Agnosia, Apraxia and Amnesia Epilepsy Hemispheric Asymmetry The Interbrain and Functional Disorders Neuropsychological Assessment Therapeutic Intervention The Role of Clinical Neuropsychologists
Teaching Methodology	Distance Learning
Bibliography	Kandel, E.R., Schwartz, J.H., & Jessell, T.M. (2012). Principles of Neural Science (5th ed). McGraw-Hill Education. Lezak, M. D., Howieson, D. B., & Loring, D. W. (2004). Neuropsychological Assessment. New York: Oxford University Press. Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of human neuropsychology. New York, NY: Worth Publishers. Ramachandran, V. S., & Sandra Blakeslee, S. (1999). Phantoms in the Brain: Human Nature and the Architecture of the Mind. Fourth Estate Ltd.

	Walsh, K. and Darby, D. (1999): Neuropsychology, a clinical approach (4th ed). NY: Churchill Livingstone	
Assessment	Final Examinations	50%
	Assignments/On-going evaluation	50%
		100%
Language	English	

European University Cyprus

Appendix D – Table with students' assignment workload (Core Courses)

Semester 1	**Assigment 1**	**Assigment 2**
PSC100 – Psychology I	Week 5	Week 10
PSC105 - Statistics in Psychological Science I	Week 6	Week 13
Semester 2	**Assigment 1**	**Assigment 2**
PSC110 - Psychology II	Week 5	Week 10
PSC115 - Introduction to Research Methods in Psychology	Week 8	Week11
PSC 120 - Social Psychology	Week 12	Week 13
Semester 3	**Assigment 1**	**Assigment 2**
PSC200 - Developmental Psychology I	Week 8	Week 12
PSC210 - Statistics in Psychological Science II	Week 6	Week 13
PSC215 - Theories of Personality	Week 6	Week 13
PSC220 - Educational Psychology	Week 8	
Semester 4	**Assigment 1**	**Assigment 2**
PSC225 - Introduction to Neuropsychology	Week 6	Week 13
PSC230 - Developmental Psychology II	Week 8	Week 12
PSC235 - Introduction to Counselling Psychology	Week 11	Week 12
PSC240 - Introduction to Clinical Psychology	Week 8	Week 12
Semester 5	**Assigment 1**	**Assigment 2**
PSC300 - Experimental Psychology	Week 6	Week 13
PSC305 - Cognitive Psychology	Week 7	Week 12
PSC310 - Psychological Measurement	Week 9	Week 12
PSC315 - Health Psychology	Week 5	Week 13
Semester 6	**Assigment 1**	**Assigment 2**

PSC320 - Psychology of Learning	Week 5	Week 13
PSC325 - Research Methods in Psychology	Week 9	Week 12
PSC330 - Psychopathology I	Week 6	Week 13

Appendix E – EUC Distance Learning Pedagogical Model

Pedagogical Model

The Distance Education Unit of the EUC is determined, from a pedagogical perspective, by a concrete model. Our main inspiration for the design and development of this model has been the Open University of Catalonia, the first 100% online university in the world. Our pedagogical model is adapted to the needs, special characteristics and legislation of Greece and Cyprus, with the existence of an obligatory written final examination. In this context, EUC has taken into consideration the fundamental functioning principles of the Hellenic Open University and the Open University of Cyprus.

More specifically, the Virtual Campus via the **Blackboard Learn platform** is the environment which provides access to learning resources and content and makes a certain kind of interaction possible through them. The student occupies a predominant position in our model. The entire process revolves around designing areas and resources to enhance the student's learning. In other words, **learning experience and learning activities** are the core of the model. In this context, it is important to mention that our model includes three fundamental elements that all come together in the design of learning activities: learning **resources**, **collaboration** and **guidance** from the academic and administrative staff.

Collaboration: Learning collaboratively means using teamwork, through communication and discussion with the instructor and other classmates, to solve problems, develop projects, create products jointly, etc. The collaborative construction of knowledge must combine personal experience, group research processes and knowledge management with the support of Virtual Campus tools. However, our model cannot only be based on collaboration. Independent learning is also necessary and needs to be combined in a flexible way with other methodological approaches.

Guidance: With this term we mean the different types of relations that are created and developed between the students and the instructors of the European University of Cyprus. The guidance does not only include the support that is provided to the students on the contents of the courses, but also includes tutoring and coaching concerning the planning of their study, problem resolution, the evaluation process and decision-making issue (courses selection, etc.). Through this guidance policy, each student receives personalized attention according to his/her needs, from the first day of his/her enrolment. More specifically, the Instructor is the person in charge for the teaching and learning process of each course. He/she provides students with all the necessary information and resources for the delivery of the course. She/he is the person in charge for the students' evaluation, as well as for the management of the learning content. For each course, a

Course Coordinator is appointed. His/her role is to coordinate the course (in case there are more than one sections), regarding issues of content, design and elaboration of the learning activities, procedures and student evaluation. The Program Coordinator is the person in charge for the structure and the content of each program (in collaboration with the Course Coordinator). Additionally, the Program Coordinator is responsible for conflict resolution issues between the Instructors and the students or between the students and the administrative services of the University. Finally, the specialized administrative staff (Student Advisors) is always at students' disposal concerning the course enrolment, the registration and payment of tuition fees, their professional development, etc.

Resources: This term includes both educational materials expressly designed to support and convey learning content, and other types of open educational resources and tools, either text, media, multimedia, digital assets or created by the students themselves, etc. As it can be easily understood from the above description, EUC's Pedagogical Model is very flexible and it can be easily adapted to the special characteristics and objectives of each course. This means that the 3 basic elements of the model (guidance, collaboration and resources) do not appear with the same intensity in all courses.

Main characteristics of the teaching and learning process and the students' evaluation

The students in every course (offered through the methodology of distance education) are asked to deliver written assignments and activities -individual and group- (their number depends on the ECTS of each subject) and final exams. These assignments consist 50% of the students' final grade. The rest 50% corresponds to the result in the Final Examination.

Team of Pedagogical Planning of Distance Education programs of study

In order to improve the learning experience for the students, EUC has established the Team of Pedagogical Planning, which is involved in all internal quality assurance related procedures and decisions related to the University's Distance Learning programs of study. The Team aims to improve the learning experience of distance learning students through its active and qualitative support of the University's distance learning programs of study and is responsible for supporting Schools in:

- monitoring and evaluating the existing distance learning programs of study
- the pedagogical planning of new distance learning programs of study
- the design and evaluation of educational material for distance learning programs
- the support and feedback processes to the students
- the pedagogical use of technology, internet and digital information
- the technical training and support of instructors
- the interaction between staff and students.

The composition of the Pedagogical Planning of Distance Learning Programs of Study Standing Committee for the academic years 2020-2022 is the following:

Chair	**Dr. Paraskevi Chatzipanagiotou,** Assistant Professor, Director of Distance Education Unit (Ex-officio)
Members: School representatives	
School of Humanities, Social and Education Sciences	**Dr. James Mackay,** Assistant Professor **Dr. Maria Papazachariou**, Lecturer **Ms Petra Daniel**, Special Teaching Personnel
School of Sciences	**Dr. Yianna Danidou**, Lecturer **Dr. Constantinos Giannakou,** Lecturer **Dr. Costantinos Nikiforou,** Assistant Professor
School of Business Administration	**Prof. George Papageorgiou,** Professor **Dr. Lycourgos Hadjiphanis,** Assistant Professor **Dr. Onisiforos Iordanous,** Assistant Professor
School of Medicine	**Dr. Theodoros Lytras**, Assistant Professor **Dr. Kostas Gianakopoulos**, Assistant Professor
School of Law	**Dr. George Chloupis**, Lecturer
Ex-officio Members:	
Chair of Digitally Enhanced Learning (D.e.L.) Ad-Hoc Committee	**Dr. Marios Vryonides,** Professor
Chair of Faculty Professional Development Standing Committee	**Dr. Eleni Theodorou,** Associate Professor

European University Cyprus

Appendix F – Revised Syllabus PSC400 and Practicum Guide

Syllabus "PSC400 Applications of Psychology (Practicum)"

Course Title	Applications of Psychology (Practicum)				
Course Code	PSC400				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year/ 7th Semester				
Teacher's Name	Constantina Demetriou				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	None
Course Purpose and Objectives	The purpose of the course is to allow students to gain practical experience that is directly relevant to their studies in psychology. Students will have an opportunity to explore their professional interests and to further develop their practical thinking, vocational skills, self-awareness, and critical thinking through field experience in the community and/or through participation in research and/or laboratory activities within the Department of Social and Behavioral Sciences. Students are expected to relate their practicum experience to their academic program (in a Logbook that is due in the final week).				
Learning Outcomes	Upon successful completion of this course students should be able to: • Develop knowledge on specific characteristics of different fields of Psychology. • Understand the application of the theoretical framework of Psychology. • Acknowledge the psychological principles and processes and demonstrate practical experience in an applied work setting and/or in a research/laboratory setting. • Observe how professionals can facilitate applied work and/or research/ laboratory activities in exploring, understanding and changing human behaviors and mental processes. • Demonstrate professional skills associated with working effectively in applied work and/or research/laboratory settings.				

<table>
<tr><td></td><td colspan="3">Understand and follow ethical principles in applied work and/or research/laboratory settings.
Reflect on the implications of their experience.</td></tr>
<tr><td>Prerequisites</td><td>Senior standing</td><td>Co-requisites</td><td>None</td></tr>
<tr><td>Course Content</td><td colspan="3">Students will gain practical experience by implementing the principles of psychology in applied work settings and/or in research/laboratory settings. Additionally, they will have the opportunity to familiarize themselves with various professional activities delivered by psychologists through observations. Furthermore, students will participate in a series of meetings with the course instructor to refine course’s objectives, track their progress and get support in all their activities. Students must record on a weekly basis their activities in the Logbook. Finally, students will be under continuous supervision (by their field supervisor) during their practicum. A study guide is provided with detailed explanation of all activities.</td></tr>
<tr><td>Teaching Methodology</td><td colspan="3">Supervision</td></tr>
<tr><td>Bibliography</td><td colspan="3">Depends on the topic</td></tr>
<tr><td>Assessment</td><td colspan="3"><table><tr><td>Evaluation of Field Supervisor</td><td>75%</td></tr><tr><td>Written reports</td><td>25%</td></tr><tr><td></td><td>100%</td></tr></table>The course is graded on a Pass/Fail basis.</td></tr>
<tr><td>Language</td><td colspan="3">English</td></tr>
</table>

European University Cyprus

Practicum Guide

PSC400 Applications of Psychology (Practicum)

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1. Practicum Agreement

The European University Cyprus makes certain provisions for students enrolled in the BSc. in Psychology, to work on and off-campus and receive valuable practicum experience. This opportunity will help them develop a greater awareness of their interests in psychology and gain valuable experience which can be included as a bonus in their C.V., especially when applying for postgraduate degrees.

Through the course of PSC400 “Applications of Psychology (Practicum)”, students will have the opportunity to get an in-depth knowledge through their contacts, either on practical or research/laboratory activities. In addition, they will have the opportunity to observe, explore and participate in several tasks in the field of psychology in practice.

A list of activities is given to the students once the course begins, and then, they can then select the ones they want to participate in (2 out of 5). Activities include visits to individuals and/or organizations who host professionals coming from the field of psychology, interviewing these professionals, gain research experience and/or participate in virtual laboratory activities.

Students who choose activities in applied work settings, have to make the contact themselves. A list is provided with contact details of organizations, however, the student has the right to choose a placement from organizations which are not included in this list. A signed agreement between the student and the organization must be completed. The course coordinator is not responsible placing students in placement. Students must be supervised by a registered psychologist employed by the organization.

Students must keep a weekly record of their activities in a logbook. Weekly feedbacks must be provided in the logbook by the assigned supervisor of each activity.

Students, who are officially enrolled in PSC400, have one week (first week of the semester) to choose their activities and send them to the course coordinator for approval. Once they have been approved (second week of the semester), student is ready to start. Activities must be completed within 13 weeks.

During the last week of the semester, students are required to submit their logbook along with the comprehensive assessment of the activities.

Under **NO** circumstances can the student terminate a placement collaboration without first discussing the matter with the course coordinator.

Student must be in senior standing in order to register in PSC400 “Applications of Psychology (Practicum)”.

2. Description and Objectives

The purpose of the course is to allow students to gain practical experience that is directly relevant to their studies in psychology. Students will have an opportunity to explore their professional interests and to further develop their practical thinking, vocational skills, self-awareness, and critical thinking through field experience in the community and/or through participation in research and/or laboratory activities within the Department of Social and Behavioral Science

Upon completion of PSC400 Applications of Psychology (Practicum), students should be able to:

- Develop knowledge on specific characteristics of different fields of Psychology.
- Understand the application of the theoretical framework of Psychology.
- Acknowledge the psychological principles and processes and demonstrate practical experience in an applied work setting and/or in a research/laboratory setting.
- Observe how professionals can facilitate applied work and/or research/ laboratory activities in exploration, understanding and change of human behaviors and mental processes.
- Demonstrate professional skills associated with working effectively in applied work and/or research/laboratory settings.
- Understand and follow ethical principles in applied work and/or research/laboratory settings.
- Reflect on the implications of their experience.

To successfully complete this course, students must work under supervision, maintain focus, keep detailed records of his/her work, submit timely reports and complete evaluations with their supervisor. Some helpful tips are the following:

- Complete a detailed weekly log of the activities in the logbook.
- Acknowledge the short-term and long-term objectives of your practicum.
- Attend the scheduled mandatory meetings with both the supervisor and course coordinator.
- Reflect on your experience.

There are no lectures or exams required for this course. However, there are up to 6 teleconferences with the course coordinator, that students must participate, to refine course's objectives, track their progress and get support in all their activities, Student must choose 2 out of 5 activities provided below, must complete their logbook and finally they must complete a small self-reflection assessment. This course is graded as Pass or Fail. Specifically, 25% goes to the written reports and 75% goes to the evaluation of their activities.

3. Activity Description

Below you can find a detailed description of each activity. You have to select 2 out of 5 activities. Despite the activity that you will choose, it is mandatory to have a 13-week engagement with practicum activities.

Activity 1 – Participating in research activities.

You can choose to collaborate with any faculty member or scientific collaborator from the Department of Social and Behavioural. The faculty member or the scientific collaborator you will be assigned to, will provide you to a variety of research activities including the exploration of scientific material, compiling literature reviews and/or participating in running research of either the supervisor or postgraduate and PhD students of our department. The aim of this activity is to gain a comprehensive experience in the field of research.

Activity 2 – Virtual Laboratory Stimulation

You will have the opportunity to gain lab experience with live demos, observations, case study discussions and even participation in experiments. With is activity, you will have the opportunity to practice lab techniques such as interacting with elements and interfaces of the applied field. Students will make an agreement with a laboratory supervisor (appointed by the Department of Social and Behavioural Sciences) and arrange a series of experiments and stimulation activities. Laboratory experiences will be conducted under highly controlled conditions.

Activity 3 – Visiting Professionals or Organizations

You will have the opportunity to gain experience in applied work settings. You must select and contact organization/setting by yourself. A list is provided with contact details of organizations, however, you have the right to choose a placement from organizations which are not included in this list. The course coordinator is not responsible placing you in placement. Students must be supervised by a registered psychologist employed by the

organization. You must visit the professionals' office or the organization for a period of 12 weeks. A signed agreement between you and the organization must be completed. This agreement must report the appointed registered psychologist that will supervise you during your stay, your responsibilities as well as the time that you will spend there. Your responsibilities here is to carry out a range of tasks in the applied field of psychology within the frame of your undergraduate training. These tasks include shadowing, observation, administration, designing and developing psychoeducational material and/or attending team meetings and trainings. You have to make it clear at the organization that you are not allowed to get involved with their service users without supervision and that you will not carry out tasks which you have not been trained during your undergraduate study in psychology. If you are sure whether or not a given task is not in the scope of your abilities and training, please contact the course coordinator for further clarifications.

Activity 4 – Interviews

You will have the opportunity to interview professional psychologists and gain experience on how to design and contact an interview, on how to observe an individual and on how psychologists apply their knowledge in real life situation. This activity gives you the chance to ask questions related to field work, to points that you are interested to invest, to issues that you believe you may face once you graduate etc. You must find 3 registered psychologists, from any field, and you can interview them in order to explore further their work duties and their career development. The duration of the interview must be minimum of 20 minutes (not maximum of 40 minutes). It is your responsibility to structure the interview schedule. Interview schedule should contain about 6 questions focused on psychologist's work experience. Detailed transcript must be placed in a separate document for every interviewee, along with an overview of the interview. Signed consent form is required from each psychologist. It is mandatory to tape psychologist's interview.

Activity 5 – Centre of Applied Psychology and Personal Development (KEPSYPA)

You will have the opportunity to participate in our university's centre KEPSYPA, which is established to promote prevention, assessment and therapy to the members of European University Cyprus. In order to perform your practicum at KEPSYPA, a prior interview is required. You will be involved with a variety of activities such as supporting the call centre, administrating screening checks, etc. You will have to be supervised by a registered clinical or counselling psychologist. Your schedule will be arranged by the Center and your placement there must be regular and on a weekly basis for a total of 12 weeks.

Appendix G: Revised Study Guides

FORM: 200.1.3

STUDY GUIDE

COURSE: Instruction in Expository Writing

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Bachelor/General Education Requirement**		
Course	**ENL103**	**Instruction in Expository Writing**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Teleconferences: Up to 6
Number of Assignments	5		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	6		

Study Guide drafted by:	Claire Georghiou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Presentation of the Course through the Study Guide

The aim of the course is to offer a sound, workable and contemporary process-based approach to writing that blends both traditional organization and terminology with current findings in composition to help university students at a B2 level and above deal with academic writing.

Upon successful completion of the course students will be able to:

- Apply the steps of the writing process to generate ideas, focus, support, draft, revise and edit one's writing
- Use a thesis statement, topic sentences and specific support for the traditional academic essay and to write effective introductions and conclusions
- Recognize and use various patterns (rhetorical modes) and to evaluate one's writing for unity, coherence and support
- Apply the writing process to the development of a research paper; summarizing, paraphrasing, quoting and documenting sources
- Produce an argumentative or persuasive essay with concession, rebuttal and proof
- Evaluate one's writing for content, organization, mechanical and stylistic errors

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: Why Write Essays? Effective Academic Writing

(1st Week)

Summary

The first lesson will examine the importance of writing for academic success and allow for discussion/interaction on how strong writing skills can play a vital role in your professional, civic and personal life as well. In a discussion forum, students will answer questions about their feelings and motivations for writing at university to allow for self-reflection and to promote communication with other students and the instructor. Students will then complete a short blog entry (one paragraph) which will serve as a springboard to discussion of the structure of the five-paragraph academic essay and the importance of supporting a point in writing.

Introductory Remarks

Many students feel uncomfortable about writing in general, especially writing academic essays in English. The good news is that academic essays have a fairly straightforward style and organization based on principles and processes (conventions) that can be mastered if you work at them.

For many decades students have been learning how to write academic texts by learning and practicing the classic five-paragraph essay. In ENL103, too, the emphasis is on this essay form. Of course, not all academic writing is essay writing, and not all essays are five paragraphs long, but the five-paragraph essay teaches students how to limit, organize and structure their writing. We will begin the course with a focus on the paragraph as a building block for any of your writing.

Whenever you write at university—or for any other purpose in your life—you write to fulfill a goal. One of the most important principles of writing (any kind of text, not just academic) is to focus on the reader. Your goal as a writer is to guide the reader so that reading is clear, concise and informative.

We guide the reader with clear and easy organization and signals which tell the reader what to expect. The five-paragraph essay helps the writer organize the signals which will guide the reader.

Aims/Objectives

The central aim of this lesson is to discuss the importance of writing at university and to encourage reflection on your own preconceived ideas about writing essays. A writing sample will be used to illustrate the importance of supporting a point in writing and benefits of a processed-based approach to academic writing which begins with the paragraph.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Identify the reasons that writing is an important and practical skill
- Reflect on his/her strengths and weaknesses as a writer
- Draft a paragraph
- Interact with fellow students (discussion forum) on the importance of writing

Key Words

Paragraph	Essay	The Writing Process	Point and Support	Coherence	Unity

Annotated Bibliography

- **Basic Sources/Material**
  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 1 An Introduction to Writing

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 1.1 Take part is the discussion forum called "Why Write Essays?" Answer the following with brief responses—then reply to at least two other students.

What reasons can you think of for writing essays? How do you think the "typical" essay is organized? What difficulties do you have with writing? What topics would you enjoy researching and writing about for this course?

Exercise 1.2 Write a paragraph on the following topic: My Dream Job

Give three reasons that a particular job would best suit your ideas of achieving job satisfaction. This exercise will be submitted in an individual blog form and you must make a comment on at least one fellow student's blog.

Recommended number of work hours for the student: approximately 9 hours

TITLE: The Model Paragraph; Point and Support

(2nd Week)

Summary

This week will cover the structure and organization of the paragraph, including the topic sentence, topic points, supporting sentences and a closing sentence. Logical and verbal bridges (Coherence) will be discussed as a means of improving organization and flow of ideas. The need to maintain focus and relevance (Unity) will be covered as will the methods of development (Support). Through revision of their short writing sample (paragraph), students will begin to consider their approach to academic writing; this writing sample will provide the instructor with an initial view individual student needs. Students will revise their paragraphs from the individual blog (1st Week Exercise 1.2) and will comment on at least one of their course mate's paragraph.

Introductory Remarks

The well-developed paragraph is a building block for an academic essay. Constructing clearly defined paragraphs is the key to a good essay. Think of paragraphs as being like the bricks in a wall. They are all interdependent, but they are also independent units. They support each other, but they have their own character. Every paragraph will have its own focus and this will be different from that of any other paragraph in your essay. Each paragraph will be one element in your overall answer to the question that has been asked in an essay assignment.

The topic of the paragraph must always be very clearly stated in the first sentence and is referred to as the topic sentence of the paragraph.

The topic sentence is very important because it:

- requires you to think very carefully about the focus of that paragraph
- allows you to check that the topic of the paragraph is clearly reflected in the writing
- helps you to check the logical flow of your essay
- guides the readers and enables them to follow your essay more easily.

The paragraph topic sentence can take several different forms.

- It may tell the reader what to expect in the paragraph: e.g. The survey results indicate that banks are failing their customers.
- It may be a statement that will be supported with evidence: e.g. The discovery indicates that the Bronze Age settlers built three types of houses.
- It may make a clear statement of belief and then go on to elaborate: e.g. Humor is one of the best ways of combating disease.

The topic sentence should contain the more limited topic to be developed and the controlling idea that narrows the topic. The topic sentence cannot be:

- a simple statement of fact: e.g. Paris is the capital of France.
- a vague opinion or comment: e.g. I think that banks are overcharging their customers.

After the topic sentence, the writer must provide illustrations or evidence to support the topic sentence. These are called topic points. There may be several topic points in a paragraph and each one will be supported by specific details. The framework of your first three paragraphs might look like this:

- Topic sentence 1
- Topic point A: specific detail 1, 2, 3 etc.
- Topic point B: specific detail 1, 2, 3 etc.
- Topic point C: specific detail 1, 2, 3 etc.
- Closing sentence

Specific detail under the various topic points can comprise anything from examples, statistics, dates or description, as well as support for your argument from other writers through quotations, paraphrase or summary.

Consider the model paragraph in your Week 1 folder notes:

The Problems of Being a Pedestrian in Nicosia

[Topic sentence] Although I love walking, I have found that being a pedestrian in Nicosia has its difficulties. **[Topic point A]** To begin with, sometimes you really have to make an effort just to get onto the pavement. **[Supporting sentences 1]** First, you encounter trees with thick branches and leaves that you have to climb through to pass. **[2]** Even worse are the roots of these trees that throw up huge blocks of concrete, blocking your way and tripping you. **[3]** But the worst obstacle on the pavement isn't a tree, but a big car that has been parked for the driver's convenience and the pedestrian's inconvenience. **[Topic point B]** Another problem with walking in Nicosia is the lack of infrastructure to help people who choose to walk. **[1]** A city that supports those on foot should have walking paths and accessible parks. **[2]** In addition, it needs public transport—buses, subways and trams—that can get pedestrians to these places. **[3]** While some very nice parks and walking paths do exist in the capital city, most of us have to reach for our car keys to use them, as existing public transport does not give you easy access to them. **[Topic point C]** But perhaps the worst problem of all is the drivers. **[1]** Young drivers can turn a stroll around your neighborhood into a frightening experience when they speed past you in a car or on a motorbike at 100 k/h on narrow streets. **[2]** Older drivers too seem blind to those out for a walk as they rush to work, home or the kiosk (within walking distance from home). **[3]** Drivers of all ages make walking feel like

Russian roulette when stop signs, red lights and zebra crossings seem optional. **[Closing sentence]** Any one of these troubles—blocked pavements, inadequate infrastructure and reckless drivers—is enough to make you leave your walking shoes in your house and jump behind the wheel of your car.

These model topic sentences inform the reader about the topic that will be developed in the paragraph and the point that will be supported.

> Topic Sentence: Pets are important to many people because they can improve the overall health of the pet owner.
>
> Topic: "Pets"
>
> Point: "improve the overall health of the pet owner"

> Topic Sentence: Coding requires a number of different skills.
>
> Topic: "Coding"
>
> Point: "requires a number of different skills"

> Topic Sentence: There are many reasons why rents in my city have become very expensive.
>
> Topic: "rents in my city"
>
> Point: "reasons…have become very expensive"

Most of the writing you are required to do at university will be in the forms of paragraphs. Some will stand alone—for example answering an exam questions—and some will be parts of longer pieces of writing. In such cases, you can see how paragraphs help your reader by breaking down complicated ideas into manageable parts.

Aims/Objectives

The aim of the week is to understand the paragraph as a building block for the academic essay and to begin using topic sentences, specific support, unity and coherence in academic writing.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Understand the importance of supporting a point in writing
- Recognize and use the component parts of a paragraph including a topic sentence, topic points, supporting sentences and a closing sentence.
- Draft and revise a paragraph using the topic sentence, specific support and transitional expressions to achieve flow and coherence.

Key Words

Essay	Thesis Statement	Topic Sentences	Support	Unity	Coherence

Annotated Bibliography

- **Basic Sources/Material**

  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 2 The Writing Process

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 2.1 Peer Evaluation of your coursemate's paragraph and revision of your own using what you have learned. Write comments on at least two classmates first draft paragraphs Exercise 1.2 blog entries if you have not done so and using what you have learned from this week's material and your classmates' feedback revise your first draft so it is a well-developed and clearly structured single paragraph.

Recommended number of work hours for the student: approximately 9 hours

TITLE: The Academic Essay and the Thesis Statement

(3rd Week)

Summary

This week will cover the structure and organization of the typical five-paragraph academic essay. Students will be introduced to the three-part thesis statement and see its relation to the paragraph's topic sentence and structure. The introduction and conclusion of the essay will be analyzed for their differences from main body paragraphs. Order and coherence will be discussed as a means of improving organization and flow of ideas in the essay. Unity will be pointed out as well as patterns of development to support the thesis statement.

Introductory Remarks

The traditional five paragraph essay is a very familiar form—Introduction—Main Body (three paragraphs)—Conclusion. You will now begin to think of the thesis statement as the important starting point for academic writing as it makes a promise to the reader of the topic, point and plan of development (three controlling ideas) to be set forth in the essay. Most essays have three supporting points, developed at length over three separate paragraphs. Each of the supporting (main body) paragraphs should begin with a topic sentence (covered in week 1) that states the point to be detailed in the paragraph. Just as a thesis statement provides a focus for the entire essay, the topic sentence provides a focus for a supporting paragraph. You will read and examine the model essay presented in the Week 2 folder and consider how it relates to the model paragraph in form and structure.

Consider the Thesis Statement: Maybe, because while I love walking as much as ever, impassable sidewalks, inadequate infrastructure and inconsiderate drivers mean that I dread walking the streets of a city I love, Nicosia.

This sentence is made up of:

1. The topic "walking the streets of a city I love, Nicosia"
2. The point "I dread"
3. The plan of development "impassable sidewalks, inadequate infrastructure and inconsiderate drivers"

Aims/Objectives

The aim of the week is to understand the connection of the paragraph to the academic essay and to be introduced to the importance of the thesis statement as integral to academic writing.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Identify the three parts of the thesis statement—the topic, the point and the plan of development.
- Apply the steps of the writing process to generate ideas, focus, support, draft, revise and edit one's writing
- Use a thesis statement, topic sentences and specific support for the traditional academic essay
- Evaluate one's writing for unity, coherence and support

Key Words

Essay	Thesis Statement	Point	Plan of Development	Parallel Structure	Controlling Ideas

Annotated Bibliography

- **Basic Sources/Material**
  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 3 The First and Second Steps in Essay Writing

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 3.1 Complete the activity called Identifying the Parts of an Essay in Week 2 folder.

Recommended number of work hours for the student: approximately 9 hours

TITLE: Limiting a Topic and Writing Thesis Statements

(4th Week)

Summary

This week will cover the writing process and techniques for generating ideas. Students will see the breakdown of the three-part thesis statement into its component parts and understand the need for parallel structure to produce a grammatically correct and organizationally sound thesis statement with a plan of development. The process of limiting a general topic and writing a thesis statement will be practiced.

Introductory Remarks

A Thesis Statement can be viewed as a promise to the reader—you are letting the reader know what topic you are developing in the essay, what view or point you will make on the topic and how you will develop the topic by laying out the controlling ideas in a plan of development. In order to begin to write your essay, you will need to first explore your knowledge and ideas on the topic. This can achieved through the planning phase of the writing process when you use pre-writing techniques to generate ideas, for example, brainstorming, freewriting, mind-mapping etc. This process allows you to limit the topic to a more specific point to be made and to organize your ideas into a plan of development.

Finally, parallelism is necessary to structure your thesis statement in a grammatically correct way. Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This is necessary in the plan of development component of your thesis statement. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."

For example: Marina likes hiking, swimming, and bicycling to keep fit.

Aims/Objectives

The aim of the week is to understand the breakdown of the thesis statement into its component parts—the topic, the point or view of the topic and the plan of development or controlling ideas. The steps of the writing process—planning, drafting and revising—will be explored. Limiting a general topic and writing thesis statements will be practiced.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Apply the steps of the writing process to generate ideas, focus, support, draft, revise and edit one's writing

- Use a thesis statement, topic sentences and specific support for the traditional academic essay and to write effective introductions and conclusions

Key Words

Exemplification	Thesis Statement	Topic Sentences	Coherence	Unity	Sentence Skills

Annotated Bibliography

- **Basic Sources/Material**
  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 3 The First and Second Step in Essay Writing
  Chapter 5 The Fourth Step in Essay Writing [Parallelism]

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 4.1 Parallelism exercises in Week 4 folder.

Exercise 4.2 Limiting Topics and Writing Thesis Statements

Spend an uninterrupted block of time (10 minutes) using one of the idea-generating techniques to write down any ideas on the topic of “Tattoos”. Look over your ideas and find the one focus or angle on the topic that interests you most. Compose a three-part thesis statement that reflects this view of the topic. On the wiki “Writing Thesis Statements” enter your thesis statement. This should be one sentence that contains the topic, point and plan of development (three controlling ideas). Be sure to check for parallel structure in the plan of development.

This assignment is worth 5% of your final grade

Recommended number of work hours for the student: approximately 9 hours

TITLE: Supporting a Thesis Statement; Topic Sentences

(5th Week)

Summary

This week will cover the methods used for adequate development of your thesis statement in the main body paragraphs of your essay. Drawing on the model paragraph in week 1, the use of topic sentence, topic points and specific examples will be demonstrated. The rhetorical modes (patterns of development) will be presented for developing your essays with emphasis on Exemplification.

Introductory Remarks

Breaking a writing task into steps often helps when you experience writer's block. When you need to write an essay or research paper for your studies, think of the assignment as a series of manageable steps rather than an overwhelming endeavor. Consider the following steps.

1. Exploring and planning: discovering, focusing, finding support for and organizing ideas.
2. Drafting: getting ideas and supporting details down on paper in rough form.
3. Revising: rethinking and rewriting drafts to improve the content focus and structure.
4. Editing and proofreading: checking for effective word choice and sentence structure, as well as correct grammar, spelling, punctuation and mechanics.

The first complete essay pattern you will be assessed on is Exemplification. The aim of this type of essay is to provide support for a thesis statement by providing examples. Examples act as supporting material to the topic sentences which include the three key ideas expressed in the plan of development which accompanies the thesis statement. The number of examples used may vary depending on the attitude you assume the audience may have on the topic you are discussing. You would usually need more examples if you feel it might be harder to convince an audience who is negatively predisposed to the thesis (position) you are adopting. We will begin writing this essay from the thesis statement, then by developing the three main body paragraphs using specific examples. You will add the first (introduction) and last (conclusion) paragraphs after your first draft has been approved.

Structure: main body paragraphs as follows:

- Paragraph 2 → Supporting Paragraph 1

- Start with a topic sentence which includes the key idea the paragraph will be discussing. Introduce your topic sentence using a transition (e.g. First of all, To begin with, Firstly etc.)
- Exemplify (i.e. provide examples in order to support your topic sentence). Introduce your examples using a variety of transitions, especially the ones most suitable for providing examples e.g. for example, for instance, such as etc.

- Give as many examples as you feel necessary but make sure that they are relevant to your topic sentence otherwise you will be breaking Unity and you will confuse your reader.

- You can use anecdotes, facts, statistics and information from other sources as examples which support your statement. Develop each point adequately.

- Paragraph 3 → Supporting Paragraph 2

Develop as previous paragraph.

- Paragraph 4→ Supporting Paragraph 3

Develop as previous paragraph.

Aims/Objectives

The aim of this week's activities is to break down the first essay assignment into steps to fully understand the process-based approach to academic writing. Using one of the thesis statements from last week, you will plan your main body paragraphs (2, 3 and 4) and use the exemplification pattern (specific examples) to support the thesis statement and topic sentences. The order of your controlling ideas will be planned according to a chronological (time) or emphatic (order of importance) plan. You will develop the three main body paragraphs fully with a topic sentence, topic points supporting sentences and a closing sentence in each.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Apply the steps of the writing process to generate ideas, focus, support, draft, revise and edit one's writing
- Use a thesis statement, topic sentences and specific support for the traditional academic essay and to write effective introductions and conclusions

- Recognize and use various patterns (rhetorical modes) and to evaluate one's writing for unity, coherence and support

Key Words

Exemplification	Thesis Statement	Topic Sentences	Coherence	Unity	Sentence Skills

Annotated Bibliography

- **Basic Sources/Material**

  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 4 The Third Step in Essay Writing

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 5.1 Planning Form completed for first essay—submit to Blackboard

Assignment: Write a five paragraph essay in stages following the activities from week 4 (thesis statement), week 5 (planning form and completion of main body paragraphs and week 6 (addition of the title, introductory paragraph and conclusion paragraph).

This week: Choose a thesis statement from the week 4 work and complete the Planning Form on Blackboard to show which thesis statement you have chosen and in bullet point form what specific examples you would use to support the thesis. Write out full topic sentences.

Exercise 5.2

Once your planning form has been approved by the instructor, develop your three main body paragraphs as described above. This will be completed next week after the presentation of titles, introductions and conclusions.

Recommended number of work hours for the student: approximately 9 hours

TITLE: Writing Introductions & Conclusions; Rhetorical Modes

(6th Week)

Summary

This week will cover the completion of an academic essay with the addition of a fully developed introduction and conclusion. Different methods of introduction are illustrated as a means to attract and maintain the reader's interest and to lead smoothly to the thesis statement. Methods of conclusion are exemplified as a means to draw the essay to a close and summarized the main ideas contained in the plan of development. Further rhetorical modes (patterns of development) will be introduced.

Introductory Remarks

Titles

An essay should have a title and not just the assigned topic. The title should be concise and appropriate in tone to attract the reader's interest and to indicate the topic and the view of the topic that will be dealt with in the essay.

Introductions

The purpose of an introduction is to attract the reader's interest and lead the reader smoothly to your thesis statement. The introduction should provide background information or any explanations which will facilitate the reading of your text. The introduction should not contain details that you will develop in the body of your essay. The introduction should set the tone of the essay and give the reader a sense of your focus on the topic the reader.

A good introduction guides the reader and makes the reading process easier and more pleasant. Moreover, the beginning of the essay establishes your competence as a writer. It will influence how the reader sees you, the writer.

We will examine six common methods of introduction. A good introduction often combines several of these methods:

1. General to narrow
2. Contrast-starting with the opposite
3. Stating the importance of the topic
4. Anecdote, incident or story related to the topic
5. Question(s)
6. Quotation

Conclusions

The conclusion is the last paragraph of the essay and must leave the reader satisfied, with the feeling that the subject of the essay has been dealt with and concluded. Like introductions, conclusions can take different forms. A good conclusion can combine several strategies such as:

1. Summary
2. Recommendation
3. Solution to a problem
4. Prediction
5. Thought-provoking statement or question

Patterns of Development

Paragraph Organization and Development

The body of your essay, paragraphs 2, 3 and 4, must develop/support the three controlling ideas of the thesis statement with specific details. By developing/supporting your ideas, you make it easier for the reader to “see” and understand what you are arguing. Adequate support/development also indicates to the reader that you understand your topic in depth.

The strategies used to develop/support (explain) ideas are:

- Exemplification
- Comparison and Contrast
- Cause and Effect
- Definition
- Division and Classification
- Process Analysis

No matter which development strategy you use, it is important to remember that each paragraph must have unity, i.e. each detail/idea must relate directly to the topic of the sentence. If your development is irrelevant or redundant, your paragraph loses its unity. Many essay topics lend themselves to a combination of patterns.

Aims/Objectives

The aim of the week’s activities is to organize and connect the supporting evidence in the essay using the patterns of development, a strong introductory paragraph, an effective concluding paragraph and a good title.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Identify the common methods of introduction and to use a method, or a combination of methods, to introduce the essay's subject to the reader.
- Use a common method of conclusion, or a combination of methods, to round off your essay.
- Write a title that identifies the topic and tone of your entire essay.

Key Words

Titles	Introduction Methods	Conclusion Methods	Patterns of Development	Unity	Specific Support

Annotated Bibliography

- **Basic Sources/Material**
  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 4 The Third Step in Essay Writing

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 6.1 Complete your exemplification essay by adding a title, a fully developed introduction (with the thesis statement as the last sentence of this paragraph) and a fully developed conclusion. See a model essay in the week 6 folder.

Exercise 6.2 Full Exemplification Essay to be turned in for assessment

This assignment is worth 10% of your final grade

Recommended number of work hours for the student approximately 9 hours

TITLE: Text Referencing; The Comparison & Contrast Essay

(7th Week)

Summary

This week will cover writing from research and the extension of the skills and techniques you have learned so far. Broken into manageable steps, writing from research will be dealt with in terms of choosing and limiting a topic in a thesis statement and setting out a search strategy that will help you find the most useful and relevant information on your topic. You will learn to use the appropriate author-date referencing style (Harvard or APA) with in-text citations and, later, a reference list to avoid plagiarism. The first researched essay will be a comparison and contrast essay using one source to practice synthesizing material in direct quotations, paraphrases and summaries.

Introductory Remarks

In addition to helping you acquire and apply the principles of academic writing, another important goal of the course is to gain familiarity with the basic aspects of using library research and the Internet in your essays, presentations and assignments. When assignments call for research, if you approach the task in the right way, it can be an exciting, informative and rewarding learning experience.

Up to this point in the semester, you have been supporting your writing with your own ideas, experiences and reflections. From now on you will be using information found in outside sources to strengthen your arguments and support your ideas with published research.

By correctly referencing you will:

- Protect yourself from accusations of plagiarism
- Demonstrate that you have read widely
- Show your understanding of a topic
- Strengthen your own ideas
- Support your arguments with published research

If you don't reference correctly you may be accused of plagiarism, which is seen as academic dishonesty and misconduct—and carries penalties.

You should reference anything you have taken from another source, whether you are directly quoting, paraphrasing or summarising. Acknowledge the ideas or work of others in your essays. This gives academic credibility to your work by allowing you to back up your arguments with published material. When ideas are understood to be common knowledge, you do not need to reference them.

In-text citations give brief and abbreviated details of the source document that you are quoting from, or to which you are referring in your text. These citations will then link to the full bibliographical reference in your reference list at the end of your work, which is arranged in alphabetical order by author.

Your citations in parentheses should follow this format:

- Author(s)' surname
- Year of publication, followed by a comma
- Page number(s) if required

If you are quoting directly or using ideas in paraphrasing from a specific page or pages of a work, you must include the page numbers in your citations. Example: Hartmann (2018, p.55) argues that… Use the abbreviation p. (or pp.) before the page number(s).

If your citation refers to a complete work or to ideas that run through an entire work, your citation would simply use the author and date details. Example: Recent educational research (Jones and Smith, 2017) has shown that…

The Comparison and Contrast Essay

We compare and contrast often in everyday life. When we compare two things, we show how they are similar; when we contrast two things, we show how they are different. We use these strategies when we are faced with big or small decisions and when we have a choice between two or more alternatives (deciding where to study, which mobile phone to buy, etc.). The purpose of comparing or contrasting is to understand each of the two things more clearly and, at times, make judgments about them.

You will study the two methods of development for a comparison and contrast essay—one side at a time or point by point. Each format is illustrated in your course book Chapters 10-15.

Aims/Objectives

The central aim of this week's lesson is to introduce the author-date referencing style incrementally with the in-text citation first. Using a single source provided, students will practice reading for and gathering information relevant to their task, taking notes and representing what they have learned from published sources through directly quoting, paraphrasing and/or summarizing. Skills will be practiced through the Comparison and Contrast rhetorical mode in a five-paragraph essay.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Use the Harvard Style (or relevant author-date system) to record detailed and precise information on all sources consulted
- Locate information from published work and integrate it into your essays to show what you have learned from earlier authors
- Cite source documents in the text of your assignments using in-text citations (author, date)
- Practice the skills of directly quoting, paraphrasing and summarizing you're your source documents
- Structure an essay using the Comparison and Contrast pattern of development

Key Words

Comparison & Contrast	Plagiarism	Harvard Style	APA Style	In-Text Citations	Citing Sources
Direct quotations	Paraphrasing	Summarizing	Embedding Citations	Reference List	Secondary referencing

Annotated Bibliography

- **Basic Sources/Material**
  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 19 Writing a Source-Based Essay
  Chapter 13 Comparison and/or Contrast

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 7.1 What makes a good paraphrase? Activity in Week 7 folder.

Exercise 7.2 Citing Sources/Embedding Activity in Week 7 folder.

Exercise 7.3

Begin working on your five-paragraph Comparison and Contrast essay using the point by point method of development. Using the article provided on blackboard, analyze the differences the authors (Fox and O'Connor, 2017) discuss. You are comparing/contrasting a) work in the past to b) work in the future. Your basis of comparison (and plan of development in the thesis statement) will be three areas discussed in the article—for example—Workplace Structure, Artificial Intelligence and Workplace Monitoring. You will need to use at least one in-text citation in each main

body paragraph and use a variety of direct quotes, paraphrases and/or summary. Be sure to embed your references—see week 7 folder—for reporting verb suggestions. Due: week 9 submitted on Blackboard.

This assignment is worth 10% of your final grade

Recommended number of work hours for the student: approximately 9 hours

TITLE: Research Using Library Databases

(8th Week)

Summary

The goal of this week's material and activities is to familiarize yourself with the Open Athens platform available through the EUC library and the wide variety of academic and generalist articles and books you can access for your assignments. Your will learn that the library databases provide you with 24/7 access to digital sources which the EUC community can find information in electronic format from around the world. Using the topic for the final essay (the Persuasive Essay), your will learn to use search tools to identify potential sources and begin planning this last piece of writing for the course.

Introductory Remarks

The EUC Library currently has over 47,000 titles in print form and over to 300,000 in electronic form covering all areas of study. To assist research, the library subscribes to a great number of databases through the single sign-on Open Athens platform. These databases give users access to full-text scholarly articles in journals, newspapers, conference proceedings, company reports and many more. Once you become accustomed to using them, you will find these databases an invaluable resource for your academic and personal research endeavors.

There are many types of sources available through library or Internet search, but academic research and writing require you to use published and cited research. Specifically, you want to look for 'peer reviewed' articles. Peer reviewed articles are written by experts and reviewed by several other experts before they are published in a journal. This ensures the article's quality.

Following the library's technical assistance documentation uploaded on Blackboard or on the EUC website, you will sign into the Open Athens platform and follow the steps to do an advanced search for journal articles for your research paper. Using the EDS Services, you can conduct an advanced search which allows you to enter key words for your research, choose limiters such as full text and peer reviewed and to further limit your search by choosing a source type (scholarly journals, for example) and publication date.

Following these steps, you will compile a list of four to five articles relevant to your final essay assignment. Using the cite option and choosing the relevant author-date referencing system (Harvard or APA), you will have all of the essential data to work on a full reference list in Week 9 activities.

Aims/Objectives

The aim of this week's activities is to gain familiarity with the resources available to you through the EUC library and the electronic databases. You will do a preliminary search for articles relevant to your final assignment and learn about the limiters and filters that help you narrow down your search results.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Sign onto the Open Athens platform using the EUC Library website
- Carry out a search for relevant articles using the functions of this system including key words and limiters such as full text, peer reviewed, source type and publication date.
- Use research tools to manage your compiling sources such as the folder and cite options
- Plan a preliminary research stage of a research assignment

Key Words

Library Databases	Open Athens Platform	Key Words	Filtering your Search	Reference Sources	Advanced Search
Limiters	Peer Reviewed	Source Type	Publication Date	Cite Options	Research Tools

Annotated Bibliography

- **Basic Sources/Material**
  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 20 Writing a Research Essay
  Chapter 16 Argument

- **Supplementary Sources/Material**
  EUC library documents on signing in and conducting research using Open Athens—uploaded on Blackboard and found on university website

Self-Assessment Exercises/Activities

Exercise 8.1 Following the instructions on the library documentation, use the electronic databases to compile a preliminary list of sources to use for your final essay assignment. This will be a rough draft of your reference list and should be a Word

document submitted on Blackboard. See Exercise 8.2 for the Persuasive Essay topic to determine your key words.

Exercise 8.2 Persuasive Essay Assignment-see uploaded file on Blackboard

Due Date Week 13—Rubric at the end of the guide

This assignment is worth 20% of your final grade

Recommended number of work hours for the student approximately 9 hours

TITLE: Compiling a Reference List

(9th Week)

Summary

This week will cover the second part of correctly citing your sources, the reference list at the end of your piece of writing. Students will learn how to categorize sources of information (e.g. hardcopy vs electronic or journal article vs book chapter) and how to use a referencing guide to correctly record the source to allow the reader to locate the information used and to check, if necessary the evidence on which your discussion or argument is based. Students will use the information gathered in Week 8 to correctly format a complete reference list using the appropriate author-date system—Harvard or APA.

Introductory Remarks

The internet has become a medium through which anyone can publish their work and communicate. It is now more likely that with the exception of books, most students will be locating information through the internet. Journal and newspaper articles are available online, as are growing collections of audiovisual material, archival sources, scientific data and government and business publications. New referencing criteria have emerged such as Digital Object Identifiers (DOIs), stable URLs and article numbers. Although this makes recording sources found online easier, these developments are not uniformly practiced. This makes referencing sources found online trickier than traditional print sources.

Author-date referencing styles such as Harvard and APA provide conventions and examples of difference types of sources that you are likely to come across in academic writing. Learning to use a reference guide gives you a lifelong academic skill that will help you complete undergraduate and postgraduate research, correctly compile reports for employers and publish your own writing.

Whether you are writing an essay, a presentation, a project or a dissertation, it is essential that detailed and precise information on all sources consulted is included in your text (author-date in-text citation) and in the reference list at the end of your work. References enable the reader to find—quickly and easily—the exact source document that you consulted in your research. The reference list only includes sources cited in the text of your assignments as in-text citations.

In the Harvard and APA systems, your references link with your in-text citations so the reader can confirm the full publication details of the work cited in your text and be able to locate it.

Example

In-text citation: In a recently published survey (Holt, Simpson and Reid, 2015) the authors argue…

Reference list: Holt, R., Simpson, R. and Reid, K. (2015) *Education in the 21st century.* Educational Research Press.

The reference list is then an alphabetical listing (by author's surname) that includes the full information for our citations so that the reader can easily identify and retrieve each work (journal articles, books, web pages and so on).

Aims/Objectives

The aim of this week's material is to illustrate the connection between the in-text citations used in your research writing and the reference list at the end of the assignment. You will gain practical experience compiling a complete and precise reference list based on the activity from week 8.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Cite and correctly reference a variety of sources
- Compile a full reference list using the appropriate examples in the guidelines
- Recognize the role of citations and references to avoid accusations of plagiarism

Key Words

Reference	In-text citation	End-text citation	Reference list	plagiarism	URL
Digital Object Identifier (DOI)	APA Style	Harvard Style	Common Knowledge	Research Tools	Open Athens Platform

Annotated Bibliography

- **Basic Sources/Material**
  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 16 Argument
  Chapter 20 Writing a Research Essay

- **Supplementary Sources/Material**
  Guidelines on author-date referencing system (Harvard or APA)—Pears and Shields (2019) *Cite them right*, 11edn. Basingstoke: Palgrave Macmillan.

Self-Assessment Exercises/Activities

Exercise 9.1 Fully familiarize yourself with the organization of author-date referencing guidelines provided on Blackboard. You are not expected to read the guidelines, but understand the different categories of source types and identify conventions that are used. In the Wiki – Referencing Dos and Don'ts – add three dos or don'ts about the referencing system that are useful to remember. For example, "Don't write out the author's first name. "Do use only their initial instead of their full first name."

Exercise 9.2 Using the information collected from your search on the databases through the Open Athens platform, compile a complete reference list carefully following the guidelines. Submit this as a Word file on Blackboard.

This assignment is worth 5% of your final grade

Recommended number of work hours for the student: approximately 9 hours

TITLE: Patterns of Development; Sentence Skills

(10th Week)

Summary

This week will the remainder of the rhetorical modes or patterns of development used in expository writing. Additionally, this point in the semester is an appropriate time for discussion of importance of doing a personal review of your own writing and improving your writing through sentence skills.

Introductory Remarks

Patterns of Development

In exposition, the writer provides information about and explains a particular subject. Up to now in the semester, the topics assigned have called for an essay developed with specific examples to support the thesis and a comparison or contrast to explain the topic. There are other patterns that are useful to consider when writing essays. Traditionally, essay writing has been divided into the following patterns:

- Exemplification
- Process
- Cause and effect
- Comparison or contrast
- Definition
- Division and classification

These patterns of development include giving examples (exemplification), detailing a process—or how to—do or make something, analysing causes and effects, comparing or contrasting, defining a term or concept and dividing something into parts or classifying it into categories. Each pattern has its own internal logic and provides its own special strategies for imposing order on your ideas. It is important, however, to keep in mind the following:

- Very often one or more additional patterns may be involved.
  For example, consider the model essay (Folder Week 10) The Hazards of Being a Pedestrian in Nicosia. The first main body paragraph is developed with a series of specific examples. The second main body paragraph ostensibly compares Nicosia to a city that is more pedestrian-friendly. The third main body paragraph divides and classifies drivers into three categories.

- Most essays will probably involve some form of argumentation or persuasion.
  In your essays, you will advance a point (in your thesis statement) and then go on to support that point. Consider the tone of a number of essays you have read

in the course book—The Benefits of Television (Week 3 Folder) and Haloumi or Baked Beans (Week 6 Folder) for example—both of these essays had a persuasive intent. Much of your writing will have the purpose of persuading your reader that the idea you have advanced in valid.

Doing a personal review

While you are writing and revising an essay, you should be constantly evaluating it in terms of unity, coherence and support.

After you have finished your first draft of an essay, it is necessary to check it for sentence skills. These are typical areas that one must revise for in written assignments:

- Parallelism
- Consistent point of view
- Active voice
- Conciseness
- Sentence variety

It is important to revise an essay so that your sentences flow smoothly and clearly. This allows you to edit an essay for mistakes in grammar, punctuation and spelling.

Aims/Objectives

The aim of this week's material is to review the different rhetorical modes or patterns of development that guide our construction of a clear and reader-centered piece of writing. Exercise are included to build awareness of the most common errors that appear in our writing and to improve our handling of the revision phase.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Identify the six rhetorical modes for development of essays
- Revise so that sentences flow smoothly and clearly
- Edit so that sentences are error free

Key Words

Patterns of Development	Sentence skills	Exemplification	Definition	Comparison/ Contrast	Division/ Classification
Cause and Effect	Process	parallelism	Revision phase		

Annotated Bibliography

- **Basic Sources/Material**

John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

Chapters 10-15 Patterns of Essay Development
Chapter 6 Four Basis for Revising Essays

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 10.1-5

Complete the Editing and Revision Skill exercises in the Week 10 Folder for revision and consolidation.

Recommended number of work hours for the student approximately 9 hours

TITLE: The Persuasive Essay; Supporting Arguments

(11th Week)

Summary

This week's material will explain and illustrate the development a persuasive essay in manageable steps. The overall structure will be presented and strategies for arguments will be discussed to convince readers of the validity of your position.

Introductory Remarks

So far this semester, we have looked at expository essays in which the writer's purpose is to inform the reader. Much academic writing, however, requires you to persuade your reader to take a specific course of action or to accept a particular point of view. The material in the next few weeks of the semester will consider the aspects that are unique to persuasive writing, including its intention, its relationship to the audience and the special kinds of support or evidence that it requires. This is a six-paragraph essay as you will see.

Despite these differences, however, you will see that the persuasive essay can follow the same six patterns that you learned last week. For example, when writing a persuasive essay you may support your argument by exemplification, by comparison and contrast or by tracing a cause and its effects.

The essence of persuasive writing is:

- Take a clear position for or against
- Use strategies to persuade the reader to accept your position
- Support your thesis with three arguments or reasons on which your opinion is based

Strategies of persuasion

Put forward logical and solid arguments/reasons. Base your arguments on common sense, values, human rights, traditions or evidence you find in the articles retrieved from the Open Athens platform. Prove that your position benefits society, citizens, children, etc.

An important part of persuasion is getting the reader to trust you by seeing how you and the reader share common values, interests and concerns. Readers will be more inclined to accept your position if they can see it is based on their own values, goals and worries. We call this establishing common ground.

Sample sentences for establishing common ground:

- Everyone wants our cities to be safe.
- We all hope today's youth will become responsible citizens.
- Nobody would approve of actions that would harm any member of society.
- We all agree that a strong economy provides a basis for a high standard of living.

Support your arguments, where possible, with the opinions of experts. You will be able to find such information in the articles you have already searched for. You will use these articles for arguments and evidence by paraphrasing material, writing parenthetical citations, using reporting verbs and making a reference list.

The structure of the persuasive essay

There are many ways to organize a persuasive essay. You will follow in your essay the guidelines set out here.

There are several important differences between the 5-paragraph essay you have been writing up until now and the argumentative essay.

1. The first step is to formulate your assertion in the thesis statement. In your thesis, you must take a clear position on the topic (clearly for OR against).

You may not, in this type of essay, assume a middle position, i.e. neither for nor against, but somewhere in-between. This defeats the purpose of the persuasive essay.

To express your position you could use language such as:

- I firmly believe that……
- I strongly oppose…..
- I am strongly in favor of…

For example: I firmly believe that the death penalty should be allowed because it helps the victim's family, deters would-be murderers or rapists and is a just punishment.

NOTE: although you have been discouraged from using personal pronouns (I/you) in your previous essays, you may do so in the persuasive essay.

2. The three controlling ideas of the thesis statement (which follows the statement of position) must be the three main arguments you have chosen to support your position (as in the example above).
3. You must strive, especially in the introduction, but also throughout your essay, to establish common ground with the reader.
4. Before you develop your three main arguments in the main body paragraphs, you will acknowledge and refute your opponents' arguments in paragraph 2. This is called concession and rebuttal.
5. The summary in your conclusion should not include the thoughts expressed in this concession and rebuttal paragraph.

Aims/Objectives

The purpose of this week's material is to introduce the structure of the persuasive essay and point out the similarities to the essays you have experienced thus far. Building on the six patterns of development and the traditional five-paragraph essay, you will see

that the persuasive essay's purpose is to approach a controversial subject by playing fair: by looking at the same issue from the reader's point of view, using logical arguments, citing evidence and being rational.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Formulate an argument based on common ground and logical appeals
- Support your arguments with evidence and proof from published sources
- Prepare an outline of the persuasive essay assignment based on material and model essays in course book

Key Words

Persuasive Essay	Argumentation	Assertion	Thesis Statement	Common Ground	Plan of Development

Annotated Bibliography

- **Basic Sources/Material**
  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 7 Developing an Essay
  Chapter 16 Argument

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 11.1 Study the sample student essay in the Week 11 folder and answer questions that follow.

Exercise 11.2 Prepare an outline for your persuasive essay assignment and upload this to the appropriate blackboard file—use planning form provided

Recommended number of work hours for the student: approximately 9 hours

TITLE: The Persuasive Essay; Concession and Rebuttal

(12th Week)

Summary

This week's material will continue the discussion of the structure and form of the persuasive essay. Specific focus is placed on the extra paragraph of the six-paragraph essay which is used to confront opposition to your assertion—concession and rebuttal.

Introductory Remarks

In addition to arguing logically, you strengthen your position by anticipating the arguments of your opposition. By acknowledging your opponents' views and arguments, you convey that you are well-informed and able to see both sides of the issue, which makes you more trustworthy. You should include several arguments of your opponents, but do not refer to these arguments as belonging to your opponents. Instead, in an essay arguing against the death penalty you could say Supporters of the death penalty argue that it helps murder victims' families achieve closure. Or Many people argue that…

After acknowledging your opponents' view, point out how it is, to some extent, valid. Acknowledge its merits. For example, the above sentence about supporters of the death penalty could be followed by the remark: It is true that the death penalty enables families to find some comfort in the fact that their loved one's murderer has been punished and justice has been served. This is called concession and it is presented in paragraph 2 before you present your arguments.

The next part of paragraph 2 is rebuttal where you refute/rebut your opponent's arguments. Show why they are not, ultimately, valid. After acknowledging the merit of your opponent's argument, demonstrate why your position is, nevertheless, the correct. For example: While it is true that the death penalty assists the victims' families, we cannot deny that there are many reasons why it should not be allowed: first of all, it is morally wrong to kill another person; secondly, studies have shown that the wrong man is often convicted; thirdly, poor men, who cannot afford to pay for good legal defense are at a disadvantage.

Your rebuttal can take two forms:

- First mention all the arguments used by opponents of your view and then present your rebuttal of each of these points.
- Present each point separately, and rebut each point immediately.

One of the most important aspects of rebuttal is that you use courteous language. Do not belittle the intelligence or the integrity of those who have different opinions and positions. Avoid sentences like this: Even a child can understand the absurdity of that position.

Aims/Objectives

The aim of this week's material is to describe the material content and purpose of the 'sixth' paragraph (paragraph 2 of 6). You will see how the use of concession and rebuttal strengthens your argument by confronting the opposing side and showing it to be ultimately invalid.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Identify the purpose of each component of the persuasive essay—introduction—concession & rebuttal—main body paragraphs—conclusion
- Formulate a clear assertion in the thesis statement of a persuasive essay
- Prepare opposing arguments and refutation

Key Words

Persuasive Essay	Argumentation	Assertion or position	Concession	Rebuttal	Refutation

Annotated Bibliography

- **Basic Sources/Material**
  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 16 Argument
  Chapter 18 Paraphrasing and Summarizing

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 12.1 On the blog "Concession and Rebuttal" make an outline of the material you will use in paragraph 2 of your persuasive essay assignment. See a model (on a different topic) in the Indicative Answer section of this guide (12th Week). You will receive feedback on this to complete your essay.

Recommended number of work hours for the student approximately 9 hours

TITLE: The Cause and Effect Essay

(13th Week)

Summary

This week's material will explain and illustrate how to develop a cause and effect essay. As many thesis statements can be developed by explaining a series of causes or a series of effects, this is a very useful pattern for development of your persuasive essay.

Introductory Remarks

When writing a cause and effect essay, you emphasize cause or effect depending on your purpose. Most essays follow one of these plans:

They begin with a result (the effect) and then examine the probable cause(s);

They begin with the cause and then speculate on its effect(s).

In the first plan you are searching for causes in the past; in the second you are looking ahead, considering possible consequences. Many topics can be approached form either direction. Using the first plan you could, for instance, begin your essay by discussing today's economy in terms of unemployment figures, the prices of food, the cost of housing and so on. These effects could then be traced to their cause: high interest rates, the price of oil, wage increases and so on.

If you start with the cause you could speculate on how these effects will in turn serve as the causes of future effects: a possible depression, political unrest, an increase in welfare and decline in the property industry for example.

The following thesis statement is the last sentence in the introduction to an essay about the harmful effects of part-time jobs on the school life of high-school students.

Working more than fifteen hours a week is harmful to adolescents because it reduces their involvement with school, encourages a materialistic lifestyle and increases the chance of having problems with drugs and alcohol.

- The first controlling idea, reduces their involvement with school, will be the topic of paragraph 2.
- The second controlling idea, encourages a materialistic lifestyle, will be the topic of paragraph 3.
- The third controlling idea, increases the chance of having problems with drugs and alcohol, will be the topic of paragraph 4.

Aims/Objectives

The aim of this week's material is to present the cause and effect pattern of development and to see how it is applicable to the persuasive essay as well.

Learning Outcomes

After studying the material of this lesson, the student should be able to:

- Recognize the cause and effect pattern of development
- Apply aspects of this rhetorical mode to topics assigned

Key Words

Cause and Effect	Cause to Effects	Effect to Causes	Pattern of Development	Thesis Statement

Annotated Bibliography

- **Basic Sources/Material**
  John Langan and Zoe Albright, *College Writing Skills with Readings*. (10th edition.) McGraw-Hill, 2019.

  Chapter 12 Cause and/or Effect

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 13.1 Study the essay model in the folder Week 13 and identify the thesis and which approach—cause to effects or effect to causes—is used in this essay.

Exercise 13.2 Submission of final draft of PERSUASIVE ESSAY submitted on Blackboard

Recommended number of work hours for the student: approximately 12 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE: FINAL EXAM

(14th week)

The final exam is a six-paragraph persuasive essay with Harvard Style documentation.

You will be provided sources to use to support your thesis statement. You will write an essay of six paragraphs on ONE of the positions (for or against) on the given topic. Use the articles provided to find expert advice and opinion to support your arguments. You will reference your sources fully using the author-date referencing system. You must use at least three of the sources (directly quoting, paraphrasing and summarizing) and you must prepare a reference list for the sources that you use at the end of the paper on a separate piece of paper. Your essay, therefore will, contain:

- Text references (author, date) in the essay
- A full reference list at the end of the essay of the sources you have used

Open Book: Please bring your Harvard Guidelines in *Cite them Right* with you to the exam.

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Why Write Essays? Effective Academic Writing

(1st Week)

Exercise 1.1 Discussion forum "Why Write Essays?"

This is a very open assignment with the outcome dependent on individual responses and reactions and on group dynamics among the discussants. The purpose of the assignment is to promote communication among students and to express their preconceived notions about academic writing.

Exercise 1.2 Student Individual Blog entry—a paragraph describing your dream job.

This is the student's first writing sample so entries will vary according to student's writing experience. See 2nd Week Indicative Answers for examples of a student's first draft and revision of the paragraph taking Week 2 material into account.

Title: The Model Paragraph; Point and Support

(2nd Week)

Exercise 2.1 Revision of paragraph/Individual Blog Entry and Comment (Peer Feedback)

The following are examples of a student's first draft and feedback from a fellow student, then the revision based on the model paragraph presented in this lesson and the peer comments.

First Draft: (from 1st Week)

My dream job is to become a psychologist. I like to help people in different ways so this will be a good job for me. Next, I think that being a psychologist means that you need to constantly learn new things so I do not think I will get bored with the job. I don't want to work too many hours because I want to have work-life balance. But I also think that you can learn a lot about yourself and how to get along with others when you work in this field. There is also a good chance of getting a good salary working as a psychologist.

Comment: Good use of the topic sentence and interesting ideas, but you do not really give three reasons to that this is your dream job. The ideas need to be better connected because sometimes it gets a bit off-topic. You also show the reader the paragraph is finished by using a closing sentence.

Second draft

My dream job is to become a psychologist. Firstly, I believe this job will be satisfying because you can help people. For example, I can give counseling to a child who is being bullied or I can help an adult cope with a phobia such agoraphobia or claustrophobia. Secondly, this job gives me the chance to learn constantly. In fact, I will need to keep up with research in the field and attend seminars where I can learn from my colleagues. And I will enjoy reading professional journal articles about new treatments and therapies that work for others. Finally, I think this job will give me the opportunity for personal growth. I can use what I know to better myself and my relationships with important people in my life such as my spouse or my children. All in all a job in psychology promises to offer benefits that make this a dream job for me.

Comment: This revision is excellent as now I really understand why the writer considers this a dream job. It is well organized and supported with specific examples to make the point.

Title: The Academic Essay and the Thesis Statement

(3rd Week)

Exercise 3.1 Answers to activity from Week 3 folder "Identifying the Parts of an Essay"

Thesis Statement: lines 4-5

Topic Sentence, paragraph 2: lines 5-6

Topic Sentence, paragraph 3: line 14

Topic Sentence, paragraph 4: line 24

First sentence of conclusion: lines 33-34

Title: Limiting a Topic and Writing Thesis Statements

(4th Week)

Exercise 4.1 Answers to activities from Week 4 folder on parallelism

1. B
2. A
3. B
4. A
5. B
6. B

Answers will vary to next exercise but some examples below:

1, study daily, work collaboratively and read widely [verb + adverb]

2. narrow roads, insufficient traffic lights and frequent accidents [adjective + noun]

3. what programs are available, how much tuition fees are and where it is located [question words]

4. texting, drinking and speeding [-ing endings]

Title: Supporting a Thesis Statement; Topic Sentences

(5th Week)

Exercise 5.1/5.2

Assessed essay—student will receive feedback from instructor before he/she proceeds with final draft of essay

Title: Writing Introductions & Conclusions; The Exemplification Essay

(6th Week)

Exercise 6.1/6.2

Assessed essay—student will receive feedback from instructor before he/she proceeds with final draft of essay

Title: Text Referencing; The Comparison & Contrast Essay

(7th Week)

Exercise 7.1 Answers to Activity 'What makes a good paraphrase?' Week 7 folder

Set 1 A) Acceptable paraphrase

B) Unacceptable paraphrase

Set 2 A) Unacceptable paraphrase

B) Acceptable paraphrase

Set 3 A) Unacceptable paraphrase

B) Acceptable paraphrase

Exercise 7.2 Answers to Class Activity in Week 7 folder

1. How many citations: 2 (1st paraphrase and 2nd quotation and secondary reference)

How many sources used: 1

In-Text Citations

1. (Thio, 2007, p. 139)
2. (Castles, 2010, p.75)
3. (Sivian and White, 2009)
4. (Fimrite cited in Fine Clouse, 2003, p. 117)
5. (Shaw, 2009)
6. (Tannen cited in Gumperz, 2010, p. 274)
1. (2008, p.10)
2. (2008, p.10)
3. (Glenn, 2008, p.10)
4. (2008, p.10)
5. (2008)

Exercise 7.3

Assessed essay - answer not provided. Book model essay should be considered as guidelines Chapter 13 Comparison and/or Contrast.

Title: Research Using Library Databases

(8th Week)

Exercise 8.1 Student will sign on to Open Athens and search key words related to their topic.

Some example key words are the following:

Social Media

Mobile phone addiction

Facebook age limitations

Exercise 8.2 Assessed essay – no indicative answer provided. Students will work on this essay in stages—preliminary research begun now only.

You will use the article as your source of information for the essay. The controlling ideas should be the basis of comparison:

1. Artificial Intelligence—paragraph 2

2. Workplace Monitoring—paragraph 3

3. End of Retirement—paragraph 4

You may change the order of the above if you feel it works better in a different order of importance (last idea—most important).

Then in each paragraph you are comparing work in the past (A) to work in the future (B). For the past you can use your own ideas; for the future you will use information you select from the article. You must use a couple of points for B in each paragraph—these should be a couple of direct quotes (do not overuse), and the rest is paraphrased or summarized. You DO NOT have to use all of the information, only what best supports your ideas. Pick and choose! But remember to use the (author, date) reference and use the reporting verbs to help work it smoothly into the text.

Look over pages in book that we have covered to remind yourself of the text references and ways of using the source.

The model essay is in Chapter 13.

Title: Compiling a Reference List

(9th Week)

Exercise 9.1 Answers will vary according to individual student's response. Possible areas to respond to: capitalization, italics, DOIs, publication dates (and lack of), author(s)'s names (and lack of), etc.

Exercise 9.2 No answers provided. Students will consult the guidelines and compose a reference list following prescribed conventions. This will be a part of the final assignment once it has been corrected by the instructor.

Title: Patterns of Development; Sentence Skills

(10th Week)

Exercise 10.1-5

Indicative Answers Folder Week 10 activities on

"Evaluating a Cause and Effect Essay"

1. Excessive working hours is the cause.
2. What luxuries? Paragraph 3 computers, video-games systems, clothes, etc.
3. Exemplification paragraph 2 "a girl who came down with mononucleosis…"

4. Result-lack of involvement in school and extracurricular activities.
5. Paragraph 3 – the lifestyle that cannot be maintained in later life.
6. At least 3

Exercise on “Common Mistakes When Writing Thesis Statements”

1. TN
2. OK
3. 2I
4. OK
5. TB
6. 2I
7. OK
8. TN
9. TB
10. TN

Exercise on “Parallelism Revision”

1. An actor knows how to memorize his or her lines and get into character.
2. Tell me where you were, what you were doing and why you were doing it.
3. Clark’s daily exercise includes running, swimming and lifting weights.
4. Donating money to the homeless shelter is helping people stay warm in the winter.
5. Jimmy likes not only working outside but also getting dirty.
6. We followed the path through the forest, over the hill and across the river.
7. The writer was brilliant but reclusive.
8. After dinner, we want to either go to a movie or sit in a café.
9. She told Jake to take out the trash, to mow the lawn and to listen for the phone call.
10. Maria studied for the test by reviewing her class notes and reading her textbook.

Exercise on “Sentence Skills Revision—Editing your work”

1. socks smell horrible.
2. She’s a great singer, and she’s a good actress.
3. I visited my best friend Jane, and then I went home.
4. Want
5. Is
6. Seem
7. Is
8. Make
9. Ok
10. Ok

Exercise on “Sentence Skills—Editing your Work”

1. Comprehends
2. I phoned Laura last night to tell her my good news.
3. One sentence

4. One sentence
5. The students who need to smoke go to a special section outside the cafeteria.
6. Thinks
7. Because everyone has a car of their own, the streets are very crowded.
8. Shocked by the earthquake, all the residents abandoned their homes.
9. Has
10. Has
11. Is
12. One sentence
13. One sentence
14. They went to the Greek islands, and, of course, they had a great time.
15. Nor
16. We have been studying for two hours so we need a break.
17. Of course you can call me whenever you like.
18. My father works in a bank.
19. Everyone in Cyprus swims in the summer.

Title: The Persuasive Essay

(11th Week)

Exercise 11.1 Study the sample student essay in Week 11 folder. Activity answers follow:

1. General to Specific and Contrast
2. Thesis statement is that last sentence of paragraph 1
3. Yes with the tone in paragraph 1 and the language in paragraph 2
4. Yes against
5. Yes 1) overconsumption, 2)priorities 3) spirit of Christmas
6. Same sentence---should not be encouraged
7. Yes and in correct order
8. Examples
9. Examples
10. Examples
11. Yes two—spirit and economy
12. Although these arguments are valid to an extent…
13. Two concession points and then two rebuttal points
14. Four
15. Puts it… argues…according to…
16. Recommendation and final thought

Exercise 11.2 Prepare an outline for your persuasive essay assignment and upload this to the appropriate blackboard file—use planning form provided

Part of assessed assignment—students will receive individualized feedback from the instructor

Title: The Persuasive Essay; Concession and Rebuttal

(12th Week)

Exercise 12.1 Model Answer (based on a different topic)

Thesis: I firmly believe that the death penalty should be allowed because it helps the victim's family, deters would-be murders and is a just punishment.

First opposing argument: The death penalty is based on revenge.
Refutation: The death penalty is not rooted in revenge any more than a jail sentence for a drunk driver.

Second opposing argument: The death penalty does not deter.
Refutation: The death penalty deters the killer from killing again.

Third opposing argument: Innocent people are sometimes executed.
Refutation: This criticism is misdirected; this weakness lies in the judicial system, not with capital punishment.

Title: The Cause and Effect Essay

(13th Week)

Exercise 13.1

Answers to questions:

Thesis: The ever-increasing costs, my fellow supporters' idiotic behavior towards our team and the violence on the terraces and outside the stadiums have turned me into an armchair fan.

Plan: Effect (deciding not to attend matches—an armchair fan) to Causes (in the plan of development of thesis)

Exercise 13.2 Final Persuasive Essay Models (Week 13 folder)

File uploaded on Blackboard—Persuasive Essay Topic

This assignment is worth 20% of your final grade

Persuasive Essay Rubric

ENL103 C.GEORGHIOU

Persuasive Essay/Research Project Rubric

Name: Semester:

10	The response is a **thoroughly developed** and researched persuasive essay which fulfills the purpose by including:
	• a valid, clearly focused and defined **position** –expressed clearly in a **thesis statement with a plan of development**
	• relevant, sufficient, documented **support** from several valid sources; paragraphs developed with topic sentences and specific evidence
	• **synthesis** of all information with appropriate use of direct quotations, paraphrasing and summarizing
	• precise **organization** of evidence and implications to enhance purpose
	• effective use of appropriate **documentation system** (HARVARD) including in-text references and an end reference list
	• a fully developed introduction and conclusion
	• careful attention to **audience** understanding and interest –common ground established and opposing view acknowledged **[Concession and Rebuttal]**
	• appropriate **language** and **conventions** – grammar, punctuation and spelling

8	The response is a **well-developed** persuasive essay which fulfills the purpose with:
	• a valid, focused **issue** with clear **thesis statement**
	• relevant, specific, documented **support** from valid sources; paragraphs developed with specific evidence
	• adequate **synthesis** of information using direct quotes, paraphrasing and summarizing
	• effective **organization** of evidence and implications to achieve purpose
	sufficient use of **appropriate documentation system** (HARVARD) in the text and at the end with a reference list
	• an adequate introduction and conclusion
	• attention to **audience** knowledge and interest
	• few errors in **language and conventions**

6	The response is an incomplete or oversimplified persuasive essay which attempts to fulfill the purpose with:
	• a valid issue
	• irrelevant, inconclusive support from limited sources
	• incomplete synthesis of information
	• inconsistent organization of evidence and implications
	• insufficient use of appropriate HARVARD documentation system
	• lack of development in introduction and conclusion
	• consideration of audience awareness and interest
	• errors in language and conventions that interfere with meaning
4	The response is a poorly-written, inadequate essay which attempts to fulfill the purpose with:
	• unfocused or invalid issue
	• incomplete, irrelevant support
	• lack of synthesis of information
	• unclear organization of evidence and implications
	• lack of appropriate documentation tools for research
	• lack of clear introduction and conclusion
	• weak sense of audience awareness and interest
	• errors in language and conventions that obscure meaning

Instructor's Comments: Grade:

FORM: 200.1.3

STUDY GUIDE

COURSE: INTRODUCTION TO ETHICS

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**HUM125**	**Introduction to Ethics**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face:	Teleconferences: Up to 6
Number of Assignments	2		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Preparation Study Guide:	Charalambos Papageorgiou
Editing and Final Approval Study Guide:	Elenitsa Kitromilides-Nicolaides

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1H TELECONFERENCE / group counseling session:
INTRODUCTION

Programme Presentation

The general objectives of the Psychology Programme are as follows:

- To develop the students' capacity to think, write and speak effectively and creatively;
- To develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- To develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- To build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- To provide students with the basic requirements for academic and/or career advancement.

The specific objectives of the Psychology Programme are as follows:

- To provide students with a solid training in psychology and its methods;
- To foster awareness of contemporary developments and issues in psychology;
- To prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- To provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

- **Brief Description and Objectives**

Introduction to the basic concepts of moral philosophy by presenting basic modern theories which result in the main ethical arguments and positions on the moral issues. These theories is cultural relativism, subjectivism, the theory of divine command, the theory of natural law, egoism, utilitarianism, the ethical theory of Kant, the theory of the social contract and virtue theory.

Part of the course relates to applied ethics by discussing ethical situations and dilemmas from the different aspects of practical life and applying the theories and arguments in the analysis of such cases.

It is expected that upon completion of the course, students will be able to:

- Illustrate the position held by moral philosophy within philosophy as a whole
- Discuss the role or reason and arguments in moral philosophy
- Discuss ethical issues and issues such as abortion, euthanasia, racism, the issue of racial discrimination, death penalty etc.

Recommended student engagement time

About 5 hours (including the study of this Guide)

TITLE:

Introduction to Ethics

(Week 1)

Summary

We will try to define morality. Through three different situations of applied ethics, we will familirise with the main forms of moral arguments and theories. We will consider in the end what should be common to all ethical theories, if this is possible.

Introductory Remarks

What is morality? Morality deals with "how to live" according to Socrates. But it is difficult to find a common definition. There are several competing theories. Presentation of the main theories and arguments through real cases from applied ethics.
Example One: small Teresa
Born with anencephaly. The parents offered her organs for transplant soon before she was to be born. (Prior to her biological death)
Argument in favor (utilitarian approach)
The transplant would benefit some without hurting anyone. (Teresa was not really alive)
Arguments against
We have no right to use other people as means. (But Teresa was unable to make any decisions, no autonomy was violated). The killing is morally inadmissible (But there is murder? Truly, is Teresa alive?)
I will also present two additional examples from the field of applied ethics.

Reason and fairness: Emotions are a bad guide to morality. The moral right should be supported by rational arguments. Unlike other preferences, moral utterances always invite the question "why?" They require justification. It is important to clarify the facts without prejudice. The principles on which moral arguments are based should e subjected to critical scrutiny

The minimum conception of morality: To assess our conduct according to reason and to attach equal weight to the interests of each person involved. (Even these few common principles can be disputed)

Aims/Objectives

To define morality. To try to understand the different moral concepts through real examples. To discuss any common characteristics among the various moral theories

Expected Results

Understand morality as a branch of philosophy.

Emergence of different ethical theories through their confrontation on facts

Discussion of the traceability of common elements between different concepts and theories.

Keywords

Applied Ethics	Utilitarian Approach	Impartiality	Slippery Slope	Reason

Annotated Bibliography

- **Basic Source**

Read the first chapter of the textbook Rachels, J .:Elements of Moral Philosophy Greek edition, 2012

- **Supplementary Source**

The following books in Greek can serve as an introduction to moral philosophy:

Pelegrinis, Th. : Moral Philosophy, Greek letters, 2009

Baggins and Fasli Tools of Moral Philosophy, 2014

Atkinson, R .. : Introduction to Moral Philosophy, trans. E.Kalokairinou, 2012

You can also watch the introductory video of Crash Course Philosophy series with Greek subtitles on page
https://www.youtube.com/watch?v=1A_CAkYt3GY&list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR&t=0s

Recommended student engagement time

5 hours

TITLE:

Cultural Relativism

(Week 2)

Summary

Cultural relativism states that different cultures have different moral codes. There is no objective criterion for evaluating different cultures and we can not judge others by our own criteria. The adoption of this theory leads to problems and contradictions. There are strong arguments against it.

Introductory Remarks

Different cultures have different moral codes. Example for anthropologists in the 19th century was infanticide practiced by Eskimos. Since different cultures have different codes, there is no objective criterion for evaluating different cultures and there is no objective right and wrong. Technically this is a false argument because the conclusion does not follow from the premises. Moreover, if cultural relativism is accepted, then there are undesirable consequences: We could not condemn practices of other societies. We could not justify minority criticism in our society. Finally, we could not talk about progress in social practices

Behind the differences lurking conviction. Even in the case of infanticide of Eskimo there is concern the survival of the remaining children and race. Behind the different practices for the dead, is a common respect for them. Some values are common to all cultures: Childcare of the largest, the condemnation of mendacity and the prohibition of murder. Without these concepts every society would have trouble surviving or at least smooth operation.

Aims/Objectives

To present the moral theory of cultural relativism. What advocates and how convincing

Expected Results

To understand the theory of cultural relativism

Enable the student to understand the core of the argument

To understand the consequences of its adoption

Be able to discuss practices of other cultures and to judge

Keywords

cultural relativism	infanticide	excision	undesirable effects

Annotated Bibliography

- **basic Source**

Read the second chapter from the basic textbook (Rachels, J .: Elements of Moral Philosophy, 2012)

Self-Assessment Exercises / Activities

Exercise 2.1 (Graded, determining the 5% of the total grade)

True case of a 17 years old from Togo who fled to the US to escape female circumcision. It caused much debate whether it was right to condemn a practice by an another society, even if it were repugnant. Eventually she was given political asylum. (Learning activity 1. To be posted on discussion forum. 200-300 words. 5% of the total grade)

Recommended student engagement time

10 hours

TITLE:

Subjectivism

(Week 3)

Summary

This week we will deal with the theory of moral subjectivism and its evolution. We will give emphasis on the role of reason in moral debate and discuss ethical problems looking for some objective basis in the discussion.

Introductory Remarks

In ethics there are no "facts". Nothing is "fair." People simply have different feelings. Morality is a matter of how you feel and nothing else. It is a theory about the nature of morality and not about what is right and wrong.

Subjectivism started from a simple idea (that morality is merely the expression of subjective feelings) and became a philosophical theory. Simple subjectivism is the first step of this theory. According to this, ethical proposals as "x is good, right" etc. mean that the speaker approves x. Similarly "x is wrong" simply means that the speaker disapproves x. The problem is that subjectivism transcribes moral judgements into descriptive sentences. But in doing so the element of moral disagreement is lost. Two people disagree on a moral issue. They know that they disagree (agree to disagree) but the element of disagreement disappears when the moral disagreement is transcribed in the description of what one approves and the other disapproves.

Emotivism evolved from simple subjectivism. For emotivism a moral judgement is not a description, but an expression of attitudes or commands to a specific action. The theory in the new form avoids the problems of the simple subjectivism. But it is vulnerable to the category that it does not understand the important role play by reason (good reasoning) in defense of a moral stance.

The role of reason in ethics

Value judgments need good reasons to be justified. Emotivism downplays the role of reason in ethics. For it reason is just as a motivational tool. Moral data may not be as tangible as physical data. This does not necessarily mean that moral judgments are arbitrary and subjective. A moral judgment is true if supported by true reasons.

There are many examples in which a moral judgment could be (based on good reasons) correct or incorrect. The impression that there is no evidence in ethics is strong for three reasons:

A. People seek evidence similar to those of the natural sciences. This is an excessive demand.

B. We tend to focus on the most difficult ethical issues such as abortion. Issues for which there are strong arguments on both sides. But these are not the norm.

III. Even if we prove something adequately, this does not mean that others will comply. Morality has to do with how people act, not only the way they think.

A philosophical debate: The question of homosexuality

Is homosexuality morally reprehensible? The first argument is talking about risk society from homosexuality. But this at least as far as crime statistics is concerned, is not confirmed.

Homosexuality is "unnatural"? What does the term "unnatural" mean? Statistical difference? The same applies to the left-handed and many other "minorities" which are not to be condemned morally. Does it mean the use of body parts for purposes other than producing babies? But the same applies to many heterosexual sexual practices.

There is condemnation of homosexuality in the Bible, but so it is for many other practices that are now considered irrelevant or not reprehensible.

Aims/Objectives

To present the moral theory of subjectivism, its development and arguments in favour and against. To discuss the position of reason in ethics in contrast to subjectivism.

Expected Results

To familiarize with moral subjectivism

To reflect on whether there is scope for reason and proofs in ethics

To discuss an ethical issue using proofs and arguments.

Keywords

simple subjectivism	Emotivism	descriptive sentances	evaluative sentances	Reason and morality	Natural and "unnatural"

Annotated Bibliography

- **Basic Source**

Read the third chapter of the main textbook (Rachels)

Self-Assessment Exercises / Activities

exercise 3.1

Read ch. 3 from the Rachels book. In two hundred words answer the following question. The answer to be posted on the relevant forum

> What arguments support the claim that homosexuality is unnatural? How can one disagree with this position?

Recommended student engagement time

10 hours

TITLE:

Religion and Ethics

(Week 4)

Summary

Two religious moral theories, the divine command theory and the theory of natural law will be presented and discussed philosophically. The relationship between ethics and religious texts will also be discussed.

Introductory Remarks

Historically and institutionally there is a strong link between ethics and religion. From a non-religious point of view, the universe is a cold, meaningless and worthless world. In religion, man has values and purpose. The world has meaning

The theory of divine command

What God commands is morally right. What God forbids is morally wrong. Advantages of this theory: Ethics acquires an objective basis, man is motivated to be ethical. The biggest problem in theory is the so-called Euthyphro Dilemma

Something is right because God commands it,

or does God command it because this is right?

If the former holds true, then moralityis mysterious and arbitrary. God could have said the opposite and then that would have been right. If the second is true, then the basis of morality is beyond God, God is simply notifying us of what is right.

The theory of natural law

This is the most widespread religious perception of morality, at least among Catholics. It relies heavily on Aristotle's teleology, but not on Aristotle's moral theory. This theory has three parts. A. Everything in nature has a purpose. Nothing is a coincidence. The rain drops to water the plants. Anthropocentric perception. The ultimate purpose of everything in nature is to serve man. B. The laws of nature describe not only how things are but also how they should be. Ethical values are embedded in nature. Acting against nature is unethical. For example, man is social in nature, if one is not interested in others, he is acting unnaturally hence unethically. This perception leads to many sexual bans. C. We

can gain moral knowledge by studying nature and its laws, making use of the logic provided by God to man. (That is, even an atheist can gain a moral understanding).

Religion and individual ethical issues

It is difficult to find religious guidance on all matters from the holy books. Not all modern queries are included. They are also often ambiguous.

On the issue of abortion, although faithful Christians are strongly against, there is no clear position in the Bible. In the ecclesiastical tradition, the ban on all abortions, at least in the West, relates to the impression of the 16th century that the fertilized egg is a complete tiny man (homunculus) from the beginning of conception.

Aims/Objectives

To understand the relationship of religion and morality. To understand the two main religious moral theories. To discuss the attitude of believers towards ethical issues

Expected Results

To understand the special relationship between religion and ethics

To understand the Divine Command theory and the ethical dilemma of Euthyphro

To understand the theory of natural law and its relation to Aristotelian philosophy

Keywords

Divine Command Theory	"Euthyphro Dilemma"	Natural Law Theory	Teleology	Anthropocentric Conception	Homunculus

Annotated Bibliography

- **Basic Source**

Read the fourth chapter of the textbook (Rachels)

Self-Assessment Exercises / Activities

Exercise 4.1

Answer the following multiple choice questions on that chapter. The answers are given at the end of this guide. If you have any questions about the answers, contact us by email with the teacher.

1. According to the theory of Natural Law, gay sex ...

a) Is morally acceptable b) it is morally unacceptable c) it is not a matter of morality
d) sometimes it is ethically acceptable and sometimes it is not

2. Science today claims that rain falls in order to water the plants
Right or wrong;

3. According to the theory of Natural Law, we are naturally social creatures who need the company of other people. Right or wrong;

4. Which famous Greek philosopher based his philosophy on the belief that "everything in nature has a purpose?" A.....

5. The tiny, fully formed organisms scientists of the 17th century thought they saw in their primitive microscopes examining fertilized eggs, were called ...

a) humunculus b) weaklings c) genes d) ova

6. According to the third point of the theory of Natural Law, we can find what is morally right by using:

A. Faith in God B. Faith in people C.Logic D. Dreams. E. All of the above

7. The Euthyphro dilemma is criticism against which theory?

a) the theory of Divine Command

b) the theory of Natural Law

c) neither of the above

d) both

8. What is problematic the theory that moral is that God commands?

a) not all people believe in the existence of God

b) the worst crime would not be immoral if it was commanded by God

c) we do not know what God's commands are for all the moral issues

d) all the above

9.The philosopher who is the main character in Plato's "Euthyphro" book?

a) Thales b) Democritus c) Aristotle d) Socrates

10. The Bible clearly states that abortion is a form of murder and should be punished with the death penalty. Right or wrong;

Exercise 4.2 (the points 20% of the total degree)

Start preparing for the first essay that must be delivered by the end of 8th week. The subject issues are as follows (Please choose one of the two)

1. *The theory of divine command theory nd the Euthyphro dilemma*
2. *The Christian moral doctrine of natural law.*

The first task will in understanding and developing the main themes of the chapters of the teaching manual, namely Chap.4. The student, beyond the understanding of the relevant Source, should enrich the work of searching for additional information that will be learned from other bibliographic sources online and in articles and books. Regarding the use of these sources indicated the students that it is absolutely necessary to declare them in the conventional way (eg iistoselidas or address book or article and page number) to avoid plagiarism phenomena. Word Boundaries: 1000 to 1500

Recommended student engagement time

10 hours

TITLE:

Psychological Egoism

(Fifth week)

Summary

The next two weeks are devoted to theories of egoism. Psychological egoism claims that by nature we are all selfish. Ethical egoism claims that we have a choice but we must be selfish.

Introductory Remarks

Psychological egoism is the theory that claims that it is in the nature of every human being to pursue his own interest. This is not a moral theory but a theory of human nature. If true, there is no room for morality because there is no choice. We cannot be altruistic even if many people's lives and actions say otherwise. And that's because, according to psychological egoism:

- *We always do what we want*. A counterpoint to this argument: We usually do what we need and not what we want. Also, the one who wants to help others does not act selfishly but altruistically.
- *We always do what makes us feel good*. Here psychological egoism confuses the purpose of an action with its result. Feeling good after an altruistic act is not a sign of selfishness, but rather the opposite.

Purpose / Objectives

Introduction to the concept of psychological egoism. What this theory claims and how it is criticized

Expected Results

To understand the concept of psychological egoism as opposed to ethical egoism

To understand the meta-ethical nature of this theory as a theory of human nature)

To discuss the arguments for and against this theory.

Keywords

Psychological Egoism	Ethical Egoism	Altruism	Meta-ethics

Annotated Bibliography

- **Basic Source**

Read the first part of the fifth chapter of the textbook (Rachels)

Self-Assessment Exercises / Activities

exercise 5.1

1. On the relevant forum (so that your classmates can make comments if they wish), in 200 words write your opinion on the following:

   How President Lincoln attempted to justify psychological egoism. Was he successful or not in this effort?

Recommended student engagement time

10 hours

TITLE:

Ethical Egoism

(6th Week)

Summary

Ethical egoism is a paradoxical theory as claims that selfishness is the right (moral) way to live one's life. What arguments give support to this theory and how could be criticized?

Introductory Remarks

We will discuss in detail three arguments in favor of ethical egoism

A. The argument that altruism is self-refuting in practice: We do not know the real needs of others. If we try to help them, we violate their privacy and reduce them. This is an argument based on the altruistic assumption that we must act in such a way as to promote the well-being of others. So it is a contradictory argument. Also the information that we rely on when making moral decisions are usually well informed.

B. The argument of Ayn Rand (American writer of Russian-Jewish descent): Each person has his or her own plans and aspirations. If he helps others, he does not respect himself and allows others to exploit him to further their own plans and pursuits. This is an argument based on exaggeration. It is possible to find a balance between one's own and others' pursuits.

C. The argument that ethical egoism is compatible with the common sense morality: It is in our interest not to hurt others, not to lie, and to keep our promises. Counter-argument: It may be of general interest to us. But what happens in cases where we benefit from lying?

Here are three arguments against ethical egoism

A. Ethical egoism promotes malice: The worst, most heinous acts can be justified as promoting the criminal's selfish interests. Ethical egoism does not make sense of the notion of evil.

B. Ethical egoism is logically inconsistent: On the one hand it promotes one's self-interest, on the other in a competitive world a selfish person will prevent his enemy from promoting his own interests, that is to say his moral obligation. This is an unfortunate argument, as in selfishness there is no concept of respecting moral obligations of others. So there is no logical contradiction.

C. Ethical egoism is unacceptably arbitrary: Discrimination is unjustified when it is not based on relevant criteria. Racism is unacceptable because it makes arbitrary discrimination. The same can be said of ethical egoism since it divides the world into "I" on one hand and the rest on the other. But we are not so different from others as to justify this complete distinction.

Aims/Objectives

An introduction to the notion of ethical egoism. What this theory claims and how it is criticized.

Expected Results

To understand what ethical egoism claims and what it does not claim.
Be able to understand the arguments in favor of the theory, in particular the arguments of Ayn Rand
Gain an overview understanding of the criticism against this theory.

Keywords

Ethical Egoism	Ayn Rand	Common Sense	Logical Inconsistency	arbitrary discrimination	

Annotated Bibliography

- **basic Source**

Read the second part of the fifth chapter of the textbook (Rachels)

- **supplementary Source**
  For anyone wishing further familiarization with the work of Ayn Rand, there are three volumes of the novel "Atlas Shrugged". The book was first published 1957 with great commercial success.

Self-Assessment Exercises / Activities

exercise 6.1

Take notes while reading ch. 5 of Rachels book on answering the following question. (Post them on the forum so that your classmates can make comments if they wish

What was the argument of Ayn Rand in favor of moral egoism? What criticism can be brought to this argument?

Recommended student engagement time

10 hours

TITLE:

The Idea of Social Contract

(7th week)

Summary

According to the social contract theory, morality is a set of rules that facilitate the coexistence of people. This approach has significant effects on moral philosophy.

Introductory Remarks

According to Hobbes, the source of morality lies in social settings. If there are no laws and rules, man is in the "state of nature", a state of war of all against all. Life is short and brutish. This is because in the state of nature the following apply: There are equal needs of of basic things and scaricity of goods. No one stronger than everyone else and there is only limited altruism. Ethics is a set of rules that facilitate people's coexistence. This overcomes the state of nature.

The "prisoner's dilemma" is a game theory case that reinforces the social contract theory. In its scenario, you are arrested along with another person (both innocent) and accused of plotting against a dictatorial regime. If you confess you will be released and the other will be sentenced to 10 years in prison. If he confesses and you do not, you will be sentenced to 10 years in prison. If you both confess, you will be sentenced to five years in prison each. If no one confesses, you will stay in jail for one year each. What is it worth doing? Logically everyone will choose to confess. But if they cooperated together, they would achieve better results through non-confession. The same is true for societies. Cooperation (social contract) outperforms competition (state of nature).

The theory also has much to say about the dilemma of political disobedience. We look at the examples of Gandhi and Luther King. When are we justified in breaking certain laws? When we carry a lot of weights and have only a few benefits. Political disobedience is justified by social contract theory as a last resort to injustice.

The theory has important advantages. It answers some very basic questions: What rules do we follow? Why is it reasonable to be moral? When is it reasonable to break the rules?

But it is criticized on the following: It is a historical myth. There has never been such a thing as a contract signing in history. Also, people have no choice over laws and morality. (Supporters of the theory say that the contract is a logical necessity. That would be the case if we had to choose.) Also, because the concept of a contract is based on reciprocity,

this theory does not actually cover children, animals, people with intellectual disabilities. and the next generations.

Aims/Objectives

Introduction to the concept of social contract and its implementation in the moral field. Impact of the adoption of this theory.

Expected Results

To understand the moral content of the theory of social contract
To understand the prisoner's dilemma as supportive of the theory of social contract
To understand the implications of the theory in political disobedience
To familiarize with the arguments for and against this theory.

Keywords

Social Contract	Game theory	Prisoner's Dilemma	State of Nature(Hobbes)	Civil Disobedience

Annotated Bibliography

- **basic Source**

Read the sixth chapter of the textbook

Self-Assessment Exercises / Activities

Exercise 7.1

Take notes and post them on the relevant forum on this question.

Explain the logic of the Prisoner's Dilemma. How does this dilemma lead to the support of Social Contract theory?

Recommended student engagement time

10 hours

TITLE:

The Approach of Utilitarianism

(8th Week)

Summary

Introduction to the theory of utilitarianism. The principle of utility considers an act based on the happiness that causes to the people it affects. Morality is no longer a system of prohibitions. Significant effects of utilitarianism on practical and social issues.

introductory Remarks

A revolution in ethics. The late 18th and 19th centuries were a time of cosmogenic change: the American Revolution, the French Revolution, and the Industrial Revolution. There was a revolution and in the field of ethics. Jeremy Bentham: The goal of morality is to make the world happier. No more dedication to abstract rules. The principle of utility judges an act based on the happiness that it brings to the people it affects. Ethics is no longer a system of prohibitions. Significant impacts of utilitarian perception on practical and social issues.

Some examples of applying the utilitarian approach Example one: Euthanasia

Sigmund Freud was afflicted with an invasive and irreversible form of cancer. He asked a doctor friend to help him die. Euthanasia is condemned by religion as murder. For the utilitarians, the scales tilt for euthanasia when it reduces pain and is a patient's desire. Bentham believed that even faithful Christians should accept euthanasia if they regarded God as good and merciful.

Example Two: Marijuana

For utilitarians the crucial question is whether marijuana use increases or reduces happiness. That is, whether its legalization will have overall good consequences. Marijuana is thought to cause enjoyment by its users. Against this, it is said to cause some kind of addiction, is a first step for hard drugs, it reduces perception and productivity.

It is argued that the prosecution will save many resources, fewer people will end up in prison and the State will acquire new tax revenues. Utilitarians are generally in favor of legalizing marijuana based on current data.

Example Three: Non-human Animals

In the traditional sense, animals have no moral status. We are free to treat them as we please (for food, clothing etc). The excuse is that animals are very different from

humans: They cannot speak. But they can feel happiness or misery. They may suffer, say the utilitarians. Experiments in which animals suffer without compensatory benefits are utterly unacceptable to them.

Concerning the meat industry, it is stressed that the current system of farming and slaughter of animals makes them suffer. The question arises as to whether vegetarianism is the right answer. Their overall position is that animal welfare must be morally significant.

Aims/Objectives

Introduction to the theory of utilitarianism. Historical importance of its appearance. Understand the theory by studying three cases from applied ethics field

Expected Results

Understanding the theory of utilitarianism and its historical context

Application of utilitarianism in the debates on euthanasia, the decriminalization of marijuana use and our behavior in animals.

Keywords

Principle of utility	Consequentialism	Euthanasia	Vegetarianism	Happiness	Unhappiness

Annotated Bibliography

- **basic Source**

Read the seventh chapter of the textbook (Rachels)

- **supplementary Source**

The classic presentation of utilitarianism from one of its two creators: Mill John Stuart: Utilitarianism, (multiple editions)

Self-Assessment Exercises / Activities

exercise 8.1

Take notes, reading chapter 7 in Rachels book and answer the following question. Post these notes on the relevant forum

Explain the logic of the prisoner's dilemma. How this dilemma leads to support of the theory of Social Contract?

Recommended student engagement time

10 hours

TITLE:

The Debate on Utilitarianism

(9th week)

Summary

This week, we discuss in detail the three key propositions that make up the theory of utilitarianism: A. Only consequences matter in evaluating an act from an ethical perspective. B. In assessing the consequences, all that matters is the balance of happiness and unhappiness. C. In the above calculations, the happiness of each is placed on an equal footing with the happiness of others.

Introductory Remarks

Only pleasure is important? Rachels criticizes all three utilitarian proposals. He thinks that happiness is not something we pursue per se. It also rejects hedonism (ancient Greek moral theory). Things are not good or bad just based on whether they make us feel good or bad.

Modern utilitarians have moved away from hedonism. Some talk more about satisfying people's preferences than about increasing pleasure or happiness.

Only consequences are significant? Beyond consequences, there are other things to consider, says Rachels. His examples are about justice (it is not right to sacrifice an innocent for the sake of the public interest) and respect for individual rights (Voyeurs do something wrong even if they are not caught)

Should we be equally interested in everyone? The following problems arise: A. Utility seems to require great sacrifices. To sacrifice not only our luxuries but also much of our wealth and our time for the benefit of the general prosperity. This, Rachels says, is beyond the bounds of our moral obligations. B. Utility seems to dictate that we should not discriminate in favour of our friends and relatives.

The defense of utilitarianism. There are three lines of defense of utilitarianism against the above criticism: A. The examples used by critics of utilitarianism are misleading. In real life things are different, more complicated and not at all schematic. B. Abandoning the utility of acts and adopting utility of the rules. This is a significant retreat. The principle of utility is now used not to judge each act separately but to produce general rules. C. If the common mind conflicts with utilitarianism, the common mind may well be misled. Today we find many unacceptable things that the common mind accepted a few centuries ago, such as slavery or the repression of women.

Aims/Objectives

To understand the basic principles of utilitarianism and subject these to debate and criticism. To examine also the arguments in favor of utilitarianism

Expected Results

To understand the importance of the concepts of pleasure / happiness / consequence within the utilitarianism

To discuss the consequentialist nature of this theory

To examine and review the arguments in favor of utilitarianism.

Keywords

Hedonism	Concequenses	Personal rights	Impartiality	Common mind

Annotated Bibliography

- **basic Source**

Read the eighth chapter of the textbook

- **supplementary Source**

Theodosis Pelegrinis, Moral Philosophy, Greek letters, 2009. The fourth chapter of this book is devoted to the presentation of utilitarianism. The related issue of hedonism is discussed in the first chapter of this book.

Self-Assessment Exercises / Activities

exercise 9.1

Answer the following multiple choice questions on utilitarianism. The answers are given at the end of this guide. If you have any questions about the answers, contact the teacher.

1. "Always tell the truth" This statement is in accordance with:

A) Act Utilitarianism B) Rule Utilitarianism C) With both theories

2. "Common sense is wrong. " So says the t .... defense of utilitarianism.

3. Which ancient philosophical theory is relatively closer to utilitarianism?

A) Platonism B) cynicism C) sophists D) hedonism E) stoic philosophy

4. Utilitarians judge the moral correctness of an act based on:

A. Respect for individual rights B. Feelings of the average citizen

C. justice D. The commitments we have undertaken in the past

E. All above F. None of the above

5. Rule utilitarianism appeared before or after act utilitarianism?

a. Before b. After c. At the same time

6. Utilitarianism has been accused of allowing punishment someone innocent if the end result is beneficial for many True or False?

7. Who were the two main representatives of utilitarianism? A) M ..... B) M .....

8. The utilitarians supported that happiness of the most educated people should have more weight than the happiness of others. Right or wrong;

9. One of the weaknesses of utilitarianism is that it does not give enough attention to acts of _____.

i) Past ii) Present iii) Future

10. Which of the following concepts are important for utilitarianism

a) happiness b) pleasure c) values d) consequences

Exercise the points 9.2, 20% of the overall degree

Start preparing for the second essay which must be posted in the relevant forum by the end of 13th week. There will be three such forums in which there will be possible for

other students to post comments on other students' work. Each student will have to choose a topic and present the problems and dilemmas that arise, explain its significance and describe the different concepts and theories around it. Particular emphasis should be given to the description, analysis and evaluation of the arguments used by both sides. Beyond the understanding of the relevant textbook (chapters on utilitarianism), students should enrich their work by searching for additional information from other bibliographical sources online and from articles and books. Regarding the use of these sources, it is absolutely necessary to quote them in the proper manner to avoid the risk of plagiarism.

"The issue of euthanasia. Perceptions and arguments for and against"

"The legalization of cannabis for recreational purposes. Perceptions and arguments for and against"

"Do we have moral obligations towards animals? Is meat eating ethically unacceptable?"

Word Limit: 1000 to 1500 words

Recommended student engagement time

10 hours

TITLE:

Kant and Absolute Moral Rules

(10th week)

Summary

This is the first of two weeks during which we will deal with the moral theory of Kant. Kant considers morality a system of rules that one must follow from a sense of duty. This system is based on logic. Connects reason with morality. The moral judgements must be based on good reasons and individuals should be consistent. If this applies to others, it must be true for me too. Kant believed that moral rules should not accept exceptions.

Introductory Remarks

US President Harry Truman in 1945 approved the nuclear bombing of two Japanese cities without military significance to speed up Japan's surrender. He believed that this would save more lives than would be destroyed by the Hiroshima and Nagasaki bombings. The Catholic philosopher Elizabeth Anscombe, who was a professor at Oxford, disagreed with him. For her some things could not be justified in any way.

Immanuel Kant distinguishes between the hypothetical “oughts” of everyday life and the absolute (categorical) “oughts” of morality. "If you want to succeed in the exam, you must read the book well" (Hypothetical) "You must not lie" (Categorical). Hypothetical imperatives exist because we have desires. Categorical imperatives are about the reason and the rational identity of man. The categorical imperative from which all other categorical imperatives originate is the following: do so that what you do can become a general rule.

Kant thinks we should never lie. What happens when a potential killer asks us where his potential victim is hiding? Kant says that even then we should not lie because we cannot know the consequences of our actions with confidence. He believes that the rules of ethics are absolute. (But he could have supported the rule: It is right to lie to save the life of an innocent person)

There are situations in which whatever we do we break a rule (eg in the case of the killer asking questions, see above). We must necessarily choose though some question the existence of such situations by saying that divine providence would not allow it.

Kant considers ethics as a system of rules that one must follow from a sense of duty. This system is based on logic. It connects reason with morality. Moral judgments must be based on good reasons and individuals must be consistent. If anything applies to others it must apply to me as well. Kant believed that the rules accept no exceptions. If the exceptions, however, are supported by good reasons and can apply to everyone, then their acceptance will save Kantian ethics from the problem of the conflict absolute rules

Aims/Objectives

Introduction to the moral theory of Kant. The connection with reason and the problems it faces because of its absolute character.

Expected Results

To understand the moral theory of Kant as opposed to utilitarianism.

To understand the origin of the theory, especially the connection to reason

To understand the Kantian concepts of hypothetical and categorical imperatives

To give thought to situations where a conflict of rules occurs.

Keywords

Hypothetical imperative	Categorical imperative	Duty	Conflict ofrules	Absolute rules

Annotated Bibliography

- **basic Source**

Read the ninth chapter of the textbook

- **supplementary Source**

Theodosis Pelegrinis, Moral Philosophy, Greek letters, 2009. The third chapter of this book is devoted to the categorical imperative.

Costas Androulidakis: Kantian Ethics. Fundamental issues and perspectives. Ideogram 2010. Critical review of Kantian ethics

Self-Assessment Exercises / Activities

Exercise 10.1

Discuss this topic in the relevant forums to comment on each other's views:

Was it a correct decision by President Truman to use nuclear bombs against two cities of Japan?

Recommended student engagement time

10 hours

TITLE:

Utilitarianism, Kant and Theories of Punishment

(Week 11)

Summary

Kant and the utilitarians have completely different views on when and how people should be punished. This week we will deal with the retribution theory of punishment in Kant and utilitarian perceptions about this topic

Introductory Remarks

For Kant, animals are means of fulfilling human goals. People are better and different. They have intrinsic value and dignity. People make decisions, they are rational beings (No so for animals). Because people have value, we must treat them with respect. Never only as a means to our ends. This is the second wording of the categorical imperative. If you need money, he says, don't lie to your friend to lend you. Tell him the truth and let him decide. The above have implications for the way Kant perceives the issue of punishment as opposed to utilitarians.

For the utilitarians, any punishment is bad. It brings misery. It is justified only when it prevents greater suffering. This can be done in four ways: Consolation and satisfaction for the victims and their loved ones. Reducing crime. Preventing similar crimes. Finally, the possibility of reforming the criminal. (The last point has dramatically changed prisons in the Western world. But reform does not always work as many return to crime after release.)

Kant rejects the utilitarian approach to punishment. He believes that it uses the individual as a means of achieving social goals. It also violates the right of people to decide for themselves. He argues that punishment should be subject to two principles: Only the guilty should be punished and the sentence should be proportionate to the crime. (The second point is used to favor the death penalty.)

Kant's retribution theory is an application of the biblical saying "An eye for an eye". Kant believes respect for the killer requires killing him. Otherwise it is like considering that he was not capable of making decisions. Also, by his behavior, he has said that it is okay to kill people and that society must reciprocate that perception and behavior. (But aren't we falling to his level?)

Aims/Objectives

To understand and reflect on the theory of retributive punishment in Kant and utilitarian perceptions on this issue.

expected Results

Introduction to the subject of the punishment. When should one be punished?

To understand Kant's retributive theory of punishment.

To understand the perceptions of utilitarians on the topic and give thought to the issue of reforming offenders.

To discuss the problems around the issue of the death penalty.

Keywords

Retributive Theory	Formalations of Categorical Imperative	Punishment as a Necessary Evil	Deterrence	Rehabilitation

Annotated Bibliography

- **basic Source**

Read the tenth chapter of textbook

Self-Assessment Exercises / Activities

exercise 11.1

Learning activity, the points 5% of the overall degree

Prepare a note (200 to 300 words) with your views on the **death penalty** and post it on the discussion forum. (5% of the total grade). Details to be given.

Recommended student engagement time

10 hours

TITLE:

The Moral Virtues

(Week 12)

Summary

The latest theory with which we deal is historically the oldest. This moral theory centers around virtues. Moral virtues are concerned with what makes a good man. For Aristotle, virtue has to do with character, with the habit of acting virtually. How one can be defined to act virtuously. What are the strenghs and weaknesses of such a theory?

Introductory Remarks

A virtue is a trait of character that manifests itself habitually. That is, out of habit. Why would it be good for the person to have such characteristics? Aristotle said that having such traits would lead to a happier life. A list of many of these virtues detailing exactly what they are and how they can be practiced is given in Ethical Nicomachia. Although this list is not exhaustive, the common characteristic is that virtue in all cases consists of the middle between two ends. Examples of such virtues are courage, generosity, honesty, and loyalty to friends. Another important question is why these virtues are important. Aristotle's explanation points to the virtuous man living a better life.

Finally, we can ask whether virtues are the same for everyone. There are differences from person to person and from society to society. But given our common human nature, it should come as no surprise that many of the virtues are universally important, such as those mentioned above.

There are many clear advantages as well as serious problems in virtue theory. Among its benefits is an explanation of what motivates a person ethically, as well as a more persuasive explanation of when we should be impartial and at times biased towards others beyond absolute rules. There are, of course, many problems with the moral theory of virtues that we have to deal with. The two main problems are that it is an incomplete moral theory and that it cannot help us manage ethical conflicts.

Aims/Objectives

This chapter aims to introduce Aristotle's theory of virtues. It is intended to show that this is a completely different model of moral theory as it focuses on the character of the individual rather than on the correctness of specific actions or behaviors.

Expected Results

Familiarity with the basic concepts of Aristotelian moral theory

Understanding the difference between virtue theory and other moral theories

Critical assessment of the advantages and disadvantages of the theory

Discussion of specific virtues suggested by Aristotle.

Keywords

Virtues	Habit	Impartiality	Good Man	Moral Mobilization	Radical Theory of Virtues

Annotated Bibliography

- **basic Source**

Read the twelfth chapter of the textbook

- **supplementary Source**
  The theory of virtues presented by Aristotle in the main role in his work Nicomachean Ethics. (Many editions and translations)

* Watch this video with Greek subtitles from Crash Course Philosophy series on page: https://www.youtube.com/watch?v=PrvtOWEXDIQ&list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR&index=39

Self-Assessment Exercises / Activities

exercise 12.1

Take notes, (read ch. 12 of the Rachels book) for the following preparation question. Post your notes on related forum

> *What is the moral theory of virtues and how is it different from moral theories that judge the correctness of specific actions?*

Recommended student engagement time

10 hours

TITLE:

Short Overview of Moral Theories

(Week 13)

Summary

Brief overview of all the theories examined during the course. Comparative examination and discussion

Introductory Remarks

During the course up to now, the basic modern theories giving rise to the main ethical arguments and positions on ethical issues have been presented. These theories are cultural relativism, subjectivism, the theory of divine command, the theory of natural law, egoism, utilitarianism, Kant's moral theory, social contract theory, and virtue ethics. Some of these theories are meta-ethical in nature, namely dealing with the question "what is morality?" But most answer the question "what is right?". The comparison of different ethical theories becomes more comprehensible when they are considered as answers to problems of applied ethics. They generally differ though in their basic positions and intentions.

Aims/Objectives

Understanding the different ethical and post-ethical theories in a comparative context based on their detailed presentation and discussion that took place in the past weeks

Expected Results

Summarizing of the various ethical theories

Categorizing them by their nature and purpose

Applying theories to dealing with real problems

Acquiring an overall understanding of moral philosophy

Keywords

Meta-ethics	Applied Ethics	Overview			

Annotated Bibliography

- **basic Source**

Chapters 1 to 10 and 12 from Rachels book

Self-Assessment Exercises / Activities

exercise 13.1

Overview of the complete list of exam preparation questions. Any comments, questions, clarifications will be dealt with at the last conference call.

exercise 13.2

Activity

Delivery of the second essay

Recommended student engagement time

10 hours

LAST TELECONFERENCE

During this last teleconference, students are informed about the format of the Final Exam (eg multiple choice, short answer, essay, case study, etc.) questions, as well as weather the exams for the course will be conducted with closed or open notes.

TITLE:

FINALS

(Week 14)

Recommended student engagement time

Approximately 30 hours.

INDICATIVE ANSWERS / GUIDANCE

FOR SELF-ASSESSMENT EXERCISES

Listed here for familiarization purpose are among others twenty multiple choice questions with answers. Recall that the first part of the exam consists of multiple-choice questions.

Subjectivism (3rd week)

Exercise 3.1

Read ch. 3 from the Rachels book. In two hundred words answer the following question. The answer to be posted on the relevant forum

> What arguments support the claim that homosexuality is unnatural? How can one disagree with this position?

Rachels's views are given in Chapter 3. The following is a summary of key points:

Is homosexuality morally objectionable? The first argument speaks of a danger to society from homosexuality. However, at least as far as crime statistics are concerned, this is not confirmed.

Is homosexuality "unnatural"? What does the term "unnatural" mean? Statistical deviation? The same applies for left-handed and many other "minorities" without being morally condemned. Does it mean using parts of the body for purposes other than procreation? But the same is true of many heterosexual sexual practices.

There is condemnation of homosexuality in the Bible, but this is so with many other practices that today are considered indifferent or acceptable.

Religion and Ethics (4th week)

Answers to the multiple choice test

1. According to the theory of Natural Law, gay sex ...

a) Is morally acceptable b) <u>is morally unacceptable</u> c) it is not a matter of morality
d) sometimes it is ethically acceptable and sometimes it is not

2. Science today claims that rain falls in order to water the plants
Right or <u>wrong</u>;

3. According to the theory of Natural Law, we are naturally social creatures who need the company of other people. <u>Right</u> or wrong;

4. Which famous Greek philosopher based his philosophy on the belief that "everything in nature has a purpose?" Aristotle.....

5. The tiny, fully formed organisms scientists of the 17th century thought they saw in their primitive microscopes examining fertilized eggs, were called ...

a) humunculus b) weaklings c) genes d) ova

6. According to the third point of the theory of Natural Law, we can find what is morally right by using:

A. Faith in God B. Faith in people C. Logic D. Dreams. E. All of the above

7. The Euthyphro dilemma is criticism against which theory?

a) the theory of Divine Command

b) the theory of Natural Law

c) neither of the above

d) both

8. What is problematic the theory that moral is that God commands?

a) not all people believe in the existence of God

b) the worst crime would not be immoral if it was commanded by God

c) we do not know what God's commands are for all the moral issues

d) all the above

9.The philosopher who is the main character in Plato's "Euthyphro" book?

a) Thales b) Democritus c) Aristotle d) Socrates

10. The Bible clearly states that abortion is a form of murder and should be punished with the death penalty. Right or wrong;

Psychological ego (5th week)

Exercise 5.1

2. On the relevant forum (so that your classmates can make comments if they wish), in 200 words write your opinion on the following:

   How President Lincoln attempted to justify psychological egoism. Was he successful or not in this effort?

The argument claims that Lincoln is basically doing what makes him feel good and this is an indication of his egoistic nature. Rachel comments on the event and the argument in pages 102-105 of your textbook. Give a summary of this comment with your own views on psychological egoism. Limit 200-300 words

Ethical egoism (week 6)

Exercise 6.1

Take notes while reading ch. 5 of Rachels book on answering the following question. (Post them on the forum so that your classmates can make comments if they wish

> *What was the argument of Ayn Rand in favor of moral egoism? What criticism can be brought to this argument?*

The summary description of Rachels found on pages 108-111 and is basically the following:

Each man has his own plans and aspirations. If he help others, he does not respect himself and allows others to exploit him in order to promote their own plans and aspirations. This argument is based on excess. It is possible to find a balance between one's own goals and aspirations and those of others.

In 200-300 words you write what you think of these views of Rand. It is interesting to link these views to the defense of capitalism as an economic and social system. You will find additional information on the Internet because the Rand is quite popular especially in the US.

The idea of the social contract (7th week)

exercise 7.1

Take notes, reading chapter 7 in Rachels book and answer the following question. Post these notes on the relevant forum

Explain the logic of the prisoner's dilemma. How this dilemma leads to support of the theory of Social Contract?

The description by Rachels is summarized as follows:

The "prisoner's dilemma" is a game theory case that reinforces the social contract theory. In its scenario, you are arrested along with another person (both innocent) and accused of plotting against a dictatorial regime. If you confess you will be released and the other will be sentenced to 10 years in prison. If he confesses and you do not, you will be sentenced to 10 years in prison. If you both confess, you will be sentenced to five years in prison each. If no one confesses, you will stay in jail for one year each. What is it worth doing? Logically everyone will choose to confess. But if they cooperated together, they would achieve better results through non-confession. The same is true for societies. Cooperation (social contract) outperforms competition (state of nature).

You can enrich this description with your own thoughts and findings by performing a brief additional research.

Utilitarianism (weeks 8 and 9)

Exercise 8.1

Take notes, reading the chapter 7 from Rachels book and answer the following question. Post these notes on the relevant forum

> *Why it is said that the appearance of utilitarianism was a revolution in moral philosophy? Describe the Principle of Utility*.

You can base your answer on the description given by Rachels in your textbook. Summary of this description is given below:

A revolution in ethics. The late 18th and 19th centuries were a time of cosmogenic change: the American Revolution, the French Revolution, and the Industrial Revolution. There was a revolution and in the field of ethics. Jeremy Bentham: The goal of morality is to make the world happier. No more dedication to abstract rules. The principle of utility judges an act based on the happiness that it brings to the people it affects. Ethics is no longer a system of prohibitions. Significant impacts of utilitarian perception on practical and social issues.

Exercise 9.1

Replies to multiple-choice test:

1. "Always tell the truth" This statement is in accordance with:

A) Act Utilitarianism B) Rule Utilitarianism C) With both theories

2. "Common sense is wrong." So says the **third** defense of utilitarianism.

3. Which ancient philosophical theory is relatively closer to utilitarianism?

A) Platonism B) cynicism C) sophists D) **hedonism** E) stoic philosophy

4. The utilitarians judge the moral correctness of an act based on:

A. Respect for individual rights B. Feelings of the average citizen

C. justice D. The commitments we have undertaken in the past

E. All above F. None of the above

5. Rule utilitarianism appeared before or after act utilitarianism?

a. Before b. After c. At the same time

6. The utilitarians have been accused of allowing punishment of someone innocent if the end result is beneficial for the many True or False?

7. Who were the two main representatives of utilitarianism? A) Mill..... B) Bentham.....

8. The utilitarians supported that happiness of the most educated people should have more weight than the happiness of others. Right or wrong;

9. One of the weaknesses of utilitarianism is that it does not give enough attention to acts of _____.

i) Past ii) Present iii) Future

10. Which of the following concepts are important for utilitarianism

a) Happiness b) pleasure c) values d) consequences

Kant and absolute moral standards (10th week)

exercise 10.1

Discuss this topic in the relevant forums to comment on each other's views:

Was it a correct decision by President Truman to use nuclear bombs against two cities of Japan?

For your answer one likely approach is to highlight the conflict between consequentialist, utilitarian ethics and other ethical approaches which are based on absolute principles, norms and values. Clearly Truman followed the first approach. His critics, such as the philosopher Anskombe follow another approach. You will find with a little research several opinions on the subject. Initiate dialogue among you if you disagree.

The moral virtues (Week 12)

Exercise 12.1

Take notes, (read ch. 12 of the Rachels book) for the following preparation question. Post your notes on related forum

What is the moral theory of virtues and how is it different from moral theories that judge the correctness of specific actions?

Initially, describe the basic ethical theories presented in this course. Then give a brief description of the theory of virtues. Identify the main difference that has to do with the focus of morality on the person's character in Aristotle and the application of moral rules in other theories. Show that you understand this difference.

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European
University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Psychology I

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC100**	**Psychology I**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	Individual written project 20 % Group written project 20% Two learning activities (forum) 5% per activity – Total 10%		
Assessment	Assignments 50%	Final Examination 50%	
Number of ECTS Credits	**6**		

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1st TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

A psychologist studies, understands and interprets mental phenomena and the manifestations of normal or deviant behaviour both in individuals and social groups. A psychologist is the scientist who provides assessment, diagnosis and treatment of psychological problems. Psychologists must have genuine respect for and sincere interest in human beings, their needs and peculiarities. They must judge objectively, without bias, and be patient, keep their calm, be convincing and have communicative skills in order to become accepted by those requiring their services. Being responsible and discreet is also required of a psychologist.

GENERAL OBJECTIVES:

- To develop the students' ability to think, write and speak effectively and creatively.
- To develop appreciation and respect for social and moral values, the foundations that support the individual's relationships to others and his/her responsibilities vis-à-vis his/her community and country.
- To provide students with the skills for analytical thinking, decision-making and communication alongside self-reliance, responsibility, integrity and self-knowledge, which will enhance personal happiness and professional development.
- To build a wide range of perception through general training requirements and offer adequate specialization to meet professional requirements.
- To provide students with the basic requirements for progress in their academic and professional career.

SPECIFIC OBJECTIVES:

- To provide robust training in psychology and its various methods.
- To enhance the students' knowledge of contemporary developments in psychology.
- To prepare students for employment in fields that incorporate knowledge of psychology and its methods, for instance applied research, human resources and health services.
- To provide graduates with the basic academic skills and knowledge that will prepare them for postgraduate studies in psychology and relevant branches.

LEARNING OUTCOMES:

Upon completion of their studies, our students:

- will have a thorough understanding of contemporary models, theories, concepts and research outcomes across the basic fields of Psychology
- will apply a wide range of Psychology-related key concepts for understanding behaviour in different contexts
- will conduct research including the design and analysis of experiments, questionnaires and qualitative research methods
- will evaluate information towards designing and applying research strategies
- will work independently in a structured context
- will operate effectively as team members
- will appreciate the importance of professional development
- will take over the responsibility for learning and developing their personality
- will prove their ability to understand and creatively compose multiple perspectives

Presentation of the Course through the Study Guide

- **Short description & objectives**

The course aims to offer an overview and analysis of the basic principles of methodologies and theories pertaining to the scientific stud of human behaviour in the field of Psychology. The study of fundamental principles and theories in Psychology contributes to elaborating on factors that interrelate at a personal, social and professional level. Further, the course provides a basis for deeper familiarization with integrated knowledge offered in subsequent stages of the Programme.

Course content

The main topics look at a) Psychology as a science b) introduction to research methods c) questions about neurophysiological and psychological development d) sense and perception e) thought and memory f) emotion g) intelligence and personality and h) topics pertaining to disorders and therapeutic techniques. More specifically, the course offers a presentation of the historical development, branches, and the main theoretical approaches that make up the science of Psychology. Research methods applied in Psychology will also be discussed. Emphasis will be placed on topics such as development, cognitive processes (attention and perception, memory structure and memory models, mnemonic techniques, learning, language and thought etc.), incentives, emotions, basic concepts of social psychology, personality, psychological disorders and therapeutic approaches. With an eye to familiarizing students with these topics, basic experiments and research studies related to the development of psychology theories will be presented along with examples of how they can be practically implemented in various contexts (school, family, work etc.).

Learning Outcomes

Upon completion of the course, students are expected to:

- Be aware of the necessity of a multidimensional view of human behaviour
- Assess specific studies in terms of their theoretical shortcomings and achievements
- Describe basic theories and research findings in the covered sectors
- Document the scientific identity of Psychology, understand the nature of the scientific model of thought as well as the logic behind elementary statistical analyses
- Assess the scientific nature of Psychology, the scientific model and the various forms of scientific analysis

- Understand questions about development, cognitive processes, learning, motivation and other basic concepts of the science of Psychology
- Become familiarized with basic experiments and research findings that are considered important landmarks in the development of Psychology
- Know basic psychological concepts that can be applied practically in the context of school, the family and work
- Gain a basic knowledge of psychological disorders and therapeutic techniques and approaches

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: Historical overview and definition of the science of Psychology

(1st Week)

Summary

The first session focuses on the definition of the science of Psychology, while endeavouring to offer a brief historical overview of the basic landmarks and schools of Psychology. Extensive reference is also made on the Divisions of Psychology according to the American Psychological Association, and what applies in Cyprus and Greece in terms of the different Divisions.

Introductory Remarks

This introductory session starts by setting forth a number of myths about the role of the psychologist. There follows a clear definition of the science of Psychology which aims to explain the behaviour and mental processes mostly of human beings, but also of other living beings. The definition is further explained by foregrounding the concepts of behaviour and mental processes, pointing out that Psychology is essentially an empirical science as it employs certain methodology to conduct research, and describe and explain behaviour, namely through a) observation and b) experiments.

The content of the major Divisions of Psychology is presented next, for instance Neuropsychology, Developmental Psychology, Clinical Psychology, School Psychology, Educational Psychology, Social Psychology, Cognitive Psychology, Organizational Psychology etc. In order to further elucidate the differentiation between the content and the scope of each Division, a single phenomenon is examined from the perspective of different Divisions.

The session concludes with the presentation of the historical development of the science of Psychology, its major schools of thought and their representatives. The most important landmarks from antiquity to modern years are set forth as far as theories and important personalities are concerned, from Plato and Aristotle to René Descartes, John Locke and Noam Chomsky. Important theoretical schools are discussed here such as Structuralism, Functionalism, the School of Morphological Psychology, Psychoanalysis, Behaviourism etc. while referencing basic principles and experiments.

Aim/Objectives

The basic aim of this session is to set forth the scientific definition of the field of Psychology and determine the role and tasks of a professional psychologist. A more specific objective is to bring to the fore the different branches and their scopes. Finally, this session sets out to present the main schools of thought in the field of Psychology and its most prominent representatives from antiquity to modern times.

Learning Outcomes

After completing this session, students are expected to:

- Understand the scope of the science of Psychology
- Gain knowledge of the historical development, schools and major representatives of the science of Psychology
- Distinguish between the main Divisions and understand what is investigated by each separate Division

Keywords

Definition of Psychology	Scope	Division of Psychology	Psychology Schools of thought	Major representatives	APA

Annotated Bibliography

- **Basic Material**
  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 1: "The science of Psychology", pp.17-42: a detailed presentation of the definition of Psychology, brief historical overview, areas of research and Divisions as well as the role and tasks of a psychologist.

- **Supplementary Material**
  Hayes N. (2011). *Foundations of Psychology* (Volume A) A. Kostaridou-Efklidi (Ed.). Athens: Pedio.
  Chapter 1: "General-Introductory Part", pp.14-32. The chapter looks at the schools of thought in Psychology, the main sectors and the potential of this particular science.

Self-assessment Exercises/Activities

Exercise 1.1

Pick one of the main theoretical schools presented in the course of the session and answer the following questions:

- What were the major principles of this particular school?
- Who were its major representatives?
- Describe an indicative experiment.
- Report cases of criticism this particular school has come under.

Exercise 1.2

Browse through the website of the American Psychological Association (https://www.apa.org/about/division/index) and choose one out of 54 different Divisions that intrigues you. Summarize its content within one paragraph of 200-250 words.

Recommended number of work hours for the student

Approximately 6 hours

TITLE: Research methods in Psychology and questions of ethics

(2nd Week)

Summary

This session offers a presentation of the basic research methods in the field of Psychology, while touching on ethical issues both in research and elsewhere.

Introductory Remarks

The session presents an analytical description of the main criteria that determine whether a study in the field of Psychology may be classified as scientific, e.g. the theoretical framework, research hypotheses, empirical data and how they can be measured in order to ensure validity and reliability. There follows an analytical presentation of the types and methods of research designs such as experiments, comparative studies, case studies, descriptive studies, ethnographic studies, gallops, questionnaire-based research, observation etc.

Special reference is made on the experimental procedure and the steps followed in order to conduct it, while an experiment serves as example to analyse basic key concepts: hypothesis, independent variable, dependent variable, experimental group, control group, experiment validity (students are assigned an exercise, described further down, which gives them the opportunity to practice in these concepts). The factors that may impact on the outcome of an experiment, e.g. unweighted variables and the researcher's expectations are also discussed extensively.

Then, students are introduced to the concept of quantitative analysis of data and to questions of ethics pertaining mostly to conducting research, such as respect for the subjects taking part in the research study, the use of deception, questions of confidentiality and general issues regarding studies on animals. Last, a brief reference is made on questions of ethics vis-à-vis the professional practice of Psychology.

Aim/Objectives

This session aims to present the main types of research strategies and the characteristics of a well-designed research project in the area of Psychology. More specific objectives include reference on the various research methods foregrounding experiments and to the key concepts of an experimental procedure. Additional objectives are served through reference on the factors impacting the outcome of experiments, through introduction to the quantitative analysis of data and presentation of the major ethical issues that may arise during research or more generally.

Learning Outcomes

After completing this session, students are expected to:

- Familiarize themselves with the different research methods applied in the science of Psychology
- Deepen their understanding of the experimental method and understand its basic elements
- Gain knowledge of ethical questions arising mostly while conducting research but also elsewhere, for instance during the professional practice of Psychology

Keywords

Research methods	Experimental procedure	Research ethics	Quantitative analysis		

Annotated Bibliography

- **Basic Material**
  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 1: "The science of Psychology", pp.43-52: Extensively discussed here are research methods in Psychology, factors that may impact the outcomes of an experiment and data analysis.

- **Supplementary Material**
  Hayes N. (2011). *Foundations of Psychology* (Volume A) A. Kostaridou-Efklidi (Ed.). Athens: Pedio.
  Chapter 2: "Methods and Ethics in Psychology", pp.41-79. The chapter looks at the research cycle and methods of studying Psychology, and discusses questions of ethics.

Self-assessment exercises/Activities

Exercise 2.1

Repeat the Bandura experiment with the Asch experiment (1958) on social conformity. You may watch the Asch experiment here: https://www.youtube.com/watch?v=Iz00fwDJYCI. Then gather information to fill the table below and summarize the experiment in 300 words. The assignment is compulsory and must be posted on the discussion forum under the title "Observation of Asch Experiment" in a Word file.

Details that must be filled in to conduct the experiment:

- Hypothesis:

- Independent variable:
- Dependent variable:
- Experimental group:
- Control group:
- Validity of the experiment:

This assignment is worth 5% of the grade for learning activities (Forum).

Exercise 2.2

Browse through the website of the American Psychological Association (https://www.apa.org/about/division/index), and more specifically through the Ethics Code. Enumerate the general principles and main sections included in the Code.

Exercise 2.3

Individual assignment: The individual assignment includes the cover page, the main topic of the assignment and bibliographical references. The topic is posted on the e-platform with further instructions. You must write approximately 1500 words (a minimum of 1300 and a maximum of 1700). The word count does not include the cover page and the bibliography. The exercise is worth 20% of the overall grade.

Recommended number of work hours for the student

Approximately 18 hours

TITLE: Neuroscience and Psychology

(3rd Week)

Summary

The third week focuses on issues related to Neuroscience and the biological bases of behaviour. Emphasis is placed on the organization and function of the nervous system and the structure and study of the human brain.

Introductory Remarks

This session offers an analytical presentation of the nervous system and its connection to behaviour, various mental operations and emotional situations. More specifically, it foregrounds the central nervous system (brain and spinal cord) and the peripheral nervous system (somatic and autonomic). Emphasis is also placed on the presentation of the main parts of the neurons, namely the cell body, dendrites, axons and axon terminals.

The way in which neurons process and transmit information is discussed next, specifically in what way information travels through the neuron (conduction) and how it is transmitted between neurons (synaptic transmission). Also discussed are the types and functions of neurotransmitters that make up the chemicals of the transmission of information between neurons (acetylcholine, dopamine, serotonin etc.)

The third part of the session looks at the different parts of the human brain (hindbrain, midbrain, forebrain, cerebral hemispheres and areas divided according to their functions, namely: frontal, parietal, occipital and temporal lobe). Last, the session briefly discusses theories on the biological basis of language development (Broca's aphasia and Wernicke's aphasia) as well as contemporary research techniques in the neurosciences.

Aim/Objectives

The main aim of this session is to present the parts of the nervous system (peripheral-central) and especially neurons that are basic units of the nervous system. More specific objectives are a description of how information is transmitted to the neurons and the role of neurotransmitters as well as a presentation of the basic parts and functions of the brain.

Learning Outcomes

After completing this session, students will:

- Familiarize themselves with the subsystems of the nervous system
- Know the neural networks and more specifically the basic parts of neurons
- Understand how neurons process and transmit information and how neurotransmitters function
- Have knowledge of the structure and main parts of the brain

Keywords

Nervous system	Neuron	Synaptic transmission	Neurotransmitters	Human brain	Cerebral hemispheres

Annotated Bibliography

- **Basic Material**

  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 2: "Biological Bases of Behaviour", pp. 53-72. The structure and function of the nervous system are extensively discussed as well as the human brain and major theories and contemporary techniques in neuroscience.

- **Supplementary Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Introduction to Psychology*. S. Vosniadou (Ed.). Athens: Gutenberg.
  Chapter 3. "Neuroscience and Behaviour", pp. 109-132, looks at the same topic through more recent theories and visual material.

Self-assessment exercises/Activities

Exercise 3.1

Understanding the function of the human brain and neurons by watching two TEDx talks: a) "You can grow new brain cells. Here's how". Sandrine Thuret (https://www.youtube.com/watch?v=B_tjKYvEziI&t=2s) and b) "The neurons that shaped civilization". VS Ramachandran (https://www.youtube.com/watch?v=t0pwKzTRG5E)

Question: What is neurogenesis and in which part of the brain does it occur?

Exercise 3.2

Describe the process of information transmission between neurons and name the basic neurotransmitters and their respective functions.

Recommended number of work hours for the student

Approximately 9 hours

TITLE: Development Topics – Infancy and Childhood

(4th Week)

Summary

The session mainly discusses development during infancy with an emphasis on the theory of emotional bonds, otherwise known as the theory of attachment, as well development in the cognitive sector as postulated by Piaget's theory. More specifically, indicative experiments are sset forth and core concepts of the theory are analyzed along with the four stages of cognitive development.

Introductory Remarks

The session opens by analyzing the concept of a person's development and growth and the way in which the environment may impact during critical periods when organisms must receive specific stimuli in order to develop smoothly on the psychological level. Emphasis is placed on first experiences during the critical period of infancy, its importance foregrounded through Harlow's experiments on monkeys, where the impact of deprivation was manifest in their social behaviour.

This is discussed in parallel with the theory of the attachment between infants and primary caretakers (e.g. the mother) and its significance for the subsequent psycho-emotional development of an individual. Classic experiments and research studies are presented, for instance Harlow's experiment with the two types of inanimate surrogate mother (one made of wire, the other made of soft terry cloth) and the monkeys that clearly preferred the cloth surrogate for comfort when faced with scary situations.

Further, reference is made on research studies that helped to develop the theory of the attachment, especially by Bowlby and Ainsworth. Different types of attachment are explained here – secure, insecure avoidant, insecure ambivalent/resistant – as well as the experimental strange situation, a procedure to observe the security of the attachment between mother and child. Reference to the theory of attachment concludes with its impact on adult interpersonal relations of familiarity and the development of an internal working model which guides individuals through their general responsiveness to others.

The session opens with cognitive development issues as postulated by Piaget's theory, setting forth his core positions on the concept of schemas and of cognitive structures as well as the processes of adaptation (adjustment), assimilation, accommodation and equilibration. Cognitive development stages are analyzed for each age group (infancy, preschool, school and adolescence) discussing at length their separate characteristics by way of examples and experiments.

Aim/Objectives

The goal of this session is to offer insight into developmental issues pertaining to infancy but also into questions of cognitive development based on Piaget's theoretical approach. A more specific objective is to present and analyze important research studies and

experiments regarding a) the theory of attachment as set forth through the work of Bowlby and Ainsworth, and b) cognitive development stages from infancy to adolescence.

Learning Outcomes

After completing this session, students will be able to:

- Understand developmental changes occurring during infancy
- Gain insight into the concept and different types of attachment and its significance for the general socio-emotional development of an individual
- Discuss the core concepts of Piaget's theory through examples and experimental procedures
- Distinguish between the four stages in terms of their traits, invoking examples of specific mental functions

Keywords

Development	Infancy	Theory of attachment	Piaget	Cognitive development	Stages

Annotated Bibliography

- **Basic Material**

  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 3: "Development", pp. 81-110. The chapter offers an analytical presentation of issues of development and growth especially during infancy, and also of Piaget's cognitive theory.

- **Supplementary Material**

  Hayes N. (2011). *Foundations of Psychology* (Volume B) A. Kostaridou-Efklidi (Ed.). Athens: Pedio
  Chapter 2: "Development of cognitive abilities and skills", pp. 90-100. The chapter looks at Piaget's theory and the criticism it has come under.
  Chapter 3: "Individual development", pp. 131-153. The concept of attachment is discussed here at length.

  Vosniadou, S. (2002). "Mental models in conceptual development" in L. Magnani, N. J. Nersessian (Eds.), *Model-Based Reasoning* (pp. 353-368). Boston, MA: Springer.

  The book is proposed in its official translation as additional bibliography on topics of cognitive development.

Self-assessment Exercises/Activities

Exercise 4.1

Watch Mary Ainsworth's experiment "The strange situation" here: https://www.youtube.com/watch?v=PnFKaaOSPmk&t=134s Try to describe the different episodes, the individuals participating in them and the behaviours that become manifest in each episode. Finally, name the patterns of attachment that arise.

Exercise 4.2

Follow this link https://www.youtube.com/watch?v=YtLEWVu815 for experiments pertaining to Piaget's theory. Briefly describe the experiments, name which ability is investigated and what the conclusions are.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Development Topics – Adolescence – Family life cycle

(5th Week)

Summary

The fifth session carries on the analysis of topics regarding development, foregrounding adolescence and adulthood. Special reference is made on the traits of this specific age group and the development of identity during adolescence. Erickson's psychosocial model of development is presented while also looking at the family cycle life from the systemic perspective.

Introductory Remarks

The session opens with a presentation of the basic changes occurring during adolescence, both physically and socio-emotionally. Analytical reference is made on alterations in identity a teenager goes through, starting from confusion of roles and given identity and moving on to the moratorium and identity achievement based on Marcia's theory (1966) on identity crises.

There follows the analysis of Erikson's theoretical model and his views on the evolutionary stage of adolescence. The main developmental crises facing the individual from birth to late mature age are discussed extensively as well as how each stage is defined by its opposites. e.g. trust vs. mistrust, initiative vs. guilt etc.

The last part of the course ventures on an introduction to the systemic approach with an extensive presentation of the changes occurring along the different stages of family life, starting from "Leaving Home" until the last life stage. Described in detail are transitions on the emotional level and the various changes that take place, for instance during the empty nest stage when the family must accept changes in the individuals that make up its overall system (new individuals are introduced, as younger members decide to have their own family) and also when the marital relationship, and more generally the relationship between adults, must be renegotiated after the departure of the younger members.

Aim/Objectives

The main aim of this session is to analyze development issues regarding adolescence with an emphasis on the development of identity. Additional objectives include the presentation of Erikson's stages of psychosocial development and of the different stages in the family cycle as set forth by the systemic approach as the individual grows from childhood to maturity.

Learning Outcomes

After completing this session, students are expected to:

- Understand the developmental changes occurring during adolescence.
- Gain insight into the changes experienced by teenagers as they form their personal identity.
- Know the changes occurring at each stage of the family cycle as well as their corresponding emotional transitions.

Keywords

Adolescence	Identity	Erikson's Stages	Family life cycle	Systemic approach	

Annotated Bibliography

- **Basic Material**

  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 3: "Development", pp. 97-98. Erikson's stages of psychosocial development are discussed along with development during and after adolescence.

  Hayes N. (2011). *Foundations of Psychology* (Volume B) A. Kostaridou-Efklidi (Ed.). Athens: Pedio
  Chapter 1: "Evolutionary Psychology", pp. 11-47. Development topics during adolescence are discussed here as well as the family life cycle.

- **Supplementary Material**
  Goldenberg I., & Goldenberg H. (2005). *Family Therapy: An Overview*. [Greek translation] Athens: Ellin
  Chapter 2. "Evolution of the family: Continuity and Change". The chapter looks at the systemic approach and more specifically its stance on changes in the different stages of the family life cycle.

Self-assessment Exercises/Activities

Exercise 5.1

Personal development exercise:

Consider for a moment your current family or your original family.

- To what extent does your own experience correspond to the life cycle stages discussed during this session?

- Have you been through these stages in the same order? If not, try to understand how your own personal history differs.
- How did you deal with deviation – if any – from the successive stages of the nuclear family?

Exercise 5.2

Deadline for Individual Assignment (20% of the overall grade).

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Cognitive processes – The concept of Perception

(6th Week)

Summary

During the sixth week, students are introduced to questions of cognitive psychology and more particularly to the concept of perception and the systems regarding the senses. Emphasis is placed on the visual system as well as on the way in which objects are organized in shapes. Last, the basic principles of perceptual organization are presented here according to the Gestalt school.

Introductory Remarks

At the beginning of this session, perception is defined conceptually as an interpretive process through which information from the environment is interpreted to represent objects, events, faces etc. Reference is made on factors that may lead to misperception such as illusion, while introducing students to the role of the senses in turning external information to neural activity. The basic senses (sight, hearing, touch, smell and taste) are discussed here, as well as kinesthesis, along with some common characteristics between sensory mechanisms. This introductory unit concludes by distinguishing between emotions, sense, perception.

Next, the session focuses on the presentation of the visual system, analyzing the structures and organs of the brain participating in the sensory process. The way the eyes takes in light and how light is transduced to colour is specifically discussed here. To better understand the above, the anatomy of the eye is presented with a step-by-step explanation of how images are formed and how each part of the eye contributes to this process (e.g. sight begins with the cornea which achieves the greatest part of focusing). Special reference is made on photoreceptors: rods and cones.

The last part of this session looks at how objects are represented from the point of view of Gestalt psychologists, postulating that mental processes are mostly organized in groups. The figure vs. ground relation as well as grouping are analyzed here, while examples are given to explain the basic perceptual principles of proximity, good form, similarity, continuance, closure etc.

Aim/Objectives

The main aim of this session is to define and distinguish between basic concepts linked to cognitive processes such as perception. A further objective is to discuss the senses, more specifically sight, and their role in forming a person's ability, as well as to show how objects are formed and the basic perceptual principles postulated by Gestalt psychology.

Learning Outcomes

After completing this session, students will be able to:

- Make a content-based distinction between key concepts of cognitive processes such as sense and perception
- Understand the structure and functioning of the visual system
- Gain insight into the way the eye participates in the process of forming images
- Familiarize themselves with the concept of perceptual organization and the formation of objects
- Know and distinguish between the basic perceptual principles

Keywords

Sense	Perception	Vision	Image formation	Perceptual principles	Gestalt

Annotated Bibliography

- **Basic Material**

  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 5: "Perception", pp. 97-98, 147-159. The chapter offers an analytical presentation of perception, the sensory systems, particularly sight, the functioning of the eye, forming objects and perceptual principles.

- **Supplementary Material**

  Hayes N. (2011). *Foundations of Psychology* (Volume B) A. Kostaridou-Efklidi (Ed.). Athens: Pedio

  Chapter 3: "Perception and brain mechanisms", pp. 81-99. A presentation of the senses and brain structures related to them.

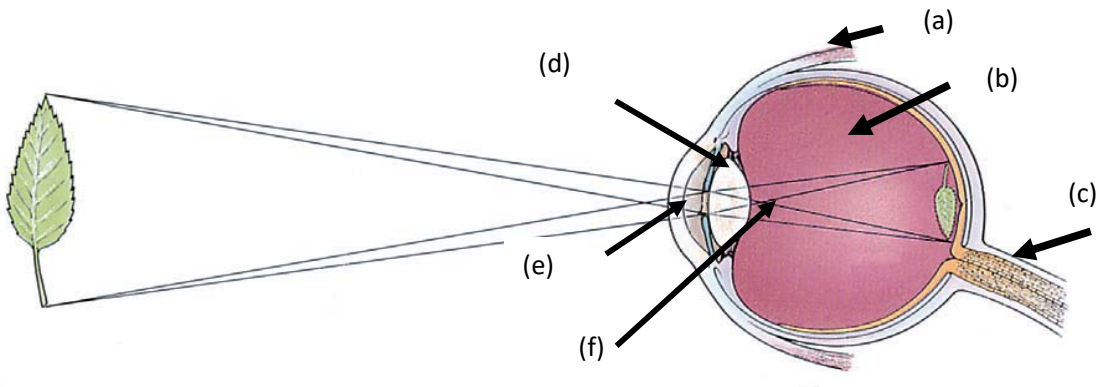
Self-assessment Exercises/Activities

Exercise 6.1

To gain better insight, try to describe the functioning of the eye in one or two paragraphs and fill in the following image:

a)……., b)……..c)……d)……e)……

f)……



Exercise 6.2

Name the basic perceptual principles and how each contributes to the formation of objects.

Exercise 6.3

Group Assignment. The group assignment includes the cover page, the main topic of the assignment and bibliographical references. The topic is discussed with participating students during a teleconference and posted on the e-platform with further instructions. You should write measure approximately 4000 words (a minimum of 3600 and a maximum of 4400). The word count does not include the cover page and the bibliography. The exercise is worth 20% of the overall grade.

Recommended number of work hours for the student

Approximately 18 hours

TITLE: Distance and motion perception – Perceptual illusions

(7th Week)

Summary

This session probes deeper into the cognitive process of perception, analyzing perception of distance and the equivalent depth signals (monocular and binocular), as well as perception of motion. Last, perceptual stabilities and the most disseminated perceptual illusions are explained alongside their equivalent theories.

Introductory Remarks

The first part of this session looks at perception of depth, distance-related cues and the way the two combine. Monocular signals such as relative height, texture gradient, shading, linear perspective and motion parallax, used by artists – and not just by them – are discussed here. Binocular depth signals are also discussed, such as binocular parallax and binocular disparity or stereopsis.

Then, we look at how people perceive motion through stroboscopic, conclusory, real and causal movement. Reference is also made on perceptual stability (of size and shape), namely the fact that perception of objects remains stable even though the conditions in which we see them may change.

The session concludes with an extensive discussion of perceptual illusions and Gregory's theory as well as the criticism is has come under. One of the most known illusions analyzed here is the Muller-Lyer illusion, in which vertical lines of the same length appear to be of a different length.

Aim/Objectives

This session aims primarily to probe deeper into the cognitive process of perception. Further objectives include understanding various parameters of perception, such as perception of distance, depth or motion, and gaining knowledge of perceptual illusions.

Learning Outcomes

After completing this session, students will be able to:

- Gain insight into the concept of perception, particularly depth perception
- Understand the functioning of monocular and binocular depth signals
- Know how people can perceive movement
- Understand why optical illusions are created and be able to identify them

Keywords

Depth perception	Monocular signals	Binocular signals	Motion perception	Perceptual stability	Perceptual illusions

Annotated Bibliography

- **Basic Material**
  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 5: “Perception”, pp. 160-167. The chapter offers an analytical presentation of depth and motion perception, perceptual stability and perceptual illusions.

- **Supplementary Material**

  Hayes N. (2011). *Foundations of Psychology* (Volume A) A. Kostaridou-Efklidi (Ed.). Athens: Pedio
  Chapter 4: “Perception”, pp. 143-150. The aforementioned topics are discussed at length.

Self-assessment Exercises/Activities

Exercise 7.1

Search online for an optical illusion and briefly present it (in one or two paragraphs) to the rest of your team members. The optical illusion may come from any field. Post your search results on Discussions in a Word file, together with the website on the optical illusion. The assignment is titled “Optical Illusion”.

This assignment is worth 5% of the grade for learning activities (Forum).

Exercise 7.2

Search for 4-6 images and examples of monocular and binocular signals and report which cues essentially intervene in the way they are perceived.

Recommended number of work hours for the student

Approximately 12 hours

TITLE: Object recognition

(8th Week)

Summary

This session focuses on theoretical approaches to the recognition of objects within a person's field of vision. As approaches vary, it is difficult to explain this specific phenomenon. Discussion also includes a presentation of the theories of perception and how this cognitive process develops in infants.

Introductory Remarks

Introduction to his session includes the conceptual definition of object recognition and how it relates to perception. Different theoretical approaches are presented here, along with the criticism they have come under.

Special reference is made on the theory of image identification or identification, which postulates that people compare the information they receive with experientially derived representations of the object they have stored into long-term memory. A different approach is that of pattern recognition theories, based on the hypothesis that every visual stimulus makes part of a class or category of stimuli and that they can be matched up to mental representations that constitute templates and not micrographies. The third theory presented here is the theory of distinctive features, according to which a person looks for critical-distinctive features of the form he/she wishes to recognize. In the context of this theory, reference is made on Biederman (1987), who proposed the existence of a series of three-dimensional geometrical ions – dubbed geons – and went on to posit that people recognize objects by composing simple geometrical forms. The presentation of theoretical approaches to form recognition concludes with recognition theories based on general components, known as bottom-up and top-down processing. The factors that may impact on recognition, such as temporal and spatial context are also presented.

There follows a brief presentation of perception theories, starting from Gibson's approach, who posited that perception does not take place in itself but within a rich environment of stimuli. This specific approach has generated criticism from the theories of perception as an interpretive process, according to which perception is affected by previous experiences and knowledge as well as by what a person expects to see or hear. Discussed next is Neisser's theory, proposing a combination of the aforementioned theories. The session proceeds with the computational theories of perception, which include David Marr's theory, postulating that the human form is made up of cylinders of different levels of generalization.

This unit concludes with a discussion on how the cognitive process of perception develops, with an emphasis on infancy and the phenomenon of assimilation, as well as on the perception of depth through the visual cliff experiment.

Aim/Objectives

This session aims primarily to bring out the complexity of the recognition of forms and objects through the presentation of contrasting theoretical approaches. A more specific objective is the comparative overview of these approaches, which concludes with a discussion of the different theories of perception as a process. A further objective is to analyze perception during infancy in order to understand its functioning during this particular phase.

Learning Outcomes

After completing this session, students will be able to:

- Gain an understanding of object-recognition related theories and how they critically compare to one another
- Gain insight into the theories set forth on perception and discern their main differences
- Know how perception develops during infancy

Keywords

Object recognition	Perception theories	Comparative view	Perception and development	Infant perception	

Annotated Bibliography

- **Basic Material**
  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 5: “Perception”, pp. 167-180. The chapter offers an analytical presentation of theoretical approaches to object recognition while comparing different perception theories and discussing the development of perception during infancy.

- **Supplementary Material**

  Hayes N. (2011). *Foundations of Psychology* (Volume A) A. Kostaridou-Efklidi (Ed.). Athens: Pedio

  Chapter 4: “Perception”, pp. 150-170. The chapter discusses perception theories at length.

Self-assessment Exercises/Activities

Exercise 8.1

Choose two of the theoretical approaches to object recognition and name their main differences.

Exercise 8.2

Watch the initial visual cliff experiment here: https://www.youtube.com/watch?v=3WvtEFJGp-8 and the relevant “Babies on the Brink” video, featuring the experiments of Karen Adolph at the NYU's Infant Action Lab here: https://www.youtube.com/watch?v=WanGt1G6ScA

Question: What has the visual cliff experiment showed?

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Memory

(9th Week)

Summary

This session focuses on the cognitive function of memory, offering an analysis of types of memory and of theories on how information is processed. Major studies and experiments regarding issues and processes of memory are presented here, alongside the concept of amnesia and how it is caused.

Introductory Remarks

The first part of the session discusses the definition of memory which depends on the functioning of a complex mental system that includes the basic stages of encoding, storage and retrieval. The session goes on to present the information-processing model.

In the context of this model, the types of memory are thoroughly analyzed with a presentation of their main features. Sensory memory is discussed while emphasis is placed on the functioning of working memory and its study, as initiated by Ebbinghaus and carried on by contemporary researchers such as Baddeley etc. A large part of this session is devoted to long-term memory and knowledge-processing within long-term memory as a site of permanent storage of information. Discussion includes how information is encoded there, its capacity and the subtypes of memory such as episodic, semantic, procedural, explicit and implicit memory. With regards to knowledge, reference is made respectively on declarative, procedural, and episodic hypothetical thought by way of relevant applications and examples. Information-organization models are also set forth, such as semantic networks, schemas and parallel-distributed processing networks.

The session concludes with the concept of amnesia and its basic causes, proactive and retroactive interference, while procedures that may facilitate the functioning of memory are set forth, such as proactive and retroactive facilitationand the primacy and recency effects .

Aim/Objectives

This session aims primarily to analyze the types of memory and the way it functions during information processing. More specific objectives include an investigation of the features of the various types of memory and differences between them in terms of the type of knowledge they serve. Last, the session endeavours to present models and theories of long-term memory organization as well as to analyze amnesia.

Learning Outcomes

After completing this session, students will be able to:

- Understand the concept of memory and distinguish between the features of its various subtypes
- Gain insight into the information-processing model and know its different stages
- Know what causes amnesia

Keywords

Memory processes	Working memory	Long-term memory	Information-processing theory	Information processing models	Amnesia

Annotated Bibliography

- **Basic Material**
- Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 6: "Memory", pp. 181-197. The chapter offers an analytical presentation of memory types and the processes that related to its operation, as well as of information-processing models.

  Eggen, P. D., & Kauchak, D. P. (2017). *Educational Psyhology: Windows on Classrooms* (Ed: P. Demetropoulou, Translated into Greek by: K. Lykitsakou and A. Bakopoulou). Athens: Kritiki.

  Chapter 7: "Cognitive theories of learning", pp. 314-326. The chapter offers an analytical presentation of the information-processing theory, amnesia, as well as more recent research studies and findings regarding different types of memory.

  Supplementary Material
  Hayes N. (2011). *Foundations of Psychology* (Volume A) A. Kostaridou-Efklidi (Ed.). Athens: Pedio
  Chapter 5: "Memory" pp. 201-248. The chapter extensively discusses questions of memory.

Self-assessment Exercises/Activities

Exercise 9.1

There are some events in our life that we remember very vividly and in detail. What type of memory is responsible for this and why have the corresponding details been imprinted on our minds?

Exercise 9.2

Watch the video “Clive Wearing - The man with no short-term memory” here: https://www.youtube.com/watch?v=Vwigmktix2Y to see how Clive describes his experience about memory impairment.

Question: What is Clive’s main problem?

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Motivation and Emotions

(10th Week)

Summary

This session focuses on theories about motivation and emotions. It offers an analysis of the different approaches that have been developed in relation to motivation as instincts, drives, stimulation and external triggers etc., and looks at cognitive assessment regarding emotions and related theories. Last, reference is made on the concept of consciousness.

Introductory Remarks

The session begins by introducing a first definition of motivation as an internal state that urges individuals to act or keeps them focused on specific activities (Weiner, 1990). Reference is made on motivation types, followed by various theoretical approaches developed in the course of time by prominent representatives of Psychology such as William James, Freud, Clark Hull, Maslow, Henry Murray and Rogers. Emphasis is placed on the theory of motivation as instincts, as drive reduction and, more so, on the phenomenological approaches and Maslow's theory on the importance of self-actualization.

The second part introduces the concept of emotions and their basic definition as a positive or negative experience linked to a specific type/pattern of psychological activation, and goes on to analyze the multiple dimensions characterizing emotions. Physical changes caused during emotional stimulation and involving the activation of the autonomic nervous system that comprises of the sympathetic and parasympathetic subsystems are presented here. Reference is also made on facial expressions as a means of expressing emotions, for which research has indicated a biological basis. Cognitive appraisal of emotion is analyzed here. The theories of James-Lange, Cannon-Bard and the two-factor theory of emotion are also examined.

The last unit of this session discusses the concept of consciousness as an internal subjective state that characterizes a person when he/she is aware of experiences in the external world, the body's conditions and his/her mental states. Consciousness is also examined in the framework of cognitive psychology alongside the neurophysiology of consciousness.

Aim/Objectives

This session aims primarily to offer a multi-faceted overview of the concept of motivation through various approaches, from the earliest to the most contemporary ones. A significant aim of the session is to offer insight into the concept of emotions and emotion-related theories and to introduce the concept of consciousness.

Learning Outcomes

After completing this session, students will:

- Be aware of different approaches to motivation
- Gain insight into the concept of emotions by way of studies and corresponding experiments
- Understand the nature of consciousness

Keywords

Motivation	Emotions	Consciousness

Annotated Bibliography

- **Basic Material**
  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 9: "Expanding the boundaries of cognitive psychology: Motivation, emotions, consciousness", pp. 265-297. The chapter offers an analytical presentation of theoretical approaches to motivation and emotions while also analyzing the concept of consciousness.

  Niedenthal, P. N., Krauth-Gruber, S., & Ric, F. (2012). *Psychology of Emotion: Interpersonal, experiential and cognitive approaches,* pp.17-41. Athens: Topos. The concept of emotion is analyzed extensively, presenting different theories enriched with contemporary research data.

- **Supplementary Material**
  Kostaridou-Efklidi, A. (2011). *Ψυχολογία Κινήτρων.* [Psychology of Motivation] Athens: Pedio. One of the basic textbooks for students wishing to gain a deeper insight into various motivation theories.

Self-assessment Exercises/Activities

Exercise 10.1

Based on Maslow's hierarchy of needs, which needs should an educational system that incorporates refugee students satisfy first so as to enable them to invest in knowledge?

Exercise 10.2

Watch eminent scholar Paul Ekman, here:

https://www.youtube.com/watch?v=pVp5pGSwZkg ("Outsmart Evolution and Master Your Emotions").

Question: How does a person achieve conscious awareness to facial expressions that help to control emotions?

Exercise 10.3

Deadline for Group Assignment (20% of the overall grade).

Recommended number of work hours for the student

Approximately 18 hours

TITLE: Social Psychology Questions

(11th Week)

Summary

The session looks at basic question that have been analyzed and studied by the Division of Social Psychology. Special reference is made on the concepts of group, social influence, conformity and obedience to authority through the presentation of landmark experiments in the field of Psychology. Last, stereotyping and prejudice and the way they occur are also discussed here.

Introductory Remarks

The session starts with the definition of 'group' and its characteristics. Reference is also made on the reasons why people get carried away when in a group and where could this lead, for instance to the bystander effect and diffusion of responsibility. Stereotyping, prejudice and discrimination, basic aspects of a group, are also presented here, alongside the concept of polarization.

There follows an extensive discussion of social influence, namely the processes through which people can influence other people's thoughts, emotions and actions either indirectly or directly. Special reference is made on conformity and the Asch experiment, focusing on why subjects conform and the factors impacting conformity. The session goes on the look at the concept of obedience to authority, the tendency to comply with authority figures. The concept is presented through Milgram's experiment, its various interpretations and the criticism it has come under.

The session concludes with Festinger's theory of cognitive dissonance and the self-fulfilling prophecy as two important views associated with Social Psychology.

Aim/Objectives

The session aims primarily to present basic concepts and experiments associated with Social Psychology, more particularly with the processes involved in an individual's inclusion in a group or not. A more specific objective is the presentation and analysis of basic concepts such as group, stereotyping, discrimination and prejudice, and social influence, with a focus on conformity and obedience to authority.

Learning Outcomes

After completing this session, students will:

- Gain an understanding of the concept of 'group' and how prejudice and stereotyping are created
- Gain an insight into how social influence impacts human behaviour
- Be aware of the major studies, experimental processes and associated criticism regarding conformity and obedience to authority

Keywords

Group	Stereotyping	Social influence	Conformity	Obedience	Cognitive dissonance

Annotated Bibliography

- **Basic Material**
  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 1: "Intrapersonal and interpersonal processes", pp.51-56. The chapter looks at the theory of cognitive dissonance.
  Chapter 2: "Intrapersonal and interpersonal processes", pp.63-88 and 104-112. The chapter offers an analytical presentation of theoretical approaches to groups, social influence, conformity and obedience to authority.

- **Supplementary Material**
  Hogg, M.A., & Vaughan, G.M. (2011). *Social Psychology*. [Greek version] Athens: Typotheto.
  Chapters 7, 8, and 10. The book is proposed for deeper insight into the questions discussed here.

Self-assessment exercises/Activities

Exercise 11.1

Watch the Asch and Milgram experiments here: https://www.youtube.com/watch?v=iRh5qy09nNw and here: https://www.youtube.com/watch?v=rdrKCilEhC0 to better understand the material, and think of examples drawn from your personal experience that may relate to conformity and obedience to authority.

Exercise 11.2

Consider stereotypes you may have unconsciously formed about the opposite sex.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Personality

(12th Week)

Summary

The session focuses on the concept of personality, specifically on basic theoretical approaches and methods of measurement. Special reference is made on the MMPI personality questionnaire, projective tests and NEOFFI, the five-factor inventory.

Introductory Remarks

The session begins with an introduction to theoretical approaches associated with the concept of personality, with an emphasis on types and traits theories but also on the psychoanalytic theory.

Then, discussion of personality issues focuses on the measurement of personality using the MMPI. The construction of this specific questionnaire that aims to diagnose the behaviour of adolescents and adults is presented at length. Information is provided on specific scales such the “I can’t say” scale, the Lie Scale, the K Scale, the F scale etc. as well as on how the MMPI measurement has evolved.

The last part focuses on the five-factor theory associated with personality traits, starting from Eysenck down to the latest contribution by Costa & McRae that propose the following factors: Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness.

These are the factors upon which the construction of the NEO-Five Factor Inventory was based.

Aim/Objectives

The session intends to offer a holistic view of the concept of personality. More specific objectives include the presentation of major theoretical approaches and methods for measuring personality and behaviour using questionnaires and projective tests.

Learning Outcomes

After completing this session, students will be expected to:

- Be aware of different views of the concept of personality
- Understand behaviour traits and how behaviour can be measured
- Gain a deeper insight into specific tests such as the MMPI and NEO-FFI

Keywords

Personality	Personality theories	Measurement of traits	Projective tests	MMPI	NEO-FFI

Annotated Bibliography

- **Basic Material**
  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg.
  Chapter 1: "Personality theories", pp. 135-150. The chapter presents theoretical approaches to personality.
  Chapter 2: "Behaviour Appraisal – Personality tests", pp. 177-186. The chapter analyzes different ways of measuring personality, e.g. the MMPI and projective techniques.

  Koulakoglou, K. (2002). Ψυχομετρία και Ψυχολογική Αξιολόγηση [Psychometrics and Psychological Appraisal] (2nd ed.). Athens: Papazisis.
  Chapter 17. "Personality Theories", pp. 264-274. The chapter discusses personality theories and the five-factor model.

- **Supplementary Material**
  McCrae, R. R., & Costa Jr, P. T. (2004). A contemplated revision of the NEO Five-Factor Inventory. *Personality and individual differences*, *36*(3), 587-596.
  The article looks at more recent developments associated with the NEO-FFI, for students interested in gaining a deeper insight into the study of this particular questionnaire.

Self-assessment exercises/Activities

Exercise 12.1

Follow this link https://openpsychometrics.org/tests/IPIP-BFFM/ to see the results concerning your major personality traits based on the Big Five questionnaire.

Exercise 12.2

Search online for Greek websites on the MMPI-2 and study the sample diagrams of results, such as the one included in the slides.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Mental disorders and therapeutic approaches

(13th Week)

Summary

The last session focuses on the presentation of mental disorders both in children and in adults, while introducing students to various therapeutic approaches through models developed in the field of Psychology.

Introductory Remarks

The session starts with the definition of pathology and the concept of mental disorder as persistent dysfunction in behaviour, in thoughts and emotions, causing serious grief or damage. It goes on to introduce the classification of mental disorders based on the medical model, and to discuss the Diagnostic and Statistical Manual of Mental Disorders – DSM 5, used today, as well as the corresponding European manual, ICD 10. The major categories of mental disorders are presented next, such as anxiety disorders, psychotic disorders, mood disorders but also children-related disorders such as neurodevelopmental disorders.

The third part of the session offers an overview of the main therapeutic approaches developed in the field of Psychology based on the major corresponding schools. Special reference is made on the definition of psychotherapy, practitioners of psychotherapy and which factors may impact on it. The session concludes with a presentation of the major psychotherapeutic models, e.g. psychoanalysis, cognitive-behavioural therapy, family-systemic therapy etc.

Aim/Objectives

This session aims primarily to offer an understanding of the term ‘mental disorder’ and what may be considered deviation from normality. A more specific objective is to present major psychological disorders as defined by DSM 5 and ICD10 classification manuals as well as to name the therapeutic approaches developed in the field of Psychology.

Learning Outcomes

After completing this session, students are expected to:

- Gain an understanding of what constitutes mental disorder and when a specific behaviour or function deviates from the normal
- Know how psychological disorders are classified and the manuals used for this purpose
- Distinguish between the various therapeutic approaches according to the Schools of Psychology within which they have been developed

Keywords

Psychological disorder	Deviation	Classification manuals	Psychotherapy	Therapeutic approaches	

Annotated Bibliography

- **Basic Material**
  Vosniadou, S. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. [Introduction to Psychology] Athens: Gutenberg
  Chapter 1: "Psychotherapeutic Praxis", pp. 201-241. These pages offer a presentation of different psychotherapeutic approaches.

- **Supplementary Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Introduction to Psychology*. S. Vosniadou (Ed.). Athens: Gutenberg.
  Chapter 14. "Mental disorders", pp. 580-619. The chapter offers an analytical presentation of mental disorders and their classification.
  .

  World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines.* Geneva: World Health Organization.

Self-assessment exercises/Activities

Exercise 13

Watch BBC's Documentaries science 2015- "A Beautiful Mind The Documentary John Nash" here https://www.youtube.com/watch?v=0NNDSlvQGUo about John Nash, who was plagued by schizophrenia.

After watching the documentary, name some of the general features of schizophrenia, also described in the ICD 10.

Recommended number of work hours for the student

Approximately 10 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

The last teleconference offers a brief overview of the examination subjects and provides information on the format of the final exam. The exam includes multiple-choice questions, open-ended questions and filling in tables.

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS

FOR SELF-ASSESSMENT EXERCISES

Title: Historical overview and definition of the science of Psychology

(1st Week)

Exercise 1.1

The answer depends on the students' preference based on the main and supplementary material.

Exercise 1.2

The answer depends on the students' preference.

Title: Research methods in Psychology and questions of ethics

(2nd Week)

Exercise 2.1

No answer is provided as this exercise is a markable Learning Activity.

Exercise 2.2

General Principles

A. Beneficence and Nonmaleficence

- Psychologists strive to benefit those with whom they work
- They seek to safeguard the rights of those with whom they interact and other affected persons, and the welfare of animal subjects
- They guard against personal, financial, political or social factors that might lead to misuse of their influence.

B. Fidelity and Responsibility

- Relationships of Trust
- Clarified role and obligations
- It is important that psychologists accept appropriate responsibilities for their actions and seek to manage personal conflicts that might lead to damage in their work.

C. Integrity

- Promotion of accuracy and honesty
- Psychologists strive to keep their promises and to avoid unwise commitments

D. Justice

- Equal access to and benefit from equal quality of procedures being conducted by psychologists.
- It is important that psychologists ensure that their personal biases and the boundaries of their competence and expertise do not lead to unjust practices.

E. Respect for People's Rights and Dignity

- Psychologists respect the dignity of all people and the rights of individuals to privacy, confidentiality and self-determination.
- Psychologists are aware of and respect cultural and individual differences, and consider them when working with members of such groups.
- Psychologists try to eliminate the effect on their work of biases based on the aforementioned differences.

Main Sections

- Resolving ethical issues
- Competence
- Human relations
- Privacy and confidentiality
- Advertising and public statements
- Record keeping and fees
- Education and training
- Research and publication
- Assessment
- Therapy

Exercise 2.3

No answer is provided as this exercise makes part of the markable individual assignment.

TITLE: Neuroscience and Psychology

(3rd Week)

Exercise 3.1

Answer: Neurogenesis is the creation of new nerve cells in adults, generated in the hippocampus.

Exercise 3.2

See relevant notes in Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Introduction to Psychology.* S. Vosniadou (Ed.). Athens: Gutenberg. Chapter 3. "Neuroscience and Behaviour", pp. 112-117.

TITLE: Development Topics – Infancy and Childhood

(4th Week)

Exercise 4.1

Answer:

The 1st Episode is introductory: mother and infant walk into the room.

The 2nd Episode aims to generate exploratory behaviour in the infant, that's why the infant is placed by the mother at a specific point before she takes her seat.

The 3rd Episode aims to generate concern and anxiety in the infant, as a strange woman enters the room and interacts with the mother for a while. Then the strange woman tries to approach the infant in order to play with him/her.

The 4th Episode is about separation, as the mother exits the room. If the infant carries on playing, the unknown woman does not participate. If the infant expresses anxiety, the woman tries to turn his/her attention to the toys so as to see if the infant is still looking for the mother.

In the 5th Episode, the mother walks into the room and stands by the door for a while so as to see the infant's reaction and whether he/she will seek contact with the mother or not. The unknown woman leaves. The mother points to the toys in the room so that the infant goes back to playing and when he/she does, the mother walks out and bids the infant farewell.

The remaining episodes and types of attachment, e.g. secure, avoidant, are described in the same way.

Exercise 4.2

Answer: The experiments refer to the concept of mass and number conservation. Conservation is the knowledge that the properties of an object, such as "quantity", remain the same, independent from any changes in other properties of the same object, such as "shape" or "number of pieces" into which it has been divided. Conservation is achieved during the concrete operational stage (7-11 years old). To describe the experiment, the examiner essentially tells the child "You have two identical glasses filled with the same quantity of water. I empty the content of one glass into a third glass. Is the quantity of water in the first and third glasses the same or different?" The girl replies "Different" because she is confused by the height of the glass and thinks that the tallest glass contains a greater quantity of water.

TITLE: Development Topics – Adolescence – Family life cycle

(5th Week)

Exercise 5.1

The students answer based on their personal experiences.

TITLE: Cognitive processes – The concept of Perception

(6th Week)

Exercise 6.1

***Answer*:**

- The process of sight begins with the cornea from which 75% of focusing emanates.
- Light rays enter this point and are directed inwards to initiate formation of the image.
- The lens completes the light-focusing process on the retina whereby a clear image of the visual world is created.
- Information from the visual receptors pass along approximately one million of fibers in the optic nerve and reach the optic chiasm, where a few nerve fibers decussate. As a result, information from one half of the retina crosses to the opposite side of the brain.

Table

a) cornea, b) retina, c) optic nerve, d) pupil, e) lens, f) optic chiasm

Exercise 6.2

***Answer*:**

- Proximity: objects that are close to one another appear to form groups
- Similarity: similar objects are perceived as part of a group
- Continuance: objects that appear to form or form an uninterrupted figure become perceived as though forming a group
- Closure: People tend to complete incomplete or partially hidden outlines
- Texture: when basic features of the stimuli have the same texture, people tend to group them together
- Simplicity: people group the features of a stimulus together in order to generate the simplest interpretation
- Common fate: groups of elements moving in the same direction at the same rate are perceived as through moving together; elements placed along a boundary/perimeter/having the same colour – move together

Exercise 6.3

No answer is provided as this exercise makes part of a markable group assignment.

TITLE: Distance and motion perception – Perceptual illusions

(7th Week)

Exercise 7.1

No answer is provided as this exercise makes part of a markable Learning Activity.

Exercise 7.2

The answer depends on the student's choice based on the theory.

TITLE: Object Recognition

(8th Week)

Exercise 8.1

The answer depends on the student's choice.

Exercise 8.2

Answer: From early on, infants can perceive space, depth, distance: they can perceive things in three dimensions. The "visual cliff" experiment (Gibson & Walk, 1960) has shown that six-month old infants hesitated to move to the shallow side of the table, indicating that they recognize depth and are afraid of it. Infants younger than six months seem to perceive depth but without showing manifestations of fear.

TITLE: Memory

(9th Week)

Exercise 9.1

***Answer*:** This pertains to episodic memory based on two characteristics: 1) it stores information related to episodes that occurred at a particular time in the past, and spatial-temporal relations between these events and 2) the events are always stored according to their autobiographical reference into the existing content of the storage area of episodic memory. Flashbulb memory also plays a significant role.

Exercise 9.2

Answer: Clive has a serious memory problem. He suffers from a type of amnesia that makes him forget what he said a few seconds ago. The only person he recognizes is his wife.

TITLE: Motivation and Emotions

(10th Week)

Exercise 10.1

Answer: An educational system that incorporates refugee students must first meet the most basic needs at the bottom of Maslow's pyramid so that they may invest in knowledge. These are physiological needs such as food, water, warmth as well as safety needs.

Exercise 10.2

Answer: Applying special techniques, people exercise their facial muscles, focus on their senses to help them identify an emerging emotion and then move on to effectively manage it.

TITLE: Questions of Social Psychology

(11th Week)

Exercise 11.1

Answer: For example, think about when you had to conform or follow orders from a superior e.g. a teacher, a manager at work, or an army officer of higher ranking.

Exercise 11.2

Answer: Examples: women don't take up sports like martial arts; men don't do household chores such as mopping or ironing; women are not good drivers etc.

TITLE: Personality

(12th Week)

Exercise 12.1

Test administration and reporting on factor-related results.

Exercise 12.2

https://isonconsultants.com/index.php/el/test-aksiologisis-psyxopathologias-mmpi-2

TITLE: Mental disorders and Therapeutic approaches

(13η Week)

Exercise 13

Answer: Based on the ICD 10, schizophrenic disorders are characterized in general by fundamental and characteristic distortions of thinking and perception, and by inappropriate or blunted affect. Clear consciousness and intellectual capacity are usually maintained, although certain cognitive deficits may evolve in the course of time. The most significant psychopathological phenomena include thought echo, thought insertion or withdrawal, and thought broadcasting; delusional perception and delusions of control; suggestibility or apathy; auditory illusions with a running commentary on the patient's behaviour in the third person; thought disorders and negative symptoms.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC100: Psychology I	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay	Almost all the material is directly relevant to the essay	Some of the material is moderately clear and relevant to	Important aspects of the material may not	The material is not directly relevant to the essay	The essay does not follows the given instruction	

	title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justificatio n of links between theory, practice and research.	title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	s or the material deviates from the title. Very little or irrelevant knowledge and inadequat e links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

FORM: 200.1.3

STUDY GUIDE

COURSE: Statistics in Psychological Science I

Institution	**European University of Cyprus**		
Program of study	**Psychology**		
Course	**PSC105**	**Statistics in Psychological Science I**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Teaching	English		
Course Type	Compulsory ☒	Elective ☐	
Number of meetings	In total: Up to 6	Physically present: -	Virtual online meetings: Up to 6
Number of Projects	2 projects and 2 graded self-assessment exercises		
Evaluation	Assignments and projects 50%	Final Exam 50%	
Number of ECTS Credits	**6**		

Study Guide Preparation:	Vogazianos Paris
Editorial and final approval of Study Guide:	Elenitsa Kitromilides-Nicolaides

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1st VIRTUAL MEETING / GROUP ADVISORY MEETING: INTRODUCTION TO THE COURSE

Presentation of the Program

The Psychologist deals with the study, understanding, and interpretation of mental phenomena and the manifestations of normal or divergent behaviour of both individuals and social groups. The psychologist is the scientist who deals with the prognosis, diagnosis and treatment of psychological problems. The psychologist must have genuine respect and genuine interest in a person, his needs and peculiarities. He must judge objectively — without prejudice — and have the patience, persuasion and communication skills to be accepted by the people who seek his services. Responsibility and confidentiality are also essential personal characteristics.

General Objectives:

* to develop the student's ability to think, write and speak effectively and creatively
* to develop an appreciation and respect for social and moral values, which are the foundations that underpin one's relationship with others and the responsibilities to one's community and country.
* to develop students' skills for analytical thinking, decision making and communication, in line with the qualities of self-reliance, responsibility, integrity and self-awareness that will promote personal success and contribution to organizations.
* to build a range of perceptions through the general requirements of education and provide sufficient specialization to meet professional requirements
* to provide students with the basic conditions for progressing in their academic and professional careers.

Specific Objectives:

* Provide excellent training in psychology and its methods.
* Enhance knowledge of current developments in psychology.
* Prepare students for careers in areas that utilize knowledge of psychology and its methods, including applied research, human resources and health services.
* Provide graduates with basic academic qualifications and knowledge that will prepare them for postgraduate studies in psychology and related disciplines.

Learning results:

Upon completion of their studies, students will be able to:

* Have a thorough knowledge of modern models, theories, concepts, and research findings in key areas of psychology.
* apply a wide range of psychology concepts to understanding behaviour in a variety of contexts.
* carry out research involving the design and analysis of experiments, questionnaires and qualitative research methods.
* evaluate information in order to design and implement research strategies.
* work independently within a structured framework.
* act effectively as a member of a team.
* appreciate the importance of professional development.

* take responsibility for learning and developing their personality.
* demonstrate the ability to comprehend and compose multiple perspectives creatively

Presentation of the Course through the Study Guide

Short description and Objectives

To develop an understanding of the importance of statistical applications in psychological science. Introduce the basic statistical concepts and their use in descriptive and inductive statistics used in psychological science. Role of statistics in the social sciences. Possible sources of error in social research. Types of data in social research. Data sorting into tables: raw data and frequency distributions. Intervals, limits and relative frequency. Graphical representation of frequency distributions: histogram, frequency polygon and frequency curve. Cumulative frequency and graphical presentation of social research data. Statistical measures of central tendency: mode, mean, median and frequency distribution. Examples of measures of central tendency as applied to social research. Statistical measures of variability: range, interquartile range, variance, and standard deviation from the mean. Examples of measures of variability as examined in social research. Linear and nonlinear transformations of elements, z-effects bivariate relations. Scatterplots, Pearson correlation coefficient.

It is expected that upon completion of the course, students will be able to:

- Understand the fundamentals of data collection, organization and analysis and explanation of results
- Discuss the importance of statistical applications in psychological science
- They define the basic statistical concepts contained in descriptive and inductive statistics.
- Use probability distributions
- Converts raw data into applicable data files

Recommended study time for students

About 5 hours (including reading through the study guide)

Introduction to Statistics:

(1st week)

Summary:
Statistics (Statistics) is a set of principles and methodologies for the collection, the concise and effective presentation, and analysis of data to draw conclusions which is achieved by applying appropriate, for each case, statistical methods.

Introductory Remarks
Statistics is the science that deals with gathering, presenting and processing of information, and drawing appropriate conclusions. Theoretically, Statistics is a Mathematical discipline but at the application level it is widely used in science, but also in all aspects of daily life - from education, work and the media, to health and economics. Each set of objects or people that have a common measurable characteristic is a population and each subset of the population is a sample of the population. A random sample is a population sample, where individuals are selected one after the other, with the main characteristic that the rest of the population have the same likelihood of being included in the random sample. The characteristics or properties of the statistical units for which we consider a population are called variables. Each phenomenon evolves into entities, that is, autonomous observation units, the whole of which defines the reference population. The phenomenon is broken down into individual measurable characteristics, the variables to which we assign values. The assignment is called measurement and is performed either "objectively" with an instrument or "subjectively", e.g. using questionnaires. In designing a model, the study is sure to be partial. E.g. it is not possible to study all humans to construct a model for their height. At this point Statistical inference confirms or denies the hypothesis-theory specified by the model based on evidence obtained from the subset of the population (sample). The population is all of the persons or objects or any other entity for which we are interested in drawing conclusions about some of the attributes relating to their elements. The population must be well-defined so that we can decide whether a unit is a member. E.g. All the students of the EUC, aged 20-25 years.
Population data are called subjects e.g. One EUC student is a subject of the population of "all EUC students". Population subjects have various characteristics that are likely to vary from subject to subject. These features are referred to in the literature as variables. E.g. People may differ in terms of age, weight, sex, height, income, etc. The sample is the subset of subjects selected from the population for use in the analysis. Also, sample is considered the set of observations used in the analysis.
In the statistical analysis we use the sample to draw conclusions about the population (inductive statistics).

Purpose / Objectives
An introduction to what statistics is and how this science can be used to draw conclusions about a research hypothesis.

Expected Results
Students should be able to distinguish in a statistical analysis

- what is Population
- what is Sample.

Keywords

Statistics	Variables	Population	Sample		

Annotated Bibliography

Basic Material

Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In the introduction section of chapter one (pages 4 -10) an explanation is given of what is statistics and its importance in the study of the social sciences for the quantitative research of a population.

Supplementary Material

Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. The first part in the introduction (pages 3 - 20) explains what statistics is, and its importance in the study of the social sciences for the quantitative research of a population.

Self-Assessment Exercises / Activities

Exercise 1.1

What is a population and what is a sample? (Your answer should not exceed 250 words) (5% of final evaluation)

Recommended study time for students

About 10 hours

Measurement (Variables):

(2nd week)

Summary
A variable is any attribute that can vary and receive different values or, occur with different gradations. The variables needed to answer our research question therefore should be defined very clearly and carefully on the basis of an operational definition, which describes the variables and how to measure them.

Introductory Remarks
The concept of the variable is closely linked to that of measurement (especially in the context of the 'positivist' conception of psychology as a science). It is emphasized, however, that much of the research in psychology is not about any kind of measurement - (qualitative research). The attribution of numbers (quantification) to objects, events, or observations according to the functional definition. These numbers may simply indicate that an observation belongs to a particular category. Other times these numbers may express some form of quantity.
When we want to measure variables such as weight the process is straightforward. With an instrument we can take a measurement and be sure that the result is (almost) accurate. On the contrary, when we want to measure concepts such as personality traits, the measurement process is more indirect and subjective. Here we are not concerned with tangible concepts, but with conceptual constructions that depend on some theoretical background and can only be observed indirectly. We can deduce (infer) one's personality traits by asking a series of questions and calculating their overall score on them. The nature of the data Specifies the type of techniques to be used in the statistical analysis. Continuous data are measurable with an established unit of measurement (e.g. meter, kilograms, etc.) while discrete data are enumerable. The nature of the variables determines the type of data. The variables are divided into quantitative and qualitative depending on whether their values are expressed in numerical or nominal terms. Variables identified as qualitative are not amenable to numerical measurement. Quantitative (quantitative) are variables that may be amenable to numerical measurement. Quantitative variables are divided into two further categories, Discrete Variables , which are those that receive integers (number of employees, number of children in a family, number of defective products), and Continuous Variables , which are those that can get all values of a real numbers interval (weight, height). Measurement Scales are used according to the following four scales: Nominal, Ordinal, Interval and Scale. The first two scales of measurement relate to qualitative variables while the latter two are quantitative.
Nominal are variables whose set of values has no property. For this variable, the different values (the number of its classes) that can be taken are of only importance. The only relationship that can be identified between these categories is simply the existence of a difference.
Ordinal are the variables for which the set of values can be define as a relationship, that is places them in an order. The order can be from the lowest value to the highest value or vice versa. Equal differences between the values of such a variable do not imply equal differences in the characteristic of the variable. That is, there is no matching of

subdivisions or multiples of a unit. That is to say, the only thing that is ensured is the identification of the bigger, better, more preferable category but not how much bigger, better, more preferable it is to any of the others.

e.g. Categorical: Gender, religion.

e.g. Ordinal. Education level.

Interval are variables whose equal differences between their values imply equal differences for the attribute the variable counts (e.g., age, temperature). This scale not only allows for the hierarchy of subjects but also determines their exact difference. The distance between any two successive values of this variable is equal to the distance of two other random successive values of this variable. It also makes no sense to calculate proportions. A key feature of the variables in this arrangement is the arbitrary definition of zero, which does not imply a complete lack of a measurable attribute. Ratio are the variables whose values are in proportion to the amount of characteristic that they count. Here, zero belongs to the value range of the variable and denotes complete absence. And also, for the values of these variables the calculation of the proportions is meaningful.

The values of a qualitative variable can be coded and replaced by numeric values specified by the researcher. This results in a "new" numerical discrete variable called dummy (Dummy variable). E.g. Gender Variable Value '0': Men and Value '1': Women. Practical value: Easily import data into the computer. They are widely used in Regression Analysis and Econometrics.

Variables whose values are dependent on the corresponding values of other variables are called Dependent variables. The variables whose values do not depend on the respective values of other variables, but only affect them are called independent variables.

Purpose / Objectives

The Students are to learn how the measurements of the characteristics of the study population are made and how these measurements are recorded as Variable or characteristics that change.

Expected Results

For students to know how to distinguish Variables

- Interval or Scale,
- Nominal,
- Ordinal,
- Dependent
- Independent
- pseudo-variables.

Keywords

Variables	Nominal	Ordinal	Interval	Dependent
Independent	pseudo-variables			

Annotated Bibliography

Basic Material

Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter two (pages 30 - 38) a detailed explanation is given of all types of variables and their use in behavioural sciences.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. The first part in the introduction (pages 3 - 20) explains types of variables and how they are treated.

Self-Assessment Exercises / Activities

Exercise 1.1
What are qualitative and quantitative variables? (Your answer should not exceed 250 words)

Recommended study time for students
About 10 hours

Method of selection of subjects, sampling:

(3rd week)

Summary
Sampling can save us money and time. Because the research process is sometimes destructive to the product of the study, the sample can 'save the lot'. If access to the population is impossible, sampling is the only option.

Introductory Remarks
Sampling techniques are a set of methods that allow us to reduce the size of the data to be collected by considering data from subgroups rather than all possible cases.
In order to select, from the population we are surveying, the sample to be examined we must define the population as a set of suitable units called sampling units. Depending on the research, the sampling unit may refer to people, objects or events. The total of sampling units corresponding to the population under study is the sampling frame. That is, it is a comprehensive list of all cases in the population from which the sample will be selected, e.g. if the purpose of the survey relates to regional hospital doctors, the sampling frame will be a comprehensive list of hospital doctors. A sampling frame must be accurate and up to date.
Sampling techniques are divided into two categories, probability sampling or representative sampling and non-probability sampling or judgement sampling. The first case involves techniques such as simple random sampling, stratified sampling, by group, etc. while the second involves techniques such as percentage sampling, snowball sampling, etc.
Simple random sampling ensures an equal chance for each frame unit to be included in the sample, where random selection can be achieved by the lottery method, by random number tables or by a PC.
The stratified sampling is done if the population being examined is not homogeneous enough then simple random sampling may not be representative. In such cases the representativeness can be improved by applying stratified sampling. That is, we divide the population into categories (strata), making sure that each category is as homogeneous as possible so as to form the largest possible differentiation between the categories. A random sample (simple or systematic) is selected from each layer which are combined into a sample.
Group sampling is similar to stratified sampling as it is necessary to divide the population into discrete categories called groups that are created by any physical grouping that occurs in the data, e.g. by geographical area, by blood group, by gender etc. the following steps:

- Select the grouping for the sample frame.
- Number each of the groups. The first group has 0, the second has 1, etc.
- Select the sample using some type of random sampling.

The difference of group sampling from stratified is that in the second we randomly sample units from each layer while in the first we randomly select certain groups and then consider all units that each group has in that sample.

Purpose / Objectives

For students to learn the different ways of sampling from the population so that the sample is representative.

Expected Results
For students to be able to distinguish:

- What constitutes a random sample
- what constitutes a non-random sample
- ways of random sampling
- ways of non- random sampling

Keywords

Sampling	Random	Not random	Stratified		

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter eight (pages 180 - 183) random and non-random sampling is explained.

Supplementary Material

Self-Assessment Exercises / Activities
Exercise 1.1
What is random sampling? (Your answer should not exceed 250 words)

Recommended study time for students
About 10 hours

Frequencies, tables and graphs:

(4th Week)

Summary
Statistics should be presented in a simple and clear way so that it is easy for anyone to understand. The presentation can be in the form of Tables or Graphs.

Introductory Remarks
In each table, that has been compiled correctly, is very helpful in presenting the data, which except for the main body, also contains the statistical data separated into rows and columns, the following particulars are also observed: A. the title, written above and must clearly and concisely state the contents of the table, B. the column headings (and rows), which summarize the nature and unit of measurement of the data, C. the source written at the bottom of the table and showing the origin of the data, D. the footnotes written at the bottom of the table and before the source, if it is considered necessary to provide some explanation.
Frequency allocation tables: These tables are compiled with appropriate classification and systematic grouping of the values of the variable under consideration.
In the same way as in tables, a graph should contain the following elements: title, size scale, legend, source. Below are some of the key graphs: Bar Charts: are mainly used for the presentation of qualitative data. Pie Charts: are circles separated in cyclical sectors where all circular segment correspond to a portion of the displayed total (a variable value). Histograms are used to graphically display quantitative distributions, consisting of successive rectangular bars, having a base equal to the interval grades positioned on the horizontal axis. The area of each rectangle is equal to the frequency of the corresponding order.

Purpose / Objectives
For students to be able to use tables and charts to help better describe their sample.

Expected Results
For students to distinguish graphs:

- Bar charts
- Pie Charts
- Histograms

and which better describes each type of variable.

Keywords

Graphs/Charts	Bar charts	Pie Charts	Histograms	

Annotated Bibliography
Basic Material

Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter three (pages 56 - 62) a detailed explanation of graphs and how they are constructed is given.

Supplementary Material

Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part 2 (pages 23 - 36) a detailed explanation of graphs and how they are constructed in SPSS is given.

Self-Assessment Exercises / Activities

Exercise 1.1

For the frequency table below please create a bar chart.

Ages	Frequency a
10 - 14	5
15 - 19	9
20 - 24	11
25 - 29	7

Recommended study time for students

About 10 hours

Measurements of Central tendency:

(5th week)

Summary
Apart from the appropriate graphs some figures are necessary, known as numerical descriptive measures. The location measures or central tendency measures determining the position of the values in space.

Introductory Remarks
The arithmetic mean or just mean is defined as the quotient of the sum of the values of the variable to the sample size. Symbolism: μ when we refer to a population and x when we refer to a sample.
Median (M) is that value of the variable which separates the set of values in two equal parts, so that the number of observations which are smaller than M, is equal to the number of those larger than M. It is the point of distribution that leaves 50% of the observations above and 50% below. To find the median, the observations are sorted in their natural order. If the values of the variable are not included in the frequency table, the median is given by the term (N + 1) / 2, where N is the number of observations. If N is an odd number the median is the observation at (N + 1) / 2, because this observation leaves (N-1) / 2 observations above and (N-1) / 2 observations below. Whereas if N is even, then there are two values in the middle of the values, so the median is the average of these two values.
e.g.
a) 3, 4, 0, 6, 5, 8, 1, 1, 6, 1, 2, 8, 9 and b) 3, 4, 0, 6, 5, 8, 1, 1, 6, 1, 2, 8, 9, 9
a) We have N = 13 observations, which are in ascending order:

0 1 1 1 2 3 4 5 6 6 8 8 9.

So, the median is the middle observation (seventh in the row), = 4.
b) We have N = 14 observations which in ascending order are:

0 1 1 1 2 3 4 5 6 6 8 8 9 9.

So the median is the average of the two middle observations (the seventh and eighth in a row), that is = (4 + 5) / 2
Mode or Dominant Value (Mo) is the value of the variable with the highest frequency. The mode is not always unambiguously defined.

The kth- percentile (P_k) (Percentiles) of a set of values is the value for which the k% of the observations are less than this value. For example, if k = 90, then P_{90} is the value that leaves 90% of the observations below.
A very interesting class of quantiles is quartiles, which are the values of the variable that divide the total in 4 equal groups. The first quartile Q_1 is the value of the variable below which 25% of the observations are located and the remaining 75% are above this value. It is obvious that Q_2 is the median M and finally the third quartile Q_3 is the value of the variable below which 75% of the observations lie and the remaining 25% above. If the data is not grouped, Q_1 is located at (N + 1) / 4, while Q_3 is located at position 3 (N + 1) / 4.

Purpose / Objectives
For students to become aware of statistics showing central tendency and how this helps not only in describing the sample but also in inductive statistics.

Expected Results
For students to recognize the advantages and disadvantages of each of the following central tendency measure:

- Mean
- Median
- Mode

Keywords

Mean	Median	mode			

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter four (pages 70 - 78) a detailed explanation measures of central tendency is given.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part 2 (pages 39 - 45) a detailed explanation of of the use of measures of central tendency is given.

Self-Assessment Exercises / Activities
Exercise 1.1
Please calculate the following

Mean Median Mode

for the numbers below

2 3 2 4 3 2 4 1 2 3 1

Recommended study time for students
About 10 hours

Measurements of variability:

(6th week)

Summary
Apart from the appropriate graphs some figures are necessary, known as numerical descriptive measures. The measures of variability determining how the variable values differ from each other.

Introductory Remarks
The range is the simplest and shows the width of the variable values. It is easily calculated after the observations are placed in their natural order, that is, we subtract from the maximum the minimum. The disadvantage of the range is that it depends on the extreme values of the variable.
Another measure of dispersion is the mean absolute deviation (MAD), which is defined as the mean of the absolute arithmetic differences of the values of the variable from the mean. The smaller the result, the closer the observations are to μ, which means that μ is representative and reliable. Because of the absolute values, MAD is not easy to calculate, so other variability measures are used.
The most commonly used variability measures are variance
and standard deviation. The variance is the arithmetic mean of the squares of the differences of a variable values from its arithmetic mean. Because the variance is expressed through the square of the variable, we also take the positive square root of the variance called standard deviation, which is expressed by the same units of measure as the unit of measure of the variable. The lower the values of the variance and the standard deviation, the more concentrated around the mean the values of the variable are.
The interquartile range is the difference of the first to the third quartile. Between them lie 50% of the distribution values. Therefore, the shorter this interval, the greater the concentration of values and thus the lower the dispersion of the values of the variable. The half of the interquartile range is known as (semi - interquartile range) and is denoted by Q. It is measured with the same units as the variable and does not depend on all values but only on those included in the calculation of the first and third quartiles.

Purpose / Objectives
For students to be aware of variability statistics and how these help not only in describing the sample but also in inductive statistics.

Expected Results
For students to recognize the advantages and disadvantages of each of the following variability measures:

- Range
- Variance
- Standard deviation
- Inter-Quartile Range

Keywords

Range	Variance	Standard deviation	Inter-quartile Range

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter four (pages 79 - 85) a detailed explanation measures of variability is given.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part 2 (pages 39 - 45) a detailed explanation of the use of measures of variability is given.

Self-Assessment Exercises / Activities
Exercise 1.1
For the data please calculate the following statistics

2 3 2 4 3 2 4 1 2 3 1

Standard deviation
Fluctuation
Range
Quaternary

Project / assignment 1

For the data please calculate the following statistics (10% of the final evaluation).

5 8 5 4 6 4 5 8 7 5 6 4 5 6 7 8 5 6 4
6 7 5 4 6 7 8 5 6 5 6 7 8 6 5 6 5 4 6

Standard deviation
Fluctuation
Average
median
Range
Quaternary

Recommended study time for students
About 11 hours

Measures a symmetry and kurtosis

(7th week)

Summary
The distribution of a data set can be either symmetric or non-symmetric, and the symmetry is measured with measures of symmetry and kurtosis. A virtual teleconference will take place this week, using a real dataset, that will include a demonstration of a simulated data input, organization and cleaning as well as the subsequent data analysis and presentation of descriptive statistics and graphs.

Introductory Remarks
As numerical measures for the determination of symmetry several parameters have been proposed, the most important of which are:
1. Pearson symmetry coefficients which are called the first and second Pearson symmetry coefficients respectively.
2. Bowley's symmetry coefficient or quartile coefficient which takes values between –1 and 1.
3. Symmetry coefficient based on moments. Generalizing the concept of dispersion one can define **the** so-called central moments. The symmetry coefficient based on the moments (moment coefficient of skewness) expresses symmetry if it is zero and if it is not zero it indicates asymmetry. The type of asymmetry is determined by the sign of the central third order moment. If it is positive then we have positive asymmetry, and if it is negative, then we have negative asymmetry.
Measures of kurtosis: These measures concern the extent of data collection around the middle and the tails of the distribution. A distribution having a relatively high frequency (peak) and hence high concentration of values around the mean is called leptokurtic, whereas if the maximum frequency is relatively small it is called platykurtic. Distributions approximated by the normal distribution are called mesokurtic.
One measure that expresses the degree of curvature of a distribution is the Pearson's kurtosis coefficient. Because for normal distributions we have kurtosis = 3 it is customary to measure kurtosis by subtracting 3, which for finite curves gets positive values (positive kurtosis), while for wide curves it becomes negative (negative kurtosis).
The boxplot is a graph with which we can present the main features of the sample distribution. It helps us to have a supervisory view of the distribution of the variable and to identify any irregularities.
Construction Method:
1) Calculate: median, Q1, Q3 and Q3-Q1.
2) We construct a rectangle with bases Q1 and Q3. We draw the median in the rectangle.
3) Calculate the distances: Q1-1.5(Q3-Q1) and Q3 + 1.5(Q3-Q1).
4) are name the left adjacent point observation which is the nearest larger value to Q1-1,5(Q3-Q1) and right adjacent point observation which is the nearest smaller value of Q3 + 1,5 (Q3- Q1). We draw two straight sections from the middle of the base to the adjacent points.

5) The values found outside the boundary of adjacent points are possible irregular points.

Purpose / Objectives
For students to know the measures of symmetry and kurtosis and recognize the different data distributions whether they are symmetric or not.

Expected Results
For students to know the constraints of the symmetry of a distribution and distinguish the concepts:

- Symmetry
- Asymmetry
- Kurtosis

Keywords

Symmetry	Asymmetry	Kurtosis	

Annotated Bibliography
Basic Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part 2 (pages 39 - 45) a detailed explanation of the use of measures of shape is given.

Supplementary Material

Self-Assessment Exercises / Activities
Exercise 1.1
Please draw a boxplot for the following data:

5 8 5 4 6 4 5 8 7 5 6 4 5 6 7 8 5 6 4 11

Recommended study time for students
About 10 hours

The Central Limit Theorem:

(8th Week)

Summary

The normal distribution is considered as the most important distribution in Statistics and the reasons explaining this prominence is that many random variables satisfactorily described by the normal distribution and the properties of the normal distribution are utilized in Statistical hypothesis testing.

Introductory Remarks

The "secret" that explains the wide range of applications of the normal distribution is found in a surprisingly strong theoretical result of Probability Theory which is confirmed experimentally. This is the Central Limit Theorem the foundations of which was raised by two great mathematicians. By Abraham De Moivre in 1733 and about a century later, in 1812, by Laplace. According to the Central Limit Theorem, the sum, and therefore the mean, of a large number of independent observations follows an approximate normal distribution, regardless of which distribution the observations follow. How, however, does this result explain the high applicability of the normal distribution? It is simple. In many phenomena and experiments, the values of various attributes (variables) are the result of the cumulative effect of many independent causes-factors none of which prevails over the others. For example, waiting time in a queue is the result of many factors such as the day of the week, the time of day, the effectiveness of the employee, the type of transaction being performed, etc. Also, the weight of the animals at a farm, is due to a multitude of factors such as the animal's individuality, race, gender, maintenance conditions, living conditions, etc. Each of these factors produces a positive or negative result, and together they contribute to the formation of the final result. Such characteristics (variables) occur in many phenomena and experiments. The Central Limit Theorem says that exactly these characteristics are well described by normal distribution. In addition, the Central Limit Theorem associates normal distribution with any other distribution (since observations do not require normal distribution), which also answers the question why normal distribution applies to a large number of phenomena and experiments. It should be emphasized that in order to prove that a particular characteristic (variable) is sufficiently approximated by the normal distribution, measurements must be made to verify such a conclusion.

Purpose / Objectives

For students to know the Central Limit Theorem and how it can be used for modelling and easier inductive population analysis.

Expected Results

For students to Be aware of the limitations of the Central Limit Theorem.

Keywords

Normal distribution	Central Limit Theorem		

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter five (pages 79 - 85) a detailed explanation of the central limit theorem is given.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part 2 (pages 59 - 60) an explanation of the use of the central limit theorem is given.

Self-Assessment Exercises / Activities
Exercise 1.1
What does the Central Limit Theorem say? (Your answer should not exceed 250 words)

Recommended study time for students
About 10 hours

Normal distribution:

(9th week)

Summary
One of the first applications of the normal distribution was made in 1809 by the great German mathematician Carl F. Gauss who found that errors made in astronomical observations can be satisfactorily described by the normal distribution. Subsequently, it was also found that the random errors (not the systematic ones) that occur in the various measurements follow a fairly normal distribution. For this reason, the normal distribution is also called the law of errors. Also known as the Gaussian Distribution, for the great contribution of Gauss at highlighting its properties and importance.

Introductory Remarks
We have already mentioned the normal curve. Like all frequency curves, it results as an approximation of the frequency polygon of the values of a continuous variable. That is, by increasing the sample size and constructing the histogram with decreasing widths ($c \rightarrow 0$), the corresponding polygon approaches a smooth curve. The regular curve has a bell shape, is symmetrical and its "tails" approach the horizontal axis smoothly (asymptotically). The mean value and the median are the same. Also, the peak corresponds to the mean and the median. Thus, the region with the highest density is also in the middle of the distribution. That is, when the values of a variable are normally distributed, then there are relatively many values around their mean while relatively few values are far from the mean. For example, if the height of Greeks, aged 18 to 25 years, is normally distributed, with an average of 170 cm and a standard deviation of 5 cm, then there are more people between 170 cm and 175 cm than those between 180 cm and 185 cm. Also, very few individuals have a height greater than 185 cm or less than 155 cm.

Purpose / Objectives
For students to become aware of the use of the normal distribution for calculating probabilities relative to the population always using the mean, standard deviation and sample size.

Expected Results
For students to use the rule of 68-95-99.9 to calculate probabilities.

Keywords

Normal distribution	Gaussian distribution		

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter five (pages 79 - 85) a detailed explanation of the normal distribution is given.

Supplementary Material

Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part 2 (pages 59 - 60) an explanation of the use of the normal distribution is given.

Self-Assessment Exercises / Activities
Exercise 1.1
It has been observed that the time it takes an ambulance to reach a health center at the nearest regional hospital follows an approximately normal distribution with a mean of m = 17 min and a standard deviation of s = 3 min. Find the probability, the time it takes the ambulance to reach the regional hospital,
(a) to be at most 15 minutes
(b) to be more than 22 minutes
(c) to be at least 13 minutes and not more than 21 minutes

Recommended study time for students
About 10 hours

Hypothesis testing:

(10th Week)

Summary

The statistical hypothesis testing is an inferential process / method offered by the Statistical Inference which finds application in stochastic decision making between two alternative hypotheses. One hypothesis has been denoted as H_0 and is called the null hypothesis, and the other is H_1 and is called the alternative hypothesis.

Introductory Remarks

The general idea of the statistical hypothesis testing procedure is as follows: we set as the null hypothesis (H_0) the one we doubt, the one we dispute, and examine whether a random sample we take from the population argues in favour of rejecting it, against the alternative (H_1). That is, H_0 is rejected or not rejected based on what is observed in the random sample taken from the population. In particular, assuming that H_0 is true, if what is observed in the sample is extreme, that is, if it is very unlikely to occur, then we reject H_0. Otherwise, that is, if what is observed in the sample is not extremely rare (when H_0 is true) then the sample we take does not give us sufficient evidence to reject H_0 and "fails to reject it". Of course, with this strategy we take a risk, because even the extreme, even with the slightest chance, can happen. Specifically, assuming that H_0 is true, if we consider that what is observed in the random sample is extreme and reject it, then exactly one of the following may have happened:

(a) either H_0 is really not true, therefore we have decided correctly,

(b) either H_0 is true and the extreme is due to luck, that is, something rare has happened (a sample which rarely appears appeared).

In this case, we rejected H_0 incorrectly. This error is called a type I error, as under H_0, the extreme is possible, albeit with a very small probability, e.g. 0.0001 to happen, then, we wrongly rejected H_0 with a probability of 0.0001. Accordingly, it is possible not to reject H_0 incorrectly. That is, we fail to reject H_0, while H_1 is true. This error is called a type II error. The "risk" is therefore double, with the probability of incorrect rejection of H_0 and incorrect non rejection of H_0 Checking the normality of a sample's values should be the first and perhaps the most basic test for a proper statistical analysis of an experiment. All statistical programs have the basic tests, which are the Shapiro-Wilk and Kolmogorov-Smirnov criteria with the first one being the strongest.

Purpose / Objectives

For students to be able to recognize how the null and alternative hypotheses are expressed in a statistical analysis and what are the Type I statistical error and the Type II statistical error.

Expected Results

For students to be able to express the null and alternative hypothesis in a statistical analysis.

Keywords

Hypothesis	Null	Alternative	Normality		

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter ten (pages 238 - 245) a detailed hypothesis testing is given.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part 3 (pages 99 - 103) an explanation of the use of hypothesis testing is given.

Self-Assessment Exercises / Activities
Describe Type I statistical error and Type II statistical error.
(Your answer should not exceed 350 words) (5% of final evaluation)

Recommended study time for students
About 10 hours

Confidence intervals:

(11th week)

Summary

The confidence interval is a range of numbers that is believed / estimated to contain an unknown parameter (e.g. mean, standard deviation) of the population. At the same time, it is a measure of confidence in the unknown parameter.

Introductory Remarks

The central limit theorem states that for a large random sample of any population with mean μ and standard deviation σ, the sample mean is normally distributed with mean μ and standard deviation $\sigma/\sqrt{n}$.

From the normal distribution table, it is shown that the standard normal random variable Z has a 95% probability of being within the range -1.96 to +1.96 , a 47.5% probability that the standard normal random variable is between 0 and Z = 1.96, thus 95% between -1.96 to +1.96 if we take the symmetric negative values . Therefore, before sampling, there is a 95% probability that X will fall within $\mu \pm 1.96\,\sigma/\sqrt{n}$. When conducting a sampling we address the following issues:

1. We do not know the mean of the population size.
2. usually we do not even know the standard deviation of the population distribution.

Also, of great importance is the sample size relative to the population.

1. If the sample is approaching the population, then the mean of sample X is approaching the mean μ of the population.
2. But since it is virtually impossible or unprofitable to study the entire population, then we agree to draw statistical conclusions for the sample population, accepting a margin of error equal to $\pm 1.96\,\sigma/\sqrt{n}$.

When the population standard deviation σ is known and we sample from a normal population or a large sample, then the 95% confidence interval for the population mean μ is: $\bar{x} \pm 1.96\,\sigma/\sqrt{n}$. Where $1.96\,\sigma/\sqrt{n}$ is the margin of error or sampling error.

Usually the population standard deviation σ is unknown. Then we use the sample standard deviation S and the t distribution (student) The standard statistical measure t has the distribution of t with n-1 degrees of freedom. The t Distribution is wider than the standard Normal Distribution and is more volatile since it contains greater inherent uncertainty (unknown mean but also unknown standard deviation)

Purpose / Objectives

For students to recognize what confidence intervals are and how they are calculated for a population under investigation.

Expected Results

For students to calculate confidence intervals for data.

Keywords

confidence intervals	t Distribution	Known standard deviation	Unknown standard deviation

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter twelve (pages 288 - 307) and chapter thirteen (pages 319 – 332) a detailed explanation of confidence intervals is given.

Supplementary Material

Self-Assessment Exercises / Activities
Exercise 1.1
Calculate the confidence interval with known standard deviation .

2 3 2 4 3 2 4 1 2 3 1

Recommended study time for students
About 13 hours

Correlation:

(12th week)

Summary

Correlation is the degree and direction of the covariability of two variables as they reflect characteristics of the population under study.

Introductory Remarks

In cases where from the population we chose a random sample and for each random unit we study two or more features, it makes sense to look for measures that can express and quantify the possible covariability – correlation of the features. For example, are salary and years of study of workers correlated?
How do they correlate? That is, when the years of study increase, does the employee's salary increase? (does it decrease?!). How strong is the covarability of salary and years of study? A simple way to get an idea about whether and how two variables covariate - is to construct a scatter diagram. That is, to represent the pairs of observations in a diagram. But how strong is this correlation? So how can it be measured? In this course, we will deal with two correlation measures: Pearson's linear correlation coefficient and Spearman's linear correlation coefficient. The Pearson's linear correlation coefficient is denoted by r while the Spearman's linear correlation coefficient is denoted by ρ. The linear correlation coefficient gives a measure of the magnitude of the linear correlation between two variables.
It assumes values in the closed space [-1, 1]
If $r = \pm 1$ there is a perfect linear correlation.
If $-0.3 \leq r < 0.3$ there is no linear correlation. However, this does not mean that there is no other correlation between the two variables.
If $-0.5 < r \leq -0.3$ or $0.3 \leq r < 0.5$ there is a weak linear correlation.
If $-0.7 < r \leq -0.5$ or $0.5 \leq r < 0.7$ there is an average linear correlation.
If $-0.8 < r \leq -0.7$ or $0.7 \leq r < 0.8$ there is a strong linear correlation.
If $-1 < r \leq -0.8$ or $0.8 \leq r < 1$ there is a very strong linear correlation.

Positive values of r do not necessarily indicate a higher degree of linear correlation than the degree of linear correlation indicated by negative values of r. The degree of linear correlation is determined by the absolute value of r and not by the sign of r. The sign of r specifies only the type of correlation (positive or negative). That is, it tells us whether increasing one variable corresponds to increasing or decreasing the other variable. For example, r = 0,9 shows a stronger linear correlation than r = 0,8, while r = 0.6 and r = −0.6 show the same degree of linear correlation. but the opposite kind.

Purpose / Objectives

For students to recognize what a correlation is and what the correlation coefficient and the relationship of two variables indicate.

Expected Results

For students to distinguish strong from weak associations as well as positive from negative ones.

Keywords

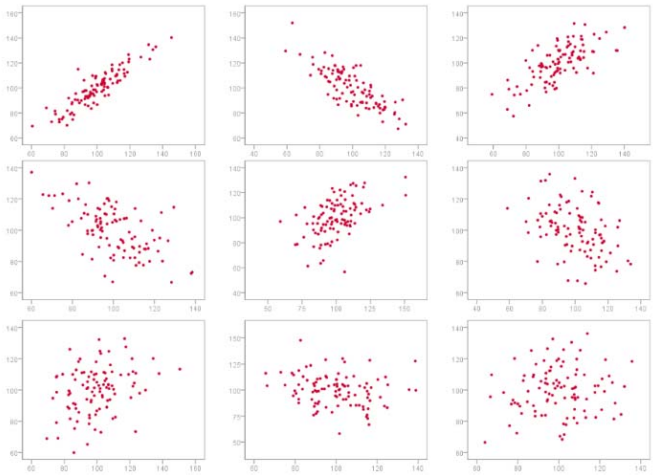
Correlation	Correlation Coefficient			

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter six (pages 113 - 135) a detailed explanation of correlations is given.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part 2 (pages 76 - 86) an explanation of the use of correlations is given.

Self-Assessment Exercises / Activities
Exercise 1.1
Match the correlation coefficients with the diagrams that follow

0.1 -0.2 0.3 -0.4 0.5 -0.6 0.7 -0.8 0.9



Recommended study time for students
About 13 hours

Non -parametric statistical tests:

(13th Week)

Summary

The main statistical tests have as a basic condition that for the statistical test function X to follow a certain distribution, the values of the sample or samples involved in the test must follow the normal distribution. If this condition is not true, statistical analysis is very likely to lead to incorrect conclusions with uncontrolled magnitude of error. A virtual teleconference will take place this week, using a real dataset, which will include a demonstration of a simulated analysis including tests of normality as well as parametric and non-parametric correlations and explanation of scatter plots.

Introductory Remarks

There is a clear need for statistical tests that allow samples to be analysed with values for which we do not know if they follow a distribution and what distribution this is. Thus, non- parametric tests are generally defined as those tests that do not require assumptions about the distribution of sample values. In contrast, statistical tests based on the assumption that sample values come from a population or populations following a particular distribution, (usually the normal distribution), are called parametric tests.

The main differentiation of nonparametric tests from parametric is that in the non-parametric statistics we do not analyse the sample values as such, but we create and analyse ranks or runs of data. If {x1, x2, ..., xm } is a random sample with quantitative data, we call degree xi the number ri of the sample data that is less than or equal to xi. The concept of run relates to sequences formed by the symbols of two types, for example the sequence:

+ + + oo + oooo + + +

In this sequence we have five streams: '+++', ' oo ', '+', ' oooo ' and '+++' with lengths of 3, 2, 1, 4 and 3. The quantitative data of a sample are easily converted to flows if we assign the symbol + to any value less than the median or any other symbol we want, and to any value greater than the median we assign the symbol - or another. Values equal to the median are omitted. Replacing sample values with degrees or flow sequences allows us to ignore the distribution of the sample values. However, this has the disadvantage that in several non-parametric tests the information we obtain is less than the corresponding parametric tests. Also, because in degrees or flows there is no mean value, in non-parametric assumptions H_0 and H_1 do not contain the mean. Finally, it should be emphasized that if a statistical hypothesis is tested by both parametric and non-parametric tests, parametric testing is stronger than the non-parametric when the conditions for applying parametric tests are met.

Purpose / Objectives

For students to understand the difference between parametric and non-parametric statistical assumptions.

Expected Results

For students to distinguish between parametric and corresponding non-parametric tests.

Keywords

Parametric	Non-parametric	Spearman		

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter seventeen (pages 450 - 490) a detailed explanation of non-parametric tests is given.

Supplementary Material

Parametrically	**Non-parametric**
Single t test	
Pearson's correlation	

Project 2
Use the dataset on the platform to describe and analyse all the variables and present your findings in a report (40% of final evaluation).

Recommended study time for students
About 13 hours

LAST VIRTUAL MEETING / GROUP CONSULTATION MEETING

In this last virtual meeting, students are informed about the structure and form of the questions of the Final Examination (e.g. multiple choice, short answer, essays, case study, etc.), as well as whether the course exams will be conducted with closed or open notes.

FINAL EXAMS:

(14th Week)

Recommended study time for students
About 30 hours

INDICATIVE ANSWERS
IN SELF ASSESSMENT EXERCISES

Introduction to Statistics:
(1st week)

Exercise 1.1

An indicative solution for this self-assessment exercise is not included since the specific exercise is graded with 5% of the final assessment.

Measurement (Variables):
(2nd week)

Exercise 1 .1

Qualitative, whose values are not numerical, but are descriptions using names. Their values are not numerical or not fully determinative but only indicative or comparative e.g. voters' preferences. The harmful effects of tobacco, health status, marital status, origin etc. Quantitative whose values are numeric and measurable e.g. the annual number of traffic accidents, the number of children in a family, the salaries of civil servants, etc.

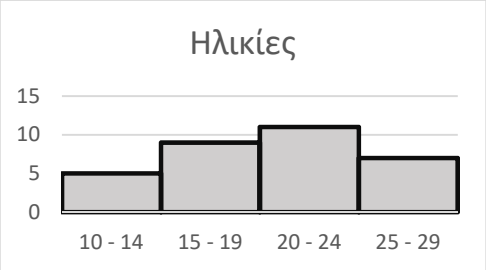
How to select the subjects to be sampled:
(3rd week)

Exercise 1.1

Random sampling is where the entire population has the same probability of being selected. From a population of finite plurality of units for analysis randomly select a population sample without replacement. Randomly does not mean that we choose at random whatever we want from the population of some people. The randomness is ensured by use of random numbers when selecting persons or using ballot.

Frequencies, tables and graphs:
(4th week)

Exercise 1.1



Measurements of Central Tendency:
(5th week)

Exercise 1.1

2 3 2 4 3 2 4 1 2 3 1

Mean	2.454545	Median	2	Mode	2

Measurements of Variability:
(6th week)

Exercise 1.1

2 3 2 4 3 2 4 1 2 3 1

Standard deviation	1.035725	Range	3
Fluctuation	1.072727	Quaternary	1

Project 1:
(6th week)

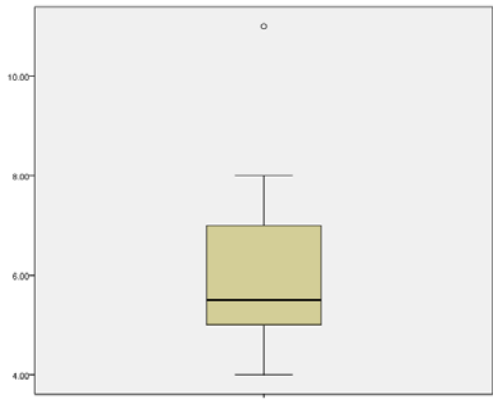
The work will be scored based on the following criteria:

- Grammar and Spelling 10%
- Writing structure and consistency 20%
- Use of correct parameters 20%
- Correct explanation of results 50%

The Project should not exceed 200 words not including tables, calculations, and graphs.

Measurements of symmetry and kurtosis
(7th week)

Exercise 1.1



The Central Limit Theorem:
(8th week)

Exercise 1.1

According to the Central Limit Theorem, the sum and - therefore - the mean, of a large number of independent observations follows an approximately normal distribution, regardless of which distribution the observations follow. In addition, the Central Limit Theorem associates normal distribution with any other distribution (since observations do not require normal distribution).

Normal distribution:
(9th week)

Exercise 1.1

$$\alpha)\ P(X \le 15) = P(\frac{X-17}{3} \le \frac{15-17}{3}) = P(Z \le -0.67) = \Phi(-0.67) =$$
$$= 1 - \Phi(0.67) = 1 - 0.7486 = 0.25$$
$$\beta)\ P(X > 22) = P(\frac{X-17}{3} > \frac{22-17}{3}) = P(Z > 1.67) = 1 - P(Z \le 1.67) =$$
$$= 1 - \Phi(1.67) = 1 - 0.9525 = 0.0475$$
$$\gamma)\ P(13 \le X \le 21) = P(\frac{13-17}{3} \le \frac{X-17}{3} \le \frac{21-17}{3}) = P(-1.33 \le Z \le 1.33) =$$
$$= 2 \cdot \Phi(1.33) - 1 = 2 \cdot 0.9082 - 1 = 0.8164$$

Hypothesis testing:
(10th week)

Exercise 1.1

An indicative solution for this self-assessment exercise is not included since the specific exercise is graded with 5% of the final assessment.

Confidence intervals:
(11th week)

Exercise 1.1

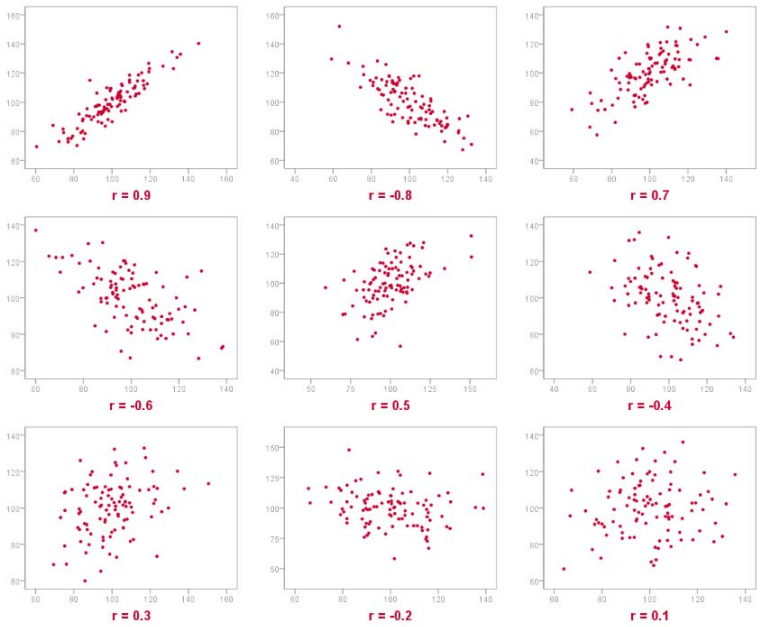
Mean = 2.454545

Standard deviation = 1.035725

$\bar{x} \pm 1.96\,{}^{\sigma}/_{\sqrt{n}}$ And so $2.455 \pm 1.96\,{}^{1.036}/_{\sqrt{11}}$

Correlation:
(12th week)

Exercise 1.1



Non -parametric statistical tests:
(13th week)

Exercise 1.1

Parametrically	**Non-parametric**
Single t test	Wilcoxon Signed-Rank test
Pearson's correlation	Spearman's correlation

Project 2
(13th week)

The work will be scored based on the following criteria:

- Grammar and Spelling 10%
- Writing structure and consistency 20%
- Use of correct parameters for data description 20%
- Use of correct charts and graphs 10%
- Correct explanation of results 40%

The Project should not exceed 1000 words not including tables, calculations, and graphs.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC105	Feedback form					
Student's Registration number						
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	**Comments**
Conceptual understanding and connections **(40%)**	Used math terms correctly and showed a complete understanding of how they connect	Used most math terms correctly and showed an understanding of their connections	Showed some understanding of math terms and their connections	Found almost no important math terms or their connections	No conceptual understanding	
Strategies and reasoning **(20%)**	Showed all the steps used to solve the problem	Showed a reasonable plan and most of the steps used to solve the problem	Showed some of the steps but the plan was not clear	Showed a plan that is not reasonable or with unnecessary information	No plan shown	
Computation/ Execution **(20%)**	Computed with no errors	Minor errors in computation	Major errors in computation and arrived at a wrong answer	All the computations are wrong but attempted all or some of them.	No computation	
Communication **(20%)**	Completely communicated what was done and why it was done	Communicated mostly about what was done and a little about why it was done	Communicated something about what was done or why it was done but not both	Communicated something that didn't go with the answer	No written explanation	

General Comments

Instructor				**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Psychology II

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC110**	**Psychology II**	
Level	Undergraduate ☒	Postgraduate (master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Class Weeks/ Exams	Individual assignment 20 % Group assignment 20% Two learning activities (forum) 5% for each activity – Total 10%		
Assessment	Assignments 50%	Final Examination 50%	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dimitropoulou Panayiota
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

Psychologists deal with the study, understanding and interpretation of mental phenomena and the demonstration of normal or deviant behaviours of both individuals and social groups. A psychologist is the scientist who deals with the prognosis, diagnosis and treatment of psychological problems. A psychologist must truly respect and be essentially interested in people, their needs and peculiarities. He/ She must judge objectively – without prejudice – and have patience, composure, persuasion and communication skills as to be accepted by people asking for his/ her services. Responsibility and confidentiality are also essential personal characteristics.

GENERAL OBJECTIVES**:**

- to develop the students' capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- to develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- to build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- to provide students with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- to provide students with a solid training in psychology and its methods;
- to foster awareness of contemporary developments and issues in psychology;
- to prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;

- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

LEARNING OUTCOMES:

Upon successful completion of the programme, students will be able to:

- have detailed knowledge and understanding of a range of current models, theories, concepts and research outcomes in key areas of psychology;
- apply a wide range of psychological concepts to understand behaviour in various contexts;
- confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods;
- evaluate information in order to plan and implement investigative and research strategies;
- work independently within a structured context;
- work effectively in a team;
- appreciate the importance of professional development;
- take responsibility for their own learning and self-development;
- demonstrate the ability to comprehend and creatively combine multiple perspectives.

Presentation of the Course through the Study Guide

- **Short description & objectives**

This course aims at enhancing the understanding of theories and research in various fields in psychology through an in-depth study of the most important issues relating to this field. It also aims at increasing students' knowledge on contemporary issues, scientific studies and findings in the main branches of Psychology.

Course Content

This course constitutes a review and analysis of the basic methods and views that prevail in the field of human behaviour science. The course encourages students to explore classical concepts in psychology within the context of modern information and scientific advances in the different areas:

The course deals with the following specific subjects:

- Introduction: Definition and goals. The roots of Psychology as a science and modern theoretical perspectives.
- Research: The framework of psychological research. Conducting research. Samples and analysis.
- Neuroscience and Behaviour: What causes behaviour? How cells communicate with each other.
- Sensation: The world through the sensations. The visual system. Dimensions of visual and auditory experience. Other sensations.
- Perception: The functions of perception. Perceptual processes (perceptual organisation, depth perception)
- Learning: Study of learning (classical conditioning, operant conditioning). New developments in learning theory.
- Recollection and memory: Definition, process, sensory imprint – memory, short-term, working and long-term memory. Memory as a constructive process. Memory failures.
- Thought and intelligence: shaping concepts. Problem-solving strategy. Barriers to thinking.
- The nature of intelligence and its factors. Measurement of intelligence. Human emotion.
- Motivation and emotion: Definition. Theoretical views. Hunger and thirst. Sex and sexuality. Achievement motivation. Work motivation.
- Human Personality: The study of personality, theories of personality and traits, psychodynamic theories, humanistic theories, learning theories, cognitive theories, comparison of personality theories.

- Social Processes: The social-psychological approach. Social perception. Attitudes and persuasion. Interpersonal attraction. Group processes.
- The nature of consciousness. Sleep and dreams. States of consciousness under the influence of substances.
- Stress and Health: Stress and limiting factors, physiological and psychological responses to stress, its relation to health, strategic approaches.
- Definition, theoretical views, classification of mental disorders. Methods of treatment: Psychological therapy goal, psychodynamic, humanitarian, existential, cognitive behavioural therapies, biological treatments and effectiveness.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Appreciate the diversity of theoretical and empirical approaches to psychology.
- Promote a more diversified and insightful understanding of human behaviour.
- Assess and identify the weaknesses and advantages of each theory and experimental study.
- Describe the main findings and/ or theories in the areas of psychology covered during the course.
- Understand the scientific nature of Psychology, the use of the scientific model and the main types of statistical analysis.
- Delve deeper into the main psychological concepts pragmatically applied within the framework of school, family, work.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: Psychology: The Evolution of a Science

(1st Week)

Summary

This first course constitutes a review of key elements in the field of Psychology, such as the definition of the science of Psychology, the main divisions and disciplines under the American Psychological Association, while reference is made to modern developments in relation to Psychology Branches in Cyprus and Greece.

Introductory Remarks

This introductory course refers to key researchers and philosophers who have influenced the science of Psychology. Emphasis is placed on the contribution of the French School as well as of Structuralism that laid the foundations for the establishment of Psychology as a science. Furthermore, it also refers to Functionalism and its representative William James who focused on the study of goals served by cognitive functions.

Then, the content of the main Divisions of psychology is presented, starting with Clinical Psychology and Freud's contribution and psychoanalytic theory. Additionally, the Divisions of Cognitive and Educational Psychology are presented. Special reference is made to behaviourism, the main representatives of this approach (Watson, Skinner, etc.) and the fundamental experiments that led to establishing objective observation. Furthermore, a short reference is made to other Divisions based on the American Psychological Association (Developmental, Organisational, School Psychology), while extensive reference is made to the developments in Cognitive Neuroscience.

Finally, special reference is made to psychologists and the various possible career options and to how the profession has evolved from the past into the present.

Aims/Objectives

The main objective of this course is to remind students of the scientific definition of Psychology and to define the role and the employment of a professional psychologist nowadays. Additionally, it highlights its many Divisions and their various subjects of study. Finally, it aims at presenting the main schools of thought in the field of psychology and its most important representatives from the past to the present.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Understand the subject of the science of Psychology.
- Learn about the historical development, schools and main representatives of the science of Psychology.

- Identify the key Divisions and understand what each Division deals with.
- Fully understand the role of a professional psychologist and his/ her employability.

Key Words

Definition of Psychology	Subject of Study	Divisions of Psychology	Psychological Schools of thought	Main representatives	APA

Annotated Bibliography

- **Basic Sources/ Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 1. Ψυχολογία: Η Εξέλιξη μιας Επιστήμης σελ. 43-73. The roots of psychology, the development of the Branches and the profession of Psychologist are extensively presented.

- **Supplementary Sources/Material**
  Βοσνιάδου, Σ. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. Αθήνα: Gutenberg.
  Κεφάλαιο 1: Η επιστήμη της Ψυχολογίας σελ.17-42. The definition, brief historical retrospection, research fields and Divisions of Psychology, as well as the role and employment of psychologists are extensively referred to in this book chapter.

  Hayes N. (2011). *Εισαγωγή στην ψυχολογία (Τόμος Α')* Α. Κωσταρίδου-Ευκλείδη (Επιμ.). Αθήνα: Πεδίο.
  Κεφάλαιο 1: Γενικό-Εισαγωγικό μέρος σελ.14-32. It refers to the schools of thought in psychology, the key areas and the perspectives of the science.

Self-Assessment Exercises/Activities

Exercise 1.1

Question: Which Skinner's claim sparked a huge backlash?

Exercise 1.2

Browse the European Federation of Psychologists' Association (http://www.efpa.eu/), on professional rights and Psychologists' Associations in Europe and describe in 250 words the employment content of a Board or a Standing Committee.

Recommended number of work hours for the student

Approximately 6 hours

TITLE: Research Methods in Psychology

(2nd Week)

Summary

This course presents the main research methods in Psychology starting with empiricism, while ethics-related issues are addressed both in research and in other matters of the science of psychology.

Introductory Remarks

This course initially presents empiricism as a key element of the scientific method of finding the truth and confirming or not a hypothetical explanation of a phenomenon or idea called theory. Extensive reference is made to the empirical method, i.e. to the set of rules and techniques on how an observation is made.

Then, the main points for an observation are laid out, such as measurement and what it includes (functional definition, tools and validity), the experimental requirements, the observer bias and the factors that influence his/ her judgement (e.g. expectations) Then, the concept of variables and the correlation between two variables, as well as the definition of the term correlation are highligted. Another method presented is the experimental one, along with the concepts associated to it such as the independent and dependent variable, the experimental and control group and so on, while reference is made to sampling in order to obtain valid and reliable conclusions.

Finally, we will deal with science ethics emphasising on the respect that needs to be shown to humans, animals and the truth when conducting a psychological research.

Aims/Objectives

The course aims at presenting the main types of research strategies and the characteristics of a well-designed research in the field of Psychology. Furthermore, the course refers to the several research methods and parameters to be taken into account. We will delve deeper into the issues of general methodology and of the ethical principles that should apply to every psychological research.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Delve deeper into different research methods in the science of Psychology.
- Familiarise with the experimental method and understand its basic components.
- Understand ethical issues and the importance of respect that must be shown to people, animals and the truth when conducting a psychological research.

Key Words

Empirical method	Observation	Experimental process	Conclusions	Ethics

Annotated Bibliography

- **Basic Sources/ Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 2. Οι ερευνητικές μέθοδοι της Ψυχολογίας σελ. 75-107. The main topics of this course are presented in detail.

- **Supplementary Sources/Material**
  Βοσνιάδου, Σ. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. Αθήνα: Gutenberg.
  Κεφάλαιο 1: Η επιστήμη της Ψυχολογίας σελ.43-52. The methods of research in psychology, the factors that can influence the results of an experiment and the analysis of data are presented extensively.

  Hayes N. (2011). *Εισαγωγή στην ψυχολογία (Τόμος Α')* Α. Κωσταρίδου-Ευκλείδη (Επιμ.). Αθήνα: Πεδίο.
  Κεφάλαιο 2: Μέθοδοι και Δεοντολογία της Ψυχολογίας σελ. 41-79. This chapter refers to the cycle of research, study methods of psychology and ethics.

Self-Assessment Exercises/Activities

Exercise 2.1

Why is it so important for subjects to be "blinded" when conducing an experiment? Provide an example – experiment where this specific condition was applied. The assignment is mandatory and must be of up to 400 words and posted on the Discussions Field in Word format bearing the title "Blind Subjects".

This exercise counts for 5% of the learning activities grade (Forum)

Exercise 2.2

Browse the American Psychological Association website and in particular the Code of Conduct (https://www.apa.org/ethics/code/index). Refer to the key sections of the code and describe one of the areas of your choice.

Exercise 2.3

Individual assignment. The individual assignment includes the cover, the main subject of the assignment and references. The topic is posted on the eLearning platform along with further instructions. The extent of the assignment is expected to be up to 1500 words

(1300 words minimum and 1700 words maximum). The cover and in-text references are excluded from word count. This exercises counts for 20% of the grade.

Recommended number of work hours for the student

Approximately 18 hours

TITLE: Neuroscience and Behaviour

(3rd Week)

Summary

This course focuses on issues related to neuroscience and the biological bases of behaviour. Emphasis is placed on the organisation and functioning of the nervous system, brain structure, neurons and how information is processed in them.

Introductory Remarks

The course presents analytically the nervous system and explains its association with behaviour. In particular, the neurons and their basic parts (cell body, dendrites, neuraxis, etc.) are analysed and the way the information is processed through electrical and chemical signals is explained. Also, the key neurotransmitters and their functions are mentioned. Another issue analysed is the way neural systems develop and evolve over time.

Then, the organisation of the nervous system and its parts, such as the peripheral and central nervous system are presented and extensive reference is made to the structure of the brain (posterior, middle and anterior) and its plasticity.

At the end of the course we present modern imaging techniques for studying brain structure and observing its activity.

Aims/Objectives

This course aims at helping students understand the neurons that constitute the basic units of the nervous system as well as information processing. Furthermore, it aims at helping students learn about the structure of the brain. More specifically, it includes the description of electrical and chemical signals when it comes to the transmission of information to neurons, the role of neurotransmitters and modern brain study techniques.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Know about the neural networks and in particular the essential parts of neurons.
- Understand how neurons process and convey information, as well as the function of neurotransmitters.
- Delve deeper into electrical and chemical signalling processes.
- Familiarise with parts of the nervous system.
- Learn about the structure and essential parts of the human brain
- Learn about modern techniques of brain structure study and observation of its activity.

Key Words

Neuron	Information processing	Nervous system	Brain Structure	Nervous system development	Imaging techniques

Annotated Bibliography

- **Basic Sources/ Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 3. Νευροεπιστήμη και Συμπεριφορά σελ. 109-153. It refers extensively to the subject matter of the course.

- **Supplementary Sources/Material**
  Βοσνιάδου, Σ. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. Αθήνα: Gutenberg.
  Κεφάλαιο 2: Βιολογικές Βάσεις της Συμπεριφοράς σελ. 53-72. The structure and function of the nervous system, the human brain, main theories and modern techniques in neurosciences are presented extensively.

Self-Assessment Exercises/Activities

Exercise 3.1

Understand plasticity of the human brain by clicking on the link below to watch the following TEDx Speech “After watching this, your brain will not be the same”. Dr. Lara Boyd https://www.youtube.com/watch?v=LNHBMFCzznE&t=492s

Question: What is brain plasticity and what kind of changes occur?

Exercise 3.2

Describe the process of transmitting information between neurons and report the key neurotransmitters and their functions.

Recommended number of work hours for the student

Approximately 9 hours

TITLE: Sensation and Perception

(4th Week)

Summary

The fourth week of classes introduces students to issues related to sensation and perception concepts and sensory systems. Emphasis is placed on the sensory system of vision, as well as on the way of recognising objects. Finally, brief reference is made to other senses (hearing, touch and taste).

Introductory Remarks

At the beginning of the course, the difference between perception and sensation is determined, while the concept of absolute threshold is explained. Reference is made to the way signals are detected and in particular to what is meant by just noticeable difference and to the Weber Law. The main senses (vision, hearing, touch, smell and taste) are analysed, and some common features of sensory mechanisms are presented.

Then, the course focuses on the presentation of the sensory system of vision and analyses the structures and organs of the brain that participate in this sensation. In particular, it analyses the way the eyes work against light and how colours are perceived. In order to better understand the above, the anatomy of the eye is presented, analysing step by step how the images are created and what is the contribution of each part of the eye (e.g. vision begins with the cornea, which performs most of the focus). The concept of recognising objects and their relation to perception are defined, while we briefly refer to the ways of identifying objects from their appearance, how the depth and size, motion and change are perceived.

The last part of the course focuses on the senses of hearing, touch, taste with reference to the main sensory organs.

Aims/Objectives

The course aims at distinguishing basic concepts such as sensation and perception. It also aims at highlighting the senses and, in particular, that of vision and its role in forming perceptual capacity and the presenting the process of shaping and the basic perceptual principles. Finally, it aims at reiterating the theoretical approaches regarding the recognition of objects and at briefly presenting the other senses.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Distinguish basic concepts such as sensation and perception in terms of content.
- Understand the structure and function of the vision sensory system.
- Delve deeper into the way the eye participates in the process of creating reflections and images.
- Familiarise with the concept of perceptual organisation and shaping.

- Learn about and distinguish the basic perceptual principles.
- Understand and critically compare the theories related to the recognition of objects.

Key Words

Sensation and perception	Vision	Objects recognition	Theories of perception	Hearing	Touch and Taste

Annotated Bibliography

- **Basic Sources/ Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 4. Αίσθηση και Αντίληψη σελ. 155-201. It refers extensively to the subject matter of the course.

- **Supplementary Sources/Material**
  Βοσνιάδου, Σ. (2011). *Εισαγωγή στη Ψυχολογία-(Ενιαίο)*. Αθήνα: Gutenberg.
  Κεφάλαιο 5: Αντίληψη. The concepts of perception, sensory systems and especially that of vision, eye function, shaping of objects and perceptual principles are presented analytically.

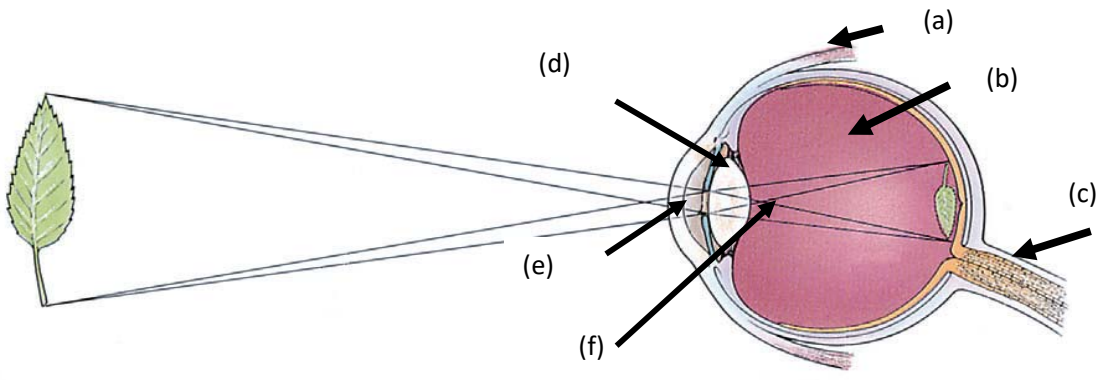
Self-Assessment Exercises/Activities

Exercise 4.1

To better understand eye function, try to describe the whole process in one or two paragraphs and fill in the picture below.

a)……., b)…….c)……d)……e)……

f)……,



Exercise 4.2

Question: What are the main differences between rods and cones.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Learning

(5th Week)

Summary

The fifth course is devoted to the main theories of learning. In particular, classical conditioning, instrumental or otherwise operant conditioning, as well as the social theory of learning through observation are analysed.

Introductory Remarks

The course deals with the presentation of behavioural theories of learning and, in particular, Pavlov's experiments and the basic principles of classical conditioning (acquisition, second-order conditioning, extinction and spontaneous recovery, generalisation and differentiation). Special reference is made to Watson's conditioned emotional reaction and Watson's experiment with little Albert.

Then, we present the instrumental or operant conditioning, the type of learning in which the impact of an organisation's behaviour determines whether there will be repetition of behaviour in the future. We refer to the main representatives, for example Thorndike, and the laws he formulated and Skinner, whose box experiments led to the concepts of reinforcement and punishment. Additionally, we formulate the basic principles of instrumental conditioning and we refer to their support programs and analyse their effectiveness, as well as the concept of Tolman's latent learning and cognitive maps.

Finally, we present the Bandura experiment and the theory of learning through observation that was formulated not only for humans but also for animals. We also refer to implicit learning that takes place independently of the awareness of both the process and the product of the acquisition of the information.

Aims/Objectives

The course aims at presenting the main theories, experiments and representatives related to learning. Furthermore, it aims at teaching the basic principles and laws of both classical and instrumental or operant conditioning as well as of observational learning.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Understand the main theories of learning (classical conditioning, instrumental conditioning, operant conditioning, observational learning and implicit learning).
- Delve deeper into the experimental processes, the main principles and conclusions formulated.
- Learn about implicit learning and its study methods.

Key Words

Classical conditioning	Instrumental or operant conditioning	Observational learning	Implicit learning

Annotated Bibliography

- **Basic Sources/ Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 7. Μάθηση σελ. 289-333. It refers extensively to the subject matter of the course.

- **Supplementary Sources/Material**
  Eggen, P. D., & Kauchak, D. P. (2017). *Εκπαιδευτική Ψυχολογία. Νέοι ορίζοντες στη μάθηση και τη διδασκαλία* (Επιμέλεια: Π. Δημητροπούλου Μετάφραση: Κ. Λυκιτσάκου και Α. Μπακοπούλου). Αθήνα: Κριτική.
  Κεφάλαιο 6. Συμπεριφορισμός και κοινωνική γνωστική θεωρία. You are recommended to read this chapter if you wish to study the theories of learning in depth.

Self-Assessment Exercises/Activities

Exercise 5.1

Click on the following link to watch Watson's experiment with little Albert and write a paragraph describing the main ethical issues arising from this experiment. https://www.youtube.com/watch?v=FMnhyGozLyE

Exercise 5.2

Deadline for Individual Assignment (20% of the overall grade).

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Memory

(6th Week)

Summary

The course focuses on the function of memory and analyses both the processes involved and its types. Essential studies and experiments on memory issues and processes are presented, while memory failures and their causes are analysed

Introductory Remarks

The first part of the course deals with the definition of memory which depends on the operation of a complex mental system with encoding, storage and retrieval as its main stages. Then, encoding and its types are presented in detail (semantic, organisational, visual imagery and survival-related information encoding).

During the storage process, the types of memory are analysed in detail and their main characteristics are presented. The sensory memory is analysed and then emphasis is placed on the functioning of the working memory and its study. Part of the course covers the long-term memory and the processing of knowledge in it, as a permanent storage of information. Furthermore, explicit and implicit memory are presented as parts of the long-term and their respective types.

Upon retrieval and when it comes to the way memories are retrieved to mind, reference is made to the retrieval cues and the consequences or retrieving. Cases where retrieval can improve, impair or even change subsequent memory are presented.

Finally, the course presents memory failures also known as the “seven sins” of memory, namely transience, absent-mindedness, blocking, suggestibility, bias, persistence, and misattribution.

Aims/Objectives

The course aims at focusing on the basic processes of memory, the types and the way the memory functions during the processing of the information. More specifically, it aims at delving deeper into the characteristics of different types of memory and the differences between them in terms of the type of knowledge they serve. Finally, it aims at presenting the main memory failures.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Understand the procedures for encoding, storage and retrieval.
- Familiarise with the characteristics of its various types.
- Know about the causes of oblivion and in what ways it is caused.

Key Words

Encoding	Storage	Memory types	Retrieval	Oblivion

Annotated Bibliography

- **Basic Sources/ Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 6. Μνήμη σελ. 245-287. It refers extensively to the subject matter of the course.

- **Supplementary Sources/Material**

  Eggen, P. D., & Kauchak, D. P. (2017). *Εκπαιδευτική Ψυχολογία. Νέοι ορίζοντες στη μάθηση και τη διδασκαλία* (Επιμέλεια: Π. Δημητροπούλου Μετάφραση: Κ. Λυκιτσάκου και Α. Μπακοπούλου). Αθήνα: Κριτική.
  Κεφάλαιο 7: Γνωστικές θεωρίες της μάθησης. For those students who want to delve deeper into memory issues.

Self-Assessment Exercises/Activities

Exercise 6.1

Question: We recall some events of our lives vividly and in every detail. What kind of memory is responsible for this and why are the relevant details imprinted on our mind?

Exercise 6.2

Group assignment. This group assignment includes the cover, the main subject of the assignment and references. The subject, which is discussed with students over a televised session, is posted on the e-learning platform with further instructions. The length of the assignment should be up to 4000 words (3600 minimum to 4400 maximum). The cover and in-text references are excluded from word count. This exercise counts for 20% of the grade.

Recommended number of work hours for the student

Approximately 18 hours

TITLE: Language, Thought and Intelligence

(7th Week)

Summary

This course refers to the complex structure of human language, the language development and the main language development theories. Furthermore, it analyses the process of thought and presents psychological theories about concepts and categories. Finally, it refers extensively to the concept of intelligence and where it stems from.

Introductory Remarks

The first part of the course covers the issues that related to human language structure. Human language is structured into levels and presents a complex organisation of phonemes, morphemes, phrases and sentences. The key language landmarks in development are presented as well as the theories of language development (behaviourist, nativist and interactionist explanation and views).

Then, it explains how people think and defines the terms concept and categories. The course also refers to psychological theories about concepts and categories, such as the theory of family similarity, standards, models etc.

Finally, we analyse the concept of intelligence and explain the intelligence quotient. IQ tests and their content are mentioned, while the competencies are discussed in terms of evaluation. We also present the various approaches to intelligence such as the two-factor theory, fluid intelligence, crystallised intelligence and emotional intelligence. The course ends with a discussion of the origin of intelligence and how it is affected by genes and the environment.

Aims/Objectives

This course aims at helping students understand the complex structure of language and acquire a deeper understanding of the language development theories. Furthermore, it aims at familiarising students with the psychological theories about concepts and categories, while special emphasis is placed on intelligence, its main theories and the way it is evaluated.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Understand the mechanism of language development and acquire a better comprehension of its theories in comparative terms.
- Realise how knowledge is organised in concepts and categories.
- Acquire a better knowledge of the psychological theories related to concepts and categories
- Understand intelligence, the theoretical approaches developed in relation to it and what are the factors affecting it.

- Learn about the main IQ tests and the skills they evaluate.

Key Words

Language	Language Development theories	Concepts and categories	Intelligence	Intelligence theories	IQ test

Annotated Bibliography

- **Basic Sources/ Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 9. Γλώσσα, Σκέψη και Νοημοσύνη σελ. 371-419. It refers extensively to the subject matter of the course.

- **Supplementary Sources/Material**
  Hayes N. (2011). *Εισαγωγή στην ψυχολογία (Τόμος Α')* Α. Κωσταρίδου-Ευκλείδη (Επιμ.). Αθήνα: Πεδίο.
  Κεφάλαιο 8: Νοημοσύνη. It refers to issues related to intelligence and cleverness.

Self-Assessment Exercises/Activities

Exercise 7.1

Nowadays, we talk about artificial intelligence. Look up a relevant scientific article on this topic and explain what artificial intelligence is and in which field of science it is applied. The assignment is mandatory and must be of up to 400 words and posted in on the Field Discussion in word format titled “Artificial Intelligence”.

This specific exercise counts for 5% of the learning activities grade (Forum).

Exercise 7.2

Click on the following link to watch “Koko the Gorilla Use Sign Language” https://www.youtube.com/watch?v=FqJf1mB5PjQ. Do animals have the same linguistic code of communication as humans?

Recommended number of work hours for the student

Approximately 12 hours

TITLE: Emotion and Motivation

(8th Week)

Summary

This course focuses on how emotions are structured and how emotional communication manifests itself. Furthermore, the cognitive assessment of emotions and relevant theories is presented. It then focuses on motivation theories and, in particular, analyses different approaches to biological and psychological motivations.

Introductory Remarks

The course introduces the concept of emotion as a positive or negative experience associated with a particular pattern of physical activity, and multiple dimensions characterising emotions are described. In particular, the emotional body and physical changes caused by emotional stimulation are presented. Furthermore, reference is made to facial expressions as a means of expressing emotions, which appear to have a biological basis according to relevant studies. Another element that is analysed in relation to emotions is their cognitive assessment. The theories of James-Lange, Cannon-Bard and the two-factor theory are presented. In addition, an important issue discussed is the regulation of emotions and emotional expression.

Then, the concept of motivation is formulated as an internal situation that forces individuals to act or keeps them focused on specific activities (Weiner, 1990). Biological and psychological incentives are mentioned, followed by a variety of theoretical approaches as developed by key representatives such as Maslow.

Finally, intrinsic and extrinsic motivation is discussed and how these are linked to approach and avoidance motivation as well as conscious and unconscious motivation

Aims/Objectives

This course constitutes a multifaceted overview of the concept of emotion through various approaches. Furthermore, the course aims at helping students understand motivation and the related theories, as well as to further analyse the different kinds of biological and psychological motivation.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Delve deeper into the concept of emotions through studies and experiments.
- Understand how emotions are structured and what constitutes emotional communication.
- Learn about the different motivation theories.

- Understand the kinds of biological and psychological motivation.

Key Words

Emotion	Emotional theories	Emotional communication	Biological motivation	Psychological motivation	

Annotated Bibliography

- **Basic Sources/ Material**

  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 8. Συγκίνηση και Κίνητρα σελ. 335-369. It refers extensively to the subject matter of the course.

- **Supplementary Sources/Material**

  Niedenthal,P.N., Krauth-Gruber, S., & Ric, F. (2012). *Ψυχολογία του συναισθήματος: Διαπροσωπικές, βιωματικές και γνωστικές προσεγγίσεις.* Αθήνα: Τόπος. σελ.17-41. The concept of emotion is extensively analysed and various theories enriched with modern research data are presented.
  Κωσταρίδου-Ευκλείδη, Α. (2011). *Ψυχολογία Κινήτρων.* Αθήνα: Πεδίο. The book is a very important textbook for those students who want to further enrich their knowledge regarding motivation theories.

Self-Assessment Exercises/Activities

Exercise 8

Click on the link below to watch Alan Watkin's TEDx speech on emotion titled "Why you feel what you feel" https://www.youtube.com/watch?v=h-rRgpPbR5w&t=693s

Question: What does he suggest in relation to how we experience emotion and what is the significance of emotion?

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Personality

(9th Week)

Summary

The course focuses on the concept of personality and more specifically on its measurement methods. Particular reference is made to personality questionnaires and projective tests. Additionally, the different theoretical approaches related to personality, the traits approach, the psychodynamic approach, the humanistic-existential approach and the social cognitive approach are analysed in detail.

Introductory Remarks

At first, the course introduces us to personality as a characteristic way in which a person behaves, thinks and feels. A key issue for the field of Psychology is the way of measuring personality, whether through questionnaires or through projection techniques. Special reference is made to the MMPI-2-RF, NEO-Five Factor Inventory, Rorschach Inkblot Test and the Thematic Appreciation Test.

Then, extensive reference is made to the theoretical approaches relating to the concept of personality, emphasising on the traits approach, the psychodynamic approach, the humanistic-existential approach and the social cognitive approach. When it comes to the traits approach, the theory of the big five factors of personality is analysed, starting from Eysenck up until the last contribution of Costa & McRae which results in Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness. Furthermore, information is provided on the characteristics in the light of biological factors, such as the genes.

Furthermore, as to the psychodynamic approach, Freud's basic Theory of the Id, Ego and superego, as well as the psychosexual stages of and the development of personality are mentioned. The humanistic-existential approach focuses on human needs and self-realisation and the perception of personality as a being. Finally, the social cognitive approach examining personality mainly by the way people think about a given situation they face in their daily lives and how they eventually respond to it is presented. Reference is also made to the concept of self and self-esteem.

Aims/Objectives

This course mainly aims at presenting the holistic perspective of the concept of personality. Specific objectives are the presentation of basic theoretical approaches and methods of measuring personality and behaviour through questionnaires and projection tests. Furthermore, it aims at analysing the concept of self and self-esteem.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Understand what personality is and learn more about the different theories on this concept using critical thinking.
- Understand how it can be evaluated through questionnaire and projection techniques.
- Learn more about specific tests such as MMPI2 and NEO-FFI
- Understand the concepts of self and self-esteem.

Key Words

Personality	Personality measurement	Personality theories	Self	Self-esteem

Annotated Bibliography

- **Basic Sources/ Material**

  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 11. Προσωπικότητα σελ. 465-501. It refers extensively to the subject matter of the course.

- **Supplementary Sources/Material**

  Κουλάκογλου, Κ. (2002). Ψυχομετρία και Ψυχολογική Αξιολόγηση (2η έκδ.). Αθήνα: Παπαζήσης.
  Κεφάλαιο 17. Θεωρίες Προσωπικότητας σελ. 264-274. It presents personality theories and the Big Five Dimensions of Personality model.
  McCrae, R. R., & Costa Jr, P. T. (2004). A contemplated revision of the NEO Five-Factor Inventory. *Personality and individual differences*, *36*(3), 587-596.
  The article relates to the latest developments in relation to NEO-FFI for those interested in learning more about this questionnaire.

Self-Assessment Exercises/Activities

Exercise 9.1

Question: What can limit the validity of the information collected from projection techniques?

Exercise 9.2

Click on the following link to see the results regarding your main personality traits based on the Big Five questionnaires https://openpsychometrics.org/tests/IPIP-BFFM/

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Social Psychology Issues

(10th Week)

Summary

This course focuses on key issues as analysed and studied by the social psychology field. In particular, it refers to the concept of interaction and social behaviour as manifested through aggression, cooperation and altruism. Particular reference is made to social influence, conformity and obedience to power by presenting experiments – landmarks in the field of psychology. Finally, reference is made to stereotypes and prejudices and how they are shaped.

Introductory Remarks

This course starts with explaining the social interaction between individuals and how specific behaviours such as aggression and cooperation arise. Particularly, when it comes to cooperation, reference is made to the reasons why individuals can be influenced within a group, and what the outcome may be, while terms such as discrimination, bias, group polarisation, diffusion of responsibility etc. are defined.

Then, extensive reference is made to social influence, that is to say, the processes through which people indirectly or directly affect the thoughts, emotions and actions of others. Asch's experiment and the concept of conformity are analysed by focusing on the reasons the participants of the experiment were subject to conform and the factors influencing conformity. Then, we proceed to the concept of obedience to the power of the tendency to do what the power dictates us simply because the power forbids us to do so. The concept is presented though the experiments of Milgram and Zimbardo as well as their various interpretations and critic.

Finally, reference is made to stereotyping with specific reference to the definition of stereotypes, the way they are perpetuated and whether or not they are conscious.

Aims/Objectives

This course presents the basic concepts and experiments related to social psychology and in particular the procedures concerning social interactions and the integration of an individual into a group. Particularly, it presents and analyses key concepts such as groups, stereotypes, discrimination and bias, and social influence focusing on conformity and obedience to power.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Understand how social interactions are formed
- Learn more about the concept of group and how groups are shaped
- Delve deeper into the impact of social influence on human behaviour
- Familiarise with the main studies, experimental procedures and the corresponding criticism of conformity and obedience to power.

- Understand stereotypes, how they are perpetuated and whether they are conscious or not.

Key Words

Social Interactions	Group	Stereotypes	Social influence	Conformity	Obedience

Annotated Bibliography

- **Basic Sources/ Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 12. Κοινωνική Ψυχολογία σελ. 503-541. It extensively refers to the subject matter of the course.

- **Supplementary Sources/Material**
  Hogg, M.A., & Vaughan, G.M. (2011). *Κοινωνική Ψυχολογία*. Αθήνα: Τυπωθήτω.
  Κεφάλαια 7, 8, και 10. This book is suggested for students who want to learn more on the issues analysed.

Self-Assessment Exercises/Activities

Exercise 10.1

Click on the following link to watch the experiment "Girl toys vs boy toys" https://www.youtube.com/watch?v=nWu44AqF0iI&t=19s. What did you observe about the behaviour of the participants and what is the main conclusion?

Exercise 10.2

Click on the following links to watch the experiments of Asch and Milgram https://www.youtube.com/watch?v=iRh5qy09nNw and https://www.youtube.com/watch?v=rdrKCilEhC0 to better understand the subject matter and think of examples from your personal experiences that are possibly related to conformity and obedience to power.

Exercise 10.3

Deadline for Group Assignment (20% of the overall grade).

Recommended number of work hours for the student

Approximately 18 hours

TITLE: Consciousness

(11th Week)

Summary

The course deals with the concept and the nature of consciousness or otherwise of awareness. Reference is made to the dimensions and levels of consciousness. Unconscious mind and unconscious processes are also discussed, while it also deals with sleep and dreams. Finally, the course discusses the influence of drugs on consciousness.

Introductory Remarks

The first part of the course deals with the definition of consciousness as the subjective experience of a person for the world and the mind. Furthermore, issues such as the difficulty of an individual to feel another individual's consciousness are discussed. Then, extensive reference is made to the nature of consciousness and its four properties: intentionality, unity, selectivity and transience. It also analyses the three levels of minimal consciousness, full consciousness and self-consciousness.

Then, we refer to the unconscious mind emphasising on the Freudian unconscious and the contemporary view of the cognitive unconscious, i.e. the mental processes that cause people's thoughts, choices, emotions and behaviours, despite not being perceived by the individuals themselves.

A discussion follows with regard to dreams and sleep, and what happens during in relation to consciousness, and what difficulties may arise, for example insomnia, sleep apnoea and so on. Theories of dreams and the concept of dream consciousness are analysed.

Finally, we deal with the association of consciousness with the use and abuse of substances. Reference is made to types of psychoactive drugs such as sedatives and stimulants, while the effects of hallucinogenic drugs are discussed. Reference is also made to hypnosis and the effects of hypnotism.

Aims/Objectives

The course aims at analysing the concept of consciousness, its nature and properties, as well as its various levels. It also aims at delving deeper into the concept of unconscious and to understand sleep and dreams. Finally, emphasis is placed on the use of substances and their association with consciousness.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Understand what is consciousness, in terms of its nature, properties and levels.
- Learn more about the concept of the unconscious through different theoretical approaches.

- Learn more about dreams and sleep as concepts and how they are associated with consciousness.
- Understand the effects on consciousness from the use or abuse of substances.

Key Words

Consciousness	Unconscious	Sleep	Dreams	Consciousness and substances

Annotated Bibliography

- **Basic Sources/ Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 5. Συνείδηση σελ. 203-243. It refers extensively to the subject matter of the course.

- **Supplementary Sources/Material**
  Edelman, G., & Tononi, G. (2008). *Το σύμπαν της συνείδησης*. Κρήτη: Πανεπιστημιακές Εκδόσεις Κρήτης. This book is suggested for the students who want to learn more about consciousness.

Self-Assessment Exercises/Activities

Exercise 11

Click on the link below to watch the TEDx speech by David Chalmer titled “How do you explain consciousness’’
https://www.ted.com/talks/david_chalmers_how_do_you_explain_consciousness/transcript?newComment=&language=el

Question: How is the concept that consciousness is universal explained?

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Stress and Health

(12th Week)

Summary

The twelfth course focuses on the concept of stress, its sources, reactions to stressful events and their effective management. Reference is made to the psychological effects of disorders and to ways of promoting both mental and physical health.

Introductory Remarks

The course refers to the sources of stress and what affects the individual. Stressful events and chronic stressors are analysed, and people's perceptions in relation to the control of stressful events is analysed.

Then, extensive reference is made to physical and psychological reactions. The effective management of stressful events is presented. This concerns the management of the mind, the body and the situation.

Subsequently, extensive reference is made to disorders and especially to their psychological effects. Emphasis is given on how we recognise illnesses and seek treatment. An important point of the course is the concept of psychosomatic disorder, i.e. the interaction between mind and body, which can cause illnesses, and somatic symptom disorders.

Finally, the course deals with the promotion of physical and mental health. The role of the individuality and resilience of individuals is highlighted, while behaviours contributing to health such as self-regulation are identified.

Aims/Objectives

The course mainly aims at helping students understand the factors that cause stress, as well as to realise which events are more stressful and what is effective management. It also aims at associating psychological symptoms to illnesses and how the mind is connected to the body. Finally, it aims at analysing factors promoting both physical and mental health.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Understand the key factors that cause stress.
- Acquire a better knowledge of people's perceptions of management and realise the ways in which this management can be effective.

- Realise the association between mind and body as well as the concept of psychosomatic symptoms and disorders.
- Learn how to promote physical and mental health.

Key Words

Stressors	Reactions to stress	Psychosomatic disorders	Health psychology	Resilience

Annotated Bibliography

- **Basic Sources/ Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 13. Στρες και Υγεία σελ. 543-577. It refers extensively to the subject matter of the course.

- **Supplementary Sources/Material**
  Καραδήμας, Ε., Χ., (2005). *Ψυχολογία της Υγείας, Θεωρία και Κλινική Πράξη*. Αθήνα: Τυπωθήτω. This book is suggested for students who want to learn more about Health Psychology.

Self-Assessment Exercises/Activities

Exercise 12

What type of events cause you intense stress and what are the physical symptoms associated with them.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Psychological Disorders and Treatment Approaches

(13th Week)

Summary

The last course presents psychological disorders affecting children and adults, as well as the various treatment approaches through models developed in the field of psychology.

Introductory Remarks

The course initially deals with how psychological disorders are recognised as a persistent dysfunction in behaviour, thought and emotion that causes severe sadness or harm. The way in which mental disorders are classified based on the medical model is introduced, while reference is made to the Diagnostic and Statistical Manual of Mental Disorders currently used, that is DSM 5, as well as the corresponding European Manual ICD 10. Furthermore, reference is made to the causes of the disorders.

Then, the RDoC approach to understand mental disorders is presented and their main categories are analysed, such as anxiety disorders, obsessive compulsive disorder, emotional disorders, and disorders related to children such as neurodevelopmental disorders.

The third part of the course constitutes an overview of the main treatment approaches as developed in the field of psychology based on the main corresponding schools. In particular, they refer to what psychotherapy is, who is practicing psychotherapy and by what factors it can be influenced while presenting the main psychotherapeutic models, such as psychoanalysis, cognitive behavioural therapy, family-systemic therapy and so on, as well as therapies associated with medication.

Aims/Objectives

The course aims at helping students understand what a psychological disorder is and what constitutes deviation from normal behaviour. Additionally, the course aims at presenting the main psychological disorders as defined by the DSM 5 and ICD10 and delve deeper into the RDoC approach for understanding mental disorders. Finally, it aims at helping students understand the therapeutic approaches developed in the field of psychology.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Understand what constitutes mental disorder and when a behaviour or function deviates from normal pattern.
- Learn about how psychological disorders are classified and the manuals used for this purpose.

- Learn about the RDoC approach to understand mental disorders.
- Distinguish the various treatment approaches applied based on the psychology schools that developed them

Key Words

Psychological Disorder	RDoC	Classification manuals	Types of Disorders	Treatment Approaches	Medication

Annotated Bibliography

- **Basic Sources/ Material**
  Schacter, D. L., Gilbert, D. T., Wegner. D. M., & Nock M. K. (2018). *Εισαγωγή στην Ψυχολογία*. Σ. Βοσνιάδου (Επιμ.). Αθήνα: Gutenberg.
  Κεφάλαιο 14. Ψυχικές διαταραχές και 15. Θεραπεία των ψυχικών διαταραχών σελ. 579-666. This book presents in detail all the above mentioned issues.

- **Supplementary Sources/Material**
  World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines.* Geneva: World Health Organization.

Self-Assessment Exercises/Activities

Exercise 13

Click on the link below to read the following article http://www.psychiatriki-journal.gr/documents/psychiatry/23.4-GR-2012-344.pdf and watch BBC's biographical documentary about Mahler by clicking on the following link. https://www.youtube.com/watch?v=OnBNFRzdkIM.

Question: What can be the cause of a mental disorder, such as the Mahler case?

Recommended number of work hours for the student

Approximately 10 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAMS

(14th Week)

During the final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

Recommended number of work hours for the student

Approximately 30 hours

INDICATIVE ANSWERS
FOR SELF-ASSESSMENT EXERCISES

Title: Psychology: The evolution of a science

(1st week)

Exercise 1.1

Answer: Argue whether our subjective sense of free will is a fallacy and when we think that we exercise this free will, we are actually responding to present and past reinforcement plans (see p. 57 in the basic manual)

Exercise 1.2

The answer depends on the students' preferences.

Title: Research Methods in Psychology

(2nd Week)

Exercise 2.1

No indicative answer is provided as this Learning Activity is graded.

Exercise 2.2

Key areas

- Resolving ethical issues
- Adequacy
- Human relations
- Privacy and confidentiality
- Advertising and other public statements
- Keeping records and charges
- Studies and education
- Assessment
- Treatment

Students must analyse a field of their preference.

Exercise 2.3

No indicative answer is provided for this individual assignment as it is graded.

TITLE: Neuroscience and Behaviour

(3rd Week)

Exercise 3.1

Answer: The answer is found in pages 132-133 of the book and as far as these changes are concerned they are chemical, structural and functional and take place in all parts of the brain.

Exercise 3.2

The answer is found in pages 112-117 of the basic manual.

TITLE: Sensation and Perception

(4th Week)

Exercise 4.1

Answer:

- Vision begins with the cornea, which carries out approximately three quarters of the focus.
- The rays of light enter this point and are directed inwards to begin the creation of the reflection.
- The lens completes the process of focusing the light on the retina and creates a clear reflection of the visual world.
- Optical receptor information passes along approximately one million fibre optic nerves and reaches the optic chiasm where some nerve fibres cross to the contralateral side, resulting in information passing from one half of each retina to the opposite side of the brain.

Image

a) cornea, b) retina, c) optic nerve, d) pupil, e) lens, f) optic chiasm

Exercise 4.2

The answer is found in pages 164-166 of the basic manual.

TITLE: Learning

(5th Week)

Exercise 5.1

Answer: An indicative main ethical issue is the impact of the experiment on the subject's mental health as the principle relating to protection against damage was not observed in this specific experiment. Furthermore, no risk and benefit analysis was conducted which resulted in the danger of causing fear to little Albert to emerge from the findings of the experiment.

TITLE: Memory

(6th Week)

Exercise 6.1

Answer: It refers to episodic memory on the basis of two characteristics: 1) that it stores information about temporal episodes of the past, and spatial - temporal relations between these events; and 2) events are always stored according to their autobiographical reference to the already existing contents of the episodic memory storing space. Blemish memories also play an important role.

Exercise 6.2

No indicative answer is provided as this group assignment is graded.

TITLE: Language, Thought and Intelligence

(7th Week)

Exercise 7.1

No indicative answer is provided as this Learning Activity is graded.

Exercise 7.2

Answer: The language code of communication that characterises animals is based on imitation but also on more complex processes which makes communication impossible.

TITLE: Emotion and Motivation

(8th Week)

Exercise 8

Answer: We tend to attribute to other people the responsibility for the emotions we experience as we cannot easily regulate our personal emotions. Emotions also seem to affect our mental well-being, our health, sense of fulfilment and other dimensions of our lives.

TITLE: Personality

(9th Week)

Exercise 9.1

The answer is found on page 470 of the basic manual.

Exercise 9.2

Carry out tests and record findings in terms of factors.

TITLE: Social Psychology Issues

(10th Week)

Exercise 10.1

Answer: People chose toys for children on the basis of unconscious stereotypes in relation to their gender and shaped their behaviour towards them accordingly, which could contradict the choices and the free will of the children themselves as to their choices.

Exercise 10.2

Answer: For example think about when you have conformed or had to follow commands of a senior, e.g. a teacher, manager in a professional context, or a higher ranked person in the army.

TITLE: Consciousness

(11th Week)

Exercise 11

Answer: This means that each system may have some degree of consciousness. This view is called panpsychism: everything for everyone, mind psyche, every system has consciousness, not just people. Even a photon has some degree of consciousness. The idea is not that photons are intelligent or that they think, but rather that the photons have a trail of raw, subjective emotion, a simple precursor of consciousness.

TITLE: Stress and Health

(12th Week)

Exercise 12

The answer depends on the personal experiences and preferences of students.

TITLE: Psychological Disorders and Treatment Approaches

(13th Week)

Exercise 13

The answer is found in pages 583-585 of the basic manual.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC110: Psychology II	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay	Almost all the material is directly relevant to the essay	Some of the material is moderately clear and relevant to	Important aspects of the material may not	The material is not directly relevant to the essay	The essay does not follows the given instruction	

	title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justificatio n of links between theory, practice and research.	title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	s or the material deviates from the title. Very little or irrelevant knowledge and inadequat e links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Introduction to Research Methods in Psychology

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC115**	**Introduction to Research Methods in Psychology**	
Level	Undergraduate ☒	Postgraduate (master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	Three (3): • A learning activity – assignment (posted at the end of the 4th week of teaching) (10% of the overall grade). The assignment is handed in at the end of the 5th week of teaching. • Group assignment (posted at the end of the 6th week of teaching) (20% of the overall grade). The assignment is handed in at the end of the 8th week of teaching. • Individual assignment (posted at the end of the 8th week of teaching) (20% of the overall grade). The assignment is handed in at the end of the 11th week of teaching.		
Assessment	Assignments 50%	Final Examination 50%	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr Kamtsios Spiridon
Editing and Final Approval of Study Guide by :	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

Psychologists deal with the study, understanding and interpretation of mental phenomena and the demonstration of normal or deviant behaviours of both individuals and social groups. A psychologist is the scientist who deals with the prognosis, diagnosis and treatment of psychological problems. A psychologist must truly respect and be essentially interested in people, their needs and peculiarities. He/ She must judge objectively – without prejudice – and have patience, composure, persuasion and communication skills as to be accepted by people asking for his/ her services. Responsibility and confidentiality are also essential personal characteristics.

GENERAL OBJECTIVES**:**

- to develop the students' capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- to develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- to build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- to provide students with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- to provide students with a solid training in psychology and its methods;
- to foster awareness of contemporary developments and issues in psychology;
- to prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

- **Short description & objectives**

The course aims at introducing and familiarising students with the methodological approaches used to conduct a research in the science of Psychology. The course will enable students to understand the theoretical approaches to psychological research, the characteristics and differences between qualitative and quantitative research methods and create an overall picture of the different research methods with reference to their design, advantages and disadvantages in the field of psychology.

Recommended number of work hours for the student

Approximately 5 hours (including the study of the Guide)

TITLE:

Research: Nature and its Processes

(1st Week)

Summary

The introductory chapter of this course introduces students to the term “social research” and to the methods of social research. The terms theory, concept, measurement and hypothesis are approached and analysed extensively. The aims of the scientific method, which refer to the description, projection, interpretation and implementation are discussed and the relationship between theory and research is presented.

Introductory Remarks

This chapter analyses the context of social research. The practice of research is examined through three significant theoretical frameworks: the (a) scientific and positivist frameworks, the (b) naturalistic and interpretive frameworks and the (c) critical theoretical framework. The logic of the approach is based on the fact that ontological considerations create the corresponding epistemological considerations. These conditions, in turn, give rise to methodological concerns. Then, they give birth to issues that relate to the creation of the scientific instrument and the collection of data.

In this chapter, the following are presented and analysed:

(a) Epistemological issues: issues that relate to what is regarded as appropriate knowledge about the social world. The question of whether a natural science model of the research process is appropriate for the study of the social world is of particular importance.

(b) Ontological issues: issues relating to how the social world is perceived and more specifically as to whether it is regarded as something external to social actors or as something that people are in the process of creating.

(c) the ways in which these issues relate to the, widely used in social sciences, distinction between two types of research strategy: the quantitative and qualitative methodological approach.

Aims/ Objectives

This chapter aims at introducing students to the fundamental issues that relate to the conduct of social research, presenting and discussing at the same time the various issues involved in the process of social research.

Learning Outcomes

Upon completion of the study of this module, students should be able to:

- Refer to scientific approaches to knowledge.
- Discuss the terms of theory and concept.
- Know the content of the terms measurement and hypothesis.
- Refer to the elements of the scientific method and briefly describe what is achieved with each one.
- Discuss the epistemological and ontological issues that play a role when it comes to choosing the appropriate research strategy.

Key Words

Scientific method	Concept	Theory	Measurement	Hypothesis	Epistemological issues
Ontological issues					

Annotated Bibliography

For the educational needs of this module, material from the following books is used:

Basic Sources/ Material

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα (Κεφ. 1, σελ. 28-42 & Κεφ. 2, σελ. 44-67)

The author initially introduces the reader to social research, its methods and processes. It then refers to issues related to the relationship between theory and research as well as on epistemological and ontological issues.

Supplementary Sources/ Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Ερευνητικές Μέθοδοι στην Ψυχολογία*. Εκδόσεις Gutenberg, Αθήνα
(Κεφ. 2, σελ. 83-127).

In a brief and comprehensible manner, the authors refer to the scientific approaches of knowledge, the objectives of the scientific method, the building and monitoring of scientific theories.

Self-Assessment Exercises/ Activities

Exercise 1.1

Refer to the four objectives of scientific research and briefly describe what is achieved with each one. Your answer should not exceed 200 – 250 words.

Exercise 1.2

What distinguishes academic social research from other kinds of social research? Your answer should not exceed 100-150 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE:

Scientific Research: Types of Variables and Scales

(2nd Week)

Summary

This chapter initially introduces students to the concept of “variable”, citing its conceptual and functional definition. A distinction is made between quantitative and qualitative variables, the types of quantitative and qualitative variables are mentioned, while the relationship between independent and dependent variables is extensively analysed. Furthermore, control, covert, intervening and extraneous variables, as well as the measurement scales used in a research.

Introductory Remarks

Concepts constitute the building blocks of theories and represent those points around which the conduct of social research revolves. In order for a concept to be employed to quantitative research, it should be measured. There are three main reasons for which we employ measurement in quantitative research: (1) measurement allows us to delineate fine differences between people in terms of the characteristic in question, (2) measurement gives us a consistent device or yardstick to make such distinctions (3) measurement provides the basis for more precise estimates of the degree of relationship between concepts. Therefore, when researchers decide to measure and quantify specific behaviours, they are asked to decide which scale to use. There are four levels of measurement or measurement scales used in psychological measurements, which are distinguished by different characteristics. These scales are the nominal, the ordinal, the interval and the ratio scale.

Social research also includes the study of variables and the values from which they are comprised. Values or attributes are characteristics or elements that describe an individual, while variables are logical sets of values. Therefore, the male and female, for example, are values and gender is the variable consisting of these two values. Variables are divided into qualitative and quantitative ones, while the latter are divided into independent and dependent. In the content of a research, the researcher attempts to determine whether variations for example in behaviour (dependent variable), are caused by the different conditions of the independent variable.

Aims/ Objectives

This chapter aims at familiarising students with the different kinds of variables in the social-psychological research and the role they play. The chapter also aims at

familiarising students with measurement in quantitative social-psychological research through the use of multiple-indicator measures.

Learning Outcomes

Upon completion of the study of this module, students should able to:

- Recite the conceptual and functional definition of the concept of “variable”.
- Distinguish qualitative and quantitative variables.
- Recognise the different types of quantitative variables as well as the relationship between dependent and independent variables.
- Assess the role of control, covert, intervening and extraneous variables in a research.
- Recognise the various measurement scales.

Key Words

Variable	Value	Independent and dependent variable	Measurement scales

Annotated Bibliography

For the educational needs of this module, material from the following books is used:

Basic Sources/ Material

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα (σελ. 184-188)

Issues related to the measurement of concepts as well as the existing arguments for the interest in measuring quantitative research are presented. The use of multiple-indicator measures is discussed and the Likert scale is thoroughly analysed.

(2) Babbie, E. (2011). *Εισαγωγή στην Κοινωνική Έρευνα*. Εκδόσεις Κριτική, Αθήνα. (σελ. 49-57)

The concepts of “values” and “variables” are presented in detail, with additional examples. The relationship between independent and dependent variable is also extensively discussed.

Supplementary Sources/ Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Ερευνητικές Μέθοδοι στην Ψυχολογία*. Εκδόσεις Gutenberg, Αθήνα.

(σελ. 90-91, σελ. 118-119, σελ. 219-223, & σελ. 328)

The relationship between dependent and independent variables and the role of intervening and mediating variables is illustrated with examples to make it easier to understand. The authors also refer to the measurement scales and present their characteristics in detail.

Self-Assessment Exercises/ Activities

Exercise 2.1

The title of a scientific paper reads as follows: “The effect of exam stress on performance”. Based on this title, report one dependent and one independent variable. Moreover, indicate which could be the covert variables in this research.

This exercise counts for 5% of the overall grade.

Exercise 2.2

Identify and put down on paper the independent and dependent variables in the following research titles.

(1) The influence of teacher – student relationships on student behaviour.
(2) Occupational burnout and its relation to social anxiety in primary school teachers.
(3) The importance of the body image for the mental health of young men and women.
(4) The role of self-efficacy expectations in shaping the students’ intention to participate in a laboratory study.
(5) The impact of the academic self- concept in maximising school preparation.

In your answer, you should write down and refer to the independent and dependent variables of each sentence.

Recommended number of work hours for the student

Approximately 10 hours

TITLE:

Sampling in Research

(3rd Week)

Summary

The need for sampling is a common concern in research, while the identification and selection of sample data is at the heart of all sampling techniques. This chapter refers to sampling in research, clearly defining and discussing the terms of population, sampling frame, sample, sampling strategies and so on.

Introductory Remarks

Sampling is the selection of a subset to estimate characteristics of a larger set. It is considered successful when sample selection produces results, indicators and measurements that are generic and as accurate as possible, i.e. they are closer to the corresponding parameters of the wider population. Population is the sum of all the cases that interest us. For example, if we are interested in the stress of students during exams and its relation to their performance at university, our population may be the entire population of the campus. Communication with all units of the population is often, practically, impossible. Therefore, as researchers we may select a subset of the population representing the population as a whole. Thus, we have to create a special list of all units in the population from which the sample will be selected. This list is called a "sampling frame". The segment of the population that is selected from the sampling frame is called the sample.

Two approaches/ strategies in the selection of samples refer to the existing literature: sampling with a known probability of selection (probability sample) and sampling with unknown probability of selection (non-probability sample).

Aims/ Objectives

This chapter aims at helping students understand the importance and role of sampling in relation to the overall process of conducting research and the interdependent concepts of generalising the results and the representative sample.

Learning Outcomes

Upon completion of the study of this module, students will be able to discuss:

- The role of sampling in the overall process of conducting a research.
- The concept of generalising the results and representative sample.
- The concept of probability sample (i.e. the sample selected using random selection) as well as the basic types of non-probability sample.

- The key issues relating to sample size decisions.
- The different types of non-probability sample.
- The concept and significance of sampling error.

Key Words

Population	Sample	Sampling frame	Probability sample	Non-probability sample	Sampling error

Annotated Bibliography

For the educational needs of this module, material from the following books is used.

Basic Sources/ Material

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα. (σελ. 202-229)

In this chapter, the author introduces students to the importance of sampling in research, focusing on the basic terms and concepts. It also refers to the sampling error, the probability and non-probability sample types. Issues related to sample size and the sampling error are presented and analysed.

(2) Babbie, E. (2011). *Εισαγωγή στην Κοινωνική Έρευνα*. Εκδόσεις Κριτική, Αθήνα. (σελ 286-347)

In this chapter, the author refers to the theory of logic of the non-probability and probability sample, the population of the research and the sampling frame. Issues relating to sampling error and sampling ethics are also discussed.

Self-Assessment Exercises/ Activities

Exercise 3.1.

Provide a definition of the following terms: population, sample, probability sample, non-probability sample, sampling frame, representative sample. Your answer should not exceed 150 – 200 words.

Exercise 3.2

Describe the goals of sampling and refer to the types of probability and non-probability sample. Your answer should not exceed 150 – 200 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE:

Research design – quality criteria in social-psychological research (reliability and validity)

(4th Week)

Summary

A research design provides a framework for the collection and analysis of data that will answer the research question or that are of interest to the researcher. A research design relates to the criteria applied in assessing social-psychological research, namely validity and reliability.

Introductory Remarks

A research design provides the framework for data collection and analysis, while the research method is simply a technique for collecting data. A choice of research design reflects decisions about the priority given to a range of dimensions of the research process such as the expression of causal connections between variables, the generalisation to larger groups of individuals than those actually forming part of the investigation, the understanding of behaviour and the meaning of that behaviour in its specific social context. Another dimension is having a temporal appreciation of social phenomena and their interconnections. The existing literature lists five major research designs to be discussed in this chapter: the experimental design, the cross-sectional design, the case-study design and the comparative design.

Social-psychological research is also characterised by criteria of quality. Here we refer to the concepts of validity and reliability. Reliability has to do with whether the results of a study are repeatable. The term is commonly used in relation to the question of whether the measures that are devised for concepts in the social sciences are consistent. Validity has to do with the integrity of the conclusions generated from a research. It refers to the extent to which an empirical measure adequately reflects the true meaning of the concept in question.

Aims/ Objectives

This chapter aims at introducing students to the concept of research design and research method, while clarifying the issues of research validity and reliability.

Learning Outcomes

Upon completion of the study of this module, students will be able to:

- Discuss what a research design is and what a research method is.

- Identify the differences between a research design and a research method.
- Refer to the five types of research design.
- Discuss the concepts of validity and reliability, both when it comes to qualitative and quantitative data, as well as the relationship between validity and reliability.
- Identify ways to control the validity of a research, as well as the internal and external validity “threats”.
- Describe how to ensure validity and credibility during the various stages of conducting a research.

Key Words

Research design	Research method	Experimental longitudinal and cross-sectional design	Comparative and case-study design	Validity	Reliability

Annotated Bibliography

For the educational needs of this module, material from the following books is used:

Basic Sources/ Material

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα. (σελ. 68-104)

In these pages the author refers to the quality criteria in social-psychological research, as well as to the types of research designs.

(2) Ουζούνη, Χ., & Νακάκη, Κ. (2011). Η αξιοπιστία και η εγκυρότητα των εργαλείων μέτρησης σε ποσοτικές μελέτες. *Νοσηλευτική, 50*(2), 231-239.

The writers in this article (which is posted on the platform-BB) outline the concept of reliability and validity by presenting examples illustrating the most important types of reliability and validity of measurements tools in quantitative studies.

Supplementary Sources/ Material

(1) Babbie, E. (2011). *Εισαγωγή στην Κοινωνική Έρευνα*. Εκδόσεις Κριτική, Αθήνα. (σελ. 218-229)

The above extract from Babbie’s recent book deals with the quality criteria of a measurement, focusing on the various forms of reliability and validity, as well as on the relationship between these two concepts.

Self-Assessment Exercises/ Activities

Exercise 4.1

Describe the five types of research design. What is the difference between a research design and a research method? Your answer should not exceed 150 – 200 words.

Exercise 4.2

(a) What are the differences between validity and reliability?

(b) Does reliability also imply validity? Your answer should not exceed 150 – 200 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE:

Quantitative research, qualitative research and mixed methods research

(5th Week)

Summary

This chapter examines quantitative and qualitative research as separate research strategies. Quantitative research is described as the strategy that includes the collection of numerical data, adopting a productive approach of the relationship between theory and research. Contrarily, quantitative research emphasises the understanding of the social world through the study of the interpretation of this world by those who participate in it. Mixed methods researches are also presented.

Introductory Remarks

This chapter initially outlines the characteristics of quantitative research, a research approach which constitutes the main strategy of conducting social research. Quantitative research can be presented as a research strategy that values quantification in data collection and analysis. Quantitative research includes a productive approach to the relationship between theory and research, in which the centre of gravity is put in the control of theory, incorporating practices and norms of the model of positivism. It encompasses the conception of social reality as an external and objective reality. Qualitative research, on the contrary, is considered a methodological approach that prefers reason rather than quantification in data collection and analysis. It proposes an inductive approach to the relationship between theory and research, while emphasis is given on shaping theories through the emergence of new ways in which individuals interpret their social world and experiences. Despite their different orientations, many researchers/ authors argue that the two strategies can be combined in the context of a broader research project, the said mixed methods research or triangulation. The mixed methods research combines quantitative and qualitative research within a single research project, making better use of the benefits of each method and addressing each method's weaknesses most effectively. As a result, this method has experienced a wide range of applications and acceptance, as an approach to developing social-psychological research.

Aims/ Objectives

This chapter aims at introducing the students to the specific characteristics and traits of the three methodological approaches.

Learning Outcomes

Upon completion of the study of this module, students should be able to:

- Refer to the purpose of quantitative research.
- Identify the basic stages of quantitative research.
- Assess the critique of quantitative research.
- Describe the main stages of qualitative research.
- Recognise the fact that, although there are many differences between these two research strategies, there are many examples of research that go beyond their separation (mixed methods research).
- Discuss the purpose and differences between qualitative and quantitative research and mixed methods research.

Key Words

Qualitative research	Quantitative research	Mixed methods research	Triangulation

Annotated Bibliography

For the educational needs of this module, material from the following books is used:

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα. (σελ. 61-64, 182-192, 410-418, 670-680)

In these pages, the author refers to research strategies, namely quantitative and qualitative methodological approaches as well as mixed methods research, presenting specific examples.

Self-Assessment Exercises/ Activities

Exercise 5.1

On the basis of your own understanding, try to summarise the main differences between quantitative and qualitative research. Your answer should not exceed 50 – 100 words.

Exercise 5.2

What does “mixed methods research” mean? Your answer should not exceed 50 – 100 words.

Recommended number of work hours for the student

Approximately 10 hours

*The 1st assignment (learning activities) counting for 10% of the overall grade of the course will be handed in during the 5th week. Students should answer two questions that assess the degree of understanding of the material taught in the first weeks of teaching.

TITLE:

Data collection methods to conduct a survey research: Questionnaire

(6th Week)

Summary

Questionnaires that are completed by respondents themselves are one of the main tools for collecting data in the context of conducting a research in the field of social sciences. This thematic unit examines the questionnaire as a method of collecting data, providing the framework for a clear understanding of its characteristics and use.

Introductory Remarks

Questionnaires are a widespread and easy to use data collection tool. It provides numerical data, can be administered without the researcher's presence and is relatively easy to read and easy to analyse. Sampling research using a questionnaire is perhaps the best available method for a social researcher who is interested in collecting original data to describe a population so large that it is impossible to observe directly. Through careful probability sampling, the researcher chooses a group of respondents whose characteristics are believed to reflect the characteristics of the wider population, while the careful set-up of standardised questionnaires yields the same form of data for all individuals involved in the survey research. The questionnaire, as a method of collecting data for conducting survey research, is distinguished by specific features and traits, specific requirement for drafting questions and processing their responses, requiring different methodological design, on the basis of the advantages and disadvantages that distinguish it.

Aims/ Objectives

This chapter aims at introducing students to the specific features and traits of the questionnaire (as a method of data collection) and to the knowledge of the advantages and disadvantages when it comes to using it as to conduct an investigation.

Learning Outcomes

Upon completion of this module, students will be able to:

- Know that a questionnaire is.
- Refer to the steps required to draft a questionnaire.
- Identify types of questionnaire design to help respondents with their answer.
- Discuss issues regarding the validity and reliability of the questionnaires.
- Discuss the advantages and disadvantages of a questionnaire as a method of collecting data for conducting research in the science of psychology.

Key Words

Questionnaire	Drafting questions	Open-closed questions	Scales of questionnaires

Annotated Bibliography

For the educational needs of this module, material from the following books is used:

Basic Sources/ Material

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα. (Κεφ. 10, σελ. 257-280 και Κεφ. 11, σελ. 282-303)

These chapters present questionnaires in a simple, concise and comprehensive way as a means of collecting data for conducting an investigation as well as its specific characteristics and advantages over the other data collection methods. Issues related to questions that make up the questionnaires (open – closed questions, types of questions, question design rules etc.) are also presented.

(2) Babbie, E. (2011). *Εισαγωγή στην Κοινωνική Έρευνα*. Εκδόσεις Κριτική, Αθήνα. (Κεφ. 8, σελ. 383-415)

In these pages, the author presents questionnaire-related issues as well as instructions on how to formulate questions, how to ask questions and how to create a questionnaire.

Supplementary Sources/ Material

Ουζούνη, Χ., & Νακάκη, Κ. (2011). Η αξιοπιστία και η εγκυρότητα των εργαλείων μέτρησης σε ποσοτικές μελέτες. *Νοσηλευτική, 50*(2), 231-239.

The authors in this article (which is posted on the platform-BB) outline the concept of reliability and validity by presenting examples of the most important types of reliability and validity of measurement tools in quantitative studies.

Self-Assessment Exercises/ Activities

Exercise 6.1

What is a questionnaire? List some of the features that need to be met when composing a questionnaire's questions. Your answer should not exceed 150 – 200 words.

Exercise 6.2

What are open and closed questions in a questionnaire and what are the advantages and disadvantages of each type of question? Your answer should not exceed 200 – 250 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE:

Data collection methods to conduct a survey research: Interview

(7th Week)

Summary

The interview is one of the main tools for collecting data in the context of conducting a research in the field of social sciences. This thematic unit examines the interview as a means of collecting data, providing the framework for a clear understanding of its characteristics and use.

Introductory Remarks

The use of interview in research marks a shift to the approach of subjects as simple objects of manipulation and data as independent of individuals, to the approach of knowledge as derivative of individuals and often as a product of the in between them discussions. The interview is an extremely important data collection strategy during which an individual – the interviewer – asks questions to another individual – the interviewee. Questions are asked as to elicit information. It is an exchange of views between two or more people on a subject of common interest aiming to produce knowledge. The interviews enable subjects (be the interviewers or interviewees) to discuss their interpretations of the world in which they live, and to express how they approach different situations through their own personal experiences and perceptions. The interview as a means of collecting data for conducting a research is distinguished by specific features and traits, different requirements for formulating questions and analysing their content, which require specific methodological design, on the basis of the advantages and disadvantages that distinguish it as a methodological tool.

Learning Outcomes

Upon completion of the study of this module, students should be able to:

- Refer to the reasons for the position held by the interview as a research method in research.
- Know the objectives of an interview in social research.
- Identify key issues related to the validity and reliability of interviews.
- Know the types of interviews and the purpose served by each one of them.
- Discuss the advantages and disadvantages of the interview as a method of collecting data for the conduct of a research in social sciences.
- Know and discuss how to analyse interviews and organise their findings.

Key Words

Interview	Types of Interview	Structured, semi-structured interview	Interview analysis

Annotated Bibliography

For the educational needs of this module, material from the following books is used:

Basic Sources/ Material

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα (Κεφ. 9, σελ. 231-255).

In this chapter, the author introduces the student to the interview as a method of collecting data. The characteristics of structured and unstructured interviews are presented and detailed issues with reference to the formulation and recording of questions, the role of clarifying questions and the way in which the answers are categorised are discussed.

Supplementary Sources/ Material

(1) Babbie, E. (2011). *Εισαγωγή στην Κοινωνική Έρευνα*. Εκδόσεις Κριτική, Αθήνα. (σελ. 417-423 & σελ. 611-630)

In these pages, the author presents interview as a methodological research tool and refers to the role of the interviewer and the importance of clarifying questions. On pages 611 to 630, Babbie provides important information on how to analyse quality data in a research, linking theory to analysis. It provides detailed information and instructions for data coding, e.g. the initial classification and naming of concepts in qualitative analysis and discusses issues relating to concept mapping.

Self-Assessment Exercises/ Activities

Exercise 7.1

Why could a researcher prefer semi-structures interview over structured interview as a method of collecting data? Your answer should not exceed 150 – 200 words.

Exercise 7.2

Refer to some of the aims of an interview. Your answer should not exceed 150 – 200 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE:

Data collection methods to conduct a survey research: Observation and experiment

(8th Week)

Summary

Observation is one of the methods of collecting data in the context of conducting a research in the field of social sciences. The data deriving from observation attracts the researcher and provides him/ her the opportunity to collect “real-time” data from actual situations. The researcher has the opportunity to see what is happening on the spot rather than perceiving it as secondary data. The present thematic unit examines this specific methodological approach, providing the framework for a clear understanding of its characteristics and use. Experiments are another method of data collection in the context of conducting research in the field of social sciences. This thematic unit examines this specific methodological approach, providing the framework for a clear understanding of the experiment characteristics and use in psychological research.

Introductory Remarks

Observation, as a method of collecting data for the conduct of research, constitutes a method for systematically observing the behaviour of individuals in terms of a schedule of categories. It is a technique in which the researcher employs explicitly formulated rules for the observation and recording of behaviour. The direct observation of behaviour in a natural environment, without the intervention of the observer, is called naturalistic observation. The main objective of observation in a natural environment is the recording of realistic behaviour, as it normally occurs, and the investigation of the relationship between the variables displayed. Participant observation allows the observer to gain access to a situation that is not usually open to scientific observation. In structured observation, the observer interferes with the purpose of causing an event or “building” a situation in order to make it easier to record events. Researchers can, for instance, create complex processes to fully investigate a particular behaviour. Finally, behaviours can also be observed by implementing indirect observation methods, i.e. through records or other elements of human behaviour. In this case, the researcher does not interfere with the situation and individuals are not aware of the situation.

Experiments constitute a research method that can be used in social sciences. At their most basic level, experiments concern: (a) taking action and (b) observing the consequences of this action. Experiments are more appropriate for specific issues and for certain research purposes. The most customary experiments in social sciences include three pairs of components: (a) independent and dependent variables, (b) pre-testing and post-testing and (c) experimental and control groups. An experiment

essentially examines the effect of an independent variable on a dependent variable. Therefore, the independent variable takes the form of an experimental stimulus, whether existing or not. The stimulus is a dichotomous variable, which has two values – absence of stimulus and presence of stimulus. In this typical model, the researcher compares the existence of the stimulus with what occurs in the absence of the stimulus.

Aims/ Objectives

This module aims at introducing students to the observation and experiment as a method of collecting data for the design and implementation of a research in the field of social sciences. A deeper understanding of the particular characteristics and traits of these two methodological approaches will help the students to approach using critical thinking or adopt each method individually in designing and conducting their own research.

Learning Outcomes

Upon completion of the study of this module, students should be able to:

- Know what observation is and its role in social – psychological research.
- Recognise frames that allow the researcher to collect data through observation.
- Discuss structured, semi-structured and unstructured observation.
- Know basis types of data input on a structured observation protocol/ sheet.
- Refer to the ethical rules governing this data collection method.
- Identify issues of validity and reliability in observation research.
- Know the different behaviour observation strategies.
- Know what an experiment is in social – psychological research.
- Describe an experimental design.
- Discuss the role of experimental and control groups.
- Describe the processes during the experimental research.
- Recognise, design and use factorial experiments.

Key Words

Structured observation	Unstructured observation	Observation strategies	Event sampling	Instantaneous sampling
Experiment	Experimental group	Control group	Experimental design	

Annotated Bibliography

For the educational needs of this module, material from the following books is used:

Basic Sources/ Material

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα (Κεφ. 13, σελ. 306-321)

This chapter includes details and knowledge regarding observation. It describes in detail the different observation types/ strategies, how to design an observation chart and the sampling strategy in the observation research. Questions of ethics, reliability and validity of the method are presented and discussed.

(2) Babbie, E. (2011). *Εισαγωγή στην Κοινωνική Έρευνα*. Εκδόσεις Κριτική, Αθήνα. (Κεφ. 7, σελ. 349-382)

The detailed presentation of this chapter, in relation to the experiment, introduces the reader to issues related to the use of the experiment in social research, the description of the independent and dependent variables, the familiarisation with the experimental and control groups. Issues such as variants of experimental designs as well as validity issues in experimental research are presented and discussed.

Supplementary Sources/ Material

(1) Shaughnessy, J., Zechmesister, E., & Zechmeister, J. (2018). *Ερευνητικές μέθοδοι στην ψυχολογία*. Εκδόσεις Gutenberg, Αθήνα.
(Κεφ. 4, σελ. 185-251)

In this chapter, the authors refer in detail to the various methods of observing and recording behaviour, while providing, with a critical eye, the observation research, discussing in particular the influence and bias of the observer.

Self-Assessment Exercises/ Activities

Exercise 8.1

What is an experiment and what is its main goal? Your answer should not exceed 100-150 words.

Exercise 8.2

What are the main features of structured observation? To what extent does observation offer a different approach to behavioural study compared to other research methods? Your answer should not exceed 200 – 250 words.

Recommended number of work hours for the student

Approximately 10 hours

*The second assignment, counting for 20% of the overall grade of the course, will be handed in during the 8th week. Students should study carefully and then present, in ppt format, a scientific article in the field of Psychology.

TITLE:

Ethical issues in social-psychological research

(9th Week)

Summary

Social research takes place within a social context. Researchers, in addition to scientific issues, should also take ethical considerations into account when designing and conducting research. This chapter summarises some of the most important ethical issues dominating social research.

Introductory Remarks

When conducting research, scientists should adequately conduct research, accurately report results, handle research resources honestly, adequately identify those who have contributed to the production of ideas or have devoted time and effort to their research, to examine the impact of their research efforts on society. In their effort to fulfil these obligations, scientists are confronted with important and sometimes controversial ethical questions and issues. According to this view, the American Psychological Society (APA) has proposed a Code of Conduct describing standards of ethical behaviour, covering a range of issues. Consequently, discussion about ethical principles in social research usually relates to specific issues, which can be classified into the following areas:

- Harm to participants (cost – benefit relationship).
- Lack of informed consent – voluntary participation
- Misdirection/ Deception of research participants.
- Invasion of privacy.
- Report of research results.

Aims/ Objectives

This chapter aims at helping students understand the basic principles and rules of ethics to be observed in a research and to be aware of the basic difficulties encountered in making ethical decisions, taking into account the fact that the “line” between ethical and unethical practices is not clear.

Learning Outcomes

Upon completion of this module, students should be able to discuss:

- The basic ethical principles in social research, with particular emphasis on relations between researchers and research participants.
- The difficulties that arise in making ethical decisions.
- The basic ethical rules presented by the American Psychological Society.
- Examples of ethical problems when conducting a research.
- The procedures a researcher must follow to avoid plagiarism when quoting information from an original or secondary source.

Key Words

Ethics	Cont-benefit ration	Informed consent	Deception	Code of Conduct of the American Psychological Society

Annotated Bibliography

For the educational needs of this module, material from the following books is used:

Basic Sources/ Material

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα (σελ. 149-177)

In this chapter, the author introduces the students to the concept of ethical attitudes and principles. Ethics and quality issues in researches are discussed and the difficulties encountered when making ethical decisions are mentioned.

Supplementary Sources/ Material

(1) Shaughnessy, J., Zechmesister, E., & Zechmeister, J. (2018). *Ερευνητικές μέθοδοι στην ψυχολογία*. Εκδόσεις Gutenberg, Αθήνα (σελ. 129-177)

In this chapter, the authors examine the ethical issues that arise before and during a review and argue about the ways in which psychological investigations are reported and about the basic steps of compliance with ethical rules.

Self-Assessment Exercises/ Activities

Exercise 9.1

What is the importance of ethical issues when conducting social research? Your answer should not exceed 100 – 150 words.

Exercise 9.2

Why is there controversy over the issue of informed consent? What are the main difficulties in complying with this principle? Your answer should not exceed 100 – 150 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE:

Literature Review

(10th Week)

Summary

This chapter refers to the first step of the research project. Once the researcher determines his research questions, he/ she proceeds to the next step of the research project that involves searching and compiling the literature for the literature review. The main concern at this stage is the literature review and the main ideas related to the field of interest that each researcher has chosen.

Introductory Remarks

Most social scientists begin designing a research project with a literature review, which is a key step in conducting research. The aim of reviewing the literature is to find out what is known about the subject of interest and structure the review in such a way that it can serve as a basis and justification for the research. The most well-established type of literature review is the narrative one, in which the researcher offers an assessment of all the facts that are already known about the researcher's field of interest. This means that the researcher is trying to reach a well-known image of a field of study through a fairly comprehensive assessment and interpretation by means of critical thinking of the relevant literature. Reviewing the existing literature aims to clarify the following issues:

- What is already known about the selected field of research?
- What are the concepts and theories relevant to this field?
- What research methods and research designs have been applied to the study of this particular field?
- Are any appreciable controversies observed?
- Is there any discrepancy between the results with reference to this field?
- Are there any unanswered research questions with reference to this field?
- How is the literature linked to the research questions?

Aims/ Objectives

This chapter aims at guiding the students through a tested literature review, where they will evaluate, using critical thinking, everything that is known about their field of interest.

Learning Outcomes

Upon completion of the study of this module, students should be able to:

- Refer to the importance of drafting a literature review.
- Describe the different approaches to narrative and systematic review.
- Recognise the ways in which the literature is reviewed.
- Focus on specific sub-thematic units of a scientific text (e.g. theoretical approach, research design etc.)
- Know the way and the problems entailed by using secondary literature sources.

Key Words

Research process	Literature review	Narrative review	Systematic review	Secondary literature sources

Annotated Bibliography

For the needs of this module, material from the following books is used:

Basic Sources/ Material

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα (σελ. 107-148)

In these pages, the author refers to the significance of reviewing existing literature, by citing the distinction between narrative and systematic review. He describes the reasons behind drafting a literature review and provides useful advice on applying the literature review to a student research.

(2) Babbie, E. (2011). *Εισαγωγή στην Κοινωνική Έρευνα*. Εκδόσεις Κριτική, Αθήνα. (σελ. 689-701)

The author initially refers to how to organise a literature review, providing important information on how to assess specific sub-thematic units of a scientific text.

Supplementary Sources/ Material

Self-Assessment Exercises/ Activities

Exercise 10.1

What is the purpose of literature review and what are the two types of literature review encountered? Your answer should not exceed 150 – 200 words.

Exercise 10.2

Provide 4 – 5 reasons for drafting a literature review. Your answer should not exceed 150 – 200 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE:

Writing up research – structure of a research report

(11th Week)

Summary

One of the main stages of a research project is the drafting of the final research paper. This chapter presents some advice on writing up social research.

Introductory Remarks

Writing up scientific research can be a daunting task. A credible hypothesis, a well-prepared research design, meticulous data collection processes, reliable and valid results, and a sophisticated theoretical interpretation of the findings would not be useful to the research community if they were not made public. This chapter gives advice on tactics in carrying out social research so that students get the main ideas when it comes to structuring their own paper in case they want to write up a dissertation. This chapter also examines the rhetorical strategies implemented by social sciences researchers when writing up the final research paper with their findings in order to convince their readers of the value of their work. In this chapter, the title page of the dissertation, the abstract, the list of contents, the acknowledgements, the introduction, the literature review, the sample, the procedure followed in the scientific study, the results/ findings, the conclusion and the discussion, the appendices and the references of the research are illustrated by examples.

Literature review and reading techniques are presented, while examples of defining the search parameters of literature and documentation are also provided. Reference is made to methods, rules and indexation techniques of literature. Finally, referencing (both in the text and at the end of the paper) according to the APA system, with detailed examples, is presented.

Aims/ Objectives

This chapter aims at familiarising students with the skills required to write up a scientific report and at delving deeper into the strategies used in writing up social research.

Learning Outcomes

Upon completion of this module, students should be able to:

- Know the structural components, each of which contributes to the completeness of the presentation of the scientific work.
- Acquire the necessary documentation skills and literature search techniques.
- Know international databases from where they can draw the necessary literature.
- Approach using critical thinking the existing literature and know the rules of its indexation.
- Referencing according to the APA system.
- Use and make best use of the authoring instructions provided.

Key Words

Social Research	Literature review	Paper structure	References	APA system

Annotated Bibliography

For the needs of this module, material from the following books is used:

Basic Sources/ Material

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα (Κεφ. 28, σελ. 714-741)

In this chapter, the author discusses analytically how to write up a paper, focusing separately on the drafting of quantitative research, qualitative research and mixed methods research. It lists specific examples and academic writing instructions as well as useful information on how to publish a paper in an academic journal.

(2) Babbie, E. (2011). *Εισαγωγή στην Κοινωνική Έρευνα*. Εκδόσεις Κριτική, Αθήνα. (Κεφ. 14, σελ. 689-727)

The author aptly and clearly presents to the reader detailed criteria for how to evaluate the research reports, discussing individual assessment indicators for the individual stages of the study, such as the theoretical approach, measurement, sampling, data search etc. It then provides specific instructions on how to write up each of the paper building blocks separately.

Supplementary Sources/ Material

Shaughnessy, J., Zechmesister, E., & Zechmeister, J. (2018). *Ερευνητικές μέθοδοι στην ψυχολογία*. Εκδόσεις Gutenberg, Αθήνα.

(Κεφ. 13, 702-723).

The authors initially cite the main effective writing instructions and then describe the structure of a scientific reference, using many examples.

Self-Assessment Exercises/ Activities

Exercise 11.1

Summarise the building blocks of a scientific paper. Your answer should not exceed 150 – 200 words.

Exercise 11.2

Study the scientific article entitled “Test anxiety, self-esteem and academic performance” which is posted on the online platform (in the contents of the 12th course) and try to distinguish the structural parts of the article and describe (briefly) what each part deals with (using research article indexation). Your answer should not exceed 250 – 300 words.

Recommended number of work hours for the student

Approximately 10 hours

*The 3rd assignment, counting for 20% of the overall grade of the course will be handed in during the eleventh (11th) week. Each student should write down two (2) titles for two separate studies in the field of psychology. Specify the dependent (s) and independent variables (s) and any covert variables for each research separately. Give (approximate) the purpose of each study and formulate studies’ hypotheses. Write down the sampling method that you will choose to use in each survey.

TITLE:

Introduction to the use of the IBM SPSS statistical program, descriptive statistics indicators, average comparisons, organisation and presentation of quantitative data

(12th Week)

Summary

The Statistical Package for Social Sciences is an application used for the statistical analysis of social sciences. Through this package the researcher can carry out a variety of statistical analyses to deliver reliable results and present them to the scientific community.

Introductory Remarks

This chapter presents the main functions of the SPSS (Statistical Package for the Social Sciences) for Windows, which is possibly the most widely used computer software for the analysis of quantitative data for social scientists. Initially, the first steps to take when using SPSS are introduced, namely launching the application and importing data into the Data Viewer. Then ,the main functions of the SPSS (data viewer, variable viewer, output viewer, value label, variable label, missing values, recode, compute, analyze, graphs, chart editor) are presented and the concepts of descriptive and inferential statistics are approached. Descriptive statistics are a set of statistical methods used for organising and describing a given data set. Inferential statistics is a set of statistical methods used when we want to draw conclusions for a large group of people, based only on the data we collected from a smaller representative segment of this group.

The course focuses on data analysis with SPSS and in particular, on the calculation and interpretation of descriptive statistics indicators. With the help of the database provided to the participants, the course presents the methods of computing and interpreting the following descriptive indicators: frequency, mean, standard deviation, range, mode and median.

Very often in the behavioural sciences, researchers are interested in studying phenomena that include comparisons between two or more groups. The main objective in this type of research is to find out which of the groups performs best in the variable or variables being investigated. In the case that the researcher wants to examine differences between two groups, he/ she applies the t-criterion (for independent or dependent samples), while in the case that the researcher wants to compare more than two means, he/ she uses the analysis of variance – Anova). The analysis of variance allows us to compare not only more than two means but also to study at the same time the effect of two or more independent variables, calculating not only the effect of each independent variable on the

dependent, but also the interactive effects of the independent variables on the dependent ones.

This chapter also discusses how to organise and present quantitative data. During this course, a set of data will be used on the basis of which participants will be informed of the possible ways to organise and present the results of their research in an effective way, while taking advantage of the knowledge and skills acquired in previous modules. Charts, the most commonly used methods of capturing quantitative data, are presented. Their main advantage is that they are easy to interpret and understand. The data can be presented in the form of bar graphs, circular diagrams and histograms. The way of presenting quantitative data in the form of a frequency table (providing the number of individuals and the percentage corresponding to each category of each variable) is also presented.

Aims/ Objectives

This chapter aims at familiarising students with some basic functions of SPSS for Windows and at introducing them to a first quantitative data analysis by calculating various descriptive statistics indicators. It also aims at helping students understand the importance and the way of calculating specific statistical analyses on the basis of the assumptions formulated in a research in order to successfully draft a paper in the field of social sciences.

Learning Outcomes

Upon completion of the study of this module, students should be able to:

- Distinguish descriptive from inferential statistics.
- Use the software and basic functions of SPSS for Windows.
- Use descriptive statistics analyses with reference to frequency, mean, standard deviation, range, prevailing value and median.
- Discuss and interpret results from quantitative data analyses using descriptive statistics indicators.
- Use correctly the statistical criterion for comparing the means of two groups (t-test) and compare the means of three or more samples (analysis of variance-Anova).
- Interpret the results obtained by applying the above statistics analyses.
- Assess the importance of accurately presenting the quantitative data of a research.
- Distinguish how research data can be presented according to their specific characteristics.
- Know and use different ways of presenting data.

Key Words

Descriptive statistics	Inferential statistics	SPSS	Frequency	Median	Range
Mean	Standard deviation	Mode	Criterion-t for independent samples	Analysis of variance	

Annotated Bibliography

For the educational needs of this module, material from the following books is used:

Basic Sources/ Material

(1) Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Εκδόσεις Gutenberg, Αθήνα (σελ. 388-395)

The author presents the first steps in SPSS in an analytical and comprehensible way and provides useful advice on the main functions of SPSS. Descriptive statistics analysis, such as frequency analysis is described (using examples and tables).

(2) Ρούσσος, Π., & Τσαούσης, Γ. (2011). *Στατιστική στις επιστήμες της συμπεριφοράς με τη χρήση του SPSS*. Εκδόσεις Τόπος, Αθήνα.
(Κεφ. 3, σελ. 335-352, Κεφ. 4, σελ. 79-94, Κεφ. 5, σελ. 101-119, Κεφ. 8, σελ. 186-204, Κεφ. 9, σελ. 209-218, Κεφ. 12, σελ. 305-331)

In these chapters, the authors present in a comprehensible way, using many examples and tables, the role and importance of central tendency indicators in the analysis of quantitative data, how they are calculated with SPSS and the interpretation of the resulting numerical values. The authors also introduce students in a simple, comprehensible and detailed manner to the comparison between two samples and the analysis of variance. The use of multiple examples and the emphasis on the interpretation of findings make these book chapters effective for understanding the specific methods of statistical processing and presentation of quantitative data.

Supplementary Sources/ Material

(1) Shaughnessy, J., Zechmesister, E., & Zechmeister, J. (2018). *Ερευνητικές μέθοδοι στην ψυχολογία*. Εκδόσεις Gutenberg, Αθήνα.
(Κεφ. 12, σελ. 637-668)

The comparison between two means on a theoretical level, as well as the way to report findings when two means are compared are presented. Important guidelines and instructions for analysing data involving more than two conditions are also provided.

Self-Assessment Exercises/ Activities

Exercise 12.1

Refer to and describe the central tendency and dispersion indicators that can be used in a research. Your answer should not exceed 100 – 150 words.

Exercise 12.2

List some of the ways of presenting quantitative data. Your answer should not exceed 100 – 150 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE:

Revision

(13th Week)

Summary

This course is a revision of all the thematic units taught so far. The course and its content are structured based on the 12 weeks of the current academic quarter. It aims at helping students understand the basic principles of the research methodology in the field of social sciences. Through the knowledge and skills acquired over the past few weeks, students can apply qualitative and quantitative research methods and describe the code of conduct to be followed in research studies in the field of psychology. Students have also acquired the basic knowledge of the necessary building blocks and stages of a research and can study, with critical thinking, scientific work from the field of psychology.

In this course, students, having already studied the educational material of previous weeks, are encouraged to write down their questions and submit them to the professor for further discussion and clarification. Additionally, the lecturer undertakes a comprehensive review of both the most important thematic modules suggested by students for discussion and problem-solving, as to further deepen the course in order to fully achieve its objectives.

Basic Sources/ Material

Bryman, A. (2017). Μέθοδοι Κοινωνικής Έρευνας. Εκδόσεις Gutenberg, Αθήνα.

(Κεφ. 1, 2, 5, 6, 7, 8, 9, 10, 12, 13, 15, & 28).

These chapters include subjects taught and analysed during the current academic four-month term in order for students to have a useful source of specific information to understand the course's material.

Recommended number of work hours for the student

Approximately 10 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title:

Social research: nature and its processes

(1st Week)

Exercise 1.1

Refer to the four objectives of scientific research and briefly describe what is achieved with each one.

The four objectives of scientific method consist of describing, predicting, interpreting and implementing.

Description: Researchers seek the description of events and relationships between variables. Usually, they use the legislative approach and quantitative analysis.

Prediction: the description of the events and the relationships between them are a fundamental element of prediction, namely the second objective of the scientific method. When the value of a variable can be used to predict the value of a second variable, then we say that these two variables are correlated. Correlation offers researchers the ability to predict behaviour or events, but not to determine the causes of these relationships.

Interpretation: description and prediction constitute significant science aims. Nevertheless, they only constitute the first steps of our ability to explain and understand a phenomenon. Interpretation is the third objective of the scientific method. We understand and are able to explain a phenomenon when we can identify its causes. Researchers usually carry out experiments to identify the causes of a phenomenon. By conducting controlled experiments, they conclude the causes of a phenomenon and reach a causal conclusion.

Implementation: the fourth objective of the research is implementation. Scientists apply their knowledge and research methods to improve people's lives.

Exercise 1.2

What distinguishes academic social research from other kinds of social research?

Researchers conduct research due to the fact that, as they study the literature on a subject or think about what is happening in modern society, they are faced with various questions. They may identify gaps to address between some studies. Such cases are usually the starting point for social research. In other cases we may have social development that offers an interesting starting point for a research question. There is no single reason for conducting a social research. The underlying cause is that, through research, we gain insight and perception of what is happening in society.

Title:

Scientific Research: Types of Variables and Scales Types

(2nd Week)

Exercise 2.1

The title of a scientific paper reads as follows: “The effect of exam stress on performance”. Based on this title, report a dependent and independent variable. Moreover, indicate which may be the covert variables in this research.

No indicative answers are given for the exercise since it counts for 5% of the overall grade.

Exercise 2.2

Identify the independent and dependent variables in the following research titles.

(1) The influence of teacher – student relationships (independent) on student behaviour (dependent).
(2) Occupational burnout (independent) and its relation to social anxiety in primary school teachers (dependent).
(3) The importance of the image of the body (independent) for the mental health (dependent) of young men and women.
(4) The role of self-efficacy expectations (independent) in shaping the students’ intention (dependent) to participate in a laboratory study.
(5) The impact of the academic concept (independent) of self in maximising school preparation (dependent).

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Title:

Sampling in Research

(3rd Week)

Exercise 3.1.

Provide a definition of the following terms: population, sample, probability sample, non-probability sample, sampling frame, representative sample.

Population: the universe of units from which the sample is to be selected.

Sample: The segment of the population that is selected for investigation. It is a subset of the population. The method of selection may be based on a probability and non-probability approach.

Probability sampling: a sample that has been selected using random selection so that each unit in the population has a known chance of being selected. It is generally assumed that a representative sample is more likely to be the outcome when this method of selection from the population is employed.

Non-probability sampling: a sample that has not been selected randomly. Essentially, this implies that some units in the population are more likely to be selected than others.

Sampling frame: The listing of all units in the population from which the sample will be selected.

Representative sample: A sample that reflects the population accurately so that it is a microcosm of the population.

Exercise 3.2

Describe the goals of sampling and refer to the types of probability and non-probability sampling.

The process of selecting a subset for purposes of making observations, aiming at generalising observations from a sample to a wider population, is called sampling. Non-probability sampling is a technique in which samples are selected in a way other than the one suggested by the probability theory. Examples include the method with which we rely on available subjects and so on. Probability sampling is used as a general term for samples selected according to the probability theory, usually including a random sampling mechanism. Specific types of probability sampling are simple random sampling, systematic sampling, cluster sampling.

Title:

Research design – quality criteria in research

(validity and reliability)

(4th Week)

Exercise 4.1

Describe the five types of research design. What is the difference between a research design and a research method?

Research design types include the experimental design, the cross-sectional design, the longitudinal design, the case-study design and the comparative design. Research design

provides the framework for data collection and analysis. The selection of the research design reflects decisions regarding the priority given to various aspects of the research process. Contrarily, the research method is simply the technique of data collection.

Exercise 4.2

(a) What are the differences between validity and reliability?

(b) Does reliability also imply validity?

No indicative answers are given for the exercise since it counts for 5% of the overall grade.

TITLE:

Quantitative research, qualitative research and mixed methods research

(5th Week)

Exercise 5.1

On the basis of your own understanding, try to summarise the main differences between quantitative and qualitative research.

Qualitative research	Quantitative research
Non-numerical data (texts, recordings etc.)	Numerical data
Subjective weigh in individual interpretations of events	Objective: accurate measurement and analysis of concepts
Formulation of the research hypothesis as research progresses	Formulation of the scientific hypothesis during the first stage of the research
Data collection and analysis at the same time	Data analysis follows data collection
We aim at the detailed recording and understanding of the issue	We aim at prediction.
The researcher is involved in the subject under study	The researcher distances himself/ herself from the subject of the research
Data collection (participative) observation, interview (in-depth)	Data collection: questionnaire, literature review

Flexibility at the design stage (discovery of unexpected)	Tendency to predict problems before they occur during research

Exercise 5.2

What does “mixed methods research” mean?

This term is widely used to describe research combining methods relevant to both quantitative and qualitative research.

Title:

Data collection methods to conduct a survey research: Questionnaire

(6th Week)

Exercise 6.1

What is a questionnaire?

A questionnaire is a set of written questions relating to a problem. These questions are asked by the researcher evenly and are addressed to the sampling subjects in order to gather the necessary research information. Questions refer to the knowledge, views, preferences, interests, feelings, expectations, attitudes, values and generally the characteristics of all aspects of personality and behaviour in predetermined situations.

Exercise 6.2

What are open and closed questions in a questionnaire and what are the advantages and disadvantages of each type of question?

With open questions respondents are asked a question and can reply however they wish. In open questions respondents can answer in their own terms. They are not forced to answer in the same terms as those foisted on them by the response choices. Open questions also allow unusual answers. It is possible for the researcher to get answers that he had not thought. They are also useful for exploring new areas or fields for which the researcher has limited knowledge as well as for formulating predetermined answers. One of the disadvantages of using open questions is that their implementation is time consuming as the answers have to be “coded”.

With closed questions respondents are presented with a set of fixed alternatives from which they have to choose an appropriate answer. Closed questions enhance the comparability of answers, clarify the meaning of questions for respondents, reduce the likelihood of disparity in recording responses and make a questionnaire easier to complete. However, there is loss of spontaneity in the respondents’ answers, since it may

be difficult to formulate mutually exclusive predefined responses and it is difficult for predefined responses to cover all contingencies.

Title:

Data collection methods to conduct a survey research: Interview

(7th Week)

Exercise 7.1

Why could a researcher prefer semi-structured interview over structured interview as a means of collecting data?

Structured interview includes the implementation of an interview schedule, a set of questions designed by an interviewer. The aim is for all interviewees to be given exactly the same context of questioning. This means that each respondent receives exactly the same interview stimulus as any other. The goal of this type of interviewing is to ensure that interviewees' replies can be aggregated. Contrarily, the term semi-structured interview covers a wide range of cases. It usually refers to cases where the interviewer has a series of questions generally in the form of an interview schedule, which he may however rearrange. Furthermore, the interviewer usually has some room for further questions when he thinks that the answer given to him is important.

Exercise 7.2

Refer to some of the aims of an interview.

The interview can be used as a means:

(a) for the evaluation or assessment of an individual.

(b) for the selection or promotion of an employee.

(c) for the development of treatment such as interviewing with a psychiatrist.

(d) for the control of the development of hypotheses.

Title:

Data collection methods to conduct a survey research: observation and experiment

(8th Week)

Exercise 8.1

What is an experiment and its main goal?

The experiment is a test we use to learn something we do not know yet. Experiment and experimental methods, in contrast to other research techniques such as observation or research using questionnaires, are considered to be the most effective way to determine cause-effect relationships between the variable we are investigating.

Exercise 8.2

What are the main features of structured observation? To what extent does observation offer a different approach to behavioural study compared to other research methods?

Structured observation is a method for systematically observing the behaviour of individuals in terms of a schedule of categories. It is a technique in which the researcher employs explicitly formulated rules for the observation and recording of behaviour. One of its main advantages is that it allows behaviour to be observed directly, unlike in survey research, which allows behaviour only to be inferred.

Title:

Ethical Issues in social and psychological research

(9th Week)

Exercise 9.1

What is the importance of ethical issues for conducting social research?

Discussion about the ethics of social research brings us into a realm in which the role of values in the research process becomes a subject of concern. Ethical issues revolve around questions such as: how should we “treat” the people on whom we conduct research? Are there activities in which we should or should not engage in our relations with them? On the basis of these questions, discussion on ethical principles in social research usually revolves around specific issues which, according to the existing literature, are classified into the following areas: harm to participants, lack of informed consent, invasion of privacy and deception. The above areas overlap to some extent, but there is no doubt that they constitute a useful classification of ethical principles in social research.

Exercise 9.2

Why is there controversy over the issue of informed consent? What are the main difficulties in complying with this principle?

The issue of informed consent is in many respects the area within social research ethics that is most hotly debated. The bulk of the discussion tends to focus on what is variously called disguised or covert observation, or simple or contrived observation, in which the researcher's true identity is unknown. The principle means that prospective research participants should be given as much information as might be needed to make an informed decision about whether or not they wish to participate in a study. Cover observation transgresses that principle, because participants are not given the opportunity to refuse to cooperate. They are involved, whether they like it or not. (Bryman, 2017).

Title:

Literature Review

(10th Week)

Exercise 10.1

What is the purpose of literature review and what are the two types of literature review that we encounter?

A literature review aims at finding out what is known about the area of interest and at structuring the review in such a way that it can serve as a basis for justifying the research we want to conduct.

Exercise 10.2

Provide 4 – 5 reasons for drafting a literature review.

There are several reasons for writing a literature review:

(a) we need to know what is already known about our research area

(b) we can learn from the mistakes of other researchers and avoid repeating them.

(c) we can learn about different theoretical and methodological approaches in our research field.

(d) the literature review may indicate further research questions.

(e) the literature review may help us interpret our findings.

Title:

Writing up social research – structure of a scientific research

(11th Week)

Exercise 11.1

Summarize the building blocks of a scientific paper.

The building blocks of a scientific paper are the title page of the dissertation, the abstract, the list of contents, the acknowledgements, the introduction, the literature review, the sample, the procedure followed in the scientific study, the findings, the conclusion and the discussion, references and survey appendix.

Exercise 11.2

Study the scientific article entitled “Test anxiety, self-esteem and school performance” which is posted on the online platform (in the contents of the 12th course) and try to distinguish the structural parts of the article and describe (briefly) what the issue is about each one of them.

The practical implementation of this exercise will be realised during the presentation and discussion of the course.

Title:

Introduction to the use of the IBM SPSS statistical program, descriptive statistics indicators, average comparisons, organisation and presentation of quantitative data

(12th Week)

Exercise 12.1

Refer to and describe the central tendency measures and dispersion indicators that can be used in a research.

Central tendency measures:

(a) arithmetic mean: This is the average as we understand it in everyday use – this means that we sum all the values in a distribution and then divide by the number of values.

(b) median: is the mid-point in a distribution of values The median is derived by arraying all the values in a distribution form from the smallest to the largest and then finding the middle point.

(c) mode: is the value that occurs most frequently in a distribution.

Measures of dispersion:

(a) range: the difference between the maximum and the minimum value in a distribution of values.

(b) standard deviation: the average amount of variation around the mean.

Exercise 12.2

List some of the ways of presenting quantitative data.

The quantitative data of a research can be presented in the form of tables, diagrams (different types), histograms etc.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC115	Feedback form						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor				**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: History and Systems of Psychology

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC270**	**History and Systems of Psychology**	
Level	Undergraduate ☒	Postgraduate (master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web-based Teleconferences: Up to 6
Number of Assignments	2		
Assessment	Assignments 50%	Final Examination 50%	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr Marina Chrysostomou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

General Objectives:

- to develop the students' capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- to develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- to build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- to provide students with the basic requirements for academic and/or career advancement.

Specific Objectives:

- to provide students with a solid training in psychology and its methods;
- to foster awareness of contemporary developments and issues in psychology;
- to prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

The drawing up of the study guide for the course **History and Systems of Psychology (PSC270)** arose from the need to provide guidance to long distance learning students so that they can manage the time and pace of their study in the best possible way.

This course examines the history and evolution of psychology from ancient Greece to traditional schools of psychology (e.g. structuralism, functionalism, behaviourism, psychoanalysis) and modern theoretical perspectives of the second half of the 20th

century. Emphasis is placed on the evolution of modern theoretical concepts from their historical origins in Philosophy and natural sciences.

Upon successful completion of this course, students should be able to:

- Provide a broad overview of the evolution of the science of Psychology from ancient to modern theories and practices.
- Present a number of theories and discuss the positive and negative aspects of each of them, from philosophical theories to modern, scientific ones.
- Refer to various schools of psychology and describe, using critical thinking, the work and contribution of several representatives of each school.
- Analyse findings and practices of the distant and most recent past.
- Present the significant development stages of the history of Psychology.

The Study Guide, a useful and necessary tool for students, particularly in those cases where educational material is not written with the methodology of open and distance learning, encourages and facilitates the study and understanding of the issues discussed in this T.U. (thematic unit). Furthermore, through self-assessment exercises, it incites and encourages work at home, motivates students to further study and contributes to the development of critical thinking skills.

The Study Guide is structured on a weekly basis and includes a Summary and very brief introductory remarks, aims/ objectives and learning outcomes, key words – basic concepts, annotated bibliography, recommended number of work hours for the student, self-assessment and critical thinking exercises and case-studies, with indicative answers at the end of the study guide, aiming at a deeper understanding of the content, terms and concepts that each unit deals with. The recommended number of work hours for the student includes, in addition to studying, watching the teleconferences, literature search, drafting of projects, weekly exercises etc. It goes without saying that the study guide does not substitute in any case the educational material posted on the platform that the students need to read carefully and assimilate in order to be able to meet the program requirements and to successfully complete the T.U.

Recommended number of work hours for the student

Approximately 5 hours (including the study of the Guide)

TITLE: The Birth of Psychology

(1st Week)

Summary

The course refers to how people originally perceived and explained things in an effort to understand their environment and experiences. Furthermore, the first explanations given by ancient Greeks with regard to the psychological activity are described and analysed.

Introductory Remarks

Many historians believe that the science of psychology was born when Greek thinkers began to explain psychological activity based on nature and the environment. Until then, people were trying to understand facts through metaphysical interpretations.

With the contribution of ancient Greeks to psychology, came the creation of five important approaches – the Physiocratic, the Biological, the Mathematical, the Eclectic and the Anthropocentric approach. Philosophers of every approach were seeking the basis of Life based on the approach they were advocating.

In particular, philosophers advocating the physiocratic approach, such as Thales, were seeking the basis of life in the exterior physical environment. Philosophers advocating the Biological approach, such as Alcmaeon, focused on studying thoughts, feelings and behaviours from a physical point of view. Unlike the previous two approaches, the Mathematical approach attempted to explain the primacy of life through mathematical structures. Perhaps the most well-known mathematician of Greek antiquity was Pythagoras, who argued that only through mathematics we can really explain the world.

The Eclectic approach consisted of the so-called Sophists. The Sophists were a group of educated people who lectured in several different places. Due to travelling from place to place for their lectures, they were also called the wandering sophists. The Sophists claimed that one's knowledge comes from his/ her experiences and therefore there are no universal truths (since everyone has different experiences).

Finally, the anthropocentric approach focuses on the characteristics that make human differ from other organisms (e.g. logic, language). Plato argued that we perceive our environment through the senses but that these senses are not always reliable. He separated the Body from the Mind (Soul) stating that the Body is perishable while the Soul is indestructible and rational.

Aims/Objectives

This chapter aims at introducing students to the original interpretations given about the primacy of life up to the contribution of the ancient Greeks. Furthermore, the course aims at familiarising students with the fact that people tried to explain and interpret their attitudes and external environment since ancient times.

Learning Outcomes

Upon successful completion of this course students should:

- Know the definitions given during the course.
- Know the first explanations given by the five approaches.
- Be able to refer to at least one philosopher from each approach.
- Be able to describe the work of Plato and Aristotle.
- Understand why ancient Greeks are considered to have laid the foundations of psychology.

Key Words

Greek thinkers	Physiocratic approach	Biological approach	Mathematical approach	Eclectic Approach
Anthropocentric approach	Plato	Aristotle	Sophists	Thales

Annotated Bibliography

Basic Sources/ Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη.

  The purpose of the first chapter is introductory and presents the birth of psychology and the contribution of ancient Greeks.

Self-Assessment Exercises/Activities

Exercise 1.1 – Self-Assessment

Ancient Greeks are considered to have laid the foundations of psychology. Give an example of each approach to support this statement. Your answer should not exceed 150 words.

Recommended number of work hours for the student

Approximately seven hours.

TITLE: Philosophy and the beginning of modern science

(2nd Week)

Summary

This course refers to Rome/ the Roman Empire until the fall of the Roman Empire and the Byzantine Empire. Roman Philosophy and Christianity are the main elements of this course.

Introductory Remarks

Philosophy and sciences were developed through the work of ancient Greeks and Romans. Rome was originally a democratic state but the regime turned into imperialism when Julius Caesar took over. The Roman Empire was very powerful and spread throughout the Western world. Among other things, the Romans developed a single trade, transport networks and established a common language - Latin. This means that while there were different populations in the Roman Empire, the Romans managed to establish a common culture. The fact that there was a long period of relative peace (*Pax Romana*) and prosperity in the Empire, helped spread the knowledge and ideas across the Empire.

In general, the Romans were more interested in the use and applications of mathematics (e.g. when building aqueducts), than the study of pure mathematics (like the Greeks). Nevertheless, they recognised the value of Greek philosophy and natural science. The Romans studied and developed practical sciences which resulted, among other things, in technological progress, the creation of new knowledge and the establishment of higher education centres. The development of practical sciences has played an important role in the tendency to specialise. We see, for example, that centres of higher education advocated that it is best to divide knowledge into three sections – Science, Ethics, and Religion. Furthermore, Baron created an encyclopaedia that was divided into nine different scientific disciplines.

Some of the significant advances in philosophy during the Roman rule are Stoicism, Epicureanism, Neoplatonism and Christianity. According to the philosophy of Stoicism, fate plays a key role in people's lives. The advocates of this philosophy founded their theories based on the lessons of the Greek philosopher Zeno, who believed in the passive substance (matter one sets in motion) and the active substance (acts on the passive matter). Stoics believed that man must be apathetic and accept his fate (whichever that is – good or bad). They argued that whatever happens is part of a divine plan and this is why he must accept it with apathy and courage. The advocates of Stoicism did not give much value to material goods, because the latter could be destroyed or lost. The greatest value for them was knowing that they were part of a divine plan. The Stoic philosophy was quite widespread since we know that Seneca (Philosopher), Epictetus (slave) and Marcus Aurelius (Emperor) have embraced this philosophy.

Epicureanism deals with human happiness and bliss. They argued that man 1) has free will and 2) that there is no post-mortem life since according to Epicurus of Samos 1) the human body consists of tiny particles – atoms that move freely and 2) are scattered after death and thus reorganised to become part of another structure. Epicureans avoided intense pleasure because it was often followed by pain and inconveniences. This meant that the next day would be less pleasant. In general, the followers of the Epicureans lived simple lives, far from power and fame (to have no enemies), sought friendship and aimed at individual happiness.

Neoplatonism emphasises the most mystical aspects of Plato's philosophy. The national philosopher Plotinus taught that the soul is capable of reason that depends on our senses and the generation of ideas. The soul aims to dominate the body and seeks the truth in nature and God. According to Plotinus, God is the supreme authority and is found at the top of the hierarchy. The mind or spirit, which is the image of God, is the next in hierarchy, and finally the soul is the inferior member of the hierarchy.

Neoplatonism and perceptions of the body and soul were part of Christian thinking. The birth and humble life of Christ had a great influence on the importance of the soul and spirit. The Christian apostles advocated the importance of spirit and faith in Christ, and viewed the body as something deficient. Roman peace helped to spread Christianity quickly by all the apostles. Christianity was subject to many pressures such as the creation of sects and the persecution of Christians.

With the dissolution of the Roman Empire in the West, political power passed into the hands of the Pope and the church. With the help of Saint-Augustine, the political government began to be considered inferior to the Church and God. Finally, with the fall of the Roman Empire in the West, the political power of the Roman Empire was transferred to Constantinople (Byzantine Empire). Several major universities were established in Constantinople, Athens, Alexandria and Antioch.

Aims/Objectives

The course aims at recognising the progressive development of psychology through the Roman Empire and the Roman spirit. Students will also learn about the contribution of the Romans and the Roman peace to the development of culture.

Learning Outcomes

- Students should know about and be able to describe the Romans' contribution to psychology and science.
- They should be able to describe and develop Stoic and Epicurean philosophy, Neoplatonism and Christianity by referring to at least one of their advocates and their work.
- Students, using critical thinking, should be able to identify the similarities between Roman philosophers and Greek sophists.

- They should recognise the fundamental differences between Roman philosophers and psychology today. For example stoic philosophy sees man as a passive receiver who must accept his fate (something that psychology does not accept today).

Key Words

Roman Empire	Roman Philosophy	Stoicism	Epicureanism	Neo-Platonism
Christianity	Byzantine Empire	Islamic civilisation	Avicenna	Rome

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη. - This chapter presents the contribution of Romans to technology, sciences, civilisation and philosophy. Critical thinking is encouraged, since comparisons can be made between the Greeks and the Romans as well as today's psychology.

Self-Assessment Exercises/Activities

Exercise 2.1: Self-Assessment

Referring to Roman philosophy, give five examples that explain how they viewed human activity. 150 words maximum.

Recommended number of work hours for the student

Approximately seven hours.

TITLE: Philosophy and the beginning of modern science II

(3rd Week)

Summary

The syllabus of this course relates to the events that occurred from the recovery in Europe to the Renaissance. With the recovery in Europe, several nation states were formed, under the leadership of a monarch. The power of the church (pope) played an instrumental role in society and civilisation. Universities were greatly censored by the church up until the Scholasticism movement.

Introductory Remarks

Nation states began to create in Europe between 1000 and 1300 AD. The nation states were under the leadership of a monarch. For example, England was under the rule of the king, and in particular of the document Magna Carta that determined the king's power and the power of the landowners and the church. Therefore, step by step, all nation states have acquired their own cultural and ethnic identity. The monarchy was delayed in Germany and Italy; in Germany due to the power of the landowners and the church and in Italy due to the papal administrative system.

Rome had a theocratic government and the Pope was perhaps the most powerful person in Europe, managing large areas of land. The authority of the church began to have a privileged role in the everyday life of people, thus resulting in a revival of the spiritual life. Several monasteries were founded by spiritual fathers and monastic rules began to apply. For instance, daily prayer and work, as well as the search for life away from material goods were part of the formation and rise of spiritual life.

In Spain, Saint Dominic Guzman founded the Order of Preachers to fight sects and keep faith unchanging and firm (under the rules set by the church). In other words, the mission of the Inquisition was to persecute those who were accused of heresy or those who opposed the papal authority, while it also conducted investigations into the use of magic and superstitions. For example, people with behaviours that were not socially acceptable, who in our days would be considered as mentally ill, were tortured or sentenced to death by the Inquisition.

In order to keep faith unchanged, the Inquisition began to censor universities (since education was based on ecclesiastical authority). Censorship had a great impact on resourcefulness and research. The sovereignty of the church required universities and all ecclesiastical institutions to conform and follow the rules of theology, as set out by the church.

Several university professors, such as Roger Bacon and Pietro Lombardo began to use systematic observation, empirical evidence and logic as sources of knowledge. In other words, some university professors began to argue that, apart from faith (as defined by the

church), empirical evidence through observation and the use of logic were equally important sources of knowledge. Theological faith and logic somehow had to coexist, to harmonize.

The work of Thomas Akainte and his movement, known as Scholasticism, somehow harmonised logic with faith. By reconciling the Aristotelian philosophy and faith, he succeeded in claiming that logical thinking must also exist in the quest for truth. Aristotle was taught compulsorily in Christian universities and the church accepted logical thinking as an equally important source of truth and knowledge in addition to faith.

Thus, one can argue that from this point on, ecclesiastical power ceased to have the same power and could no longer demand obedience based solely on faith (since it accepted logical thinking as an equally important source of truth). This resulted in the weakening of faith and ecclesiastical power in the years to come.

The end of the 14th century marked the beginning of the intellectual and artistic Renaissance of the European civilization that was realised over a period of 200 years. People turned to arts, literature and music. These changes meant that Europe had now come out of the Middle Ages.

Aims/Objectives

This chapter aims at familiarising students with the evolution of the ecclesiastical papal power in the history of psychology. The aim of the course is to emphasise the influence of the church on psychology and society in general up until the movement of Scholasticism.

Learning Outcomes

- Students are expected to know how and why the various nation states were created following the fall of the Roman Empire.
- They should understand the role and influence that ecclesiastical power had on both people's everyday life and behaviour.
- They should understand the impact of ecclesiastical power on the development of science, research and psychology.
- They should understand the role and influence of the Inquisition.
- Finally, students should know about the Scholasticism movement and its influence on ecclesiastical power and the development of science.

Key Words

Ecclesiastical power	Universities	Nation-states	Scholasticism	Thomas Akainte	Renaissance

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη.

The third chapter of the course presents the influence of ecclesiastical power and its weakening as a result of the Scholasticism movement. This chapter encourages critical thinking by asking you to consider in what ways the ecclesiastical power has influenced the development of sciences and people's everyday life.

Self-Assessment Exercises/Activities

Exercise 3.1: Self-Assessment

Refer to three ways in which the ecclesiastical power influenced the development of science and psychology. Furthermore, describe in a paragraph the Scholasticism movement. Your answer should not exceed 200 words.

Recommended number of work hours for the student

Approximately seven hours.

TITLE: Advances in science, philosophy and physiology

(4th Week)

Summary

This chapter specifies the advances that have occurred in science and philosophy. In particular, we go through the work of some important people who have shaped the scientific and philosophical approaches. Finally, we refer to the work of Charles Darwin and the theory of evolution.

Introductory Remarks

As explained previously, Scholasticism played an important role in the development of science. Empirical science is based on the use of logic and observation. Scientific approaches recognise the need for systematic observation and repetition of results. In other words, study results are not based on isolated observations.

Francis Bacon was one of the most important people who formed empirical sciences. Bacon was opposed to the perceptions of the church and argued that science should approach research through observation (not only through faith and reason). He was also one of the first to underline the importance of critical thinking and repetition of results when it comes to research (whether by the same researcher or by different researches) as to be considered valid.

Scientists were studying psychology either as an empirical science or through philosophy. The study of psychology through philosophy included the exploration of the relationship between body and mind and their functions. One of the most important people who contributed to the progress of philosophy is Baruch Spinoza. Influenced by scholastic philosophers, he tried to harmonise religion with science. Thus, Spinoza supported that God equates to nature and that nature has the power of motion, development and sense. For Spinoza, mental functions derive from the mind (internal functions such as thought, memory etc., while the body constitutes the external manifestation of the functions.

Rene Descartes or Cartesius is considered by many to be the first modern philosopher and is still widely known today for the phrase “I think, therefore I am”. With this phrase Descartes emphasises that nothing can be taken for granted (we can doubt everything, even everything we think about). This indicates that, first and foremost, we should know ourselves and our experiences and not the external environment – as previous theories have stated. Finally, Descartes supported mind-body dualism by stating that the body is the physical entity with which we get to know the external environment – the body is made up of sensory and motor mechanisms that transfer the stimuli from the external environment to a specific part of the brain (Early stage of physiology). Contrarily, the mind is immaterial and constitutes the part that thinks – mind and cognitive processes can affect the behaviour of an individual.

The many wars that took place in Europe in the 17th and 18th centuries paved the way for the study of the central nervous system. Phrenology is the first version of the theory of localisation. Gall argued that the cerebral cortex contains different centres that control specific psychological functions. The French physiologist Flourens proved that the brain functions as an undifferentiated single system, thus promoting the Holistic theory.

The study of the nervous system was performed with the implementation of various techniques such as lobotomy, leucotomy, animal experiments and accidental injuries. For example, lobotomy is a surgery during which part of the lobe (or the entire lobe) is removed (the Phineas Gage's story is one of the most known ones). This surgery was usually performed as a cure for serious neurological conditions. However, the damage caused by these interventions was greater than the original symptoms (e.g. individuals lost contact with reality, significant change in behaviour and personality).

Aims/Objectives

The course aims at understanding methodological innovations. Moreover, it aims at recognising the influences of previous philosophers on the advances of science and philosophy (e.g. Scholasticism). Finally, it aims at referring to early physiological advances.

Learning Outcomes

- Students are expected to know about the advances in science and innovations in scientific research and study.
- They are also expected to be able to refer to specific individuals and to be able to describe their work and contribution to the evolution of science.
- Students are expected to know the advances in philosophy and the exploration of the relationship between mind and body and their functions (human activity).
- They should be able to refer to the work of specific individuals and describe their contribution to the evolution of philosophy.
- Finally, students should know about the early developments in physiology and the initial studies carried out in the central nervous system.

Key Words

Francis Bacon	Baruch Spinoza	Rene Descartes	Phrenology	Flourens	Lobotomy

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη.

- This chapter sets out the main developments in philosophy, science and physiology by referring to the work of major representatives.

Self-Assessment Exercises/Activities

Exercise 4.1: Self-Assessment

Create a table that is divided into three parts: Science, Philosophy and Physiology. Refer to a representative from each area and briefly describe their work. Your answer should not exceed 200 words.

Recommended number of work hours for the student

Approximately seven hours.

TITLE: Structuralism and early approaches to psychology

(5th Week)

Summary

This chapter refers to the work of Wilhelm Wundt, known as Voluntarism and the work of Edward B. Titchener, known as Structuralism. These two theories aimed at studying consciousness and mental processes. Voluntarism underlined selective attention and will, while Structuralism was based on the description of the mental experience.

Introductory Remarks

Wundt aimed at studying and explaining mental processes, using introspection, starting from the basic elements of thought and how they create more complex mental processes and experiences (molecular approach). One of his most well-known experiments was the study of selective attention with the use of a device he called the "thought metre". The "thought metre" looked like a clock under which a pendulum was arranged so that it swung along a calibrated scale. The apparatus was arranged so that a bell was struck by the metal pole(s) at the extremes of the pendulum's swing. In particular, Wundt used this device to prove that it takes 1/10 of a second to shift a person's attention from the bell sound - > to the position of the pendulum on the scale. In other words, Wundt concluded that 1) one cannot pay attention to the sound and the pendulum at the same time, and 2) the deliberate shift of attention from one stimulus to another takes 1/10 of a second.

Wundt argued that experimental psychology should study the facts of human consciousness and take into account the will of people and the psychology of the peoples (e.g. language, customs, ethics, etc). His theory is known as Voluntarism as will plays an important role in understanding consciousness since people have the will to decide where they will pay attention. Wundt was the founder of the first Institute of Experimental Psychology, establishing the first school of psychology in 1890. Wundt's experimental laboratory was widely known and many researchers travelled to be trained at the Wundt institute.

According to Wundt there are two basic types of mental experience – sensations and feelings. Sensations occur when a sense organ is stimulated (e.g. the sense of hearing when we listen to music) and impulses reaches brain. All sensations are accompanied by feelings, some of which are more pleasant, calmer or relaxing than others (for example, some sounds are more pleasant than others).

Wundt's experiments on reaction time when it comes to performing various mental processes were based on the Donders' reaction time experiments' methodology. The instructions given to the participants were intended to measure their reaction time when they saw a particular stimulus. For example, in a series of images of different objects, when you see the image of a ball you have to press the button. With the repetition of Wundt's results, he concluded that i) reaction time differs greatly from experiment to

experiment, ii) from person to person and iii) from repetition of the experiment by the same person. Factors such as the intensity of the stimulus, the sense modality stimulated as well as the familiarisation of the participants with the experiment affected the final result.

Titchener was Wundt's student and a founding member of the American Psychological Association (APA). Titchener, like Wundt, underlined the important role of experience and the study of consciousness in psychology. Unlike Wundt, Tichener hoped to explain a) *what* sensory information is causing sensations and 2) *how* is this sensory information combined to create more complex perceptions. In other words, Titchener was interested in *describing* the structure of mental processes and therefore he named his theory Structuralism.

In his experiments Titchener asked the participants to describe their experiences using endoscopic analysis. For example, when participants presented an object (a ball), they had to describe their experience. That is, they should describe the attributes of the object, the colours, the nuances, etc. If the participants in Tichener's experiments named the object (if they called it a ball) then this was called a "stimulus error".

From these endoscopic studies, Titchener identified *what* basic elements of mental life are responsible for the conscious experience. He concluded that they are made up of 1) sensations, 2) images (ideas) and 3) emotions. He also concluded that these elements combine to create more complex mental processes since sensations make sense when associated with other senses or existing memories.

Aims/Objectives

This course aims at helping students understand the first studies with regard to mental processes and consciousness. This knowledge is important for students as be able to recognise the contribution of these theories in the subsequent development of psychology, both on a theoretical and methodological level.

Learning Outcomes

- The students should know the work of Wundt and his contribution to the development of psychology.
- They should be able to explain the use of introspection for studying consciousness in Voluntarism and Structuralism.
- They should be familiar with Tichener's work and studies and his approach to studying consciousness.
- They should be in position to refer to specific studies of the two theories and interpret their results using critical thinking.
- They should be able to identify the differences between Voluntarism and Structuralism.

Key Words

Wilhelm Wundt	Voluntarism	Think-metre	Edward Titchener	Structuralism	Mental processes

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη.

    - The fifth chapter described the first studies of human consciousness and refers to the work of Wundt and Tichener. This chapter encourages critical thinking by asking students to think of important factors to be taken into account when studying consciousness.

Supplementary Sources/Material

- Brennan, J. (2009). Ψυχολογία: Ιστορία και Συστήματα. Εκδ. Τόπος.

    - Chapter 8 of this book refers to the German approach to psychology and analyses, among other things, the work of Voluntarism and Structuralism.

Self-Assessment Exercises/Activities

Exercise 5.1: Activity

Voluntarism studied the elements of human consciousness but concluded that the repetition of the experiments did not always have the same outcome. Describe an experiment and explain, using critical thinking, why differences were observed in the outcomes of Wundt's experiments. Your answer should not exceed 200 words.

*** This Exercise counts for 5% of the overall grade.**

Exercise 5.2: Self-Assessment

Voluntarism studies the elements of consciousness, while structuralism describes the structure of consciousness. Explain the difference between the two theories with regard to how they approach consciousness. Your answer should not exceed 150 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: Empiricism, sensationalism and positivism

(6th Week)

Summary

The course refers to British empiricism and French sensationalism. Specifically, students will learn the philosophy of empiricism, in which experience through the senses plays an important role. Reference is made to the work of British and French philosophers such as Thomas Hobbes, John Locke and Pierre Gassendi.

Introductory Remarks

Empiricism is the philosophy that states that knowledge derives from sensory experience. In other words, for empiricists, human knowledge is acquired through our senses and is therefore not inherent. Thomas Hobbes, a British philosopher argued that as Galileo explained the universe consists only of matter and motion and that human behaviour can be explained in the same way According to Hobbes, humans are machines and consist only of matter and motion. For example, we perceive the external environment through our senses, which creates an inner movement (thoughts/ images). In other words, Hobbes argued that it is not necessary to study inner states (mental processes) because there is nothing immaterial in human activity (he denied the existence of the spirit/ mind).

Hobbes is considered an empiricist as he believed that knowledge derives from sensory experience. He is considered a materialist because he believed that all that exists is matter and motion, and that there is no non-material mind. He is thought to have a mechanistic worldview because he believed that everything in the universe functions as machines (e.g. people). He was also seen as a hedonist, because he believed that the behaviour of humans and animals was thwarted by the pursuit of pleasure and the avoidance of pain.

John Locke is another British empiricist, but unlike Hobbes, he accepted mind-body dualism. Ecclesiastic beliefs at the time claimed that God gave people inherent ideas of morality. Therefore, this means that all people are born with these innate ideas. But Locke noticed that not all people have these inherent ideas of morality – some people are more moral than others. Thus, Locke concluded that people are not born with innate ideas but acquire these ideas through experience. Locke is so far known for the term “tabula rasa” which means “clean slate”. In other words, Locke argued that people are born as if they had no ideas, their mind being a blank paper on which we begin to “write” our knowledge through our experiences.

For Locke all ideas are mental representations coming from either the external environment (through the senses) or through self-reflection. Self-reflection is the ability of the mind to shape ideas, make connections between ideas and create new ideas. Locke also referred to primary and secondary qualities of ideas. The primary qualities respond to physical attributes of physical objects as they are in reality – that is, actual attributes.

Contrarily, the secondary qualities are attributes of subjective or psychological reality (e.g. taste).

French philosophers, such as Pierre Gassendi, are also thought to have a mechanistic worldview and be empiricists and materialists. Gassendi agreed with Hobbes that everything is made of matter. To support this belief, he emphasized that it is impossible for something immaterial (e.g. spirit/ mind) to influence or be influenced by something material (e.g. body). According to Gassendi only physical things can influence and be influenced by physical things.

Contrarily, Julien de La Mettrie was one of the first philosophers to support the connection between mind and body and how the body (matter) can influence something immaterial (mind/ spirit). To support this belief he gave as an example the effect of drinking wine, coffee and opiates on mental processes (e.g. thought, attention etc.) Finally, La Mettrie argued that people differ from animals due to 1) the size of the brain, 2) the complexity of the brain, and 3) the education (teaching, experience etc.) that they receive.

Aims/Objectives

This course aims at teaching students the schools of empiricism and sensationalism. It also aims at familiarising students with the explanations given by empiricists for acquiring knowledge as well as the differences between empiricists with reference to dualism.

Learning Outcomes

- Students should know at least two empiricists and be able to refer to their theory and work.
- They should know the differences between the empiricists who advocated the existence of the spirit (or mind) and those who denied the existence of anything immaterial.
- Students should know the definition of the terms mechanist and materialist and be able to explain them by providing examples.
- They should know the definition of ‘tabula rasa’ and be able to explain the interpretation of Locke.
- They should know about the paradox of the basins.

Key Words

Thomas Hobbes	Empiricism	John Locke	Tabula rasa	Pierre Gassendi	Julien de La Mettrie
Mechanist	Materialist	Mind-body connection	Innate Ideas	Primary qualities	Secondary qualities

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη.

    - Chapter six refers to empiricism and French sensationalism and describes the various differences between empiricists regarding their beliefs for the existence of the spirit.

Self-Assessment Exercises/Activities

Exercise 6.1: Self-Assessment

Create a list with the definitions of the terms mechanist, materialist and empiricist. Explain the meaning of each definition and provide an example for each definition. Your answer should not exceed 100 words.

Exercise 6.2: Self-Assessment

Describe John Locke's theory of innate ideas. Your answer should not exceed 150 words.

Recommended number of work hours for the student

Approximately 10 hours.

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TITLE: Psychology of the form (Gestalt Psychology)

(7th Week)

Summary

This course refers to psychologists of the form and describes their opposition to Wundt's experimental program. While Wundt was trying to explain the conscious experience by searching for the elements of consciousness, the psychologists of the form argued that we were experiencing everything as whole final forms. Thus, they argued that it is wrong to try to explain the consciousness by dividing it into basic elements.

Introductory Remarks

The psychologists of the form (or Gestaltists) rebelled against Wundt's experimental program as they argued that consciousness cannot be divided into elements without altering the true meaning of the conscious experience. According to Gestaltists, consciousness is continuous and we experience things in meaningful, intact configurations – and not as isolated pieces. That is, for example, we perceive a triangle because we see it as a meaningful, intact form and not because we see it as consisting of three lines. Therefore, according to morphological psychologists, we do not perceive a triangle from its elements (three lines), but as a whole, as a final form.

Based on this holistic approach, psychologists of the form argued that it is more useful to study the mental experience without further analysis – that is, without focusing on the parts or elements of the mental experience.

Several argue that psychology of the form was founded by three people – Max Wertheimer, Kurt Koffka and Wolfgang Kohler. This idea arose when Wertheimer, with the experiment known as the Phi Phenomenon, observed that sometimes our perceptions differ from the senses they are composed of. In particular, he observed that if the time between two lights flashing successively was 200 milliseconds, the observer perceived two lights flashing on and off successively. It the interval between flashes was less than 30 milliseconds, then both lights were perceived as one light in motion. Finally, it the time between them was about 60 milliseconds, it appeared to be one light that moved from one position to the other. With this experiment, Wertheimer proved that what we perceive is sometimes different from the sensory experience.

According to the psychologists of the form, 1) our senses convert the information they receive from the external environment into neural activity and 2) the perception is the process through which the external information is interpreted. Nevertheless, they supported that the neural activity is not the same as the perceptual activity (Phi Phenomenon). Therefore, morphological psychologists argued that organised neural activity dominates our perceptions and not the stimuli we receive. For example, when we open a door in different angles, we perceive it as having a fixed size and shape, despite the fact that our senses (vision) perceive different information – this is perceptual stability.

Finally, according to Gestalists there are two principles of perceptual organisation: the figure-ground relationship and grouping. The figure-ground relationship is often explained using an ambiguous shape, where viewers can perceive two images depending on where they will focus. The part of the image that focuses attention is called the figure and is the main object, while the background (ground) consists of everything that we do not pay attention to. Grouping is the second principle of the perceptual organisation and deals with how the stimuli are organised into figures. An example of grouping is proximity, where the closer the objects appear to, the most likely it is to perceive them as belonging to the same group.

Aims/Objectives

This course aims at familiarising students with the approach of the psychologists of the form. Furthermore, it aims at familiarising students with the studies and definitions associated with the psychology of the form.

Learning Outcomes

- The students should know why the Psychologists of the Form revolted against Wundt's experimental program.
- They should be able to explain the Gestalists' holistic approach by providing examples.
- They should know about the Phi Phenomenon.
- They should be able to describe the two principles of perceptual organisation.
- They should be able to compare the holistic approach with the molecular approach in their effort to identify consciousness.

Key Words

Max Wertheimer	Kurt Koffka	Wolfgang Kohler	Psychology of the form	Gestalt	Perceptual Organisation

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη.

    - This chapter refer to the work of the psychologists of the form and in particular studies the different approaches in relation to elementism.

Self-Assessment Exercises/Activities

Exercise 7.1: Self-Assessment

Draw a table with two columns, where one column refers to the psychology of the form whereas the second column refers to the molecular approach. Think of one example of consciousness study and present it as the two approaches would have.

Exercise 7.1:

Group assignment submission. The first assignment requires to further critically analyse the work of a philosopher focusing on its contribution to psychology and the development of latest theories. This assignment counts for 15% of the overall grade and the deadline is the end of week 7.

Recommended number of work hours for the student

Approximately 8 hours.

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TITLE: Functionalism

(8th Week)

Summary

Functionalism is considered by many as one of the early forms of psychology in the United States of America (USA). The school began when William James published his book “The Principles of Psychology”. The advocates of functionalism were influenced by Darwin’s theory of evolution and contributed to the development of applied psychology.

Introductory Remarks

Early psychology in the USA was modelled on British universities and was influenced by the work of Tichener and John Locke. Many historians argue that functionalism began with the publication of James’ book “The Principles of Psychology” in 1890. The advocates of functionalism did not agree with elementalists (e.g. Tichener) in relation to the way it studied consciousness. On the contrary, the supporters of functionalism looked at consciousness based on Darwin’s evolutionary theory and argued that the mind and behaviour of the organisms helped to better adapt to one’s environment.

Despite the fact that the school of functionalism has been linked to the book of James, he is not considered to be the founder of Functionalism. In general, Functionalism never had a recognised leader or a common methodology. Its supporters had some common grounds in their studies and works that had been influenced by Darwin’s theory. The main common grounds of the representatives of functionalism are the following: 1) they did not agree with the analysis of the elements of consciousness, 2) they argued that mental processes help people adapt to their environment, 3) they applied the results from their studies to improve their way and quality of life, 4) they were interested in studying the reasons behind the fact that an organism behaves differently when its needs change, 5) they accepted mental processes and behaviour as part of the science of psychology, 6) in contrast to previous schools, functionalists were more interested in what makes organisms different rather than in what makes them similar.

James was a materialist and accepted the theory of evolution of Darwin; that is that everything is matter and that the most best suited organism survives – meaning that people do not have freedom or personal choice. James, during a trip to Brazil, faced some health problems that worsened as he returned to the USA and suffered from depression. Several claim that a possible cause for his depression was his knowledge and belief in materialistic philosophy and Darwin’s theory. They believed he felt that the situation was beyond his control and he did not have a personal choice.

James’ beliefs about personal choice changed when he studied an essay on free will (James’ crisis). That was when he began to write that he did not see the reason why there was no free will and why people had to be passive to the environment. This shift in his way of thinking with reference to his individual freedom helped him overcome the symptoms of depression.

According to James' principles of pragmatism, if an idea works and is useful then it is considered valid, even if it cannot be scientifically explained. With his radical empiricism, he accepted alternative methods of research that were not based solely on empirical studies (e.g. religion, faith, mysticism).

In his book, James refers to consciousness and stresses that consciousness is personal and influenced by our experiences and it is therefore wrong to try to find common elements, as taught by elementism (e.g., Wundt, Titchener). Furthermore, he also argues that consciousness is continuous and constantly changing, and therefore cannot be divided into segments for further analysis, nor can one have the exact same conscious experience twice. In addition, he refers to free will by writing that consciousness is selective due to the fact that we choose to analyse some situations more than others that we choose to interrupt. Finally, according to James, consciousness is functional as it helps an organism adapt to its environment.

Aims/Objectives

The course aims at familiarising students with the early developments of psychology in the USA. Students will understand the school of functionalism and its definitions, as well as the common grounds of the school advocates. Finally, it aims at helping students develop their critical thinking about James' radical empiricism.

Learning Outcomes

- The students should be able to describe the main elements of the school of Functionalism.
- They should know the differences between the school of Functionalism, Voluntarism and Structuralism.
- They should be able to describe the facts that led to James' crisis.
- They should know what we mean by radical empiricism.
- They should understand the effect of Darwin's evolution theory on the development of the school of Functionalism.
- They should know the principles of Pragmatism.

Key Words

William James	Principles of Psychology	Functionalism	James' crisis	The beginning of Pragmatism	Radical empiricism

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B. R. (2008). Εισαγωγή στην Ιστορία της Ψυχολογίας. Εκδ. Λιβάνη.

- Chapter eight refers to the school of Functionalism and James' radical empiricism. This course encourages critical thinking by asking students to reflect on the contribution of functionalism to psychology today.

Supplementary Sources/ Material

- Brennan, J. (2009). Ψυχολογία: Ιστορία και Συστήματα. Εκδ. Τόπος.

  - Chapter 12 of this book describes the American Functionalism. Important elements of this chapter are James' work, the change in the methodology of studies and its effect on later developments in psychology as a science and practice.

Self-Assessment Exercises/Activities

Exercise 8.1: Self-Assessment

Explain the definitions of individualism and pragmatism according to James. Give an example for each definition. Your answer should not exceed 150 words.

Exercise 8.2: Activity

Explain what James' crisis is. What role did his beliefs play on Darwin's theory and free will? Your answer should not exceed 200 words.

*** This Exercise counts for 5% of the overall grade.**

Recommended number of work hours for the student

Approximately eight hours.

TITLE: Behaviourism

(9th Week)

Summary

This course analyses the main learning theories of the school of behaviourism. In particular, reference is made to classical conditioning, connectionism and operant conditioning and their representatives. Finally, reference is made to the first experiments of behaviour, and using critical thinking we go through the advantages and disadvantages of these types of learning procedures.

Introductory Remarks

To begin with, it is important to refer to the definition of learning, namely the relatively permanent behavioural changes that are based on the experience of organisms. This suggests that we cannot directly observe learning, but we can assume that if there is a change in behaviour, it indicates the possibility that some learning has taken place.

Behaviourists did not agree with theories which supported that psychology should study mental processes. For behaviourists, psychology should be solely based on and study observable behaviour. One of the most known behaviourists was Ivan Pavlov, who is so far known for discovering the learning mechanism that he named Classical conditioning. Pavlov was a Russian physiologist studying glandular secretions during meals and digestion. To measure the amount of saliva, Pavlov gave food to a dog – which resulted in eliciting salivation.

After a few tries, Pavlov observed that the dog was salivating as soon as it saw the assistant who brought the food. Pavlov concluded that the dog had linked the assistant to food. In other words, the assistant turned from a neutral stimulus (not causing saliva excretion) to a conditioned stimulus (causing saliva excretion) after classical conditioning. With this discovery, Pavlov planned more experiments to explain how a neutral stimulus (the assistant) ends up controlling a natural reflex reaction (saliva secretion). For example, in one of his experiments, Pavlov was ringing a bell while feeding the dog. Initially, the food caused the saliva secretion when it was placed in the dog's mouth, while the sound of the bell caused surprise. After a few repetitions, when classical conditioning occurred, the dog was salivating solely by listening to the sound of the bell.

Classical conditioning has been successfully applied in conditions outside the laboratory. One of the most well-known experiments is John Watson's experiment where he used a white mouse to provoke a fear response to a child – little Albert.

Classical conditioning can generalise to other similar stimuli that resemble the conditioned stimulus. For example, little Albert generalised his fear of white mice to white rabbits as well. Furthermore, classical conditioning can be eliminated when the conditioned stimulus (e.g. white mouse) stops for a period of time being associated with the fear stimulus (e.g. deafening sound).

Another type of learning process is connectionism, where a connection is created between behaviour and its consequences. Operant conditioning was discovered by Edward Thorndike and his cat experiment. He placed a hungry cat in a box, which then was encouraged to escape by stepping on a pedal as to be rewarded with food. The cat, after a few repetitions, learned how to pedal (reaction) and this behaviour was rewarded with food (consequence). According to Thorndike's law of effect, reactions with positive results tend to be repeated while reactions with negative results stop repeating.

Burrhus F. Skinner carried on Thorndike's studies and named his own theory of learning operant conditioning. With the help of the operant condition chamber, researchers tried to observe and record the behaviour of an animal inside a box. Skinner used the definitions of positive and negative reinforcement to describe the stimulus followed by behaviour. If the stimulus is positive (e.g. food intake) then the behaviour will be enhanced and repeated. However, if the stimulus is negative (e.g. pain) then the behaviour will stop. Skinner underlined that negative reinforcement is different from punishment, since punishment means the removal of a pleasant stimulus or the presence of a negative stimulus.

Aims/Objectives

The course aims at familiarising students with early theories of behavioural learning. It also aims at familiarising students with how learning theories influence the behaviour of organisms and help them recognise behaviours in everyday life.

Learning Outcomes

- Students should be able to describe the three learning theories.
- They should be able to refer to the initial experiments of the learning theories
- They should be able to explain how a neutral stimulus can be transformed into a conditioned stimulus.
- They should know the law of effect and be able to provide examples.
- They should know how learning theories can be generalised and eliminated.
- They should be able to evaluate specific studies when it comes to their theoretical deficiencies and achievements.

Key Words

Ivan Pavlov	Edward L. Thorndike	Burrhus F. Skinner	Law of effect	Positive and negative reinforcement	Operant conditioning chamber
Classical conditioning	Connectionism	Operant conditioning	John Watson	Little Albert	

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη.

    - This chapter refers to the definition of learning and presents the learning theories of the school of behaviourism. The purpose of the course is to help students describe learning theories with critical thinking.

Self-Assessment Exercises/Activities

Exercise 9.1: Self-Assessment

Provide an example of everyday life that represents one of the learning theories and describe behavioural changes as a learning result. You should not exceed 200 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: The Evolution of Clinical Psychology

(10th Week)

Summary

The psychology of the unconscious played an important role in the evolution of Clinical Psychology. Freud argued that in order to treat patients with hysteria, repressed memories stored in their unconscious should be dealt with. Using techniques such as free association and dream analysis, Freud believed that he could overcome defence mechanisms and explore the unconscious.

Introductory Remarks

As we have previously discussed, psychology as an independent science began by studying conscious experience and behaviour. Many early-school psychologists did not study unconscious processes as they considered them insignificant. The psychology of the unconscious began through clinical practice. While the medical profession claimed that all illnesses, physical and mental, were caused by physical events, a group of individuals claimed that they are affected, in addition to physical factors, by unconscious factors.

The psychologists of the unconscious had as their primary objective to understand the causes of mental illness and treat them. Sigmund Freud is considered by many to be the leader of the school of psychoanalysis which, among other things, explores the unconscious factors that can affect the individual. Freud was a well-known neurologist, but in addition to patients with neurological conditions, he also treated people with hysteria. Freud observed that hysteria symptoms cannot be explained by a physical cause. Due to these unexplained physical symptoms, Freud concluded that hysteria symptoms arose from traumatic events that were repelled into the unconscious to protect the individual (defence mechanism).

Freud believed that in order to treat hysteria, he should identify the repulsive memories that were hidden in the unconscious. He used various techniques to treat hysteria such as massage and hypnosis. However, these techniques were not always effective (e.g. some people could not be hypnotised). Another technique he used was the free association one where he asked his patients to say anything that passed through their minds without inhibitions. He also asked his patients to record their dreams, which they analysed during the sessions. He considered that dreams contained important information about the unconscious motives, desires and fears of the individual. With the analysis of free association and dreams, he advocated that he could overcome defence mechanisms and identify the repulsive memories that are responsible for their disorder.

When Freud formulated the personality theory he referred to the three components that make up the personality of individuals: the *id*, *ego* and *superego*. According to this theory, the id can be considered as the spoiled “child” of the personality that never grows up and contains all human instincts. The ego is what controls and coordinates the personality

and shapes plans to satisfy the needs of the person, according to the outside material world. The superego is the ethical component of the personality.

According to Freud, defence mechanisms are found in the ego and are created to protect the individual from stress. Defence mechanisms can work unconsciously and distort reality. One of the main defence mechanisms is repression. As mentioned above, the ego can ward off unconscious thoughts, desires or events that are traumatic to the individual. Another defence mechanism is projection. With projection the individual attributes his/ her own thoughts or mistakes to someone or something else. During psychoanalysis, the psychoanalyst aims to investigate the patient's unconscious mind, to identify and analyse the defence mechanisms to enable the individual to address the symptoms of a disorder – catharsis.

Aims/Objectives

The course aims at familiarising students with Freud's work and the psychology of the unconscious. Furthermore, the chapter aims at familiarising students with the structure of Freud's personality theory and the creation of defence mechanisms.

Learning Outcomes

- Students should understand how the psychoanalytical school influenced clinical psychology
- They should learn Freud's personality theory and be able to develop it.
- They should learn what defence mechanisms are and why they are created.
- They should be able to explain the role of the unconscious in creating symptoms and treatment.
- They should be able to refer to various defence mechanisms and describe how they work.

Key Words

Sigmund Freud	Personality theory	Defence mechanisms	Psychology of the unconscious	Free association	Dream analysis

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη.

    - Chapter 10 is devoted to the psychology of the unconscious and Freud's personality theory. As mentioned in previous chapters, previous researchers were only interest in studying and understanding consciousness. The psychology of the unconscious played an important role in clinical practice, and more particularly in the therapeutic part.

Self-Assessment Exercises/Activities

Exercise 10.1: Self-Assessment

As a self-assessment exercise you can 1) describe Freud's personality theory and 2) create an example in which the role of all three components is applied. You must not exceed 150 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: Recent Developments/ Psychology Today

(11th Week)

Summary

The course describes the evolution of several therapeutic approaches such as the psychoanalytic therapy and cognitive-behavioural therapy. It also refers to developments in psychotherapy and describes the important attributes that a good therapist should have.

Introductory Remarks

Today, psychological therapy is mainly practiced by clinical psychologists, psychotherapists, psychoanalysts, counsellors and psychiatrists. Professional therapists aim to address psychological problems as well as cognitive, emotional and behavioural change. There are several therapeutic approaches, such as the psychodynamic therapies, which arise from Freud's psychoanalytic theory and usually focus on the past. Generally, psychoanalytic therapies are long-lasting and with limited effectiveness. Nowadays, we also have the Neo-Freudian psychodynamic psychotherapies which are based on the psychoanalytic theory but attach more importance to the individual's present, social environment and conscious perception.

Furthermore, behavioural and cognitive-behavioural therapies also derive from learning theories and are mainly addressed to the present and are relatively short-term treatments. Behavioural psychotherapy is based on observable behaviour and argues that a problematic behaviour is the result of learning (e.g. erroneous reinforcement). In order to treat a problematic behaviour, the individual should learn new ways to behave. Behavioural psychotherapists use treatments such as systematic desensitisation and prevention techniques.

Cognitive-behavioural psychotherapy was born to fill the void of behavioural therapy since it did not take into account cognitive processes and their behavioural effects. Cognitive–behavioural psychotherapy supports that erroneous cognitive processes can affect an individual's behaviour. Thus, the main objective is to identify problematic cognitive processes and replace them. Usually, professional therapists can combine different techniques from different approaches.

Developments in psychology and practice have shown that there are some features that are important to the effectiveness of the therapy. For instance, it is important for the patient to have the freedom to choose the therapist and the type of treatment to follow. We also know that it is equally important for the therapist to have some specific attributes (e.g. empathy, acceptance etc.) in order for a relationship of trust to be built.

Aim/Objectives

The course aims at familiarising students with the developments in psychotherapy. In particular, students will learn a number of approaches to psychotherapy and how they

differ from the original theories (e.g. psychoanalysis and learning theories). Finally, the course encourages students' critical thinking as they are requested to review the different approaches using critical thinking,

Learning Outcomes

- Students should be familiar with the modern theories of psychotherapy.
- They should be able to describe the evolution of therapies.
- They should be able to refer to the strengths and weaknesses of the several psychotherapeutic approaches using critical thinking.
- They should be able to refer to the main attributes a good therapist should have.

Key Words

Neo-Freudian approach	Cognitive psychotherapy	Cognitive-behavioural psychotherapy	Therapeutic approaches	Useful therapist attributes	

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη.

    - This chapter presents the psychotherapeutic developments that are based on psychoanalysis, behavioural and cognitive approach. The course aims at helping students to comment on the approaches using critical thinking, taking into account the key factors that can influence the effectiveness of a treatment.

Self-Assessment Exercises/Activities

Exercise 11.1: Self-Assessment

Choose two psychotherapeutic approaches, describe them and create a list of the advantages and disadvantages of each approach. Indicate at least three advantages and three disadvantages for each approach.

Recommended number of work hours for the student

Approximately eight hours.

TITLE: Research methods

(Week 12)

Summary

This course refers to the several research methods used today. Furthermore, reference is made to methods of personality assessment, outlining the advantages and disadvantages of using questionnaires and projective tests.

Introductory Remarks

Developments in research helped develop a more reliable and valid data collection and analysis. Today, we use various research methods such as observation, the use of questionnaires, experiments and meta-analysis to study, among other things, behaviour, the efficacy of therapies, abilities and personality. The use of questionnaires was initially introduced for the assessment of personality and abilities. The questionnaires consist of a set of questions designed to measure specific features.

In general, questionnaires are a relatively quick and easy way to collect information and can be administered individually or in groups. The questionnaires are mainly based on the examinee's answers and consequently one of their significant drawbacks is that the subject can provide misleading answers. For example, the examinee may give the wrong answers either because he/ she may suspect the outcome the examiner wants to achieve, or because he/ she wants to feel socially acceptable.

Projective tests were created to cover the questionnaire's weaknesses when it comes to misleading responses. Projective tests ask the examinee to state what they see in an ambiguous stimulus (e.g. ink stains). When the examinee says what he/she "sees" in an undefined shape, it is argued that in this way he portrays his personality into that shape. The examinee does not know how his/ her answers will be interpreted and therefore cannot provide misleading answers.

On the most popular projective tests is the Rorschach test, which consists of various inkblot images. The examinee is asked to describe what they see without having received many instructions. In general, projective tests, including the Rorschach tests, allow the examinee to reveal far more internal features than the questionnaires. However, projective tests are time-consuming and have been criticized and challenged for their credibility and validity.

Today, some of the internationally applied questionnaires use special scales which are designed to detect misleading answers (e.g. MMPI-2). In general, questionnaires and projective tests have been used to assess personality and each has been criticized for their disadvantages and advantages.

Aims/Objectives

The course aims at familiarising students with the main research methods. The aim of the course is to enable students to learn in depth the two methods of personality assessment – questionnaires and projective tests. In addition, the aim of the course is to help students evaluate, using critical thinking, the advantages and disadvantages of the two personality assessment methods. Finally, the course aims at familiarising students with the development of research methods – from the creation of the first questionnaire (Chapter 1) to the creation of projective tests.

Learning Outcomes

- Students should be able to describe the different research methods used today.
- Students should know when and why the questionnaires were created.
- Students should know why the projective tests were created.
- They should be able to refer to specific questionnaires and projective tests for assessing personality.
- They should be able to refer to the advantages and disadvantages of questionnaires and projection tests using critical thinking.

Key Words

Questionnaires	Rorschach test	Projective tests	Personality assessment methods	MMPI-2	

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη.

    - Chapter 12 refers to the use of questionnaires and projective tests as a means of assessing personality. The course encourages critical thinking with regard to the use of questionnaires and projective tests.

Self-Assessment Exercises/Activities

Exercise 12.1: Self-Assessment

Consider an example in which one wants to study the personality traits of a group of people. Using critical thinking, refer to the use of questionnaires and projective tests as means of obtaining information about the personality traits of individuals.

Exercise 12.2:

Submission for the individual assignment, which requires the selection of one topic from a list of topics that will be given to you at the beginning of the semester. The deadline for the second assignment is the end of week 12 and is worth 25% of the overall grade.

Recommended number of work hours for the student

Approximately ten hours.

TITLE: Revision

(13th Week)

Summary

This course is a revision of all the topics covered so far. Revision is based on the main points arising from week 1 to week 12.

Introductory Remarks

On the first week of the course, we refer to the birth of psychology through philosophy and the contribution of ancient Greeks. Specifically, we discuss about the five approaches that constitute the first explanations for the psychological activity as given by ancient Greeks. Namely, the Physiocratic, the Biological, the Mathematical, the Eclectic and the Anthropocentric approach.

The second and third weeks covered the subsequent events in philosophy and the beginning of modern science. During these weeks, we study the evolution and contribution of the Roman Empire until the fall of Constantinople. Furthermore, reference is made to the development of Rome and the ecclesiastical power, as well as the great influence the latter had on universities, intellectual life and science. Finally, we study the influence of Scholasticism and the transition period until the emergence of the science.

Then, we refer to the science and philosophy advances and study the contribution of important people, such as Francis Bacon and Rene Descartes. Finally, we take a look at early developments and studies in physiology, such as the holistic and localist representation theories, as well as at early methods of brain study.

The 5th week is based on Wundt's (Voluntarism) and Tichener's (Structuralism) theories. The different approaches used by the two theories to study consciousness are also important.

The following week deals with empiricism and particularly refers to British and French empiricists, describing their work and philosophy. The differences between empiricists when it comes to the way they viewed innate ideas are remarkable.

We then refer to morphological psychologists who opposed Wundt's work. In particular, they argued that consciousness is continuous and this is why we experience objects as final forms and not as isolated elements.

The following courses refer to the schools of functionalism and behaviourism. Functionalism's advocates were influenced by the theory of evolution and emphasised the practicality of their findings. Behaviourists based their studies on observable behaviour to develop learning theories.

The last three weeks are an overview of the evolution of research, clinical psychology and psychology today. In these courses, we study the work and influence of Freud both when it comes to the development of psychoanalytic therapy as well as subsequent therapies such as the Neo-Freudian therapy and projective tests. We also refer to developments in cognitive-behavioural therapies arising from learning theories.

Aims/Objectives

The purpose of this course is to remind students of the subjects they have been taught so far. The revision aims at helping students clarify the sequence of events that helped develop psychology; from the contribution of ancient Greeks to this day. Moreover, the review helps students to effectively prepare for the final exam.

Learning Outcomes

- Students should be able to describe the main events that led to the development of psychology.
- They should be able to refer to specific individuals and describe their contribution to the development of psychology.
- They should be able to identify the main differences between the different approaches, for example the differences between behaviourism and the psychology of the unconscious.
- They should be able to describe the main differences of the science of psychology when it comes to research methods.
- They should be able to explain why psychology has a “long past but only a brief history” (Ebbinghaus, 1910)

Key Words

Greek Thinkers	Stoicism	Ecclesiastical Power	Roman Empire	Wilhelm Wundt	Edward Titchener
John Locke	Psychology of the Form	Behaviourism	Empiricism	Inquisition	Developments in Psychology
Functionalism	Classical conditioning	Connectionism	Operant conditioning	Therapeutic approaches	Freud

Annotated Bibliography

Basic Sources/Material

- Hergenhahn, B.R. (2008). Εισαγωγή στην Ιστορία της ψυχολογίας. Εκδ. Λιβάνη.

    - Study of chapters relating to the curriculum and note-taking. Students should be able to refer to the evolution of psychology and to important people and events that have influenced the development of psychology as a science and practice.

Supplementary Sources/Material

- Brennan, J. (2009). Ψυχολογία: Ιστορία και Συστήματα. Εκδ. Τόπος.

- Study of specific chapters relating to the curriculum information and note-taking.

Self-Assessment Exercises/Activities

Exercise 13.1: Self-Assessment

Study of the curriculum and note-taking.

Exercise 13.2: Self-Assessment

Quiz – based on course material from weeks 1 to 12.

Recommended number of work hours for the student

Approximately 10 hours.

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:
FINAL EXAMS

(14th Week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: the Birth of Psychology

(1st Week)

Exercise 1.1:

Each approach aimed at explaining the primary of life based on its perspective. For example, the physiocratic approach was seeking the basis of life in the external environment. It was argued that life and matter are indivisible. For example Thales maintained that the basic element of life is water as it exists in every form of life.

Title: Philosophy and the beginning of modern science

(2nd Week)

Exercise 2.1

An example of Roman philosophy in relation to human activity is the philosophy of Stoicism. Stoics led simple lives and considered man as a passive creature with no free will. They argued that man must accept his fate without trying to change situations and events, since everything is part of a divine plan.

Title: Philosophy and the beginning of modern science II

(3rd Week)

Exercise 3.1

Your answer should refer to the censorship exerted by ecclesiastical power on universities, the economic power and the influence it had, the compliance of behaviour with religion and the Inquisition. Furthermore, the answer should include the weakening of ecclesiastical power with the movement of Scholasticism and the harmonization of logic with faith.

Title: Advancements in science, philosophy and physiology

(4th Week)

Exercise 4.1

E.g. Gall – Phrenology

Gall established the theory of Phrenology, arguing that the brain consists of different centres that are responsible for specific cognitive and emotional functions of the

individual. He was studying the bumps of the surface of the skull and claimed that in doing so he could determine the character and abilities of a person.

Title: Structuralism and other early approaches to psychology

(5th Week)

Exercise 5.1

*This exercise counts for 5% of the overall grade of the course and thus no indicative answers are given.

Exercise 5.2

While both theories use endoscopic analysis, Wundt, through his various experiments, is looking for the elements of consciousness, such as the reaction time for the shift of attention. Contrarily, Tichener seeks the structure of consciousness, e.g. what are the basis elements of consciousness and how they are combined.

Title: Empiricism, sensationalism and positivism

(6th Week)

Exercise 6.1

A mechanist is a person who claims that the universe and everything within it, including humans, are like machines and that is consists only of matter and motion.

Exercise 6.2

Your answer should refer to Locke's views supporting that when a man is born, he is like an empty table that "fills" with ideas through his experiences and self-reflection.

Title: Psychology of the Form (Gestalt Psychology)

(7th Week)

Exercise 7.1

Psychology of the Form	Molecular approach
Triangle – holistic final form	Triangle – consists of three equal lines

Exercise 7.2

No indicative answers are given for this exercise, as this assignment counts toward the final grade (15% of the overall grade). This is a group assignment where each group will

choose an individual from a list that will be given to you and analyse his work and contribution to psychology using critical thinking.

Title: Functionalism

(8th Week)

Exercise 8.1

Your answer should refer to James' radical empiricism. An example of individualism is that if an idea works for only one person then it should be considered valid.

Exercise 8.2

*This exercise counts for 5% of the overall grade of the course and thus no indicative answers are given.

Title: Behaviourism

(9th Week)

Exercise 9.1

An indicative answer is the use of enforcement or punishment.

Title: The evolution of Clinical Psychology

(10th Week)

Exercise 10.1

Your answer should explain the role of the id, the ego and the superego. Your example may include an event where the ego tries to satisfy its needs without violating the ethics of the superego.

Title: Recent Developments/ Psychology today

(11th Week)

Exercise 11.1

Psychoanalysis	Behaviourism
Time-consuming	It does not take into account mental processes

Title: Research methods

(12th Week)

Exercise 12.1

Your answer should refer to the strengths and weaknesses of the two personality assessment methods. An indicative answer is, for example, unlike projective tests, questionnaires can be easily assigned to groups.

Exercise 12.2

No indicative answers are given for this exercise as this assignment counts toward the final grade (25% of the overall grade). The submission of this individual written assignment is the end of week 12. The assignment will be graded based on structure, relevance and validity of content, bibliography/references, the use of APA style (6th Edition), and the use of academic/scientific language. Sumbission: End of week 12.

Title: Revision

(13th Week)

Exercise 13.1

Note-taking based on the slides of the course, activities/ assessments and study of educational material from valid sources, such as articles and books.

Exercise 13.2

Quizzes – These exercises include various questions based on the subject curriculum. Quizzes have different kinds of questions such as multiple choice questions, short answers, filling in the blanks, true/ false etc.

An example of a question is:

Wundt's theory is called Structuralism. True or False

Essay Feedback form with marking rubric:

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC270 History and Systems of Psychology	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of	More scientific sources were needed and the existing are moderately relevant to the	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-	

	sources in text.		sources in text.	discussed topic. Moderate use of sources in text.	were used. Inadequate use of sources in text.	scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr Marina Chrysostomou**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: DEVELOPMENTAL PSYCHOLOGY I

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC200**	**Developmental Psychology I**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Teleconferences: Up to 6
Number of Assignments	2 self-assessment assignments (5 % each) 1 group assignment (20%) 1 group or individual activity (20%)		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Monica Shiakou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

The general objectives of the Psychology Programme are as follows:

- To develop the students' capacity to think, write and speak effectively and creatively;
- To develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- To develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- To build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- To provide students with the basic requirements for academic and/or career advancement.

The specific objectives of the Psychology Programme are as follows:

- To provide students with a solid training in psychology and its methods;
- To foster awareness of contemporary developments and issues in psychology;
- To prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- To provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

This Study Guide of the course titled "**Developmental Psychology I" (PSC200)** is the result of a systematic study and assessment of the relevant bibliography and is reviewed and complemented yearly based on the changes made to the educational material posted on the platform. The course of "**Developmental Psychology I**" is a major requirement.

The course offers a comprehensive outline of the developmental course of human beings from the moment of conception to adolescence. In particular, the developmental characteristics of different age groups are presented in all areas of development, cognitive, linguistic, social, emotional and physical. The aim of this course is for students to understand the multidimensional nature of human development and the complex grid of factors influencing it.
Upon successful completion of this course, students should be able to:

- Define of the basic stages and characteristics of development during infancy, childhood and adolescence .
- Recognize the scientific method and research designs of typical lifespan studies
- Categorize the stages of human's physical, cognitive and socioemotional development.
- State and explain the ethical guidelines that should be followed in research studies in developmental psychology.
- Understand the key developmental achievements in the areas of cognitive, social and emotional development from birth to adolescence.
- Link theory to practice through examples from everyday life

The Study Guide, a necessary and useful tool for students, especially where the educational material is not written using the methodology of open and distance learning, encourages and also facilitates the study and understanding of the topics addressed in the module. Moreover, through the self-assessment exercises, it incites and encourages work at home, offers motivation for further study and contributes to the development of your critical thinking. The Study Guide is structured per week and per topic and includes a summary and some very brief introductory remarks, the aim and learning outcomes, key words – basic concepts, annotated bibliography, recommended number of work hours for the student, exercises of self-assessment, critical thinking and case studies, with indicative answers at the end, aiming at a more meaningful understanding of the content, the definitions and the concepts of each section. In addition to the time dedicated to study, the recommended number of work hours per week includes the attendance of the (tele) meetings and Group Consultation Meetings, bibliography search, the drafting of assignments, weekly exercises, etc. It should be noted that the Study Guide does not in any way substitute the educational material posted on the platform, which students must read carefully and assimilate, in order to be able to satisfy the requirements of the programme and successfully complete the module.

Recommended student work time
Approximately 5 hours (including the study of the Guide)

TITLE: INTRODUCTION TO THE LIFE-SPAN PESPECTIVE

(1st Week)

Summary
Have you ever wondered why people turn out the way they do; have you ever asked yourself this central question? What leads one individual to commit brutal acts of violence and another to become a humanitarian?

Introductory Remarks
The concept of development as life long process of adaptation is known as life-span development. The life span approach emphasizes developmental change throughout adulthood as well as childhood. The belief that development occurs throughout life is central to the life-span perspective on human development. This perspective has other characteristics also: development is

- Lifelong
- Multidimensional
- Multidirectional
- Plastic
- Depends on history and context

Aims/Objectives
The aim of this first module is to explore what it means to take a life-span perspective on development, examine the nature of development, and outline how science helps us understand it.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Discus the distinctive features of a life span perspective on development
- Identify the most important periods and issues in development
- Explain how research in life research in life span development is conducted

Key Words

Development	Life-span perspective	Age	Periods of development	Nature of development

Annotated Bibliography

- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  The first chapter explores what it means to take a life-span perspective on development, examine the nature of development, and outline how science helps us understand it.

- **Supplementary Source/Material**
  https://testbanku.eu/Test-Bank-for-Life-Span-Development-16th-Edition-By-Santrock
  In the above web link, you can find a Test Bank for Life Span Development 16th Edition by Santrock, which includes multiple choice questions and answers that will provide a valuable aid in studying and preparing for the final examination. There are questions to cover all the material of the course, therefore the link can be used throughout the semester and on a weekly basis.

Self-Assessment Exercises/Activities
Exercise 1.1
In less than 100, identify the most important processes, periods and issues in development.

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: THEORIES OF DEVELOPMENT

(2nd Week)

Summary
No single theory has been able to account for all aspects of development. Each theory contributes an important piece to the life-span development puzzle and together they let us see the total landscape of life-span development in all its richness.

Introductory Remarks
The term development refers to how individuals develop, adapt and change in the course of their lifetime, through physical, cognitive and social-emotional development. This chapter presents the five widely accepted main theories on human development: Jean Piaget's theory of cognitive and moral development, Vygotsky's theory of cognitive development, Erik Erikson's theory of personality development and social development, Kohlberg's theory of moral development and Sigmund Freud's psychodynamic theory.

Aims/Objectives
The aim of this lesson is to familiarise students with the five widely accepted and most important theories of human development and understand their significance in the life-span development.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand the evolution of Developmental Psychology over time and the factors that led to it
- Understand the main principles of the leading development theories
- Explain how development occurs according to the classical theoreticians in the area of Developmental Psychology.

Key Words

Theories of social learning	Cognitive theory	Sociocultural theory	Psychodynamic theories	Development	Eclectic theoretical orientation

Annotated Bibliography

- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education.
  The second half of the first chapter presents the five most important and widely accepted theories of human development.

Self-Assessment Exercises/Activities
Exercise 2.1
In no more than 100 words, describe which of the life-span theories do you think best explains your own development and why? You can discuss this with fellow class- mates on the wiki of the course platform.

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: PRENATAL DEVELOPMENT AND BIRTH

(3rd Week)

Summary
The first step in the development of a human being is that moment of *c*onception, when two single cells—one from a male and the other from a female—join together to form a new cell called a zygote. This event sets in motion powerful genetic forces that will influence the individual over the entire lifespan.

Introductory Remarks
Ordinarily, a woman produces one ovum (egg cell) per month from one of her two ovaries. The ovum is released from an ovary roughly midway between two menstrual periods. If it is not fertilized, the ovum travels from the ovary down the fallopian tube toward the uterus, where it gradually disintegrates and is expelled as part of the next menstrual flow. If a couple has intercourse during the crucial few days when the ovum is in the fallopian tube, one of the millions of sperm ejaculated as part of each male orgasm may travel the full distance through the woman's vagina, cervix, and uterus into the fallopian tube and penetrate the ovum. A child is conceived. The zygote then continues on its journey down the fallopian tube and eventually implants itself in the wall of the uterus. However, many events and hazards will influence how this egg will develop and gradually become an infant.

Aims/Objectives
The aim of this module is to view the developments from conception though birth.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Describe prenatal development
- Discuss the birth process
- Identify teratogens and hazards to pre-natal development.
- Explain the changes that take place in the postpartum period.

Key Words
Embryo	Childbirth methods	Stages of birth	Development	Hazards	Post-partum period	Teratogens

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  The 3rd chapter chronicles the remarkable developments from conception though birth.

Self-Assessment Exercises/Activities
Exercise 3.1
How do maternal diseases and environmental hazards affect prenatal development?

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: PHYSICAL DEVELOPMENT IN INFANCY

(4th Week)

Summary
It is very important for an infant to get a healthy start. When they do, it is likely that their first 2 years of life will be a time of amazing development.

Introductory Remarks
Infants (birth to age 1) and toddlers (ages 1 to 2) grow quickly; bodily changes are rapid and profound. Physical development refers to biological changes that children undergo as they age. Important aspects that determine the progress of physical development in infancy and toddlerhood include physical and brain changes; development of reflexes, motor skills, sensations, perceptions, and learning skills; and health issues.

Aims/Objectives
The current module will focus on the biological domain of the infant's physical development, exploring physical growth, motor development and sensory and perceptual development.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Discuss physical growth and development in infancy
- Describe the infants' motor development
- Summarize the course of sensory and perceptual development in infancy

Key Words
Reflexes	Sensation	Perception	Sleep	Brain development	Nutrition	Motor skills

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 4 focuses on the biological domain of the infant's physical development, exploring physical growth, motor development and sensory and perceptual development.

Self-Assessment Exercises/Activities
Exercise 4.1
The below exercise is evaluated with 5% of the overall grade
Marianne has landed a part-time job as a nanny for Jack, 2-month-old boy. What can Marianne expect to see in terms of the child's sensory and motor development as she observes and interacts with Jack over the next six months? Your answer should not exceed 200 words.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: COGNTIVE DEVELOPMENT IN INFANCY

(5th Week)

Summary
Infants are born ready to learn. They learn through cuddling with a caregiver, listening to language, trying out sounds, stretching on the floor, reaching for objects, tasting foods, and exploring their environments in countless ways every day. Their brains go through amazing changes during the first two years of life.

Introductory Remarks
Infants' thinking skills grow as they interact with the world and people around them. Early experiences matter. Consistent, nurturing experiences help infants make sense of the world. Those experiences literally build brain architecture. As infants develop, they begin to understand and predict how things work: they open and close a cabinet door repeatedly, they fill and dump a cup of water in the water table, and they bang a spoon on a high chair to hear the sound.

Aims/Objectives
The aim of the current module will describe Piaget's theory of infant development but also learning, remembering and conceptualization by infants, individual differences and language development.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Summarize and evaluate Piaget's theory of infant development
- Describe how infants learn, remember and conceptualize
- Discuss infant assessment measures and the predication of intelligence
- Describe the nature of language and how it develops in infancy

Key Words

Piaget	Primary/secondary circular reaction	Assimilation	Accommodation	schemas	Langue	Memory

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 5 describes Piaget's theory of infant development but also learning, remembering and conceptualization by infants; individual differences; and language development.

Self-Assessment Exercises/Activities
Exercise 5.1
To what extend do biological and environmental influences interact to produce language? Your answer should not exceed 100 words.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: SOCIOEMOTIONAL DEVELOPMENT IN INFANCY

(6th Week)

Summary
Emotional well-being during the early years has a powerful impact on social relationships. Children who are emotionally healthy, are better able to establish and maintain positive relationships with adults as well as with peers. Social-emotional development is essential to a young child's sense of well-being. Their first relationships help shape who they are, who they become, and their understanding of the world. The important people in young children's lives help lay the foundation for a range of social-emotional skills such as:

- Self-regulation
- Empathy
- Turn-taking and sharing
- Positive relationships with adults and peers

Introductory Remarks
Through early relationships and with nurturing, responsive interactions, infants learn ways of being in relationships, how to get their needs and wants met, and how to identify and regulate emotions. Because these skills develop together, this area of development, is referred to as social-emotional development.

Aims/Objectives
The aim of the current module is to explore emotional and personality development, social understanding and attachment and the social contexts of the family and care.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Discuss the development of emotions ad personality in infancy
- Describe social orientation/understanding and the development of attachment in infancy
- Explain how social contexts influence the infants development

Key Words

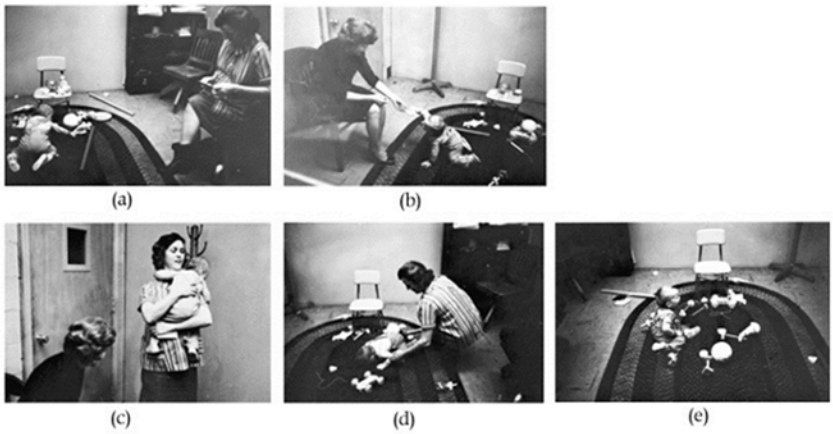
Emotion	Temperament	Strange Situation	Parental Caregiving Styles	Attachment patterns

Annotated Bibliography

- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 6 explores the emotional and personality development, social understanding and attachment and the social contexts of the family and care.
- **Supplementary Sources/Material**

The article by Alessandra Simonelli and Micol Parolin titled “Strange Situation” (2016) available at: https://link.springer.com/content/pdf/10.1007/978-3-319-28099-8_2043-1.pdf describes the experiment itself and its coding system.

Self-Assessment Exercises/Activities
Exercise 6.1



The above images (a – e) are indicative of the “Strange Situation” Experiment. Based on the images, describe the stages of the experimental process.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: PHYSICAL AND COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD

(7th Week)

Summary
George's parents watched with pride as their 4-year-old son kicked the soccer ball to the other children. George has grown from a bowlegged, round-tummied, and top-heavy toddler, into a strong, well-coordinated young child. His body slimmed, grew taller, and reshaped into proportions similar to that of an adult. As a toddler, he often stumbled and fell, but George can now run, skip, and throw a ball. He has also gained better control over his fingers; he can draw recognizable pictures of objects, animals, and people. As his vocabulary and language skills have grown, George has become more adept at communicating his ideas and needs.

Introductory Remarks
Early childhood is one of the most exciting periods of a child's life. In a sense, it is a period of anticipation and preparation for the commencement of formal schooling through which the processes of transferring the cognitive tools of society to the next generation begin.

Aims/Objectives
In this module, we examine the many changes that children undergo in physical and motor development as well as how their thinking and language skills change.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Identify physical changes in early childhood
- Describe three views of the cognitive changes that occur in early childhood
- Summarize how language develops in early childhood

Key Words
Myelination	Egocentricism	Preoperational stage	Zone of proximal development	Motor development	Body growth

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  In Chapter 7, the many changes that children undergo in physical and motor development as well as how their thinking and language skills change will be examined.

- **Supplementary Sources/Material**
  Valerie Carson, Stephen Hunter, Nicholas Kuzik, Sandra A. Wiebe, John C. Spence, Alinda Friedman, Mark S. Tremblay, Linda Slater, Trina Hinkley. (2016) Systematic review of physical activity and cognitive development in early childhood. Journal of

Science and Medicine in Sport, 19(7), pp 573-578 available at: https://www.sciencedirect.com/science/article/pii/S1440244015001462.
This articles aim was to comprehensively review all observational and experimental studies examining the relationship between physical activity and cognitive development during early childhood (birth to 5 years).

Self-Assessment Exercises/Activities
Exercise 7.1
In less than 200 words, describe what you can see in the below image.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: SOCIOEMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD

(8th Week)

Summary
Many changes characterize young children's socioemotional development in early childhood. Their developing minds and social experiences produce remarkable advances in the development of their self, emotional maturity, moral understanding and gender awareness.

Introductory Remarks
In early childhood, children's emotional lives and personalities develop in significant ways, and their small worlds widen. In addition to the continuing influence of family relationships, peers take on a more significant role in children's development, and play fills the days of many young children's lives.

Aims/Objectives
The aim of this module is to describe emotional development and the development of the self in early childhood.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Discuss emotional and personality development in early childhood
- Explain how families can influence young children's development
- Describe the roles of peers, play and television in young children's development

Key Words
Self-understanding	Moral development	Gender identity	Parenting	Abuse	Play

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 8 describes emotional development and the development of the self in early childhood and explores the influence of various factors on this development.

- **Supplementary Sources/Material**
  The marshmallow test is one of the most famous pieces of social-science research https://www.youtube.com/watch?v=QX_oy9614HQ. It illustrates delayed gratification in children

Self-Assessment Exercises/Activities
Exercise 8.1
Locate on the Internet a case of neglect or long-term upbringing of a child outside the social context, similar to Victor, the wild boy of the Averyon. Study it and take notes regarding the child's living conditions (e.g., years of isolation or confinement, possibility of communicating with the outside world), the effects of the child's development, and the progress of the case after expert intervention. You can share your findings and comments with your classmates on the course platform

Recommended number of work hours for the student
Approximately 10 hours.

*** The 1st assignment will be submitted in week 8 and carries 20% of the overall grade.**

Instructions for 1st Assignment

Description: "The Science of Psychology Vs The People"

This work aims to explore the views, perceptions and knowledge of ordinary people (non-psychologists) on issues that may be considered "taboo" in the Cypriot and Greek society. For this activity, the instructor will randomly separate you into groups. You can find your group on the course platform. Each group will be given a "taboo" question. Each team member should carry out an interview (based on the group's question) by a non-psychologist, thus investigating their views/knowledge around the subject. Then each team will have to combine the data of each interview and present a complete work consisting of the replies of all team members. As students of psychology, you will then approach the "taboo" question as scientists. In other words, you will have to present the scientific knowledge on the subject of your question and compare/contrast this with the respondents' opinions.Each team will deliver electronically one (1) essay.

Assignments must be submitted by the deadline provided by the instructor; otherwise, one (1%) mark will be deducted for each day after this. You can submit your work ONLY ONE WEEK after the deadline. Beyond this point, assignments will not be graded.

TITLE: PHYSICAL AND COGNITIVE DEVELOPMENT IN MIDDLE AND LATE CHILDHOOD

(9th Week)

Summary
During the middle and late childhood years, children grow taller, heavier and stronger. They become more adapt at using their physical abilities and they develop new cognitive skills.

Introductory Remarks
Continued change characterize children's bodies during middle and late childhood and their motor skills improve. As children move through elementary school years, they gain greater control over their bodies and can sit and attend for longer periods. Regular exercise is on key to making these years a time of healthy growth and development. Children at this age also enter a new stage of cognitive development achieving new milestones.

Aims/Objectives
The aim of this module is to describe the physical and cognitive development in middle and late childhood.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Describe physical changes and health in middle and late childhood
- Identify children with different type of disabilities and issues in educating them
- Explain cognitive changes in middle and late childhood
- Discuss language development in middle and late childhood.

Key Words

Intelligence	Learning difficulties	Mental age	Motor development	Brain development	Concrete operational stage	Education

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 9 describes the physical and cognitive development in middle and late childhood.

Self-Assessment Exercises/Activities
Exercise 9.1
The below exercise is evaluated with 5% of the overall grade
In no more than 200 words, describe what characterizes Piaget's stages of concrete operational thought, and discuss the criticism his theory has received.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: SOCIOEMOTIONAL DEVELOPMENT IN MIDDLE AND LATE CHILDHOOD

(10th Week)

Summary
The years of middle and late childhood bring many changes to children's social and emotional lives. Transformations in their relationships with parents and peers occur, and schooling takes on a more academic flavor. The development of their self-conceptions, moral reason and moral behavior is also significant.

Introductory Remarks
In middle and late childhood, children not only recognize differences between inner and outer states but also are more likely to include subjective inner states in their definition of self. Social comparison is also increasingly seen among primary school years. Children At this stage are more likely to distinguish themselves from others in comparative rather than in absolute terms.

Aims/Objectives
The aim of this module is to describe the socioemotional development in middle and late childhood.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Discuss emotional and personality development in middle and late childhood
- Describe developmental changes in parent-child relationships, parent as managers and societal changes in families
- Identify changes in peer relationships and late childhood
- Characterize contemporary approaches to student learning and sociocultural achievement.

Key Words

Self - concept	gender	Self esteem	Self-efficacy	Morality	School	Peers	Bullying

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 10 describes socioemotional development in middle and late childhood.

Self-Assessment Exercises/Activities
Exercise 10.1
Briefly describe three activities (e.g., games, fairytales, worksheets) that enhance the pre-social behavior of children of middle childhood.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: PHYSICAL AND COGNITIVE DEVELOPMENT IN ADOLESCENCE

(11th Week)

Summary
In adolescence, the person's life becomes more and more complicated. Many teenagers struggle daily to respond to the personal and social requirements that meet the challenges of their age.

Introductory Remarks
Adolescents are facing dramatic biological changes, new experiences and new developmental tasks. Relationships with parents take a different form. Moments with peers become more intimate, and dating occurs for the first time. As do sexual exploration and possibly intercourse. The adolescent thoughts are more abstract and idealistic. Biological changes trigger a heightened interest in body image. Adolescent has both a continuity and discontinuity with childhood.

Aims/Objectives
The aim of the current module is to examine some general characteristics of adolescence followed by a coverage of major physical and health issues of adolescence. Additionally the significant cognitive changes that characterize adolescence and various aspects of schools are described.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Discuss the nature of adolescence
- Describe the changes involved in puberty as well as changes in the brain and sexuality during adolescence
- Identify adolescent problems related to health, substance use and abuse and eating disorders
- Explain cognitive changes in adolescence
- Summarize some key aspects of how schools influence adolescent development.

Key Words

Puberty	Hormones	Body image	Sexuality	Formal operational stage	Health	School

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 11 examines some general characteristics of adolescence followed by a coverage of major physical and health issues of adolescence

- **Supplementary Sources/Material**
  The article titled “Adolescence: health risks and solutions, provided by the WHO (2018) and available at: https://www.who.int/news-room/fact-sheets/detail/adolescents-health-risks-and-solutions describes the global risk of adolescence nowadays and provides some behaviors which might be used to manage them.

Self-Assessment Exercises/Activities
Exercise 11.1
The use of illicit substances is a common practice for adolescents. On the Wiki found on the course platform, describe some of the reasons that may be the case, while discussing it with your classmates.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: SOCIOEMOTIONAL DEVELOPMENT IN ADOLESCENCE

(12th Week)

Summary
Who am I? What am I all about? What am I going to do with my life? How can I make it on my own? These questions reveal the search of an identity in the adolescent years. These questions reflect the search for an identity.

Introductory Remarks
Significant changes characterize socioemotional development in adolescence. These changes include increased efforts to understand one's self and searching for an identity. Changes also occur in the societal contexts of adolescent lives, with transformations occurring in relationships with families and peers in cultural context. Adolescents also may develop socioemotional problems, such as delinquency and depression**.** By far the most comprehensive and provocative theory of identity development is Erik Eriskson's, however contemporary research provides information n how identity develops and how social contexts influence that development.

Aims/Objectives
The aim of this module is to describe the socioemotional development in adolescence as well as issue surrounding the search of self. The transformations occurring in relationships with families peers and in cultural contexts will be discussed.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Discuss changes in self, identity and religious/spiritual development in adolescence
- Describe changes that take place in adolescents' relationship with parents
- Characterize the changes that occur in peer relations during adolescence
- Identify adolescent problems in socioemotional development and strategies for helping adolescents with problems.

Key Words
Self	Identity	Friendships	Delinquency	Family relationships/conflict	Sexual relationships

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 12 describes the significant changes in socioemotional development that characterize adolescence.

Self-Assessment Exercises/Activities
Exercise 12.1
In no more than 100 words, describe what juvenile delinquency is and what causes it.

Recommended number of work hours for the student
Approximately 10 hours

*** *The 2nd assignment will be submitted in week 12 and carries 20% of the overall grade.**

Instructions for assignment

Description: Literature Review

During the 12th week, students are invited to submit a literature review assignment (group assignment if they wish, up to 3 people). The subject of study can be chosen by the student or group, and it must be within the scope of the course. It is expected, that the students will consult the instructor upon their chosen subject before proceeding with their assignment. The students should aim at critically reading scientific articles and textbooks that will give a complete picture around the chosen subject within the field of Development Psychology I. The assignment carries 20% of the total grade. It should not exceed 1000 words and must follow the APA guidelines. The presentation of the work should be double-spaced with 12pt. Times New Roman Letters. Points will be deducted from tasks that do not fulfill these criteria. The cover must include the title of your work or theme, name and registration, the date of submission, the lesson code and the name of the instructor
Work must be submitted through Turnitin with a similarity rate below 18%

Assignments must be submitted by the deadline provided by the instructor; otherwise, one (1%) mark will be deducted for each day after this. You can submit your work ONLY ONE WEEK after the deadline. Beyond this point, assignments will not be graded.

TITLE: SPECIAL TOPIC
IDENTIFICATION AND REASONS OF UNDESIRABLE STUDENT BEHAVIOUR IN THE CLASSROOM

(13th Week)

Summary
The identification of undesirable behaviour is a contentious process, as there are no commonly accepted criteria based on which a behaviour can be considered undesirable. Not all teachers perceive problems in the same way.

Introductory Remarks
According to Matsangouras (2006), the forms of undesirable behaviour of students in the classroom can be examined from the perspective of the following categories of problems:

1. Problems relating to the lesson. This category includes forms of behaviour that distract the student from participating in the lesson. Some typical examples are:
    a) Does not pay attention to the lesson and is often disoriented
    b) Does not begin to work on or complete his/her exercises.
    c) Does not follow the teacher's instructions.
    d) Does not bring the books, notebooks and any material considered necessary.
2. Behaviour problems in the classroom. This category includes forms of behaviour that prevent the smooth functioning of the classroom. Some common examples are when the student:
    a) Does not ask permission to speak but "breaks in"
    b) Talks to the person sitting next to him/her
    d) Bothers/disturbs his/her classmates with noises, teasing, grimaces, etc.
    d) Is the classroom clown
    e) Does not cooperate with his/her classmates during teamwork
    f) Comes late to class
    g) Leaves his/her desk with no reason or leaves the classroom.
3. Problems of interpersonal relationships between classmates, both inside and outside the classroom. This category includes antisocial forms of behaviour in the school setting and around it. Some common examples are when the student:
    a) Is engaged in verbal quarrels
    b) Uses verbal and/or physical violence.

The causes of problematic behaviour can be of organic origin, i.e. pathological factors or of environmental nature, i.e. social factors. Organic causes may be associated with hyperactivity, low IQ, emotional disorders, etc. Environmental causes may be due to a disordered family environment (family problems, domestic violence, difficult parent-child relationship, etc), but also to an inflexible school environment (students of different intellectual ability, social origin, cultural level, interests, etc.) (see Papathemelis, 2005, Miller 2002).
This chapter presents three main criteria which objectively determine the differentiation between normal and pathological child and adolescent behaviour:

1. Statistical criteria

2. The systems approach
3. Functional criteria

Aims/Objectives
The aim of this chapter is to inform students about the concepts and definitions that relate to child or adolescent behaviour problems in the classroom and the school setting.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Adopt a definition of the term “behaviour problem”
- Clarify the relevant concepts
- Understand the criteria that determine behaviour problems
- Realise the usefulness of associating theory with practice in the school setting.

Key Words

Behaviour problems	Classroom	Determining criteria	Statistical criteria	Functional criteria	Systems approach

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, J.S. (2018). Educational Psychology Ebook. McGraw-Hill Higher Education.
  Chapter 14 discusses the challenging task of managing a classroom.

P.S.: The bibliographical references contained in the Summary are set out in the basic and supplementary material of the specific lesson.

Self-Assessment Exercises/Activities
Exercise 13.1
State in brief, behaviour problems usually occurring in the classroom and some possible causes.

Recommend number of work hours for the student
Approximately 10 hours.

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:
FINAL EXAM

(14th week)

Recommended number of work hours for the student
Approximately 27 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Introduction to the Life Span Perspective
(1st Week)

Exercise 1.1
Indicative answer **–**
Biological, Cognitive and Socioemotional Processes
Prenatal, infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood and late adulthood.
Nature/nurture, stability/change

Title: Theories of Development
(2nd Week)

Exercise 2.1
This answer, is based on each individual's point of view after consulting the literature.

Title: Prenatal Development and Birth
(3rd Week)

Exercise 3.1
Some diseases contracted by the mother, including rubella, AIDS, sexually transmitted diseases like genital herpes and CMV, and chronic illnesses, may cause abnormalities or disease in the child. Environmental hazards include pollutants such as mercury and lead as well as parasite-bearing substances such as animal feces. Their effect on the fetus varies with the timing of the exposure.

Title: Physical Development in Infancy
(4th Week)

Exercise 4.1
No indicative answers are provided for this exercise, as it is marked with 5% of the overall course grade.

Title: Cognitive Development in Infancy
(5th Week)

Exercise 5.1
Indicative answer- today language researchers believe that children everywhere arrive in the words with special social and linguistic capacities that make language acquisition no just likely, but inevitable for virtually all children. How much of the language is biologically determined and how much depends on interaction with others, is a subject of debate among linguists and psychologist. However, all agree that both biological capacity and relevant experience are necessary.

Title: Socioemotional Development in Infancy
(6th Week)

Exercise 6.1

(a) The mother and infant enter an unknown room. The mother sits and lets the infant explore the place
(b) An unknown person enters the room and chats with the mother first and then talks to the infant. Mother leaves, leaving the infant alone with the unknown
(c) The mother returns, talks to the infant and sooths it
(d) The unknown person leaves the room
(e) The mother leaves the room again, leaving the infant only

Title: Physical and Cognitive Development in Early Childhood
(7th Week)

Exercise 7.1

Indicative answer – This experiment presents Piaget's three-mountain task. A preoperational child is unable to describe the mountains from the dolls point of view, an indication of egocentricism according to Piaget.

Title: Socioemotional Development in Early Childhood
(8th Week)

Exercise 8.1

Natascha Maria Kampusch, at the age of 10, was abducted by a man who isolated her for 8 years in an improvised prison. During this time, Natascha had no contact with the outside world, except with her abductor. However, she had access to books and audiovisual material provided by the kidnapper. The man, who kidnapped her, abused her systematically and provided her with minimal food so that she would remain weak and not be able to escape. When she managed to escape, Natascha weighed 48 kg, had no cognitive deficiencies (had an impressively rich vocabulary), but was characterized by serious emotional difficulties (e.g., felt that she lost significant opportunities in life, showed empathy for her abductor and grief for his death, she became the owner of the house in which she was imprisoned and cared for). Later, Natascha became a supporter of PETA, as well as battered women in Africa and Mexico, and wrote a book about her captive experience.

Title: Physical and Cognitive Development in Middle and Late Childhood
(9th Week)

Exercise 9.1

No indicative answers are provided for this exercise, as it is marked with 5% of the overall course grade.

Title: Socioemotional Development in Middle and Late Childhood (10th Week)

Exercise 10.1

Indicative Example

Children of early childhood and middle age can be involved in the activity. A child lays on a measure paper and the other members of the group-with the help of the teacher-design the outline to form the child body on the paper. Children color the body and add details, while discussing and making the "profile" of this imaginary classmate (e.g., sex, hobbies, friends, etc.). The teacher then presents scenarios for negative incidents in the group (e.g., bullying, disease, etc.) and asks the children to say ideas to help their imaginary classmate. This activity develops solidarity

Title: Physical and Cognitive Development in Adolescence (11th Week)

Exercise 11.1

Indicative answer – Some adolescents use illicit drugs for the pleasurable experience substances supposedly offer, or in and to escape the pressure of everyday life and others just do it for the thrill of doing something illegal.

Title: Socioemotional development in Adolescence (12th Week)

Exercise 12.1

Indicative answer – a juvenile delinquent is an adolescent who brakes the law or engages in conduct that is considered illegal. Identity, heredity, community influences and family experiences have been proposed as causes of juvenile delinquency.

Title: Special Topic: Identification and Reasons of Undesirable Student Behaviour in the Classroom (13th Week)

Exercise 13.1

Some indicative answers: Does not pay attention to the lesson, talks with other children, does not do the homework, does not follow the teacher's instructions, bothers/disturbs his/her classmates with noises, teasing, grimaces, etc. The causes can be environmental or organic.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC200	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	

4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Psychopathology I

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC330**	**Psychopathology I**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: 6	Face to Face: -	Web based Teleconferences: 6
Number of Assignments	2 Self-assessments / Activities (10%) 2 Assignments (40%)		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr. Constantina Demetriou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- A psychologist is involved in studying, understanding and interpreting mental phenomena and the manifestations of normal or deviating behaviours, not only of individuals but also of social groups. A psychologist is a scientist who engages in predicting, diagnosing and dealing with mental disorders. A psychologist must genuinely respect and essentially care for people, their needs and their peculiarities. S/he must be objective in his/her judgment -bias-free- and have patience, calmness, persuasion and communication skills, in order to be accepted by the people who seek his/her services. Responsibility and confidentiality also pertain to the indispensable personal traits of a psychologist.

General Objectives:

- to develop the students' capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- to develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- to build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- to provide students with the basic requirements for academic and/or career advancement.

Specific Objectives:

- to provide students with a solid training in psychology and its methods;
- to foster awareness of contemporary developments and issues in psychology;
- to prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Learning outcomes:

Upon successful completion of the programme, students will be able to:

- have detailed knowledge and understanding of a range of current models, theories, concepts and research outcomes in key areas of psychology;
- apply a wide range of psychological concepts to understand behaviour in various contexts;
- confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods;
- evaluate information in order to plan and implement investigative and research strategies;
- work independently within a structured context;
- work effectively in a team;
- appreciate the importance of professional development;
- take responsibility for their own learning and self-development;
- demonstrate the ability to comprehend and creatively combine multiple perspectives.

Presentation of the Course through the Study Guide

- The course's objective is to provide students with basic knowledge on the subject of psychopathology. The series of lectures gives students the opportunity to understand the main mental disorder categories in adults, as well as how abnormal behaviours are externalized. The lectures will present the theories, causes and studies in the area of psychopathology and will help students understand the difference between normal and abnormal psychology. The course includes research methods, scientific research and findings based on different aspects of the mental disorders, such as the epidemiology, the aetiology and therapeutic approaches. The lectures will also focus on the impact of family, culture and the social environment.

Recommended student work time

Approximately 3 hours (including the study of the Guide)

PSYCHOPATHOLOGY AND ABNORMAL BEHAVIOUR

(1st Week)

Summary

To be able to understand whether a person shows psychopathological problems, we first need to be able to acknowledge their behavioural deviance from normal levels. Abnormal behaviour is a main factor in the study of psychopathology, since it determines the symptoms of a disorder. Based on the criteria defining the term 'abnormal', we can say that a behaviour is dysfunctional and problematic and can, therefore, also be considered a symptom of a mental disorder. At the same time, abnormal behaviour is determined by social and personal factors. The person's developmental stage also plays an important role, since it determines the normal levels of all aspects of a behaviour. By understanding abnormal behaviour, we can also define the term 'psychopathology'.

Introductory Remarks

Mental health is referred to emotional, psychological and social wellbeing. It also determines how you handle stress and make choices. If a person cannot regulate these negative effects, then that is when problematic behaviours begin to emerge. When such a person experiences negative feelings and unpleasant symptoms, then s/he shows 'psychopathology'. Psychopathology is directly associated with anxiety, which causes great discomfort. Nevertheless, we cannot say that something causes discomfort or dysfunction, unless we know the setting in which a behaviour appears and the factors triggering it. That is why, when we talk about psychopathology, it is important to fully understand both the motives, as well as the environment of a person.

By assessing the factors causing a behaviour, we arrive to a possible diagnosis for a person. However, in order to be certain about our diagnosis, we use the classification system DSM, which provides us with clear criteria as to when a mental disorder presents itself.

These criteria are referred to symptoms. Symptoms are "problematic" behaviours. A problematic behaviour is considered to be any behavioural or psychological pattern of behaviour developing in a person, which must be associated with distress, deviant, discomfort, and danger More specifically, problematic behaviour must cause discomfort to the person, it must reduce his/her ability to function in one or more areas of his/her life, cause him/her to violate social norms or/and put his/her life at risk.

An important part of deviant behaviour is the developmental stage of the person, as well as any dysfunction which might be caused by medical reasons. For example, we cannot say that an infant shows a lack of attention, since we know that the infant's attention has not been cognitively fully developed yet. On the other hand, when an adult is unable to concentrate and is easily distracted, then we can, indeed, say that this is not normal, because the adult has developed to the stage where such cognitive function should have been present.

Aims/Objectives

The aim of this unit is to provide a clear picture of what psychopathology is and how it is defined through abnormal behaviour. Therefore, it aims to present the definitions, to examinie the main criteria which define abnormal behaviour and to analyse the setting in which such a behaviour is externalised.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the definitions of mental health, psychopathology and abnormal behaviour.
- Understand the term diagnosis and the relationship between the diagnosis, the criteria/symptoms and abnormal behaviour.
- Assess the main characteristics of abnormal behaviour.
- Assess the main models explaining the setting in which such behaviours are externalised.

Key Words

Abnormal behaviour	Dysfunction	Discomfort	Disability	Psychopathology	Symptom
Danger	DSM				

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 1: Introduction and historical overview.

This chapter provides a very good and in-depth approach of what abnormal psychology and deviant behaviour is. The writers introduce the student to the field of abnormal psychology in a simple manner. Furthermore, it refers to the main characteristics of abnormal behaviour which is important for someone in order to start understanding the essence of psychopathology.

Supplementary Sources/Material

- Barlow, D. H., & Durand, V. M. (2017). Abnormal Psychology: An Integrative Approach (8th Edition). Chapter 1: Abnormal behaviour in historical context.

This is a very good source. The first chapter clearly defines abnormal behaviour and will help students structure their learning process.

Self-Assessment Exercises/Activities

Exercise 1.1

Describe psychopathology and how it can negatively affect a person. Your answer must not exceed 500 words.

Recommended number of work hours for the student

Approximately 5 hours

APPROACHES TO PSYCHOPATHOLOGY

(2nd Week)

Summary

Many models attempt to explain the setting in which problematic behaviours and psychopathology surface. The main ones are: the utopian model (where deviant behaviour is defined based on the ideal behaviour), the composite model (where deviant behaviour is based on a multidimensional approach), the medical model (where deviant behaviour is caused by anomalies in an organ or the brain), the biopsychosocial model (where deviant behaviour is affected by biological, psychological and social factors).

Introductory Remarks

To be able to understand an abnormal behaviour and see how it is manifests itself, we need to determine its setting on a theoretical basis. For example, it is one thing for a person to die due to aging and natural causes, and it is another thing for a person to die from an overdose or a malicious act (eg. a robbery). The important difference in this example lies in the fact that the causes and the motives of such an act are different. Therefore, we want to be able to assess someone's behaviour.

On this basis, the determination of the motives and causes is done by determining behavioural models. The 1st model analysed in this unit is the utopian model. In the utopian model, a person's behaviour is surrounded by the ideal behaviour. The comparison between the ideal behaviour and the behaviour such person externalises leads to assessing whether it is normal or deviant. This model is directly interwoven with Maslow's hierarchy of human values.

The 2nd model which will be examined is the composite model. This model is based on the fact that deviant behaviour is behaviour which deviates from social norms and the environment. This model essentially constitutes the theory on which the main characteristics of deviant behaviour (see 1st week) is based. It is called "composite" since it supports that, most times, all criteria/characteristics emerge in one behaviour and interact.

The 3rd model is the medical model. In this model, mental dysfunctions which, in turn, cause deviant behaviours are defined based on anomalies observed, mainly, in the brain as well as other organs. This model seeks the cause only in biological factors and this is why it supports that the best treatment for mental disorders is pharmacotherapy.

The last model which will be analysed in this unit is the biopsychosocial model. It is based on the interaction between the biological, psychological and social factors. More specifically, it supports that a system may include independent facts in many different places, but since each fact becomes part of the whole, it cannot be treated as independent. For this reason, a specific effect which contributes to a psychopathological condition cannot be examined outside the more generic behavioural setting.

Aims/Objectives

The main objective of this unit is to describe and explain the four basic models of psychopathology which determine the motives and causes of a behaviour. More specifically, it aims at analysing and assessing the biopsychosocial, medical, composite and utopian model.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the use of psychopathological models.
- Understand how a setting is determined.
- Understand and assess the utopian model.
- Understand and assess the composite model.
- Understand and assess the medical model.
- Understand and assess the biopsychosocial model.

Key Words

Behavioural setting	Motive	Utopian model	Composite model	Medical model	Biopsychosocial model

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 2: Current paradigms in psychopathology.

This chapter refers extensively to the various theoretical models explaining deviant behaviour. In addition, it presents scientific paradigms concerning the approaches of genetics, neuroscience, psychoanalysis and cognitive-behavioural therapy.

Supplementary Sources/Material

- Barlow, D. H., & Durand, V. M. (2017). Abnormal Psychology: An Integrative Approach (8th Edition). Chapter 2: An integrative approach to psychopathology.

This chapter refers extensively to the biopsychosocial model and explains its composition through a case study. It gives an excellent understanding by the use of case study.

Self-Assessment Exercises/Activities

Exercise 2.1

Compare 2 psychopathological models. Describe them and refer to at least 2 main differences between them. Your answer must not exceed 450 words.

Exercise 2.2

Critically examine the biopsychosocial model, consider its characteristics answer the question whether the case of a person with haemophobia can be explained by this model, considering the fact that this person has had the traumatic experience of an undergone surgery. Your answer must not exceed 400 words.

Recommended number of work hours for the student

Approximately 8 hours

SCIENTIFIC RESEARCH AND OTHER METHODS

(3rd Week)

Summary

Psychology through research contributes to understanding our self, as well as the environment where we live. Both scientific and clinical research help us obtain unbiased and objective information about a person suffering from a mental disorder. It is important to know your options when it comes to collecting data and developing a scientific and clinical research. This helps considerably in the assessment of abnormal behaviours, and the results of the research determine the diagnosis.

Introductory Remarks

The way in which different data is assessed and collected in order to come up with a diagnosis is of crucial in psychopathology. Choosing the correct research method directly affects the reliability and validity of the data, and contributes to safeguarding main ethical and code of conduct issues.

Scientific research follows specific steps. The first step is observing a behaviour, the second step is formulating a research question, the third step is making a hypothesis, the fourth step is testing the hypothesis and the last step is presenting the results. Scientific research deals with the discovery of new knowledge, using different means to collect data, such as interviews and questionnaires, and is based on the systematic study of the empirical reality.

To ensure that the correct research method is choosen, we will need to follow certain strategies which will determine our choice. Firstly, we will need to determine the aim of our research and whether we merely seek to obtain some general information or whether we seek the solution to a specific problem. Afterwards, we need to determine the setting of the research, since there is a huge difference between collecting data in a laboratory or office, and collecting data in the natural setting. Then, we need to determine whether our research is descriptive, experimental or relational. Finally, we will need to decide which are the right tools we can use to collect data.

Having these strategies in mind, we will need to choose the research method to be used. At the same time, we will need to know that we can combine two or more methods in a research. These are: the observation method, the experimental method, the qualitative research, the quantitative research and the case study. First, the observation method is an analytical approach of how a behaviour is externalised, but it cannot explain why a person behaves or acts this way. Then, the experimental method helps us prove the cause of the issue or the efficiency of a therapy. After, the quantitative research, which essentially involves the use of self-reference tools and questionnaires, gives the possibility to collect, in a short period of time, a wide range of information and to generalise results. In this case, we need to be aware that there is a risk of not obtaining a true answer, since we cannot know if a participant's answers correspond to reality.

Furthermore, the qualitative research, which refers to clinical interviewing, must be used by clinical psychologists, since it is one of the best ways to understand a behaviour in depth and determine different aspects of the psychological functions and the history of the patient. Finally, a case study focuses on analysing a person for a long period of time and aims at observing how a person behaves at different stages.

After being introduced to different research methods, it is important to know whether the data collected are valid and reliable. Thus, the different types of validity and reliability help us validate our references.

Aims/Objectives

The main objective of this unit is to provide students with knowledge concerning scientific research. More specifically, it aims at helping students understand the different research methods, as well as how research is used in psychopathology. Furthermore, this chapter has the objective of analysing the difference between scientific research and clinical research.

Learning Outcomes

After studying this unit, you must be able to:

- Assess the current research, both clinical and scientific, in the field of psychopathology.
- Distinguish the different research methods.
- Understand the process and strategies of a research.
- Assess the objectives of a research.
- Examine the validity and reliability of your data.

Key Words

Questionnaire	Interview	Scientific research	Case study	Participant observation
Experiment	Hypothesis	Research question	Data collection	Validity
Non-participant observation	Reliability			

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 4: Research methods in psychopathology.

In this chapter, the writers introduce the student to the different methods used in the research on psychopathology. All fundamental methods are described in detail.

Supplementary Sources/Material

- Sani, F., & Todman, J. (2009). Experimental Design and Statistics for Psychology. Blackwell Publishing

This book is very well structured and describes all the information a student needs to learn about designing, carrying out and writing an experiment. In addition, it offers very good and clear information on data analysis.

- Thomas, G. (2011). How to do your Case study: A guide for students and researchsers.

This book introduces students to the basics of case study research, using a wide range of real-life examples. It deals with the core issues and methods that anyone new to case study will need to understand.

Self-Assessment Exercises/Activities

Exercise 3.1

Prepare and design a research in which you will need to mention your objectives, hypotheses, variables and the type of research. Make a simple reference to your sample. Your answer must not exceed 500 words.

Exercise 3.2

Which method can you use to analyse the case study of an adult aged 56 and an elderly person aged 80? Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 6 hours

ETHICAL ISSUES

(4th Week)

Summary

Since the field of psychopathology has to do with human being and specifically with determining a disorder such person might present, we must pay special attention to the type of relationship we build with our client, to what we say and how we say it, as well as how we protect his/her personal data. For this reason, we must follow some ethical principles which describe the standards of behaviour which are acceptable or unacceptable.

Introductory Remarks

Psychopathology is a field of clinical psychology which is greatly influenced by the American Psychological Association (APA). In 1951, the APA created the ethical principles which aim at safeguarding and protecting people and their personal data. This was carried out in response to the unethical research and practices applied during World War II, so to ensure people would no longer be experimented on or be at risk.

Based on this, the ethical dimension of the scientific and practical application of clinical psychology is affected by ethical, legal and social criteria. The 10 main ethical criteria, provided in the APA code of ethics, are based on the principles of transparency, on trust, on basic freedoms and on protecting the data provided by the patient. These principles function as a 'professional commitment' outlining what a psychologist should and should not do.

What should a psychologist have in mind regarding ethical issues? Firstly, the patient should give his/her consent for his/her data to be used either for research or even for assessment. In the case of a child, consent is required by a parent or legal guardian. Afterwards, the patient must be informed that s/he will in no case be misled with false information and that we will keep him/her informed about the entire process and our aims. There must be honesty, objectivity, integrity, trust and respect in place.

Aims/Objectives

The aim of this unit is for students to familiarise themselves with the basic principles which must be followed by psychologists as far as ethical issues are concerned. Students must learn the profession's code of conduct, as well as how they will protect their practice along with the patients' personal data.

Learning Outcomes

After studying this unit, you must be able to:

- Know the APA code of conduct.
- Understand the basic principles of exercising the profession.
- Distinguish what is ethically right or wrong.
- Understand the process of creating a therapeutic relationship and on what principles it should be based.

Key Words

Code of conduct	Ethical dilemmas	Privacy	Therapeutic relationship	Consent	Misdirection

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 16: Legal and ethical issues. In this chapter, the writers describe the main ethical issues concerning both the research and practice in the field of clinical psychology and psychopathology. They describe in a great manner the conditions which need to be in place to be able to force a person to be committed to a hospital.

- American Psychological Association (2017). Ethical principles of psychologists and code of conduct. https://www.apa.org/ethics/code/ethics-code-2017.pdf

This document includes all the basic principles psychologists need to follow.

Self-Assessment Exercises/Activities

Exercise 4.1

What issues should a psychologist bring up in his/her first meeting with a patient? Consider the principles of therapeutic relationship and procedure. Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 15 hours

ASSESSMENT

(5th Week)

Summary

An assessment aims to gather information from a patient, in order to construct a diagnosis. An assessment may be conducted using various methods, such as interviews, questionnaires and psychometric assessment, from which we extract information in order to come to a final conclusion about the behaviour and the problem of the patient. The objectives of an assessment are examined in relation to the identification of the problem, its interpretation and the formulation of a therapy plan.

Introductory Remarks

An assessment is the process of collecting information in order to be able to formulate a diagnosis. From the moment we formulate client's request, a series of reasonings follows in order to choose the most appropriate method of assessment. There exist various methods. Firstly, we have the psychometric tests, where a psychologist may apply to assess the mental capabilities, the personality, as well as the behaviour of a person. Then, we have interviews which may be structured, semi structured and unstructured and they can provide a more in-depth view so as to assess the behaviour in a more detailed manner. Interviews may also provide information about the causes, as well as the factors which trigger a deviant behaviour.

As psychologists, during the assessment process, we must avoid cornering the patient in theoretical settings. We might be prejudiced or we might be following a philosophical school of thought, but this should not emerge during this process. The aim here is to obtain as much information as possible to be able to later assess and see whether the person suffers from some mental disorder. In addition, it is very important to avoid any strict use of language and the use of terminology which might not be understood by the patient. We do not want them to feel uncomfortable. On the contrary, we want him/her to feel as comfortable as possible to have the courage to talk.

The main objective of the assessment is to formulate a hypothesis which, through the clinical examination (which is also a form of assessment), will need to be examined in order to be accepted or rejected. We are talking about a diagnostic hypothesis, which means that the hypothesis evolves into a diagnosis through assessment. To achieve this, the information we obtained from the assessment process must include information about the identification, interpretation and formulation of the problem.

What do we assess? The basic feature of assessment is to custom a full picture about the patient. For this reason, it is important to uncover and clarify all functions and characteristics of the client. However, in order to achieve this, we may need to reassess the client. Thus, assessment procedure is not a single process. A complete assessment includes: the personal history, the medical history, the family history, the social history,

the psychiatric history, detailed information about the current mental state and information about the way the patient thinks about and perceived things.

Aims/Objectives

The main objective of this unit is to understand the assessment process. To achieve this, students must first understand what is included in an assessment and, at the same time, be able to explain the different methods which may be used to obtain information. Therefore, another objective is to understand the way of evaluating a behaviour. Finally, this chapter aims at helping students formulate a diagnostic hypothesis, by assessing the information they received through the assessment process.

Learning Outcomes

After studying this unit, you must be able to:

- Follow an interview procedure in order to obtain the necessary information.
- Understand the assessment process.
- Understand the different assessment methods.
- Know the 2 assessment stages.

Key Words

Assessment	History	Interview	Psychometric test	Hypothesis formulation	Problem identification
Problem interpretation	Formulation of a therapy plan				

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 3: Diagnosis and assessment.

This chapter describes in detail the assessment process and how it can be used to formulate a diagnostic hypothesis. It provides considerable information about what is included in the data collection conducted as part of the assessment.

Self-Assessment Exercises/Activities

Exercise 5.1

Create an interview plan which will include all the questions you plan on asking your patient in order to assess his/her condition. Your answer must not exceed 300 words.

Recommended number of work hours for the student

Approximately 17 hours

DIAGNOSIS

(6th Week)

Summary

As we have already seen, the science of psychopathology studies mental disorders. However, there is a wide range of mental disorders. Therefore, to be able to say that a person suffers from a mental disorder we must reach a diagnosis. This is achieved by making and accepting a diagnostic hypothesis and formulating the abnormal behaviour. The diagnoses are always made based on widely recognised criteria, such as those of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

Introductory Remarks

A diagnosis is the result of the clinical decision-making process. A decision which results in the classification of the disorder, through an organised behavioural framework. However, in order to reach a clinical decision, we must first make a diagnostic hypothesis, where we essentially form a hypothesis referring to the clinical characteristics of the issue. If this hypothesis does not satisfy us, then we rule out the disorder we assumed and proceed to a different diagnostic hypothesis. This process may be repeated several times until the psychologist can be certain that, based on the assessment of the history and the causes of the problematic behaviours, s/he has made the correct diagnosis and has identified the correct disorder.

There are many methods to formulate a psychological situation. This formulation concerns the attempt to understand the behaviour through the knowledge we have from the theoretical models. These methods are: the psychodynamic formulation, the cognitive-behavioural formulation and the person-centred formulation. Through this formulation, we can identify the characteristics of a person who is predisposed to a disorder. For this reason, without an assessment and a formulation, we cannot reach a diagnosis.

To validate a diagnosis, certain criteria must be met. Therefore, we need classification systems in order to be able to: distinguish one disorder from another, have a common language of communication for the field of psychopathology and examine both the causes as well as the possible therapies. There are two main classification systems, the categorical system and the dimensional system. The 1st system is the categorical classification system which is used by the DSM. The categorical system is based on the principle that mental disorders are discrete clinical entities which are diversified from one another, but also from normal behaviour. For this reason, it groups disorders based on diagnostic criteria, which are based on the severity of symptoms and how long they have been present for, and requires a formulation as to whether a symptom is present or not. This is the most widely spread system and it is used worldwide. The DSM, and today's DSM-5, is a classic example of the categorical classification system. The 2nd classification system, the dimensional system, supports that abnormal behaviours do not cause only

one problem when they appear, but should be considered to be a symptom only when distributed across a continuous syndromes which determines to what extent these behaviours deviate from standard behaviours. More specifically, this system greatly emphasises the severity of symptoms, by using the description “mild”, “moderate” and “severe”.

Aims/Objectives

The objective of this unit is for students to learn the diagnostic process. To learn what a diagnosis is, how a diagnosis is reached, and how it is formulated. It is very important for them to learn the 2 main classification systems, and obtain in-depth knowledge of the DSM categorial classification system.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the diagnostic process.
- Examine the diagnostic hypothesis.
- Prepare a diagnostic formulation, by knowing the different types.
- Know the classification systems and criticize their main differences.
- Have a very good knowledge of the DSM categorical classification system.

Key Words

Formulation	Diagnostic hypothesis	Diagnosis	Mental Disorder	Classification system	DSM
Dimensional system	Categorical system				

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 3: Diagnosis and assessment.

This chapter explains what a diagnosis is and how we can reach a correct clinical decision of a mental disorder.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.

This manual is the taxonomic and diagnostic tool published by APA and serves as the principal authority for psychiatric diagnoses. DSM-5 is the standard reference that healthcare providers, including psychologists, use to point out the symptoms and the criteria needed in order to diagnose a mental disorder and behavioural condition.

Self-Assessment Exercises/Activities

Exercise 6.1

Describe and compare the 2 classification systems. Refer to their advantages and disadvantages. Your answer must not exceed 500 words.

Exercise 6.2

Choose a symptom of any disorder and formulate it based on the 3 theoretical approaches – the psychodynamic, the cognitive-behavioural and the person-centred approach. Your answer must not exceed 400 words.

Assignment

Submission of 1st assignment. This assignment must be constructed individually and is titled as “Critical analysis of one assessment method, used for diagnosis, based on the theoretical approaches of psychopathology”. The students are expected to submit the course’s 1st assignment on the 6th week. This assignment will correspond to 20% of the overall grade.

Recommended number of work hours for the student

Approximately 18 hours

BASIC FEATURES OF CLINICAL INTERVENTIONS

(7th Week)

Summary

When a psychologist reaches a diagnosis, the immediate next step is to design a therapeutic intervention. The intervention aims at relieving the mental, emotional, biological, psychological, social and behavioural maladaptation, incompetence and discomfort. It is very important to make the right choice of therapy, based on the targeted minimisation of the symptoms. The clinical intervention includes the prevention, the therapy, the rehabilitation and the efficiency of the intervention.

Introductory Remarks

The therapy is provided by applied psychologists only, and aims at minimising the symptoms of the diagnosed disorder. There exist two main categories of therapy: pharmacotherapy and psychotherapy. We will make some references to pharmacotherapy, but our emphasis will be put on psychotherapy, which is the area we work in as psychologists.

Pharmacotherapy is only prescribed by psychiatrists who are also responsible about the outcome of the drugs given and their side-effects. The drugs which are prescribed to patients with mental disorders are: antidepressants, stimulants, antipsychotics and mood stabilizers. These drugs cannot overcome the problems a patient face. They merely regulate basic functions, mainly of the brain but also of other organs, so that the patient can function organically better.

Psychotherapies aim at reversing the maladaptive behaviour of the patient and encourage his/her progress and the smooth development of his/her personality. Self-knowledge of the situation plays an important role to the therapies, since it brings inner harmony and balance to the patient.

There exist various types of psychotherapy. Firstly, cognitive therapy aims at altering the cognitive distortions, negative thoughts, perceptions, emotions and beliefs. Then, behavioural therapy, which relies on conditioning theories, teaches the patient new ways of dealing with their behavioural problems and improving their social relations. The combination of these two therapies is known as the “cognitive-behavioural therapy”, which is considered to be a relatively modern therapy; it first alters thoughts and feelings, and then applies new learning techniques regarding interpersonal relations and problem-solving techniques. Thirdly, family therapy deals with the family system and how its members can develop a better communication and functioning without violating each other’s personal space and boundaries. Furthermore, couple’s therapy aims at improving communication between a couple, by demonstrating techniques about solving interpersonal conflicts. Finally, we have psychoanalysis where the therapist tries to resolve unconscious conflicts causing maladaptive behaviour at the given stage.

Aims/Objectives

This unit aims at identifying the main therapeutic interventions regarding mental disorders. It provides general information about the different clinical interventions and explains the main differences between pharmacotherapy and psychotherapy.

Learning Outcomes

After studying this unit, you must be able to:

- Analyse the main characteristics of pharmacotherapy and psychotherapy.
- Examine the different types of psychotherapy.
- Assess the advantages and disadvantages of each clinical intervention.
- Distinguish between the use of different psychotherapies.

Key Words

Pharmacotherapy	Psychotherapy	Cognitive therapy	Behavioural therapy
Psychoanalysis	Family therapy	Couple's therapy	Efficiency
Cognitive-behavioural therapy			

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 2: Current paradigms in psychopathology.

This chapter describes the criteria applied in research made on psychotherapy. It analyses the different types of psychological therapies which are empirically supported. Finally, it makes reference to the various approaches available in the spectrum of psychotherapies. All this information provides a full and well-documented picture on the topic of psychotherapy.

Self-Assessment Exercises/Activities

Exercise 7.1

What is the main difference between cognitive-behavioural therapy and psychoanalysis? Your answer must not exceed 200 words.

Exercise 7.2

Which is the most appropriate therapy to apply in the case of a 30-year-old patient with depression and why? Your answer must not exceed 300 words.

Recommended number of work hours for the student

Approximately 6 hours

ANXIETY DISORDERS

(8th Week)

Summary

The main characteristics of anxiety disorder are anxiety and fear, and specifically the negative thoughts which cause the feeling of being threatened. To be able to say that a person suffers from an anxiety disorder, the anxiety must be extremely intense and negatively affect this person's functioning, impede him/her from reaching a goal, disrupt his/her emotional balance and degrade his/her quality of life. The main anxiety disorders are: specific phobia, panic disorder, generalised anxiety disorder, separation anxiety disorder, social anxiety disorder, agoraphobia and selective mutism.

Introductory Remarks

Anxiety is a normal feeling every person experience on the daily. The fact that anyone can feel distress and anxious does not mean that everyone suffers from an anxiety disorder. To be able to see anxiety as a psychopathological symptom, it must have serious consequences on the personal and social life of a person and be associated with persistent fear. Based on this, anxiety disorders are a group of mental disorders characterised by significant feelings of anxiety and fear. The main characteristic of people suffering from an anxiety disorder is that they internalise these feelings and mainly suffer internally.

The main symptoms of anxiety disorders are oversensitivity, intense worry, social withdrawal and nervousness. These symptoms are divided into cognitive and behavioural. Furthermore, physical symptoms are often also present, such as fast heart rate, shortness of breath, oversensitive bowel, shakiness and dizziness.

There are many types of anxiety disorders. Firstly, we have the separation anxiety disorder which makes its appearance mainly in infants and is characterised by severe anxiety when a child is separated from his/her parent. This symptom is caused as a consequence of negative feelings that is associated with a feeling that something bad will happen to them and s/he will never see this person again. Another anxiety disorder is selective mutism, where a person is unable to talk and communicate in various social circumstances which make him/her anxious. However, this occurs selectively, since such person can talk normally and communicate effectively in environments where s/he feels safe. Then, we have specific phobias. A specific phobia is associated with irrational fear of objects or situations which, in fact, is not realistic. In this case, in the patient's effort to face this phobia, s/he completely avoids any stimuli connected to the phobic stimulus. Then, there is social anxiety disorder where a person is afraid of how others will judge him/her and feels that s/he will be embarrassed or humiliated if s/he speaks in a social group. In this case, this person acknowledges that his/her fear is not realistic, but still avoids social settings where s/he might become the subject of attention or comments. The next disorder which might coexist with social anxiety disorder is panic disorder. This

disorder is accompanied by sudden panic attacks where the person goes numb, trembles and is afraid s/he will die. Furthermore, an anxiety disorder which can be associated to panic attacks is agoraphobia. In this case, the person experiences intense fear when found in a crowded place and feels s/he has no way out. Finally, we have generalised anxiety disorder which is characterised by constant worry over insignificant things, a worry which negatively affects on the daily basis the person's concentration and causes him/her fatigue. At this point we need to mention that, based on DSM-5, there exist other anxiety disorders, such as substance-induced anxiety disorder, but we will not refer to them.

After referring to the various types of anxiety disorders, we need to mention that they may coexist in a person. This is known as comorbidity and can be a very frequent phenomenon. Comorbidity may exist between two types of anxiety disorders, but it may also coexist with other disorders such as depression. Apart from identifying comorbidity, a differential diagnosis must also be conducted to ensure that we rule out any other disorders which do not have constant anxiety as their main characteristic.

There can be many causes for an anxiety disorder, such as heredity, increased activity of the neural circuit of fear in the brain and social avoidance caused by a harmful stimulus and associated with an object the person is fearful of. Nevertheless, there also exist social factors, such as the excessive dependence on others, the incorrect imitation of examples, poverty, discrimination and victimisation, which are considered to be factors causing anxiety disorders.

With respect to the therapies used in these cases, cognitive-behavioural therapy, psychoeducation and psychoanalysis prevail. Cognitive-behavioural therapy focuses on altering the mental processes resulting from anxiety and on controlling physical symptoms. Psychoeducation aims at becoming aware of the distortion of circumstances and psychoanalysis aims at resolving issues caused by unconscious conflicts created during infancy or childhood.

Aims/Objectives

The objective of this unit it for students to learn about anxiety disorders. Therefore, it aims at helping students understand the clinical picture of each anxiety disorder and their symptoms. Furthermore, it aims at presenting research findings which prove the presence of these symptoms along with the causes, risk factors and protective factors. Finally, it aims at presenting the main therapies used for anxiety disorders and how they associate with minimising specific symptoms.

Learning Outcomes

After studying this unit, you must be able to:

- Assess the clinical presentation of symptoms of a patient with anxiety disorder.
- Distinguish between the different types of anxiety disorders.
- Analyse protective and risk factors.
- Analyse the causes of anxiety disorders.
- Describe the main therapeutic interventions.
- Understand how symptoms can be minimised using focused therapeutic techniques.

Key Words

Anxiety	Fear	Separation anxiety disorder	Selective mutism	Specific phobia
Panic disorder	Agoraphobia	Generalised anxiety disorder	Social anxiety disorder	Clinical picture
Comorbidity	Accompanying characteristics	Symptoms	Aetiology	Therapy
Differential diagnosis				

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 6: Anxiety disorder.

In a very understandable and simple manner, this chapter describes the clinical characteristics of anxiety disorders, the various symptomatology criteria and main epistemological facts which are analysed through research findings. Furthermore, it makes use of case studies, providing a more realistic picture of persons with anxiety disorder, which helps students better understand clinical presentation. Finally, it refers to the aetiology and treatment of anxiety disorders, both generally and specifically.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.

DSM-5 provides the criteria and symptoms of all anxiety disorders.

- Thomas, M., & Drake, M. (2012). Cognitive Behaviour Therapy: Case Studies. London: Sage Publications. Chapter 2: Client Presenting with Panic Disorder. Chapter 5: Client Presenting with Social Phobia. Chapter 7: Client Presenting with Generalized Anxiety Disorder.

This book provides good case study examples of people of different ages presenting mental disorders. A main point is how cognitive-behavioural therapy is applied to people with anxiety disorders.

Self-Assessment Exercises/Activities

Exercise 8.1

Describe the main differences of the several types of anxiety disorders. Consider the clinical presentation of symptomatology. Your answer must not exceed 500 words.

Exercise 8.2

Find a case study concerning an adult who was diagnosed with anxiety disorder and describe his/her symptomatology. Furthermore, justify whether the correct diagnosis was made based on the type of anxiety disorder given in the case study. Your answer must not exceed 700 words.

Recommended number of work hours for the student

Approximately 10 hours

OBSESSIVE-COMPULSIVE DISORDER

(9th Week)

Summary

The obsessive-compulsive disorder is a mental disorder which up until recently fell under Anxiety Disorders, and, with the review of the DSM and the issuance of the DSM-5, it is now considered to be a separate disorder. Its main characteristics are obsession and compulsion. The main factor causing these behaviours is anxiety. The person tries to dismiss distress and anxiety through compulsion. This is why the best therapy for this disorder is cognitive-behavioural therapy.

Introductory Remarks

Obsessive-compulsive disorder (OCD) is characterised mainly by obsession and compulsion, where a person, on one hand, has intrusive thoughts and intense anxiety and, on the other hand, s/he repeatedly performs rituals to try and ease anxiety. S/he believes that, in this way, s/he manages to reduce the discomfort caused by the persistent thoughts. The most frequent obsessions are: infection, classification, hoarding and precision/symmetry. On the other hand, the most frequent compulsions are: cleanliness, control, counting.

This behaviour is very often present in non-clinical cases. This is because all people experience undesirable obsessive thoughts, which go unnoticed and are considered normal, as they do not cause any discomfort or disfunction.

OCD must be diagnosed differentially from other disorders, such as anxiety disorders, mood disorders, schizophrenia, obsessive-compulsive personality disorder etc. In many cases, the differential diagnosis may be particularly difficult, since there are many similarities between them. Nevertheless, the differentiation is done based on the main symptoms of each disorder. At the same time, we need to examine the existence of comorbidity. Very often, OCD coexists with other disorders, such us suicidal ideation and anxiety disorders. This is a very important element and must be examined very thoroughly, because a comorbid situation can contribute to the worsening of the main diagnosis and to the patient's bad response to a therapy.

There are many causes that can trigger a disorder. Very often, people with OCD distort both classical and operant conditioning, and, as a result, they use incorrect avoidance methods which in the end become an obsession. At the same time, important findings show that obsessions are caused by a perceptual dysfunction and the existence of dysfunctional patterns (irrational assessment of a threat).

The main psychotherapy used for people with OCD is cognitive behavioural therapy (CBT). Nevertheless, research has shown that a combination of CBT and pharmacotherapy yields better results than the use of CBT alone.

Aims/Objectives

The main objective of this unit is for students to learn about Obsessive-Compulsive Disorder, its clinical presentation, its symptoms, its causes and the therapy used in these cases. At the same time, this chapter also aims at presenting research results, explaining the mechanisms used by a person with OCD to create obsessions and compulsions. Furthermore, it aims at presenting some epidemiological data.

Learning Outcomes

After studying this unit, you must be able to:

- Assess the symptomatology of an OCD patient.
- Analyse the protective and risk factors.
- Analyse the OCD aetiology.
- Describe CBT techniques based on OCD.
- Differentiate between the diagnosis and other similar disorders.

Key Words

Obsessive-Compulsive Disorder	Obsession	Compulsion	Fixation	Cognitive Patters

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 7: Obsessive-compulsive-related and trauma-related disorder.

In a very understandable and simple manner, this chapter describes the clinical characteristics of obsessive-compulsive disorder, the various symptomatology criteria and main epistemological facts which are analysed through research findings. It also refers to the aetiology and treatment of this disorder.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.

DSM-5 provides the criteria and symptoms of all anxiety disorders.

- Thomas, M., & Drake, M. (2012). Cognitive Behaviour Therapy: Case Studies. London: Sage Publications. Chapter 6: Client Presenting with Obsessive Compulsive Disorder.

This chapter presents a case study of a person with OCD.

Self-Assessment Exercises/Activities

Exercise 9.1

Describe 3 examples of obsessions and 3 examples of compulsions. Explain how these negatively impact the everyday life of a person. Your answer must not exceed 600 words.

Recommended number of work hours for the student

Approximately 8 hours

DEPRESSION

(10th Week)

Summary

Depression is considered to be one of the most common mental disorders found in adults. It is characterised by a depressive mood, lack of interest in activities and social interactions and feeling of helpless. It mainly appears in women, which, however, does not mean that men do not experience it, too. It has many causes, but insecurity seems to be prevailing. The appropriate therapy is chosen based on the symptoms.

Introductory Remarks

Depression is characterised by a persistent and constant feeling of sadness. Emotionally, the patient's mood is affected negatively and, as a result, the emotional tone such person experiences negatively affects his/her behaviour, emotions, thoughts and perception. However, it is important to distinguish depression as a normal l;/≥≥≥≥[i] depression. Sadness is a normal feeling and must not always be considered problematic. The thing that will determine whether a person is depressed is the extent to which his/her behaviour will deviate from normal behaviour.

A depressed person's clinical picture is divided into five dimensions. The first dimension concerns the mood which is characterised by sadness, guilt and oversensitivity. The second-dimension concerns behaviour and is characterised by a person being hypotonic, crying continuously and socially isolating himself/herself. The third-dimension concerns perception and is characterised by a person experiencing unworthiness and having low self-esteem. The fourth-dimension concerns thoughts and is characterised by intense self-criticism, pessimism and difficulty to concentrate. Finally, the last dimension concerns biological functions and includes difficulty to sleep and appetite changes.

There are many risk factors. Some of them are intense stress, trouble adapting, a loss, insecurity, trauma and family instability. At the same time, we need to mention the severe consequences to the lives of those suffering from depression. On one hand, we have short-term consequences such as reduced professional performance and interpersonal relations. On the other hand, we have long-term consequences, such as the abuse of substances and the risk of suicide.

A good psychotherapy must aim at protecting the patient, dealing with the issue and preventing subsequent phases. Exactly because there is a relapse risk, the psychologist must be very careful. At this point, we have to say that antidepressants are often prescribed to reduce the possibility of a relapse. However, they cannot by themselves be effective. This is why psychotherapies, such as psychoanalysis and cognitive-behavioural therapy, are also used.

Aims/Objectives

This unit aims at presenting students with a detailed reference to the issue of depression. It will help them distinguish between normal depression and depression as a disorder, stimulate them into studying its causes and teach them the best psychotherapy techniques to treat the disorder. Furthermore, it aims at differentiating between the clinical pictures at each developmental stage.

Learning Outcomes

After studying this unit, you must be able to:

- Assess the symptoms of a depressive patient.
- Identify the differences between the symptoms of patients, depending on their age.
- Analyse the protective and risk factors.
- Analyse the aetiopathogenesis of depression.
- Describe the main therapeutic interventions of depression with the aim of reducing the symptoms.
- Differentiate between the diagnosis and other similar disorders.

Key Words

Depression	Emotional mood	Sadness	Oversensitivity	Social isolation	Low self-esteem

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 5: Mood disorders.

From this chapter, you will only need the section about Major Depressive Disorder. You will find examples and scientific findings about its epidemiology, causes and therapies

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.

DSM-5 provides the criteria and symptoms of all mood disorders.

- Thomas, M., & Drake, M. (2012). Cognitive Behaviour Therapy: Case Studies. London: Sage Publications. Chapter 3: Client Presenting with first-onset Depression.

This chapter presents a case study of a person with Depression.

Self-Assessment Exercises/Activities

Exercise 10.1

Find a case study of an adult with depression and describe his/her clinical presentation and symptoms. Your answer must not exceed 200 words.

Exercise 10.2

Write down the main difference in symptomatology of adults aged 20, 40 and 80. Refer to the risk factors of each age. Your answer must not exceed 300 words.

Recommended number of work hours for the student

Approximately 8 hours

BIPOLAR DISORDER

(11th Week)

Summary

Bipolar Disorder is a mental disorder characterised by severe shifts in mood, from recurring depressive episodes to at least one manic or hypomanic episode. There exist two types. Manic episodes are characterised by overstimulation, while depressive episodes are characterised by limited willingness. The symptoms of bipolar disorder are based on three levels: emotion, thinking and behaviour.

Introductory Remarks

Bipolar disorder is a mood disorder affecting more adults than younger people. Its main characteristic is severe shifts in mood. Bipolar people usually have at least one quick shift in mood during their lives, but may experience mixed episodes as well (either depressive or manic) which occur at a frequency of 4 per year approximately.

Based on DSM-5, bipolar disorder has 2 types. For a person to be diagnosed with Bipolar I Disorder, s/he must have at least one manic episode, but does not necessarily need to have a history of major depressive episodes. Bipolar II Disorder is diagnosed when a person has experienced at least one major depressive episode and at least one hypomanic episode (a milder form of mania).

Depressive episodes have the same characteristics with depression, ie. persistent depression, oversensitive mood, reduced interest in previously enjoyable activities, trouble sleeping and eating, a feeling of unworthiness, difficulty to concentrate and, sometimes, suicidal thoughts.

Manic episodes are characterised by increased and aggressive mood, which reduces the need to sleep. Also, at this stage, the person presents fast and excessive talking and his/her thoughts are “racing” from one topic to the next. Furthermore, a bipolar person has grandiose beliefs and thinks s/he has superpowers.

The clear aetiology of bipolar disorder is not known. Most research supports that it is caused by biological factors mainly, such as a dysfunction of the brain, which at times over-functions (mania) and at other times under-functions (depression), affecting, accordingly, both mental functions (attention, memory, thinking, perception, emotion, psychomotoricity) and bodily functions (energy, libido, sleep). Heredity and stressful situations (eg. a loss, lack, threat, rejection, change, failure, conflict, psychotraumatic experience) also play an important role.

Bipolar disorder is treated with pharmacotherapy and its aim is to stabilise brain activity to normal levels. There are two main categories of substances used: a) antipsychotics and b) mood stabilisers. Psychotherapy is conducted along with psychoeducation, skill conditioning and support. Combining pharmacotherapy with psychotherapy strengthens functionality and improves the quality of life of both the patient and his/her environment.

At the same time, new bibliography supports that diet can also play an important role in the treatment of the disorder, since small and frequent meals which are rich in omega 3 fatty acids and vitamins can reduce reactive hypoglycemia which is responsible for the shift in mood.

Aims/Objectives

This unit aims at equipping students with basic knowledge about bipolar disorder. More specifically, it aims at teaching students about the symptomatology of the disorder, at letting them see its causes and at teaching them how it negatively affects a person's life. Furthermore, it aims at teaching students about the therapies used to treat bipolar disorder.

Learning Outcomes

After studying this unit, you must be able to:

- Assess the clinical picture and symptoms of a patient with bipolar disorder.
- Understand its 2 types.
- Analyse the protective and risk factors.
- Analyse the aetiopathogenesis of bipolar disorder.
- Describe the main therapeutic interventions of bipolar disorder with the aim of reducing the symptoms.
- Describe alternative therapeutic methods.
- Differentiate between the diagnosis and other similar disorders.

Key Words

Manic episode	Depressive episode	Mood swings	Manic depression	Bipolar depression
Hypomania	Bipolar disorder	Over-functioning		

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 5: Mood disorders.
From this chapter, you will only need the section about Bipolar Disorder. You will find examples and scientific findings about its epidemiology, causes and therapies.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.
DSM-5 provides the criteria and symptoms of bipolar disorders.

Self-Assessment Exercises/Activities

Exercise 11.1

Describe the differences between Bipolar I Disorder and Bipolar II Disorder. Your answer must not exceed 200 words.

Exercise 11.2

Describe in a PowerPoint presentation 2 alternative therapies used for people with bipolar disorder. Your presentation must not exceed 20 slides.

Recommended number of work hours for the student

Approximately 8 hours

SCHIZOPHRENIA

(12th Week)

Summary

Schizophrenia is part of psychotic disorders and is a mental disorder whose main characteristic is the dysfunction of thoughts and perception. The psychotic person cannot distinguish between what is a product of his/her mind and what comes from the outside environment. It involves a multi-faceted clinical picture where the patient demonstrates positive (delusions), negative (anhedonia) or mixed symptoms.

Introductory Remarks

The term schizophrenia is comprised of the verb “schizo” (to split) and the noun “phren” (mind), which means to split the heart from the psyche. Consequently, schizophrenia is the disorganization between thoughts, feelings and behaviour. A person suffering from schizophrenia cannot distinguish between the stimuli s/he receives from his/her environment and his/her thoughts.

More specifically, the schizophrenic person shows either positive, negative or mixed symptoms. Positive symptoms have to do with delusions, illusions, disorganised speech and thoughts, while negative symptoms concern emotional levelling and a lack of will power. There are important changes between DSM-IV-TR and DSM-5 as far as the diagnostic criteria are concerned, and for this reason we now use the latest version (DSM-5) and do not speak about sub-categories of schizophrenia, but about the severity of its main symptoms.

The causes have not been clarified yet. However, in the research field, there is a tendency to support that schizophrenia is caused by genetic and biological factors. More specifically, it has been proven that certain chromosomes are linked to schizophrenia and that, at the same time, there is an observation that the amygdala and hippocampus are reduced in size, resulting in their dendrites losing their orientation and, consequently, their axes being led to a different direction (which causes the disorganisation). Apart from these factors, there are also social factors, including family and stressful situations.

The psychologist is important to diagnose schizophrenia differentially from other disorders such as schizoaffective disorder, delusional disorder and personality disorder.

As far as psychotherapies are concerned, we need to mention that they all have common characteristics. First, they all support that, provided there is a biological base to it, the body must be regulated. At the same time, it is treated with conditioning and the exercise of personalised defence mechanisms. In addition, behavioural psychotherapy may help during the residual phase and rehabilitation. However, it is important to also give a sort of family therapy, because when schizophrenic patients are discharged from the hospital and are in incomplete remission, the family needs a lot of support.

Aims/Objectives

The main objective of this unit is to understand schizophrenia. This unit aims at giving students a detailed picture about what schizophrenia is and how a schizophrenic person behaves. In addition, it aims at presenting research analysing its aetiopathogenesis, but, also, its treatment.

Learning Outcomes

After studying this unit, you must be able to:

- Assess the symptomatology of a schizophrenic patient.
- Analyse the aetiopathogenesis of schizophrenia.
- Describe the main therapeutic interventions of schizophrenia.
- Understand the severity of pharmacotherapy.
- Differentiate between the diagnosis and other similar disorders.

Key Words

Schizophrenia	Delusions	Illusions	Disorganised speech
Anhedonia	Residual phase	Amygdala	Hippocampus
Disorganised thoughts	Remission	Hallucinations	

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 9: Schizophrenia.

This chapter talks in detail about the disorder of schizophrenia. You will find examples and scientific findings about its epidemiology, causes and therapies. It gives a good analysis of the way in which the brain's functioning is involved in both its aetiology and therapy.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.

DSM-5 provides the criteria and symptoms of schizophrenia.

Self-Assessment Exercises/Activities

Exercise 12.1

You need to find the case study of a person with schizophrenia and present the symptoms, tools and methods used to assess the case, as well as the therapy provided. Your presentation must not exceed 30 slides.

This activity will correspond to 5% of the overall grade.

Exercise 12.2

Using the same case study, you need to analyse the factors which triggered the patient's situation. More specifically, you need to use the patient's history to find the causes of schizophrenia. Your answer must not exceed 600 words.

This activity will correspond to 5% of the overall grade.

Recommended number of work hours for the student

Approximately 18 hours

PERSONALITY DISORDERS

(13th Week)

Summary

Personality disorders concern the main characteristics of a person's personality, which render it problematic. These disorders are characterised by inflexible and maladaptive approaches concerning the anxiety a person experience. Because this affects the personality, the person does not accept that his/her character is problematic, and, as a result, s/he blames his/her environment. Exactly because of their nature, these disorders are considered to be chronic and hard to treat. Based on DSM-5, there exist 10 types of personality disorders, divided into 3 clusters.

Introductory Remarks

Personality disorders are characterised by ways of perception, reaction and correlation which are rooted, inflexible and socially maladaptive in a variety of cases. Each person has his/her own way of perceiving and positioning himself/herself in relation to other people and the facts (personality traits). On the contrary, people with personality disorders are so inflexible they cannot adapt to reality and this ruins their ability to function. This becomes obvious from the start of their adulthood, and oftentimes even earlier, and is usually maintained throughout life. Sometimes, people with personality disorders have trouble in their social and interpersonal relations and work. These people do not understand that their behaviour or way of thinking is not socially appropriate. On the contrary, they believe they are right.

The DSM-5 distinguishes between 10 types divided into 3 clusters based on the criteria similarities. The 1st cluster includes paranoid, schizoid and schizotypal personality disorders which share the feature of eccentricity and awkwardness. The 2nd cluster includes antisocial, borderline, histrionic and narcissistic personality disorders where people are emotional, dramatic, provocative and unpredictable. The 3rd cluster includes avoidant, dependent, and obsessive-compulsive personality disorders with the common features being fear and intense anxiety. Despite the creation of these clusters, there are certain characteristics which are common in all personality disorders, such as dysfunctional thinking patters, dysfunctional emotional reactions, problematic impulse management and difficulties in interpersonal relations.

These disorders were found to be associated with genetic and family factors. Furthermore, children who experienced intense anxiety or fear, such as abused children, are likely to develop personality disorders later on in their lives.

The therapy for most personality disorders usually includes psychotherapy, which usually lasts at least six months to one year, and often much longer, depending on the severity of the situation and other existing problems. Psychotherapy includes discussion about thoughts, feelings and behaviours and aims at improving people's ability to regulate their

thoughts and feelings. Some specific therapies used for these disorders are cognitive-behavioural therapy, schema therapy and DBT.

Aims/Objectives

This unit aims at teaching students about personality disorders. More specifically, it aims at presenting the symptoms of the 10 types of personality disorders, distinguishing between normal and deviant behaviour, presenting research, analysing their risk factors and causes, and, finally, analysing the psychotherapies used for people with personality disorders.

Learning Outcomes

After studying this unit, you must be able to:

- Know what personality is and when its traits are considered problematic.
- Assess the clinical picture and symptoms of a patient with personality disorder.
- Distinguish the symptoms and clinical picture of the 10 types.
- Analyse its aetiopathogenesis.
- Describe the main therapeutic interventions used for every type of personality disorder.
- Differentiate between the diagnosis and other similar disorders.

Key Words

Personality	Egocentrism	Inflexible behaviours	Maladaptation
Paranoid	Schizoid	Schizotypal	Antisocial
Borderline	Histrionic	Narcissistic	Avoidant
Dependent	Obsessibe-Compulsive	Dysfunctional thinking patterns	Dysfunctional perception
Impulses	Schema therapy		

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 15: Personality disorders.
This chapter analyses in a very efficient way the main characteristics of each personality disorder. Here, you will find examples and scientific findings about its epidemiology, causes and therapies.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.
DSM-5 provides the criteria and symptoms of personality disorders.

- Thomas, M., & Drake, M. (2012). Cognitive Behaviour Therapy: Case Studies. London: Sage Publications. Chapter 13: Client Presenting with Dependent Personality Disorder.
This chapter presents a case study of a person with Dependent Personality Disorder.

Self-Assessment Exercises/Activities

Exercise 13.1

Make a simple reference to the main characteristics of each type of personality disorder. Your answer must not exceed 500 words.

Exercise 13.2

Analyze the therapeutic intervention for a type of personality disorder and, with the reference of previous studies, prove its efficiency and how it reduces symptoms. Your answer must not exceed 500 words.

Assignment

Submission of 2nd assignment. This is a group assignment and must be formed in power point as presentation. This assignment is titled as “Assess a case study of an adult diagnosed with a mental disorder. Critically evaluate the assessment procedure and the therapy used based on individual’s symptomatology and causes of the disorder”. The students are expected to submit the course’s 2nd assignment on the 13th week. This assignment will correspond to 20% of the overall grade.

Recommended number of work hours for the student

Approximately 20 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Psychopathology and Abnormal Behaviour

(1st Week)

Exercise 1.1

In this exercise, the student will have to start by defining psychopathology. Then, s/he will have to talk about pathological and abnormal behaviour, therefore they have to also define abnormal behaviour. It is important for him/her to make specific reference to what normal behaviour is and when something is considered problematic.

Afterwards, s/he will have to present and explain the characteristics of abnormal behaviour, by providing definitions and examples. S/he has to explain the four Ds (deviant, dysfunction, danger, distress). S/he should also provide examples illustrating how all the above factors causing problematic behaviours, negatively affect the person, making him/her feel resentment and develop mental disorders.

Approaches to Psychopathology

(2nd Week)

Exercise 2.1

This exercise should be divided into 4 parts. The first part should be an introduction about the importance of understanding the framework. The second part should describe the 1st model which will be chosen, presenting in a clear manner how the model defines deviant behaviour. The third part, similarly to the second part, should describe the 2nd model which will be chosen. The fourth part should compare the two models. The comparison will need to be conducted based on at least 2 arguments. Every comparison must refer to both models.

Exercise 2.2

In this exercise, a description of the biopsychosocial model should be provided first. Then, you will need to describe every dimension of this model, using the example of haemophobia. You will have to give examples of biological, psychological and social factors. The answer should not deviate from approaching the trauma the person has experienced in this case study.

Scientific Research and Other Methods

(3rd Week)

Exercise 3.1

In this exercise, the student should think about a topic and convert it into scientific research. Based on what s/he wishes to study, s/he should write his/her aims which will need to be consistent with his/her hypotheses and, then, s/he should state what will be measured. It is important to mention the sample and type of research.

Exercise 3.2

In this exercise, reference must be made to the developmental stage of each age and to its particularities, so that the student can suggest certain data collection methods. There is no wrong answer, as long as the method is justified based on age.

Ethical Issues

(4th Week)

Exercise 4.1

This answer must make extensive reference to the main ethical issues followed by a psychologist. More specifically, it should mention the APA code of conduct, the basic principles of their therapeutic relation, and the process to be followed. Student should talk about respect and trust, about not misleading the patient and about keeping the patient informed about the formulation of the diagnosis, about the results of the assessment and the diagnosis, and about the therapeutic intervention options. An important point a student must refer is the ethical principles including trust, honesty, commitment, etc. additionally, it is also important to mention whether or not the therapist can provide services to the client.

Assessment

(5th Week)

Exercise 5.1

This answer should include one interview with all the questions that must be asked during an assessment process. Here, the students will have to create questions which will aim at describing the problem's nature in detail, at interpreting the problem based on the factors which caused this problem to emerge, and those factors which contribute to the problem's persistence. In addition, they will also need to make questions which will aim at creating the patient's full history.

Diagnosis

(6th Week)

Exercise 6.1

This answer should be divided into 4 sections. The first section should be an introduction of the classification system. The second part should describe the 1st categorical classification system, clearly presenting its structure, how it approaches the symptoms of a disorder, and its advantages and disadvantages. The third part must, similarly to the case of the 1st system, describe the dimensional classification system. The fourth part must compare the two systems.

Exercise 6.2

In this answer, the student should choose a disorder and one of its main symptoms which will need to be explained based on the psychodynamic, the cognitive-behavioural and the person-centred formulation. Therefore, a correct answer should start with the description of a symptom (its deviation from normal norms), then it should include some words about the problem's formulation, and, finally, it should clearly talk about the theoretical approach of the three types of formulation. Except from mentioning the theory, the answer must also include a practical explanation based on the chosen symptom.

Submission of the 1st assignment.

This assignment is personal and must be submitted in writing by the end of the 6th week. This assignment will be assessed based on its structure, bibliographical review and the valid content of the sources the student used, the development of a critical approach and the documentation of the references. Furthermore, the correct use of the language, the written speech used and the proofreading of the assignment will also be assessed. No indicative answer is provided for this assignment, since it corresponds to 20% of the overall grade of the course.

Basic features of clinical interventions

(7th Week)

Exercise 7.1

This answer should aim at pointing out the differences between cognitive-behavioural and psychoanalytic therapy. Student specifically analyse the way in which these therapies approach a disorder's symptom, instead of just describing their principles. It would be advisable to use examples to better understand the differences in the application of each therapy's techniques.

Exercise 7.2

In this answer, the student should focus on the symptoms of depression. They should distinguish the symptoms into cognitive and behavioural and recommend an intervention. There is no wrong answer. What is important here is to justify and explain which, according to student's opinion, is the most effective intervention to reduce the symptoms of depression.

Anxiety Disorders

(8th Week)

Exercise 8.1

This answer should include all types of anxiety disorders. It should refer specifically to the clinical presentation of symptomatology of each disorder based on DSM-5.

Exercise 8.2

The student will need to find the case study of an adult with any type of anxiety disorder. S/he should summarise the patient's clinical presentation and refer specifically to its symptoms. This means that s/he will need to match the abnormal behaviours from the clinical picture to the symptoms. Then, s/he will need to state whether the diagnosis given is the "right" one. The justification must make reference to differential diagnosis and comorbidity, if applicable.

Obsessive-Compulsive Disorder

(9th Week)

Exercise 9.1

In this answer, the student will need to first describe the terms obsession and compulsion, and refer to their main aspect as symptoms of OCD. Then, s/he will have to give 3 examples of a problematic behaviours relating to an obsession and 3 examples of a problematic behaviours relating to compulsion. For each example, the student must explain how the behaviour negatively affects the everyday life of the patient.

Depression

(10th Week)

Exercise 10.1

This answer should only focus on the symptoms of depression based on DSM-5. The student must find a case study which presents the case of an adult suffering from depression and describe his/her clinical presentation of symptomatology based on his/her history.

Exercise 10.2

This answer should present the main differences between the symptomatology and risk factors of the different developmental stages. Each age has its own stress factors, reactions and perception of life, which plays a significant part in diagnosing depression and must be clearly mentioned in the assignment.

Bipolar Disorder

(11th Week)

Exercise 11.1

This answer must focus on the differences between Bipolar I Disorder and Bipolar II Disorder. The students will have to describe the symptoms of the two types, by emphasising their main differences.

Exercise 11.2

This exercise must be done on PowerPoint. It is a presentation, so it should be something simple, nice and creative, without the student overfilling the slides. The presentation must be complete with a title, table of contents and bibliography in the end. The presentation will concern the 2 alternative therapies the student will have to present and describe their techniques, philosophy and structure. At the same time, it will need to present research proving their efficiency on people with bipolar disorder.

Schizophrenia

(12th Week)

Exercise 12.1

Exercise in the form of a presentation. It corresponds to 5% of the overall grade and, for this reason, no answer will be provided.

Exercise 12.2

Exercise in the form of a brief essay. It corresponds to 5% of the overall grade and, for this reason, no answer will be provided.

Personality Disorders

(13th Week)

Exercise 13.1

This answer should include the clinical picture of each type of personality disorder. Here, the student will need to talk about the symptoms of each type, by giving examples of problematic behaviours.

Exercise 13.2

In this answer, the student will have to choose a type of personality disorder and study psychotherapies used to treat the chosen type. Then, s/he will have to describe the psychotherapy based on its structure and techniques (specific to the type of disorder, without general references), and, finally, s/he will have to find and refer to studies proving the efficiency of such psychotherapy.

Submission of the 2nd assignment.

This assignment is personal and must be submitted in writing by the end of the 13th week. This assignment will be assessed based on its structure, bibliographical review and the valid content of the sources the student used, the development of a critical approach and the documentation of the references. Furthermore, the correct use of the language, the written speech used and the proofreading of the assignment will also be assessed. No indicative answer is provided for this assignment, since it corresponds to 20% of the overall grade of the course.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC330: Psychopathology I	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Theories of Personality

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC215**	**Theories of Personality**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	2 Self-Assessment Activities (10%) 2 Assignments (40%)		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr. Constantina Demetriou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

A psychologist is involved in studying, understanding and interpreting mental phenomena and the manifestations of normal or deviating behaviours, not only of individuals but also of social groups. A psychologist is a scientist who engages in predicting, diagnosing and dealing with mental disorders. A psychologist must genuinely respect and essentially care for people, their needs and their peculiarities. He/She must be objective in his/her judgment -bias-free- and have patience, calmness, persuasion and communication skills, in order to be accepted by the people who seek his/her services. Responsibility and confidentiality also pertain to the indispensable personal traits of a psychologist.

GENERAL OBJECTIVES**:**

- to develop the students' capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- to develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- to build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- to provide students with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- to provide students with a solid training in psychology and its methods;
- to foster awareness of contemporary developments and issues in psychology;
- to prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;

- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

LEARNING OUTCOMES:

Upon successful completion of the programme, students will be able to:

- have detailed knowledge and understanding of a range of current models, theories, concepts and research outcomes in key areas of psychology;
- apply a wide range of psychological concepts to understand behaviour in various contexts;
- confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods;
- evaluate information in order to plan and implement investigative and research strategies;
- work independently within a structured context;
- work effectively in a team;
- appreciate the importance of professional development;
- take responsibility for their own learning and self-development;
- demonstrate the ability to comprehend and creatively combine multiple perspectives.

Presentation of the Course through the Study Guide

- **Short description & objectives**

This introductive course constitutes a systematic study of different theoretical approaches to the subject of personality as well as a study of the creation, development, structure and dynamic of personality. The main goal of this course is to teach students the fundamental principles of the classical theories of personality. As part of this course we will study different research methods as well as methods of personality assessment. Further, this course aims to familiarise students with the application of specific theories both on a research and practical level. In addition, students will learn how different types of mental disorders develop in the context of personality development. We will also discuss important social and biological factors that affect personality.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: What is Personality?

(1st Week)

Summary

Personality is probably the most important area of study in the field of psychology. Personality includes a person's traits. These traits might be consistent throughout a person's life or might change according to his/her developmental phase, the environment, in which a person expresses his/her personality and his/her experiences. In order to properly and comprehensively study personality we must understand its structure, processes, development as well as its psychopathology. The theory that describes personality is structured on these four axes.

Introductory Remarks

Personality constitutes a consistent pattern of behaviour and traits that distinguish a person from other people. Personality basically describes the way a person is thinking, feeling and behaving. A person's traits function either as stable standards of feelings, thoughts and behaviour (unmodified over time), or as unique manifestations (differentiating one person from another).

We can describe a person's personality based on four main questions. A complete and comprehensive description of personality must include and explain its structure, describe its processes and the way it develops, as well as the way it changes and deviates from normal levels.

First of all, a personality's structure is based on the units of analysis of a stimulus. More precisely, in order for a person to understand a stimulus or a fact he/she uses specific approaches (weight, colour, people involved, etc.). The unit of analysis of personality is divided into two types: people's trait and people's type. A person's trait is the consistent way of expression. For instance, an extrovert person in comparison to others will tend to demonstrate an extrovert behaviour daily in the way he/she approaches his/her experiences. Type, on the other hand is a combination of traits. Asendorpf et al. (2002) claim that there are three types of people: they who react with flexibility and adjustability, people with a very reserved behaviour and people who act without restrictions and rules.

We then have personality processes. These processes are psychological reactions; their speed and the dynamic sequence of drives change over a short period of time.

In continuation, we have the developmental course of our personality. At each developmental stage, a person must face different challenges. Through these challenges a person reaches maturity and comprehends different behaviour patterns. In the sense of evolution, a basic element that shapes personality is the conflict between "nature" and

“nurture”. A person’s character is shaped through the interaction of genetic and environmental factors.

Finally, we have the psychopathology of personality. People, in general, are faced with several stressful situations and mental issues, which lead to the development of pathological behaviours. These pathological behaviours might lead to a psychopathological personality so that the person involved gets himself/herself into dead-end situations. In these cases, people organise their behaviour in a very chaotic manner that leads to distress and causes troubles both, on a social and professional level.

Once we have determined how we can describe a person’s personality, we understand that there are many ways to approach it. This is exactly why we have many different theories of personality. We must take a critical stand when examining these theories and comprehend the framework in which they are applicable.

Aims/Objectives

This course unit aims mainly to define personality and explain how it is measured. It is important that students understand how a theory of personality is described and the main issues it includes. We will then make a brief presentation of the theoretical background of each theory.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Evaluate the main issues in the field of personality;
- Define personality;
- Understand the four main issues in describing a theory of personality;
- Analyse the concept of *person*;
- Understand the assessment criteria of a theory of personality.

Key Words

Theory of Personality	Personality	Psychopathology of Personality	Consistent Traits
Unique Traits			

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 1: Personality theory: From everyday observations to systematic theories.

This chapter presents in detail the definitions and structure of personality. It presents examples from daily life to explain different concepts in the field of personality.

Self-Assessment Exercises/Activities

Exercise 1.1

Compare three different definitions of personality. Mention who defines them and name differences between the definitions. Your answer should not exceed 400 words.

Recommended number of work hours for the student

Approximately 8 hours

TITLE: General Theoretical Issues

(2nd Week)

Summary

Theoretical issues are different fundamental questions that emerge when studying personality regardless of the thematic of each theory. These questions are related to the internal and external factors of behaviour, the stability of personality under different circumstances, the impact of the past, the present and the future and the experiences-behaviour consistency.

Introductory Remarks

Theorists of personality suggest their own philosophical interpretations of human nature. Their opinions regarding the main qualities of human nature vary among each other. Each opinion is based on the experiences and the influences of theorists as well as the general spirit of the era in which they emerged. Regardless of all of the above, there are some basic approaches that must be taken into consideration when we analyse a theory of personality.

First, we must take into consideration the issue of the internal and external factors of behaviour; this matter refers to the relationship between the internal processes of a person, the external circumstances and their respective importance.

We then have the issue of the stability of a person's character under different circumstances. This matters answers to questions such as "to which extent is he/she the same person when surrounded e.g. by friends or by his/her parents" and "how similar is the personality of an adult with the personality he/she had many years ago in childhood?" To be able to answer these questions we must first define the concept of *stability* and identify the factors that shape a personality to be stable.

The third issue is the experiences-behaviour consistency. There is a general view that experiences are organised and consistent and therefore our actions are not random. People need to maintain a consistent image of their selves.

The last issue is the impact of the past, the present and the future on behaviour. Are people confined by their past? Or is personality shaped by the incidents of the preset and people's ambitions for the future? In their attempt to answer these questions, theorists supported that behaviour can only be affected by the factors that are occurring in the present. Based on this view we conclude that only present affects behaviour. The present, however, can be affected by experiences of the past or by thoughts that concern the future. Therefore, when trying to give a substantiated answer to this question, we reach the conclusion that people differ depending on the extent they worry about their past and future.

Beside these matters, we cannot ignore the method a theory of personality is assessed. In order to properly analyse a theory of personality, we must assess its functions, the way it organises the information it presents, to which extent it produces new knowledge and whether the provided information can be studied.

Aims/Objectives

The main objective of this course unit is to present basic issues that emerge from the critical evaluation and analysis of a theory of personality. It aims to answer three main questions, which must be taken into consideration regardless of the theoretical approach. Further, another goal of this course unit is to present the appropriate method to assess a theory.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Analyse the reason various theoretical issues exist;
- Understand the issue of internal and external factors;
- Understand the issue of behaviour stability;
- Understand the issue of experiences-behaviour consistency;
- Understand the issue of the impact of the past, the present and the future;
- Understand the three main axes of assessment of a theory of personality;

Key Words

Internal Factors	External Factors	Experiences	Personality Stability	Impact
Theory Assessment	Theory Organisation	Extent of Study of a Theory		

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 1: Personality theory: From everyday observations to systematic theories.

From this chapter you will use the excerpt that refers to the theoretical issues in the theory of personality. A simplified explanation is provided for each issue, which is accompanied by examples for a better understanding.

Self-Assessment Exercises/Activities

Exercise 2.1

Answer the question: “what should you adopt from each theory of personality you will be taught?” Your answer should not exceed 200 words.

Recommended number of work hours for the student

Approximately 8 hours

TITLE: Scientific Study of People

(3rd Week)

Summary

The study of personality examines the behaviour of people through the causal relationship between theories of personality and its assessment tools. The most common method is the use of questionnaires. In addition, experimental design and observation are also used. The reason we study human behaviour is to collect valid and reliable data on the way people think and express themselves based on the traits of each person's personality.

Introductory Remarks

We wouldn't be able to assess human behaviour if it weren't for the theoretical approaches that analyse it. Nevertheless, the data produced by these theories emerge from research findings that have consolidated the view that there are several factors that affect a person's personality. Based on these findings we conclude that the scientific study of people is necessary to have scientifically valid and reliable data.

Different methods are applied to study personality. What is common, however, in all of these theories, is that they aim to study the causal relationship of conditions that connects theories to assessment tools. The selection of the appropriate research method is based on the needs of the research and the traits of the person. For instance, my approach to and the assessment of a child who finds it difficult to concentrate and faces difficulties in expressing his/her thoughts and feelings will be different than my examination of the personality of an adult who can collaborate to, i.e., answer a questionnaire.

The main methods to scientifically study the behaviour of people and therefore personality are three: questionnaires, experiments and observation. Starting with the method of questionnaires, it is mainly applied as a supplementary to the method of observation. The questionnaire data are used in an informative way since we cannot delve into the way a person is thinking and into his/her drives. The advantage of this method is that questionnaires provide us with the opportunity to study different aspects of personality within a short time period. The next method is experimentation. When applying this method, the researcher has the opportunity to manage the situation (to determine the circumstances) in order to bring about a change in a person's behaviour. In this manner the researcher can conduct a causal relationship analysis. Experiments aim to examine whether the researcher's assumptions and questions are valid. The third method is the one of observation. Observation researches extend from the psychophysiology level of interpretation to the social level. This method is often used in the assessment of a child's personality. The researcher does not intervene in the development, nature, relationship and interaction of factors that affect personality. Further, analyses for this method are carried out based on correlation and without certainty regarding the casualty of the examined relationship.

Regardless of the applied method, a study is considered successful when its observations and results are valid and reliable. The term *reliable* implies that the results are reproducible, while the term *valid* means that measurements are connected to the theoretical issue that is examined by the research in question.

Aims/Objectives

This course unit aims mainly to describe the three main research methods that we use in the study of personality. Therefore, this course unit aims to analyse the method of questionnaires, experiments and observations by presenting their fundamental principles, the procedure to conduct research, as well as their advantages and disadvantages. In addition, we will make reference to the validity and reliability of the results.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Describe the questionnaire method and understand its main principles;
- Analyse the advantages and disadvantages of the questionnaire method;
- Describe the experiment method and understand its main principles;
- Analyse the advantages and disadvantages of the experiment method;
- Describe the observation method and understand its main principles;
- Analyse the advantages and disadvantages of the questionnaire method;
- Assess the goals of a research based on its validity and reliability.

Key Words

Scientific Research	Casual Relationship	Correlation	Questionnaire	Experiment
Observation	Reliability	Validity		

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 2: The scientific study of people.

This chapter makes a detailed presentation of the ways we can study people's personality through research. It analyses the information that must be collected in order to study personality.

Supplementary Sources/Material

- Sani, F., & Todman, J. (2009). Experimental Design and Statistics for Psychology. USA: Wiley-Blackwell.

This is a very well-structured book that describes all information a student needs in relation to the design, undertaking and writing of an experiment. In addition, it contains very good and explicit information on data analysis.

Self-Assessment Exercises/Activities

Exercise 3.1

Describe the disadvantages and advantages of each of the three methods that were presented in this course unit. Your answer should not exceed 300 words.

Exercise 3.2

Select one of the three methods, questionnaire, experiment, or observation, and write down how an aspect of a person's personality can be studied. Your answer should not exceed 200 words.

Recommended number of work hours for the student

Approximately 8 hours

TITLE: Psychodynamic Theory

(4th Week)

Summary

The psychodynamic theory is based on the views of Sigmund Freud. It emphasises the role of unconscious drives, to which the development of a particular behaviour is attributed. Further, it is based on Freud's theories on mental structure and psychosexual development, on defence mechanisms used by people to relieve from given inner tensions and on the development of instincts.

Introductory Remarks

The psychodynamic approach refers to the systematic study and awareness of the mental forces and drives that affect human behaviour. It suggests that human behaviour is determined by past experiences, genetic individuality and current reality. Based on this approach, Freud developed his theory on understanding mental structure and function. He claimed that the forces that act in our unconsciousness play a determinant role in shaping our personality and behaviours. Therefore, people's behaviour is shaped by the unconscious conflicts that are occurring in the human brain.

Initially Freud spoke of the basic instincts: the instinct of life and death. The instinct of life is also called *libido* and defines the mental energy towards lust, which is the source of creation. On the other hand, the instinct of death defines the aggressive behaviour of a person, which is applied when his/her life is threatened.

In addition, Freud described two main models for understanding mental structure: the topographical and the structural model. The topographical model refers to the levels of mind (conscious, unconscious and preconscious), which are considered concepts of the mental function that define thoughts and feelings. According to the topographical model, unconscious elements might reach the conscious when the censorship that is exerted by ego is loosened. On the other hand, the structural model refers to the ego, the id and the superego as basic mental structures. The id is a clearly unconscious system, in which the instinctive impulses of people are stored. Ego is a conscious activity, responsible for the protection of a person's personality and for resolving conflicts between a person's impulses and the environment. Superego consists of two parts: the superego as such that critically controls a person's consciousness and the ideal that develops a person's moral values and ideals.

Further, beside mental structure, we have defence mechanisms, which people use unconsciously to relieve themselves from stress and settle conflicts. The closer a person is to normal, the less are the unresolved unconscious conflicts of his/her childhood, therefore the need to activate defence mechanisms is also smaller. The main defence mechanisms are repression, projection, displacement, regression, rationalisation, identification, idealisation, undoing, denial of reality and reaction formation.

Freud claimed that all persons' personality develops through several stages and the incidents that occur in these stages are accountable for shaping personality. He believed that experiences in early life have a permanent influence on personality and that instinctive impulses tend to focus on specific areas of the body, the erogenous zones. Based on these views he developed the theory of psychosexual development, by which he claimed that each stage is a physical source of pleasure. The stages of psychosexual development are the oral, anal, phallic, latency and genital.

Aims/Objectives

This course unit aims mainly to analyse the psychodynamic theory. More precisely, it presents the fundamental principles of Freud's theories and aims to describe the mental structure and the psychosexual development of people. The main element of this course unit is to help students understand the unconscious conflicts that shape a person's personality. Further, students should understand defence mechanisms and instincts.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Describe the definition of the psychodynamic approach;
- Analyse mental structure based on the topographical and structural model;
- Understand the basic instincts of life and death;
- Describe the defence mechanisms;
- Analyse the stages of psychosexual development;
- Determine the formation of personality based on unconscious conflicts.

Key Words

Psychodynamics	Unconscious	Conscious	Subconscious	Ego
Superego	Id	Defence Mechanisms	Instincts	Displacement
Repression	Projection	Regression	Rationalisation	Identification
Idealisation	Reaction Formation	Denial of Reality	Undoing	Erogenous Zones
Psychosexual Development	Oral Stage	Anal Stage	Phallic Stage	Latency Stage
Genital Stage				

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 3: A psychodynamic theory: Freud's psychoanalytic theory of personality.

This chapter explains in detail how Freud constructed his theory and the basic elements of it. It provides simple and clear definitions of the psychodynamic approach.

Supplementary Sources/Material

- Kline, P. (2013). Fact and fantasy in Freudian Theory. London: Routledge.

This book critiques in a very nice manner Freudian Theory. It examines whether the assumptions of this theory are verifiable based on the criteria of scientific research. It analyses all main axioms of Freudian psychology.

Self-Assessment Exercises/Activities

Exercise 4.1

Describe the levels of the topographical and the structural model and provide a behaviour example for each one of them. Your answer should not exceed 500 words.

Recommended number of work hours for the student

Approximately 12 hours

TITLE: Psychodynamic Theory: Applications

(5th Week)

Summary

The psychodynamic approach is widely applied by clinical psychologists not only to assess the personality of a person, but also to treat mental disorders. A basic element of psychodynamic assessment is projection testing and the treatment used based on psychodynamic theory is psychoanalysis.

Introductory Remarks

According to the psychodynamic formulation, people develop defence mechanisms to avoid pain. If there is awareness of the problem, we have a better ability to manage it. Pain stems from an inner conflict between two parts of the self. The psychodynamic formulation is based on the triangle of conflict that emerges from the unconscious feeling.

To assess personality, Freud used as an assessment tool the technique of free association. This assessment refers to the plasticity of the functions of ego, that is to say the ability to swing between repressed functions of ego (free association) and more advanced functions of ego (to understand the interventions of the analyst, answer to direct questions and, once the analysis is over and he/she has left from the office of the analyst to be able to continue his/her habits without any difficulties).

Free association is the basic way to produce material in psychoanalysis. Psychoanalysis aims to bring awareness to the initial trauma and recover it in the conscious. The patient accepts to freely say to the analyst whatever spontaneously comes to his/her mind, or whatever he/she feels without hiding something or making selections. Psychoanalysis is based on the creation of a condition of artificial deprivation for the patient that promotes his regression and therefore facilitates the detection of childhood conflicts. The main techniques of psychoanalysis are transference, countertransference and dream interpretation.

Due to the low validity of free association, Freud was searching for different assessment methods of personality. That is how we came to the use of projective tests. The main feature of these tests is that the subject that is being assessed must respond to a set of vague stimuli. In order to do so, he/she must first interpret these stimuli (understand them). The interpretations provided by the subject will be revealing regarding his/her personality. There are two main applications: the Rorschach test and the thematic apperception test. The Rorschach inkblot test is based on the way a person perceives some figures depicted by a vague ink sketch. The thematic apperception test aims to externalise a person's personality through a process, in which the person must create his/her own story based on some pictures that depict ambiguous scenes.

Aims/Objectives

The main goal of this course unit is to introduce students to the practical application of psychodynamic theories. This course unit aims to analyse psychoanalysis and personality assessment through the psychodynamic approach, on the ground that these two aspects are important for personality. Further, this course unit aims to present projective methods.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Describe free association;
- Analyse psychoanalysis;
- Understand how psychopathology is defined by the psychoanalytic theory;
- Describe the Rorschach inkblot test;
- Describe the thematic apperception test.

Key Words

Psychodynamic Formulation	Psychoanalysis	Projective Tests	Free Association
Transference	Countertransference	Thematic Apperception Test	

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 4: Freud's psychoanalytic theory of personality: Applications, related theoretical conceptions and contemporary research.

This chapter analyses psychoanalysis and the causes of psychopathology based on the psychodynamic approach. It also mentions personality assessment through unconscious thoughts. Further, it refers to the opposite view expressed by the supporters of Freud who rejected psychoanalysis.

Supplementary Sources/Material

- Freud, S. (2012). A General Introduction to Psychoanalysis. London: Wandsworth Editions Ltd.

This book is the very intense. It presents the fundamental concepts, fundamental principles and methods of psychoanalysis. It is one of Freud's widely read books right from its first edition until today.

- Kline, P. (2013). Fact and fantasy in Freudian Theory. London: Routledge.

This book criticises Freudian Theory in a very nice way. It examines whether the assumptions of this theory are verifiable based on the criteria of scientific research. It analyses all main axioms of Freudian psychology.

Self-Assessment Exercises/Activities

Exercise 5.1

Find two adults and apply either the Rorschach test, or the thematic apperception test. Show them your cards and write down the answers they will give you. Later, describe briefly your experience in applying these tests. Your answer should not exceed 500 words.

This activity covers 5% of the assessment.

Recommended number of work hours for the student

Approximately 15 hours

TITLE: Phenomenological Theory: Carl Rogers's Person-Centred Theory

(6th Week)

Summary

Carl Rogers based his theory on the principle that people do not react to actual reality, but rather to their perception of reality. On this ground he related reality to the phenomenological field, and this is why his theory is considered person-centred. According to Rogers, the core of personality's nature is positive, and the structural concept of his theory is the self.

Introductory Remarks

Rogers emphasised self-actualisation rather than the behaviour of a person. He considers self-actualisation the central human drive. According to Rogers, self-actualisation is a continuous quest of people for experiences, though which they integrate the experienced feelings and create a concept of self. People perceive experiences, external objects and stimuli and attribute a meaning to them.

The entire system of perceptions requires the field of phenomena of people. This field consists of different parts that the person considers his/her own. This is why the concept of self represents an organised type of perceptions. Rogers claimed that the self-changes as a person grows older and reaches maturity, but always maintains its stability, cohesion and organisation.

In his attempt to analyse the field of phenomena, Rogers also defined the subjective experience through specific fundamental principles: the fact that people have an inclination towards psychological distress and a sense of alienation, and that people act freely in the creation of positive requirements for development.

The structure of the theoretical model is based on five axes: the theory of therapy, the theory of personality, the theory of the person, the theory of interpersonal relationships and the theory of applications. His theory started as a nondirective procedure that does not provide techniques for the patient's treatment. Rogers claims that there is no patient, but a client who wants to get to know himself/herself and externalise his/her feelings. This is why all aspects of the structure of his theory are focused on the client, on that person who is trying to contact himself/herself and discover who he/she really is.

A person is shaped by two parameters: the uniqueness and autonomy of self on one hand, and his/her relationship to others on the other hand. People's tendency to seek for independence is indirectly connected to people's tendency to socialise and create relationships with other people. Based on these two parameters, the process of shaping one's self is based on self-actualisation, the congruence between self-perception and the perception of the experience of social relationships, and the incongruity, defensive

distortion and denial of people to develop the ideal self. The experience of incongruity is subconsciously perceived by people as a thread and becomes an object of denial.

Aims/Objectives

This course unit aims to analyse the person-centred theory of Carl Rogers. More precisely, it aims to provide the necessary information around Rogers's approach to the concept of self, to describe the structure of the theory and, finally, to analyse the process of shaping the ideal self through self-actualisation and incongruity.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Describe the fundamental principles of Rogers that shaped his perception of people;
- Describe the structure of the person-centred theory;
- Comprehend the concept of self;
- Comprehend the process of creating the ideal self through self-actualisation, incongruity and denial.

Key Words

Phenomenological Field	Concept of Self	Self-Actualisation	Subjective Interpretation
Self-Experience Incongruity	Self-Denial	Person-Centred Approach	

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 5: A phenomenological theory: Carl Rogers's person-centered theory of personality.

This chapter presents in detail the concept of self and the main axes of Rogers's theory. It simply explains Rogers's view on the person and the structure of his theory.

Self-Assessment Exercises/Activities

Exercise 6.1

What is the definition of the concept of self, based on Rogers's person-centred theory? Your answer should not exceed 200 words.

Exercise 6.2

Take a critical stand on Rogers's person-centred theory. Find four sources that critically analyse this theory and present their views. Your answer should not exceed 400 words.

Assignment Submission

Submission of 1st assignment. This is a group assignment, which titled as "How can you apply psychodynamic approach in the presence of psychopathological behaviours in adults?". Students are expected to hand in the 1st assignment of this course on the 6th week. This assessment of this assignment will cover 20% of the overall assessment.

Recommended number of work hours for the student

Approximately 20 hours.

TITLE: Carl Rogers's Phenomenological Theory: Applications

(7th Week)

Summary

The social background shaped by Rogers's person-centred theory is applied in two areas: therapy and education. His work is used on a therapeutic level, in analysing in particular the counselling relationship between the therapist and the client but is also used as a tool in the educational work of teachers and professors.

Introductory Remarks

The main applications of the person-centred theory are two: the treatment of psychopathological symptoms and its application in the field of education.

According to Rogers, psychopathology is the result of some incongruities between self-perception and real experience. The distinction between the ideal self and the self helps us recognise the feelings that are related to depression and imbalance. This is why Rogers emphasised therapy in particular. Therapy is based on the prerequisites of the therapeutic process, the process of therapy itself and its effectiveness in shaping personality and behaviour.

A determinant factor in the effectiveness of therapy is the therapeutic environment. A close and good relationship between the therapist and the client is required, which will be based on honesty and the acceptance of the therapist to listen to and analyse the feelings of the client even when they are negative. Further, the therapist must convey an honest interest for his/her patient and at the same time show empathy. Hence, the therapist must be able to appreciate experiences and their meaning for the patient through active listening and by comprehending feelings and personal meanings in the way they are expressed by the patient. In this way, the patient will feel safety. In addition, the therapeutic process must promote a sense of freedom for the patient, so that he/she can move freely and lead his/her thoughts, feelings and his/her entire existence, wherever he/she wants. Only by means of this freedom can a person reach out to his/her real self. Thereafter, the patient removes fake masks or roles he/she's playing in daily life and gradually he/she becomes a person, that is to say he/she becomes a participant in a flowing process.

From the late 40's Rogers develops his pedagogic philosophy and his personal teaching style, which is deeply affected by the nondirective counselling method that he developed in the field of psychotherapy. He formulated learning principles that are based on the notion that a student must be active in school and participate in his/her learning, and not just a listener. In this way students increase their creativity and self-confidence and evaluate their needs. According to Rogers the most useful learning for a student is the experience offered by education in his/her self-actualisation. This is why he suggests the

establishment of collaboration networks between students and teachers. In this way the activities of a course are defined jointly and students learn to respect their learning contract, to move freely but yet within the predetermined institutional framework.

Aims/Objectives

This course unit aims to present the application field of the person-centred theory. It primarily aims to analyse the therapeutic process suggested by Rogers and then present the applications of Rogers's ideas in the educational system. Therefore, it aims to help students comprehend the treatment of psychopathological disorders by means of the person-centred approach and analyse the therapist-patient relationship, and help students understand education as a tool to shape one's self and analyse the teacher-student relationship.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Analyse the definition of psychopathology through the person-centred approach;
- Describe the therapist-client relationship;
- Analyse the therapeutic process and its circumstances;
- Understand how the person-centred theory is defined in education;
- Understand the main practical applications of the theory in education through the teacher-student relationship.

Key Words

Self-Perception	Ideal Self	Person-Centred Therapy	Empathy	Authenticity
Therapeutic Acceptance	Directive Counselling			

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 6: Carl Rogers's Phenomenological theory: Applications, theoretical conceptions and contemporary research.

This chapter explains how psychological distress and psychopathology evolve based on the phenomenological approach. It analyses the factors that are required to achieve a shift in therapy through the therapeutic relationship. It mentions the application of theory in education as well. Finally, it critiques based on contemporary research.

Supplementary Sources/Material

- Rogers, C. R. (2003). Client Centred Theory: Its Current Practice, Implications and Theory. London: Constable and Robinson Ltd.

This book presents the non-directive and related points of view of Rogers's theory. It defines the process made in the development of the techniques and basic philosophy of counselling.

Self-Assessment Exercises/Activities

Exercise 7.1

Present the educational practices that a teacher can apply in his/her classroom to promote the person-centred perception to his/her students. Your answer should not exceed 500 words.

Recommended number of work hours for the student

Approximately 8 hours

TITLE: Trait Theories: Allport, Cattell, Eysenck

(8th Week)

Summary

These theories consider the distinctive traits of a person as the basic elements of human behaviour. According to Allport, traits are the source of consistency in human behaviour. Eysenck claims that personality consists of different traits that are hierarchically organised. According to Cattell personality can be described through surface and source traits.

Introductory Remarks

The concept of *trait* is defined as a consistent pattern of the way a person behaves, feels and thinks. This is why the definition of this term includes consistency and peculiarity. The trait theory claims that despite all changes of a person during his/her development there is always a consistent personality whose psychological traits are resistant in time and space. The three main trait theories are Allport's Theory, Cattell's Theory and Eysenck's Theory.

According to Allport personality consists of three levels: cardinal, central and secondary traits. Cardinal traits are a person's passions and obsessions, traits that have a dominating role in personality, but manifest themselves rarely and develop later in life. Central traits are the core of personality; these are the elements that shape a person's behaviour; an example is honesty. And finally, secondary traits are the ones that a person externalises only under specific circumstances. These three traits accentuate the uniqueness of each person and the internal processes that affect behaviour. The main principle of Allport is that a person's personality is defined at birth but can be shaped by environmental experiences.

According to the next theorist, Cattell, personality can be examined through a large number of its traits that form a complete picture. Using factor analysis, he examined the types of behaviours that tend to coexist in the same people. Based on the data he collected from different sources (L-data, Q-data, T-data) he concluded that there are 16 types of personality that are common in all people. These types are divided into surface and source traits. Surface traits are the ones that can be easily identified, while source traits are less visible, build the foundation for the aspects of a person's behaviour and are considered more important in the description of personality.

Finally, Eysenck believed that personality can be understood by examining only some of its specific dimensions. He developed the theory of three factors that is considered one of the most popular theories of personality and has a great influence. The three dimensions are: (1) extraversion-introversion, (2) neuroticism-stability and (3)

psychoticism-stability. Eysenck claimed that traits of personality are affected by genetic and biological factors and more precisely by the neurophysiological function.

Aims/Objectives

This course unit aims mainly to present the trait theory. The first objective is to interpret the concept of *trait*. Then it aims to present the theories of Allport, Cattell and Eysenck. Through these theories we will present the views of each theorist, the structure of personality and the dimensions and description of traits.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Understand the concept of *trait*;
- Analyse Allport's trait theory;
- Analyse Cattell's trait theory,
- Analyse Eysenck's trait theory,
- Determine the traits of a person's personality through each of these theories.

Key Words

Surface Traits	Source Traits	Cardinal Traits	Central Traits	Secondary Traits
L-data	Q-data	T-data	Introversion	Extraversion
Neuroticism	Psychoticism	Neurophysiological Function		

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 7: Trait theories of personality: Allport, Eysenck and Cattell.

This chapter presents in detail the traits of personality, the different traits that are required in order to make a sufficient description and the total of traits that each person carries. More precisely, it analyses the three theories we will learn in this course unit.

Self-Assessment Exercises/Activities

Exercise 8.1

Use one of the three trait theories and make a critical analysis. Find reliable sources and elaborate two negative elements of the theory you have selected. Your answer should not exceed 200 words.

Exercise 8.2

Use the 16 personality factors analysed by Cattell's theory and provide an example of personality trait of people for each descriptor of high range and each descriptor of low range of each factor. Your answer should not exceed 500 words.

Recommended number of work hours for the student

Approximately 8 hours

TITLE: Trait Theories: Applications

(9th Week)

Summary

The trait theory is applied frequently in the assessment of personality and some elements of Eysenck's Theory are still used today to create different questionnaires that measure a person's personality not only on a psychopathological level, but also as a simple assessment of a person's personality in a working space.

Introductory Remarks

Eysenck's Theory played an important role in psychopathology and in the way to change behaviour. The five-factor model of personality, also called the "Big Five", is based on this theory. The five factors are: extraversion, neuroticism, conscientiousness, agreeableness and openness to new experiences. This model is supported by the factor analysis of the definitions of traits, by the validity of the questionnaire and the analysis of heritability. Each one of these five factors is analysed by six smaller traits that all together build a continuum; each person can be graded from very low to very high and this assessment suggests the degree to which a trait is present in a person.

Firstly, extraversion is the trait that based on many studies provides consistency and reliability. Its six dimensions are warmness, sociability, self-confidence, vitality, excitement and positive energy. The concept of introversion is also included in the context of this factor.

The second factor is neuroticism. Neuroticism along with extraversion builds the core of the description of personality. It is considered heritable and is connected to the disposition degree of the autonomous nervous system. It is connected to psychological wellbeing. Its six dimensions are stress, aggressiveness, animosity, depression, self-consciousness, impulsiveness and vulnerability.

The third factor is conscientiousness. It is related to control issues that are connected to traits of high extraversion and high neuroticism. More precisely, it refers to the way a person deals with his/her obligations and work, and whether he/she sets goals and follows them loyally until he/she achieves them. Its six dimensions are: ability, organisation, sense of duty, the search for success, self-discipline and circumspection.

The fourth factor is agreeableness. Agreeableness is defined as the tendency of a person to be pleasant and comfortable when socialising with other people. It is reflected in social harmony and shows how people understand and accept social situations. Its six dimensions are: trust, directness, altruism, modesty, complaisance and idealism.

The last factor is openness to new experiences. Exactly as implied by its name, this factor relates to new ideas, new thoughts and changes that are connected to creativity, curiosity

and insightfulness. The six dimensions of the fifth factor are imagination, aesthetics, feelings, action, ideas and values.

This is the most popular model that is still used today as the basis of several questionnaires that describe personality. Further, it is frequently used in questionnaires that assess personality in clinical psychology. One of the most known questionnaires is the NEO Personality Inventory. This questionnaire has been translated and standardised in many languages in European and Asian countries. It is used with people over 12 years old. It has the advantage of its lexical origin, i.e., it is based on language, it is simple and can be answered with just one word. This helps the participant to better understand the formulation of each question of the questionnaire.

Finally, next to clinical psychology and personality assessment, the Big Five is also applied in organisational psychology to assess work performance. The personality traits can describe the success of a person in his/her professional life.

Aims/Objectives

This course unit aims to describe and analyse the five-factor model of personality. It aims to analyse the different personality traits through different daily circumstances. Next to this analysis, this course unit will present the application of this model on a clinical and professional level. Therefore, another objective of this course unit is to present the NEO Personality Inventory and evaluate work performance through the Big Five approach.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Describe and analyse the five-factor model;
- Identify the basic personality traits of people through the five factors;
- Describe and analyse the NEO Personality Inventory;
- Analyse the use of this model in the clinical personality assessment;
- Analyse the use of this model on an organisational level.

Key Words

Big Five	Extraversion	Introversion	Neuroticism	Psychological Wellbeing
Conscientiousness	Agreeableness	Openness to New Experiences	NEO Personality Inventory	Lexical Hypothesis

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 8: Trait theory: The five-factor model and contemporary developments.

This chapter analyses the five-factor model on a theoretical and research level. It also describes its applications in a clinical and working environment.

Supplementary Sources/Material

- Barrick, R. M., & Mount, K. M. (1991). The Big Five Personality Dimensions and Job Performance: A Meta-Analysis. Personnel Psychology, 44, 1-26.

This article presents an analysis of the application of the Big Five in the working environment. It scientifically explains how work performance is assessed based on the five factors. It uses the meta-analysis method that reinforces its outcomes.

Self-Assessment Exercises/Activities

Exercise 9.1

Find a questionnaire that is based on the Big Five model. This questionnaire must be published in a scientific journal. Answer this questionnaire and measure your personality. You will have to present your personality based on the results in any way you prefer. This exercise must be carried out in a PowerPoint presentation. Your presentation should not exceed 15 slides.

This activity is assessed with 5% of the overall assessment.

Recommended number of work hours for the student

Approximately 8 hours

TITLE: Biological Foundations of Personality

(10th Week)

Summary

Biological theories support that a person's personality is shaped through biological, genetic and biophysiological factors. Heritability is another important factor in biological theories. This is why these theories study mainly the brain anatomy, brain damage, the way different parts of the brain affect behaviour and the function of the nervous system.

Introductory Remarks

Based on the biological approaches to personality, behaviour implies the existence of a biological basis, that is to say it is connected to the physiology of the body and heritability. A classic example is the case study of Phinea Gage. This was the first case study that proved that specific brain areas affect a person's personality, after this person lost some traits of his personality following a frontal lobe injury.

We should start by analysing the nervous system. The nervous system is a communication system that consists of all the nerves of the central and peripheral system. The peripheral system consists mainly of neurons. There are three types of neurons: sensory neurons that convey messages to the five senses, motor senses that convey messages for fine and gross movements and interneurons that are located in the cerebral cortex. Neurons contain chemical substances, the so-called neurotransmitters, which transmit messages to suspend or activate a reaction. The central nervous system plays the most important role in processing information, regulating several functions and expressing rationality and thought. It is the part of the nervous system that is located in the skull and the spine. The central nervous system consists of the brain and the spinal cord. The spinal cord is in charge of our reflexes and the brain is in charge of all functions.

The brain is divided into two hemispheres based on morphology and functions. Further, it can be divided into three structures: the hindbrain, the midbrain and the forebrain. The hindbrain is made of the medulla oblongata, the cerebellum and the pons. The medulla coordinates cardiac rhythm and breathing, the pons is responsible for sleeping and the cerebellum is in charge of fine movements, learning and the distinction of sensory functions. In continuation, the forebrain consists of the cerebral cortex, the thalamus, the hypothalamus, the amygdala, the pituitary gland and the hippocampus. The cerebral cortex covers the hemispheres and consists of four lobes, which coordinate impulses, memory, reasoning, vision, the sense of touch and movement and hearing stimuli. The thalamus functions as a station of aesthetic information. The hypothalamus controls temperature and metabolism and activates the pituitary gland that controls glands and distributes hormones. The amygdala is connected to feelings and the hippocampus to memory. And finally, the midbrain consists of the tectum and the tegmentum.

And finally, we have the impact of genetics and heritage. The information on genetic transmission derives from studies of twins and the study of heritability is connected to the study of temperament. Temperament is considered a heritable trait that defines individual differences in mood and in the quality of emotional reactions. One of the theories on the biological basis of individual differences that explains the relation between biology and personality it Gall's theory, mostly known as the phrenological chart. Gall detected some specific areas of the brain that are responsible for specific aspects of the emotional and behavioural function of people. Next to Gall's theory we have Kagan's theory that claims that cautiousness, timidity and negative feelings have a hereditary trend because humans have a determined temperament profile, which is either inhibited or uninhibited.

Aims/Objectives

This course unit aims to present the biological approach to the construction of personality. More precisely, this course unit aims to present and analyse the nervous system, demonstrate the connection of brain with human behaviour, describe researches that have evidenced that genes are connected to personality and that temperament plays a role in shaping personality.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Describe and analyse the central and peripheral nervous system;
- Understand the structure of the brain;
- Understand the connection between brain and behaviour by relating specific areas to specific functions;
- Understand the role of temperament;
- Analyse the studies of twins that connect genes to personality.

Key Words

Genetics	Biophysiology	Heritability	Central Nervous System	Peripheral Nervous System
Neurons	Neurotransmitters	Temperament	Phrenological Chart	

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 9: Biological foundations of personality.

This chapter makes a thorough presentation of the temperament trait and its biological basis from infancy. It then analyses the genetic behaviour of personality and the environmental factors that affect genes. In conclusion, it presents neuroscientific investigations of the brain's psychological functions.

Self-Assessment Exercises/Activities

Exercise 10.1

Find a research that is based on the study of twins and describe its outcomes in regard to the personality development of twins. You will have to relate these results to the disposition of heritability and the genetic approach. Your answer should not exceed 300 words.

Recommended number of work hours for the student

Approximately 8 hours

TITLE: Behaviourism

(11th Week)

Summary

Theorists of behaviourism claim that behaviour can be learned. The main learning theories are the Pavlovian theory –the principle of classical conditioning- and Skinner's theory –the principle of operant conditioning. Both of these theories explain how learning affects behaviour and triggers a permanent modification through practice and the acquisition of experiences.

Introductory Remarks

Theorists of behaviourism claim that the inner processes that are carried out during learning are not important. Instead the changes in a person's behaviour are the thing of relevance. These changes are the result of the good organisation of the learning environment. This is why these theories explain behaviour based on the causal impact of the environment on humans.

Behaviourism is based on three fundamental principles. The first one is that people learn through their contact to the environment. The second one is that all behaviours are considered the result of previous factors; therefore the assumption of free will is invalid. And the third principle is that through learning people modify their behaviour in order to reduce their stress.

Behaviourism includes several theoretical approaches. The main approach is called *radical behaviourism* and is based on the classical and operant conditioning.

Classical conditioning supports that learning is achieved through the combination of a neutral stimulus with another stimulus that triggers an automatic reflexive response of the organism. This theory is based on Pavlov's experiment with the dog and the saliva. This experiment carefully measured the quantity of a dog's glandular secretions during digestion. He tested the dogs in different ways. Each trial included an offer of dry food and in continuation the collection of saliva. The results of this experiment proved that a neutral stimulus (sound), when connected to an unconditioned stimulus (food) might trigger a reaction that is similar to the original reflex. The learning process of classical conditioning has been applied in many fields of simple stimulus-response connection and has also played an important role in explaining the development of emotional reactions, such as fear or stress.

On the other hand, operant conditioning claims that people learn to change and adopt behaviours when this reaction is accompanied by a reward. According to Skinner, during operant conditioning, an organism learns a new reaction by operating in his environment. The person's goal is not only to understand the stimuli that trigger a specific behaviour, but also to understand the incidents that follow and result in the reinforcement or decrease

of the behaviour in question. The incidents that increase the response speed reinforce behaviour, whereas the incidents that reduce the response speed weaken behaviour. Skinner claims that one can apply positive and negative reinforcement in behaviour as a learning method, and also punishment. Thereafter, behaviours appraise reinforcers or punishers and generalise their response. In order to shape and change behaviour a continuous and gradual approach to behaviour is required.

Aims/Objectives

The main objective of this course unit is to describe the basic theories of behaviourism. In order to achieve this, it aims to help students comprehend the concept of learning and analyse behaviourism and its fundamental principles. In addition, it aims to help students understand and analyse experiments and the main approaches to behaviour found in classical and operant conditioning.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Understand the concept of learning;
- Understand the fundamental principles of behaviourism;
- Describe the Pavlovian experiment;
- Understand the theory of classical conditioning;
- Describe Skinner's experiment;
- Understand the theory of operant conditioning.

Key Words

Behaviourism	Learning	Classical Conditioning	Operant Conditioning	Neutral Stimulus
Unconditioned Response	Conditioned Stimulus	Conditioned Response	Positive Reinforcement	Negative Reinforcement

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 10: Behaviourism and the learning approaches to personality.

This chapter presents in a simple and understandable way the behavioural view on humans. It analyses the theories of Pavlov and Skinner and describes both, their experiments and the structure of these theories.

Supplementary Sources/Material

- Pavlov. Classical Conditioning Experiment.

http://www.youtube.com/watch?v=dLmLx6A_2IM.
This video demonstrates and describes the Pavlovian experiment with the dog and the saliva and will help you better understand the concepts of his theory.

- Skinner. Operant Conditioning Experiment.

http://www.youtube.com/watch?v=D-RS80DVvrg.
This video demonstrates and describes Skinner's experiment with the box and the mice and will help you better understand the concepts of his theory.

Self-Assessment Exercises/Activities

Exercise 11.1

Find and describe two simple daily responses of people that have been shaped and can be interpreted by the Pavlovian theory of classical conditioned learning. Relate this behaviour to the fundamental principles of classical conditioning in order to explain the behaviour you present as an example. Your answer should not exceed 200 words.

Exercise 11.2

Find and describe two simple daily responses of people that have been shaped and can be interpreted by Skinner's theory of operant conditioned learning. Relate this behaviour to the fundamental principles of operant conditioning, in order to explain the behaviour you present as an example. Your answer should not exceed 200 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Kelly's Personal Construct Theory

(12th Week)

Summary

Kelly used his contact to clients during therapy to shape his theory. His theory is based on the ability of people to reflect on themselves, the world and the future. He used the term *personal construct* to approach personality; this is why his theory is considered cognitive.

Introductory Remarks

Kelly's theory of personal constructs approaches people as scientists, i.e. as observers of facts who coin concepts in order to organise the incidents that take place around them and in order to predict the future.

The key term of his theory is the personal construct. Personal construct is an element of knowledge used by people to construct their world. The fundamental principle of his theory is that people anticipate incidents by observing patterns and periodic phenomena. When a person experiences such incidents, he/she realises that some of them share common features that distinguish them from others (he/she makes a distinction between similarities and contrasts). The analysis of similarities and contrasts leads to the creation of personal construct.

According to Kelly three elements are required to create personal construct. Two must be similar and the third must be considered different from the other two. The way we interpret the two similar elements constitutes the similarity pole, while the way that juxtaposes these two elements and the third constitutes the contrast pole. In addition, he claimed that personal constructs are divided into core and peripheral constructs. He believed that some constructs, the core constructs, have a more central position in the construct system of people and if they are modified it will have larger consequences to the rest of the personal construct system. On the contrary, there are some constructs, the peripheral, that play a less important role and can be modified without any important changes to the core of the structure.

His theory highlights cognitive processes and considers them a central aspect of personality; these affect and create personal construct at the same time. Hence, according to Kelly, the fundamental consistency in human behaviour is the direct result of the personal construct system a person uses to interpret the world, and which basically constitutes his/her personality.

Aims/Objectives

The main objective of this course unit is to describe the cognitive approach of theories of personality and in particular to analyse Kelly's theory. It aims to explain the connection between cognitive processes and the construction of personality by interpreting personal constructs.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Understand the concept of personal construct;
- Understand the structure of Kelly's theory;
- Analyse the processes that affect the creation of personal constructs;
- Analyse Kelly's view on the science of personality and on the person.

Key Words

Personal Construct	Similarity Pole	Contrast Pole	Core Constructs	Peripheral Constructs

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 11: A cognitive theory: George a Kelly's personal construct theory of personality.

This chapter makes a detailed presentation of Kelly's theory. It presents a clear picture of the structure of the personal construct theory with simple references, but also explains very clearly Kelly's fundamental views and principles on the science of personality and on people. The frequent use of tables helps students focus on the main elements when studying.

Self-Assessment Exercises/Activities

Exercise 12.1

Based on the following scenario you must explain how this is compatible with Kelly's theory on personal constructs.

Scenario: you are a book lover, you read a lot and you have just finished a novel that you liked very much. You are very excited and call your best friend and recommend him/her this book and start describing some details of the story. To your disappointment your friend says that he/she has already read the book and he/she didn't like it at all. In general, you share the same taste and the same opinion on books. How is it then possible to have a completely different view on the same book? Your answer should not exceed 200 words.

Recommended number of work hours for the student

Approximately 12 hours

TITLE: Bandura's Social-Cognitive Theory

(13th Week)

Summary

The social-cognitive theory emerged from the tradition of behaviourism adding the cognitive factor on it. It is based on Bandura's theory and on the Bobo doll experience. It emphasises reciprocal causation and the imitation of models. An important element is the thought process in relation to the shift of behaviour adopted by people.

Introductory Remarks

The social cognitive theory is based on the view that (a) thought processes must be in the focus of personality analyses and that (b) cognitive functions are developed within social frameworks. Therefore, people acquire their thoughts on themselves and the world through social interaction. The social cognitive theorists consider the person an active agent, who actively contributes to shaping his/her own personality. The way a person socialises and the response he/she receives shape his/her thoughts on himself/herself. His/her behaviour has a social origin. Thus, people are capable of affecting their own experiences and development.

The basis of this theory is that personality consists of four variables: abilities and skills, ambitions and beliefs, the requirements of behaviour and personal goals. These four variables basically refer to the four separate categories of cognitive functions. Each person has different skills, beliefs and goals. Therefore, each person interprets facts in a different way, which is meaningful only on the basis of the personality traits of the specific person.

Bandura emphasised in particular the cognitive self-regulatory and self-reflective processes. He claimed that people change their life circumstances to the better and imitate models in order to adopt new abilities, new incentives, new emotional trends and values. His theory supports that personality is structured in two ways: the first is reciprocal causation and the second cognitive-emotional processes. Reciprocal causation covers the mutual influence between personality and environment, whereas cognitive-emotional processes are the phenomena of learning through observation, self-regulation and self-control.

When we want to analyse a person's behaviour based on reciprocal causation, we must take into consideration three factors: the person, the behaviour and the environment. These three factors can all cause behaviour modification. They are considered a system of forces that mutually affect one another over time. When we analyse a person's behaviour based on learning through observation, we discover that knowledge and skills of people are mostly acquired by observing other people. People can create an inner

mental representation of a behaviour they have observed and then use this specific representation in a later time.

Bandura designed the known experiment of the “Bobo doll study”. He asked some children to watch a movie, in which adults were battering a doll, Bobo. Bandura then left these children alone with the doll and observed how the children imitated the adults. The results of this experiment were that 88% of the children imitated the aggressive behaviour of adults. Bandura claimed that he had proven that aggressiveness can be learned though the imitation of models.

When imitating models a person uses the following abilities: attention, persistence, physical reproduction and motivation. He supported that people consolidate behaviours through the observation of other people and the imitation of what they have observed. At the same time, however, he said that a socialised person does not simply imitate, but also identifies himself/herself with behaviours and practices of his/her models.

In conclusion, social cognitive theory emphasises the role of thought processes. The perception of a person regarding his/her ability to “realise” specific behaviours is the key for motivation. People differ in regard to the goals they set for themselves and are guided by self-regulation and self-control processes.

Aims/Objectives

This course unit aims mainly to present the social cognitive theory of Bandura. It analyses his experiment with the Bobo doll and describes the main processes applied by a person to modify his/her behaviour. Another goal of this course unit is to analyse the philosophy of the social cognitive approach and to explain the role of self-regulation and self-control.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Understand the basic approach of social cognitive theory;
- Understand the fundamental principles of learning and of the cognitive processes of people;
- Analyse the process of reciprocal causation;
- Analyse the process of model imitation;
- Describe and analyse the Bobo doll experiment;
- Understand the role of self-regulation, self-control and motivation.

Key Words

Social Cognitive Approach	Social Origin	Cognitive Processes	Self-Regulative Processes
Self-Reflective Processes	Reciprocal Causation	Model Imitation	Self-Control

Annotated Bibliography

For the educational needs of this course unit we will use material from the following sources:

Basic Sources/Material

- Cervone, D., L., & Pervin, L., A. (2018). Personality: Theory and Research (14th Edition). Chapter 12: Social-cognitive theory: Bandura and Mischel.

This chapter analyses the role of thought processes (cognitive processes) in the learning process and connects these very graphically with the creation of personality. It simply analyses and describes Bandura's theory and the Bobo doll experiment.

Supplementary Sources/Material

- Bandura, A., Ross, D. & Ross, S. A. (1961). Transmission of Aggression through Imitation of Aggressive Models, Journal of Abnormal and Social Psychology, 63, 575-582.

This article is one of the first articles published by Bandura to present his theory.

- Learning Theory: Imitation of Film-Mediated Aggressive Models by: Albert Bandura, Dorothea Ross and Sheila A. Ross (1963). National forum of applied educational research journal, 19 (3), 1-7.

This article critiques Bandura's theory and analyses very well the social cognitive theory approach.

Self-Assessment Exercises/Activities

Exercise 13.1

Analyse the Bobo doll experiment and critique its validity and credibility. Your critique must be based on published researches. Your answer should not exceed 400 words.

Exercise 13.2

Based on the development in childhood, select two behaviours of children or adolescents that emerge from the imitation of models. Use Bandura's theory to substantiate the connection between the behaviour and imitation. Your answer should not exceed 300 words.

2nd Assignment Submission

Submission of the 2nd assignment. This assignment must be constructed individually. It is titled as "From your perspective, which theory of personality effectively approach the analysis and the holistic description of human behaviour?" Students are expected to hand in the 2nd assignment of this course on the 13th week. The assessment of this assignment will cover 20% of the overall assessment.

Recommended number of work hours for the student

Approximately 20 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: What is Personality?

(1st Week)

Exercise 1.1

To answer this exercise, students will have to search the bibliography and find three different definitions of personality. They will have to mention who defines it, present the definition and clearly highlight the main personality traits described by each definition. Thereafter, students will have to compare these definitions by mentioning their main differences in the way they approach the question "*what is personality?"*.

Title: General Theoretical Issues

(2nd Week)

Exercise 2.1

In order to answer the question asked by this exercise, students will have to basically understand the main elements that emerge from theoretical issues. This is why their answer will have to include references from all three theoretical issues as well as from the assessment method. Their answer will have to present their own view regarding the importance of a personality theory.

Title: Scientific Study of People

(3rd Week)

Exercise 3.1

Students will have to explain the disadvantages and advantages of each method. They will structure their answers in 3 parts based on the questionnaire, experiment and observation method. They will have to write down at least 2 disadvantages and 2 advantages of each method.

Exercise 3.2

Initially, students will have to think of one aspect of the personality of people. This could also be a personality trait. Then they will have to explain how we can study this trait. They will have to select a method to approach their topic based on the fundamental principles and the procedure of the method they have selected. They will have to mention in particular how they will examine the specific trait, how they intend to measure it and under which circumstances.

Title: Psychodynamic Theory

(4th Week)

Exercise 4.1

Students will have to explain the topographical and structural model of mental structure as presented by Freud. In order to do so, they will have to begin by describing Freud's basic views. Then they will have to make a brief description of the unconscious, preconscious and conscious, along with the id, ego and superego. Finally, they will have to provide an example of normal or abnormal behaviour that will explicitly describe how personality is shaped through the psychodynamic theory.

Title: Psychodynamic Theory: Applications

(5th Week)

Exercise 5.1

This is an individual exercise. We do not provide indicative answers, because it is assessed with 5% of the overall course assessment.

Title: Phenomenological Theory: Carl Rogers's Person-Centred Theory

(6th Week)

Exercise 6.1

Students will have to initially present the main influences of Rogers, which have affected his views on people and shaped the fundamental principles of his theory. Following that, students will have to define the concept of self. In order to do this evidently, they will have to mention the concept of self, the self-actualisation process, the incongruity process between the self and the experience and the denial process of people in creating the self.

Exercise 6.2

Initially, students will have to make a bibliographical review of articles or books that critique the person-centred theory. They will have to present 4 sources from this review and present their critique. They will have to select based on the reliability of the exerted critique. The structure of this exercise will be divided into 3 parts. The first introductory part will be a brief presentation of the fundamental principles of the theory, the second part will be the presentation of the critique of the 4 sources and the third part, the conclusion, will have to present an overview of the critique by presenting the student's view on this theory.

1st Assignment Submission

This is an individual assignment and will have to be submitted in written by the end of the 6th week. This assignment will be assessed in regard to its structure, its bibliographical review and the valid content of the sources used by the student, the development of a critical approach and the substantiation of the references. Further, we will assess the use of proper language, of written language and the editing of the assignment. We do not provide an indicative answer for this assignment, because it is assessed with 20% of the overall course assessment.

Title: Rogers's Phenomenological Theory: Applications

(7th Week)

Exercise 7.1

Students may present this exercise either as an essay or as an interactive manual. Using the application of person-centred approach in educational setting and while keeping in mind the pedagogic approach of Rogers, they will have to present suggest specific activities (up to 5) that can be adopted either by the school or by the teacher based on this approach to students' personality.

Title: Trait Theories: Allport, Cattell, Eysenck

(8th Week)

Exercise 8.1

Initially students will have to make a bibliographical overview of articles or books that critically analyse one of the three trait theories. Then they will have to select 2 sources and analyse 2 negative critiques. Each critical assessment will have to be presented in a substantiated manner. Students will have to use one critique from each source.

Exercise 8.2

This exercise does not require any bibliographical references. Students will have to name one type of behaviour for each of the 16 factors that have been analysed in Cattell's theory. They will have to write down a behaviour that belongs to the descriptor of high range and one that belongs to the descriptor of low range of each factor. The references can also be presented on a table. This can be presented briefly without a thorough analysis.

Title: Trait Theories: Applications

(9th Week)

Exercise 9.1

This exercise is individual and must be carried out in the form of a presentation. We do not provide an indicative answer for this exercise, because it is assessed with 5% of the overall course assessment.

Title: Biological Foundations of Personality

(10th Week)

Exercise 10.1

Students will have to find a published scientific article that present an analysis of the behaviour of twins, either monozygotic or dizygotic. Then they will describe its findings by presenting a complete description of said research and, finally, they will have to connect its results to the genetic approach and heritability on the basis of personality shaping.

Title: Behaviourism

(11th Week)

Exercise 11.1

Students will basically have to present ways to implement the Pavlovian theory in the daily life of people. They will have to write down two behaviours of a person, which can be either normal or deviate and that can be interpreted based on this theory. Students will have to connect the behaviour they describe to the fundamental principles of classical conditioning.

Exercise 11.2

Students will have to present the ways Skinner's theory can be applied in the daily life of people. They will have to write down two behaviours of a person, which can be either normal or deviate and that can be interpreted based on this theory. Students will have to connect the behaviour they describe to the fundamental principles of operant conditioning.

Title: Kelly's Personal Construct Theory

(12th Week)

Exercise 12.1

Students will have to analyse the scenario provided with for this exercise. This analysis will have to be based on the creation of personal constructs of the student and of the friend to whom he/she is suggesting reading the book. The element they must keep in mind from the scenario is that although the environmental stimulus is the same, the thoughts of the two people are different. After that, students will have to explain the factors that have affected the way each person involved in the scenario has evaluated the book.

Title: Bandura's Social-Cognitive Theory

(13th Week)

Exercise 13.1

Students will have to critically analyse the validity and reliability of the Bobo doll experiment. Initially they will have to briefly describe the experiment and then clearly write down the experimental procedure and the results. Thereafter, they will have to find published articles that critique Bandura's theory and use them for their own critical analysis. This critique must aspire to analyse the validity and reliability of the theory and must be substantiated.

Exercise 13.2

Students will have to divide the answer to this exercise into two parts. Each part must describe the behaviour of a child or an adolescent. It must include an explanation of this behaviour based on the social-cognitive theory. It must connect this behaviour to the way the child imitated his/her models and adopted the behaviour in question.

2nd Assignment Submission

This is an individual assignment and will have to be submitted in written by the end of the 13th week. This assignment will be assessed in regard to its structure, its bibliographical review and the valid content of the sources used by the student, the development of a critical approach and the substantiation of the references. Further, we will assess the use of proper language, of written language and the editing of the assignment. We do not provide an indicative answer for this assignment, because it is assessed with 20% of the overall course assessment.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC215: Theories of Personality	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

FORM: 200.1.3

STUDY GUIDE

COURSE: Statistics in Psychological Science II

Institution	**European University of Cyprus**		
Program of study	**Psychology**		
Course	**PSC210**	**Statistics in Psychological Science II**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Teaching	English		
Course Type	Compulsory ☒	Elective ☐	
Number of meetings	In total: Up to 6	Physically present: -	Virtual online meetings: Up to 6
Number of Projects	2 projects and 2 graded self-assessment exercises		
Evaluation	Assignments and projects 50%	Final Exam 50%	
Number of ECTS Credits	**6**		

Study Guide Preparation:	Vogazianos Paris
Editorial and final approval of Study Guide:	Elenitsa Kitromilides-Nicolaides

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1st VIRTUAL MEETING / GROUP ADVISORY MEETING: INTRODUCTION TO THE COURSE

Presentation of the Program

The Psychologist deals with the study, understanding, and interpretation of mental phenomena and the manifestations of normal or divergent behaviour of both individuals and social groups. The psychologist is the scientist who deals with the prognosis, diagnosis and treatment of psychological problems. The psychologist must have genuine respect and genuine interest in a person, his needs and peculiarities. He must judge objectively — without prejudice — and have the patience, persuasion and communication skills to be accepted by the people who seek his services. Responsibility and confidentiality are also essential personal characteristics.

General Objectives:

* to develop the student's ability to think, write and speak effectively and creatively
* to develop an appreciation and respect for social and moral values, which are the foundations that underpin one's relationship with others and the responsibilities to one's community and country.
* to develop students' skills for analytical thinking, decision making and communication, in line with the qualities of self-reliance, responsibility, integrity and self-awareness that will promote personal success and contribution to organizations.
* to build a range of perceptions through the general requirements of education and provide sufficient specialization to meet professional requirements
* to provide students with the basic conditions for progressing in their academic and professional careers.

Specific Objectives:

* Provide excellent training in psychology and its methods.
* Enhance knowledge of current developments in psychology.
* Prepare students for careers in areas that utilize knowledge of psychology and its methods, including applied research, human resources and health services.
* Provide graduates with basic academic qualifications and knowledge that will prepare them for postgraduate studies in psychology and related disciplines.

Learning results:

Upon completion of their studies, students will be able to:

* Have a thorough knowledge of modern models, theories, concepts, and research findings in key areas of psychology.
* apply a wide range of psychology concepts to understanding behaviour in a variety of contexts.
* carry out research involving the design and analysis of experiments, questionnaires and qualitative research methods.
* evaluate information in order to design and implement research strategies.
* work independently within a structured framework.
* act effectively as a member of a team.
* appreciate the importance of professional development.

* take responsibility for learning and developing their personality.
* demonstrate the ability to comprehend and compose multiple perspectives creatively

Presentation of the Course through the Study Guide

Short description and Objectives

Hypothesis testing and decision in psychological research. One Sample test. Two samples test. Confidence Interval. Comparison of three or more samples - rational and use of analysis of variance (ANOVA). The assumptions and conditions of analysis of variance. Two-factor analysis of variance. Comparison of different sample proportions. Linear regression analysis and correlation: Applications of regression lines. The linear regression line of least squares estimation. The standard error estimation of multiple linear regression analysis. Non-parametric analysis χ square analysis. Test of signs. Wilcoxon test. Computer-aided statistics. During the semester all examples used to explain the various concepts will be based on real research. Recent developments and current issues related to the program content and psychological research will be discussed.

It is expected that upon completion of the course, students will be able to:

- Develop the thinking perception behind interval estimation and become able to structure and interpret intervals for a population mean and a population proportion.
- Recognize factors that influence the required sample size and become able to decide the required sample size to build confidence intervals.
- Select and use appropriate parametric techniques to test hypothesis for the population mean, variances and proportions.
- Apply the chi squared test for independence to show whether some features are significantly related.
- Express assumptions about the equality of the means of different independent populations, such as in the case of a variance analysis, which they can check after finding that the necessary conditions are in place.
- They perform a correlation test between two quantitative variables.
- Calculate regression analysis models and evaluate its results.
- Understand the relative advantages of non-parametric techniques and test them using non-parametric procedures
- Use decision analysis statistics in real situations (eg in control function in an organization)
- Develop skills in using an electronic statistical analysis package so they can use the appropriate tests.

Recommended study time for students

About 5 hours (including study guide)

Statistical ‘error’:

(1st week)

Summary
Since any conclusions on the rejection or non-rejection of the null hypothesis are based on calculations that are in turn based on data from the sample which is only a subset of the population, these conclusions may not represent the entire population simply because the sample purely by chance does not correctly represent the population.

Introductory Remarks
If according to the sampling distributions our finding is common, then we retain our doubt about what we tested (e.g. a correlation between variables). But if our finding is rare (e.g., a large difference in the mean of two groups of students) then two things may be happening: either there is no difference between those two groups and we simply just "happened" to choose a sample of extreme cases or there is a difference between these two groups and we found it. Which one is true? The answer to the above query contains a level of error.

By principle, we believe in the 'null hypothesis' but the more data we have the more we move from the left of the horizontal axis to the right. If the accumulated data exceeds an imaginary vertical limit, then we vote for the alternative hypothesis. If the inculpatory evidence does not pass this critical point, then we are not sure and so we remain in favour of ‘null hypothesis’. There are two possible mistakes here:

(a) We rejected the null hypothesis while it is correct which is called the statistical significance of the test

(b) We failed to reject the null hypothesis while it is wrong which is called the statistical power of the test

In the field of psychology, the level of statistical significance used is $\alpha = 0.05$, whereas it is common in peer reviewed journal articles to have tables in cells with one asterisk for statistical significance less than 0.05, two asterisks for statistical significance less than 0.01 and three asterisks for statistical significance less than 0.001. In the past there was a tendency to maintain a single level of statistical significance throughout the published work (e.g., what was associated with $p < 0.05$ was statistically significant). Today there is a tendency to publish the exact value of p for the result of each statistical test.

The value of $\alpha = 0.05$ although not arbitrary is certainly conventional, since the adoption of a higher level of statistical significance (e.g. $\alpha = 0.10$) would inevitably lead to more Type I errors. On the other hand, however, the more α increases, the lower the likelihood of a Type II error, which refers to the failure to reject a false null hypothesis. The fact is that the probability β to reject a false null hypothesis is not equal to 1-a, whereas a researcher who would adopt a level of statistical significance greater than 0.05 (e.g. $\alpha = 0.10$) would have a high probability to see that his work is not published in a valid scientific journal. It is also known that in the field of psychological and educational research the alpha type error is more prevalent than the beta type error. It is easier, that is, to accept to fail to reject a false null hypothesis than vice versa.

Purpose / Objectives
To explain the statistical error and the rationale that inductive statistics helps to lead to a population description based on a much smaller sample, and therefore any conclusions always contain uncertainty.

Expected Results
For students to recognize:

- the non-statistical error
- the type I statistical error
- the type II statistical error

Keywords

non-statistical error	type I statistical error	type II statistical error

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter ten (pages 238 - 245) an explanation is given of what is a statistical error and the two types of statistical error are discussed.

Supplementary Material

Self-Assessment Exercises / Activities
Exercise 1.1
Please explain the concepts of Statistical Error I and Statistical Error II. (Your answer should not exceed 300 words) (5 % of final grade).

Recommended study time for students
About 10 hours

Statistical hypothesis in a sample:

(2nd week)

Summary
The main statistical tests that can be performed on a sample are the normality check, the existence of extreme values, and checking for the mean value. Testing for the mean sample value is essentially parametric, although non-parametric techniques are available.

Introductory Remarks
Checking the sample value of the mean examines whether the mean value x of a sample is statistically the same as the mean μ_0 of the population from which the sample is derived, meaning that it examines whether the sample is coming from a population with mean $\mu = \mu_0$. Therefore, the null hypothesis is formulated as
$H_0: \mu = \mu_0$ with alternative $H_1: \mu \neq \mu_0$ or $H_1: \mu > \mu_0$ or $H_1: \mu < \mu_0$
For the test we use the variable

$$t = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{N}}}$$

which follows the student distribution with N -1 degrees of freedom provided the sample is normal. This test of the mean value of a sample as well as any student distribution-based test is called a t test. One sample t-test is used in case of problems where we want to check if a sample is from a population with a known mean or to check if the mean of a sample is equal to the average of the general population which we consider to be known. To perform one sample t-test, the following assumptions are required for our data:

- The dependent variable should approximate the normal distribution.
- There should be no significant outliers in the values.
- The sample data should be independent (not correlated).
- The dependent control variable must be a quantitative variable (either interval or ratio).

As a non-parametric choice of the t test we have the sign test which is applied when the measurements are in pairs but can also be applied and in a one sample. In the null hypothesis we accept the difference from the median is 0. Otherwise if the variable values resulting from the same distribution then that the number of positive differences is equal to the number of negative differences. We accept that the number of positive (negative) signs of the sample follows the binomial distribution with Bi (n, p = 1/2). Otherwise we expect according to H_o np = n / 2 positive signs. We use the normal distribution approach Otherwise we calculate based on binomial distribution.

Purpose / Objectives
Explain the statistical hypothesis testing in a sample and how we can test the sample's concordance with the population's central trend or with some hypothetical values.

Expected Results

For students to be able to:

- verify the agreement of the sample with the central tendency of the population
- check the sample's agreement with hypothetical values.

Keywords

Student t test	one sample t-test	t test	Sign test

Annotated Bibliography

Basic Material

Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter ten (pages 238 - 245) an explanation is given of what is hypothesis testing and how this is used in inferential statistics.

Supplementary Material

Self-Assessment Exercises / Activities

Exercise 1.1

A light bulb manufacturer claims that the lifetime (in hours) of a particular type of light bulb has a mean value (average life) of 700 hours. From previous experience, it is known that the life of the light bulbs follows the normal distribution. Suppose that the life span of lamps of this construction is has a variance $\sigma^2 = (46.14)^2$. A consumer protection company selects a random sample of 10 bulbs of this type and checks them to verify the manufacturer 's claim. The test shows that the average life of these lamps is X = 689.8 hours. Based on the results of this particular sample, what could someone say about the manufacturers claim at a significance level α = 0.05? (Your answer should not exceed 250 words)

Recommended study time for students

About 10 hours

Two Group Differences Analysis:

(3rd week)

Summary
For two independent or paired samples we can perform statistical tests to see whether the differences in mean values and / or variances of the sample values are statistically equal or not.

Introductory Remarks
Two samples may be independent or paired. The term independent samples is used in the sense that each sample is taken independently of the other. On the other hand two samples form paired samples or are related samples if there is a one-to-one correspondence between the values of the two samples. For example, if we determine the concentration of a reagent in different formulations by two different methods, we will obtain two dependent samples. Therefore, the number of values in two independent samples may be different, whereas in paired sample they are necessarily the same.
The statistical tests that we can do when we have two samples are to examine whether the differences in mean values and / or dispersions of sample values are statistically equal or not. This test allows us to determine whether the differences in the mean values of two samples are statistically equal or not. It is based on the student distribution and is therefore called a t-test. There are two such tests depending on whether the samples come from populations with equal or different standard deviations. In both cases the null hypothesis and its alternative are expressed as

$$H_0: \mu 1 = \mu 2$$

Purpose / Objectives
Explain the statistical hypothesis testing in two samples and how we can check for agreement or difference between the two independent groups.

Expected Results
For students to be able to check:

- the agreement or difference between the two independent groups.

Keywords

Student t test	Independent sample t-test	Double test t

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter fourteen (pages 344 - 381) an explanation is given of comparisons between two independent groups.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part three (pages 97 - 121) the comparisons between two independent groups is explained.

Self-Assessment Exercises / Activities

Exercise 1.1

From the production of two machines, let's call them A and B, we obtained two random samples of size n1 = 450 and n2 = 400, respectively. In the sample from the production of machine A, 17 defective products were found and in the sample from the production of machine B, 12 defective products were found. Do the findings in the two samples support, at the 5% significance level, the hypothesis that the proportion of defective products in the production of machine A differs from the proportion of defective products in the production of machine B? What about at 1% significance level? (Your answer should not exceed 250 words)

Recommended study time for students

About 13 hours

Non-parametric Two-Group Difference Analysis:

(4th Week)

Summary
This test is used when we are in doubt if at least one of the samples we are examining comes from the normal population. The main tests used are the Kolmogorov-Smirnov, Wald-Wolfowitz and Mann-Whitney. The stronger one out of them is the Mann-Whitney test. Alternatively, and / or complementarily, the Bootstrap and Monte-Carlo methods may be used.

Introductory Remarks
The Mann-Whitney test is a rating test that assumes that the sum of the ranks of observations of one sample is equal to the sum of the values of the observations of the other sample. Non-parametric control examines whether or not the samples come from the same population. Therefore, the null hypothesis is expressed as

H_0: Samples come from the same population

with an alternative to the double-sided test

H_1: Not H_0

On the one-sided test the alternative can be worded as follows:

H_1: The population of the first sample has a distribution shifted to higher (or lower) values than the population of the second sample

This wording is equivalent to

$H_1: d_1 > d_2$ or $H_1: d_1 < d_2$

where d_1 and d_2 are the medians of the populations from which the samples are derived.

The Mann-Whitney test: To apply this test, we join the two samples, 1 and 2, into a single one with $m_1 + m_2$ elements. Arrange the elements of the single sample in ascending order and note the corresponding rank for each value.

Purpose / Objectives
Explain the statistical hypothesis testing in two samples and how we can check the agreement or difference between the two independent groups by non-parametric methods.

Expected Results
For students to be able to test:

- the agreement or difference between two independent groups by non-parametric methods.

Keywords

Kolmogorov-Smirnov	Mann-Whitney	Wald-Wolfowitz	Bootstrap	Monte-Carlo

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter seventeen (pages 466 - 475) an explanation is given of the non-parametric comparisons between two independent groups.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part three (pages 140 - 148) the non-parametric comparisons between two independent groups is explained.

Self-Assessment Exercises / Activities
Exercise 1.1
Please use the table below to find if there are differences between the boys' and girls' measurements.

Boys	Girls
18	24
32	35
39	41
26	34
48	38
20	31
29	22
30	27
	36

Recommended study time for students
About 10 hours

Analysis of Difference of Two-Groups - Paired Sample Comparison:

(5th week)

Summary

When two samples form a pair the main question that arises is whether there is a statistically significant difference between the values of the pairs of the two samples. A virtual teleconference will take place this week, using a real dataset, which will include a demonstration of a simulated analysis including tests of normality as well as parametric and non-parametric inferential tests of the differences between two paired or independent groups.

Introductory Remarks

If there is no statistically significant difference, the mean of the differences between the corresponding values of the two samples, x_D, should be zero. Alternatively, the median d_D of the differences $x_i - y_i$ of the values of one sample $\{x_1, x_2, \ldots, x_m\}$ from the corresponding values of the other sample $\{y_1, y_2, \ldots, y_m\}$ should be equal to zero.

Therefore, the cases H_0 and H_1 that we test for can be formulated as follows:

Parametric test:

$H_0: \mu_d = 0$ and $H_1: \mu_d \neq 0$ or $H_1: \mu_d > 0$ or $H_1: \mu_d < 0$

Non-parametric test:

$H_0: d = 0$ and $H_1: d \neq 0$ or $H_1: d > 0$ or $H_1: d < 0$

where μd and d are the mean and median of the population respectively from which the differences $x_i - y_i$ are derived.

To test the parametric null hypothesis we calculate the variable s_d where s_d is the standard deviation of the sample resulting from the difference of the pairs of values of the original samples. It turns out that the above variable follows the student distribution with m-1 degrees of freedom provided that the sample of the differences follows the normal distribution.

The Wilcoxon criterion can be used to test the non-parametric null case. Wilcoxon Criterion

If $\{x_1, x_2, \ldots, x_m\}$ and $\{y_1, y_2, \ldots, y_m\}$ are the two samples, first

We calculate the differences $d_i = x_i - y_i$ which we order in ascending order of absolute values $|d_i|$ and at any value $|d_i|$ we assign its rank. Then, for each rank, we denote the sign of d_i and compute the sum T^+ of the degrees of the positive d_i and the corresponding sum T^- of the ranks of the negative d_i. Finally, we calculate the value $W = \min(T^+, T^-)$. In the calculations we do not take into account zero differences, $d_i = 0$.

Purpose / Objectives

Explain the statistical hypothesis testing for two samples and how we can check for agreement or difference between the two dependent groups.

Expected Results
For students to be able to:

- test the agreement or difference between two dependent groups.

Keywords

student distribution	Wilcoxon test	T test	Single t test	Student t

Annotated Bibliography

Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter fourteen (pages 344 - 381) an explanation is given of comparisons between two independent groups.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part three (pages 97 - 121) the comparisons between two independent groups is explained.

Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter fourteen and seventeen (pages 344 – 381 and 466 – 475) an explanation is given of the parametric and non-parametric comparisons between two paired groups.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part three (pages 97 – 121 and 140 – 148) the parametric and non-parametric comparisons between two paired groups is explained.

Self-Assessment Exercises / Activities
Exercise 1.1
Please calculate if there is a change in patient status.

Patient	Before	After
1	160	158
2	174	172
3	168	172
4	180	165
5	182	170
6	175	175

Recommended study time for students
About 10 hours

Hypothesis testing for the variance:

(6th week)

Summary
In the control of the difference of 2 groups differences whether these are parametric or not, different types are used for the calculation depending on whether or not the equality of variance in the two groups applies.

Introductory Remarks
Therefore, in order to determine what results we will use, we first check the Levene test or the Brown - Forsythe test for equality of variance.

In homogeneity of variance testing the null hypothesis is worded as:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

With alternative hypothesis

$$H_1 : \sigma_1^2 \neq \sigma_2^2 \quad \dot{\eta} \quad H_1 : \sigma_1^2 > \sigma_2^2 \quad \dot{\eta} \quad H_1 : \sigma_1^2 < \sigma_2^2$$

There have been several tests developed in statistics on the above null hypothesis. The simplest is control F, in which the variable used as a statistical control function is

$$F = s_1^2 / s_2^2$$

where samples 1 and 2 are selected such that $s_1 \geq s_2$ applies. The F variable when the samples comes from a normal population follows the F distribution with m_1 -1 and m_2 -1 degrees of freedom.

Other tests, however, which use more complex statistical functions, are the Bartlett test, the Levene test, and the variant of the Levene test, which is the Brown - Forsythe test.

A key advantage of these tests is that they do not require data to follow the normal distribution and in addition they can be used to check for equality of dispersion in more than two samples. Between Levene and Brown - Forsythe test Levene should be preferred in parametric samples because it uses the mean, and Brown - Forsythe in non-parametric because it is based on the median.

Purpose / Objectives
Explain the statistical hypothesis checking in two samples and how we can check the agreement or difference between the two groups' variances and what is the consequence of this for further analyses.

Expected Results
Students should be able to:

- test the agreement or difference between the variances of the two teams.

Keywords

Bartlett	Levene	Brown - Forsythe

Annotated Bibliography
Basic Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part three (pages 115 - 160) the use of the Levenes test of homogeneity of variances is explained.

Supplementary Material

Self-Assessment Exercises / Activities
Exercise 1.1
Please interpret Levene's statistic in the table below.

		Levene's Test for Equality of Variances		t-test for I		
		F	Sig.	t	df	Sig. (2-tailed)
Βάρος	Equal variance assumed	,094	,762	4,790	18	,000
	Equal variance not assumed			4,790	16,491	,000

Project 1
Use the dataset on the platform (for the sixth week) for the description and analysis of the variables and prepare a report (10% of final evaluation).

Recommended study time for students
About 11 hours

Analysis of differences of Three or More Groups:

(7th week)

Summary
ANOVA is essentially an extension of the tests for differences for the mean in more than two samples.

Introductory Remarks
The Analysis of Variance (ANOVA) is substantially the extension of the hypothesis testing for the mean values of more than two samples. The development of the method is due to the founder of modern statistical science, the English Sir Ronald Aylmer Fisher (1890-1962).
Although there are many variations of the method, we can distinguish two cases: One-way ANOVA and Two-way ANOVA. The second also has two sub-cases: the analysis without interactions or with interactions. These two sub-cases are also called Analysis of variance without repetition and with repetition.
In the one-way analysis of variance, ANOVA enables us to test the assumption that the mean values of different samples are equal. Therefore, the null hypothesis that we are called upon to consider is:

$$H_0: \mu 1 = \mu 2 = \mu 3 = \ldots$$

with the alternative that at least one of the above equalities does not apply. At first glance it seems paradoxical that, as the name ANOVA implies, the method uses variances to detect statistically significant differences in mean sample values. The paradox is explained by the fact that we can define more than one variance, of which some depend and others do not depend on the mean values of the samples.

Purpose / Objectives
Explain the statistical hypothesis test in three or more samples and how we can test the agreement or difference between the three or more independent groups.

Expected Results
For Students to be able to:

- control the agreement or disagreement between three or more independent groups.

Keywords

ANOVA	Analysis of Variance	One-way	factorial

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter fifteen (pages 382 - 400) an explanation is given of comparisons between three or more independent groups.

Supplementary Material

Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part four (pages 157 - 164) the comparisons between three or more independent groups is explained.

Self-Assessment Exercises / Activities

Exercise 1.1

What is the null and what is the alternative hypothesis of the Analysis of Variance? (Your answer should not exceed 250 words)

Recommended study time for students

About 10 hours

Multiple comparisons:

(8th Week)

Summary

If the null hypothesis of the One-Way ANOVA test is rejected, the test is not able to tell us which was the mean that was different from the others. Multiple comparisons between groups (every two) will have to be made to identify the means that differ. A virtual teleconference will take place this week, using a real dataset, which will include a demonstration of a simulated analysis of parametric and non-parametric inferential tests of the differences between more than two paired or independent groups.

Introductory Remarks

When comparing the value of $F = s^2_b / s^2_w$ with its critical value or when calculating the probability of p-value on the basis of F, we can see if there are statistically significant differences between the samples. It is not clear, however, between which groups these differences are detected. In multiple comparisons we should take into account the reduction in significance level due to these multiple comparisons. From the testing for each pair the p-values should be noted, but these need to be corrected for the following reason. Suppose we apply the t test to samples 1 and 2 with significance level $\alpha = 0.05$ and then with the same significance level we test samples 1 and 3. The probability of the first test correctly rejecting the null hypothesis is 0.95 and the same probability holds for the second check. Therefore, according to the probability multiplication rule, the probability of correctly rejecting the null hypothesis in both tests is reduced from 0.95 to 0.95 * 0.95 = 0.9025. Thus, the probability of the null hypothesis being incorrectly rejected in one of the two tests increases from 0.05 to 1-0.9025 = 0.0978. If we have 5 samples, 10 pairwise tests are required. In this case the probability of incorrectly rejecting the null hypothesis in one of the 10 tests increases from 0.05 to $1-0.95^{10} = 0.4012$. That is, the probability of a correct null hypothesis being rejected in one of the 10 tests increases too much from 5% to 40.1%. Several criteria have been developed for this purpose, such as Sheffe , Tukey, Sidak, LSD, Dyncan, Dunnett Tamhane etc. as well as the Bonferroni and Holm-Bonferroni corrections. Of these, the Sheffe criterion is usually preferred if the equality of dispersions in the two groups is valid, the Tamhane criterion if the equality of dispersions is not valid in the two groups and the Holm-Bonferroni correction.

In the Holm-Bonferroni correction, all samples are first tested by using t-test, with the following modifications. The t-test is used as a statistical control function where the standard deviation is calculated from the dispersion within the samples. With this modification the variable t follows the student distribution with nm-n degrees of freedom. For the correction of p-value by the Holm-Bonferroni method, the p-value is classified from smallest to largest, p - value (1) < p - value (2) < p - value (3) <… <p - value (N) and then starting from the smallest we multiply by N, N-1, N-2, ..., 1, where N is the set of p-values. This multiplication leads to the p-value correction, p-HB.

Purpose / Objectives

To explain multiple comparisons and the reason we perform them to reduce Type I statistical error for more valid results.

Expected Results
For Students to be able to:

- test for multiple relationships after ANOVA showes statistically significant differences in at least one of the groups.

Keywords

Sheffe	Holm-Bonferroni	Dunnett Tamhane	Dyncan	LSD	Sidak

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter fifteen (pages 401 - 411) an explanation is given of multiple comparisons of independent groups following an ANOVA.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part four (pages 189 - 195) the multiple comparisons between two independent groups following an ANOVA is explained.

Self-Assessment Exercises / Activities
Exercise 1.1
Which multiple comparisons test is most appropriate in the case of equal fluctuations and which in the case of unequal fluctuations? (Your answer should not exceed 250 words) (5% of final grade).

Recommended study time for students
About 10 hours

Two-way ANOVA:

(9th week)

Summary
Two-way ANOVA examines the interactions between 2 factors. We have a set of values x_{ik} influenced by two factors. For example, depression may depend on gender and occupation. If we want to examine the correlation with more than two categories, then we perform a three-way ANOVA, and so on.

Introductory Remarks
In the analysis of variance by two factors we have two categorical variables X_1 (factor A) and X_2 (factor B), and a quantitative dependent variable Y. Thus, the hypotheses we are testing for are:

- The different levels of X_1 affect the Y values.
- Different levels of X_2 affect Y values.
- There is an interaction between the variables X_1 and X_2 .

Lack of interaction means that the effect of variable X_1 on Y is the same for each level of variable X_2 and vice versa.

To deal with the above hypotheses, we will need three F-tests.

Suppose that variable X_1 has r levels and variable X_2 has c levels. The observations are denoted as Y_{ijk} , Where:

- i = 1, ..., r: the levels of the variable X_1 ,
- j = 1, ..., c: the levels of the variable X_2 ,
- k = 1,…, N_T : the sum of the measurements.

For the application of two factors analysis the following applies:

The populations from which the observations originate are normally distributed:

The populations from which the observations are derived have equal dispersions:

Purpose / Objectives
To explain the statistical hypothesis testing in three or more samples and how we can test the agreement or difference between the three or more independent groups and also investigate the interaction of the independent variables on any results .

Expected Results
For students to be able to:

- check the agreement or difference between the three or more independent groups but also investigate the interaction of the independent variables on any results.

Keywords

Factorial ANOVA	Double ANOVA

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter sixteen (pages 420 - 446) an explanation is given of two-way ANOVA.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part four (pages 196 - 203) the two-way ANOVA is explained.

Self-Assessment Exercises / Activities
Exercise 1.1
Please interpret the table below.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	546,444[a]	5	109,289	9,739	,001
Intercept	4480,889	1	4480,889	399,287	,000
SLEEPDEP	130,111	2	65,056	5,797	,017
ALCOHOL	355,556	1	355,556	31,683	,000
SLEEPDEP * ALCOHOL	60,778	2	30,389	2,708	,107
Error	134,667	12	11,222		
Total	5162,000	18			
Corrected Total	681,111	17			

(Your answer should not exceed 500 words)

Recommended study time for students
About 10 hours

Analysis of Differences of Three or More Groups for Non-parametric Measurements:

(10th Week)

Summary
Strictly speaking non-parametric ANOVAs should apply when the conditions for applying parametric ANOVA do not apply or we are not sure that they apply. Especially when we have very small samples, then it is necessary to apply non-parametric ANOVA. A virtual teleconference will take place this week, using a real dataset, which will include a demonstration of a simulated analysis of parametric and non-parametric inferential tests of the interaction of two or more categorical variables on the differences between two or more paired or independent groups.

Introductory Remarks
For single-factor Analysis of Differences of Three or More Groups for Non-Parametric Measurements, the Kruskall-Wallis test is designed to test the correlation between a continuous variable with a categorical with more than two categories with equal or different number of individuals per category. The method is used when the One-Way ANOVA application assumptions do not apply, i.e. when the distributions are not normal and the dispersions are not equal, or when the variable is ordinal. The method is based on the same logic of testing as examining whether a set of k independent groups come from the same population. Unlike the One-way ANOVA test that examines equality of means, the sum of the ranks of the observation is used here. The method is an extension of the Mann-Whitney U criterion for k independent groups. By extension, the hypothesis under consideration is whether the groups have an equal mean rank (i.e. random order) or whether the group differentiates the order of observations.
The null hypothesis is expressed as:

H_0: All samples come from the same population
with alternative H_1: Not H_0

In this section additionally we cover the Median and Jonckheere-Terpstra tests:

- The Median Test, which is a non-parametric test based on checking the relevance between groups and the number of observations that are smaller or bigger than the median.
- The Jonckheere-Terpstra is used instead of Kruskal-Wallis when there is a relevant arrangement between the groups ranksexamine the possibility of a linear relationship between the arrangement and the dependent variable.

For double-factor analysis we use the Friedman test. The Friedman test is strictly applied to many dependent samples and can therefore also be applied to samples whose values are determined by two factors. The null and alternative hypothesis are defined as in the single-factor analysis.

Purpose / Objectives

To explain the statistical hypothesis testing in three or more samples and how we can test for agreement or difference between three or more independent groups by non-parametric methods.

Expected Results

For students to be able to:

- check for agreement or difference between three or more independent groups by non-parametric methods.

Keywords

Kruskal-Wallis	Median test	Jonckheere-Terpstra	Friedman

Annotated Bibliography

Basic Material

Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter seventeen (pages 475 - 479) an explanation is given of the non-parametric comparison of more than two groups.

Supplementary Material

Self-Assessment Exercises / Activities

Exercise 1.1

In 4 varieties of a plant the values of an agronomic characteristic were measured. The values are given in the table below. Are the 4 varieties characteristic statistically significantly different at α = 0.05 in terms of agronomic characteristic?

П1	П2	П3	П4
65	75	59	94
87	69	78	89
73	83	67	80
79	81	62	88

Recommended study time for students

About 10 hours

Tests for Categorical variables:

(11th week)

Summary
The parametric and non-parametric tests we have examined so far relate to quantitative data (interval, scale or at least ordinal). But sometimes it is necessary to analyse data that is categorical where the data of a research are categorized according to two characteristics. Such data is usually given in the form of the contingency table of variables A and B.

Introductory Remarks
The statistical tests applied to a correlation table are usually the non- parametric test of independence and the Fisher's exact test.

The non-parametric independence test investigates whether two categorical variables are independent. The hypothesis under consideration is:

H_0: There is no correlation between the variables A & B, or in other words the frequencies observed are equal to the expected.

H_1: There is a correlation between the variables A&B, or in other words the frequencies observed are not as expected.

The test is based on the distribution χ^2 (chi-square) as follows: We calculate the function χ^2 of Pearson:

$$X^2 = \sum_{i=1}^{r} \sum_{j=1}^{c} \frac{(o_{ij} - e_{ij})^2}{e_{ij}} \sim X^2_{(r-1)(c-1);a}$$

where a_{ij} are the values of the contingency table and e_{ij} the expected frequencies, which are calculated by the formula:

e_{ij} = (sum of i rows) x (sum of j columns) / (total sum of n)

The function calculated from the above equation follows the distribution x^2 with (R-1) (C-1) degrees of freedom when in the contingency table we have R lines and C columns.

One point to keep in mind when checking the independence of two variables is the percentage of cells with an expected frequency of less than 5. If this proportion exceeds 20%, then the test may not be reliable. In these cases, the Fisher exact test method or the Monte-Carlo test can be used.

Purpose / Objectives
To explain the contingency tables for 2 variables, and how through the principle of probability independence we can calculate expected values and check the dependence or independence of the two variables.

Expected Results

For students to be able to:

- design contingency tables for 2 variables,
- calculate expected values
- control the dependence or independence of the two variables.

Keywords

contingency table	Fisher exact test	Pearson	Monte-Carlo

Annotated Bibliography

Basic Material

Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter seventeen (pages 450 - 465) an explanation is given of the tests for categorical variables.

Supplementary Material

Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part three (pages 124 - 139) the chi squared test is explained.

Self-Assessment Exercises / Activities

Exercise 1.1

Using the contingency table below, please check the independence of education by marital status.

Marital Status by Education | n = 300

	Middle school or lower	High school	Bachelor's	Master's	PhD or higher	Total
Never married	18	36	21	9	6	90
Married	12	36	45	36	21	150
Divorced	6	9	9	3	3	30
Widowed	3	9	9	6	3	30
Total	39	90	84	54	33	300

Recommended student time to work

About 13 hours

Regression – Curve fitting:

(12th week)

Summary
In a large number of problems, we need to identify the function that describes our data. The process of finding this function is called curve fitting or regression and is particularly useful because it allows a data table to be replaced by a simple equation. It also allows the validity of a physical law to be verified and mathematical operations such as data integration are performed, which often lead to the calculation of other useful properties of the system.

Introductory Remarks
In several cases, it is interesting to study two or more variables simultaneously, to determine how these variables relate to each other. So, it is interesting to consider the effects that some variables have on some other variables. Having an equation between variables can be extremely valuable in predicting the values of a variable from our knowledge of other variables when certain conditions apply. The field of Statistics that examines the relationship between two or more variables for the purpose of predicting one of them through the other is called regression analysis. The simplest regression case is simple linear regression, in which there is only one independent variable X, and one dependent variable Y, which can be satisfactorily approximated by a linear function of X. This case appears both in experimental as well as non-experimental studies. The regression expresses the dependence of the variable Y on the independent X in the form of a straight line using the mathematical equation, Y = a + bX

The methods used to determine the function that best fits are mainly based on the least squares method. In its simplest form, the least squares method determines the best line passing through experimental points (x_i , y_i), where i = 1, 2, ..., m. To avoid the subjective factor we have the following criterion for the best straight line. Let (x_k, y_k) be a random experimental point. Then at the value $x = x_k$
corresponding to the experimental value y_k and the corresponding value y_k^0 to the line drawn through the experimental points. The difference $y_k - y_k^0$ is called residual and is denoted by d_k. We now define as the best line passing through the points (x_i, y_i) that line for which the sum of the squares of the rest is minimal. That is when the following is minimum

$$S = d_1^2 + d_2^2 + \cdots + d_m^2 = \sum_{i=1}^{m} d_i^2 =$$

This criterion applies in the case of any curve. Thus the best curve passing through the experimental points (x_i , y_i) is the one for which the relation is again valid. This curve is called the least squares curve. Also, in order to check whether the straight line or in general the function obtained by the least squares method actually passes through the experimental points and how well it describes them, we calculate the correlation coefficient R as explained in previous lessons. When the experimental points lie just above the theoretical curve, then $y_{i\,is}$ identical to $y_{\theta i,}$ and hence the correlation

coefficient R takes the value 1. However, as the experimental points deviate from the theoretical curve, the deviations of $y_{i.}$ from $y_{\theta i}$, increase so the value of R deviates from the unit and tends to zero. Therefore, the correlation coefficient R is a measure of whether the theoretical curve describes the experimental points satisfactorily or unsatisfactorily.

Purpose / Objectives
To explain the calculation of linear regression using the least squares method and the role of modeling in forecasting using historical data.

Expected Results
Students should be able to:

- Adjust a simple linear regression curve
- Use the simple linear regression curve for predictions

Keywords

correlation coefficient	linear regression	simple linear regression	least squares

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter seven (pages 150 - 166) an explanation is given of the simple linear regression.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part two (pages 87 - 96) the simple linear regression is explained.

Self-Assessment Exercises / Activities
Exercise 1.1
A teacher of statistics wants to predict the students' results in the statistics exams, based on the grades in the entrance exams. Using the data below, help him create his model.

College student	Introductory (x)	Statistics (y)
1	95	85
2	85	95
3	80	70
4	70	65
5	60	70

Recommended study time for students
About 13 hours

Multiple Linear Regression:

(13th Week)

Summary

Considering a dependent variable as a linear result of the action of many independent variables by generating the multiple regression equation. The mechanisms of the optimal selection of candidate independent variables to be integrated into the regression model are tested, whose validity and reliability are tested by specific diagnostic criteria based mainly on the behaviour of the equation residuals. A virtual teleconference will take place this week, using a real dataset, which will include a demonstration of a simulated analysis of the test of independence categorical variables as well as simple and multiple linear regression and the conditions under which non-parametric variables can satisfy the conditions.

Introductory Remarks

In simple regression we estimate the relationship of one variable (X) to another (Y), expressing this relationship as a linear effect of the first (X) on the second (Y). The involvement of more than two variables in a regression analysis is of special interest, known as Multiple Regression Analysis . If we make measurements simultaneously for three or more variables one of which we consider to be dependent (Y) on the action of the others (X_i), e.g. X_1, X_2 and X_3, then we refer to multiple regression. In this case, the following conditions for the dependent Y apply: values are random, are normally distributed and are consistent with the observed combinations of independent variable values. Any repetitive measurements of Y, always in combination with the values of the independent variables should also have a normal distribution and a common variance. If the relationship of the variables is not expressed by multiple linear regression, because of nature and origin, they are not subjected to the dependent-independent relationship, then we refer to the multivariate correlation, assuming that all variables have a regular distribution. This means for the simple correlation that the two variables are derived from the co-variable normal population and, for the cross-correlation, that the variables involved are from the multi-variable normal population.

Multiple regression models can also be clarified in two different ways, as explanatory and predictive. The explanatory models seek to establish a robust model which must confirm the outcome of those predictions with strong theoretical background and rejecting all non-relevant. That is, the models have to test whether a significant predictor variable can, due to its theoretical background, produce the maximum possible variance thus leading to more accurate predictions. Predictive or exploratory models have a more free theoretical basis and are therefore more flexible since they are based directly on seamless data analysis. These models attempt to find that set of predictor variables that provides the best prediction result, regardless of whether or not the model approaches a sound theoretical explanatory mechanism. They do not particularly seek to determine whether the predictions reflect any real scientific reason responsible for the outcome of this result. Regarding the institution of simple linear regression for a population with a pair of variables X-Y, the relation, $\hat{Y} = a + bX$, will apply. When the dependent variable Y is assumed to be

linearly dependent, in addition, on a second variable (X_2) or even a third (X_3) or finally on a set of m variables X, the above relation is formed at $\hat{Y} = a + b_1 X_1 + b_2 X_2 + ... + b_m X_m$, the most concentrated in :

$$\hat{Y} = a + \sum_{i=1}^{m} b_i X_i$$

Purpose / Objectives
Explain the role of multiple linear regression modeling in forecasting using historical data.

Expected Results
Students should be able to:

- Use the multiple linear regression curve for prediction

Keywords

multiple regression	Multiple Regression Analysis

Annotated Bibliography
Basic Material
Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. Cengage Learning. In chapter seven (pages 167 - 171) an explanation is given of the multiple regression.

Supplementary Material
Howitt, D., & Cramer, D. (2011). Introduction to SPSS statistics in psychology: for version 19 and earlier. Pearson. In part five (pages 259 - 267) the multiple regression is explained.

Self-Assessment Exercises / Activities
Exercise 1.1
Please interpret the Multiple Linear Regression ANOVA statistic in the table below.

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,752	1	1,752	23,377	,000
	Residual	2,849	38	,075		
	Total	4,601	39			

Project 2
Use the dataset on the platform for the description and analysis of the variables and please compile a report (30% of final evaluation).

Recommended study time for students
About 13 hours

LAST VIRTUAL MEETING / GROUP CONSULTATION MEETING

In this last virtual meeting, students are informed about the structure and form of the questions of the Final Examination (e.g. multiple choice, short answer, essays, case study, etc.), as well as whether the course exams will be conducted with closed or open notes.

FINAL EXAMS:

(14th Week)

Recommended study time for students
About 30 hours

INDICATIVE ANSWERS
IN SELF ASSESSMENT EXERCISES

Statistical 'error':
(1st week)

Exercise 1.1

An indicative solution for this self-assessment exercise is not included since the specific exercise is graded with 5% of the final assessment.

Statistical hypothesis in a sample:
(2nd week)

Exercise 1.1

It is obvious that the average life of the lamps resulting from the sample is shorter than the manufacturer claims. The statistical question, however, is whether this average time is significantly shorter (in statistical terms) than the manufacturer's claim or whether the resulting difference is the result of random sampling and is not sufficient to lead the consumer association to reject the claim. manufacturer with statistically robust criteria. The statistical hypothesis to be tested is,

H0: μ = 700 H1: μ <700

The standard value of the control function for our problem, under the assumption H_0, is,

$$Z_0 = \frac{\overline{X} - \mu_0}{\sigma/\sqrt{n}} = \frac{680.8 - 700}{46.14/\sqrt{10}} = -0.699$$

Given that $Z > -Z_{0.95}$ this sample does not give enough evidence to lead to the rejection of H_0.

Two Group Differences Analysis:
(3rd week)

Exercise 1.1

a) H_0: p1 - p2 = 0, H_1: p1 - p2 ≠ 0, not because z = 0.63. b) No since it is not rejected in 5% .

Non-parametric Two-Group Difference Analysis:
(4th Week)

Exercise 1.1

Αγόρια	Σειρά	Κορίτσια	Σειρά
18	1	24	4
32	10	35	12
39	15	41	16
26	5	34	11
48	17	38	14
20	2	31	9
29	7	22	3
30	8	27	6
		36	13
	65		88

$$R_A = 1+10+15+5+17+2+7+8 = 65$$

$$R_B = 4+12+16+11+14+9+3+6+13 = 88$$

$$U_A = 8\times 9 + \frac{8(8+1)}{2} - 65 = 72 + \frac{72}{2} - 65 = 72+36-65 = 43$$

$$U_B = 8\times 9 + \frac{9(9+1)}{2} - 88 = 72 + \frac{90}{2} - 88 = 72+45-88 = 29$$

Analysis of Difference of Two-Groups - Paired Sample Comparison: (5th week)

Exercise 1.1

Patient	Before	After	Difference
1	160	158	2
2	174	172	2
3	168	172	-4
4	180	165	15
5	182	170	12
6	175	175	0

$$mean\ difference = \frac{2+2-4+15+12+0}{6} = \frac{27}{6} = 4,5$$

$$t=\frac{\mu_D-0}{SE_D}$$

Hypothesis testing for the variance: (6th week)

Exercise 1.1

The line that says Levene's Test for Equality of Variances. If the probability value is statistically significant, the changes are uneven. Otherwise, they are considered equal. The Levene's test for equality of variances in our case tells us that the variances are equal, because the p value of probability of 0.762 is not statistically significant. Therefore, we need the first line of Equal variances assumed. Listed by the value t = 4.79, degrees of freedom df = 18, and probability (2-tailed) = 0.001. The t value for equal variances is 4.79 which, with 18 degrees of freedom, has precise level of double tail significance (2-tailed) = 0.001 If the Levene test for equality of variance was statistically significant (i.e. 0.05 or smaller), we would have had to use the second line of the results, which gives the control values of t for unequal variances.

Project 1 (6th week)

The exercise will be scored based on the following criteria:

- Grammar and Spelling 10%
- Writing structure and consistency 20%
- Use of correct data description parameters 20%
- Use of correct charts and graphs 10%
- Correct explanation of results 40%

The exercise should not exceed 500 words, not including tables, calculations and graphs.

Analysis of differences of Three or More Groups:
(7th week)

Exercise 1.1

H0: The measurements of the quantitative variable in the three or more independent groups are equal (the independent groups belong to the same population)
Ha: Measurements of the quantitative variable in the three or more independent groups are NOT equal (the independent groups do NOT belong in the same population)

Multiple comparisons:
(8th Week)

Exercise 1.1

An indicative solution for this self-assessment exercise is not included since the specific exercise is graded with 5% of the final assessment.

Two-way ANOVA:
(9th week)

Exercise 1.1

'Dual un-associated ANOVA showed a significant effect of sleep deprivation (F2212 = 5.80, p = 0.0 17) and alcohol (F2212 = 31.68, p <0.001) but not of their interaction (F2212 = 2.70, p = 0.107).

Analysis of Differences of Three or More Groups for Non-parametric Measurements:
(10th Week)

Exercise 1.1

	П1	П2	П3	П4
	65 (3)	75 (7)	59 (1)	94 (16)
	87 (13)	69 (5)	78 (8)	89 (15)
	73 (6)	83 (12)	67 (4)	80 (10)
	79 (9)	81 (11)	62 (2)	88 (14)
T_i	31	35	15	55

$$H = \frac{12}{n(n+1)}\sum\frac{T_i^2}{n_i} - 3(n+1)$$

$$= \frac{12}{16(17)}\left(\frac{31^2+35^2+15^2+55^2}{4}\right) - 3(17) = 8,96$$

The critical value of the X^2 distribution with p = 0.05 for 4 - 1 = 3 df is 7.81.
Decision: 8.96 > 7.81 H_o Rejected.

Tests for Categorical variables:
(11th Week)

Exercise 1.1

Using the equation

$$eij = \frac{oi \cdot oj}{N}$$

We calculate the expected frequencies

Expected Frequencies for Perfectly Independent Variables

	Middle school or lower	High school	Bachelor's	Master's	PhD or higher	Total
Never married	11.7	27.0	25.2	16.2	9.9	90.0
Married	19.5	45.0	42.0	27.0	16.5	150.0
Divorced	3.9	9.0	8.4	5.4	3.3	30.0
Widowed	3.9	9.0	8.4	5.4	3.3	30.0
Total	39.0	90.0	84.0	54.0	33.0	300.0

Then using the equation $\chi^2 = \Sigma \frac{(oij - eij)^2}{eij}$ we compute the value x^2 as $\chi^2 = \frac{(18-11.7)^2}{11.7} + \frac{(36-27)^2}{27} + \ldots + \frac{(6-5.4)^2}{5.4} = 23.57$ with $df = (5-1)\cdot(4-1) = 12.$ and value p = 0.023,

Regression – Curve fitting: (12th Week)

Exercise 1.1

College student	Introductory (x)	Statistics (y)	(xi-x) 2	(yi-y) 2	(xi-x) * (yi-y)
1	95	85	289	64	136
2	85	95	49	324	126
3	80	70	4	49	-14
4	70	65	64	144	96
5	60	70	324	49	126
Total	390	385	730	630	470

$b_1 = \Sigma [(x_i - \bar{x})(y_i - \bar{y})] / \Sigma [(x_i - \bar{x})^2]$

$b_1 = 470/730$

$b_1 = 0.644$

$b_0 = \bar{y} - b_1 * \bar{x}$

$b_0 = 77 - (0.644)(78)$

$b_0 = 26.768$

$\hat{y} = 26.768 + 0.644x$

Multiple Linear Regression: (13th Week)

Exercise 1.1

The Table Analysis (ANOVA) illustrates an overall control for the significance of the regression model. The test is based on the F function and tests the assumption that the coefficients of the independent variables involved in the model are all zero at the same time. ' When Sig. is less than 0.05 then we reject the original assumption, that is,

the model is statistically significant. From the ANOVA table we can see what percentage of the total variance of the sample is explained by the regression model. The total variance of sample Total = 4,601) is the sum of variance of regression (1,752) and the variance of the error (Residual = 2,849). ' The better the model of regression the larger part of the total variance this illustrates.

Project 2
(13th week)

The work will be scored based on the following criteria:

- Grammar and Spelling 10%
- Writing structure and consistency 20%
- Use of correct data description parameters20%
- Use of correct charts and graphs10%
- Correct explanation of results 40%

The Task should not exceed 1000 words not including tables, calculations, and graphs.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC210	Feedback form					
Student's Registration number						
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	**Comments**
Conceptual understanding and connections **(40%)**	Used math terms correctly and showed a complete understanding of how they connect	Used most math terms correctly and showed an understanding of their connections	Showed some understanding of math terms and their connections	Found almost no important math terms or their connections	No conceptual understanding	
Strategies and reasoning **(20%)**	Showed all the steps used to solve the problem	Showed a reasonable plan and most of the steps used to solve the problem	Showed some of the steps but the plan was not clear	Showed a plan that is not reasonable or with unnecessary information	No plan shown	
Computation/ Execution **(20%)**	Computed with no errors	Minor errors in computation	Major errors in computation and arrived at a wrong answer	All the computations are wrong but attempted all or some of them.	No computation	
Communication **(20%)**	Completely communicated what was done and why it was done	Communicated mostly about what was done and a little about why it was done	Communicated something about what was done or why it was done but not both	Communicated something that didn't go with the answer	No written explanation	

General Comments

Instructor				**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: DEVELOPMENTAL PSYHCOLOGY II

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC230**	**Developmental Psychology II**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Teleconferences: Up to 6
Number of Assignments	2 self-assessment assignments (5 % each) 1 group assignment (20%) 1 group or individual activity (20%)		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Monica Shiakou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

The general objectives of the Psychology Programme are as follows:

- To develop the students' capacity to think, write and speak effectively and creatively;
- To develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- To develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- To build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- To provide students with the basic requirements for academic and/or career advancement.

The specific objectives of the Psychology Programme are as follows:

- To provide students with a solid training in psychology and its methods;
- To foster awareness of contemporary developments and issues in psychology;
- To prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- To provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

This Study Guide of the course titled "**Developmental Psychology II**" (**PSC230**) is the result of a systematic study and assessment of the relevant bibliography and is reviewed and complemented yearly based on the changes made to the educational material posted on the platform. The course of "**Developmental Psychology II**" is a major requirement.

The course offers a comprehensive exploration of all aspects of the process of development (i.e., physical, cognitive, social, and personality) over the range of the adult years. It includes an examination of biological, psychological and socio-cultural forces that govern the observed changes from maturity to old age. Topics include theories of adult development, development of relationships, economic problems of aging, marital and occupational stresses, death and dying.

Upon successful completion of this course, students should be able to:

- Describe the theories in the field of adult development and aging
- Evaluate and discuss important issues in the field of adult development and aging
- Analyze the effect of human development on the aging process
- Indicate the dynamics of the factors that change the course of adult development.
- Evaluate current research in the field of adult development and aging

The Study Guide, a necessary and useful tool for students, especially where the educational material is not written using the methodology of open and distance learning, encourages and also facilitates the study and understanding of the topics addressed in the module. Moreover, through the self-assessment exercises, it incites and encourages work at home, offers motivation for further study and contributes to the development of your critical thinking. The Study Guide is structured per week and per topic and includes a summary and some very brief introductory remarks, the aim and learning outcomes, key words – basic concepts, annotated bibliography, recommended number of work hours for the student, exercises of self-assessment, critical thinking and case studies, with indicative answers at the end, aiming at a more meaningful understanding of the content, the definitions and the concepts of each section. In addition to the time dedicated to study, the recommended number of work hours per week includes the attendance of the (tele) meetings and Group Consultation Meetings, bibliography search, the drafting of assignments, weekly exercises, etc. It should be noted that **the Study Guide does not in any way substitute the educational material posted on the platform**, which students must read carefully and assimilate, in order to be able to satisfy the requirements of the programme and successfully complete the module.

Recommended student work time
Approximately 5 hours (including the study of the Guide)

TITLE: INTRODUCTION TO ADULT DEVELOPMENT AND AGING

(1st Week)

Summary
What does it mean for an adult to develop? Is aging more than a process of decline? Does age have more than one meaning? Why do some people seem to age differently from others and what kind of influences can alter the course of adult development?

Introductory Remarks
The concept of development as a life-long process of adaptation is known as life-span development. The life-span approach emphasizes developmental change throughout adulthood as well as childhood. The belief that development occurs throughout life is central to the life-span perspective on human development. People grow older, but what does that mean exactly from the life-span perspective? It means that we also grow more complicated, and we will need multiple frameworks to understand even a single individual. The bellow characterises of development help us understand the complexity of growing.

- Lifelong
- Multidimensional
- Multidirectional
- Plastic
- Depends on history and context

In older days development was considered as something that happened only in childhood – e.g., Sigmund Freud. Only in the last 50 years, has there been a serious scientific study of adult development and this is largely due to the rise of life expectancy.

Aims/Objectives
The aim of this first module is to explore what it means to take a life-span perspective on development, examine the nature of development, and outline how science helps us understand it.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Discus the distinctive features of a life span perspective on development
- Identify the most important periods and issues in development
- Explain how research in life-span development is conducted
- Define and discuss the different meanings of age
- Rationalize the need for research in adult development and aging

Key Words

Development	Life-span perspective	Age	Periods of development	Life expectancy	Nature of development

Annotated Bibliography

- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  The first chapter explores what it means to take a life-span perspective on development, examine the nature of development, and outline how science helps us understand it.

- **Supplementary Source/Material**
  https://testbanku.eu/Test-Bank-for-Life-Span-Development-16th-Edition-By-Santrock
  In the above web link, you can find a Test Bank for Life-Span Development 16th Edition by Santrock, which includes multiple choice questions and answers that will provide a valuable aid in studying and preparing for the final examination. There are questions to cover all the material of the course, therefore the link can be used throughout the semester and on a weekly basis.

Self-Assessment Exercises/Activities
Exercise 1.1
In less than 200 words, describe three meanings of age.

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: PHYSICAL AND COGNITIVE DEVELOPMENT IN EARLY ADULTHOOD

(2nd Week)

Summary
When does an adolescent become an adult? In the course “Developmental Psychology I”, we saw that it is not easy to tell when a girl or a boy enters adolescence. The task of determining when an individual becomes an adult is even more difficult.

Introductory Remarks
By the time we reach early adulthood, our physical maturation is complete, although our height and weight may increase slightly. In early adulthood, our physical abilities are at their peak, including muscle strength, reaction time, sensory abilities, and cardiac functioning. Most professional athletes are at the top of their game during this stage, and many women have children in the early-adulthood years. Since Piaget's theory of cognitive development, other developmental psychologists have suggested a fifth stage of cognitive development, known as postformal operational thinking. Early adulthood is a time of relativistic thinking, in which young people begin to become aware of more complexities in life.

Aims/Objectives
The aim of this lesson is to explore various aspects of physical and cognitive development in early adulthood.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Describe the transition from adolescence to adulthood
- Identify the changes in physical development in young adults
- Discuss sexuality in adults
- Characterize cognitive changes in early adulthood
- Explain the key dimensions of careers and work in early adulthood

Key Words

Emerging adulthood	Post formal though	Career	Physical performance/development	Sexuality	Substance abuse

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 13 explores various aspects of physical and cognitive development in early adulthood.

Self-Assessment Exercises/Activities
Exercise 2.1
George is in University and is 18 years of age. Both his mother and grandmother suffered from alcoholism; he has painful memories of his mother's out of control drinking when he was a child. Now that he is of a legal age to drink, George would like to drink recreationally and sensibly, but he is concerned that he might have a psychological or genetic tendency towards alcohol abuse. On the wiki found on the course platform, discuss with other classmates some of the warning signs of a predisposition towards alcoholism? What precautions should George take to ensure that he remains a responsible drinker?

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: SOCIOEMOTIONAL DEVELOPMENT IN EARLY ADULTHOOD

(3rd Week)

Summary
Many social and emotional factors influence aging. For those in early and middle adulthood, meaning is often found through work and family life. Positive relationships with significant others in our adult years have been found to contribute to a state of well-being.

Introductory Remarks
For adults, socioemotional development revolves around adaptively integrating our emotional experiences into enjoyable relationships with other on a daily basis. Young adults face choices and challenges in adopting lifestyles that will be emotionally satisfying, predictable and meaningful for them. They do not come to these tasks as blank slates, but do their decisions and actions simply reflect the person they had already become when they were 5 years old or 10 years old or 20 years old?
In trying to understand the young adult's socioemotional development, it would be misleading to look at an adult's life only in the present tense, ignoring the unfolding of social relationships and motions. So, too, it would be a mistake to search only through a 30-year-old's first 5 to 10 years of life in trying to understand why he or she is having a difficulty in a close relationship.

Aims/Objectives
The aim of this module is to discuss the many faces of love, as well as marriage and the family, the diversity of adult lifestyles, and the role of gender in relationships.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Characterize adult life styles
- Discuss making marriages work, parenting and divorce
- Summarize the role of gender in relationships
- Identify some key aspects of attraction, love and close relationships
- Describe stability and change in temperament and summarize adult attachment styles

Key Words
Attachment styles	Marriage/cohabitation	Divorce	Parenthood	Love	Gender/stereotypes

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 14 discusses the many faces of love, as well as marriage and the family, the diversity of adult lifestyles, and the role of gender in relationships

- **Supplementary Bibliography**
  United Nations (2015). The World's Women 2015. Power and decision-making – Key findings. Retrieved from: https://unstats.un.org/unsd/gender/downloads/Ch5_Power_and_decision_info.pdf
  The report presents the main findings of a global study on the presence of women in high career positions.

  United Nations (2015). The World's Women 2015. Work – Key findings. Retrieved from: https://unstats.un.org/unsd/gender/downloads/Ch4_Work_info.pdf
  The report present the main findings on a global study on work and gender.
  https://english.emmaclit.com/2017/05/20/you-shouldve-asked/ . The link present a feminist comic representing the daily life of many modern women.

Self-Assessment Exercises/Activities
Exercise 3.1
Self -Reflection exercise
If you are female, what would you change about the way men function in relationships?
If you are male, what would you change about the way women function in relationships?
Your answer should not exceed 200 words.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: PHYSICAL AND COGNITIVE DEVELOPMENT IN MIDDLE ADULTHOOD

(4th Week)

Summary
Is midlife experienced the same way today, as it was 100 years ago? How can middle adulthood be defined and what are some of its main characteristics?

Introductory Remarks
When young adults look forward in time to what their lives might be like as middle-aged adults, too often they anticipate that things will go downhill. However, like all periods of the human life span, for most individuals there usually are positive and negative features of middle age.

Aims/Objectives
The current module will discuss physical changes; cognitive changes; changes in career, work and leisure; as well as the importance of religion and meaning in life during middle adulthood.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Explain how midlife is changing and define middle adulthood
- Discuss physical changes in middle adulthood
- Characterize career development, work and leisure in middle adulthood
- Explain the roles of religion and meaning in life during middle adulthood
-

Key Words

Menopause	Climacteric	Intelligence	Sexuality	Health	Psychical changes

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 15 discusses physical changes; cognitive changes; changes in career, work and leisure; as well as the importance of religion and meaning in life during middle adulthood.

Self-Assessment Exercises/Activities
Exercise 4.1
The below exercise is evaluated with 5% of the overall grade
In no more than 250 words, identify cognitive changes in middle adulthood.

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: SOCIOEMOTIONAL DEVELOPMENTIN MIDDLE ADULTHOOD

(5th Week)

Summary
What is the best way to conceptualize middle age? Is this a stage or a crisis? How extensively is middle age influenced by life events? Do middle-aged individuals experience stress and personal control differently than young and older adults? Is personality linked with contexts such as point in history in which individuals go through midlife, their culture and their gender?

Introductory Remarks
Adult stage theories have been plentiful, and have contributed to the view that midlife brings a crisis in development. Two prominent theories that define stages in adult development are Erick Erikson's life –span view and Daniel Levinson's seasons of a man's life. Four longitudinal studies will be examined which will help us understand the extent to which there is stability or change in adult development.

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Aims/Objectives
The aim of the current module is to examine personality theories and development in middle age, including ideas in individual variation. Attention will be focused on how much individuals change or stay the same as they go through the adult years and finally explore a number of aspects of close relationships during the middle adulthood years.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Describe personality theories and development in middle adulthood
- Discuss stability and change in development during middle adulthood, including longitudinal studies
- Identify some important aspects of close relationships in middle adulthood.

Key Words

Stages of adulthood	Individual variation	Empty nest	Grand parenting	Personality	Stability/Change	Social clock

Annotated Bibliography

- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 16 examines personality theories and development in middle age, including ideas in individual variation

- **Supplementary Bibliography**
  Allemand, M., Schaffhuser, K., & Martin, M. (2015). Long-Term Correlated Change Between Personality Traits and Perceived Social Support in Middle Adulthood. Personality and Social Psychology Bulletin, 41(3), 420–432. https://doi.org/10.1177/0146167215569492

This study investigated long-term correlated change between personality traits and perceived social support in middle adulthood

Self-Assessment Exercises/Activities
Exercise 5.1
Discuss in no more than 200 words the different grand parenting roles.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: PHYSICAL DEVELOPMENT IN LATE ADULTHOOD

(6th Week)

Summary
Late adulthood is the stage of life from the 60s onwards; it constitutes the last stage of physical change. Average life expectancy has increased an average of 30 years since the 1900. However, this varies greatly based on factors such as socioeconomic status, region, and access to medical care. In general, women tend to live longer than men do by an average of five years.

Introductory Remarks
Even if we stay remarkably healthy, we begin to age at some point. Some life-span experts argue that biological aging begins at birth. What are the biological explanations of ageing? Intriguing explanations of why we age are provided by four biological theories: cellular clock, free radical theory, mitochondrial theory, and hormonal stress theory.

Aims/Objectives
The aim of the current module is to explore questions like why do we age, and what if anything can, we do to slow down the process. How long can we live and how does the body change with old age.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Characterize longevity and the biological theories of aging
- Describe how a person's brain and body change in late adulthood
- Identify health problems in older adults and how they can be treated

Key Words
Longevity	Sexuality	Theories of aging	Physical development	Health

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 17 describes the physical development in late adulthood and discuss the theories of aging.

- **Supplementary Material**
  American Psychological Association (2017). Older Adults: Health and age-related changes. Reality vs. Myth. Available at: https://www.apa.org/pi/aging/resources/guides/myth-reality.pdf
  The electronic article by the American Psychological Association provides an overview of the characteristics of today's elderly adults in the US, aiming at eliminating myths about ageing.

Can ageing be delayed, stopped or even reversed? BBC News Available at https://www.youtube.com/watch?v=p_4UPdFqgIQ
This documentary discusses various theories about how the “disease” of aging can be stopped.

Self-Assessment Exercises/Activities
Exercise 6.1
In no more than 100 words, describe what changes in your lifestyle now, might help you age more successfully when you become an older adult.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: COGNTIVE DEVELOPMENT IN LATE ADULTHOOD

(7th Week)

Summary
As an individual ages into late adulthood, psychological and cognitive changes can sometimes occur. A general decline in memory is very common, due to the decrease in speed of encoding, storage, and retrieval of information. This can cause problems with short-term memory retention and with the ability to learn new information. In most cases, this absent-mindedness should be considered a natural part of growing older rather than a psychological or neurological disorder.

Introductory Remarks
Distinct from a normal decline in memory is dementia, a broad category of brain diseases that cause a gradual long-term decrease in the ability to think and remember to the extent that a person's daily functioning is affected. While the term "dementia" is still often used in lay situations, in the DSM-5 it has been renamed "neurocognitive disorder," with various degrees of severity

Aims/Objectives
In this module, we will explore how well older adults can and do function cognitively.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Describe the cognitive functioning of older adults
- Characterize changes in language in older adults
- Discuss aging and adaptations to work and retirement
- Describe mental health problems in older adults
- Explain the role of religion in the lives of older adults.

Key Words
Health	Dementia	Retirement	Alzheimer	Depression

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 18 explores the cognitive changes in late adulthood and examine topics of language development, work and retirement, metal health and religion.

- **Supplementary Material**
  Alzheimer's disease facts and figures (2018). Data Alzheimer's & Dementia, Vol: 14, Issue: 3, Page: 367-429 Available at : https://www.sciencedirect.com/science/article/abs/pii/S1552526018300414

This article describes the public health impact of Alzheimer's disease (AD), including incidence and prevalence, mortality and morbidity, costs of care, and the overall impact on caregivers and society

Self-Assessment Exercises/Activities
Exercise 7.1
The below exercise is evaluated with 5% of the overall grade
Study the online fact sheet relating to Dementia issues by the The World Health Organization (2019) available at: https://www.who.int/news-room/fact-sheets/detail/dementia. In no more than 200 words, describe the clinical picture of a person suffering from Dementia.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: SOCIOEMOTIONAL DEVELOPMENT IN LATE ADULTHOOD

(8th Week)

Summary
Growing older means confronting many psychological, **emotional**, and **social** issues that come with entering the last phase of life.

Introductory Remarks
As people age, they become more dependent on others. Older adults may struggle with feelings of guilt, shame, or depression because of their increased dependency, especially in societies where the elderly are viewed as a burden. Many older adults contend with feelings of loneliness and isolation as their loved ones pass away, which can negatively affect their health and well-being. Staying active and involved in life can help to counteract these challenges.

Aims/Objectives
The aim of this module is shed light on some of the issues surrounding the socioemotional development in older adults. These include important role of being active plays in life satisfaction, adaptation to changing skills, and the positive role of close relationships with friends and family in an emotionally fulfilling life.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Discuss four theories of socioemotional development and aging
- Describe the links between personality and morality, and identity changes in the self and society in late adulthood
- Summarize how ethnicity, gender and culture are linked with aging
- Explain how to age successfully

Key Words
Ageism	Eldercare	Lifestyle Diversity	Sexuality	Stereotypes	Self

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  Chapter 19 describes some of the issues surrounding the socioemotional development in older adults and their relationships with family and friends.

Self-Assessment Exercises/Activities
Exercise 8.1
After studying the article Charles, S. T., & Carstensen, L. L. (2010). Social and emotional aging. Annual review of psychology, 61, 383–409. doi:10.1146/annurev.psych.093008.100448 available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3950961/ describe in no more than 200 words the benefits of a strong social network on an individual's wellbeing during the period of late adulthood.

Recommended number of work hours for the student
Approximately 10 hours.

*** The 1st assignment will be submitted in week 8 and carries 20% of the overall grade.**

Instructions for 1st Assignment

Description: "The Science of Psychology Vs The People"

This work aims to explore the views, perceptions and knowledge of ordinary people (non-psychologists) on issues that may be considered "taboo" in the Cypriot and Greek society. For this activity, the instructor will randomly separate you into groups. You can find your group on the course platform. Each group will be given a "taboo" question. Each team member should carry out an interview (based on the group's question) by a non-psychologist, thus investigating their views/knowledge around the subject. Then each team will have to combine the data of each interview and present a complete work consisting of the replies of all team members. As students of psychology, you will then approach the "taboo" question as scientists. In other words, you will have to present the scientific knowledge on the subject of your question and compare/contrast this with the respondents' opinions.Each team will deliver electronically one (1) essay.

Assignments must be submitted by the deadline provided by the instructor; otherwise, one (1%) mark will be deducted for each day after this. You can submit your work ONLY ONE WEEK after the deadline. Beyond this point, assignments will not be graded.

TITLE: DEATH AND DYING I

(9th Week)

Summary
Every culture has death, and variations in this death system occur across cultures. In addition, when, where and how people die have changed historically in the last years in many countries in the world.

Introductory Remarks
The "normal" range of reactions or grief stages after the death of a loved one varies widely. Grief is more severe if death occurs unexpectedly. People who view their lives with a sense of integrity (in Erikson's terms) see life as meaningful and worthwhile. Additionally, in defining death and life/death issues, there are many more questions requiring answers. For instance, is there one point in the process of dying that is the **one** point at which death takes place, or is death a more gradual process? What are some decisions individuals can make about life, death and health care?

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Aims/Objectives
The next two modules will explore many aspects of death and dying. Among the questions that we will ask are: What characterizes the death system and its culture and historical contexts? How can death be defined? What are some links between development and death? How can people face their own death? How do individuals cope with death of someone they love?

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Learning Outcomes
On completion of the study of this section, you should be able to:

- Describe the death system and it cultural and historical context
- Evaluate issues in determining death and decisions regarding death
- Discuss death and attitudes about it at different points in development
- Explain the psychological aspects involved in facing one's own death and the contexts in which people die
- Identify ways to cope with the death of another person

Key Words

Cultural variations	Euthanasia	History	Attitudes	Perceptions	Denial	Coping	Kubler-Ross

Annotated Bibliography

- **Basic Sources/Material**
- Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  In chapter 20, aspects of death and dying are explored.

Self-Assessment Exercises/Activities
Exercise 9.1
In no more than 100 words, provide examples, which show that there, exist cultural variations in the death system.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: DEATH AND DIYING II

(10th Week)

Summary
Every culture has death, and variations in this death system occur across cultures. In addition, when, where and how people die have changed historically in the last years in many countries in the world.

Introductory Remarks
The “normal” range of reactions or grief stages after the death of a loved one varies widely. Grief is more severe if death occurs unexpectedly. People who view their lives with a sense of integrity (in Erikson’s terms) see life as meaningful and worthwhile. Additionally, in defining death and life/death issues, there are many more questions requiring answers. For instance, is there one point in the process of dying that is the **one** point at which death takes place, or is death a more gradual process? What are some decisions individuals can make about life, death and health care?

Aims/Objectives
As a continuation of the previous module, we will explore many aspects of death and dying. Among the questions that we will ask are: What characterizes the death system and its culture and historical contexts? How can death be defined? What are some links between development and death? How can people face their own death? How do individuals cope with death of someone they love?
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Learning Outcomes
On completion of the study of this section, you should be able to:
- Describe the death system and it cultural and historical context
- Evaluate issues in determining death and decisions regarding death
- Discuss death and attitudes about it at different points in development
- Explain the psychological aspects involved in facing one’s own death and the contexts in which people die
- Identify ways to cope with the death of another person

Key Words

Cultural variations	Euthanasia	History	Attitudes	Perceptions	Denial	Coping	Kubler-Ross

Annotated Bibliography
- **Basic Sources/Material**
  Santrock, W, J. (2017). Lifespan development. McGraw Higher Education
  In chapter 20, aspects of death and dying are explored.

P.S.: The bibliographical references contained in the Summary are set out in the basic and supplementary material of the specific lesson.

Self-Assessment Exercises/Activities
Exercise 10.1
Describe in no more than 200 words Kubler-Ross stages of dying.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: SPECIAL TOPIC: INFERTILITY

(11th Week)

Summary
Infertility is a common, yet often misunderstood, experience. Infertility is an important topic for family scientists because of its effects on families; its relevance to research in related areas, such as fertility trends and reproductive health; and its implications for practitioners who work with individuals and couples experiencing infertility is very important.

Introductory Remarks
Infertility has been ranked as one of the most stressful situations in a person's life, with psychological implications such as those of divorce, death of a loved one, and illnesses such as cancer. While a small minority of couples choose to remain childless, the experience of motherhood and fatherhood in most societies is a central developmental milestone and marks maturity, adulthood and the ability of the individual to be like other peers. The problem of infertility occurs in almost all cultures and societies. It is estimated that one in six couples of Western societies face some kind of infertility in their life. In recent years the percentages of couples seeking treatment for infertility are increasing dramatically due to the postponement of childbearing at a higher age, the development of new treatment techniques and awareness of the treatments available

Aims/Objectives
The aim on this special topic is to focus on common misperceptions in knowledge and treatment of infertility and highlight insights from recent research that includes men, couples, and people with infertility who are not in treatment

Learning Outcomes
On completion of the study of this section, you should be able to:
- Explain the psychological aspects involved in infertility
- Describe different terms related to infertility
- Describe various science based guidelines towards infertility

.

Key Words

Infertility	Parenthood	Childlessness	Sexuality	Emotional well –being	Families

Annotated Bibliography
- **Basic Sources/Material**
  Shreffler, K. M., Greil, A. L., & McQuillan, J. (2017). Responding to Infertility: Lessons From a Growing Body of Research and Suggested Guidelines for Practice. Family relations, 66(4), 644–658. doi:10.1111/fare.12281 available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5798475/

This article focuses on common misperceptions in knowledge and treatment of infertility and highlight insights from recent research that includes men, couples, and people with infertility who are not in treatment

Self-Assessment Exercises/Activities
Exercise 11.1
Gana, K., & Jakubowska, S. (2016). Relationship between infertility-related stress and emotional distress and marital satisfaction. Journal of Health Psychology, 21(6), 1043–1054. https://doi.org/10.1177/1359105314544990 available at: https://journals.sagepub.com/doi/full/10.1177/1359105314544990#articleCitationDownloadContainer
After reading the above article, in no more than 200 words describe the effects of infertility on emotional distress and marital satisfaction.

P.S.: The bibliographical references contained in the Summary are set out in the basic and supplementary material of the specific lesson.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: POSTNATAL DEPRESSION

(12th Week)

Summary
Postnatal depression can affect women in different ways. It can start at any point in the first year after giving birth and may develop suddenly or gradually.

Introductory Remarks
Many women feel a bit down, tearful or anxious in the first week after giving birth. This is often called the "baby blues" and is so common that it's considered normal. The "baby blues" do not last for more than 2 weeks after giving birth. If symptoms last longer or start later, it could be postnatal depression. Postnatal depression affects about 1 in 7 women. The etiology of depression is multifactorial and correlates with various stress factors. A woman is more likely to develop postnatal depression if: she suffered from depression at an earlier point, her partner did not support her, her baby was born prematurely or is sick, she lost her own mother when she was child and/or suffered from a lot of stress (e.g. death of loved one, loss of work, financial problems, etc.). Psychotic reactions during postnatal depression are rare, but if they occur, immediate hospitalization and medical treatment are required.

Aims/Objectives
The aim of this module is to define post-natal depression and its effects on all those involved.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand and explain the symptoms of postnatal depression, etiology, risk groups and treatment.

Key Words

Wellbeing	Bonding	Symptoms	Etiology	Family relationships

Annotated Bibliography

- **Basic Sources/Material**
  Royal College of Psychiatrists (2019). Postnatal depression. Available at: https://www.rcpsych.ac.uk/mental-health/problems-disorders/post-natal-depression?searchTerms=postnatal%20depression
  This article provides information about postnatal depression.

P.S.: The bibliographical references contained in the Summary are set out in the basic and supplementary material of the specific lesson.

Self-Assessment Exercises/Activities
Exercise 12.1
Watch the video below, which concerns a case study of postnatal depression. Comment on the content based on what is stated on the slides. Your answer should not exceed 200-250 words.
One Of The Darkest Cases Of Postpartum Mental Illness: Andrea Yates
https://www.youtube.com/watch?v=TbOKvZdLWbY

Recommended number of work hours for the student
Approximately 10 hours

*** *The 2nd assignment will be submitted in week 12 and carries 20% of the overall grade.**

Instructions for assignment

Description: Literature Review

During the 12th week, students are invited to submit a literature review assigned (group assignment if they wish, up to 3 people). The subject of study, can be chosen by the student or group and it must be within the scope of the course. It is expected that the students will consult the instructor upon their chosen subject before proceeding with their assignment. The students should aim at critically reading scientific articles and textbooks that will give a complete picture around the chosen subject within the field of Development Psychology I. The assignment carries 20% of the total grade. It should not exceed 1000 words and must follow the APA guidelines. The presentation of the work should double-spaced with 12pt. Times New Roman Letters. Points will be deducted from tasks that do not fulfill these criteria. The cover page must include the title of your work or theme, name and registration, the date of submission, the lesson code and the name of the instructor
Work must be submitted through Turnitin with a similarity rate below 18%

Assignments must be submitted by the deadline provided by the instructor; otherwise, one (1%) mark will be deducted for each day after this. You can submit your work ONLY ONE WEEK after the deadline. Beyond this point, assignments will not be graded.

TITLE: SPECIAL TOPIC: INTELLIGENCE AND AGE

(13th Week)

Summary
We have all had experiences of doing the same task better at one time than another. Health, comfort, anxiety, motivation, study habits, and skill in taking tests can affect test score. Some of these influences become accentuated with age.

Introductory Remarks
A number of physical and psychological factors tend to lower older people's test scores and this can lead to underestimation of their intellectual ability, and their performance can be improved by trying to control or alter some of these conditions. Four basic issues concerning the nature if intelligence are central to the study of intellectual development during adulthood and to the lifespan developmental approach. Is intelligence one ability or many? Does it grow or decline, or both? Do these changes vary among individuals? Can intelligence be improved?

Aims/Objectives
The aim of this module is to investigate if and how intellectual abilities change with age.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Discuss the meanings of intelligence and its measurement
- Explain the influences on older adults' test performance
- Discuss the difficulties in research involving changes in intelligence in older age
- Evaluate the strengths and limitations of cohort and longitudinal studies in measuring intelligence

Key Words

Intelligence	Crystallized	Fluid	Cultural effects	Cohort	Longitudinal

Annotated Bibliography
- **Basic Sources/Material**
  Papalia, D.E., Sterns, H.L., Feldman, R. D., & Camp, C.J (2007). Adult development and Aging. McGraw-Hill International Edition
  Chapter 6 investigates if and how intellectual abilities change with age.

P.S.: The bibliographical references contained in the Summary are set out in the basic and supplementary material of the specific lesson.

Self-Assessment Exercises/Activities
Exercise 13.1
In no more than 100 words, explain how the performance of older people can be IQ test.

Recommend number of work hours for the student
Approximately 10 hours.

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:
FINAL EXAM

(14th week)

Recommended number of work hours for the student
Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Introduction to Adult Development and Aging
(1st Week)

Exercise 1.1

Indicative answer **–**

Chronological age is defined as the number of years a person has lived. Years, of course, being Earth revolutions around the sun. This is the one we're all very familiar with.
Biological age is defined as a description of an individual's development based on biomarkers. A **biomarker** is a recordable molecular or cellular event. Here, we're looking at the individuals as they are, not necessarily when they were born.
Psychological age is defined as a subjective description of one's experience using non-physical features.

Title: Physical and Cognitive Development in Early Adulthood
(2nd Week)

Exercise 2.1

Indicative answer -

- Make sure he is safe
- Make sure other people are safe
- Avoid dangerous situations
- Minimize the risks to himself and others

Title: Socioemotional Development in Early Adulthood
(3rd Week)

Exercise 3.1

This is a self- reflection exercise, based on the judgment of the student, thus no answers are provided.

Title: Physical and Cognitive Development in Middle Adulthood
(4th Week)

Exercise 4.1

No indicative answers are provided for this exercise as it is marked with 5% of the overall course grade.

Title: Socioemotional Development in Middle Adulthood
(5th Week)

Exercise 5.1

Indicative answer-

Three grand parenting styles have been identified: formal, fun and distant.

Title: Physical Development in Late Adulthood
(6th Week)

Exercise 6.1
Indicative answer- Exercise, Nutrition and Weight

Title: Cognitive Development in Late Adulthood
(7th Week)

Exercise 7.1
No indicative answers are provided for this exercise as it is marked with 5% of the overall course grade.

Title: Socioemotional Development in Late Adulthood
(8th Week)

Exercise 8.1

Indicative answer- People who report stronger social networks are at lower risk for morbidity and mortality, live longer and have a better health status

Title: Death and Dying I
(9th Week)

Exercise 9.1
Indicative answer -
There are different rituals that deal with death in various cultures; some cultures do not view death as the end of existence –spiritual life is thought to continue, and other cultures (e.g., USA) are considered a more of a death-denying and death avoiding culture. The Amish on the other hand have a more calm acceptance of death influenced by deep religious faith.

Title: Death and Dying II
(10th Week)

Exercise 10.1
Indicative Example
Kubler –Ross proposed five stages: denial and isolation, anger, bargaining, depression and acceptance. Not all individuals go through the same sequence.

Title: Special Topic: Infertility
(11th Week)

Exercise 11.1
Indicative answer-
Findings in this research confirmed the predictive effects of infertility-related stress on both emotional and marital distress. However, infertility-related stress was found to have more impact on emotional distress than on marital satisfaction.

Title: Special Topic: Postnatal depression
(12th Week)

Exercise 12.1

Indicative answer-

Multiple attempts of suicide

Diagnosis

Psychosis

Medication & Symptoms

Title: Special Topic: Intelligence and Age
(13th Week)

Exercise 13.1

Indicative answer-

Better physical health, higher education and income, good vision and hearing; allow more time to solve tests to counteract speed and mobility limitation associated with old age.

PSC230	Feedback form						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and	

	discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	using only some evidence to support arguments. Some appropriate links between theory, practice and research.	develops thoroughly . Presents little concern for the justificatio n of links between theory, practice and research.	between theory, practice and research. May present own views of the material without any attempt to properly justify it.	inadequat e links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Introduction to Counselling Psychology

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC235**	**Introduction to Counselling Psychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: 6	Face to Face: -	Web based Teleconferences: 6
Number of Assignments	1		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr Panagiotis Parpottas
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description**

A Bachelor in Psychology equips students with a thorough grounding in both theory and practice. The program focuses on understanding how people think, develop, and interact. Students learn how the brain works, how it changes with age, and how humans perceive and interpret behavior. The program also emphasizes the social aspects of psychology, as well as the qualitative and quantitative skills required for research and practice in the field.

- **Objectives**

General Objectives:

- to develop the student's capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities to community and country;
- to develop the students analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations;
- to build breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements;
- to provide the student with the basic requirements for academic and/or career advancement.

Specific Objectives:

- to provide the students with a solid training in psychology and its methods.
- to foster awareness of contemporary developments and issues in psychology.
- to prepare students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services.
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines. Such preparation can lead to professions in a wide range of specialized fields, such as, within: mental health, applied research, education, and human resources management.

Learning Outcomes:

Upon successful completion of the program, students will be able to:

- have detailed knowledge and understanding of a range of current models, theories, concepts, research and issues in key areas of Psychology.
- apply a wide range of psychological concepts to understand behavior in various contexts.
- confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods.
- evaluate information in order to plan and implement investigative and research strategies.
- work independently within a structured context.
- work effectively in a team
- Appreciate the importance of professional development.
- take responsibility for her own learning and self-development
- demonstrate the ability to comprehend and synthesize creatively multiple perspectives

Presentation of the Course through the Study Guide

- **Short description**

The course provides an introduction to the field of counselling psychology. Initially, students will understand the differences between counselling and clinical psychology and other relevant specialties. Then, the course will bring students in touch with the ethical principles of professional practice and the phenomenological issues in understanding human distress. Finally, students will be able to differentiate between the different interventions used by counselling psychologists, their work fields and their research applications.

- **Objectives**

Upon successful completion of this course students should be able to:

1. Describe the major philosophical stances of counselling psychology on issues of assessment, diagnostics, psychological formulation, therapy and research
2. Recognise and explain the theories used in counselling psychology
3. Analyse and compare the therapeutic processes in counselling psychology
4. Understand the ethical practice of counselling psychology

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE:

Introduction to Counselling Psychology (1st teleconference/lecture)

(1st Week)

Summary

The first teleconference/lecture takes place in the current week and includes the definition of Counselling Psychology and its differentiation from other relevant specialties. In addition, all the course's activities will be analyzed.

Introductory Remarks

The current week's topic introduces students to the concepts and definition of Counselling Psychology. More specifically, the definition is being understood through the specialty's historical pathway from which students will understand its creation and its contemporary status. In addition, the specialty will be differentiated from other relevant areas in the applied fields of psychology, as well as counselling, psychotherapy and psychiatry. The students will also explore the professional role and characteristics of a professional counselling psychologist, the most frequent issues the people bring for therapy as well as the multicultural issues of therapy. Finally, issues relevant with counselling psychologists' first steps into the profession are analyzed.

Aims/Objectives

The aim of this lecture is to introduce students to the concepts of Counselling Psychology and its differentiation from other specialties. The course aims students to familiarize themselves with the specialty and its current trends and to be able to understand the basic differences of Counselling Psychology with other specialties and finally to develop a critical stance in the way of understanding individuals.

Learning Outcomes

After the first week the students will be able to:

- Formulate the basic questions that will be examined during the semester
- Comprehend all the of the course materials
- Gain an introductory knowledge of the field of Counselling Psychology

Key Words

Introduction	Course material	Historical pathway	Relevant specialties	Professional characteristics	Multicultural issues

Annotated Bibliography

Basic Sources/Material

Chapter 1 Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 1 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is introductory and focuses on the basic concepts and definitions of Counselling Psychology and other specialties.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of Counselling Psychology and other specialties.

Self-Assessment Exercises/Activities

Exercise 1.1 (Reflective non-assessed exercise): Students must read several sources on the history of counselling psychology in the UK, USA, Cyprus and Greece. This exercise must be completed in one week.

Exercise 1.2 (Basic essay – marked with 40% of the final grade): The instructor provides the title for this essay which is marked with 40% of the final grade. The necessary instructions are provided and the essay must be submitted on the 11th week of the semester.

Recommended number of work hours for the student

10 hours.

TITLE:

Psychoanalytic/Psychodynamic Approach (2nd teleconference/lecture)

(2nd Week)

Summary

In the current topic the basic theoretical concepts of the Freudian psychoanalytic approach are presented as well as the practical aspects of psychoanalytic therapy. Finally, the basic principles and techniques of the applied psychodynamic approach are presented.

Introductory Remarks

During the second week, students will meet the psychoanalytic and psychodynamic approaches. More specifically, we begin with an introduction to Freud's basic theoretical stance and then its development to the psychodynamic theories. The basic theory consists of issues such as personality development, developmental stages and the structure of mind.

Accordingly, students will be introduced to the basic therapeutic principles of psychoanalysis (e.g., transference, countertransference, defense mechanisms etc.), the way these techniques work, as well as the applied principles of the psychodynamic practitioners. Finally a discussion will evolve on the differentiation between psychoanalytic and psychodynamic therapy.

Aims/Objectives

The aim of the current module is, students to comprehend the basic Freudian theory and its application in therapeutic practice. In addition, they will be able to differentiate psychoanalysis and psychodynamic theory. Finally, a basic understanding on the techniques will be provided as well as how these are applied by Counselling Psychologists.

Learning Outcomes

After the second week, students must be able to:

- Comprehend the basic theoretical terms of the approach
- Differentiate the stance of psychoanalysis and psychodynamic approach
- Understand the basic principles of applied psychodynamic approach
- Comprehend how the model is applied by Counselling Psychologists

Key Words

Psychoanalytic theory	Psychodynamic theories	Practical applications	Techniques

Annotated Bibliography

Basic Sources/Material

Chapter 19 Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 4 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is to present the basic concepts and definitions of Psychoanalysis and Psychodynamic approach.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is to present the basic concepts and definitions of Psychoanalysis and Psychodynamic approach

Self-Assessment Exercises/Activities

Exercise 2.1 (Assessed Activity – marked with 2% of the final grade): Provide a 100-word answer in the forum, on a given topic from the content of the current week. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Cognitive Behavioral Approach

(3rd Week)

Summary

In this third week, the Cognitive Behavioral Approach (CBT) is being presented and the theoretical terms and as well as the techniques are analyzed.

Introductory Remarks

Students will get a grasp of the basic principles of CBT. More specifically, a historical retrospection of the developmental pathway of the classical theory of behaviourism (j. Watson, I. Pavlov and B.F. Skinner) and Cognitive theory (A. Ellis and A. Beack), is provided to students. Then, an integration of these approaches is analysed to the birth of CBT principles. The students will be able to understand the basic techniques (e.g., dirary of NAT, relaxation techniques, role-plays etc.) and also the way this model is being applied by Counselling Psychologists.

Aims/Objectives

The aim of the current module is to provide to students the ground to comprehend the basic theories and techniques of CBT as well as how these are applied by Counselling Psychologists.

Learning Outcomes

By the end of the third week, students should be able to:

- Comprehend the basic theoretical terms of the approach
- Interpret the theoretical onset of the CBT model
- Recognize the basic principles of applied CBT
- Comprehend how the model is applied by Counselling Psychologists

Key Words

CBT theory	Applied CBT	Behaviorism	Cognitive theory	Techniques

Annotated Bibliography

Basic Sources/Material

Chapter 18 Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 5 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is introductory and focuses on the basic concepts and definitions of CBT.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of CBT.

Self-Assessment Exercises/Activities

Exercise 3.1 (Assessed activity – marked with 2% of the final grade): Provide a 100-word answer in the forum, on a given topic from the content of the current week. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Person-Centered Approach (3rd teleconference/lecture)

(4th Week)

Summary

The Person-Centered Approach will be analyzed and more specifically the basic theoretical concepts and techniques of the Rogerian theory which is considered the cornerstone of counselling psychology.

Introductory Remarks

Students will come in touch with the definitions of the Person-Centered theory and the basic principles of its phenomenological influences. Then the 6 necessary conditions of therapeutic change will be presented. The students will also be able to differentiate between the theoretical and applied aspects of the approach and also how the techniques are applied in practice. Finally, the therapeutic "change" is discussed through the lenses of the theory.

Aims/Objectives

The aim of the current module is to provide to students an understanding of the basic principles of the theory and also the applied aspect of the basic and necessary 6 conditions of therapeutic change. The theoretical and applied aspects of the approach will be explained in terms of they are being used by Counselling Psychologists.

Learning Outcomes

After the fourth week, students should be able to:

- Comprehend the theoretical terms of the approach
- Interpret the philosophical and therapeutic stance of Person-Centered approach
- Recognize the basic principles of Rogerian applied Person-Centered approach
- Comprehend how the model is applied by Counselling Psychologists

Key Words

Person-Centered theory	Philosophical stance of Person-Centered approach	Applications of Person-Centered approach	Basic and necessary conditions	Therapeutic change

Annotated Bibliography

Basic Sources/Material

Chapter 17 Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 6 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the Rogerian approach.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the Rogerian approach.

Self-Assessment Exercises/Activities

Exercise 4.1 (Assessed activity – marked with 2% of the final grade): Provide a 100-word answer in the forum, on a given topic from the content of the current week. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Gestalt and Systemic Approach

(5th Week)

Summary

In the firth week students will get in touch with the theoretical and applied concepts of Gestalt and Systemic approaches.

Introductory Remarks

This module focuses on the theoretical principles of the two approaches and more specifically on the phenomenological influences of the theoretical and clinical work of F. Perls on Gestalt. In addition, the concepts of Systemic theory and therapy are presented (e.g., homeostasis, empty chair, Genogram, cyclical questioning, etc.). Finally, the models are adjusted to the work of Counselling Psychologists.

Aims/Objectives

The aim of the current module is students to come in touch with the basic principles of Gestalt and Systemic theory and techniques as well as how Counselling Psychologists apply these in practice.

Learning Outcomes

After the fifth week, students should be able to:

- Comprehend the basic theoretical concepts of the two approaches
- Interpret the philosophical stances of Gestalt and Systemic therapy
- Recognize the basic applied principles of the two models
- Comprehend how the model is applied by Counselling Psychologists

Key Words

Gestalt	Systemic approach	Applications	Techniques

Annotated Bibliography

Basic Sources/Material

Chapter 20 Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 7 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is introductory and focuses on the basic concepts and definitions of Gestalt and Systemic approach.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of Gestalt and Systemic approach.

Self-Assessment Exercises/Activities

Exercise 5.1 (Assessed activity – marked with 2% of the final grade): Provide a 100-word answer in the forum, on a given topic from the content of the current week. The activity must be completed in one week.

Exercise 5.2 (Non-assessed reflective exercise): Review all the presented up to date approaches in terms of theory and practice in order to be prepared for the next module on integration and eclecticism.

Recommended number of work hours for the student

15 hours.

TITLE:

Integrative and Eclectic Approaches

(6th Week)

Summary

The sixth week presents the historical definition as well as the current trends of the integration and eclectic approaches.

Introductory Remarks

Students will use previous knowledge to comprehend the content of the current module on integrative and eclectic approaches. The module will focus on issues of the process of integrating the psychotherapeutic approaches and models such as Cognitive Analytic Therapy, Transactional Analysis and Schema Therapy. In addition, the process of eclecticism will be presented. Finally, students will recognize how these models can be used by Counselling Psychologists and a critical stance towards integration and eclecticism will be developed.

Aims/Objectives

The aim of the current module is to introduce students to integration of psychotherapeutic approaches and the objective is to be able to recognize these models in the applied field of Counselling Psychology.

Learning Outcomes

After the sixth week, the students should be able to:

- Comprehend the basic theoretical aspects of the presented models
- Understand the processes in integration and eclecticism
- Differentiate between the integrative and eclectic models of therapy
- Familiarize themselves with the way Counselling Psychologists use these models
- Apply critical thinking on integrative and eclectic approaches

Key Words

Process of integration	Integrative approaches	Eclectic approaches	Integrative techniques	Eclectic techniques	Critique of integration and eclecticism

Annotated Bibliography

Basic Sources/Material

Chapter 4 Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 3 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is introductory and focuses on the basic concepts and definitions of integration and eclecticism.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of integration and eclecticism.

Self-Assessment Exercises/Activities

Exercise 6.1 (Non-assessed reflective activity): Provide your opinion in the forum, concerning integration and eclecticism in clinical work. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

The Therapeutic Relationship (TR) (4th teleconference/lecture)

(7th Week)

Summary

This week's module focuses on TR and its importance on the work of Counselling Psychologists. The TR is being approached through the lenses of the different theoretical approaches as well as the newest research outcomes.

Introductory Remarks

In this module, the definition and concept of TR will be presented and students will have the opportunity to discuss the different factors which affect the TR. In addition, the role of TR on the therapy outcome is being analyzed.

More specifically, the definition of Greenson, Gelso and Carter is being analyzed (therapeutic alliance, Transference and Real relationship) and then the basic body of research on this topic is being presented. Additionally, students will come in touch with the measurement of the TR through quantitative and qualitative methods and finally the applications of TR in therapeutic practice by Counselling Psychologists.

Aims/Objectives

The aim of this module is to present the definition and basic principles of TR and its role in the therapeutic process. Students will understand why the TR matters in the therapeutic process and outcome and will get a grasp of its being used therapeutically by Counselling Psychologists.

Learning Outcomes

After the 7th week, students should be able to:

- Recognize the structure of TR
- Analyze the basic characteristics of TR
- Reflect upon TR's effectiveness on the therapeutic process and outcome
- Recognize the research outcomes on TR
- Approach the TR by using different therapeutic models

Key Words

Structure of TR	Characteristics of TR	Approaches on TR	Process and outcome	Research	Applications

Annotated Bibliography

Basic Sources/Material

Chapter 11 Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 12 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is introductory and focuses on the basic concepts and definitions of TR.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of TR.

Self-Assessment Exercises/Activities

Exercise 7.1 (Assessed activity – marked with 2% of the final grade): Provide a 100-word answer in the forum, on a given topic from the content of the current week. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Therapeutic Process I

(8th Week)

Summary

The current module focuses on the elements of the therapeutic process. The stages that the therapeutic process follows are presented and more specifically the first stage of the assessment phase.

Introductory Remarks

Students will be able to recognize the way that Counselling Psychologists work in practice and the way they handle the therapeutic process. More specifically, the focus of this module will be on the assessment phase.

After the definition of the process, the elements of the first stages of therapy will be analyzed. The focus will be on how to approach an individual's request for therapy from the first sessions. There is a differentiation between induvial who are being referred to therapists from those who willingly by themselves enter therapy.

All the necessary information on the assessment as well as the room setting are being presented. The students will get a solid idea how counselling psychologists act and work with the initial request and how they proceed to the next stages of therapy.

Aims/Objectives

The aim of this module is to bring students in touch with the process of therapy and more specifically in the Counselling Psychology field. Every step in the assessment phase is being presented and analyzed in such way that students comprehend how Counselling Psychologists approach the individual's first request and what methods they use in their assessment.

Learning Outcomes

After the 8th week, students should be able to:

- Define the therapeutic process
- Define the stages of the counselling process
- Critically approach diagnosis
- Comprehend the basic techniques in building the TR

Key Words

Therapeutic process	Stages	Assessment	Techniques	Critique

Annotated Bibliography

Basic Sources/Material

Section III Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 13 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the therapeutic process.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the therapeutic process.

Self-Assessment Exercises/Activities

Exercise 8.1 (Non-assessed reflective activity): Read at least one scientific article from the following journals “European Journal of Counselling Psychology”, “Counselling Psychology Review”, “Journal of Counseling Psychology” and key words “critique”, “diagnosis”, “Psychopathology”. Provide in forum the exact title and authors of the article(s). The exercise must be completed in one week.

Exercise 8.2 (Non-assessed reflective activity): Review the basic techniques for building the TR. Name them in the forum. The exercise must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Therapeutic process II (5th teleconference/lecture)

(9th Week)

Summary

This is the second part of the module on the therapeutic process in which the middle and final stage of the therapy are being analyzed. Concepts such as the ruptures in the TR, the choice of therapeutic technique and issues of ending the therapy are being presented.

Introductory Remarks

The module begins with the critical aspects of the TR and the recognition of the therapeutic goals. The students will come in touch with the way Counselling Psychologists use their clinical judgment to choose their techniques based on their clients' needs.

Following, the middle phase of the process is being presented and analyzed and all the necessary information about the handling of the process.

Another big aspect of the module is the focus on those factors that cause the ruptures in the TR and the outcome in general. Through theory and research is being attempted to understand these processes and their effect on the therapy outcome.

The module closes with the analysis of the clients' characteristics in therapy as well as the ending of therapy.

Aims/Objectives

The aim of the module is to help students comprehend the middle and final phase of therapy and also to understand the techniques that are being used by Counselling Psychologists.

Learning Outcomes

After the 9th week, students should be able to:

- Understand in depth the important factors in building the TR
- Recognize and define the reasons of the ruptures in the TR
- Understand the way counselling psychologists choose their technique and also comprehend the ending of therapy

Key Words

Building the TR	Ruptures	Therapeutic technique choice	End of therapy

Annotated Bibliography

Basic Sources/Material

Section III Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 13 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the therapeutic process.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the therapeutic process.

Self-Assessment Exercises/Activities

Exercise 9.1 (Non-assessed reflective activity): Provide a 100-word answer in the forum, on a given topic from the content of the current week. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Ethics

(10th Week)

Summary

The current module prepares students to come in touch with the basic challenges of the profession by presenting the relevant Ethical issues.

Introductory Remarks

The module's content will focus on several ethical issues such as how students can choose their specialty, ethical practice, clinical judgment, multicultural issues and therapy, consultations and malpractice, code of ethics, the role of professional boards and societies, confidentiality, dual relationships and sexual exploitation in therapy.

Aims/Objectives

The aim is to provide to students the ground to develop their stance towards the challenging issues of the applied practice of Counselling Psychology. In addition, students will focus on several ethical aspects of the challenging practices of the profession and develop their critical thinking.

Learning Outcomes

After the 10th week, students should be able to:

- Understand the different code of ethics of the profession
- Use the code to interpret different scenarios
- Develop their critical thinking towards challenging ethical issues

Key Words

Code of ethics	Critical thinking

Annotated Bibliography

Basic Sources/Material

Chapter 15 & 33 Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 15 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is introductory and focuses on the basic concepts and definitions of ethical practice.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of ethical practice.

Self-Assessment Exercises/Activities

Exercise 10.1 (Non-assessed reflective activity): Read a number of classical case studies on challenging ethical issues. Name the studies in forum. The activity must be completed two weeks.

Recommended number of work hours for the student

10 hours.

TITLE:

The Training of Counselling Psychologists

(11th Week)

Summary

All relevant issues of Counselling Psychologists training and supervision will be presented in this week's module.

Introductory Remarks

The focus of this module will be on the historical and contemporary aspects of training of Counselling Psychologists. In addition, the content of training and supervision will be presented and discussed.

Aims/Objectives

The aim of this module is students to understand the training issues in counselling psychology and crystalize the needed qualifications that may lead in the future in such a training.

Learning Outcomes

After the 11th week, students should be able to:

- Recognize the historical background of training in Counselling Psychology
- Comprehend the applied practice of the field
- Understand the role of supervision and personal therapy in the training

Key Words

Training	Practical experience	Supervision	Personal therapy

Annotated Bibliography

Basic Sources/Material

Section II and VI Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 20 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the training of Counselling Psychologists.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the training of Counselling Psychologists.

Self-Assessment Exercises/Activities

Exercise 11.1 (Non-assessed reflective activity): After searching the current trends in training in counselling psychology through the offered post-graduate programs of study world-wide, name those sources in the forum. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Applications of Counselling Psychology

(12th Week)

Summary

The module focuses on the different areas that Counselling Psychologists work in.

Introductory Remarks

All the necessary information concerning the framework and the provided services by Counselling Psychologists are provided to students. Issues such as long-term and short-term therapy, individual and group basis, as well as all the placements in which we locate counselling psychologists (e.g., private practice, psychiatric settings, non-profit organizations, education, etc.) are being presented.

Aims/Objectives

The aim of the current module is to introduce students to the settings that Counselling Psychologists normally work.

Learning Outcomes

By the end of the 12th week, students should be able to:

- Differentiate between short and long term therapy
- Comprehend the different work settings of a Counselling Psychologists
- Describe the different forms of Counselling Psychology

Key Words

Long term therapy	Short term therapy	Settings	Forms of Counselling Psychology	Services

Annotated Bibliography

Basic Sources/Material

Section V Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). The hand book of Counselling Psychology. London: Sage or Chapter 17 McLeod J. (2013). Introduction to Counselling. London: Open University Press.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the Counselling Psychologists' work settings.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the Counselling Psychologists' work settings.

Self-Assessment Exercises/Activities

Exercise 12.1 (Non-assessed reflective activity): Find at least two web-pages for each country (Greece, Cyprus, UK, Spain, Italy, USA) which provide information about the work settings in which we normally find Counselling Psychologists and name them in the forum. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Review (6th teleconference/lecture)

(13th Week)

Summary

In this teleconference a review will take place.

Introductory Remarks

The instructor will present the basic information on the final examination and provide a review of the presented topics up to date.

Aims/Objectives

Review of the course and preparation of final examination.

Learning Outcomes

- Comprehend the information for final examination
- Develop techniques for better exam preparation
- Students may bring questions about the course in general as well as the final examination

Key Words

Final examination	Reading techniques	Questions on the course

Annotated Bibliography

Basic Sources/Material

All necessary sources for the final examination from the basic books that will be announced by the instructor.

Supplementary Sources/Material

Notes provided by the instructor.

Self-Assessment Exercises/Activities

Exercise 13.1 (Non-assessed activity): Review the material for the final examination and note your questions to be resolved in another teleconference before the final examination. The activity must be completed in one week.

Recommended number of work hours for the student

15 hours.

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Introduction to Counselling Psychology

(1st Week)

Exercise 1.1

In this exercise, students must study several sources to comprehend how counselling psychology evolved through the years in different countries. All answers could be correct, should students study the relevant information from sources and websites such as the American Psychological Association, British Psychological Society, Cyprus Psychologists Association, Pancyprian Society of Psychologists, Greek Psychologists Association and Greek Psychological Society. From these websites students will be directed to digital (scientific articles) and printed (books) sources which will provide them the necessary tools to form their answer.

Title: Gestalt and Systemic approaches

(5th Week)

Exercise 5.1

In this exercise students must study all the approaches e.g., psychoanalytic/dynamic, CBT, Person-centred, Gestalt and Systemic to be prepared in the understanding of integration and eclecticism. The proper way to study is by focusing to the basic principles and techniques of the psychotherapeutic aspects of each approach. It is not intended to focus in each theoretical concept of these approaches.

Title: Integration and Eclecticism

(6th Week)

Exercise 6.1

This is a self-reflection exercise and no indicative answers can provided. All answers may be correct should students follow keywords such as “integration, eclecticism, psychotherapy and Counselling Psychology”.

Title: Therapeutic Process I

(8th Week)

Exercise 8.1

In this exercise students must search several scientific articles from the «European Journal of Counselling Psychology», «Counselling Psychology Review» και «Journal of Counselling Psychology». All answers could be correct, should the article is relevant to the keywords «critique», «diagnosis», «psychopathology» and also expands on a critical answer towards diagnosis and psychopathology. The main aim is to find answers that better suit the specialty of counselling psychology so that students comprehend the philosophical stance of counselling psychologists on this topic.

Exercise 8.2

This is a self-reflecting exercise on the skills of the process in the therapeutic alliance and therapeutic relationship. Students must read and comprehend the fowling skills which must name in the forum: attentive listening, questions (open/ended), reflection and clarification. The aim of this exercise is to prepare students for the second part of this module.

Title: Therapeutic Process II

(9th Week)

Exercise 9.1

This is a self-reflection exercise and no indicative answers can provided. All answers may be correct should students focus on the topic of the “ruptures in the TR”. Students must use the course textbooks as well as the references in those books. Finally, they can search the topic from the course’s notes provided by the instructor.

Title: Ethics

(10th Week)

Exercise 10.1

In this exercise students must find and study famous case studies. All answers may be correct should students focus on case studies such as “The Tarasoff case, The Bates case, The case of Carl Jung” etc.

Title: The training of counselling psychologists

(11th Week)

Exercise 11.1

In this exercise students must search several sources indicative to the counselling psychologists training from universities' websites offering master and PhD level of training. Correct answers are those which approach trainings from Greece, Cyprus, UK and USA.

Title: Applications of counselling psychology

(12th Week)

Exercise 12.1

In this exercise students must search several sources indicative to the counselling psychologists' practice. All answers could be correct should students include the terms of "private practice, NGO, NPO, Counselling centres, NHS, Psychotherapeutic services, etc". Wrong answers are those which describe positions of clinical psychologists or other applied psychologists.

Title: Review

(13th Week)

Exercise 13.1

Students must create a list with their queries on the course and the course-examination. Their questions must be uploaded on the forum.

Feedback form with marking rubric:

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC235: Introduction to Counselling Psychology	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of	More scientific sources were needed and the existing are moderately relevant to the	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-	

	sources in text.		sources in text.	discussed topic. Moderate use of sources in text.	were used. Inadequate use of sources in text.	scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr Panagiotis Parpottas**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European
University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Experimental Psychology

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC300**	**Experimental Psychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	13		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr Eleni Epiphaniou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

A psychologist studies, understands and interprets mental phenomena and the manifestations of normal or deviant behaviour both in individuals and social groups. A psychologist is the scientist who provides assessment, diagnosis and treatment of psychological problems. Psychologists must have genuine respect for and sincere interest in human beings, their needs and peculiarities. They must judge objectively, without bias, and be patient, keep their calm, be convincing and have communicative skills in order to become accepted by those requiring their services. Being responsible and discreet is also required of a psychologist.

GENERAL OBJECTIVES:

- To develop the students' ability to think, write and speak effectively and creatively.
- To develop appreciation and respect for social and moral values, the foundations that support the individual's relationships to others and his/her responsibilities vis-à-vis his/her community and country.
- To provide students with the skills for analytical thinking, decision-making and communication alongside self-reliance, responsibility, integrity and self-knowledge, which will enhance personal happiness and professional development.
- To build a wide range of perception through general training requirements and offer adequate specialization to meet professional requirements.
- To provide students with the basic requirements for progress in their academic and professional career.

SPECIFIC OBJECTIVES:

- To provide robust training in psychology and its various methods.
- To enhance the students' knowledge of contemporary developments in psychology.
- To prepare students for employment in fields that incorporate knowledge of psychology and its methods, for instance applied research, human resources and health services.
- To provide graduates with the basic academic skills and knowledge that will prepare them for postgraduate studies in psychology and relevant branches.

LEARNING OUTCOMES:

Upon completion of their studies, our students:

- will have a thorough understanding of contemporary models, theories, concepts and research outcomes across the basic fields of psychology
- will apply a wide range of psychology concepts for understanding behaviour in different contexts
- will conduct research including the design and analysis of experiments, questionnaires and qualitative research methods
- will evaluate information towards designing and applying research strategies
- will work independently in a structured context
- will operate effectively as team members
- will appreciate the importance of professional development
- will take over the responsibility for learning and developing their personality
- will prove their ability to understand and creatively compose multiple perspectives

Presentation of the Course through the Study Guide

- **Short description & objectives**

The aim of the course is to offer an encompassing in-depth use of the experimental method in psychology. Students will be able to understand basic concepts pertaining to this particular method and at the same time design experiments and develop innovative experimental research ideas.

Upon completion of the course, students will be expected to:

- Apply basic models of experimental design, drawing on acquired experience in the phase of research design and execution.
- Combine and use their knowledge in statistics for carrying out experimental work.
- Experimentally investigate basic questions in psychology (definition of variables, choosing the appropriate design and analysis, creation of original experimental material).
- Critically examine the possible application of psychology theories and principles in a laboratory/controlled environment.

Recommended student work time: approximately 5 hours (including the study of the Guide)

TITLE: Introduction

(1st Week)

Summary

This session offers an introduction to the definition of experimental research.

Introductory Remarks

An experiment is the “voluntary” intervention in mental phenomena and behaviours. It is a method of inquiry during which the researcher manipulates the condition in order to cause a change in the behaviour of the research participants. In an experiment we try to control all possible effects so as to allow only “suitable” factors to influence the result. The experiment may be described as a controlled situation during which an experimenter manipulates an independent variable in order to cause a change to the dependent variable. The extent to which an experiment faithfully represents realty is of particular importance.

By contrast to observational research, during an experiment we design the methodology-course of the experiment ourselves, which enables us to manipulate the factors we wish to control. It is a method of documentation of the causal relationship between the factors (variables). Conversely, during observation it is difficult to intervene in the development, nature, relationship, interaction of the factors we wish to control. We allow them to develop naturally and at a given moment we collect the data and conduct analyses. During observation, analyses usually refer to correlations between factors without always being certain about cause-and-effect in the studied relations. For example, an observational study would consist of studying the factors that predict low self-esteem through the use of the social media. As this type of research includes the use of questionnaires, it is difficult to intervene in the participants’ answers.

In experiments and observation alike, the aim is to control extraneous factors, third variables. This is indeed possible within the experiment as researchers intervene in the conditions, but it’s not possible in an observational research.

Aims/Objectives: The aim is for students to understand experimental design and its assumptions as well as the concept of deductive and productive reasoning.

Learning Outcomes:

- Define experimental design.

Keywords

Experimental Design

Annotated Bibliography

- **Basic Sources/ Material**

Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 1.)

A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.

- **Supplementary Sources/ Material**

Self-Assessment Exercises/Activities

Exercise 1.1: Define experiment.

Recommended number of work hours for the student: 5 hours

TITLE: Phases of research, Experiment and Theory

(2nd Week)

Summary

This session places emphasis on the phases of research and the relation between experiment and theory.

Introductory Remarks

Research is defined as a systematic way of collecting data so as to answer a research question. The term “systematic” refers to the way of collecting data, which must be valid and reliable.

There are five phases of research:

1. The phase of theory development, bibliographical review and hypotheses
2. The phase of research design
3. The phase of data collection
4. The phase of data analysis
5. Conclusions and discussions

Scientific idea:

Choice of topic

Bibliographic search

Development of topic into questions

Development of questions into hypotheses

Research design

Choice of method

Definition of variables

Definition of sample

Definition of process

Data collection

Code of ethics-approval

Data collection

Data preparation

Data analysis

Analysis of results

Interpretation of results

Reporting on results

Study

The course of research for an experimental scientific project generally, but more specifically for an experimental psychology project begins with the design of one (or more) experiments through which we are to test the formulated hypotheses and questions. Examined during the scientific process is whether the predictions drawn from a theory agree with the results of the experimental study. If the analysis of experiential data shows that they are not compatible with the predictions of the theory, the investigated phenomenon must be repeated. In some cases, the theory may need to be reviewed or vice versa: the scientific theory is structured in such a way as to describe and explain the phenomena deriving from the experiential/experimental tests of a research hypothesis. Therefore, there is a two-way relation between theory and experimental observation: theories lead to data collection/analysis and data collection/analysis supplements theories and leads to new experiments.

Aims/Objectives

The aim is for students to understand the phases of research, the concept of theory and its importance in experimental design.

Learning Outcomes

- Phases of research
- Define theory
- Relation between theory and experiment

Keywords

Phases of research	Experiment and theory

Annotated Bibliography

- **Basic Material**

Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 5)

A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.

- **Supplementary Material**

Self-Assessment Exercises/Activities

Exercise 2.1: What are the different phases of research? (5%)

Recommended number of work hours for the student: 5 hours

TITLE: Questions and Hypotheses

(3rd Week)

Summary: This session focuses on the different types of research questions and the formulation of hypotheses.

Introductory Remarks:

There are three basic types of research questions: descriptive, relational and causal. Descriptive questions describe a population, the characteristics of a population, its attitudes and behaviours. Relational questions pertain mostly to the correlation between facts e.g. whether gender is linked to depression symptoms. Finally, experimental questions aim to determine the relation between cause and effect; whether one or more variables cause a specific behaviour, for instance whether the adaptability of a family affects the child's aggressiveness.

The hypothesis refers to the relationship between variables. Hypotheses must be formulated in the form of a statement; they must lend themselves to research testing, reflect a prediction about the answer to a research question and be directional or not. Some examples of hypotheses and research questions are:

1. Research question: alcohol may affect cognitive functions

1. Hypothesis: the use of large quantities of alcohol has a negative effect on memory ability

2. Research question: the specific kind of music has different effects on man's cognitive functions

2. Hypothesis: classical music will have a better effect on recallability than trance music

To either confirm or reject a hypothesis we use an experiment. Initially we determine the ideas, the testable hypotheses. There is always a null hypothesis and an alternative hypothesis. The Null Hypothesis (H0) states there is no relationship between the variables, e.g. there is no relationship between the students' attitude toward school and their performance. The Alternative Hypothesis (H1) predicts an anticipated outcome in accordance with the theoretical background, e.g. there is positive relationship between the students' attitude toward school and their performance.

The results of the experiment are possibilities. There are no absolutes – there is nothing absolutely right or absolutely wrong. We can't "prove" something – we can only provide evidence in support of our speculations. If the evidence is sufficient and convincing, then we can say that our hypothesis is probably right.

Aims/Objectives

The aim is for students to understand the concept of research question and the formulation of hypotheses. What are the requirements of a hypothesis?

Learning Outcomes

Keywords

Research question	Hypotheses	Alternative hypothesis	Null hypothesis

Annotated Bibliography

- **Basic Sources/ Material**

Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 1.)

A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.

- **Supplementary Sources/ Material**

Self-Assessment Exercises/Activities

- **Exercise 3.1: Formulate hypotheses based on the following examples**

Question 1: What is the relationship between health and stress?

Question 2: Are there gender differences in depression rates?

Question 3: Is there a change in the process of memory as we grow older?

Recommended number of work hours for the student: 10 hours

TITLE: Variables, Validity

(4th Week)

Summary

This session looks at the concept of 'variable' and its different categories as well as at the significance of experimental validity.

Introductory Remarks

Variable is every characteristic of an object or a situation that is liable to change; it may take on different values for the participant himself/herself or other participants depending on the type of research, e.g. height, age, performance in a course, self-esteem, personality, cognitive skills, behaviours etc. A basic feature of each variable is that it is measurable, and it can take on different values. There are measurable variables such as self-esteem, performance, age etc., and there are variables that cannot be easily measured such as imagination and intuition. Finally, there are non-variables such as the subconscious, the stereotype etc.

When choosing a variable, the researcher uses a conceptual and an operational definition. The conceptual definition refers to the significance, the conceptuality of the variable: How do researchers generally define stress, depression, memory etc. The operational definition refers to the way which the researcher in this particular case chooses to measure the variable. The same variable may take on different operational definitions in different research cases.

An experiment always includes an Independent Variable (IV) and a Dependent Variable (DV). The independent variable is the variable which the researcher manipulates or assesses in order to find its effect on the dependent variable. For instance, if we wish to measure the effect of noise on text comprehension, noise is the independent variable.

The dependent variable is the outcome, the reaction. We assess whether it has been affected by the independent variable. It is usually the variable which the researcher aims to understand, to explain and predict. For instance, we wish to measure the effect of noise on text comprehension. Dependent variable: how many questions does the participant answer correctly at the end of the process?

Experimental validity refers to whether the research outcomes, either confirming the hypothesis or not, are due to the manipulations of the researcher and if they are truly real; or whether they are due to other extraneous factors that were difficult to control. In other words, have we measured what we initially set out to measure? Was the dependent variable indeed dependent on the independent variable and not on some other variable, which is unknown to us?

Therefore, we must be aware of these aspects and make every possible effort to obtain valid conclusions from a proper experimental design.

An experiment involves both internal and external validity. Internal validity refers to whether our experiment examines what it set out to examine. To make sure, a researcher must be aware of third/mediator/extraneous variables that may influence the relationship between IV and DV. For instance, in an experiment, the participants' intellectual performance may be influenced by the time of day, the experiment's conditions, the participants' stress etc.

External validity refers to whether the results, the relationship between IV and DV observed in the experiment, may be generalized to the general population.

Aims/Objectives

The aim is for students to understand the concept of variable and its conceptual and operational definition. Reference is also made on the different types of variables. Finally, students are expected to understand experimental validity as well as internal and external validity.

Learning Outcomes

- Independent and dependent variable
- Understanding internal validity
- Understanding external validity

Keywords

Variables	Internal validity	External validity

Annotated Bibliography

- **Basic Sources/Material**
  Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 6,8)

A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 4.1: Identify IV and DV in the following examples:

1. The more a person's self-esteem about their body image decreases, the greater the possibility of an eating disorder
2. Smokers in the familial environment predict smoking uptake amongst youth
3. Stress has a negative effect on memory, especially on recall

Recommended number of work hours for the student: 10 hours

TITLE: Design and sampling

(5th Week)

Summary: Reference is first made on the two basic types of experimental design, then on sampling types.

Introductory Remarks

An experiment consists of three important steps:

1) We perform a manipulation. The manipulated variable is called an independent variable, as it lies under our control, independent of what the participant does.

To manipulate an independent variable, we need at least two groups of participants: an experimental group (a group of people whom we expose to a specific treatment) and a control group (a group of people whom we do not expose to this specific treatment).

2) Having created a function of differentiation in one variable, we measure the function of differentiation in another (dependent variable), because its value "depends" on what the subject says or does.

3) We test whether the differentiation functions in the dependent and the independent variables are synchronized.

Researchers may apply either the between-subjects or within-subjects design. This will later determine the type of statistical analysis.

In the between-subjects design, subjects are separated into groups and each group takes a level of the IV. For instance, we wish to study whether alcohol impacts cognitive skills. The IV levels are: 0 alcohol, 30 ml and 40 ml. One group receives 0 alcohol, the other group 30 ml and the third group 40 ml. In all three groups, we measure cognitive ability after alcohol consumption.

In the within-subjects design, successive measurements of the dependent variable are made after each experimental manipulation (namely in the context of each experimental condition). The sample is not separated in groups but consists of one single group that participates in all experimental conditions. According to the aforementioned example, the same group will initially consume 0 alcohol followed by the measurement of their cognitive skills. The same subjects will then consume 30 ml and then their cognitive skills will be measured again, and finally the same participants will take 40 ml and then have their cognitive skills measured.

Consequently, the second design involves the use of a smaller sample (participants also serve as self-testers). There is control of such factors as previous individual differences in experiences, skills, personality aspects etc. The influence of these factors remains constant throughout the experiment and there is an increase in

research sensitivity in terms of tracing the influences of the independent variable (or independent variables) on the dependent variable.

However, this design also includes the possibility of subject learning or training, what is known as carryover effect: the experience acquired by the subjects in different conditions makes them savvier. As a consequence, we do not know whether the result derives from carryover or from IV manipulation induced by the researcher.

The session will include references on ways of controlling errors in various experimental designs.

Sampling

Sampling methods:

- Random sampling: each member of the population has an equal probability of being chosen for generating a sample. The sampling frame includes elements from a population. The selection of the sample is made from the frame/list at random until the intended size of the sample is achieved. As a consequence, it is likelier that the sample is more representative of the general population.
- Non-random sampling: the sampling frame is not determined with precision and specific observations are chosen. There is, therefore, a weakness in the generalization of conclusions.
- Systematic sampling: it involves a specific selection of observations from the sampling frame based on the following steps: Population size (N) and sampling size (n) are determined, then divided = N/n = k. A random number from 1 to k is chosen (X number), which corresponds to the first observation of the sample. The second observation is X + k, the third is X + 2k etc.
- Stratified sampling: it involves a sampling frame but there is no limitation in the size and geographical distribution of the population. It is usually a small population, divided into homogeneous strata and from these strata substrata are chosen by simple random sampling. Each observation can only be included in one stratum.

Aims/Objectives: The aim is for students to understand within-subjects design, between-subjects design and the various types of sampling.

Learning Outcomes

- Within-subjects design
- Between-subjects design
- Sampling types

Keywords

Design	Within-subjects	Between-subjects	Sampling

Annotated Bibliography

- **Basic Sources/Material**
  Babbie, E. (2013). Bundle: The Basics of Social Research. (Chapter 4, 7, 8).

  A book on sociological research. The reader will find a good introduction to theoretical concepts and scientific methods such as qualitative and quantitative research through several examples with relevant bibliographical documentation.
- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 5.1: What are the advantages and disadvantages of within-subjects design?

Recommended number of work hours for the student: 10 hours

TITLE: Error control in different designs

(6th Week)

Summary

This session looks at error controls that researchers may apply to maintain the experiment's internal and external validity.

Introductory Remarks

Experimental error control processes aim to secure internal and external validity. In other words, specific practices are applied in order to control third/extraneous variables so that the values of the experiment's DV are due to researcher-induced manipulations of the IV and not to third variables.

In the between-subjects design, extraneous factors may impact the relationship between IV and DV either a) by underestimating the influence of the IV (shown smaller than in reality), b) by overestimating the influence of the IV (shown bigger than in reality), c) the influence of the independent variable is shown less systematic than in reality.

Extraneous factors may be reduced through the following:

a) Restriction: eliminate extraneous factors as the experiment may be conducted in a controlled laboratory. Also, the extraneous factors related to the researcher may be eliminated if the researcher himself/herself always applies the conditions or uses special technical means.

b) Stabilization: quite often, some extraneous factors are difficult to eliminate. For this reason, researchers choose to keep them stabilized for all participants. In this way, factors/variables such as intelligence or educational attainment may be measured during the experiment and kept constant during the statistical analysis.

c) Random distribution into groups: researchers assign participants in the various groups so that all groups include individuals of younger or older age or individuals of low, average and high intelligence. This becomes a tool of randomization so that each member of the sample is as likely to be included in any group. However, this method does not ensure that there are no significant differences between groups (simply put, it doesn't eliminate differences). What it does ensure is that the distribution of these differences into the groups will be carried out at random (without bias).

d) Equalization: the groups are equalized in terms of specific characteristics (matched-subjects design). With this method, researchers essentially preempt which extraneous factors may influence the experiment. Usually, the equalization of the groups is carried out on the basis of one to (maximum) three variables, dubbed control variables. Absolute equalization of groups is practically unattainable, as such variables as personal incidents

and experiences are impossible to measure objectively. Also, it is practically impossible for anyone to know beforehand all the factors that may impact the results of the study.

e) Implementation of within-subjects design: it aims at improving the experiment's extraneous validity. Essentially, the sample is not divided into groups but makes up a single group that participates in all experimental conditions.

In the within-subjects design there are factors such as fatigue, expectancy, loss of interest etc. To control the influence of the so-called order effects, researchers may use counterbalancing.

For instance, where there are two experimental treatments and an intermediary distraction task of half an hour, half of the participants must first take part in treatment 1 and the other half in treatment 2 so as to counterbalance and control the influence of the order of presentation.

Last, researchers may influence the impact of IV on DV because of personal convictions, perceptions and attitudes that they may have or because of their expectations of the results. Such influence may become a tool of either verbal or nonverbal communication (consciously or un consciously).

Control of this influence may become a tool in two ways, a) with blind procedure where researchers are not aware of the treatment in which the participant belongs and b) with double-blind procedure during which neither researcher nor participant knows the treatment in which the individual participates.

Aims/Objectives

Understanding error controls that may be applied by researchers in an effort to maintain the experiment's internal and external validity.

Learning Outcomes

- Understanding restriction
- Understanding stabilization
- Understanding randomization
- Understanding counterbalancing
- Researcher bias

Keywords

Error control	Restriction	Stabilization	Randomization	Counterbalancing

Annotated Bibliography

- **Basic Sources/Material**
  Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 6,8)
  A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.
- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 6.1: Name three control techniques for third variables.

Exercise 6.2: Submission of 1st assignment: 'Using the literature please present the similarities and differences between the Between Subjects Design and the Within Subjects Design. (10%)

Recommended number of work hours for the student: 40 hours

**** <u>At week 6 students will submit the first assignment for this module which will be 10% of the total grade.</u>**

TITLE: Ethics

(7th Week)

Summary: this session places more emphasis on the rights of participants and the obligations of researchers to participants.

Introductory Remarks

The term ethics denotes rules of behaviour, compliance with a code or a set of principles (Reynolds, 1979). Ethics are an inextricable part of research, from the inception of an idea down to publication of the results. The most usual aspects are: a) Informed consent of all those involved in research, b) Protection of personal data, c) Possible risk facing participants, d) Plagiarism.

The basic rights of participants include the right to decide for themselves, the right to privacy, the right to anonymity and confidentiality, to right to be protected from damage and the right to equal treatment.

Informed consent relates to whether participants know where they are involved in; whether they have been given all necessary information so that their involvement is based on the principle of informed consent and their right not to participate if they do not wish to.

There are four components of informed consent: (a) capacity: the persons involved in research will take decisions in a responsible and mature manner, (b) voluntary consent: participation or not of the participants without coercion, (c) complete information, which requires fully conscious consent even though it is oftentimes very difficult for researchers and (d) comprehension, namely “full” perception of the nature of the research programme by the participants.

Personal data protection relates to the legal right to protection (of the confidentiality) of privacy. Such data usually pertain to questions of health, criminal record, genetic, economical, geographical or cultural information. Ensuring the anonymity of research participants is a major obligation of researchers. Research participants must in no way be identified.

The Code of Conduct of the APA is based on 10 principles:

1. During the design phase, the researcher has the responsibility to make a careful assessment of whether the study is ethically acceptable.
2. Determination of the extent of risk participants may be encounter is a major ethical responsibility of the researcher.
3. The researcher is responsible for the respect of ethics throughout the research process.

4. The researcher must enter into a clear and fair agreement with the participants prior to their participation; the agreement must clearly set out each side's obligations and duties.
5. When deceiving participants, if made necessary, the researcher is responsible for deciding whether deception is justified by the anticipated gain, if there are alternative procedures that may be used and to ensure timely and sufficient information of the participants.
6. The researcher respects the freedom of the individual to refuse to participate or to withdraw from the research process at any given time he/she wishes.
7. The researcher protects participants from physical and mental nuisance that may occur due to the research process.
8. Once data collection has been completed, the researcher informs participants of the nature of the study and attempts to correct any misunderstanding which may have arisen.
9. In case research procedures cause unwanted consequences for the participants, the researcher is obliged to locate and eliminate such consequences, including consequences in the long term.
10. All information collected in relation to the participation in the course of research remains confidential unless differently agreed beforehand.

Aims/Objectives

The aim of this session of for students to understand important concepts such as respect, anonymity and confidentiality, provision of full information to all participants and the right to decide for themselves and to voluntary participation.

Learning Outcomes

- Obligations of researchers to participants
- Obligations of researchers to the scientific community
- Understanding of respect, anonymity and confidentiality
- The right to voluntary participation

Keywords

Respect	Confidentiality	Informed consent

Annotated Bibliography

- **Basic Sources/Material**
  Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 2)
  A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.
- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 7.1: What is the ethical component in the following example?

A psychology instructor asks students at the introductory course to complete a questionnaire which he/she will analyse, then will use the results for publication in a scientific journal.

Recommended number of work hours for the student: 5 hours

TITLE: Introduction to SPSS

(8th Week)

Summary: this session refers to SPSS and its windows as well as to their separate uses. Simulation activities on SPSS will be used in this session.

Introductory Remarks

Data view: where data entry is performed, namely input of information about the participants e.g. gender, age, performance in Maths, IQ score etc.

Variable view: variables are specified here in terms of their attributes e.g. whether they are categorical or interval, the number of levels, whether they are numerical or verbal.

Data Editor Windodata view

A file's contents appear in this window. Here we may create data files or modify an existing file.

It is a spread sheet for defining, entering, editing and displaying data.

It is saved in a file with the extension *.sav

Output Viewer:

Window for commands and results. It is saved in a file with the extension *.spv

Data View is where variables are specified.

Name: The first character of the variable's name must be alphabetical (a,b,c…,z). The names of the variables must be unique and have less than 64 characters. There are NO spaces. It CANNOT start with a number.

Type: Here we specify the type of the variable. Click on "type". Two basic types of variables are useful, numeric (numbers) and string (alphabetical data).

Width: It allows us to define the number of characters in each variable of the SPSS.

Decimals: We define the number of decimals. It must be less than or equal to 16.

Values: In case we have a categorical variable, we may use "value" to specify what is represented by each number, e.g. 1 = boy, 2 = girl.

To name the values of a variable, choose the proper cell in the Values column. Three dots will appear (...). Click on the dots to open a dialogue box:

Measure: This is where we define variables. It is a very important entry because we specify to the SPSS the scale type with which the variable has been measured. There are 3 options: a) Nominal – it corresponds to any variable that is not numerically significant. There may be alphabetical variables, even numerical variables whose values correspond to separate variables (1=men, 2=women), (hair colour 1 = black, 2= brown, 3 = red) b) Ordinal / Hierarchical – categorical variables whose values may be ranked. What is important is the order of the values but not the difference between them, because such differences are not known (e.g. Order of answers 1=very satisfied, 2= rather satisfied, 3=...), and c) Internal Scale – it corresponds to quantitative sizes that are measurable such as weight, income etc. All variables may be stated except from alphabetical ones(string). We do not only know the order of measurements but also the precise differences between the values (e.g. Celsius temperature: 50 is lower than 60 and the difference between them is 10 units).

Aims/Objectives

The aim of this session is for students to be introduced to the SPSS and learn how to enter information about the variables, the point where the variables are defined and where data, information on participants, may be entered.

Learning Outcomes

- Understanding Data view
- Understanding Variable view
- Understanding basic concepts such as value, label, measure, etc. which are important for the definition and description of variables and their characteristics.

Keywords

SPSS	Variable view	Data view	Name	Value	Measure

Annotated Bibliography

- **Basic Sources/Material**

Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 9)

A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 8.1: enter the following data in the SPSS

Sex = 1 2 2 1 1 1 1 2 2 1 1 1 2 2 1 1 2 2 2 2, Age = 12 13 15 14 10 12 13 14 16 19 13 15 12 19 16 14 13 14 10 12, SES = 1 2 2 4 4 3 1 4 2 1 2 2 1 1 2 4 1 4 4 3, Anxiety 1 = 12 13 14 15 16 17 21 9 7 8 13 14 12 8 7 9 21 15 16 17, Anxiety 2 = 12 13 14 15 16 17 21 9 7 8 13 14 12 8 7 9 21 15 16 17, CRT = 13.45, 13.4, 12.89, 11.11, 23.2, 9.45, 7.89, 7.56, 9.04, 4.07, 13.4, 12.89, 13.45, 4.07, 9.04, 7.56, 7.89, 11.11, 23.20, 9.45

Sex: 1 = male, 2 = female

SES: 1 = very low, 2 = low, 3 = medium, 4 = high

Recommended number of work hours for the student :10 hours

TITLE: Descriptive Statistics

(9th Week)

Summary

This session focuses on descriptive statistics which is applied before researchers run statistical analyses so as to answer their research question. The aim of descriptive statistics is for researchers to know, organize and summarize their raw data. Reference is made on the most common properties of central tendency and dispersion. Then, the data are displayed in diagrams.

Introductory Remarks

Before analysing data in order to determine whether our results confirm the hypothesis or not, we need to have a clear and thorough description of our raw data. The description of data includes their organization and summarization.

Descriptive statistics help in assigning meaning to data. By mere observation we can't tell much about the dispersion or the extent of the data. For this reason, we run descriptive tests in a bid to understand the data.

Using the Frequencies – Descriptive – Explore commands we may generate frequency tables, descriptive statistic measures tables, as well as graphs. The Frequencies command is used mostly for the analytical presentation of categorical and ordinal variables, while the Descriptive and Explore commands are used exclusively for qualitative variables (continuous or discreet).

Analyze > Descriptive Statistics > Frequencies

Central Tendency: typical value, Mean = average value, Median = middle value

Mode = the value that appears most often, Standard Deviation = variation – it quantifies the amount of variation of a set of values from the mean (their dispersion).

Variance = synonymous to standard deviation.

Maximum, minimum = minimum and maximum value of a distribution, Range = the difference between the maximum and minimum value, Standard Error Mean = it measures the deviation of a sample mean from the equivalent population mean.

Distribution: coefficients of a variable's asymmetry and skewness

Skewness = asymmetry – the extent to which a distribution differs from the normal distribution. The distortion may appear to the left or to the right, which corresponds to either positive or negative.

It is calculated with the coefficient of skewness (clean number that takes all the values in the range). When its value is bigger than 0 then the skewness is positive; if it is less than 0 it is negative.

Kurtosis – the degree of concentration of the distribution values around its middle. If the percentage of the distribution's observations in its middle is bigger than the equivalent percentage of the normal distribution, the kurtosis is positive and is said to be leptokurtic. If the kurtosis is negative, the distribution is said to be platykurtic.

Measures of central tendency:

Mean: the sum of values divided by the number of observations.

Median (δ): the point in the distribution of observations under which lies 50% of the observation and over which lies the remaining higher half; the middle value.

Mode (M0): the most frequent value.

Types of charts:

Bar Chart: it describes categories. The height of each bar is proportional to the real number or percentage of each category.

Pie Chart: the slice of each category is proportional to the number of individuals in each category.

Histogram: it displays the distribution of a variable. Each bar corresponds to an interval of values and the height is proportional to the individuals within the interval. It is used for the normal distribution.

Aims/Objectives

To understand descriptive statistics, the steps we follow in the SPSS as well as the major measures of central tendency and dispersion.

Learning Outcomes

- Descriptive Statistics
- Mean
- Median
- Mode
- Standard Deviation

Keywords

Descriptive Statistics	Measures of central tendency	Measures of dispersion	Charts

Annotated Bibliography

- **Basic Sources/Material**
  Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 9)
  A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.
- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 9.1

Find the mean: 102 - 115 – 128- 109 – 131 - 89 – 98 – 106 - 140 – 119 – 93 - 97 – 110

Find the median: 102 - 115 – 128 - 109 – 131- 89 – 98 – 106- 140 – 119 – 93-97 – 110

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

Recommended number of work hours for the student: 10 hours

TITLE: Independent Samples t-Test

(10th Week)

Summary: this session focuses on the independent samples t-Test, the assumptions for its performance and how the results are analyzed and explained. Simulation activities on SPSS with real data will be utilised in this session.

Introductory Remarks

The within-subjects test or independent samples t-Test is performed in cases where the independent variable only has 2 levels and one dependent variable; for instance, to study the difference in Maths performance between boys and girls. It essentially examines whether there is a statistically significant difference between the means of maths between the 2 groups. The same dependent variable must be measured for the two groups.

In the SPSS for dependent samples, the measurements must be entered into two columns (comparison between two groups of measurements drawn from the same individuals).

Normal Distribution is a basic assumption for the t-Test.

Normal distribution may be determined by way of the Test Kolmogorov – Smirnov.

Command: Analyze> descriptive statistics> explore> dependent variable in Dependent List, and independent variable in Factor List> Click statistics> choose descriptive statistics και continue> Click Plot> choose Factor levels together, Stem-and-leaf, Normality plots with test> Click none>continue> OK

Comparing the mean of 2 independent groups. Dependent variable = dichotomous variable. Analyze > Compare Means > Independent Sample T-test.

The following assumptions apply:

- Independent groups (description)
- Qualitative variable (description)
- Normal distribution of dependent variable (Test of Normality)
- Homogeneity – Equality of the groups' variances (Levene Test – performed during the process of analysis)

Homogeneity: For the t-Test to be performed, the result of Levene test must be statistically non-significant (thus suggesting that the two variances are equal - namely Significant (sig) is more than 0.05. If the result of Levene test is statistically significant (less than 0.05), then the second line of the table must be read (equal variances not assumed).

Aim/Objectives: understanding between-subjects design, the steps followed in SPSS as well as reading tables related to the t-Test.

Learning Outcomes

- What are the assumptions for running a t-Test?
- Which steps do we follow in the SPSS for running a t-test?
- How to explain the tables used in SPSS?

Keywords

Independent sample t-test	Normal Distribution	Levene Test

Annotated Bibliography

- **Basic Sources/Material**
  Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 10)
  A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.
- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 10.1: What are the main assumptions for running an independent t- test (5%)?

Recommended student work time: 10 hours

TITLE: Dependent Samples t-Test

(11th Week)

Summary: This session focuses on testing the equality between two means of two dependent samples. Simulation activities on SPSS with real data will be utilised in this session.

Introductory Remarks

The dependent samples t-Test or within-subjects design is performed in cases where we have measured the same variable in the same participants at two different points in time (e.g. before and after the intervention). Therefore, we compare pairs of observation, the means of different answers among the same participants.

Stages:

Analyze > Compare Means > Paired Sample T-test

The analysis of the dependent samples t-Test was used in order to test the impact of treatment in patients suffering from depression. The result showed a statistically significant difference in reported symptoms before and after the treatment (59) = 15.872, $p < 0.05$. In this particular case, our hypothesis is correct because there is a statistically significant reduction in the symptoms reported before (M=7.87, SD=3.067) and after the treatment (M=2.967, SD=2.115).

Aims/Objectives

Understanding the analysis of dependent samples, the steps to follow in the SPSS as well as reading tables related to the dependent samples t-test.

Learning Outcomes

- Assumptions for the analysis of dependent samples
- Stages of analysis
- How to explain the tables used in SPSS?

Keywords

Dependent samples t-test	Paired samples t-test

Annotated Bibliography

- **Basic Sources/Material**
  Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 10)
  A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.
- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 11.1: A total of 10 participants were given 2 minutes to read one simple text and one complex text. Each text contains 10 words. Participants knew that 10 minutes later they would be asked to remember these words. The same participants were given both texts. Half of them read the simple text first, while the other half first read the complex test.

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

Analyze and write down the results.

Recommended number of work hours for the student: 10 hours

TITLE: One-way Analysis of Variance (ANOVA)

(12th Week)

Summary

This session focuses on one-way analysis of variance, the assumptions and the steps to follow in the SPSS. Simulation activities on SPSS with real data will be utilised in this session.

Introductory Remarks

One-way ANOVA is performed where there are independent categorical variables with more than 2 groups.

Assumptions:

- Normal distribution in the qualitative variables as far the groups are concerned
- Equal variance (Levene's test)
- Random sampling – independent values

Analyze > Compare Means > One-way ANOVA

Factor = EM / Dependent List = AM

Via Options we require:

(1) descriptive data,

(2) variance equality test (Levene test)

(3) equality test for mean values in case where equality of variance does not apply

Press on continue > OK

Reading the results:

Where there is a statistical difference ($p < 0.05$) we infer that there is a difference between some of the experiment's groups. However, we do not know where this result lies. The statistically significant difference may arise from the difference of any group or all groups. Therefore, the next step is to test the definition of mean values that differ between them – Post Hoc Multiple Comparisons.

We run Post Hoc analysis ...

Press on Post Hoc in the One-way ANOVA command.

We run the Post Hoc analysis. It contains two options depending on the result of the Levene test.

If p >0.05 = equal variance assumed

If p < 0.05 = equal variance not assumed

(3a) Equal variance assumed

Bonferroni test is based on simple t-Tests performed among the population mean but with a modified level of significance – reduction of the significance level so that the overall significance level is maintained below a predetermined value - $\alpha^* = 0.05/m$ (m = number of comparisons). Tukey test is a multiple comparison procedure which tests the null hypothesis that all possible pairs of the population mean are equal.

(3b) Equal variance not assumed

From the 4: Tamhane's 2, Dunnett's T3, Dunnett's C, Games-Howell. Tamhane's 2 is very conservative, Dunnett's T3 and Dunnett's C reduce Type 1 error. Games-Howell is considered the most robust and may also be used with unequal samples and small samples.

Interpretation of the overall result: One-way ANOVA has been performed in order to examine the influence of the IV on the DV. The analysis has shown there is no statistically significant difference [F(,) = , p > 0.05], suggesting that the IV does not impact the DV.

Aim: Understanding one-way analysis of variance, the steps to follow in the SPSS as well as read tables related to one-way ANOVA test.

Learning Outcomes

- Assumptions for one-way analysis of variance
- Stages of analysis
- How to explain the tables used in SPSS?

Keywords

One-way ANOVA	Levene test	Bonferroni test	Post hoc tests

Annotated Bibliography

- **Basic Sources/Material**
  Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 11)
  A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.
- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Recommended number of work hours for the student: 10 hours

TITLE: Repeated Measures ANOVA

(13th Week)

Summary

This session focuses on Repeated Measures ANOVA, its assumptions and the steps followed in SPSS. Simulation activities on SPSS with real data will be utilised in this session.

Introductory Remarks

The assumptions of this analysis are as follows: a) Numerical dependent variable, b) Normality – normal distribution of the dependent variable for every level of the independent variable, c) Sphericity –all factor levels must correlate between them for symmetry and d) Independence of values among participants.

Aim: To understand Repeated Measures ANOVA, the steps to follow in SPSS as well as to read Repeated Measures ANOVA tables.

Example: We wish to investigate how different types of keyboards impact the number of mistakes made in an electronic experiment. There are 10 participants using all three 3 keyboards. The hypothesis is that there are differences in the number of mistakes depending on the use of each keyboard. Independent Variable: keyboards (1,2,3), Dependent Variable: mistakes. For the performance of Repeated Measures ANOVA, each participant must use all three keyboards (which ensures repeated measures).

(1) Hypothesis testing:

- Normal distribution: Enter all 3 groups into the Dependent List and run the analysis
- Independent observations: Each participant has used all 3 keyboards independently from the other participants.
- Qualitative variable: The mistakes were measured in numeric format.
- Sphericity: It will be examined during analysis.

(2) We run the analysis…

- Analyze > General Linear Model > Repeated Measures
- Specify the factors in the ‘Within-subject Factor Name’ box.
- Write Factor1 and 3 for the levels and press on ‘add’ and then ‘define’
- In this way we have defined the number of independent variables and the number of levels.
- Move each variable into the ‘Within-subjects variable’ box.
- Options: descriptive data. Don’t choose ‘homogeneity of variance’ because it’s not a between-group design.

- Press Continue
- Press Ok

(3) Interpretation of results …

The 1st table displays the independent variable with its levels and the 2nd table displays descriptive data.

The 3rd table displays the assumption of sphericity. To meet this assumption, sig. must be bigger than 0.05.

If sig. is less than 0.05, the assumption is not met, but we do not reject the test. We simply use a different results report (see table “Test of within-subjects effects”.)

Greenhouse – Geisser: rather conservative and used for small samples. Huynh – Feldt is less conservative. Lower-bound pertains to test of extreme cases of diversion from symmetry.

The 4th table displays the main result. One-way within subject ANOVA was used to examine the mistakes made during the use of three different keyboards. The results showed a statistically significant difference between errors during the use of different keyboards, $F(1.08, 9.75) = 13.20$, $p < 0.05$.

The 5th table displays a Multivariate test. This particular table is reported only when the assumption of sphericity is not met. We always choose Pillai’s Trace for reporting.

(4) Post Hoc: We must examine whether there are statistically significant differences between different combinations.

Options > we only move the variable into “Display means for” > we choose “compare main effects” > we choose “Bonferroni” below > Continue > OK

One-way within-subjects ANOVA was used to examine the errors committed during the use of three different keyboards. The results showed that the keyboard used had a significant influence on the mistakes that were made $V = 0.915$, $F(2,8) = 42.995$, $p < 0.05$. The Post Hoc test via the use of Bonferroni showed that participants who used keyboard 3 ($M=5.4$, $SD=1.71$, $p <0.05$) made a significantly bigger number of mistakes than those who used the second keyboard ($M= 3.8$, $SD=1.40$) ή το 1ο ($M= 2.7$, $SD=1.49$). Nevertheless, this difference was not significant in the comparison between the number of mistakes made during the use of keyboards 2 and 1.

Learning Outcomes

- Assumptions for Repeated Measures ANOVA
- Stage of analysis
- How to explain tables in SPSS

Keywords

Repeated Measures ANOVA	Sphericity test

Annotated Bibliography

- **Basic Sources/Material**
  Smith, R A. & Davis, S.F. (2013). Psychologist as Detective, The: An Introduction to Conducting Research in Psychology. (6th Ed.). (Chapter 11)
  A good introductory book which introduces first-year and second-year students of psychology to experimental design and statistical analyses.
- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 13.1: We want to investigate whether reading techniques among students with different levels of knowledge attainment impact on their performance. To do this, we will focus on the results of Maths – the higher the score, the better will their performance be considered. We wish to see whether a new reading technique influences Maths grades. We obtained measures from 10 students who tried this technique and we assessed their grade in Maths at 3 different points in time: at the end of the 1st trimester, the end of the 2nd trimester, and the end of the 3rd trimester. Therefore, we shall examine whether there are changes in their grades in Maths in the course of time.

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

Exercise 13.2: Submission of group assignment: In this assignment students will present a hypothetical research starting from the theory and hypothesis stage to the data collection stage. (30%)

Self-Assessment Exercises/Activities: 10 hours

**** <u>At week 13 students will submit the first assignment for this module which will be 30% of the total grade.</u>**

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th Week)

Recommended number of work hours for the student:

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Introduction

(1st Week)

Exercise 1.1: Define experiment.

An experiment is a method of inquiry during which the researcher manipulates the condition in order to cause a change in the behaviour of the research subjects. In an experiment we try to control all possible influences so that only "suitable" factors may affect the result. An experiment could be described as a controlled condition during which an experimenter manipulates an independent variable in order to cause some change to the dependent variable.

Title: Phases of research, Experiment and Theory

(2nd Week)

Exercise 2.1: What are the different phases of research?

There are five phases of research:

1. The phase of theory development, bibliographical review and hypotheses
2. The phase of research design
3. The phase of data collection
4. The phase of data analysis
5. Conclusions and discussions

Title: Questions and Hypotheses

(3rd Week)

- Exercise 3.1

  Formulate hypotheses based on the following examples

  Question 1: What is the relationship between health and stress?

  - The more it increases, stress has a negative effect on health.
  - Stress has a negative effect on smoking.

Question 2: Are there gender differences in depression rates?

- Men have lower stress levels than women.
- There will be differences in the depression levels between men and women.

Question 3: Is there a change in the process of memory as we grow older?

- Young adults will have better recallability levels than older individuals.

Title: Variables, Validity

(4th Week)

Exercise 4.1: Identify IV and DV in the following examples:

1. The more a person's self-esteem about their body image decreases, the greater the possibility of an eating disorder
    a. Self-esteem (IV), Eating Disorder (DV)

2. Smokers in the familial environment predict smoking uptake amongst youth
    b. Familial environment (IV), Smoking (DV)

3. Stress has a negative effect on memory, especially on recallability
    c. Stress (IV), Memory (DV)

Title: Design and Sampling

(5th Week)

Exercise 5.1: What are the advantages and disadvantages of within-subjects design?

Within-subjects design involves the use of a smaller sample (participants also serve as self-testers). There is control of such factors as previous individual differences in experiences, skills, personality aspects etc. The influence of these factors remains constant throughout the experiment and there is an increase in research sensitivity in terms of tracing the influences of the independent variable (or independent variables) on the dependent variable.

However, this design also includes the possibility of subject learning or training, what is known as carryover effect: the experience acquired by the subjects in different conditions makes them savvier. As a consequence, we do not know whether the result derives from carryover or from IV manipulation induced by the researcher.

Title: Error control in different designs

(6th Week)

Exercise 6.1: Name three control techniques for third variables

Elimination, stabilization, random distribution

Exercise 6.2: No indicative answers are given to this assignment as the assignment is rated at 10% of the total course grade. Job Delivery: end of week 6. The work will be evaluated for its structure, bibliography and other documentation, the accuracy and validity of the content as well as the language and editing of the work as a scientific text.

Title: Ethics

(7th Week)

Exercise 7.1: What is the ethical component in the following example?

A psychology instructor asks students at the introductory course to complete a questionnaire which he/she will analyse, then will use the results for publication in a scientific journal.

The researcher must provide information on anonymity and confidentiality, and also present students with a consent form. What happens in case students feel uncomfortable or do not wish to fill the consent form?

Title: Introduction to SPSS

(8th Week)

Exercise 8.1: Enter the following data in the SPSS

Sex = 1 2 2 1 1 1 1 2 2 1 1 1 2 2 1 1 2 2 2 2, Age = 12 13 15 14 10 12 13 14 16 19 13 15 12 19 16 14 13 14 10 12, SES = 1 2 2 4 4 3 1 4 2 1 2 2 1 1 2 4 1 4 4 3, Anxiety 1 = 12 13 14 15 16 17 21 9 7 8 13 14 12 8 7 9 21 15 16 17, Anxiety 2 = 12 13 14 15 16 17 21 9 7 8 13 14 12 8 7 9 21 15 16 17, CRT = 13.45, 13.4, 12.89, 11.11, 23.2, 9.45, 7.89, 7.56, 9.04, 4.07, 13.4, 12.89, 13.45, 4.07, 9.04, 7.56, 7.89, 11.11, 23.20, 9.45

Sex: 1 = male, 2 = female

SES: 1 = very low, 2 = low, 3 = medium, 4 = high

23 : sex

	sex	age	ses	chronic_anxiety	chronic_anxiety_2	therapy
1	1.00	12.00	1.00	12.00	12.00	13.45
2	1.00	14.00	4.00	15.00	15.00	11.11
3	1.00	10.00	4.00	16.00	16.00	23.20
4	1.00	12.00	3.00	17.00	17.00	9.45
5	1.00	13.00	1.00	21.00	21.00	7.89
6	1.00	19.00	1.00	8.00	8.00	4.07
7	1.00	13.00	2.00	13.00	13.00	13.40
8	1.00	15.00	2.00	14.00	14.00	12.89
9	1.00	16.00	2.00	7.00	7.00	9.04
10	1.00	14.00	4.00	9.00	9.00	7.56
11	2.00	13.00	2.00	13.00	13.00	13.40
12	2.00	15.00	2.00	14.00	14.00	12.89
13	2.00	14.00	4.00	9.00	9.00	7.56
14	2.00	16.00	2.00	7.00	7.00	9.04
15	2.00	12.00	1.00	12.00	12.00	13.45
16	2.00	19.00	1.00	8.00	8.00	4.07
17	2.00	13.00	1.00	21.00	21.00	7.89
18	2.00	14.00	4.00	15.00	15.00	11.11
19	2.00	10.00	4.00	16.00	16.00	23.20
20	2.00	12.00	3.00	17.00	17.00	9.45
21						

Title: Descriptive Statistics

(9th Week)

Erxercise 9.1

Find the mean: 102 - 115 – 128- 109 – 131 - 89 – 98 – 106 - 140 – 119 – 93 - 97 – 110

Mean = 1437/13 = 110.54

Find the median: 102 - 115 – 128 - 109 – 131- 89 – 98 – 106- 140 – 119 – 93-97 – 110
Median = 109

Find the mode: 80 – 87 – 89 – 93 – 93 – 96 – 97 – 98 – 102- 103 – 105 – 16 – 109 – 109 – 109 – 110 – 111 – 115 – 119 – 120 – 127 – 128 – 131 – 131 – 140 – 162 Mode = 109

Title: Independent samples t-Test

(10th Week)

Exercise 10.1: What are the main requirements for running an independent t- test?

Independent groups (description); Qualitative variable (description) ; Normal distribution of dependent variable (Test of Normality); Homogeneity – Equality of the groups' variances (Levene Test – performed during the process of analysis)

Title: Dependent samples t-Test

(11th Week)

Exercise 11.1: A total of 10 participants were given 2 minutes to read one simple text and one complex text. Each text contains 10 words. Participants knew that 10 minutes later they would be asked to remember these words. The same participants were given both texts. Half of them read the simple text first, while the other half first read the complex test.

Analyze and write down the result.

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

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
condition_difference	.180	10	.200*	.909	10	.271

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	condition1	6.80	10	2.201	.696
	condition2	4.20	10	1.814	.573

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	condition1 & condition2	10	-.100	.783

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	condition1 - condition2	2.600	2.989	.945	.462	4.738	2.751	9	.022

The paired-samples t-Test was used to investigate the difference between the words that the participants remembered from the simple text and from the complex text. The results showed a statistical difference, t(9) = 2.751, p=0.02. It was easier for them to remember words from the simple text (M=6.8, SD=2.201) than from the complex text (M=4.2, SD=1.814).

Title: One-Way Analysis of Variance

(12th Week)

Exercise 12.1: We wish to examine the effect of sugar on memory levels. We specifically want to see whether there are statistically significant differences in remembering words (number of words) among individuals that consume either much sugar or some sugar or no sugar at all.

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

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	group	Statistic	df	Sig.	Statistic	df	Sig.
words	sugar	.152	10	.200*	.952	10	.693
	little sugar	.118	10	.200*	.966	10	.856
	no sugar	.148	10	.200*	.978	10	.954

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
words	Based on Mean	.355	2	27	.704
	Based on Median	.341	2	27	.714
	Based on Median and with adjusted df	.341	2	21.590	.715
	Based on trimmed mean	.355	2	27	.704

One-way ANOVA for independent groups was used to examine the effect of sugar on the levels of remembering words. The result showed there is a statistically significant difference between the 3 groups, $F(2,27)=33.25$, $p < .001$. Post-hoc analysis showed that the individuals who consumed much sugar ($M = 15$, $SD = 2.94$) remembered more words than the individuals who consumed some sugar ($M = 24$, $SD = 3.46$, $p < .001$) and the individuals who consumed no sugar at all ($M = 28$, $SD = 4.40$, $p < .001$). There was no statistically significant difference between the words remembered by individuals who consumed some sugar or no sugar at all.

Title: Repeated Measures ANOVA

(13th Week)

Exercise 13.1: We want to investigate whether reading techniques among students with different levels of knowledge attainment impact on their performance. To do this, we will focus on the results of Maths – the higher the score, the better will their performance be considered. We wish to see whether a new reading technique influences Maths grades. We obtained measures from 10 students who tried this technique and we assessed their grade in Maths at 3 different points in time: at the end of the 1st semester, the end of the 2nd semester, and the end of the 3rd semester. Therefore, we shall examine whether there are changes in their grades in Maths in the course of time

Time 1	Time 2	Time 3
5	10	1
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4	13	6
7	15	3
5	10	7

The assumptions are met because the sig. value of the Shapiro-Wilk Test is over 0.05, therefore there is normal distribution in all 3 waves of the independent variable. .

The assumption of sphericity is met as the sig. value of the Mauchly's Test is bigger (= .129) than 0.05, $\chi 2$ (2) = 4.09, $p > 0.05$.

One-Factor Repeated Measure ANOVA was used to examine whether a specific reading technique contributes to improved performance in Maths. The results showed there is a statistically significant difference between Maths grades across the three trimesters, $F(2,18)=8.08$, $p < 0.01$ (=0.003).

Post Hoc test via Bonferroni showed that the grades of the 2nd trimester (M=8.9, SD=3.78, $p < 0.05$) were quite higher than the grades of the 3rd trimester (M=4, SD = 1.83). However, there are no significant differences in the comparison between 1st and 3rd trimesters and 1st and 2nd trimester.

Therefore, we see a significant rise in Maths grades during the 2nd trimester. However, there is no improvement in performance during the 1st and 3rd trimesters. In fact, performance is significantly lower in the 3rd trimester. Therefore, the teaching technique does not cause improvement during the 1st trimester but contributes to improved grades in the 2nd trimester and causes fatigue during the 3rd trimester, when grades are significantly lower.

Exercise 13.2: No indicative answers are given to this assignment as the assignment is rated at 30% of the total course grade. The paper will evaluate the critical analysis and approach of the topic through the literature through which the team has reached the purpose and hypotheses of the research. Then the methodology (design, sampling, data collection tools, etc.) will be evaluated. Finally, the discussion and the possible limitations of the research. The work will also be evaluated in terms of structure, bibliography and other documentation, the accuracy and validity of the content as well as the language and editing of the work as a scientific text.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC300	Feedback form						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor				**FINAL GRADE**
Signature		**Date**		

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC300	Feedback form					
Student's Registration number						
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	**Comments**
Conceptual understanding and connections **(40%)**	Used math terms correctly and showed a complete understanding of how they connect	Used most math terms correctly and showed an understanding of their connections	Showed some understanding of math terms and their connections	Found almost no important math terms or their connections	No conceptual understanding	
Strategies and reasoning **(20%)**	Showed all the steps used to solve the problem	Showed a reasonable plan and most of the steps used to solve the problem	Showed some of the steps but the plan was not clear	Showed a plan that is not reasonable or with unnecessary information	No plan shown	
Computation/ Execution **(20%)**	Computed with no errors	Minor errors in computation	Major errors in computation and arrived at a wrong answer	All the computations are wrong but attempted all or some of them.	No computation	
Communication **(20%)**	Completely communicated what was done and why it was done	Communicated mostly about what was done and a little about why it was done	Communicated something about what was done or why it was done but not both	Communicated something that didn't go with the answer	No written explanation	

General Comments

Instructor				**FINAL GRADE**
Signature		**Date**		

FORM: 200.1.3

STUDY GUIDE

COURSE: COGNITIVE PSYCHOLOGY

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC305**	**Cognitive Psychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	2 self-assessment assignments (5 % each) 1 group assignment (20%) 1 individual activity (20%)		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Elenitsa Kitromilides-Nicolaides
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

The general objectives of the Psychology Programme are as follows:

- To develop the students' capacity to think, write and speak effectively and creatively;
- To develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- To develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- To build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- To provide students with the basic requirements for academic and/or career advancement.

The specific objectives of the Psychology Programme are as follows:

- To provide students with a solid training in psychology and its methods;
- To foster awareness of contemporary developments and issues in psychology;
- To prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- To provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

This Study Guide of the course titled "**Cognitive Psychology**" (**PSC305**) is the result of a systematic study and assessment of foreign and Greek bibliography and is reviewed and complemented yearly based on the changes made to the educational material posted on the platform. The course of "**Cognitive Psychology**" is compulsory. The aim of the course is to offer students a comprehensive view on the key topics of educational psychology. Emphasis is therefore placed on the application of psychology and its methods in the study of the development of learning, motivation, teaching and evaluation, and issues arising from the interaction between teaching and learning will be discussed. On completion of the course, students are expected to be able to:

- Provide detailed accounts of the basic theoretical approaches in the field of cognitive psychology.
- Critically discuss various topics within the areas of learning, memory, thinking, language, reasoning, problem-solving and human intelligence.
- Assess the complexities of our mental processes and of the mind as an information-processing system.
- Explain the major cognitive mechanisms through which humans become aware of their proximal environment.
- Analyse empirical and theoretical data from the field of cognitive psychology.
- Create a project on research topics in cognitive psychology.

The Study Guide, a necessary and useful tool for students, especially where the educational material is not written using the methodology of open and distance learning, encourages and also facilitates the study and understanding of the topics addressed in the module. Moreover, through the self-assessment exercises, it incites and encourages work at home, offers motivation for further study and contributes to the development of your critical thinking.

The Study Guide is structured per week and per topic and includes a summary and some very brief introductory remarks, the aim and learning outcomes, key words – basic concepts, annotated bibliography, recommended number of work hours for the student, exercises of self-assessment, critical thinking and case studies, with indicative answers at the end, aiming at a more meaningful understanding of the content, the definitions and the concepts of each section. In addition to the time dedicated to study, the recommended number of work hours per week includes the attendance of the (tele) meetings and Group Consultation Meetings, bibliography search, the drafting of assignments, weekly exercises, etc. Although it goes out without saying, it should be noted that **the Study Guide does not in any way substitute the educational material posted on the platform**, which students must read carefully and assimilate, in order to be able to satisfy the requirements of the Program and successfully complete the module.

Recommended student work time

Approximately 5 hours (including the study of the Guide).

TITLE: AN INTRODUCTION TO COGNITIVE PSYCHOLOGY – HISTORICAL OVERVIEW

(1st Week)

Summary

Psychology is the science that studies the behavior and mental processes of humans and other living beings. Cognitive psychology is the branch of psychology that studies the internal mental processes that are responsible for the acquisition, representation, storage and use of knowledge. Among these cognitive processes we find the biological bases of human cognition, attention, consciousness, perception, memory, language, problem solving, creativity, decision making, rational thinking, cognitive developmental changes during a person's life, as well as several other aspects of human intelligence. The cognitive psychologist studies how people learn language, why they remember certain events while tend to forget others & the way they think when making decisions or solving problems in their daily lives.

Introductory Remarks

In the 19th century, the father of European psychology, Wundt, and the father of American psychology, James, established psychology as a separate discipline. They focused their studies on cognitive structures and functions, and their research established the associationism that paved the way for behaviorism. Behaviorists have dealt exclusively with the observed links between an organism's behavior and specific environmental considerations that increase or decrease the likelihood of that behavior being repeated. Behaviourists have argued that trying to get psychologists to understand what is going on in the mind of the person who exhibits any behavior is of no value at all. They considered that something non-measurable by the observation method could not be regarded as a scientifically valid result. Recognizing that cognitive processes influence behaviour as well as the convergence of developments in different areas has led to the emergence of cognitive psychology. It should be noted that cognitive psychology was influenced by other disciplines as well. As a particular area of psychological study, cognitive psychology has benefited from interdisciplinary research in linguistics (eg research on the interaction between language and thought), in biological psychology (eg, research on finding the physical bases of cognitive) and in anthropology (eg research into the impact of the cultural context on human cognition). It has also benefited from technological developments, such as artificial intelligence (for example, exploring the way computers process information). Cognitive scientists also collaborate often with other psychologists, such as social psychologists, clinical psychologists, neuropsychologists, and biopsychologists, contributing to the development of theory and research in cognitive psychology through the use of different research approaches.

Aims/Objectives

The purpose of this chapter is to provide students with information on the definition of cognitive psychology, as well as introduce them to a historical overview of the development of this field.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand cognitive psychology and its definition.
- Describe its importance in the field of psychology.
- Know the most important historical facts that led to the development of this field.
- Evaluate its impact on psychology.

Key Words

Cognitive psychology	Cognitive functions	Wilhem Wundt	William James	Behaviorism
Gestalt psychology	Biopsychology	Technologies		

Annotated Bibliography

- **Basic Sources/Material**

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology, 7th Edition.* Cengage Learning Custom Publishing.
The purpose of chapter 1 is introductory and presents cognitive psychology by looking back at the history of the study of human thought, with particular emphasis on some of the issues and questions concerning the evolution of the way we think.

Self-Assessment Exercises/Activities
Exercise 1.1
Cognitive psychology explains how people perceive, learn, remember and mentally process information.
Think through a list of spontaneous ideas about how you believe cognitive psychology will help you better understand, the way your mental processes function, based on this first contact with the subject. Use this list again during the next few months, enriching it with new deas as our lesson progresses.

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: RESEARCH METHODS IN COGNITIVE PSYCHOLOGY

(2nd Week)

Summary
The methods used by cognitive psychologists are based on their research goals. These objectives include data collection, data analysis, theory development, hypothesis formation, hypothesis testing, and the possible application of findings outside the experimental setting. In all of the research objectives of the cognitive psychologist it is intended to describe specific cognitive phenomena.

Introductory Remarks
Cognitive psychologists use a wide variety of methods in order to investigate how people think. These methods are: laboratory experiments, psychobiological research, self-reports, case studies, observation and computer simulation, as well as artificial intelligence. The choice of each of the above, depends on the type and purpose of research of the cognitive psychologist and on its advantages and disadvantages. If, for example, the researcher wants to study how a person understands information in a textbook, he will start with a theory and some logical assumptions deriving from the relevant theory of how a person understands textbook information. He will then test the theory. He will test his hypotheses experimentally and then analyze the data statistically. The findings that come after the completion of the experimental test, may lead to further data collection and / or the development of a new theory, but may also have practical implications in improving our living conditions.

Aims/Objectives
The purpose of this chapter is to provide the student with a comprehensive overview of the research field of cognitive psychology, that enables a cognitive psychologist to study human intellect.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand the scientific research method.
- Connect their methods and applications to the study of mental processes.
- Use this knowledge to understand how we perceive our external world, move freely, and generally how we operate.

Key Words

Research methods	Laboratory experiment	Psychobiological research	Self-reports	Case studies
Observation	Computer simulation	Artificial intelligence		

Annotated Bibliography

- **Basic Sources/Material**

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology, 7th Edition.* Cengage Learning Custom Publishing.

In addition to the historical overview, this chapter presents different research methods and the advantages and disadvantages of each, coming to serve different research purposes.

Self-Assessment Exercises/Activities

Exercise 2.1

Design a cognitive research, based on one of the research methods. List the advantages and disadvantages of applying this method to conducting your research. Your answer must not exceed 150 words.

Recommended number of work hours for the student

Approximately 6 hours.

TITLE: COGNITIVE NEUROSCIENCE

(3rd Week)

Summary
The brain is a remarkable organ that, although it comprises only 2% of the total body weight, it controls all of our functions, interprets information from the outside world and integrates the essence of the soul. Intelligence, creativity, emotion and memory are few of the many functions controlled by the brain.

Introductory Remarks
Our brain is part of our nervous system and more specifically the central nervous system (CNS), along with the spinal cord. Our nervous system also consists of the peripheral nervous system (PNS) which also includes spinal nerves extending from the spinal cord, as well as the cranial nerves extending from the brain.
Protected within the skull, the brain is subdivided into five sections: the telencephalon and diencephalon (forebrain), the mesencephalon (midbrain), the myelencephalon and the metencephalon (hindbrain). As expected, the myelencephalon, the most posterior part of our brain, is located next to the spinal cord, so it consists largely of pathways that carry messages from the rest of the brain to the body and vice versa. One of the structures of the myelencephalon is the reticular formation, a complex network that reaches the anterior border of the mesencephalon, which is involved in a variety of functions such as sleep, attention, movement, muscle tone maintenance, and various cardiac, respiratory and circulatory reflexes. There we find the cranial nerves IX-XII. Following this part of the brain we may find the metencephalon which encompasses many pathways to and from the brain and part of the reticular formation. In this section we can find the V-VIII cranial nerves. All of these structures create a swell that takes the name of the pons. Beyond this structure, the metencephalon also includes the cerebellum, which regulates the coordination of movements and their adaptation to changing conditions, as well as maintaining balance. The next section is the midbrain, where one meets the cranial nerves III and IV. The midbrain has two subdivisions, the tegmentum and the tectum. The tegmentum is located on the ventral surface of the midbrain and contains various structures of the sensory and motor system and the reticular formation that begins in the myelencephalon. The tectum is the dorsal surface of the midbrain consisting of two pairs of bumps, the colliculi. The superior colliculi process visual information while the inferior colliculi process auditory information.

Aims/Objectives
The aim of this chapter is to provide the student with a comprehensive overview of the field of neuroscience, with a focus on neuroanatomy and brain functions as a background for subsequent chapters. In this chapter, the student will discover how the nervous system works under normal conditions.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand brain anatomy and function.
- Link brain function to various psychology matters.
- Use this knowledge to understand how we perceive our external world, move freely, and generally function.

Key Words

Brain anatomy	Cerebral functions	Forebrain	Midbrain	Hindbrain	Cerebellum

Annotated Bibliography

- **Basic Sources/Material**

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology, 7th Edition.* Cengage Learning Custom Publishing.
This 2nd chapter first introduces the fundamental component of the nervous system, the neuron, and examines how information moves through that system. Furthermore it describes the various levels of organization of the nervous system, emphasizing its dominant structure, the brain.

Self-Assessment Exercises/Activities
Exercise 3.1
Describe the brain anatomy and function of the structures that comprise the hindbrain and midbrain. Your answer must not exceed 150 words.

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: COGNITIVE NEUROSCIENCE

(4th Week)

Summary
The brain receives information through our five senses (vision, smell, touch, taste and hearing), often from many at the same time, and collects messages in a way that makes sense to each of us. At the same time it stores this information in our memory, it controls our thoughts, speech, movement of hands and feet and the function of many organs in our body.

Introductory Remarks
Continuing our ascending path to the final brain, we come across the next part of the brain, the diencephalon. It consists mainly of two structures, the thalamus and the hypothalamus. The thalamus comprises many pairs of nuclei, including the medial geniculate nucleus, the lateral geniculate nucleus, and the ventrolateral nucleus, which receive signals from sensory receptors and transmit them to the corresponding areas of the sensory cortex. The second structure of the diencephalon, the hypothalamus regulates need states, such as thirst, hunger, urination, homeostasis, etc.
The next and final part of the brain is the telencephalon, the largest part of the human brain that mediates for all complex functions as it was mentioned in the beginning of the chapter. This part consists of the cerebral cortex, the limbic system and the basal ganglia. The cerebral cortex, a layer of tissue that covers the cerebral hemispheres, exhibits strong folds that create grooves, where the large are called sulci and the smallest gyri. The latter split each hemisphere into four lobes: the frontal, the parietal, the temporal, and the occipital lobe. Each lobe can also be subdivided into areas that control very specific functions. It is important to understand that every brain lobe does not function as a single unit, but instead there are complex associations between the brain lobes and also between the right and left hemispheres. The occipital lobe is more "simplistic" than the other lobes because it only processes visual information that will be transmitted for further analysis in large areas of the two neighboring cortices, the temporal and the parietal. In addition to this visual recognition function, the temporal is involved in hearing and speaking and in certain forms of memory. The parietal lobe, in its turn, plays a role in perceiving the position of both objects as well as our body, our attention span, and the analysis of the senses coming from the body. Finally, the frontal lobe is concerned with controlling our motor function and performs complex cognitive functions, such as thinking, designing sequential responses, strategy, creativity, individual needs planning and calculating the importance of others' behavior.
Located beneath the cerebral cortex are several subcortical nuclei groups. Some are considered part of the limbic system and others are part of the basal ganglia. The limbic system consists of several structures, such as the amygdala, the hippocampus and the cingulate gyrus, located in the middle of the brain around the thalamus. This system is involved in regulating motivational-related behaviors, such as flight, combat, food intake and sexual behavior. The basal ganglia include several structures, such as the caudate nucleus, the putamen and the globus pallidus. The above structures play an important role in the execution of voluntary movements.

Aims/Objectives
The knowledge of neuroanatomy has proven to be very important. It enabled us to better understand the theory of human evolution. Standing upright and walking on two legs, led to the development of tools, which in turn tripled brain development, by increasing frontal networks with other cortical and subcutaneous areas. Having the above in mind, and being able to make the biological connection, the student will be able to better understand how humans function.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand brain anatomy and function.
- Realize how the nervous system produces behaviors.
- Understand how our brain works in everyday life.
- Understand how neuroscience associates neuronatomy and function with various disorders.
- Use this knowledge to understand how we perceive our external world, move freely, and generally how we operate.

Key Words

Brain anatomy and functions	Diencephalon	Telencephalon	Limbic system	Basal ganglia	Frontal, parietal, temporal and occipital lobe

Annotated Bibliography

- **Basic Sources/Material**

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology, 7th Edition.* Cengage Learning Custom Publishing.
In the last sections of Chapter 2, we present the supreme organ of the nervous system, the brain, and especially the cerebral cortex. Understanding this chapter is very important, because it will form the basis for understanding brain function and linking it to our cognitive functions, whicj will be examined in the following chapters.

Self-Assessment Exercises/Activities
Exercise 4.1
Describe the cerebral anatomy and function of the structures that make up the diencephalon and the telencephalon. Your answer must not exceed 150 words.

Exercise 4.2
The cerebral cortex is the largest part of the human brain and mediates for the most complex functions of the brain. Advocate in favor of the above sentence. Your answer must not exceed 150 words.

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: ATTENTION AND CONSCIOUSNESS

(5th Week)

Summary
By attention we mean mechanisms that allow us to ignore some environmental stimuli in order to focus on others. Attention is often directly responsible for the proper functioning of many of our basic cognitive functions. This is because our cognitive system has limited ability to process stimuli. If we now combine our limited processing capacity with the multitude of stimuli that literally flood our senses, then we can contemplate the importance of the mechanism of attention. Consciousness is associated with being aware of the things, situations, or thoughts we consciously direct our attention to. So attention and consciousness partly coincide. But beyond conscious attention, sometimes there may be information available to our consciousness that is outside our conscious awareness at a preconscious level of consciousness.

Introductory Remarks
A person can process information at a subconscious level without knowing how to do it. Various findings prove the phenomenon of preconscious processing. Among these is the priming phenomenon, where the presentation of a particular stimulus facilitates the processing of a second stimulus associated with the previous stimulus. The processing of the second stimulus is facilitated by, for example, recalling the first stimulus from long-term memory. Other studies based on the study of the tip-of-the-tongue phenomenon confirm the preconscious processing. Here the retrieval of the desired information from memory does not occur, despite the person's ability to retrieve relevant information. We observe that many cognitive functions occur outside of conscious awareness. We feel, perceive and respond to stimuli that do not enter our conscious awareness. Researchers have identified differences between conscious and preconscious processing, distinguishing between controlled and automatic processes during task execution. Controlled processes relate to relatively new and more complex tasks, while automated processes relate to familiar and relatively simple tasks. The latter do not require conscious control, so we can be involved in multiple automatic behaviors at the same time, but rarely can we do the same in controlled projects which are not only subject to conscious control but require it. During our lifespan we automate countless daily tasks. A pair of automated processes appear very early, a few hours after our birth, the habituation and in counterpart, the dishabituation, which affect the responses of the attention system to familiar or new stimuli.

Aims/Objectives
The aim of this chapter is to introduce the student to the basic principles of attention and consciousness. These two mental processes are considered to be amongst our most basic abilities. They allow us to use our limited cognitive resources wisely so that we can respond quickly and accurately to the stimuli that are of interest. They also enable us to control our interactions with the environment, to relate our past experiences to those of the present, thus giving us a sense of continuity in our experiences.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand the definitions of attention and consciousness.
- Explain how our mental processes work.
- Find associations between what you learned and your daily life.

Key Words

Attention and consciousness.	Preconscious processing	Priming phenomenon	Tip-of-the-tongue phenomenon
Controlled processes	Automatic processes	Habituation	Dishabituation

Annotated Bibliography

- **Basic Sources/Material**

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology, 7th Edition.* Cengage Learning Custom Publishing.
The purpose of chapter 3 is to describe our two cognitive processes, attention and consciousness. This is a fundamental aspect in the field of cognitive psychology that will enable the student, in addition to knowing the subject, on how to think having this knowledge already in mind.

Self-Assessment Exercises/Activities
Exercise 5.1
Describe some of the findings that demonstrate the existence of the phenomenon of preconscious processing. Your answer must not exceed 200 words.

Exercise 5.2 (this exercise is marked with 5% of the overall grade)
Why are cognitive psychologists particularly interested in the phenomenon of habituation and dishabituation? Your answer must not exceed 200 words.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: ATTENTION AND CONSCIOUSNESS

(6th Week)

Summary
Habituation supports our attentional system, but this system performs many functions other than merely tuning out familiar stimuli and tuning in novel ones. Basic functions of attention are signal detection, where we must detect the appearance of a particular stimulus, selective attention, which occurs when we choose to focus on certain stimuli and ignore others, and divided attention, which occurs when we prudently allocate our available attentional resources to coordinate our performance of more than one task at a time. In this section we will focus on the first basic function of conscious attention.

Introductory Remarks
The signal detection function allows one to identify important objects and events in the environment. Various researches have shown human sensitivity to target signals during the execution of various tasks. According to signal detection theory, the attempt to detect a target signal has four possible outcomes:

- Hit, where we correctly identify the presence of a target.
- False alarms, where we incorrectly identify the presence of a target that is actually absent.
- Miss, where we fail to observe the presence of a target.
- Correct rejection, where we correctly identify the absence of a target.

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 to expect over a prolonged period of time, the appearance of a particular target signal, within the environment. Vigilance involves passively waiting for a stimulus or event to appear, whilst searching involves actively seeking out a stimulus. Various theories try to explain how searching works. Among them Treisman's feature-integration theory, Duncan and Humphreys' similarity theory, and Cave and Wolfe's guided search theory.

Aims/Objectives
The aim of this chapter is to introduce the basic functions of conscious attention to the student. One of these is the detection of important stimuli or events in our environment. Understanding this function of attention has practical implications. A lifeguard at a busy beach, and an air-traffic controller, must always be highly vigilant. Many other occupations require vigilance. Examples are those involved in communications and early warning systems and quality control in almost all settings. Even the work of police detectives, physicians, and research psychologists requires vigilance.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand how a person is searching in the environment and detects important stimuli.
- Explain the similarities and differences between vigilance and search.
- Find associations between what you have learned and your daily life.

Key Words

Functions of conscious attention	Signal detection	Vigilance	Search	Hit	False alarm
Miss	Correct rejection	Feature-integration theory	Similarity theory	Guided search theory	

Annotated Bibliography

- **Basic Sources/Material**

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology, 7th Edition.* Cengage Learning Custom Publishing.

The aim of chapter 3 is to present the basic functions of conscious attention. In this unit we will focus on one of the functions, the signal detection, in order to allow the student to understand what factors contribute to our ability to detect important events and / or stimuli in our environment.

Self-Assessment Exercises/Activities

Exercise 6.1

Compare the theories of visual search in signal detection. Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: ATTENTION AND CONSCIOUSNESS

(7th Week)

Summary
Basic functions of attention are signal detection, where we must detect the appearance of a particular stimulus, selective attention, which occurs when we choose to focus on certain stimuli and ignore others, and divided attention, which occurs when we prudently allocate our available attentional resources to coordinate our performance of more than one task at a time. In this week, the two other basic functions of conscious attention, selective attention and divided attention, will be further explained.

Introductory Remarks
People use selective attention when they want to detect a stimulus and ignore others. The cognitive system is especially capable of ignoring unwanted stimuli. In general, the mechanism of focusing our attention on certain stimuli and filtering out other stimuli requires little effort on our part. This does not mean, however, that the mechanism of attention is simple. This part presents some of the most common methodologies used to study selective attention. Acoustic selective attention may be studied with the phenomenon of cocktail parties, the process of tracking one conversation whilst shadowing another. In the experiment known as shadowing, you listen to two different messages. You are required to repeat back on only one of the messages as soon as possible after you hear it. In other words, you have to follow one message but ignore the other. The results show that even the signals we ignore, receive some processing. The dichotic presentation experiment aimed to search out to what extent we process the signal that we supposedly ignore has led the researchers to formulate models of selective attention. These theories support the existence of a filter that either permits the entry of selected information, blocking the entry of others, or weakens the information as they move from one perceptual processing step to the next. Of all the filter models, some are called "early selection" models to emphasize the fact that they place the filter of signal to process quite early in the process (before short-term memory). In contrast, there are "late selection" models that place the filter at the short-term memory level, and after all signal perceptual processing has been preceded. In addition, models of "limited attentional resources" have been proposed, which claim that the individual has a limited amount of mental resources which he can allocate according to the requirements of the work to be made.
The last key feature of our attention is when the individual is performing divided attention tasks, where he is trying to handle more than one task at a time. Running more than one automatized task at a time is easier to handle than running more than one controlled task.

Aims/Objectives
The main purpose of this chapter is to introduce the student to the basic functions of conscious attention. Two of them are selective attention and divided attention. Each of them have several characteristics and different models are trying to explain them.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand how selective attention works.
- Explain the similarities and differences between attention filter models.
- Find associations between what you learned and your daily life.

Key Words

Attention functions	Selective attention	Divided attention	Phenomenon of cocktail parties	Dichotic presentation
Filter models	“Early selection" models	"Late selection" models	"Limited attentional resources" models	

Annotated Bibliography

- **Basic Sources/Material**

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology, 7th Edition.* Cengage Learning Custom Publishing.

The aim of chapter 3 is to present the basic functions of conscious attention. This part describes the last two functions, selective attention and divided attention, in order to allow the student to understand which factors contribute to our ability to detect messages from our environment and ignore others, as well as our ability to execute more than one task at a time.

Self-Assessment Exercises/Activities

Exercise 7.1

Choose one of the models of attention and explain how research findings on selective attention support or challenge the model you have selected. Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 10 hours.

During the 7th week, the first assignment marked with 20% of the overall course grade will be handed in.

Instructions for 1st Assignment

For your assignment, you will select a recent scientific article in the field of cognitive psychology and present it briefly. Then, you will describe how the findings of this article can be applied in practice.
The article should present one or more empirical quantitative studies (quantitative research includes numerical and statistical analysis). Pure theoretical articles, review articles and articles describing qualitative research (eg case studies) are not acceptable. The article should also have been published in a scientific journal after 2010.

Further details:

Read this article and A) summarize the findings of the article and B) describe how the article's findings can be applied in practice. The summary of the findings of the article should include the methods, key results, and theoretical implications (for cognitive psychology) of the findings. Make sure you identify potential limitations in the methods and interpretation of the results. Your description of how the findings of the article are applied in practice should clearly explain the problem being addressed or affected and the relationship between the research findings and their practical application.

The presentation of the work should be double-spaced with 12pt. Times New Roman font. The cover must include the title of your work or theme, name and registration, the date of submission, the lesson code and the name of the instructor. Before finalizing your assignment, make sure the plagiarism rate does not exceed 15% (including references). The work must be delivered on the day specified by the teacher, otherwise 10% will be deducted for each day after this. You can submit your work ONLY ONE WEEK after the set deadline. Beyond this point, assignments will not be graded.
Points will be deducted if you do not fulfill the above criteria.

TITLE: LANGUAGE, NATURE AND ACQUISITION

(8th Week)

Summary
Language is an organized medium, a system of sounds "phonemes" and concepts, by which the combination of words makes communication between people possible. In addition to this basic communication with those around us, it also allows us to think about events and processes that we cannot currently see, hear, feel or even touch. Three areas of research which have contributed to the development of psycholinguistics. These are linguistics, neuroscience and social linguistics which facilitated the acquisition of knowledge such as the general characteristics that determine language and the processes involved in understanding and producing it.

Introductory Remarks
Our language has six properties:

- It's communicative, it allows us to communicate with one or more people with whom we share the same language.
- It is arbitrarily symbolic, it is based on the use of symbols whose relation to the meaning they represent, is arbitrarily defined.
- It is regularly structured, that is, the symbols that make it up only have meaning in a particular systematic structure, and different configurations produce different meanings.
- It is structured at multiple levels, its structure can be broken down into more than one level (sounds, meaning units, words).
- It is generative and productive, which means that within the limits of the language structure, language, users can produce new expressions, as the possibilities for creating new utterances are virtually limitless.
- It is dynamic, it is constantly evolving.

The use of language relates to linguistic understanding and language production. Our language can be divided into different levels of analysis, from the most basic to the most general. The smallest linguistic unit whose use can differentiate the meaning of expressions in a particular language is called a phoneme. The next largest linguistic unit after the phoneme is morpheme. A morpheme is the smallest linguistic unit that denotes meaning in a particular language. The lexicon is the entire set of morphemes in a given language or in a given person's linguistic repertoire. The next level of analysis concerns the study of the syntax of a language, which refers to the way in which users of a particular language put words together to form sentences. Just as important as the syntax of language is semantics, which concerns the study of the meaning in a language. The final level of analysis is that of discourse, which encompasses language use at the level beyond the sentence, such as in conversation, paragraphs, stories, chapters, and entire works of literature.

Aims/Objectives

The main purpose of this chapter is to introduce the student to the examination of the structural and functional identity of language, by describing its six key properties and then presenting its fundamentals aspects.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the six characteristics of the language.
- Understand the levels of language analysis.
- Find associations between what you learned and your daily life.

Key Words

Communication	Basic properties	Fundamentals aspects	Phoneme	Morpheme
Lexicon	Syntax	Semantics	Discourse	

Annotated Bibliography

- **Basic Sources/Material**

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology, 7th Edition.* Cengage Learning Custom Publishing.

The aim of chapter 9 is first to present the general properties that determine the language. Next, we examine the various processes involved in understanding and using language, such as how we understand the semantic content of words and how we structure words to form meaningful sentences.

Self-Assessment Exercises/Activities

Exercise 8.1

In the link below, cognitive psychologist Dr.Steven Pinker looks at language and how it expresses what goes on in our minds - and how the words we choose communicate much more than we can realize.

https://www.ted.com/talks/steven_pinker_what_our_language_habits_reveal#t-788082

Watch the video and argue if you agree with the above view. Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: LANGUAGE, NATURE AND ACQUISITION

(9th Week)

Summary
This class introduces the fundamental question of how we acquire this amazing ability to use language. The child will go through various stages of language acquisition that will allow him/her to learn their mother tongue. Native mechanisms as well as environmental stimuli will allow the child to master his or her language.

Introductory Remark
All people will go through the same sequence of stages during the acquisition of the mother tongue, known as the ripening effect. These steps will follow the same path:

- Prenatal stage: reactions to the human voice.
- Cooing stage: where all possible phonemes are produced, but mainly vowels sounds that do not differ between infants on a global scale from various different language environments, including congenital deaf infants.
- Babbling stage: consonant as well as vowel sounds are produced that characterize the primary language of the infant's environment. Deaf infants cease to produce sounds.
- One-word utterances: where the child produces phrases of a word to communicate their intentions, desires or demands.
- Telegraphic speech: where two or three word statements are produced. They mainly use verbs, nouns and adjectives without functional formats such as articles, intentions, etc.
- Basic adult sentence structure: where their structure resembles the basic structure of adult sentences, with continuing vocabulary acquisition.

As the child goes through the various stages of mastering his or her language, he or she loses the ability to distinguish between all possible phonemes and can only perceive the differences between the phonemes of their mother tongue.
The phenomenon of language conquest cannot be explained in isolation either by the influence of the environment or by upbringing. The findings of various studies suggest the interaction of innate linguistic abilities and environmental stimuli, as the notion that children acquire language by mentally forming tentative hypotheses regarding language (based on nature) and then testing these hypotheses in the environment (based on nurture). One finding that underpins this view is the overextension errors that children make during the language acquisition process, as they use the same word to express more than one meaning. The child makes these assumptions about the use of language guided by an innate language acquisition mechanism, the language-acquisition device (LAD). As the child develops, his vocabulary, the complexity of the language structures he uses, and the ability to use strategies to facilitate language comprehension and production, are increasing.

Aims/Objectives
The introduction of students into the language acquisition stages of a child. The way humans acquire language also brings to the forefrant the well-known confrontation between nature and nurture. Although neither the effect of the former nor the effect of the latter can, on their own, explain all aspects of language acquisition, theoretical models suggest the interaction between the two.

Learning Outcomes
On completion of the section of this study, you should be able to:

- Describe the stages of language acquisition.
- Explain the mechanism that allows interaction between nature and nurture in language acquisition.
- Find research findings that support the case-control model.

Key Words

Stages of language acquisition	Prenatal stage	Cooing stage:	Babbling stage	One-word utterances:
Telegraphic speech:	Basic adult sentence structure:	Mentally forming tentative hypotheses	Language-acquisition device (LAD)	

Annotated Bibliography

- **Basic Sources/Material**

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology, 7th Edition.* Cengage Learning Custom Publishing.
The final section of chapter 9 elaborates the linguistic approach to language. It describes how each of us has acquired at least one language.

Self-Assessment Exercises/Activities
Exercise 9.1 (the exercise is marked with 5% of the overall course grade)
Give examples of language communication that one would expect to hear from a child, at each stage of language acquisition.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: DECISION MAKING AND REASONING

(10th Week)

Summary
In our daily lives we are constantly making judgments and taking decisions. The purpose of judgments and decision making is to choose between different options or evaluate the opportunities offered to us. We often have to make decisions that are important and not so important, such as what university studies to pursue, how to spend our money, which car to choose, and even about our friendly or intimate relationships. There are various ways in which we make judgments, take decisions, and use rational thinking.

Introductory Remarks
The first theories proposed for decision-making were based on practical, mathematical models assuming that the person trying to make a decision is aware of all the possible choices he has and of all the possible consequences of each choice, it also discerns the smallest differences between the possible choices and is also perfectly rational in the choice it ultimately makes. People make their choices to maximize the expected profit from their choice, whatever that option is. However, several researchers have noted that decision making is much more complex and that these models are very limited because they do not take into account the differences between individuals. Other theories have been proposed that recognized that individuals often use subjective criteria to make decisions based on their own benefit, rather than objective criteria. Those individuals calculate the positive or negative impact from their choice based on personal estimates of possible outcomes, rather than objective statistical computation, and therefore they are not entirely and boundlessly rational. It seems that people are often using self satisfaction strategies, settling for the first minimally acceptable option, and strategies involving a process of elimination by aspects to weed out an overabundance of options.
In addition to these selection strategies, it has been observed that individuals often use to mental shortcuts or preconceptions. One of the most common preconceptions. people use is the heuristic of representativeness. The decisions we make often ignore the information available about key values, that is, the prevalence of an event or trait within the general population of those events or trait, although they are particularly useful in making good judgments. Another common mental shortcut is the heuristic of availability, in which individuals make judgments based on how easily they can recall cases that they perceive to be relevant instances of a phenomenon without trying to search for information that is less accessible to them. Other cognitive shortcuts and heuristics such as the anchoring-and-adjustment heuristic, illusory correlation, sunk-cost fallacy, and hindsight bias reduce people's ability to make effective decisions. One of the last, perhaps the most serious of the mental biases, is overconfidence, which prevents individuals from recognizing the mistakes they make. All of these mental shortcuts and heuristics lighten the cognitive burden of the decision-making process, but also allow for much greater margins of error.

Aims/Objectives
The purpose of this chapter is to inform the student about one of our other cognitive abilities, judgments and decision-making. This mental capacity operates continuously as we constantly make judgments and take decisions, from the most insignificant to the most important one.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Describe the definition of judgments and decision-making.
- Understand decision-making strategies, biases and heuristic judgments.
- Find associations between what you learned and your daily life.

Key Words

Making judgments	Making decisions	Decision-making strategies	Biases and heuristics
Representativeness	Availability	Anchoring-and-adjustment	Illusory correlation,
Sunk-cost fallacy	Hindsight bias	Overconfidence	

Annotated Bibliography

- **Basic Sources/Material**

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology, 7th Edition.* Cengage Learning Custom Publishing.
Chapter 12 examines the various ways people make judgments, take decisions, and use rational thinking to reach into conclusions. This section presents how we make judgments and take decisions.

Self-Assessment Exercises/Activities
Exercise 10.1
Suppose that you need to rent an apartment. Describe how to do an effective research that will lead to finding an apartment that best meets your requirements and preferences. Compare the research method you have selected with the three decision-making strategies, by subjective expected utility theory, by satisficing, or by elimination by aspects. Your answer must not exceed 200 words.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: DECISION MAKING AND REASONING

(11th Week)

Summary
Judging and decision-making is all about evaluating the opportunities presented and choosing one of the alternatives offered. The kind of thinking associated with the above process is called reasoning. Reasoning is the process of drawing conclusions based on principles or empirical data. Often a distinction is made between two types of reasoning, deductive and inductive. Deductive is the process of reasoning that we follow when we consider one or more general principles of knowledge to reach a rational conclusion. Inductive is the process of reasoning that we follow when, on the basis of observing specific events or other phenomena, we reach a possible conclusion that interprets the observed events. The key difference between deductive and inductive reasoning is that inductive reasoning cannot come to a reasonably certain conclusion, only to one possible or at least a valid conclusion.

Introductory Remarks
In this chapter, we will look at two types of reasoning, deductive and inductive. The use of deductive reasoning is to draw conclusions from a series of subordinate propositions or from a pair of reasoning hypothetical propositions. One of the basic types of reasoning is conditional reasoning, which is used by individuals when drawing conclusions based on an "if - then" propositions. The conditional "if - then" proposition states that if an antecedent condition is met, then a consequent event follows. In order to draw conclusions from conditional proposition, individuals readily use the modus ponens argument to affirm the antecedent. However, the majority of people find it difficult to use the modus tollens argument in which the reasoner denies the consequent. These ways of reasoning are deductive because you can draw a well-reasoned conclusion. This inference illustrates deductive validity. That is, it follows logically from the propositions on which it is based. However, there may be two conditions in which it is not possible to reach a reasoned conclusion. Some conclusions are logical fallacies because they lack deductive validity. When using conditional reasoning, we cannot reach a deductively valid conclusion on the basis of affirming the consequent or denying the antecedent.
Another type of deductive reasoning is syllogistic reasoning, which is based on the use of syllogisms. Syllogisms are deductive arguments that involve drawing conclusions from two premises. All syllogisms comprise of a major premise, a minor premise, and a conclusion. Among the different types of syllogistic reasoning, there are linear syllogisms and categorical syllogisms, but there are other types of syllogisms used in deductive reasoning. In linear syllogisms, each of the two premises describes a particular relationship between two items and at least one of the items is common to both premises. In a linear syllogism, the relationship among the terms is linear. It involves a quantitative or qualitative comparison. Each term shows in a greater or lesser extend a particular attribute or quantity. Like other kinds of syllogisms, categorical syllogisms comprise of two premises and a conclusion. In the case of the categorical syllogism, the premises state something about the category memberships of the terms. In fact, each term represents all, none, or some of the members of a particular class or category. To

determine whether the conclusion follows logically from the premises, the reasoner must determine the category memberships of the terms.
The other type of reasoning, inductive reasoning, is based on our observation, which means that reaching any logically certain conclusion is not possible. The most that we can strive to reach is only a strong, or highly probable, conclusion

Aims/Objectives
Introducing students to the different types of reasoning, as we saw it in the previous part, allows us to draw deductive conclusions, based on specific principles that we know and inductive conclusions, based on empirical evidence.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Describe the definition of reasoning.
- Understand both types of reasoning, deductive and inductive, as well as conditional reasoning and syllogistic reasoning.
- Find associations between what you have learned and your daily life.

Key Words

Reasoning	Deductive reasoning	Inductive reasoning	Conditional reasoning	Syllogistic reasoning
Modus ponens	Modus tollens	Linear syllogism	Categorical syllogisms	

Annotated Bibliography

- **Basic Sources/Material**

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology, 7th Edition.* Cengage Learning Custom Publishing.
Later on in chapter 12, the various ways in which people use reasoning to draw conclusions, are presented. It shows how adults think, take decisions and draw conclusions.

Self-Assessment Exercises/Activities
Exercise 11.1
Select the link below https://www.philosophyexperiments.com/wason/ and follow the instructions given. Then, describe what are the two logical arguments and the two logical fallacies associated with conditional reasoning as found in Peter Wason's selection task. Your answer must not exceed 200 words.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: COGNITIVE DEVELOPMENT

(12th Week)

Summary
The study of how one's way of thinking changes over the course of one's life is the study of cognitive development, that is, the exploration of how cognitive abilities are enhanced and modified due to increased psychological maturity and experiences. Cognitive psychologists study the differences and similarities between people of different ages to investigate how and why a person thinks and behaves differently at different times in his life.

Introductory Remarks
The main theoretical approach to the study of how cognitive development occurs is Jean Piaget's theory. The latter described a developmental sequence in children's thinking and succeeded in measuring the deep, internal processes that lead to the changes defining that sequence. He argued that cognitive development occurs through a series of increasingly complex adaptations of an individual to the environment, based on changes resulting from biological maturation. It all evolves around the concept of adaptation. New information provided to the individual from his or her environment, encounter existing ones, resulting in a conflict that the individual must balance out in order to adapt. The individual is able to assimilate new information and manage it with the old, as well as modifying it when the old is no longer satisfactory. In summary, cognitive development occurs through assimilation and accommodation. These are the two processes of equilibration. Piaget proposed four cognitive developmental stages: the sensorimotor stage, the preoperational stage, the concrete operational stage, and the formal operational stage. The first stage lasts from birth until the end of the 2nd year and there is an increase in the number and complexity of the infant's sensory and motor abilities. During this time the sense of object permanence will appear, the imaginative thinking and the child will gradually become less self-centered, that is, it will focus less on itself and develop its ability to perceive other people's point of view. The second stage lasts from 2 years to 6-7 years, where it will continue to dynamically develop internal mental representations of the external environment. The child is actively experimenting with his / her language and the natural phenomena of his / her environment, which will lead to an astonishing linguistic and conceptual development. The next stage of these logical actions lasts from the age of 7-8 years to 11-12 years, with the main characteristic of this stage being the acquisition of logical actions, that is, reasoning. The formal operational stage starts from the age of 11-12 years and is distinguished by the ability to mentally abstract concepts and symbols. Children become able to think about their own thoughts (which is a metacognitive ability) and the strategies they can follow to solve a problem, thereby enhancing their ability to solve problems effectively.

Aims/Objectives
The purpose of this chapter is to introduce the student to important theoretical approaches to the study of cognitive development and more specifically to the theory of a well-known developmental psychologist, Jean Piaget.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Adopt a definition of the term cognitive development.
- Understand the various stages of cognitive development of Piaget's theory.
- Understand the differences between the stages of cognitive development.

Key Words

Cognitive development	Jean Piaget	Adaptation	Equilibration	Assimilation
Accommodation	Sensorimotor stage	Preoperational stage	Concrete operational stage	Formal operational stage

Annotated Bibliography
Basic Sources/Material

- **Basic Sources/Material**

Sternberg, R. J. (2003). *Cognitive Psychology, 3rd Edition.* Cengage Learning Custom Publishing.
Chapter 13 presents the general principles of the study of cognitive development of different theoretical approaches. Jean Piaget's theory is described here.

Self-Assessment Exercises/Activities
Exercise 12.1
According to Jean Piaget, what are the key stages of cognitive development? Your answer must not exceed 200 words.

Recommended number of work hours for the student
Approximately 10 hours.

During the 12th week, the second assignment marked with 20% of the overall course grade will be handed in.

Instructions for assignment

Students are required to deliver a teamwork of up to 3 people during the 12th week.

Demonstrate that you have understood three different cognitive heuristics in decision making. One of them should be the heuristic method of anchoring-and-adjustment and the other should be related to Kahneman's work. The latter can be any cognitive heuristics in decision making.

REQUIREMENTS: Write a report outlining the heuristic methods that have influenced three separate personal decisions you have made. Provide a brief description of each of the three scenarios in which you had to make a decision (or participate in decision making) and the cognitive biases that you believe may have been involved.
Each of the three sections of this work should include a clear definition of heuristic methods (bibliographic references), a description of the situation, and statements indicating the reasons why each of the methods applies to the situation as you described it. It is possible that multiple heuristic methods have influenced each decision but you have to describe three separate decision-making facts.

Following the APA's writing rules, write a text with 1500 (± 10%) words describing the above. The presentation of the work should be double-spaced with 12pt. Times New Roman font. The cover must include the title of your work or theme, name and registration, the date of submission, the lesson code and the name of the instructor. Before finalizing your assignment, make sure the plagiarism rate does not exceed 15% (including references). The work must be delivered on the day specified by the instructor, otherwise 10% will be deducted for each day after this. You can submit your work ONLY ONE WEEK after the set deadline. Beyond this point, assignments will not be graded.
Points will be deducted if you do not fulfill the above criteria.

TITLE: COGNITIVE DEVELOPMENT

(13th Week)

Summary
Various theoretical approaches attempt to explain how thought changes over time. The previous section presented the theory of Piaget, a developmental psychologist who had a great influence on the field of developmental psychology till our days. Here, Vygotsky's theory is presented as he was also interested in an in-depth study of the cognitive and cognitive development of the child in his attempt to understand the whys in children behaviours and reactions. In addition to that, another theoretical approach will be considered which studies cognitive development in the context of information processing theory.

Introductory Remarks
Lev Vygotsky's theory emphasizes on the crucial role that the social environment plays in a child's cognitive development, rather than the effect of normal maturation. Therefore, the concept of sociocultural interaction is central. At the beginning of an activity, the learners depend on the most experienced individuals. Over time, children are increasingly learning and participating in joint actions, following a guided participation process. With this involvement, they internalize the results of their joint action and acquire crucial knowledge. "All higher mental functions are internalized social relationships and constitute the social structure of personality" (Vygotsky). His theory emphasizes the importance of the zone of proximal development. The zone of proximal development represents the distance between what one can do on their own as a result of their mental abilities and what one can achieve under the supervision of adults or more capable peers. The child, within the zone of proximal development, can better understand and solve various problems. For example, when the child gives an incorrect answer, the examiner provides the child with helpful tips to help them solve the problem or perform a cognitive task. The examiner here also plays the role of the teacher, as he provides the child with the "step" he needs to move from this particular problem-solving stage to the next one. For Vygotsky in general, cognitive development is seen as the result of the interaction of biological and environmental factors, which lead to increasing complexity and flexibility of cognitive abilities.
Other theoretical approaches to cognitive development are information processing theory. These theorists seek to understand cognitive development through the study of how the child processes environmental information at different ages. The basic idea behind these theories is that as children grow, they develop better strategies for remembering and organizing knowledge, as well as coding more aspects of any problem. Another goal of these theories is to identify the ways in which children's knowledge is stored, as well as the particular codes used, which means that the final representation of information, once processed by the child's cognitive system, can be very different from the original information. This approach can also provide information on the differences observed between individuals and children of different ages.

Aims/Objectives
The purpose of this chapter is to introduce the student to some important theoretical approaches to the study of cognitive development and more specifically to the theory of a well-known developmental psychologist, Lev Vygotsky, and to theories of information processing.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand Vygotsky's theory of cognitive development.
- Understand theories of information processing.
- Understand the differences in the various theoretical approaches.

Key Words

Cognitive development	Lev Vygotsky	Zone of proximal development	Theories of information processing

Annotated Bibliography
Basic Sources/Material

- **Basic Sources/Material**

Sternberg, R. J. (2003). *Cognitive Psychology, 3rd Edition.* Cengage Learning Custom Publishing.
Chapter 13 presents the general principles of the study of cognitive development of different theoretical approaches. Lev Vygotsky's theory and information processing theories are described here.

Self-Assessment Exercises/Activities
Exercise 13.1
Select a domain of cognitive functions and design an experiment that will use the information processing theory approach, in order to study the developmental trends of cognitive functions in that domain. Your answer must not exceed 200 words.

Recommended number of work hours for the student
Approximately 10 hours.

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE: FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 27 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: An introduction to cognitive psychology – Historical overview (1st Week)

Exercise 1.1

Behavior and cognitive psychology, learning, memory, perception, attention, consciousness, language skills, decision making, etc…

Title: Research methods in cognitive psychology (2nd Week)

Exercise 2.1

Based on this chapter you will select a research method to measure a cognitive ability (eg attention, memory). You will describe your research and then list the advantages and disadvantages of this method as far as your research is concerned.

Title: Cognitive Neuroscience (3rd Week)

Exercise 3.1

Here you will name the structures of the hindbrain and midbrain, and then describe the function of each structure.

Title: Cognitive Neuroscience (4th Week)

Exercise 4.1

Here you will name the structures of the diencephalon and the telencephalon, and then describe the function of each structure.

Exercise 4.2

You will describe in detail the cerebral cortex, the four lobes that make it up, and the various cortical areas. By explaining the various higher cognitive functions that these cortical areas control, you will be able to support the phrase that the cerebral cortex is the largest part of the human brain mediating for the more complex of functions of the brain.

Title: Attention and Consciousness (5th Week)

Exercise 5.1

You will describe research of your choice that demonstrate the existence of the phenomenon of preconscious processing such as the priming phenomenon, “tip-of-the-tongue” phenomenon etc…

Exercise 5.2

No indicative answers are provided for this exercise as it is marked with 5% of the overall course grade.

Title: Attention and Consciousness

(6th Week)

Exercise 6.1

You will describe Treisman's feature-integration theory, Duncan and Humphreys' similarity theory, and Cave and Wolfe's guided search theory.

Title: Attention and Consciousness
(7th Week)

Exercise 7.1

You will choose one theory from the filters models (“early selection" models, "late selection" models, "limited attentional resources" models) and explain how research findings on selective attention (eg, dichotic presentation experiment) support or challenge the theory you chose to present.

Title: Language, Nature and Acquisition
(8th Week)

Exercise 8.1

Based on the video you will be watching, you will describe your own views on whether the language / words we use reflect our way of thinking.

Title: Language, Nature and Acquisition
(9th Week)

Exercise 9.1

No indicative answers are provided for this exercise as it is marked with 5% of the overall course grade.

Title: Decision making and Reasoning
(10th Week)

Exercise 10.1

Here you will describe the way you work out on finding an apartment to rent. You will then compare the method you followed with your decision-making strategies (satisficing strategies, strategies involving a process of elimination by aspects…).

Title: Decision making and Reasoning
(11th Week)

Exercise 11.1

Here you will participate in the experiment you have been asked to observe. After answering the various questions, you will describe the two logical arguments (affirm the antecedent and deny the consequent) and the two logical fallacies (affirm the consequent or deny the antecedent) associated with conditional reasoning.

Title: Cognitive development
(12th Week)

Exercise 12.1

All stages of Jean Piaget's cognitive development (sensorimotor, preoperational, concrete operational stage and formal operational stage) will be mentioned.

Title: Cognitive development
(13th Week)

Exercise 13.1

Based on the chapter "Research methods in cognitive psychology" you will describe a research you will design, in order to study the developmental trends of cognitive functions based on information processing theory.

European University Cyprus

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC305: Cognitive Psychology	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

FORM: 200.1.3

STUDY GUIDE

COURSE: Psychological Measurement

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC310**	**Psychological Measurement**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	2		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr Marina Chrysostomou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

The general objectives of the Psychology Programme are as follows:

- To develop the students' ability to think, write and speak effectively and creatively.
- To develop appreciation and respect for social and moral values, the foundations that support the individual's relationships to others and his/her responsibilities vis-à-vis his/her community and country.
- To provide students with the skills for analytical thinking, decision-making and communication alongside self-reliance, responsibility, integrity and self-knowledge, which will enhance personal success and professional development.
- To build a wide range of perception through general training requirements and offer adequate specialization to meet professional requirements.
- To provide students with the basic requirements for progress in their academic and professional career.

The specific objectives of the Psychology Programme are as follows:

- To provide robust training in psychology and its various methods.
- To enhance the students' knowledge of contemporary developments in psychology.
- To prepare students for employment in fields that incorporate knowledge of psychology and its methods, for instance applied research, human resources and health services.
- To provide graduates with the basic academic skills and knowledge that will prepare them for postgraduate studies in psychology and relevant branches.

Presentation of the Course through the Study Guide

The compilation of the Study Guide on the course of **Psychological Measurement (PSC310)** has resulted from the need to offer guidance to students of the distance learning course so that they may manage their time and pace of study in the best possible manner.
This course is an introduction to the basic principles and applications of Psychometrics. Teaching topics include validity and reliability, selection and use of tests, interpretation of

test results, factors that may impact the performance of individuals, the construction of test scales, use and misuse of tests. Also, students will be introduced to the main aptitude tests, interest tests and personality tests. Last, the course provides students with the basic skills in order to interpret standardized psychometric tools and gain knowledge of current problems in the field of psychometric measurements.

Upon completion of the course, students will be expected to:

- Discuss the fundamental principles and key concepts of psychological measurement.
- Recognize the basic statistical methods used in psychological measurements.
- Understand the processes of assessment and interpretation of the standardized psychological tests.
- Acknowledge the current problems and questions in the field of psychological measurement and apply critical thinking.

The Study Guide, a necessary and useful tool for students, particularly when the educational material is put together in alignment with the methodology of open and distant learning, encourages but also facilitates the study and understanding of the topics that the Thematic Unit focuses on. Further, through self-assessment exercises, the Guide encourages homework, offers incentives for further study and contributes to the development of critical thinking.

The Study Guide is structured on a week-to-week basis and includes a summary and some brief introductory observations, the aim and anticipated results, keywords, annotated bibliography, recommended study time, self-assessment exercises requiring critical thinking and case-studies. Indicative answers are given at the end for a thorough understanding of each unit's content, main terms and concepts. Recommended study time per week includes attendance of teleconferences, bibliographical search, completion of assignments and weekly exercises etc. Though self-evident, it must be noted that the study guide does not replace the educational material posted on the platform that students are called upon to carefully read and assimilate in order to meet the requirements of the programme and successfully complete the Thematic Unit.

Enjoy your study!

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: Introduction to Psychometrics

(1st Week)

Summary

Psychometrics is a branch of Psychology that centres around the study and construction of psychological tests. It studies and predicts human behaviour and human traits such as personality and abilities through research and statistical analysis. In this session we will look at the definition of Psychometrics and provide a brief historical overview.

Introductory Remarks

Psychometrics studies individual differences through the use of psychometric tests. The term “test” is a systematic process whereby researchers submit to the participant a series of questions and then assess his/her answers. For instance, tests may measure the abilities or personality traits of the participant through the use of questionnaires.

The study of individual differences first began in the 19th c., when researchers studied the characteristics of various organisms using random variables. Francis Galton was one of the first researchers to study intelligence by using questionnaires and statistical analysis. The term “mental test” was first used by James McKeen Cattell in 1890. Cattell underlined the significance of using reliable and valid tests for better studying individual differences.

The first psychometric tests were used by the American army during World War I to assess soldiers, among others. Due to time pressure for the assessment of individuals, an “assessment sheet” was created and used for mass screening and quick collection of data.

The first personality test was created by Robert Woodworth in 1919. It was aimed at diagnosing soldiers with post-traumatic stress disorder. Participants did not know the real aim of the questionnaire however, based on the content of the questions many of them were able to guess the real aim and therefore give misleading answers.

Projective tests were created as an alternative way of collecting information on personality, where individuals could reveal more personality traits. The Free-Association test was one of the first projective tests to have been created. Also, in projective tests participants are less likely to give misleading questions as they do not know how their answers will be evaluated.

Projective tests usually consist of various ambiguous images/stimuli (e.g., inkblots) that the participant is required to interpret. The way in which each participant perceives and interprets the ambiguous stimuli in a way projects his/her personality onto the test.

Aside personality tests, several tests created around 1930 to measure various characteristics such as abilities, values, education attainment etc. The study of individual differences gained prominence during the 19th c. and various researchers such as Wundt, Cattell and Binet contributed to their study. The development of the psychometric theory and the construction of various tests is interlinked with the development of scales and statistics.

Aims/Objectives

The aim of this session is to introduce students to the psychometric theory and key terms. The session offers a brief historical overview of the creation of the first psychometric tests.

Learning Outcomes

Students will learn:

- The definition of psychometrics.
- Why use psychometric tests.
- Why were the first personality tests created.
- Apply critical thinking to describe the use of questionnaires and projective tests.

Keywords

Francis Galton	James McKeen Cattell	Robert Woodworth	Psychometrics	Questionnaires	Projective tests

Annotated Bibliography

Basic Material

- Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.
  - The first chapter in this course is introductory. Its aim is to offer a historical overview of psychometric tools, underlining the usefulness of psychometric tests in combination with critical thinking.

Self-Assessment Exercises/Activities

Exercise 1.1

Go back to the historical overview and describe three factors that played a significant role in the development of psychometric tools. Your answer should not exceed 100 words.

Recommended number of work hours for the student

The estimated study time for this chapter is approximately six hours.

TITLE: Reliability

(2nd Week)

Summary

This session describes the concept of reliability in psychometric tests and underlines the usefulness of reliable tests for the study of individual differences. It also discusses test reliability methods and the factors that may impact the degree of reliability.

Introductory Remarks

As we have seen in the previous session, the study and evaluation of individual differences is performed with the use of psychometric tests. The use of valid and reliable tools allows the creation of norms and comparison of the individuals' characteristics.

For instance, let's assume we wish to measure the IQ (Intelligence Quotient) of a 15-year old child to see whether the child is mentally different to his/her peers. One way to answer this question would be to draw a sample from a smaller representative group of children and statistically compare their differences. In this case, our sample must be standardized, and all children must be subject to the same procedure and methodology. The size of the sample to be used must be adequate and representative of the general population in order to be generalizable and reliable. A second way to answer this question would be to compare the child's grades with the standardised norms available based on the child's demographic profile.

The psychometric test must be reliable (and valid as we shall see in the next session) in order to deliver useful results. A test's reliability is linked to the precision and consistency of the test's results. In other words, if we perform continuous measurements of one characteristic (i.e., a fifth-grade child's mathematical skills) then all the results must be the same or more or less the same. If the results differ systematically, then the tool we use may not be reliable.

There is a degree of measurement error in all tests, which means that no test can measure one characteristic 100%. To assess how reliable each test is, we use the degree of reliability which ranges between 0-1. The closer to 0 is the degree of reliability, the more unreliable the tool. The closer to 1 is the degree of reliability, the more reliable the tool.

Also, reliable tools should not be affected by measurement errors; they should have external (consistency over time) and internal consistency. In other words, a reliable test should provide consistent and precise results that should not differ significantly within short periods of time. For instance, a reliable test should give the same or very similar result when given to the same individuals twice within a week. The external consistency

of tests may be tested with various methods, for instance: Test-Retest Reliability, Parallel Forms Reliability and Split-Half Reliability.

Finally, the tests' internal consistency explores whether a test measures a specific characteristic in a reliable manner. When internal consistency applies, then there is a relatively high correlation between test questions, ensuring higher precision in the results. The tests' internal consistency may be calculated via Kuder-Rischardson 20 (KR-20) method and Cronbach's alpha coefficient.

Aims/Objectives

The aim of the session is for students to learn how reliability is defined and how it applies to psychometric tests. Various examples will be used toward helping students to understand the significance of a reliable test and the factors that may affect the degree of reliability. Also, students will be taught about the various types of reliability and the methods for measuring a test's reliability.

Learning Outcomes

Students will be expected:

- To know what we mean by "reliable test".
- To describe reliability methods.
- To know what is meant by "external consistency" and "internal consistency".
- To know what we mean by "measurement error" and provide examples.
- To know the range of reliability values.

Keywords

Reliability	Temporal stability	Internal consistency	Measurement error	Correlation	Reliability coefficients

Annotated Bibliography

Basic Material

Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.The second session of the course focuses ontest reliability. More specifically, it aims to explain when a test can be said to best measure the real value of a variable.

Supplementary Material

- Murphy, K. R. & Davidshofer, C. O. (2013). Psychological testing: Principles and applications. NJ: Pearson Education

- The 6th chapter of this book refers to the psychometric properties of tests. Of note are references on reliability coefficients and interpretation of tools.

Self-Assessment Exercises/Activities

Exercise 2.1: Self-assessment

Let us suppose we give a group of people two different editions of a stress test. We initially administer the first edition of the test (T1). A week later we administer the second edition of the test (T2) to the same group. The two tests yield different results. Give at least three reasons that may lie behind the tests' reduced reliability.

Recommended number of work hours for the student

The estimated study time for this chapter is approximately eight hours.

TITLE: Validity

(3rd Week)

Summary

This session centers around the validity of psychometric test and explains the main types of validity. More specifically, the terms face validity, content validity, criterion validity and construct validity are described here. Examples are provided for each type of validity while critical thinking is encouraged.

Introductory Remarks

The term 'validity of a test' refers to how well a test measures the item it is intended to measure. For example, a test intended to measure depression levels must measure depression levels and not something else. Usually, the title of the test suggests what the test is intended to measure; but this is not always the case.

There are various types of validity. The simplest one is face validity. Face validity refers to whether a test appears valid to the participant. Tests with low face validity are likely to affect the participants' trust in the validity of the test, which will eventually impact their score.

Content validity is a different type of validity, defined by the extent to which the content (questions/items) of the test represent all possible dimensions of the item that is being evaluated. For instance, if a test is intended to measure the first five chapters of a course, then the test's questions must represent all five chapters. If most of the test's questions focus on the first two chapters, then the test has low content validity.

Criterion-related validity is another type of validity, assessed when we correlate the scores from one test with the scores from another measure (e.g., a different test) for the same characteristic. Criterion-related validity may be broken into predictive validity and concurrent validity. In predictive validity, the initial test is used to predict a future behaviour or performance. In concurrent validity, the initial test is compared to the outcome of another available test.

Construct validity refers to tests that measure a complex theoretical or undefined concept such as intelligence. Construct validity exists theoretically but it cannot be directly observed. In other words, a construct (e.g., intelligence) relates to specific observable behaviours but there is no single external trait that declares the existence of intelligence.

To create a test that will measure a construct, it is first required to make hypotheses that relate to the construct, develop the test topics based on the hypotheses and carry out a

factor analysis. In this way, researchers will discover the minimum number of factors that are required to measure the validity of the construct.

To assess whether a test is valid, we use validity coefficients that range between 0-1. As is the case in reliability coefficients, the closer the coefficient is to 0, the less valid the test; the closer is to 1, the more valid the test. In other words, a low coefficient (0.02) suggests that the test is not valid while a high coefficient (0.08) suggests test validity.

Aims/Objectives

The aim of this session is for students to understand the term 'validity' in psychometric tests. Different types of validity are described and examples are given to help students realize how important it is to use valid tests. Also, this session encourages critical thinking, asking students to consider differences in the interpretation of the outcomes when the test has low or medium validity.

Learning Outcomes

- Students should know what the term 'valid test' means.
- Students should be able to describe the main types of validity.
- Students should be able to explain, with examples, why validity is important for psychometric tests.
- Students should have an understanding of the statistical method of Factor Analysis.
- Students should be aware of validity coefficients.

Keywords

Test validity	Types of validity	Factor Analysis	Construct	Validity coefficients

Annotated Bibliography

Basic Material

- Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.
- The fifth chapter describes the validity of psychometric tests and refers to the main types of validity. This session aims to explain the importance of test validity in the study of individual differences.

Supplementary Material

- Murphy, K. R. & Davidshofer, C. O. (2013). Psychological testing: Principles and applications. NJ: Pearson Education.

- The eighth chapter refers to the psychometric properties of tests. Important concepts in this chapter include validity coefficients and the interpretation of tools.

Self-Assessment Exercises/Activities

Exercise 3.1: Self-Assessment

Give an example that demonstrates the importance of the validity of psychometric tests. How would low validity impact your example? Use a specific type of validity to create the example.

Recommended number of work hours for the student

The estimated study time for this chapter is approximately eight hours.

TITLE: The use of psychometric tests

(4th Week)

Summary

This session describes the factors that may affect the appropriate use and effectiveness of tests. It refers to the traits and skills of the examiner, the test procedure, environmental conditions and the use of computers.

Introductory Remarks

The use of psychometric tests in Psychology is aimed at measuring psychological characteristics, abilities and behaviours. As we have seen in earlier sessions, the validity and reliability of tests are important for the collection of useful data. In this session we will see how the administration, assessment and interpretation of psychometric tests are as important in measuring individual characteristics.

We will initially refer to the skills and traits of the examiner or of the individual who administers the psychometric test. In most countries, depending on the code of ethics, individuals using psychodiagnostic tests are required to have completed a certified postgraduate programme which *inter alia* includes supervised traineeship. The professionals conducting the psychometric tests must be aware of the test's reliability and validity as well as how to administer, assess and interpret the outcomes. They must also be aware of the standardization of the sample and the test's strengths and weaknesses.

The administration procedure of a test and the environmental conditions are important for the test's appropriate use and effectiveness. First of all, examiners must have a very good knowledge of the test procedure in order for it to be carried out among all participants with consistency. Environmental conditions (e.g., room temperature, noise) should also be as controlled as possible for all participants.

In order for the psychometric tests to have useful outcomes, then they cannot be accessible to the wider public. As we have seen in earlier sessions, to measure the real characteristics of participants, the test must measure what is intended to measure (e.g., verbal ability). If participants have access to the tested material, then instead of measuring the real verbal ability, the test is likely to measure how well prepared the participants are and how well they have memorized their answers.

Once the collection of data has been completed with the use of psychometric tools, the examiner carries on the analysis and interpretation of data. The outcomes and their interpretation are written in an official report. In this report, the examiner includes any information that might help to draw a comprehensive image to contribute to the aim and interpretation of the outcomes. For instance, the examiner's observations about any unusual behaviour of the participants during the test, such as pronounced stress.

Today there are several programmes used for the administration, assessment and interpretation of psychometric tools. Technological advancement has several advantages, but the final assessment and interpretation must be performed by a professional examiner who will take into account those factors (e.g., pronounced stress) that do not reflect the individual's real abilities but may impact the final assessment.

Aim/Objectives

The aim of the session is for students to learn about the use of psychometric tests. Also, this session is intended to help students understand the interpretational procedure applied for tests and the importance of conducting a report. Finally, reference is made on the use of computers for the administration, assessment and interpretation of the outcomes, encouraging critical thinking.

Learning Outcomes

- Students should know the factors that may influence the appropriate use of psychometric tests.
- They should be able to describe the examiner's traits.
- They should be able to explain why it is important to administer tests using a consistent procedure.
- They should be able to explain why environmental conditions may affect the real outcomes, by providing examples.
- They should apply critical thinking in order to explain the basic advantages and disadvantages of the use of computers.

Keywords

Use of psychometric tools	Environmental conditions	Stable test procedure	Psychometric tests and use of computers	Interpretation of the outcomes of psychometric tests

Annotated Bibliography

Basic Material

- Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.
- The sixth and seventh chapters refer to the use of psychometric tests, test procedure and interpretation. They also refer to the characteristics required of

an examiner for appropriately administering the test and assessing the outcomes.

Self-Assessment Exercises/Activities

Exercise 4.1: Activity

Let's suppose that two professional psychologists wish to administer the same psychometric test among two different groups. One of them carries out the test following the guidelines pertaining to the test, in appropriate conditions. The other one realizes, during the course of the test, that he/she doesn't have all the necessary materials, he/she hasn't given the participants clear instructions and that there is a lot of noise outside the examination room. The two psychologists collect, analyse and interpret the outcomes.

With critical thinking, comment on the test procedure applied by the two psychologists with reference to the reliability and validity of the outcomes.

Your answer should not exceed 250 words.

***This exercise is worth 5% of the overall grade.**

Recommended number of work hours for the student

The estimated study time for this chapter is approximately seven hours.

TITLE: Intelligence tests

(5th Week)

Summary

This session provides a brief description of the main Theories of Intelligence and analyses the Verbal Comprehension and Perceptual Reasoning Indexes included in the Wechsler Adult Intelligence Scale (WAIS-IV) and Wechsler Intelligence Scale for Children (WISC-V).

Introductory Remarks

As we have seen in an earlier session, intelligence is a construct and as such it is not determined by a specific item. However, we can measure items that have been associated with intelligence. Various approaches have been created to interpret the complex phenomenon of intelligence. For instance, the psychometric approach supports that intelligence is a concept that is different in every person. Therefore, early psychometric tests aimed primarily at ranking individuals on the basis of their abilities. For instance, the Binet-Simon Scale (1905) was developed in order to separate students with learning difficulties from students without learning difficulties. This means that the main aim of the psychometric approach was the practical implementation of the test results, and not the understanding of the importance of intelligence.

Also, of note is the neurobiological approach which is based on the theories of Cattell (1963) and Cattell and Horn (1982) about the interpretation of intelligence. The neurobiological approach surmises that intelligence may be broken down into fluid and crystallized intelligence. Fluid intelligence helps the individual be adaptable, flexible, to be able to perceive similarities and parallelisms. For instance, according to these theories, we apply fluid intelligence to resolve novel problems.

Crystallized intelligence is the result of the interaction between fluid intelligence and our experience. Crystallized intelligence, as opposed to fluid intelligence, is considered relatively permanent. One example of crystallized intelligence is our general knowledge, such as our verbal ability, general information etc.

Intelligence tests aim to measure abilities and are often applied in clinical practice. For instance, intelligence tests are used to identify whether an individual's capacities diverge (or not) from the mean based on his/her demographic profile (e.g., age, gender etc.)

The Wechsler Adult Intelligence Scales (WAIS-IV) were initially created to assess the intelligence of adults and WISC-V of children. They have been translated and standardized for a Greek population. These Scales consist of four indexes, ten core subtests and five supplemental subtests. The four indexes are: The Verbal Comprehension Index, The Perceptual Reasoning Index, The Working Memory Index and the Processing Speed Index.

The Verbal Comprehension Index consists of three subtests and measures the participants' verbal ability (e.g., verbal expression). The first core subtest is 'Vocabulary' where participants are asked to name items or provide the definition of words (e.g., mammal). The second core subtest is 'Similarities' where participants are asked to identify similarities or differences between objects or concepts. The third core subtest is 'Information' that measures participants' general knowledge.

As opposed to the first Index, the Perceptual Reasoning Index measures non-verbal abilities. The first core subtest is 'Block Design' where participants are asked to reproduce an image using blocks. The second core subtest is 'Matrix Reasoning' where participants are asked to choose one of possible options in order to complete the figure. The third core subtest is 'Visual Puzzles' where participants are asked to assemble in their minds a specific design by choosing three from the puzzle pieces.

Aims/Objectives

The aim of this session is to present and analyse the main Theories of Intelligence. It also sets out to describe the Verbal Comprehension and Perceptual Reasoning Indexes from the Wechsler Scales. The session encourages critical thinking by asking students to comment on the Indexes on the basis of fluid and crystallized intelligence.

Learning Outcomes

- Students should be able to describe the main Theories of Intelligence.
- They should provide examples of fluid and crystallized intelligence.
- They should know the core subtests of the Indexes discussed during the session.
- They should know the significance of high and low scores in each subtest.

Keywords

Theories of Intelligence	Fluid Intelligence	Crystallized Intelligence	Wechsler Scales	Verbal Comprehension Index	Perceptual Reasoning Index

Annotated Bibliography

Basic Material

- Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.
- Chapters nine and ten refer to the Theories of Intelligence and to the Wechsler Scales. More specifically, it provides an analysis of the first two Indexes and encourages critical thinking.

Self-Assessment Exercises/Activities

Exercise 5.1: Self-Assessment

Discuss how the subtests of the Verbal Communication and Perceptual Reasoning Indexes relate to fluid and crystallized intelligence. Provide an example for each Index. Your answer should not exceed 150 words.

Exercise 5.2: Self-Assessment

After studying the two Indexes of Intelligence, make two columns and fill them with the subscales that belong to each Index. Provide a brief description for each subscale. What are the instructions given to participants and what is measured by each subscale?

Recommended number of work hours for the student

The estimated study time for this chapter is approximately ten hours.

TITLE: Objective Questionnaires and personality

(6th Week)

Summary

This session centers around the use of questionnaires for the description and analysis of personality. It also describes various Theories of Personality including the Five-Factor Model of Personality. The session encourages critical thinking and sets the foundations for the analysis of the MMPI, NEO-P-R and other personality inventories.

Introductory Remarks

As we have seen in the first session of this course, psychometric tests were initially created to evaluate traits of an individual's personality. We use the concept 'personality' to describe the emotions, way of thinking, values and beliefs of a person. In other words, personality denotes the individual's combination of characteristics and/or qualities. A person's personality traits are modified, developed and evolve because of external and internal factors.

Questionnaires consist of a series of questions aimed to reveal the participants' personality traits. In personality tests, participants are required to self-assess their behaviour and personality traits. The examiner assesses each participants' answers in order to evaluate and interpret the outcomes.

Various personality theories have been developed in order to describe distinctive personality traits and measure individual differences. For instance, the Big Five Personality Test comprises of five broad dimensions of personality: 1) Openness to experience 2) Conscientiousness 3) Extraversion 4) Agreeableness and 5) Neuroticism. The results of this test may describe, for instance, the degree to which a person is either introverted or extraverted. Also, aside from describing an individual's personality, personality tests help us compare individual differences between groups or populations. This test is frequently used in research, with coefficients of reliability ranging from 0.57-0.8.

Personality tests are used in various fields such as research, education and clinical practice. For instance, in clinical practice, psychometric personality tests may be used in screening psychopathological causes and behaviours. Therefore, based on the test results, professional psychologists may design the most appropriate type of therapy depending on the individual's needs.

One of the main disadvantages of the use of questionnaires pertains to the individuals' self-assessment. The participants may provide misleading response on purpose either to feel socially acceptable or to avoid diagnosis. At the same time, the individuals may also

exaggerate their answers if they are looking for a specific diagnosis. As we shall see in the next session, today we can verify whether an individual has given misleading responses.

A major difference between the use of personality questionnaires and the Wechsler Scales for evaluating intelligence (previous session) is that there is no right or wrong answer for personality questionnaires. Also, whilst with the Wechsler Scales the examiner may collect important information about the participant during the administration of the test (e.g., direct observation of the use of strategy in problem resolution), in personality tests the examiner cannot directly observe the individual's thinking and behaviour.

Aims/Objectives

The aim of the session is for students to become familiar with the use of personality questionnaires in research and clinical practice. Also, reference is made on key theories of personality. The session encourages students to apply critical thinking in discussing the possible strengths and weaknesses of the main theories of personality as well as the use of personality questionnaires.

Learning Outcomes

- Students should be able to describe the main Theories of Personality.
- They should be able to describe at least one personality test.
- They should be able to describe the use of questionnaires in research and clinical practice.
- They should know the basic weaknesses of questionnaires.
- They should know the strengths of questionnaires.

Keywords

Personality test	Questionnaires	Theories of Personality	Five-Factor Model of Personality	Criticism of Personality Questionnaires

Annotated Bibliography

Basic Material

- Murphy, K. R. & Davidshofer, C. O. (2013). Psychological testing: Principles and applications. NJ: Pearson Education

- This chapter describes the use of personality questionnaires in research and clinical practice. It refers to the main theories of personality and the criticism they have received.

Self-Assessment Exercises/Activities

Exercise 6.1: Self-Assessment

Briefly describe one of the personality theories, referring to advantages and disadvantages. Your answer should not exceed 150 words.

Exercise 6.2: Self-Assessment

Assume that a fellow student from a different field of studies asks you to explain the meaning of the MMPI, when it is used and why it is so widespread across the world. Your answer should not exceed 150 words.

Exercise 6.3:

Group assignment submission – PowerPoint presentation. The group assignment requires the presentation and analysis of a psychometric measurement. The deadline for the first assignment is at the end of week 9 and is worth 20% of the overall grade.

Recommended number of work hours for the student

The estimated study time for this chapter is approximately six hours.

TITLE: Projective Tests I

(7th Week)

Summary

This session describes the process of administering, scoring and interpreting the Rorschach test and TAT. It makes refers to the Exner scoring system and describes the test's psychometric properties.

Introductory Remarks

Projective tests were designed in order to contribute to better description of personality traits and the psychological assessment of individuals. Projective tests are based on the hypothesis that the individual interprets an ambiguous stimulus by projecting his/her personality into it. Therefore, at the beginning, the tests were believed to approach personality traits holistically instead of measuring only specific traits as is the case with questionnaires.

Projective tests are usually interpreted based on the way the stimulus is organized or based on the content of the response. This form of interpretation analyses the way the individual perceives the ambiguous stimulus. For instance, the individual may place large emphasis on the stimulus' details. Content-based interpretation places emphasis on the symbolisms the individual makes.

Rorschach test is one of the most extensively used projective tests. Created by Swiss psychiatrist Herman Rorschach, it is used to this day for the assessment of personality and psychopathology. The test consists of ten cards that depict an inkblot of bilateral symmetry. Some of the cards are coloured and some are black-and-white.

The cards are numbered and shown one at a time as the examiner asks the individual to describe what they see in each picture. All the responses are noted down, including reactions and the time of response. Until 1950 there were five different systems of administration, assessment and interpretation of the test. Some of them were mostly based on how the individual organises of the stimulus to interpret it, but also on its symbolism, whilst others were based on both options of interpretation.

The Comprehensive System for administering, scoring and interpreting the test, known as the Exner Scoring System, was published in 1974. The Exner included features from the five previous systems. As in all projective tests, the instructions for the individuals are short and given in a non-directional way. The administration of the Exner System consists of two phases – the free association phase and the inquiry phase. During the free association phase, the examiner collects information on the way the individual interprets

the cards. The second phase aims to collect further information for better scoring of the responses (e.g., the individuals' response was based on the entire picture or part of it).

The Exner Comprehensive System uses five categories to score responses – Location, Determinants, Content, Popular responses and Originality Scorings. In general, there are more than 180 indicators for scoring responses.

The Exner Comprehensive System has offered a more stable process of administering and scoring responses. Despite its popularity, it has several psychometric weaknesses and its psychometric properties are also highly controversial – according to meta-analyses, they range between 0.2-0.8. Generally speaking, projective tests have reduced face validity and relatively low to average values of reliability and validity.

Aims/Objectives

The aim of this session is to introduce students to the use of the Rorschach test and also to describe the Exner Scoring System. The session encourages critical thinking, requiring students to comment on the test's administration and assessment by analysing its advantages and disadvantages.

Learning Outcomes

- Students should be able to describe the process of administering and interpreting the Rorschach test.
- They should be familiar with the Comprehensive System of scoring and interpreting.
- They should know the test's psychometric properties.
- They should be able to refer to the test's strengths and weaknesses.

Keywords

Rorschach test	Comprehensive System	John Exner	Rorschach test's psychometric properties	Meta-analysis of the Rorschach test	Rorschach test criticized

Annotated Bibliography

Basic Material

- Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.
- The 14th chapter refers to the Rorschach test and to the process of administering the test and interpreting responses. Reference is also made on the use of the

Comprehensive System and the advantages and disadvantages of projective tests.

Self-Assessment Exercises/Activities

Exercise 7.1: Self-Assessment

Compare the use of questionnaires with the use of projective tests for the assessment of personality and psychopathology. Mention three positive and three negative features of each tool.

Recommended number of work hours for the student

The estimated study time for this chapter is approximately eight hours.

TITLE: Projective Tests II

(8th Week)

Summary

This session describes projective techniques created as variations of the Rorschach test. Prominent among them is the Thematic Apperception Test (TAT) and the Sentence Completion Technique.

Introductory Remarks

After the creation of the Rorschach test, various projective techniques were developed in order to overcome the weaknesses of the test. The Holtzman Inkblot Technique (HIT, 1975) is a more simplified projective technique where the individual is presented with 45 cards and provides only one response to each card. After providing a response, the individual is required to answer a) where on the card he/she sees the image and 2) which element of the stimulus created the image? The scoring of this technique is simpler and based on 22 criteria. The test's reliability and validity are believed to be average.

Another variation of the Rorschach test is the Somatic Inkblot Series (SIS; Cassell, 1964, 1980) which aims to trace psychosomatic problems. This test may be administered in three different forms – cards, booklet, videotape. The individual's responses are scored based on 11 categories and interpretation is based only on the content of the response.

A different projective technique is the Hand Test (Wagner, 1962/1983), a free-association technique addressed to individuals aged 7-18. As opposed to the ambiguous stimuli used by the techniques we have discussed so far, the stimulus used for this test is a hand. There is a total of 10 cards depicting a hand in various positions that the individual is asked to interpret. The test acknowledges it cannot reveal all personality aspects, but it suggests that it may be used to create an initial image of the behaviour. The test has average to relatively high reliability and validity values, but it must be interpreted with caution.

The Thematic Apperception Test (TAT) consists of 31 black-and-white cards that resemble images from various scenes. The examiner selects 20 of those cards to present to the individual. The examiner asks the individual to create a story based on each card that explains 1) what is happening at the moment 2) what has led up to the event shown 3) what the characters are feeling and thinking and 4) what is about to happen. The scoring is based on the qualitative analysis of the individual's story. The test's reliability coefficient is rather low (0.3) while validity coefficient ranges between 0.3-0.78.

The Sentence Completion Test is a completely different technique where the examiner provides a sequence of the first words of a sentence and asks the individual to complete

the sentence as he/she wishes. This technique assumes that the way in which the sentence will be completed reflects the individual's personality characteristics.

The Rotter Incomplete Sentences Blank (RISB; Rotter & Rafferty, 1950, 1992) comprises 40 incomplete sentences and analyses the individual's responses based on the content – positive, negative or neutral. A response is considered positive when it shows optimism and a healthy way of thinking. A response is considered negative when it shows hostility and a negative way of thinking. A neutral response resembles a statement. The test has average reliability and validity indexes.

Aims/Objectives

The aim of this session is to introduce students to various projective techniques used to this day (to a lesser extent). The projective techniques described here apply different administration and scoring procedures. The session encourages critical thinking, requiring students to discuss the use of projective techniques for the assessment of behaviour.

Learning Outcomes

- Students should be able to refer to specific projective tests and describe the administration and assessment procedures.
- They should know the differences between quantitative and qualitative analysis of responses.
- They should be able to compare the main differences between the Rorschach test and subsequent variations.

Keywords

Holtzman Inkblot Technique	Somatic Inkblot Series	The hand test (Wagner, 1962/1983)	Thematic Apperception Test	Rotter Incomplete Sentences Blank	Sentence Completion Technique

Annotated Bibliography

Basic Material

- Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.
- Chapter 14 refers to various projective techniques developed after the Rorschach Test in an attempt to simplify the process of administering and scoring responses and to address the test's weaknesses.

Self-Assessment Exercises/Activities

Exercise 8.1: Self-Assessment

With critical thinking discuss why projective tests are still used in order to assess personality and psychopathology in spite of the fact that their psychometric properties are found to be low to average.

Your answer should not exceed 150 words.

Recommended number of work hours for the student

The estimated study time for this chapter is approximately eight hours.

TITLE: Testing in Organizational Psychology

(9th Week)

Summary

This session describes the tests and questionnaires in the field of organisational psychology.

Introductory Remarks

The psychological assessment in the industry is being done by organisational or counselling psychologists. Another field of expertise which can be involved with the assessment in the industry may career guidance and counselling (CGC). The differences between the two psychology fields and CGC will be discussed in this session. Furthermore, the main pillars of psychological testing in industry will be analysed (e.g., recruitment, interventions and prevention of working stress, group dynamics, adjustment issues in organisations, job satisfaction etc.). In addition, the main reasons of administering psychometric tests and questionnaires in industry will be analysed and related measures will be presented and analysed such as aptitude tests, satisfaction, personality and career (e.g., Differential Aptitude Tests, John Holland's questionnaires, Hoppock satisfaction scale, etc.)

Aims/Objectives

The aim of this session is to introduce students to various psychological tests and questionnaires used in the field of organisational psychology. The session encourages critical thinking, requiring students to discuss the use of test/questionnaires for the assessment of personality, attitudes, behaviour, satisfaction and motivation.

Learning Outcomes

- Students should be able to refer to specific organisational psychology tests and describe the administration and assessment procedures.
- They should know the differences between quantitative and qualitative analysis of responses.
- They should be able to compare the main differences between the tests in the fields of organisational psychology.

Keywords

Psychological Assessment	Industry	Organisational psychology	Test	Questionnaires

Annotated Bibliography

Basic Material

- Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.

Self-Assessment Exercises/Activities

Exercise 9.1: Self-Assessment

Critically discuss the differences between tests and questionnaires in organisational psychology.

Your answer should not exceed 150 words.

Recommended number of work hours for the student

The estimated study time for this chapter is approximately eight hours.

TITLE: Qualitative Assessment and Report writing

(10th Week)

Summary

This session describes the qualitative aspects of assessment and makes a comparison with the application of objective and projective psychometric tests.

Introductory Remarks

Psychological assessment is not limited to the use of psychometric tests (standardised or unstandardized – objective or projective). Psychologists use other assessment methods such observation, interview (structured or semi-structured) and even using records (e.g., patient, student records etc.). In this session, the qualitative methods will be presented and the main focus will be on the interview. More specifically, the three stages of the assessment will be analysed and the basic characteristics of the interview will be explored. In addition, the stages as well as the techniques of the interview procedure will be presented. Finally, this session will help students comprehend the basics of writing assessment reports (either deriving from psychometric scores or the interview outcomes). This session uses simulation actives where students will be given case studies and take scenario roles where they will have the chance to administer psychometric tests and apply interviewing techniques.

Aims/Objectives

The aim of this session is to introduce students to second aspect of psychological assessment by using qualitative methods. The interview techniques described here apply different administration and interpretation procedures. The session encourages critical thinking, requiring students to discuss the use of qualitative methods for the assessment of behaviour, personality, psychopathology and cognitive functioning.

Learning Outcomes

- Students should be able to refer to specific interviewing techniques.
- They should know the differences between different qualitative assessment methods.
- They should be able to know the basics in report writing.

Keywords

Qualitative assessment	Interview	Techniques	Applications	Report writing

Annotated Bibliography

Basic Material

- Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.

Self-Assessment Exercises/Activities

Exercise 10.1: Self-Assessment

Describe the stages of psychological interview.

Your answer should not exceed 150 words.

Recommended number of work hours for the student

The estimated study time for this chapter is approximately ten hours.

TITLE: Tests and questionnaires used in Psychological research

(11th Week)

Summary

This session describes a number of tests and questionnaire used in psychological research.

Introductory Remarks

In this session student will be able to explore the different psychometric tools used in research. As this topic is quite broad, students must be prepared with questions concerning the areas of their research interests. Nevertheless, a number of tools will be presented and analysed in the areas of clinical, counselling, educational, sports, health, addiction, neuropsychology, social, developmental psychology. In addition, the presented psychometric tools will cover all ages. Except of the questionnaires' description, its psychometric properties will also be presented.

Aims/Objectives

The aim of this session is to introduce students to various psychometric tools used in research. The main of this session is to help students orient themselves in how to choose psychometric tools for their research (undergraduate thesis).

Learning Outcomes

- Students should be able to refer to the psychometric properties of research questionnaires in psychology.
- They should know the differences of questionnaires in each psychological area.
- They should be able to compare the main differences between questionnaires of the same area of psychology and be able to choose the most appropriate based on their research aims.

Keywords

Questionnaires	Research	Thesis

Annotated Bibliography

Basic Material

- Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.
- Other material related to research questionnaires provided by the instructor.

Self-Assessment Exercises/Activities

Exercise 11.1: Self-Assessment

Create a list of potential questionnaires that you may use in chosen research topic.

Your answer should not exceed 150 words.

Recommended number of work hours for the student

The estimated study time for this chapter is approximately eleven hours.

TITLE: Issues in Psychometrics: Bias and Ethics

(12th Week)

Summary

This session discusses moral and ethical issues related to psychometric tools. It explains the definition of test bias and dealing with personal data.

Introductory Remarks

Test bias pertains to the precision (or imprecision) of the test's scores. When a test's scores vary in terms of their precision depending on the participants' population, then there is bias. In other words, if a test measures the individual differences of one population better than those of other populations (e.g., minorities) then the test is biased and has reduced validity.

There are different types of bias such as bias in content validity. This bias refers to the content of the test questions, which favours one group of individuals more than another group. For instance, it uses words or phrases that are known to one group of individuals but not to all the individuals that are being assessed.

Another type of bias is related to criterion validity: a test must give equally good predictions of the future performance of individuals coming from different cultural contexts. A different type of bias refers to construct validity. A construct may have different meanings within different cultural groups. Therefore, constructs must be adapted to the population that is being assessed.

In psychometrics there are several moral and ethical questions based on the Code of Ethics followed by each country. There are some general rules of ethics that relate to the skills of a professional psychologist, integrity of character, professional, scientific and social responsibility and respect for the rights of the individuals. There are also ethical issues that refer to the development of psychometric tests. For instance, a psychometric test must be supplemented by a booklet with all necessary information for the proper use and interpretation of the test. Further, data collection must be carried out by a professional psychologist who is in position to administer and evaluate the individual's responses. The certified psychologist must ask for the individual's consent and inform them how their personal data will be used before the administration of the psychometric tests. Also, individuals must be informed about how their personal data will be stored and who will have access to it.

An important ethical question relates to the use of computers for the administration, assessment and interpretation of psychometric tests. The question in this case is who

has the responsibility for the final outcome – the computer programmers or the psychologist? According to the codes of ethics, the responsibility of the psychological assessment lies with the psychologist. Programmers have the responsibility to use the most updated research outcomes for administration and scoring.

Aims/Objectives

The aim of this session is to describe issues of ethics in the field of psychometrics and to introduce students to the different types of test bias. Reference is also made on the use of computers as means of collecting and scoring data.

Learning Outcomes

- Students should be able to describe the types of test bias by providing examples.
- They should be able to refer to various ethical issues.
- They should be able to discuss the use of computers by referring to the code of ethics.
- They should be able to describe the traits of a professional psychologist according to the code of ethics.

Keywords

Codes of Ethics	American Psychological Association	British Psychological Society	Test Bias	Personal Data	Computers and Psychometrics

Annotated Bibliography

Basic Material

- Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.
- Chapters 19 and 20 refer to the codes of ethics and discusses issues like the construction of psychometric tests, collection and storing of personal data, use of computers and test bias.

Supplementary Material

- Murphy, K. R. & Davidshofer, C. O. (2013). Psychological testing: Principles and applications. NJ: Pearson Education

- The last chapter of the book discuses social and ethical issues related to psychometric tests. Special reference is made on codes of ethics, test bias and the traits of a professional psychologist.

Self-Assessment Exercises/Activities

Exercise 12.1: Self-Assessment

With critical thinking discuss the different types of test bias. What should a professional psychologist take into consideration when administering a test with low validity because of bias?

Your answer should not exceed 150 words.

Exercise 12.2:

Submission for the individual assignment, which requires the selection of one topic from a list of topics that will be given to you at the beginning of the semester. The deadline for the second assignment is the end of week 12 and is worth 20% of the overall grade.

Recommended number of work hours for the student

The estimated study time for this chapter is approximately eight hours.

TITLE: Revision

(13th Week)

Summary

This session provides a revision of all the topics covered throughout this course. Revision is based on the main points discussed from the first until the twelfth week.

Introductory Remarks

In the first week we made a historical overview of the creation of the first psychometric tools. More specifically, we discussed the need for quick assessment of soldiers during World War I and also the development of tools for personality assessment.

In the second and third sessions we referred to the conception and standardization of psychometric tests and the psychometric properties of the tools. We focused on reliability and validity methods and the interpretation of correlation coefficients.

The fourth week describes the use of the psychometric tests and analyses significant factors such as environmental conditions, the relation between the psychologist and the individual and the preparation of a report on the test.

The fifth week refers to early screening psychometric tests and describes various techniques of expression such as the early Draw-A-Man test and its variations. Emphasis is placed on the use of z-scores for converting raw scores into values that are comparable to other tests. Emphasis is also placed on the interpretation of expression techniques.

The following two weeks cover theories of intelligence and intelligence assessment. More specifically, the Wechsler Scales are described and analysed with a reference on fluid and crystallized intelligence.

The eighth and ninth weeks refer to personality theories and personality assessment with the use of questionnaires. The MMPI/MMPI-2 questionnaire is described, and emphasis is placed on validity scales and their interpretation.

The Rorschach Test and the Comprehensive Scoring System are presented next. The session encourages critical thinking regarding the use of questionnaires and projective tests for the assessment of personality. Further, the tenth week refers to variations of the Rorschach Test and the use of various projective tests that are not solely based on the use of neutral/ambiguous stimuli.

Last, we discussed issues of ethics pertaining to the field of psychometrics, for instance the collection and storing of personal data, issues regardingthe development of psychometric tests, bias and the issue of theresponsibility for psychological assessment.

Aims/Objectives

The aim of this session is to refresh the memory of students about the topics discussed during the previous weeks. The aim of the Revision is to offer students the opportunity to review the syllabus as a whole and create a clearer picture of the topics covered during this particular course. The Revision is also aimed at helping students to better prepare for the final exam.

Learning Outcomes

- Students should be able to give a brief historical overview of the creation of psychometric tests.
- They should know what is denoted by 'test reliability and validity'.
- They should be able to apply critical thinking in discussing the assessment of personality via questionnaires and projective tests.
- They should be able to describe ethical issues pertaining to psychometrics.
- They should be able to describe the Wechsler Scales, MMPI/MMPI-2 and the Rorschach Test.

Keywords

Psychometric Properties	Intelligence	Wechsler Scales	MMPI/MMPI-2	Rorschach Test
Questionnaires	Personality	Projective Tests	Code of Ethics	Techniques of Expression

Annotated Bibliography

Basic Material

- Kaplan, R. M & Saccuzzo, D. P. (2018) Psychological Testing: Principles, Applications, and Issues. Boston: Cengage Learning.

- Study of specific chapters for more information on the curriculum and note-taking.

Self-Assessment Exercises/Activities

Exercise 13.1: Self-Assessment

Study of the material and make notes.-.

Recommended number of work hours for the student

The estimated study time for this chapter is approximately ten hours.

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Introduction to Psychometrics

(1st Week)

Exercise 1.1

You may describe the need to assess soldiers during World War I. Then you may refer to the use of questionnaires and how individuals would sometimes provide misleading responses; also, to the creation of projective tests as an alternative way of assessment whereby individuals cannot give misleading responses. Finally, you may mention the interest of researchers in the study of individual differences during the 19th century.

Title: Reliability

(2nd Week)

Exercise 2.1

Factors that may reduce test reliability:

- Unclear questions
- Errors during the completion of the test
- Unsuitable environmental conditions
- Poor explanation of the test instructions
- Scoring errors
- Fatigue, boredom etc.
- Responses at random
- Very small number of questions

Title: Validity

(3th Week)

Exercise 3.1

Face validity – for instance, when we set out to measure the math skills of a group of adults. The test we administer presents topics in a childish manner, with references to balloons, toys, dolls etc. The test's face validity is likely to be considered low, as the individuals will probably think it does not measure what it intends to measure – the math skills of adults.

As a result of reduced face validity, individuals may put less effort in completing the test, which will eventually impact their score.

Title: The use of psychometric tests

(4th Week)

Exercise 4.1

This exercise is worth 5% of the overall grade, therefore no indicative answers can be provided here.

Title: Intelligence Tests

(5th Week)

Answer 5.1

To answer this question, you should consider the abilities related to fluid and crystallized intelligence. For instance, general knowledge is linked to crystallized intelligence.

Exercise 5.2

Verbal Comprehension Index	Perceptual Reasoning Index
Vocabulary • Test takers are required to name items and define words (e.g. mammal). • Measures good verbal skills and memory	Block Design • ...
Similarities • ...	Matrix Reasoning • ...

Title: Objective Questionnaires and personality

(6th Week)

Exercise 6.1

You may refer to Cattell's Trait Theory and describe the Questionnaire of 16 Personality Factors. Or you may discuss his theory that differences between personality traits are quantitative rather than qualitative.

Exercise 6.2

You may answer this question by reporting the fields in which the test is more frequently used (e.g., clinical practice and fields where the assessment of psychological factors is important, for instance hiring personnel in security/safety sensitive positions). You may also refer to validity scales to explain the tool's psychometric properties.

Exercise 6.3

No indicative answers are given for this exercise, as this assignment counts toward the final grade (20% of the overall grade). This is a group assignment where each group will choose a psychometric test to present using PowerPoint. The assignment will be graded based on content, structure, critical analysis, bibliography/references and documentation of evidence. Submission: End of week 9.

Title: Projective tests I

(7th Week)

Exercise 7.1

Your answer may refer to the assessment and interpretation of the results. For instance, questionnaires are clearly a quantitative form of information analysis whilst projective tests analysis is more often qualitative. Even though the Comprehensive System gives a more stable process of response analysis, it nevertheless includes an element of subjective analysis.

Title: Projective Tests II

(8th Week)

Exercise 8.1

To answer this question, you should consider some of the advantages of the use of projective tests. For instance, projective tests are often applied on children through play. You may also answer the question from a psychoanalytical stance (e.g., defense mechanisms etc).

Title: Testing in Organizational Psychology

(9th Week)

Exercise 9.1

Your answer may refer to the difference of tests and questionnaires.

Title: Qualitative Assessment and Report writing

(10th Week)

Exercise 10.1

Your answer should describe the stages of psychological interview, named as 1. Aim of assessment, 2. Choice of interview techniques based on the assessment request, 3. Gather all information and report writing.

Title: Tests and questionnaires used in Psychological research

(11th Week)

Exercise 11.1

Your answer must contain names of relevant to your research aims questionnaires.

Title: Issues in Psychometrics: Bias and Ethics

(12th Week)

Exercise 12.2

No indicative answers are given for this exercise as this assignment counts toward the final grade (20% of the overall grade). The submission of this individual written assignment is the end of week 12. The assignment will be graded based on structure, relevance and validity of content, bibliography/references, the use of APA style (6th Edition), and the use of academic/scientific language. Sumbission: End of week 12.

Title: Revision

(13th Week)

Exercise 13.1

Note-taking based on course slides, activities/assignments and study of the material using valid sources such as articles and books.

Essay Feedback form with marking rubric:

European University Cyprus

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC310 Psychological Measurement	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of	More scientific sources were needed and the existing are moderately relevant to the	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-	

	sources in text.		sources in text.	discussed topic. Moderate use of sources in text.	were used. Inadequate use of sources in text.	scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor				**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: PSYCHOLOGY OF LEARNING

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC320**	**Psychology of Learning**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: 6	Face to Face: -	Web based Teleconferences: 6
Number of Assignments	2 Group Assignments (40%) 4 Assignments (10%)		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr Chara A. Demetriou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

General objectives of the Psychology Programme

- To develop the students' capacity to think, write and speak effectively and creatively;
- To develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- To develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- To build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- To provide students with the basic requirements for academic and/or career advancement.

Specific objectives of the Psychology Programme

- To provide students with a solid training in psychology and its methods;
- To foster awareness of contemporary developments and issues in psychology;
- To prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- To provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

This Study Guide of the course titled "**Psychology of Learning**" (**PSC320**) is the result of a systematic study and assessment of foreign and Greek bibliography and is reviewed and complemented yearly based on the changes made to the educational material posted on the platform.

The course of "**Psychology of Learning**" is compulsory. The aim of the course is to introduce students to the main principles of learning and behaviour by examining the relevant theoretical and empirical approaches in the field of Psychology. The course places an emphasis on the theoretical background of learning in the field of Psychology, in relation to human learning and behaviour. The issues we address concern the historical development of the learning theories, the human development theories, classical and instrumental conditioning, the influence of the various stimuli on learning and behaviour, social learning, motivation and the cognitive learning theories. The course also addresses concepts regarding information processing, problem-solving and memory. Through an understanding of all the mental processes related to learning, this area contributes, at many levels, to the shaping of educational systems, advertisements and sports.

Objectives: The main objectives of the course are:

- To enable students to understand and describe the various Theoretical Approaches in the context of teaching and learning
- To enable students to realise how the main principles derived from the theoretical framework can be applied to the educational environment
- To enable students to understand the importance of individual factors such as cognitive processes and motivation, as well as factors that concern the educational setting and social interactions
- To enable students to effectively manage problems arising in the educational setting, shaping teaching methods aimed to acquire, maintain and transfer knowledge in different settings
- Enable students to distinguish the main characteristics and differences arising between: student-centered, cognition-centered, assessment-centered and social-centered learning contexts.

The Study Guide, a necessary and useful tool for students - especially where the educational material is not written using the methodology of open and distance learning - encourages and also facilitates the study and understanding of the topics addressed in Psychology of Learning. Moreover, through the self-assessment exercises, it incites and encourages work at home, offers motivation for further study and contributes to the development of your critical thinking.
The Study Guide is structured per week and per topic and includes a summary and some very brief introductory remarks, the aim and learning outcomes, key words – basic concepts, annotated bibliography, recommended number of work hours for the student,

exercises of self-assessment, critical thinking and case studies, with indicative answers at the end, aiming at a more meaningful understanding of the content, the definitions and the concepts of each section. In addition to the time dedicated to study, the recommended number of work hours per week includes the attendance of the (tele) meetings, bibliography search, the drafting of assignments, weekly exercises, etc. Although it goes out without saying, it should be noted that **the Study Guide does not in any way substitute the educational material posted on the platform**, which students must read carefully and assimilate, in order to be able to satisfy the requirements of the Programme and successfully complete the course.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: LEARNING – CRITICAL ISSUES AND HISTORICAL PERSPECTIVES

(1st Week)

Summary

Module 1 provides a framework for understanding the central concept of Learning, as well as a historical background which forms the basis for understanding the relationship between the concept and Contemporary Theoretical Approaches and the processes of Learning.

Introductory Remarks

Learning is the acquisition and modification of knowledge, skills, strategies, beliefs and behaviours. In all educational settings, individuals learn cognitive, language, motor and social skills, which assume different forms in the multiple educational settings. Understanding the processes that lead to learning, the factors that influence it and the application of the learning principles in the various educational settings is at the focus of interest of education and teaching.

Aims/Objectives

The aim of module 1 is to review the study of Learning and how it can be defined in the educational setting. The objectives of the module are:

- To understand the role of Theory and Research in relation to Learning and to describe the most widely used methods of investigating Learning
- To understand the philosophical background of Learning and the psychological precursors of the contemporary Learning Theory, which have laid the foundations for the application of the Learning Theory in the educational setting
- To identify the critical issues in the field of study of the Psychology of Learning and how theory can ultimately influence teaching.

Learning Outcomes

- To define Learning and identify phenomena that are the results of Learning or not
- To describe the most important characteristics in the context of Learning and Teaching in a large number of research examples
- To analyse and explain the main characteristics of the methods used to evaluate learning
- To distinguish the concepts of Rationalism and Empiricism and explain the main principles on the basis of which they have been developed
- To formulate the main principles of teaching found in many of the Learning Theories.

Key Words

Assessment of learning	Main principles of Learning	Rationalism	Empiricism	Learning processes	Relationship between theory and learning

Annotated Bibliography

- **Basic Sources/Material**
  - Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 1: Introduction to the study of Learning

Value: This chapter presents the main concepts we address in the context of the specific module.

  - Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

- **Supplementary Sources/Material**

National Research Council, USA (2000). How People Learn. National Academy Press: New York.

Part A' – Chapter 1: Learning – From Speculation to Science

Value: It provides a different perspective in presenting the main theoretical concepts in order to define the framework of Psychology of Learning.

Self-Assessment Exercises/Activities

Exercise 1 will be marked by the lecturer.

Exercise 1

Define the concept of Learning, based on the curriculum presented, and explain the main features of this definition. Your answer must not exceed 500 words.

Recommended number of work hours for the student: 10 hours

TITLE: CONDITIONED LEARNING THEORIES

(2nd Week)

Summary

Module 2 describes and explains Conditioned Learning Theories in the context of the Behavioural Theory. These Theories aim to explain Learning as a result of environmental events and maintain that mental phenomena are not necessary for interpreting learning.

Introductory Remarks

The Behavioural Theory emerged as a response to the problems of introspection. More specifically, this approach proposes a shift in the interest of Psychology towards behaviour, which contributes to the adaptation and the functions of the various mental processes. In this way, Psychology could become objective, an experimental science through observable, scientific topics.

Aims/Objectives

The aim of Module 2 is to study the Theories of Learning, as these have been described by the researchers who have developed and proposed them.

- To understand the work carried out by the school of Conditioned Learning in the context of Learning
- To process the main concepts and mechanisms that describe learning in the context of B.F. Skinner's Instrumental Conditioning
- To process the main concepts and mechanisms that describe learning in the context of L. Thorndike's Associationism
- To process the main concepts and mechanisms that describe learning in the context of I. Pavlov's Classical Conditioning.
- To process the main concepts and mechanisms that describe learning in the context of J. Watson's and Guthrie's Behaviourism.

Learning Outcomes

- To explain how an organism can develop certain behaviours, according to L. Thorndike's Associationism Theory
- To understand the contribution of L. Thorndike's Associationism Theory to the field of education and teaching
- To explain the processes that characterise Conditioned Learning, the process of Extinction as well as the Generalisation of learned information and skills, according to the Classical Conditioning Theory
- To describe the process of Learning through which an emotional response becomes dependent on a previously neutral object
- To describe the model of relevance of the three conditions as described by B.F. Skinner in the context of Instrumental Conditioning and provide examples
- To formulate definitions and examples on the basic concepts of Instrumental Conditioning: Positive and Negative Reinforcement, Punishment, Generalisation Distinction, Behaviour Shaping and the Premack principle
- To describe how the Behavioural Principles function in the context of the Conditioned Learning Theories with regard to Self-regulation.

Key Words

Associationism Theory	Extinction	Generalisation	Classical Conditioning	Positive and Negative Reinforcement	Punishment

Annotated Bibliography

- **Basic Sources/Material**
  - Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 3: Behaviorism

Value: This chapter presents the main concepts we address in the context of the specific module.

- Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

- **Supplementary Sources/Material**

Olson, H., H., & Olson, M. H. (2012). Introduction to Theories of Learning. Pratice Hall: New York.

Chapter 4: Edward Lee Thorndike

Chapter 5: Burrhus Frederic Skinner

Chapter 7: Ivan Petrovich Pavlov

Value: It provides a different approach in the presentation of the main theoretical concepts in order to define the context of Psychology of Learning.

Self-Assessment Exercises/Activities

Exercise 2

Explain the main processes that define Learning in the context of the Conditioned Learning Theory and how the Transfer and Generalisation of the knowledge of concepts and skills occur. Your answer must not exceed 500 words.

Recommended number of work hours for the student: 10 hours

TITLE: THE SOCIAL COGNITIVE THEORY

(3rd Week)

Summary

Module 3 focuses on Albert Bandura's Social Cognitive Theory and the way in which different factors lead to the shaping of social behaviour.

Introductory Remarks

Behavioural Theories were mainly attacked on the idea that people can learn new acts simply by observing other people in their environment do them. Individuals observing others do not necessarily manifest that behaviour immediately, but could preserve it in their Memory and manifest it at a later stage. Therefore, learning occurs in a social environment.

Aims/Objectives

The aim of Module 3 is to provide an understanding of the conceptual framework of the Social Cognitive Theory.

- To understand the underlying assumptions of the Social Cognitive Theory in relation to the nature of human learning and behaviour
- To understand and be able to describe the processes of Modeling
- To develop knowledge on the various factors that influence Learning and the application of knowledge and skills, with a special emphasis on the impact of goals and self-efficacy, which constitute the fundamental processes of Learning
- To investigate the concept of Self-regulation and understand its implications in Education.

Learning Outcomes

- To describe the process of triadic reciprocal causation and provide corresponding examples
- To make the distinction between learning through observation and praxis, as well as between learning and doing

- To define the three functions of modeling and provide corresponding examples
- To explain the different factors that influence learning through observation and doing
- To develop the role of the qualities and other dimensions of the learning objectives
- To make the distinction between outcome expectations and self-efficacy and provide corresponding examples.

Key Words

Triadic reciprocal causation	Perceived self-efficacy	Modelling	Outcome expectations	Learning through doing

Annotated Bibliography

- **Basic Sources/Material**

- Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 4: Social Cognitive Theory

Value: This chapter presents the main concepts we address in the context of the specific module.

- Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

- **Supplementary Sources/Material**

Schwarts, B., Wasserman, E., A., & Robins, S. J. (2012). Psychology of Learning and Behavior. Norton: New York.

Chapter 14: Memory and Cognition

Value: It provides a different approach in the presentation of the main theoretical concepts in order to define the context of Psychology of Learning.

Self-Assessment Exercises/Activities

Exercise 3

Explain, according to the Social Cognitive Theory, the processes which influence learning and the role of Models in the acquisition of new knowledge and skills. Your answer must not exceed 500 words.

Recommended number of work hours for the student: 10 hours

TITLE: THE COGNITIVE INFORMATION PROCESSING THEORY

(4th Week)

Summary

Module 4 addresses the Cognitive Information Processing Theories, which attempts to explain Learning through the process of focusing Attention on environmental events, the Coding of the information presented and the association with knowledge which the individual already has, their storage and recall where necessary.

Introductory Remarks

Cognitive Information Processing does not refer to a single specific theory, but describes a set of theoretical approaches addressing the sequence and execution of cognitive processes. This field has been significantly affected by technological advancements and advancements in communication.

Aims/Objectives

The aim of Module 3 is to provide an understanding of the conceptual framework of the Cognitive Information Processing Theory.

- To understand the memory model relating to the two structures of storage
- To understand and be able to describe the main processes that make up information processing: Attention, Perception, Short-term Memory and Long-term Memory
- To interpret the relationship between verbal learning and Morphological Psychology in the context of Cognitive Information Processing
- To investigate the alternative perspectives regarding the levels of processing and activation of Memory.

Learning Outcomes

- To describe the main components of a Cognitive Information Processing system: Attention, Perception, Short-term and Long-term Memory
- To make the distinction between the different perspectives relating to the function of Attention and understand its role in Learning
- To describe the main forms of research in the context of Verbal Learning
- To make the distinction between Short-term and Long-term memory based on concepts such as capacity, duration and the processes it comprises.
- To define the role of Coding and Recall of information from the Long-term Memory.

Key Words

Attention	Perception	Short-term Memory	Long-term Memory	Information Processing	Coding

Annotated Bibliography

- **Basic Sources/Material**

- Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 5: Information Processing Theory

Value: This chapter presents the main concepts we address in the context of the specific module.

- Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

Self-Assessment Exercises/Activities

Exercise 4 will be marked by the lecturer.

Exercise 4

Based on Module 3 and the Cognitive Information Processing Theory, explain the cognitive processes of Attention, Perception and Memory in terms of their function and role in the acquisition of Learning. Your answer must not exceed 500 words.

Recommended number of work hours for the student: 10 hours

TITLE: COGNITIVE LEARNING PROCESSES

(5th Week)

Summary

Module 5 expands on the analysis made in Module 4 with reference to the main elements of the human information processing system and the understanding of the function of these Cognitive Processes in learning. More specifically, this Module addresses concepts such as those of the knowledge of terms and conditions, metacognition, problem-solving, transfer and self-regulation.

Introductory Remarks

Cognitive learning processes form integral dimensions of the complex types of the integrated types of cognitive learning that takes place in all levels of education and instruction. Many of these processes are seen in several contemporary technological programmes and have contributed to the development of technology in the broader field of education.

Aims/Objectives

The aim of Module 5 is to provide an understanding of the functioning of Cognitive Functions in the context of the educational process and learning.

- To understand the functions of Attention, Short-term and Long-term Memory and Perception in the educational process and learning
- To clarify the difference in the context of the function of the various Cognitive Functions with the aim of acquiring knowledge
- To investigate the appropriate conditions for the application of Cognitive Learning Processes
- To understand the integrated types of cognitive learning that take place in different school subjects and improve the strategies and practices applied by teachers.

Learning Outcomes

- To understand why the knowledge of terms and conditions is important for learning and be able to analyse the variables affecting Metacognition
- To make the distinction between the properties of the concepts and explain the Learning Model concepts
- To describe the methods of cognitive information processing for Problem Solving
- To explain the process of Self-regulation from the perspective of Cognitive Information Processing and provide appropriate examples to students of high and low ability
- To establish an action plan that could be used by the students in order to enhance their learning performance.

Key Words

Knowledge of terms and concepts	Metacognition	Problem Solving	Transfer	Self-regulation	Information processing

Annotated Bibliography

- **Basic Sources/Material**
  - Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 7: Cognitive Learning Processes

Value: This chapter presents the main concepts we address in the context of the specific module.

  - Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

- **Supplementary Sources/Material**

Schwarts, B., Wasserman, E., A., & Robins, S. J. (2012). Psychology of Learning and Behavior. Norton: New York.

Chapter 15: Human Learning and Cognition – Learning about causes.

Value: It provides a different approach to the presentation of the main theoretical concepts in order to define the context of Psychology of Learning.

- National Research Council, USA (2000). How People Learn. National Academy Press: New York.

Part B' – Chapter 3: Students and Learning – Learning and Transfer

Value: It provides a different approach to the presentation of the main theoretical concepts in order to define the context of Psychology of Learning.

Self-Assessment Exercises/Activities

Exercise 5 (GROUP ASSIGNMENT)

Preparation and completion of the 1st Group Assignment. Guidelines and more information regarding the structure and the content of the assignment will be provided through the course platform. Explain which Cognitive Learning Processes are involved in Self-regulation and what are their implications in shaping the educational setting and instruction. Your answer must not exceed 500 words.

The 1st Group Assignment need to be completed by the end of 5th week.

Recommended number of work hours for the student: 10 hours

TITLE: THE CONSTRUCTIVIST THEORY

(6th Week)

Summary

Module 6 addresses the psychological and philosophical perspective of Constructivism, being the concept which supports that individuals shape and build a lot of what they learn and understand through their interaction with the context.

Introductory Remarks

Constructivism is a psychological and philosophical perspective from the theory and research carried out in the context of Piaget's and Vygotsky's human development. The emphasis on the role of social mediation in the building of knowledge is dominant is many of the different forms of this perspective. The determining role of social processes in the individual's attempt to build knowledge is therefore analysed and explained.

Aims/Objectives

The aim of Module 6 is to provide an understanding of the student's role in the educational process and how he/she can build knowledge and learning.

- To analyse the main hypotheses of Constructivism as well as the different theories that come under this perspective
- To describe Vygotsky's theory with an emphasis on the determining role of the Zone of Proximal Development (ZPD)
- To analyse the determining role of social processes and monologue, motivation and self-regulation from the perspective of Constructivism
- To describe the Constructivist Learning environments, on the basis of their main characteristics and provide corresponding examples in relation to the teaching methods
- To investigate the main components of Reflective Teaching.

Learning Outcomes

- To understand and develop the main hypotheses and types of Constructivism
- To explain the fundamental principles of Vygotsky's Sociocultural theory and its implications in the educational setting through the Zone of Proximal Development
- To understand the functioning of Monologue in learning and self-regulation
- To understand and be able to analyse the role of motivation in the educational process
- To be able to describe how teachers' expectations are shaped and how they themselves can affect interactions with their students.

Key Words

Constructivism	Zone of Proximal Development	Motivation	Goal-setting	Self-regulation	Teamwork

Annotated Bibliography

- **Basic Sources/Material**
  - Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 8: Constructivism

Value: This chapter presents the main concepts we address in the context of the specific module.

- Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

Self-Assessment Exercises/Activities

Exercise 6 will be marked by the lecturer.

Exercise 6

State and explain the main characteristics of a constructivist learning environment. How is it different from conventional classrooms? Your answer must not exceed 500 words.

Recommended number of work hours for the student: 10 hours

TITLE: THE PROCESS OF KNOWLEDGE AND TEACHING

(7th Week)

Summary

Module 7 addresses the process of teaching from a cognitive and constructivist perspective. More specifically, following up on previous Modules, it attempts to examine Theories and Models as well as data deriving teaching-related research referring to cognitive processes.

Introductory Remarks

Contemporary research on teaching addresses issues such as the influence of teaching variables on the cognitive process of students, the role of individual differences in learning and the correlation between teaching variables and motivation during learning. This context also includes the influence of technology on the design and completion of teaching, the interactions between teachers and students and the students' thoughts on the curriculum, the learning environment and their self.

Aims/Objectives

The aim of Module 7 is to review cognitive perspectives which have been widely applied in the educational setting such as those of discovery learning and mental acquisition learning.

- To understand the stages or phases of the students' progress
- To develop strategies for the organisation and presentation of the curriculum in a series of steps
- To understand the importance of practice, feedback and review in the reinforcement of learning objectives
- To manage social models that favor learning and motivation
- To identify the factors of motivation and the context affecting learning.

Learning Outcomes

- To compare and juxtapose discovery learning with mental acquisition learning
- To describe the main hypotheses and principles of the teaching models
- To summarize the main practices applied by teachers, in accordance with research and effective design and teaching strategies
- To define interactions in the context of inclinations and manipulations in order to understand their significance in the context of learning.

Key Words

Discovery learning	Mental acquisition learning	Teaching models	Effective design strategies

Annotated Bibliography

- **Basic Sources/Material**
  - Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 7: Cognitive Learning Process

Value: This chapter presents the main concepts we address in the context of the specific module.

  - Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

- **Supplementary Sources/Material**

National Research Council, USA (2000). How People Learn. National Academy Press: New York.

Part C' – Chapter 6: Teachers and Teaching – The Design of learning environments

Value: It provides a different perspective to the presentation of the main theoretical concepts in order to define the framework of Psychology of Learning.

Self-Assessment Exercises/Activities

Exercise 7 will be marked by the lecturer.

Exercise 7

Identify the main features of the various teaching models in order to facilitate the teachers' understanding of the use of these features in shaping the educational setting. Your answer must not exceed 500 words.

Recommended number of work hours for the student: 10 hours

TITLE: DEVELOPMENT AND LEARNING

(8th Week)

Summary

Module 8 addresses the issue of human development and its role in Learning. Development refers to the changes occurring over time, which are based on the existence of a model and aim at the individual's survival. Development is therefore correlated with Learning.

Introductory Remarks

Development is an important issue in the context of Learning, as it can describe in an effective manner the relatively permanent changes which are observed in an individual and are due to experiences. At the same time, learning and maturity can be considered as important components of development.

Aims/Objectives

Module 8 aims to study development from a scientific perspective and how it affects the shaping of developmentally appropriate teaching.

- To study the historical and philosophical foundations of the scientific study of development
- To present the various views on development, with an emphasis on Cognitive and Constructivist Theories
- To present contemporary research in development in the context of cognitive processes
- To develop appropriate teaching methods and ensure transition to the educational setting
- The role of family factors that influence development, developmental changes in motivation and the relationship between development and teaching.

Learning Outcomes

- To describe the most important factors that guide the scientific study of human development
- To understand the developmental issues arising in the relationship between learning and the main views on human development
- To compare and juxtapose the established and functional interpretations in the context of development
- To understand the main processes in the context of Piaget's Theory and how it can contribute to learning and teaching
- To explain the main changes in the Cognitive Information Processing which are activated in the context of learning
- To describe developmental changes in motivation and its implications in learning.

Key Words

Piaget's Theory	Stages of development	Cognitive Information Processing	Developmentally appropriate teaching	Incentives	Motivation

Annotated Bibliography

- **Basic Sources/Material**
  - Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 10: Development

Value: This chapter presents the main concepts we address in the context of the specific module.

  - Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

- **Supplementary Sources/Material**

National Research Council, USA (2000). How People Learn. National Academy Press: New York.

Part B' – Chapter 4: Students and Learning – How children learn

Value: It provides a different perspective to the presentation of the main theoretical concepts in order to define the framework of Psychology of Learning.

Self-Assessment Exercises/Activities

Exercise 8

Explain the importance of Jean Piaget's Developmental Theory in the educational setting and its implications on teaching. Your answer must not exceed 500 words.

Recommended number of work hours for the student: 10 hours

TITLE: THE NEUROSCIENCE OF LEARNING

(9th Week)

Summary

Module 9 addresses the neuroscience of learning, i.e. the discipline that is interested in the role of the nervous system in learning, education and teaching. The focus of interest is both the Central and the Autonomous Nervous Systems.

Introductory Remarks

The role of the brain in learning and behaviour is not one of the latest topics of interest in the field of research, however the importance attached to it by teachers currently places Neuroscience of Learning at the focus of interest. Learning occurs in the brain and therefore the advancement of technology which simulates this function can significantly contribute to the improvement of the educational experience.

Aims/Objectives

The aim of Module 9 is to understand the role of the brain in learning, education and teaching.

- To review the organisation of the Central Nervous System and the brain's main structures, as well as their role in learning, motivation and development
- To develop issues regarding the functional location and the interconnections of the brain structures as well as the role of certain methods applied in the context of research
- To describe the neurophysiology of learning, including the neural organisation of information processing, the mnemonic networks and language learning
- To understand the main factors influencing development, its phases, critical periods and language development
- To represent motivation in the brain and the most important implications of brain-related research for teaching and learning.

Learning Outcomes

- To describe the organisation of the Central Nervous System and the function of the Neurons
- To state the functions of the main regions of the brain
- To identify certain brain functions mostly located in the right and left hemispheres
- To describe the use of different research techniques
- To explain how learning occurs from the perspective of Neuroscience, with reference to the function of Consolidation and Mnemonic Networks
- To describe the basic changes and critical periods of the brain, in conjunction with maturation and experience
- To understand the role of the brain function in the regulation of Motivation and Emotions.

Key Words

Central Nervous System	Autonomous Nervous System	Brain	Neurophysiology	Neural organisation	Neurons

Annotated Bibliography

- **Basic Sources/Material**
  - Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 2: Neuroscience of Learning

Value: This chapter presents the main concepts we address in the context of the specific module.

  - Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

- **Supplementary Sources/Material**

National Research Council, USA (2000). How People Learn. National Academy Press: New York.

Part B' – Chapter 5: Students and Learning –Mind and Brain

Value: It provides a different perspective to the presentation of the main theoretical concepts in order to define the framework of Psychology of Learning

Self-Assessment Exercises/Activities

Exercise 9

Explain the implications of research in the field of Neuroscience on learning and teaching. Your answer must not exceed 500 words.

Recommended number of work hours for the student: 10 hours

TITLE: LEARNING IN SUBJECT AREAS

(10th Week)

Summary

Module 10 examines learning in the subject areas of language comprehension, reading, production of written text, mathematics, science and social studies.

Introductory Remarks

The general learning processes apply to all subject areas. Nonetheless, certain unique traits that can enhance the educational process and learning apply to the various subject areas. As a result, there are specific processes per subject area that need to be clear for teachers in order to enhance the educational process.

Aims/Objectives

The aim of Module 10 is to investigate and understand the unique traits of the learning process in the various subject areas.

- To develop the specific processes per subject area as well as the function of the general processes in the different areas
- To understand the general learning and study strategies that can apply to all subject areas
- To investigate the main research findings in the context of the different subject areas of learning
- To approach the learning process through contemporary research which assesses the learning taught in actual learning settings.

Learning Outcomes

- To make the distinction between general and specific skills and describe their joint contribution towards adequacy

- To describe the research methodology regarding Experts and Beginners
- To explain the main components of understanding written text
- To define speech act and analyse its various components
- To understand the main principles of reading as supported by research findings
- To describe the process of information processing from top to bottom and from bottom to top in the context of reading decoding
- To outline the model of production of written text
- To describe calculation strategies and the automation of mathematical calculation skills.

Key Words

Experts	Beginners	Speech act	Reading decoding	Written text	Mathematical reasoning

Annotated Bibliography

- **Basic Sources/Material**
  - Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 10: Contextual Influences

Value: This chapter presents the main concepts we address in the context of the specific module.

  - Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

- **Supplementary Sources/Material**

National Research Council, USA (2000). How People Learn. National Academy Press: New York.

Part B' – Chapter 2: Students and Learning – How experts differ from Novices

Part C' – Chapter 7: Teachers and Teaching – Effective Teaching, Examples in History, Mathematics and Science

Value: It provides a different approach to the presentation of the main theoretical concepts in order to define the context of Psychology of Learning.

Self-Assessment Exercises/Activities

Exercise 10

Explain the main differences arising between an Expert and a Beginner and how the transition of a student from one level to the other can be achieved. Your answer must not exceed 500 words.

Recommended number of work hours for the student: 10 hours.

TITLE: MOTIVATION

(11th Week)

Summary

Module 11 addresses Motivation, an issue closely linked to learning. Motivation encourages and sustains behaviour guided by goals.

Introductory Remarks

Individuals tend to set goals and use cognitive strategies and behaviours to achieve them. As is also the case in the context of learning, it is impossible to directly observe the motivation of children. It is, however, easy to discern it through behavioural cues such as expressions, choices of educational and other tasks and goal-directed activities.

Aims/Objectives

The aim of Module 11 is to examine concepts in the field of education and learning that can reinforce the students' effort.

- To manage a General Model of Motivation in Learning, which describes the mobilisation of the individual in order to acquire skills and strategies
- To understand previous approaches to the concept of motivation and incentives
- To explain and understand the correlation between mobilisation and the fundamental motivational processes
- To develop topics such as the Achievement Motivation Theory, the Causal Performance Theory, the Social Cognitive Theory, the Goal Setting Theory, control perceptions, self-concept and intrinsic motivation.

Learning Outcomes

- To outline the motivational learning model and explain its main components
- To develop in brief certain important previous motivational theories (Impulses, Conditioned Learning, Cognitive Consistency and Humanistic Theory)

- To explain the main elements of a contemporary model of achievement motivation
- To develop the dimensions of the Causal Performance Theory and its impact on situations of achievement
- To explain how the social cognitive processes of goals and expectations are shaped and how they interact, affecting motivation
- To make the distinction between learning goals and achievement goals and understand how they affect motivation and learning.

Key Words

Causal performance	Goal setting	Motivational theories	Mobilisation	Goals	Expectations

Annotated Bibliography

- **Basic Sources/Material**
  - Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 9: Motivation

Value: This chapter presents the main concepts we address in the context of the specific module.

- Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

Self-Assessment Exercises/Activities

Exercise 11

Explain the contemporary model of achievement motivation and how it influences learning. As part of your answer you can use a corresponding chart which explains the relationship between various factors. Your answer must not exceed 500 words.

Recommended number of work hours for the student: 10 hours

TITLE: A COMPARATIVE VIEW OF THE MAIN LEARNING THEORIES – FROM DIVERSITY TO INTEGRATION

(12th Week)

Summary

All previous modules aimed at presenting the main theories on the phenomenon of learning, as well as some specific dimensions of the learning process, such as the neurobiological basis of the learning process. But how can we achieve the effective use of the multiple strategies and techniques proposed in the context of learning in order to advance it?

Introductory Remarks

All the theories examined in the framework of the multiple Learning Theories support the existence of general principles that can be applied to multiple contexts and conditions in a way as to serve and promote the educational process. It is therefore important to note that by developing a better understanding of the usefulness of these strategies, we can enhance the teachers' ability to choose the most appropriate strategies in each educational setting.

Aims/Objectives

The aim of Module 12 is to allow us to compare and integrate the various learning processes in the educational setting.

- To identify the main advantages and disadvantages of the various Learning Theories
- To understand the possibility to integrate information, strategies and concepts deriving from the large number of Learning Theories
- Gagné's theory as an example of integration of the various Learning Theories.

Learning Outcomes

- To identify the advantages of the various Learning Theories
- To identify the disadvantages of the various Learning Theories
- To understand the process of integration of information and strategies deriving from the various Learning Theories
- To understand Gagné's theory as another example of integration of the various Learning Theories.

Key Words

Integration of Learning Theories	Advantages of Learning Theories	Disadvantages of Learning Theories	Gagné's Theory

Annotated Bibliography

- **Basic Sources/Material**
  - Schwarts, B., Wasserman, E., A., & Robins, S. J. (2012). Psychology of Learning and Behavior. Norton: New York

Chapter 6: A comparative view of the main Learning Theories – From diversity to integration

  - Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

- **Supplementary Sources/Material**

National Research Council, USA (2000). How People Learn. National Academy Press: New York.

Part D' – Chapter 10: Future orientations for the science of Learning - Conclusions

Value: It provides a different perspective in presenting the main theoretical concepts in order to define the framework of Psychology of Learning.

Self-Assessment Exercises/Activities

Exercise 12

According to Gagné there are eight (8) types of learning of mental skills. Name and explain these eight (8) types of learning based on the various learning theories and perceptions described in Module 12.

Recommended number of work hours for the student: 10 hours

TITLE: THE NEXT STEPS IN THE AREA OF LEARNING

(13th Week)

Summary

The significance of the various Learning Theories to the further advancement of the educational system and the teaching process.

Introductory Remarks

The technological advancements and new challenges that the educational system needs to manage in all settings create the need for ongoing development and improvement of educational and teaching processes.

Aims/Objectives

The aim of Module 13 is to provide students the opportunity to summarise some of the main ideas presented in all Cognitive Theories

- The fundamental idea of all Learning Theories
- Evaluation of personal beliefs and assumptions in relation to learning.

Learning Outcomes

- To understand that learning involves changes in the cognitive processes of the individual and his/her thoughts, beliefs and skills
- To clarify how the various theoretical approaches explain the realisation of learning, i.e. the processes that it includes
- To understand the different aspects of learning: Basic, applied and developmental learning
- To identify theoretical perspectives related to personal beliefs with regard to learning.

Key Words

Fundamental idea	Cognitive processes	Different aspects of learning	Personal beliefs	Theoretical perspectives	Learning

Annotated Bibliography

- **Basic Sources/Material**
  - Schunk, D. H. (2016). *Learning Theories: An Educational Perspective*. Pearson: New York.

Chapter 12: Next steps

Value: This chapter presents the main concepts we address in the context of the specific module.

- Lecturer's PowerPoint notes

Value: The notes you will find in PowerPoint form summarise the main concepts of the module and guide your study.

- **Supplementary Sources/Material**

National Research Council, USA (2000). How People Learn. National Academy Press: New York.

Part C' – Chapter 9: Technology to support Learning

Part D' – Chapter 11: Next steps for research

Value: It provides a different perspective in presenting the main theoretical concepts in order to define the framework of Psychology of Learning.

Self-Assessment Exercises/Activities

Exercise 13 will be marked by the lecturer.

Exercise 13 (Group Assignment)

Preparation and completion of the 2nd Group Assignment. Guidelines and more information regarding the structure and the content of the assignment will be provided through the course platform. Based on your experience in the educational system, being either your own school or the university, and all the theoretical approaches we have

studied in relation to Learning and Teaching, state and explain the processes which, in your view, affect learning. Your answer must not exceed 1500 words.

The 2nd Group Assignment need to be completed by the end of 13th week.

Recommended number of work hours for the student: 10 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE: FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: LEARNING – INTRODUCTION, CRITICAL ISSUES AND HISTORICAL PERSPECTIVES

(1η Week)

Exercise 1 will be marked by the lecturer.

Exercise 1

Define the concept of Learning, based on the curriculum presented, and explain the main features of this definition. Your answer must not exceed 500 words.

Title: CONDITIONED LEARNING THEORIES

(2nd Week)

Exercise 2

Explain the main processes that define Learning in the context of the Conditioned Learning Theory and how the Transfer and Generalisation of the knowledge of concepts and skills occur. Your answer must not exceed 500 words.

Indicative answer: The indicative answer must make reference to and explain the following concepts:

The main model of instrumental learning is expressed with the relevance of three conditions: discriminative stimulus, reinforcer and response. A response occurs in the presence of a discriminative stimulus and is followed by a reinforcer. The likelihood of a future occurrence of the response in the presence of the same discriminative stimulus increases. The building of integrated behaviours requires shaping, which consists in chain sequences of relevance of three conditions where gradual approaches of the desired form of behaviour are successively reinforced. The factors that influence learning are the development state and the history of reinforcement. In order for conditioned learning to occur, the individual must possess the physical ability to express the behaviours. The responses manifested in a given situation depend on previously reinforced responses.

Transfer or, in other words, generalisation, is the result of the person's ability to respond in a similar manner to stimuli which are different to those used during the process of learning a behaviour, as a response to conditioned learning. A basic requirement is for some of the environmental elements to present similarities with the environment of the conditioned learning, in order to increase the likelihood of generalisation.

Title: SOCIAL COGNITIVE THEORY

(3rd Week)

Exercise 3

Explain, according to the Social Cognitive Theory, the processes which influence learning and the role of Models in the acquisition of new knowledge and skills. Your answer must not exceed 500 words.

Indicative answer: The indicative answer must refer to and explain the following concepts:

Learning is achieved both through action undertaken by individuals, i.e. active participation, and also symbolically, i.e. by observing, reading or listening. A substantial part of the educational process and school learning requires the combination of a set of experiences, both at symbolic and active level. A person's ability to learn through the observation of models allows the broadening of his/her abilities. Four processes that make up learning are Attention, Preservation of information in the Memory, Reproduction of information and Mobilisation. The Social Cognitive Theory points out the importance of the social environment in the learning and teaching process.

Title: THE COGNITIVE INFORMATION PROCESSING THEORY

(4η Week)

Exercise 4 will be marked by the lecturer.

Exercise 4

Based on Module 3 and the Cognitive Information Processing Theory, explain the cognitive processes of Attention, Perception and Memory in terms of their function and role in the acquisition of Learning. Your answer must not exceed 500 words.

Title: COGNITIVE LEARNING PROCESSES

(5η Week)

Exercise 5

Explain which Cognitive Learning Processes are involved in Self-regulation and what are their implications in shaping the educational setting and instruction. Your answer must not exceed 500 words.

Indicative answer: The indicative answer must refer to and explain the following concepts:

Self-regulation in the context of Cognitive Theories has a similar content as metacognitive awareness, where individuals monitor, guide and regulate all their actions in an attempt to achieve their specific educational goals. As a result, in order for individuals to be able to respond to the learning process effectively and accurately, they must have a clear understanding of the task (the content, time and mode of learning) as well as self-awareness on their personal capabilities, interests and attitudes towards the process. Self-regulated learning requires individuals to maintain a solid knowledge base, which can respond to both the requirements of the task, personal traits and strategies for successful completion.

Title: THE CONSTRUCTIVIST THEORY

(6th Week)

Exercise 6 will be marked by the lecturer.

Exercise 6

Develop a constructivist learning environment. What are the main features of this learning environment and how is it different from conventional classrooms? Your answer must not exceed 500 words.

Title: THE PROCESS OF KNOWLEDGE AND TEACHING

(7th Week)

Exercise 7 will be marked by the lecturer.

Exercise 7

Identify the main features of the various teaching models in order to facilitate the teachers' understanding of the use of these features in shaping the educational setting. Your answer must not exceed 500 words.

Title: DEVELOPMENT AND LEARNING

(8th Week)

Exercise 8

Explain the importance of Jean Piaget's Developmental Theory in the educational setting and its implications on teaching. Your answer must not exceed 500 words.

Indicative answer: The indicative answer must make reference to and explain the following concepts:

- Understanding of the students' level of cognitive development
- Preservation of the students' active involvement in the educational process
- Use of stimuli which are not harmonised with the existing schemas and knowledge of students, aiming to cause a "disharmony"
- Development and preservation of high levels of social interaction, as the environment is a fundamental source of cognitive development.

Title: THE NEUROSCIENCE OF LEARNING

(9th Week)

Exercise 9

Explain the implications of research in the field of Neuroscience on learning and teaching. Your answer must not exceed 500 words.

Indicative answer: The indicative answer must make reference to and explain the following concepts:

- Early childhood education is very important as it lays the foundations for the acquisition of complex concepts as the individual grows (biological maturation of the brain and increase of myelin, which allows the speedier transfer of information).
- In the context of learning difficulties, it is essential to investigate the functions of the brain in order to guide the development of certain intervention and educational programmes.
- It is important for educational activities to be organised in such a way as to sustain the interest of students and enhance their ability to focus their attention.

Title: LEARNING IN SUBJECT AREAS

(10th Week)

Exercise 10

Explain the main differences arising between an Expert and a Beginner and how the transition of a student from one level to the other can be achieved. Your answer must not exceed 500 words.

Indicative answer: The indicative answer must make reference to and explain the following concepts:

- Expert: A person who has developed a deep understanding of the given concept and has developed corresponding strategies based on which he/she can effectively fulfill the educational task. A main feature of an Expert student is automation in the execution of learning tasks in such a way as not to burden cognitive functions but include pre-existing knowledge.
- Beginner: A person who, due to lack of experience and automation, faces significant difficulties in responding consistently and accurately to the learning task. The lack of knowledge does not allow him/her to effectively respond to the given task, while this burdens his/her cognitive functions in a significant way.
- Model of the transition from the level of beginner to that of expert
    - Determination of the skill or concept prior to learning
    - Identification of an Expert, in other words a person with good performance in the specific skill or understanding of the concept and a Beginner, i.e. a person with some knowledge of the task, but lacking in terms of its execution
    - Establishment of the most efficient way of advancing the Beginner to the level of the Expert.

Title: MOTIVATION

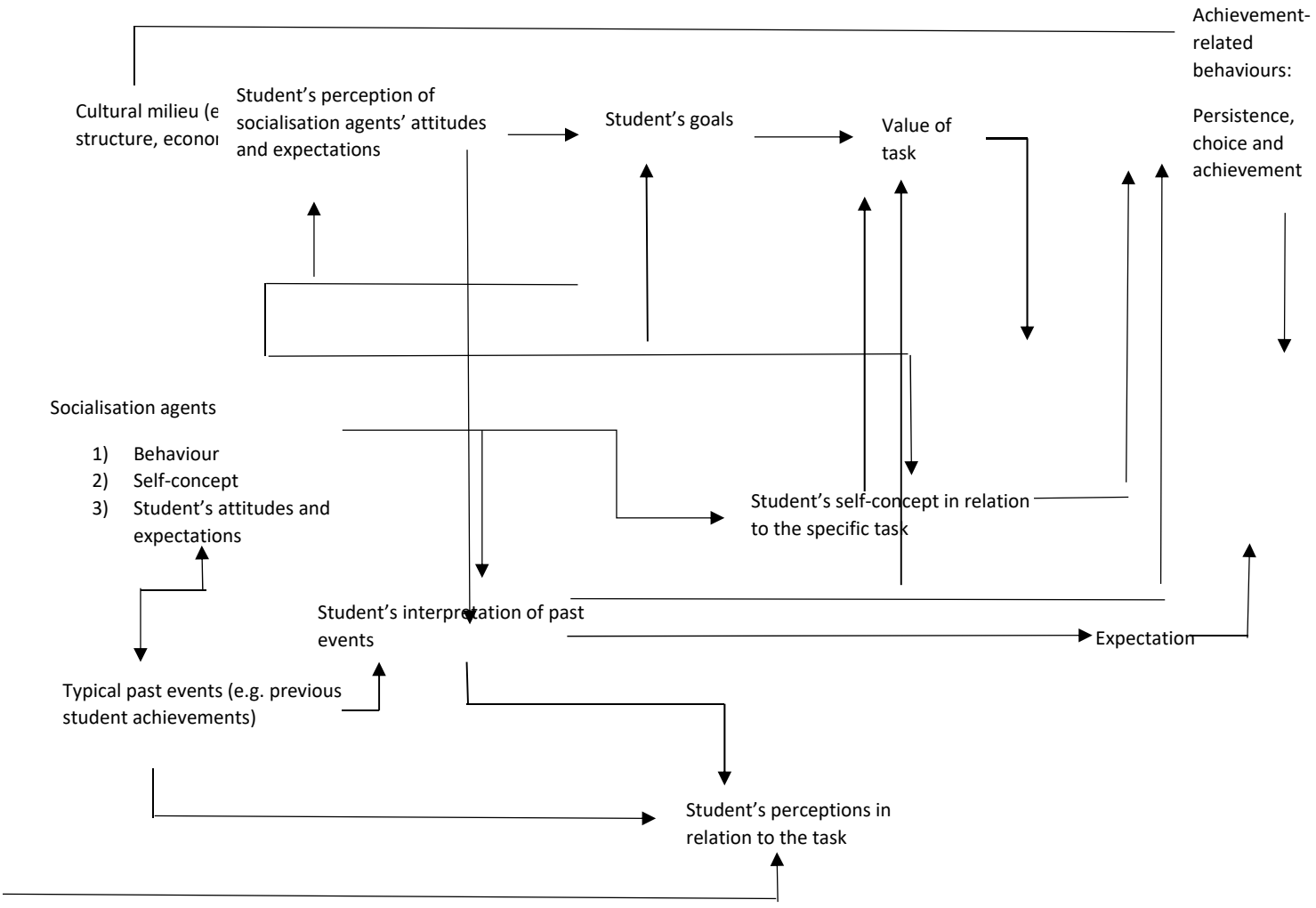
(11th Week)

Exercise 11

Explain the contemporary model of achievement motivation and how it influences learning. As part of your answer you can use a corresponding chart which explains the relationship between various factors. Your answer must not exceed 500 words.

Indicative answer: The indicative answer must refer to and explain the main concepts presented in the following chart.

Contemporary Model of Achievement Motivation (Schunk, 2011)



Title: PSYCHOLOGY OF LEARNING – APPLICATION OF ALL PROVIDED INFORMATION TO A CASE STUDY

(12th Week)

Exercise 12

According to Gagné there are eight (8) types of learning of mental skills. Name and explain these eight (8) types of learning based on the various learning theories and perceptions described in Module 12.

Indicative answer: The indicative answer must make reference to and explain the following concepts:

1. **Signal learning**: Identified with learning through conditioning of stimuli and responses.
2. **Stimulus-response learning**: Identified with the instrumental learning model of the theories developed by Thorndike and Skinner.
3. **Chaining of motor and non-verbal skills**: In this type of learning, the individual learns to connect one or more chains of stimuli or responses, as presented in Instrumental Learning.
4. **Chaining of simple verbal associations**: Identified with language learning, i.e. the learning of words with a direct association of stimuli, as described in the "word pair" association learning.
5. **Multiple discrimination learning**: "The person learns to respond in a number of different ways to different stimuli which however, when occurring naturally, share some common element".
6. **Concept learning, in particular specific concepts:** This type of learning refers to the person's ability to learn to react to a specific response to objective events or stimuli which are partly different between them, but are connected by a general abstract principle.
7. **Rule and concept definition learning**: The understanding of a rule requires the understanding of the various concepts of which it is composed.
8. **Problem solving or rule integration learning**: This is the highest and most complex type of learning, as it constitutes an internal process according to which the person "discovers new correlations, following a new integration of previously learned rules, with the help of which he/she manages to solve a new problem."

Title: THE NEXT STEPS IN THE AREA OF LEARNING

(13th Week)

Exercise 13 will be marked by the lecturer.

Exercise 13

Based on your experience in the educational system, being either your own school or the university, and all the theoretical approaches we have studied in relation to Learning and Teaching, state and explain the processes which, in your view, affect learning. Your answer must not exceed 500 words.

RUBRICS FOR a. WRITTEN and b. ORAL ASSIGNMENTS:

A. Rubric for Written Assignment:

PSC320	Feedback sheet for Assignment						
Student Registration number							
Assessment Criteria	Excellent 90%+	Very good 89-80%	Good 79-70%	Above average 69-60%	Average 59-50%	Fail 49% - 0	**Given Mark**
1. Use of APA 6th edition guidelines and format	Excellent use of APA style in-text and References.	Minor mistakes in text citations or Reference list.	Major mistakes in text citations or Reference list.	Major mistakes in both text citations and Reference list.	Slight attempt in following the APA style guidelines.	Insufficient use of APA style guidelines.	
2. Structure which flows logically throughout the paper	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Most points have a logical flow and are clearly and succinctly expressed.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. .	The essay's organisation and structure are moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed.	There is some organisation of the material, but the essay lacks a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed.	Hardly ever possible to discern the essay's structure and organisation .	
3. Grammar, Punctuation, Spelling and word limit	No GPS mistakes or very limited may be present.	Minor GPS mistakes are observed.	Some GPS mistakes are clearly observed.	Important GPS mistakes are clearly present.	Slight attempt in GPS.	Insufficient attempt in GPS.	
4. Sufficient number of scientific sources, use of relevant References and Quotations and their proper application throughout the paper (i.e., citations and reference list)	Excellent number of sources. All references are directly relevant to the topic and are excellently used.	Sufficient number of sources. Almost all references are directly relevant to the topic and sufficiently used.	Good number of sources. Some of the references are relevant to the topic and are reasonably used.	More sources could have been used. Much of the references may not be directly relevant to the topic and could have been used more properly.	Limited number of sources used. References are not directly relevant to the topic and not properly used.	Insufficient number of sources. References answer a totally different question to the topic and are inappropriately used.	
5. Originality of the topic	Excellent	Very good	Good	Above average	Average	Insufficient	
6. Cohesive integration of relevant Literature review (e.g., creative use of materials, logical and coherent arguments, main points supported by examples, etc.)	All the material is directly relevant to the title. Evidence of extensive independent reading which is presented in an excellent manner. The review develops	Almost all the material is directly relevant to the title. Evidence of good independent reading which is presented in a very clear manner. The	Some of the material is moderately clear and relevant to the title. The review develops moderately well throughout the	Important aspects of the material may not be directly relevant to the title. The review is not inclusive and does not develops thoroughly.	The material is not directly relevant to the title. Little evidence of relevant knowledge.	The review does not follows the given instructions or the material deviates from the title.	

	excellently throughout the paper using evidence to support arguments.	review develops very well throughout the paper using evidence to support arguments.	paper using only some evidence to support arguments.				
7. Understanding of methodological issues (i.e., enough information provided concerning participants, detailed procedure, clear design, efficient presentation of instruments and Ethical issues reported)	Excellent understanding and presentation of all methodological issues.	Very good understanding and presentation of most methodological issues.	Good understanding and presentation of methodological issues but few omissions observed.	Moderately sufficient understanding and presentation of methodological issues. Several omissions observed.	Only limited understanding of methodological issues with important number omissions observed.	Insufficient understanding and presentation of methodological issues.	
8. Accurate implementation of analysis and interpretation of results findings in discussion, ability to draw reasoned conclusions (based on current research findings and literature) and evidence of critical thinking.	Accurate interpretation of results. Excellent communication of results in the discussion which develops excellently throughout the section. Uses evidence to support arguments and conclusions and critical thinking is excellently used	Very good interpretation and communication of results in the discussion and evidence to support arguments is well used. Critical thinking is well used.	Mostly accurate analysis and/or interpretation of results. Results are moderately well communicated in discussion. Some evidence is used to support arguments. Makes some attempt for critical thinking	Some mistakes in interpretation of results. Although there is some evidence of communication of results, the discussion is not inclusive and does not develop thoroughly. Limited attempt for critical thinking.	Major mistakes in analysis and/or interpretation of results. Little evidence of appropriate communication of results in discussion. Assertions without critical concern for evidence.	Insufficient analysis and interpretation of results. Unclear communication of results, inappropriate discussion and absence of critical thinking.	
9. Understanding the Study's limitations and practical implication of results	Excellent understanding of limitations and links between theory, practice, research and their interplay.	Very good understanding of limitations and appropriate links between theory, practice, research and their interplay.	Good understanding of limitations and some appropriate links between theory, practice, research and their interplay.	Presents little concern for the study's limitations and justification of links between theory, practice, research and their interplay.	Limited attempt to understand limitations and makes only limited or inadequately appropriate links between theory, practice, research and their interplay. May present own views of the material without any attempt to properly justify it.	No evidence of the study's limitations and inadequate links between theory, practice, research and their interplay.	
10. Proposal of new, related studies based on literature and research findings so far.	Excellent proposal of new, related studies based on literature and research findings so far.	Very good suggestions for new, related studies based on literature and research findings so far.	Good suggestions for new, related studies based on literature and research findings so far.	Sufficient suggestions for new, related studies based on literature and research findings so far.	Not very relevant suggestions for new, related studies based on literature and research findings so far.	Failure / lack of any suggestions for further investigations for the topic under study.	

General Comments

Examiner's Signature	**FINAL GRADE**

B. Rubric for Oral Assignment:

Informative Speech Evaluation Form for PSC320

Speaker:……

CONTENT	1	2	3	4	5
Specific and attainable purpose					
Appropriate and interesting topic					
Research of topic					
Variety of data types					
Visual Aids					
Time					
Effective Attention Material					
Purpose and Preview					
Logical arrangement of points					
Sufficient support of points					
Review statement					
Memorable ending material					
Outline					
DELIVERY					
Free / Extemporaneous					
Eye Contact					
Posture					
Gestures					
Facial expression					
Movement					
Vocal variety (rate, volume, and pitch)					

Articulation					
Confidence					
Enthusiasm					

1 = Poor
2 = Adequate
3 = Good
4 = Very good
5 = Excellent

COMMENTS:

Mark : ……

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Research Methods in Psychology

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC325**	**Research Methods in Psychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	Three (3): • One learning assignment-activity (posted upon completion of the 5th week of teaching) (10% of final grade). The assignment is handed in upon completion of the 7th week of teaching. • One group assignment (posted upon completion of the 7th week of teaching) (20% of final grade). The assignment is handed in upon completion of the 9th week of teaching. • Individual assignment (posted upon completion of the 9th week of teaching) (20% of final grade). The assignment is handed in upon completion of the 12th week of teaching.		
Assessment	Assignments 50%	Final Examination 50%	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr. Kamtsios Spiridon
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

A psychologist is involved in studying, understanding and interpreting mental phenomena and the manifestations of normal or deviating behaviours, not only of individuals but also of social groups. A psychologist is a scientist who engages in predicting, diagnosing and dealing with mental disorders. A psychologist must genuinely respect and essentially care for people, their needs and their peculiarities. He/She must be objective in his/her judgment -bias-free- and have patience, calmness, persuasion and communication skills, in order to be accepted by the people who seek his/her services. Responsibility and confidentiality also pertain to the indispensable personal traits of a psychologist.

GENERAL OBJECTIVES**:**

- To develop the students' capacity to think, write and speak effectively and creatively;
- To develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- To develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- To build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- To provide students with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- To provide students with a solid training in psychology and its methods;
- To foster awareness of contemporary developments and issues in psychology;
- To prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- To provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

- **Short description & objectives**

The aim of the course is to provide students with a more in-depth understanding of the methods and applications associated with research in the scientific field of Psychology. It describes research with the use of questionnaires, the use of interview and observation, and places particular emphases on the use of experimental methods. Through the in-depth study of the theoretical-methodological approaches to research, participants will gain a holistic understanding on the design, the execution and the interpretation of research in the discipline of psychology. Student will be able to design, conduct and assess a research in the scientific field of psychology.

Recommended student work time

Approximately 5 hours (including the study of the Guide).

TITLE:

The Context of the Discipline of Psychology

(1st Week)

Summary

Psychologists aim to answer questions relating to behaviour, thoughts and feelings, using the scientific method. The scientific method is an abstract concept that refers to the ways in which questions are raised, as well as to the logic and the methods used to provide answers. When using the scientific method, psychologists rely on an empirical approach and adopt a sceptical attitude towards the interpretations of behaviour and mental processes.

Introductory Remarks

Although the concept of the scientific method is abstract, the practice of the discipline of psychology is a very specific human activity which affects the individual at different levels. Psychologists exert an influence at the level of the individual, the family, the school and society in general. Nonetheless, in order for their impact to be effective, they must rely on research that is carefully designed and executed. In order to establish psychology as a discipline, psychologists have adopted empiricism as a means of promoting the understanding of human behaviour. The empirical approach places emphasis on the direct observation and experimentation as means of answering these questions and is probably the most important feature of the scientific method. Based on this approach, psychologists have focused on the behaviours and experiences which could be directly observed. Moreover, scientists are scepticists. Scepticism towards the allegations on the causes of the behaviour and the mental processes is an important feature of the scientific method in psychology.

Aims/Objectives

The aim of the chapter titled “The Context of the Discipline of Psychology” is to introduce students to fundamental issues relating to the scientific research of the discipline of psychology, in three settings: historical, socio-cultural and ethical.

Learning Outcomes

On completion of the study of this section, students should be able to:

- Describe the discipline of psychology in a historical, socio-cultural and ethical setting

- Discuss the scientific approaches to knowledge
- Refer to the role of the empirical approach to answer research questions
- Discuss the “revolution” of information technology, as an important factor in the transition from behaviourism to cognitive psychology and a dominant theme in psychological research
- Understand that the skeptical attitude in relation to the allegations on the causes of behaviour is an important characteristic of the scientific method of psychology.

Key Words

Research in the discipline of psychology	The historical setting	The socio-cultural setting	The ethical setting	The empirical approach	The skeptical attitude

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Research Methods in Psychology.* Gutenberg Publications, Athens. (pages 43-66)

At first, the author refers to the discipline of psychology and describes the three settings in which it exists: historical, socio-cultural and ethical. It describes an empirical approach to research and approaches the sceptical attitude with specific examples.

Self-Assessment Exercises/Activities

Exercise 1.1

What is the scientific method: Your answer must not exceed 50-100 words.

Exercise 1.2

Describe in brief the historical, socio-cultural and ethical settings within which the discipline exists. Limit your answer to 100-150 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE:

Starting a Research – The Steps of the Research Process in Psychology

(2nd Week)

Summary

Scientific research comprises different stages, each one of which contributes to the success of the research venture. The initial stages of the research are of particular importance. Students must be aware of the significance and content of each separate stage, in order to be able to critically approach research, but also draft their own research proposal.

Introductory Remarks

This chapter refers to the commencement of the scientific study; to the first steps of the research venture. Upon embarking on a research study, students can answer the first question “what to study?” through a review of psychology topics in scientific journals, manuals and training courses in psychology. This is followed by the design of a research programme with a review of the bibliography, which is a decisive stage in the conduct of the research. The aim of the bibliography review is to establish what is known on the topic of interest and structure the review in such a way that it can serve as the basis, but also as justification, of the research. Then follows the hypothesis, which is a legitimate interpretation of the phenomenon. It is often formulated in the form of prediction accompanied by an interpretation of the predicted outcome. In order to determine whether their research question is legitimate, researchers examine its scientific importance, the scope and the probable results of the research, and also whether it promotes the discipline of psychology. An approach which employs several methods and seeks answers using different methodologies and ways of measurement provides the greatest opportunity for the discipline of psychology to understand behaviour and the mind.

Aims/Objectives

The aim of the chapter titled “Initiating Research – The Steps of the Research Process in Psychology” is, on the one hand, to help students answer questions such as “what should I study”, “how do I formulate the hypothesis to test my research”, “is my research question good?” and, on the other, to guide students to an established method of bibliography review, that will critically assess all that is known on the topic of interest.

Learning Outcomes

On completion of the study of this section, students will be able to:

- Think critically in relation to their approach to a research question
- Know the role of hypotheses in the design of research and formulate hypotheses
- Refer to the key steps of the research process in psychology
- Acknowledge the importance of drafting a bibliography review
- Discuss the different approaches of the narrative and systematic review
- Recognize the ways of approaching a bibliography review.

Key Words

Research process	Research hypothesis	Research questions	Bibliography review

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Research Methods in Psychology.* Gutenberg Publications, Athens. (pages 66-75)

The author describes in an understandable way the steps of the research process and accompanies the text with many examples and questions for reflection.

(2) Bryman, A. (2017). *Methods of Social Research.* Gutenberg Publications, Athens (pages 107-148).

In these pages, the author refers to the important role of the review of the existing bibliography, making a distinction between the narrative and the systematic review. It describes the reasons for drafting a bibliography review and provides useful advice on the application of the bibliography review to a student research.

Supplementary Sources/Material

(1) Babbie, E. (2011). Introduction to Social Research. Kritiki Publications, Athens. (pages 689-701).

At first, the author refers to the way a bibliography review is organised, providing important information on how to assess specific themes from a scientific text.

Self-Assessment Exercises/Activities

Exercise 2.1

State possible questions that students would need to answer before deciding that they have a good research question in their hands. Your answer must not exceed 50-100 words.

Exercise 2.2

State 4-5 reasons for drafting a bibliography review. Your answer must not exceed 100-150 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE:

The Scientific Method

(3rd Week)

Summary

This chapter introduces students to the scientific method. It sets out and comments on the characteristics of scientific and non-scientific approaches to knowledge. It approaches and analyses extensively the definitions of theory, concept, measurement and hypotheses. It discusses the objectives of the scientific method, which comprise description, prediction, interpretation and application and presents the relationship between theory and research.

Introductory Remarks

The scientific method relates to the ways in which scientists formulate questions, as well as the logic and the methods used to obtain answers. The scientific approach to knowledge is empirical, as it places emphasis on direct observation and experimentation as ways of answering the questions. Scientists are also using the term “concepts” to refer to things, events and relations between things or between events, as well as their characteristics. In order to measure the events, but also measure and assess behaviour, they use the measurement “tools”. They also use “measurements” to record the controlled observations that characterise the scientific method. Scientific measurements include the physical and psychological measurements. Finally, scientists formulate hypotheses. The hypothesis is an interpretation of a phenomenon that is being tested. With hypotheses, we often attempt to answer questions such as “how” and “why”. The scientific method has four objectives: description, prediction, interpretation and application. Psychologists aim to describe events and relations between variables. The correlations allow psychologists to predict behaviours or events, but not to establish the causes of these relations. Psychologists attempt to understand the cause of a phenomenon and interpret it, with the ultimate aim of generalising the findings, in order to describe different populations, settings and conditions. Lastly, in applied research, psychologists apply the knowledge and the research methods to improve the lives of individuals.

Aims/Objectives

The aim of the chapter is to introduce students to the scientific method and to the characteristics of the scientific approaches to knowledge, focusing at the same time on the four objectives of psychological research.

Learning Outcomes

On completion of the study of this section, students should be able to:

- Refer to the scientific approaches to knowledge
- Discuss the definitions of theory, concept, measurement and hypotheses
- Approach theory characteristics from a critical perspective
- State the components of the scientific method and describe in brief what is achieved by each one of them
- Describe the objectives of the scientific method, stating appropriate examples.

Key Words

Scientific method	Concept	Theory	Measurement	Hypotheses	Tools

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Research Methods in Psychology.* Gutenberg Publications, Athens.

(Chapter 2, pages 83-127).

The authors refer to the scientific approaches to knowledge, the objectives of the scientific method and the construction and control of scientific theories in a concise and understandable way.

(2) Bryman, A. (2017). *Methods of Social Research.* Gutenberg Publications, Athens (Chapter 1, pages 28-42 & Chapter 2, pages 44-67).

At first, the author introduces the reader to social research, its methods and processes. He then refers to issues pertaining to the relationship between theory and research as well as to epistemological and ontological issues.

Self-Assessment Exercises/Activities

Exercise 3.1

State the four objectives of the scientific method and briefly describe what is achieved by each one of them. Your answer must not exceed 200-250 words.

Exercise 3.2

What is the distinguishing feature of academic social research? Limit your answer to 100-150 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE:

Ethical Issues in the Conduct of Scientific Research

(4th Week)

Summary

Psychological research is conducted in a specific setting. As a result, in addition to scientific issues, in designing and executing research researchers must also take into account ethical issues. This chapter summarises some of the most important ethical issues prevailing in psychological research and research in general.

Introductory Remarks

When conducting research, scientists must carry it out in an adequate manner, state the results with accuracy, manage research resources sincerely, properly acknowledge the persons that have contributed to the generation of ideas or have dedicated time and effort to their research and consider the consequences of their research ventures on society. In their effort to fulfil these obligations, scientists are confronted with important and, at times, controversial ethical issues and questions. Based on the above, the American Psychological Association (APA) has proposed a code of ethics, which describes the standards of ethical behaviour, covering a broad range of issues. Discussions on ethical principles in social research therefore usually revolve around specific issues which can be classified as follows:

- Cause of harm to participants (cost-benefit relationship)
- Voluntary participation – consent based on information
- Misleading / deceit of research participants
- Anonymity and confidentiality
- Mode of reporting of research results.

Aims/Objectives

The aim of this chapter titled “Ethical Issues in the Conduct of Psychological Research” is to help students understand the key principles and rules of ethics that must be complied with when conducting research and be aware of the main difficulties arising in taking ethical decisions, considering that the dividing line between ethical and unethical practices is not always clear.

Learning Outcomes

On completion of the study of this section, students will be able to discuss:

- The key ethical principles in psychological research, with a particular emphasis on the relations between researchers and research participants
- The difficulties arising when taking ethical decisions
- The main rules of ethics determined by the American Psychological Association
- Examples of ethical problems when conducting research
- The procedures that a researcher must follow in order to avoid plagiarism, when setting out information from a primary or secondary source.

Key Words

Ethics	Cost benefit relationship	Informed consent	Misleading	Code of Ethics of the American Psychological Association	

Annotated Bibliography

For the educational needs of this section, material from the following books must be used:

Basic Sources/Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Research Methods in Psychology.* Gutenberg Publications, Athens.

(pages 129-177).

In this chapter the authors examine the ethical issues arising before and during a research and argue ways of reporting psychological research and the key steps for compliance with the rules of ethics.

(2) Bryman, A. (2017). *Methods of Social Research.* Gutenberg Publications, Athens

(pages 149-177).

In this chapter, the author introduces students to the concept of ethical attitudes and rules of ethics in an understandable way. Ethics and the issue of quality in research are discussed and the difficulties in taking ethical decisions are states.

Self-Assessment Exercises/Activities

Exercise 4.1

What is the significance of ethical issues in the conduct of social research? Your answer must be limited to 100-150 words.

This exercise is marked with 5% of the overall grade.

Exercise 4.2

Why are there divergent opinions on the issue of informed consent? What are the main difficulties in complying with this specific principle? Your answer must not exceed 100-150 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE:

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

(5th Week)

Summary

This chapter examines quantitative and qualitative research as separate research strategies. Quantitative research is described as a strategy which includes the collection of numerical data, adopting a productive approach to the relationship between theory and research. On the contrary, quantitative research places emphasis on the understanding of the social world, through the examination of the interpretation of this world by those who participate in it. This chapter also presents mixed methodological approaches and discusses issues of validity and reliability of the aforesaid methodological approaches.

Introductory Remarks

This chapter initially discusses the characteristics of quantitative research, a research approach which is a prevailing strategy in the conduct of social research. Quantitative research can be presented as a research strategy which favours quantification in the collection and analysis of data. It includes a productive approach to the relationship between theory and research, where the focus lies in the control of the theory, incorporating practices and norms of the positivist model. It encompasses the conception of social reality as an external and objective reality.

Qualitative research, on the other hand, is considered to be a methodological approach which favours speech and not quantification in the collection and analysis of data. It promotes an inferential approach to the relationship between theory and research, where the focus lies on formulating theories, by highlighting the ways in which individuals interpret the social world and their experiences.

Although these two methodological approaches have different orientations, many researchers maintain that they can be combined in the context of a broader research venture, the so-called mixed methods or triangulation research. The mixed methods research combines quantitative and qualitative research in the context of an isolated research venture, exploiting the advantages of each method and addressing the weaknesses of each one of them more efficiently. As a result, it is widely applied and accepted as an approach for conducting social research.

Social research is also characterised by quality control criteria. This refers to the concepts of validity and reliability. Reliability is the possibility to repeat the results of a study. The term is usually used in relation to the issue of consistency in the measurement of the different concepts of social sciences. Validity is the tenability of the conclusions arising

from a research. It refers to the degree to which an empirical measure adequately reflects the true meaning of the concept under review.

Aims/Objectives

The aim of the chapter titled “Quantitative Research, Qualitative Research and Mixed Methodological Approaches – Issues of Validity and Reliability” is to introduce students to the specific characteristics and features of the three methodological approaches, whilst clarifying issues of validity and reliability.

Learning Outcomes

- Discuss the aim and the differences between quantitative and qualitative research and the mixed methodological approaches
- Discuss the content of the concepts of validity and reliability, both for quantitative and qualitative data, as well as the relationship between validity and reliability
- Identify ways of controlling the validity of a research, as well as the “threats” to internal and external validity
- Describe how to ensure validity and reliability in the different stages of the conduct of quantitative research
- Describe how to ensure validity and reliability in the different stages of the conduct of qualitative research.

Key Words

Qualitative research	Quantitative research	Mixed methodological approaches	Triangulation	Validity	Reliability

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

(1) Bryman, A. (2017). *Methods of Social Research.* Gutenberg Publications, Athens (pages 61-64, 70-71).

In these pages, the author presents in summary and in a comprehensive way the quantity and quality criteria in social research, focusing on issues of reliability and on forms of validity. The author states, in a clear and understandable way, the research strategies and in particular the quantitative and qualitative methodological approach and the mixed methods research, presenting specific examples.

(2) Ouzouni, Ch., & Nakaki, K. (2011). The reliability and validity of measurement tools in quantitative studies. *Nosileftiki,* 50(2), 231-239.

In this article (which is posted on the platform), the authors refer in detail to the concept of reliability and validity, presenting examples with the most important types of reliability and validity of the measurement tools in quantitative studies.

Supplementary Sources/Material

(1) Babbie, E. (2011). *Introduction to Social Research.* Kritiki Publications, Athens. (pages 218-229).

The above excerpt from Babbie's recently published book addresses in a detailed and understandable way the quality criteria of a measurement, focusing on the different forms of reliability and validity, as well as on the relationship between these two concepts.

Self-Assessment Exercises/Activities

Exercise 5.1

Based on your understanding, try to summarise the main differences between quantitative and qualitative research. Your answer must not exceed 100-150 words.

The exercise is marked with 5% of the overall grade.

Exercise 5.2

(a) What are the differences between validity and reliability?

(b) Does reliability require validity or not? Your answer must be limited between 100-150 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE:

Means of Data Collection in the Conduct of Research: The Questionnaire and the Interview

(6th Week)

Summary

The questionnaires, which are completed by the respondents themselves, and the interview, are two of the main tools for collecting data in the conduct of a research in the field of psychology. This chapter examines these two means of data collection, providing the context for the clear understanding of their characteristics and how they are used.

Introductory Remarks

Sampling based research with the use of a questionnaire is perhaps the best available method for a researcher in the field of psychology, interested in collecting original data to describe a population whose large size does not allow direct observation. Through meticulous probability sampling, the researcher chooses a group of respondents whose characteristics can be considered to reflect the characteristics of the broader population, while the careful formulation of standardised questionnaires results in data of the same type for all respondents.

On the other hand, the interview is a data collection strategy of paramount importance in which an individual – the interviewer – puts questions to another individual – the interviewee. The purpose of the questions is to draw information. The use of the interview in research marks a shift from the approach of subjects as mere objects for manipulation and of the data being considered independent of the individuals, to the approach of knowledge as a derivative of the individuals and, indeed often, as the product of discussions between them. The interview is therefore considered to be an exchange of views between two or more individuals on a topic of common interest aimed at generating knowledge.

These two means of data collection for conducting research are distinguished by specific characteristics and features, different requirements in the drafting of the questions and the analysis of their content and require a different methodological design, based on their respective advantages and disadvantages.

Aims/Objectives

The aim of the chapter titled “Means of Data Collection in the Conduct of Research: The Questionnaire and the Interview” is to introduce students to the specific characteristics and features of the questionnaire and the interview (as means of data collection) and to the advantages and disadvantages of the use of each of these means in conducting a research.

Learning Outcomes

On completion of the study of this section, students will be able to:

- Know what is a questionnaire and what are the requirements in drafting one
- Identify types of design of the questionnaires, in order to facilitate respondents in their answers
- Discuss issues relating to the validity and reliability of the questionnaires
- State the reasons behind the importance of the interview as a research method, as well as the objectives of the interview in social research
- Identify the key issues related to the validity and reliability of the interviews
- Discuss the advantages and disadvantages of the questionnaire and the interview, as means of data collection in conducting research in social sciences.

Key Words

Questionnaire	Interview	Open-ended – Closed-ended questions	Structured and unstructured interview

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

(1) Bryman, A. (2017). *Methods of Social Research.* Gutenberg Publications, Athens (Chapter 10, pages 257-280 and Chapter 11, pages 282-303).

The specific chapters present, in a simple, concise and comprehensive way, the questionnaire as a means of data collection in the conduct of a research, focusing on its specific characteristics and its advantages compared to the other methods of data collection. It also presents issues relating to the questions that form the questionnaire (open-, closed-ended questions, types of questions, question design rules, etc.)

Bryman, A. (2017). *Methods of Social Research.* Gutenberg Publications, Athens (Chapter 9, pages 231-255).

In this chapter the author introduces students to the interview, as a means of data collection. It presents the characteristics of the structured, semi-structured and unstructured interview and discusses in detail topics relating to the formulation and

recording of the questions, the role of clarifying questions and the way answers are categorised.

Supplementary Sources/Material

(1) Babbie, E. (2011). *Introduction to Social Research.* Kritiki Publications, Athens. (pages 417-423 & 611-630).

In these pages, the author presents in brief and in an outstanding way the interview as a methodological research tool, refers to the role of the interviewer and the importance of clarifying questions. In pages 611 to 630, Babbie offers important information on the analysis of qualitative data in research, combining theory with the method of analysis. He provides detailed information and orientations on the coding of data, i.e. the initial classification and naming of the concepts in qualitative analysis and discusses topics related to conceptual mapping.

Self-Assessment Exercises/Activities

Exercise 6.1

Why would a researcher prefer the semi-structured over the structured interview as a means of data collection? Your answer must not exceed 100-150 words.

Exercise 6.2

What are open-ended and closed-ended questions in a questionnaire and what are the advantages and disadvantages of each type? Your answer must not exceed 150-200 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE:

Means of Data Collection in the Conduct of Research: Observation

(7th Week)

Summary

Observation is one of the means of data collection in the conduct of research in the field of psychology. The data from the observation appeal to researchers, as they allow them to collect “live” data from real situations. The researcher has the opportunity to look at what is happening on the spot and not as secondary data. This chapter examines the specific methodological approach, providing the framework for the clear understanding of its characteristics and how it is used.

Introductory Remarks

Scientific observation takes place in accurately defined conditions, in a systematic and objective way and through careful recording. The main aim of the observation methods is to describe the behaviour. Scientists attempt to describe the behaviour fully and as accurately as possible, although they are faced with serious obstacles. The direct observation of the behaviour in a natural setting, without any attempt to intervene on the part of the observer, is called natural observation. The main purpose of the observation in a natural setting is to describe the behaviour, as it naturally occurs and investigate the relationship between the variables that emerge. Participatory intervention allows the observer to gain access to a situation which is not usually available for scientific observation. In structured observation, the observer intervenes with the aim of causing an event or “setting up” a situation, for an easier recording of the events. In other words, researchers can create complex procedures in order to fully investigate a specific behaviour. Finally, behaviour can also be observed through indirect observation methods, i.e. through records and other evidence of human behaviour. In this case, the researcher does not intervene in the situation and the individuals are not aware of it.

Aims/Objectives

The aim of this section is to acquaint students with observation as a means of data collection in the design and execution of research in the field of psychology. The deeper understanding of its specific characteristics and features will help students critically approach and/or adopt the method in the process of designing and executing their own study.

Learning Outcomes

On completion of the study of this section, students will be able to:

- Know what observation is and its role in psychological research
- Identify the settings which allow the researcher to collect data through observation
- Discuss structured, unstructured an non-structured observation
- Know the main types of entering data in a structured observation schedule/protocol
- Refer to the rules of ethics that govern the specific data collection method
- Identify issues of validity and reliability in observation-based research
- Know the different behaviour observation strategies.

Key Words

Structured observation	Unstructured observation	Observation strategies	Event sampling	Instantaneous sampling

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Research Methods in Psychology.* Gutenberg Publications, Athens.

(Chapter 4, pages 185-251).

In this chapter, the authors analyse in detail the various methods of observation and recording of the behaviour, providing at the same time a critical perspective on observational research and discussing in particular the observer's bias.

Bryman, A. (2017). *Methods of Social Research.* Gutenberg Publications, Athens (Chapter 13, pages 306-321).

This chapter includes evidence and information on observation. It describes in detail the various observation types / strategies, the method of designing an observation chart and the sampling strategy in observational research. Ethical, reliability and validity issues of the method are also presented and discussed.

Self-Assessment Exercises/Activities

Exercise 7.1

Record the four main ways of entering data in a structured observation schedule/protocol. Your answer must not exceed 50-80 words.

Exercise 7.2

What are the main characteristics of structured observation? To what extent does observation offer a different approach to the study of behaviour compared to other research methods? Your answer must be limited to 100-150 words.

Recommended number of work hours for the student

Approximately 10 hours.

*****During the 7th week, the first learning activity, marked with 10% of the overall course grade, must be handed in. Students should answer two questions that assess the degree of understanding of the material taught in the first weeks of teaching.

TITLE:

Experimental Methods in Psychology: Independent Groups Designs

(8th Week)

Summary

Description and prediction are key components of scientific study, but do not suffice for understanding the causes of the behaviour. Scientific interpretation is achieved when scientists determine the causes of a phenomenon. The best method for identifying causal relations is the experimental method.

Introductory Remarks

Psychologists carry out experiments to verify hypotheses relating to the causes of the behaviour and verify, in an empirical way, the hypotheses deriving from different psychological theories. Experiments allow researchers to determine whether a type of manipulation or a programme indeed change the behaviour. To execute this, they rely on the logic of experimental research. In other words, they manipulate the independent variable in an experiment to observe its effect on behaviour, as assessed by the dependent variable. This experimental verification therefore allows researchers to reach the causal conclusion that the independent variable has indeed caused the changes observed in the dependent variable. One of the designs that can be used in conducting experiments is that of independent groups. In an independent groups design, each group of subjects participates in only one condition of the independent variable. The random placement in conditions is used to form comparable groups, by balancing or calculating the average of the characteristics of the subjects in all the conditions of manipulating the independent variable. Where random placement is used in order to form independent groups for the levels of the independent variable, the experiment is called a random groups design.

This chapter also examines issues regarding the internal validity of the specific research process. Internal validity is the extent to which the differences in the performance of a dependent variable can be definitely attributed to the effect of an independent variable and not to some other, uncontrolled variable. These uncontrolled variables are often referred to as threats to the internal validity and are possible alternative interpretations of the findings of a research. On the other hand, the researcher also needs to ensure external validity. The findings of an experiment have external validity when they can be applied to other individuals, settings and conditions, beyond the scope of application of the specific experiment.

Aims/Objectives

The aim of the chapter titled “Experimental Methods in Psychology: Independent Groups Designs” is to introduce students to experiments and the reasons why psychologists carry out experiments, and in particular, to experimental conditions using independent groups.

Learning Outcomes

On completion of the study of this section, students will be able to:

- Explain why psychologists carry out experiments
- Describe the logic of experimental research
- Refer to and discuss independent groups designs and their efficacy
- Identify “threats” to the internal validity of an experimental process
- Discuss ways of ensuring the validity of experiment findings
- Know the preventive measures they can take in case they suspect a problem in their experiment, due to selective loss of subjects

Key Words

Experiment	Random groups design	Internal and external validity	“Threats” to validity	Selective loss of subjects

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Research Methods in Psychology.* Gutenberg Publications, Athens.

(pages 325-384).

In these pages, the authors refer in a very detailed and understandable way to the role and logic of experiments in psychological research and introduce readers to random groups designs.

(2) Babbie, E. (2011). *Introduction to Social Research.* Kritiki Publications, Athens. (Chapter 7, pages 349-382).

The detailed presentation of this chapter on the experiment introduces readers to topics relating to the use of experiments in social research, the description of independent and dependent variables, experimental groups and control groups. Variations of experimental designs and issues of validity in experimental research are also presented and discussed.

Self-Assessment Exercises/Activities

Exercise 8.1

State the three key characteristics of an experiment. Your answer must not exceed 100-150 words.

Exercise 8.2

What is the independent groups design? Limit your answer to 50-100 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE:

Repeated Measures Designs in Research

(9th Week)

Summary

In the experiments conducted in the discipline of psychology, subjects participate only in one condition of the experiment. At times, however, it is more efficient for each subject to participate in all the conditions of the experiment. These designs are called repeated measures designs.

Introductory Remarks

Researchers choose to use a repeated measures design in order to (a) carry out an experiment with few available participants, (b) carry out an experiment more effectively, (c) increase the sensitivity of the experiment and (d) study the changes in the behaviour of participants over time. The use of the repeated measures design presents many advantages for researchers. Firstly, the repeated measures designs do not require as many participants as the independent groups designs, making them ideal for situations where the number of available participants is small. Another important advantage of the repeated measures designs is that they are generally more sensitive than the independent groups designs. The sensitivity of an experiment refers to the capacity to identify the effect of the independent variable, no matter how small that effect may be. In ideal conditions, participants in a survey respond to an experimental manipulation in a similar way. Researchers choose to use a repeated measures design because in some areas of psychological research, their use is imperative. When the research question concerns the study of changes in the behaviour of the participants over time, like in a learning experiment, the use of repeated measures is required. In addition, the repeated measures design must be used every time the experimental process requires participants to compare two or more stimuli between them.

Repeated measures designs present a significant advantage compared to independent groups designs. In a repeated measures design, the characteristics of the participants do not have a confounding effect with the independent variable which is being manipulated in the experiment. In other words, participants are examined on the conditions of the repeated measures design. This does not mean, however, that in the experiments conducted based on a repeated measures design there are no “threats” to internal validity. One possible “threat” may be due to the fact that participants can change over time. There are two types of repeated measures designs: Complete and incomplete. In the complete design, the practice effects are balanced for each participant, by placing each participant in the conditions several times, each time in a different order. In the incomplete design, each participant is placed in each condition only once.

Aims/Objectives

The aim of the chapter titled “The Repeated Measures Designs in Research” is to introduce students to the repeated measures design, as a means of data collection for the design and execution of research in the discipline of psychology.

Learning Outcomes

On completion of the study of this section, students will be able to:

- Know what we call repeated measures design
- Discuss the reasons why psychologists use repeated measures designs
- Refer to the role of practice effects in repeated measures designs
- Identify possible “threats” to the internal validity of the repeated measures designs
- Know the distinct difference between complete and incomplete repeated measures designs
- Make the distinction between a complete and an incomplete repeated measures design on the basis of specific examples to be discussed in the course.

Key Words

Repeated Measures Designs	Sensitivity of the experiment	Practice effects	Complete design	Incomplete design

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Research Methods in Psychology.* Gutenberg Publications, Athens.

(pages 389-422).

In this chapter the authors record in an understandable way the role of repeat measures in the conduct of research in psychology. The use of multiple examples and questions and answers helps the reader gain a deeper understanding of the specific topic.

Self-Assessment Exercises/Activities

Exercise 9.1

State one advantage of the use of the repeated measures design in a research. Your answer must not exceed 50-100 words.

Exercise 9.2

State a possible 'threat' to the internal validity of a repeated measures design. Limit your answer to 50-100 words.

Recommended number of work hours for the student

Approximately 10 hours.

*During the 9th week, the first assignment (group assignment), marked with 20% of the overall course grade, must be handed in. Students should study carefully and then present, in ppt format, a scientific article in the field of Psychology.

TITLE:

Complex Designs

(10th Week)

Summary

Experiments which include only one independent variable are not the most frequent type of experiment in contemporary psychological research. On the contrary, most times researchers use complex designs, in which two or more independent variables are simultaneously studied during an experiment.

Introductory Remarks

Researchers use complex designs to study the effects of two or more variables in an experiment. The application of each independent variable in a complex design must be made with the use of either an independent groups design or a repeated measures design, in accordance with what has been described in the previous chapters. The simplest type of experiment involves the manipulation of one independent variable at two levels. The simplest type of a complex design experiment involves two independent variables, each one with two levels.

Complex designs are defined based on the number of levels of each independent variable in the experiment. Therefore a 2x2 (two by two) design is the simplest form of complex design. In theory, there is an infinite number of complex designs, as any number of independent variables can be studied and each independent variable can have any number of levels. This chapter discusses in detail the issues referred to above, setting out specific examples from contemporary research approaches in the field of psychology, to provide an understanding of how complex designs are formed in psychological research.

Aims/Objectives

The aim of the chapter titled “Complex Designs” is to acquaint students with the concept of complex design, what it includes and the purpose it serves in the conduct of psychological research.

Learning Outcomes

On completion of the study of this section student will be able to:

- Know what is a complex design
- Recognise what is included in a complex design
- Discuss the importance of adopting complex designs in the conduct of research

- Discuss the 2x2 design (using different variables)
- Understand the role of complex designs in verifying predictions deriving from psychological theories
- Calculate the number of independent variables, the number of levels of each independent variable and the total number of conditions in different examples of complex design experiments such as 2x2, 2x3, 3x3, etc.

Key Words

Complex design	Factorial design	Independent – dependent variables	Interaction effect	Interaction interpretation

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Research Methods in Psychology.* Gutenberg Publications, Athens.

(pages 427-472).

In these pages, the authors initially describe complex designs, focusing on an example of a 2x2 design. They refer to the analysis of complex designs and the interpretation of the interaction effects.

Self-Assessment Exercises/Activities

Exercise 10.1

What is factorial design? Your answer must not exceed 50-100 words.

Exercise 10.2

Give an example of a 2x2 factorial design. Limit your answer to 50-100 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE:

Single-Case Research Designs: The Case Study Method

(11th Week)

Summary

The methodology which focuses on one individual only is called single-case research design. This chapter focuses on the case study method, refers to its characteristics and presents the advantages and disadvantages of its use as a methodological research tool.

Introductory Remarks

The case study is a detailed recording and analysis of a single individual. Case studies often use qualitative data, but not always. Researchers who use the case study obtain their data from different sources, including natural observations, records, interviews and psychological tests. The case study in itself is not a research method. On the contrary, it is an approach to the study of separate cases, which may include a broad range of methods of data collection and analysis. The single-case method has advantages and disadvantages for the researcher. Its advantages include the following: Case studies are a rich source of information on individuals, as well as of thoughts on the possible causes of their behaviour. The case study method allows us to "test" new therapeutic techniques or special applications of already existing techniques. Case studies are useful in studying rare phenomena. Finally, evidence from a case study can temporarily support a psychological theory. The disadvantages of using case studies include the difficulty to draw conclusions on the cause and effect relationship, the different causes of bias arising from the nature of the specific methodological process and the problems in generalising the results based on one individual only.

Aims/Objectives

The aim of the chapter titled "Single-Case Research Designs: The Case Study Method" is to acquaint students with this methodological approach, its characteristics and practical applications in the research process.

Learning Outcomes

On completion of the study of this section, students will be able to:

- Discuss the case study as a separate methodological approach for the conduct of research
- Refer to the specific characteristics and features of the case study
- Know the advantages of the case study method
- Be informed of the disadvantages of using the case study method

- Approach research views based on case studies from a critical perspective
- Discuss methodological issues in conducting case study research.

Key Words

Case study	Single-case designs	Nomothetic approach	Idiographic approach

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Research Methods in Psychology.* Gutenberg Publications, Athens.

(pages 477-517)

The authors describe in an understandable way the case study method, its characteristics, advantages and disadvantages and provide a critical perspective of the evidence based on a case study.

(2) Willig, C. (2013). *Qualitative Research Methods in Psychology.* Gutenberg Publication, Athens.

(pages 247-277)

The author refers to the main characteristics, aims and objectives of a case study as well as the methodological processes related to case study research.

Self-Assessment Exercises/Activities

Exercise 11.1

State some of the characteristics of the case study. Your answer must not exceed 100-150 words.

Exercise 11.2

State in brief how a case study contributes to research. Your answer must be limited to 50-100 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE:

Introduction to the Use of the IBM SPSS Statistical Software, Descriptive Statistics Indexes, Comparison of Means, Organisation and Presentation of Quantitative Data

(12th Week)

Summary

The statistical package for social sciences is a data analysis application. Through this package, the researcher can carry out a multitude of statistical analyses in order to draw reliable conclusions and present them to the scientific community.

Introductory Remarks

This chapter presents some key functions of the SPSS (Statistical Package for Social Sciences) for Windows, which is the most widely used software for analysing quantitative data by social scientists. It initially presents the first steps of SPSS, such as the launching of the application and the entry of data in the Data Viewer. It describes the key operations of SPSS (data viewer, variable viewer, output viewer, value label, variable label, missing values, recode, compute, analyse, graphs, chart editor) and approaches the concepts of descriptive and inferential statistics. Therefore, at a first level, when we want to organise and describe our data, we can use a group of statistical methods called descriptive statistics. At a second level, when we want to draw certain conclusions for a large group of individuals, based solely on the data we collected from a smaller representative section of this group, we must use a different group of statistical methods called inferential statistics.

Thereafter, the course focuses on data analysis using SPSS and, specifically, on the calculation and interpretation of the descriptive statistics indicators. With a database to be given to the participants, the course presents the mode of calculation, but also the interpretation of the following descriptive statistics indicators: frequency, mean, standard deviation, range, mode and median.

In addition, very often in behavioural sciences researchers are interested in studying phenomena which include comparisons between two or more groups. The main objective, in this type of research, is to identify which of the groups presents the best performance in the variable or variables which are being researched. In case the researcher wishes to examine differences between two groups, he/she applies the t criterion (for independent or dependent samples), whilst in case the researcher wishes to compare more than two means, he/she uses the analysis of variance – Anova. The analysis of variance allows us not only to compare more than two means, but also to study simultaneously the effect of two or more independent variables, calculating not only the effect of each independent variable on the dependent one, but also the interaction effects of the independent variables on the dependent one.

This chapter also addresses the way of organising and the way of presenting quantitative data. The course will use a hypothetical set of data and based thereon, whilst drawing on the knowledge and skills acquired in previous chapters, participants will learn about available ways to effectively organise and present the results of their research. Charts, which are amongst the most widely used methods of recording quantitative data, will be presented. Their main advantage is that they can be easily interpreted and understood. The data can be presented in bar charts, pie charts and histograms. The way of presenting data in the form of a table, either with a frequency table (setting out the number of individuals and the percentage corresponding to each category of the variable in question) or a correlations table (probably the most flexible methods of analysis of relations, in the sense that they can be applied to any pair of variables) will be discussed.

Aims/Objectives

The aim of this specific chapter is to familiarise students with certain key functions of SPSS for Windows and introduce them to a first analysis of quantitative data, with the calculation of different descriptive statistics indicators. Another aim of the chapter is to make students understand the importance and the mode of calculation of specific statistical analyses, on the basis of the hypotheses formulated in a research, in order to successfully conduct an assignment in the field of social sciences.

Learning Outcomes

On completion of the study of this chapter, students will be able to:

- Distinguish between the descriptive and the inferential statistics approach
- Know the working environment and the key functions of SPSS for Windows
- Use descriptive statistics analyses, such as frequency, mean, standard deviation, range, mode and median
- Discuss and interpret results from quantitative data analyses, with the use of descriptive statistics indicators
- Know the correct use of the statistical criterion for the comparison of the means of two groups (t-test) and the comparison of the means of three and/or more samples (analysis of variance – Anova)
- Interpret the results arising from the application of the above statistical analyses
- Assess the significance of the accurate presentation of the quantitative data of a research
- Identify how they can present the data of the research, in accordance with their specific characteristics
- Become familiar with and use different ways of presenting data.

Key Words

Descriptive Statistics	Inferential statistics	SPSS	Frequency	Median	range
Mean	Standard deviation	Mode	The t criterion for independent samples	Analysis of variance	

Annotated Bibliography

For the educational needs of this section, material from the following books is used.

Basic Sources/Material

(1) Bryman, A. (2017). *Methods of Social Research.* Gutenberg Publications, Athens

(pages 388-395).

The author presents in a detailed and understandable way the first steps in the SPSS and provides useful advice on its key functions. It describes (with the help of examples and tables) key analyses of descriptive statistics, such as for example the frequency analysis.

(2) Roussos, P., & Tsaousis, G. (2011). *Statistics in Behavioural Sciences using SPSS.* Topos Publication, Athens.

(Chapter 3, pages 335-352, Chapter 4, pages 79-94, Chapter 5, pages 101-119, Chapter 8, pages 186-204, Chapter 9, pages 209-218, Chapter 23, pages 305-331).

In these specific chapters, the authors present in an understandable way and with the use of many examples and tables the role and importance of the central tendency indicators in the analysis of quantitative data, how they are calculated using SPSS and the interpretation of the numerical values that derive therefrom. The authors also introduce students, in a simple, understandable and detailed way, to the comparison between two samples and the analysis of variance. The use of multiple examples and the emphasis on the interpretation of the results render the chapters of this book effective in understanding the specific methods of statistical processing and presentation of the quantitative data.

Supplementary Sources/Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Research Methods in Psychology.* Gutenberg Publications, Athens.

(Chapter 12, pages 637-668).

The chapter presents, at a theoretical level, the comparison of two means as well as the method of reporting the results when two means are compared. It also provides important orientations and instructions for the analysis of data regarding more than two conventions.

Self-Assessment Exercises/Activities

Exercise 12.1

State and describe the central tendency and dispersion indicators that can be used in a research. Your answer must not exceed 100-150 words.

Exercise 12.2

State in brief some of the ways of presenting quantitative data. Your answer must be limited to 50-100 words.

Recommended number of work hours for the student

Approximately 10 hours.

*****During the 12th week, the second assignment (individual assignment), marked with 20% of the overall course grade, must be handed in. Each student should write down two (2) titles for two separate studies in the field of psychology. Students should choose some of the methodological approaches presented in the previous lessons. Specify the dependent (s) and independent variables (s) and any covert variables for each research separately. Give (approximate) the purpose of each study and formulate studies' hypotheses. Write down the sampling method that you will choose to use in each survey.

TITLE:

Revision

(13th Week)

Summary

The lesson of the 13th week is a revision and a review of everything that has been taught and said in the previous lessons. This lesson and its content have therefore been structured over twelve weeks of the current academic semester. The main aim of the course was to acquaint students with the nature and methods of psychological research, from the development of research hypotheses to the interpretation and description of data. Through the knowledge and skills obtained in the previous weeks, students learn the steps of the research process in the discipline of psychology, are able to discuss ethical issues in the conduct of psychological research, apply quantitative and qualitative research methods as well as different experimental designs regarding the discipline of psychology and learn how to present their quantitative data. They have also gained basic knowledge on the essential components and the stages of conducting research and can study, in a critical way, scientific assignments from the field of psychology.

In this lesson, after having studied the educational material of previous weeks, students will be encouraged to submit queries and questions to the lecturer, for discussion and further clarifications. Moreover, the lecturer will make an extensive overview of the most important modules of the course and the modules to be indicated by students for discussion and queries, in order to enable students to consider the subject in more depth and in view of the full achievement of the course's objectives.

Basic Sources/Material

(1) Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Research Methods in Psychology.* Gutenberg Publications, Athens. (Chapters 1, 2, 3, 6, 7, 8 & 9).

(2) Bryman, A. (2017). *Methods of Social Research.* Gutenberg Publications, Athens. (Chapters 2, 3, 10, 11 & 13).

These chapters include the themes taught and analysed during the current academic semester. Students therefore have a useful source of specific information to understand the course material.

Recommended number of work hours for the student

Approximately 10 hours.

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title:

The Context of the Discipline of Psychology

(1st Week)

Exercise 1.1

What is the scientific method?

The scientific method is an abstract concept referring to the ways in which questions are raised, as well as to the logic and methods used to provide answers. When using the scientific method, psychologists rely on an empirical approach and adopt a sceptical attitude towards the interpretations of behaviour and mental processes.

Exercise 1.2

Describe in brief the historical, socio-cultural and ethical settings of the discipline.

Historical setting: The empirical approach, which uses direct observation and experimentation to provide answers to the questions raised has played a very important role in the development of the discipline of psychology.

Socio-cultural setting: The social and cultural setting affects the researcher's choices on the topic which is researched, the acceptance of the findings by society and the way research is conducted.

Ethical setting: Based on the ethical setting, researchers must maintain the highest possible standards of ethical conduct.

Title:

Starting a Research: The Steps of the Research Process in Psychology

(2nd Week)

Exercise 2.1

State possible questions that students would need to answer before deciding that they have a good research question in their hands.

Some of the questions that could be raised are as follows:

(a) Why could this question be interesting from a scientific point of view?

(b) What is the scope of the question?

(c) What are the possible results if I carry out the research?

(d) Why would the results arising from this question be of interest to anyone?

Exercise 2.2

State 4-5 reasons for drafting a bibliography review.

There are different reasons for drafting a bibliography review.

(a) We carry out a bibliography review because we need to know what is already known in our field of research.

(b) We can learn from the mistakes of other researchers and avoid repeating them.

(c) We can be informed about the different theoretical and methodological approaches in our field of research.

(d) The bibliography review can indicate to us further research questions

(e) The bibliography review helps us interpret our findings.

Title:

The Scientific Method

(3rd Week)

Exercise 3.1

State the four objectives of the scientific method and briefly describe what is achieved by each one of them.

The objectives of the scientific method are description, prediction, interpretation and application.

Description: Researchers seek to describe events and relations between variables. Most times they use the nomothetic approach and quantitative analysis.

Prediction: The description of the events and the relations between them are a fundamental element of prediction, which is the second objective of the scientific method. When the value of a variable can be used to predict the value of a second variable, then we say that these two variables are correlated. Correlations enable researchers to predict behaviours or events, but not establish the causes of these relations.

Interpretation: Description and prediction are important objectives of the discipline. However, they are merely the first steps in our ability to explain and understand a phenomenon. Interpretation is the third objective of the scientific method. We understand and are able to explain a phenomenon when we can establish its causes. Researchers usually carry out experiments aimed at identifying the causes of a phenomenon. By conducting these controlled experiments they can therefore determine the causes of a phenomenon and reach a causal conclusion.

Application: The fourth objective of the research is application. Scientists apply the knowledge and their research methods to improve the lives of individuals.

Exercise 3.2

What is the distinguishing feature of academic social research?

Researchers carry out research because, as they study bibliography on a subject or reflect on what is happening in modern society, they are confronted with various questions. They may observe gaps or unresolved issues in bibliography or even some incompatibility between certain studies. Such cases usually serve as a springboard for social research. In other cases, we may have a social development which offers an interesting starting point for a research question. There is no one single reason for conducting social research. The deeper cause is that, through research, we gain an understanding and knowledge of what is going on in society.

Title:
Ethical Issues in the Conduct of Scientific Research
(4th Week)

Exercise 4.1

What is the significance of ethical issues in the conduct of psychological research?

No indicative answers are provided for this exercise, as it is marked with 5% of the overall course grade.

Exercise 4.2

Why are there divergent opinions on the issue of informed consent? What are the main difficulties in complying with this specific principle?

Informed consent is, in many respects, the most controversial issue in social research ethics. Most of the relevant discussions focus on the so-called “covert” observation. This type may include covert participant observation or simple observation, where the true identity of the researcher remains unknown. This specific principle presupposes that future participants will be provided with all the necessary information that will allow them to make a substantiated decision on their participation in the research. Covert observation violates this principle as participants are not given the option to refuse to cooperate. They are involved in the research regardless of whether they want to or not (Bryman, 2017).

TITLE:

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

(5th Week)

Exercise 5.1

Based on your understanding, try to summarise the main differences between quantitative and qualitative research. Your answer must not exceed 100-150 words.

No indicative answers are provided for this exercise, as it is marked with 5% of the overall course grade.

Exercise 5.2

(a) What are the differences between validity and reliability?

(b) Does reliability require validity or not?

(a) Reliability relates to the ability to repeat the results of a study. The term is usually used in relation to the issue of consistency in the measurement of the various concepts of social sciences. Validity refers to the tenability of the conclusions arising from a research.

(b) No, reliability does not require validity (see example below).

Example of the clock to clarify the relationship between validity and reliability.

- A clock is considered valid when it indicates the correct time and reliable when it indicates the correct time for so long as it is ticking.
- The parallel of validity and reliability with the time indicated by a clock also helps in understanding that a measurement tool can be highly reliable but, in some cases, have decreased validity.
- For example, a clock always indicating 10 min ahead is reliable, because it indicates with consistency always 10 min ahead of the correct time.
- However, it is not valid, because it never indicates the correct time.
- Therefore, the degree of reliability of a measurement tool does not ensure its degree of validity.

TITLE:

Means of Data Collection in the Conduct of Research: The Questionnaire and the Interview

(6th Week)

Exercise 6.1

Why would a researcher prefer the semi-structured over the structured interview as a means of data collection?

The structured interview includes the application of an interview chart, i.e. a set of questions designed to be given by an interviewer. The aim is to give all respondents the same set of questions. This means that each respondent has exactly the same stimulus from the interview. The aim of this type of interview is to ensure the possibility of summing up the replies of the respondents. On the other hand, the term semi-structured interview covers a broad range of cases. As a rule, it relates to cases where the interviewer has a series of questions, generally in the form of an interview chart, but which he/she cannot change around. Also, the interviewer usually has some flexibility to ask further questions if he/she considers that the answer provided is not significant.

Exercise 6.2

What are open-ended and closed-ended questions in a questionnaire and what are the advantages and disadvantages of each type?

In open-ended questions, respondents are asked a question which they can answer as they wish. In open-ended questions, respondents can answer on their own terms. They are not obliged to reply on the terms dictated by the predetermined options. Open-ended questions also allow for uncommon answers. In other words, the researcher may obtain answers which he/she had not thought of. They are also useful for exploring new areas or fields, for which the researcher has limited knowledge, and formulate answers of predetermined choice. Disadvantages in the use of open-ended questions include the time necessary to “codify” the answers.

In closed-ended questions, respondents are given a set of predetermined alternative answers and are called to choose the one they consider most appropriate. Closed-ended questions improve the comparability of answers, can clarify the meaning of a question for respondents, decrease the probability of lack of homogeneity in recording the answers, they are easier to complete and the processing of the answers is also easier. On the other hand, there is a loss of spontaneity in the answers of the respondents, it may be difficult to formulate mutually exclusive predetermined answers and it is difficult for the predetermined answers to cover all options.

TITLE:

Means of Data Collection in the Conduct of Research: Observation

(7th Week)

Exercise 7.1

Record the four main ways of entering data in a structured observation schedule/protocol. Your answer must not exceed 50-80 words.

The four main ways of entering data in a structured observation protocol are event sampling, instantaneous sampling, interval recording and rating scales.

Exercise 7.2

What are the main characteristics of structured observation? To what extent does observation offer a different approach to the study of behaviour compared to other research methods?

Structured observation is a method of systematic observation of the behaviour of individuals based on a categories chart. This is a technique in which the researcher applies clearly formulated rules to observe and record behaviour. One of its main advantages is that it allows the direct observation of the behaviour, contrary to survey research, which only allows us to draw conclusions for the behaviour.

TITLE:

Experimental Methods in Psychology: Independent Groups Designs

(8th Week)

Exercise 8.1

State the three key characteristics of an experiment?

(a) In an experiment we apply some form of intervention or manipulation.

(b) Experiments are characterised by a high degree of control in relation to the classification of the experimental conditions, the placement of the participants, the systematic manipulation of the independent variables and the selection of the dependent variables.

(c) In experiments, the researcher defines an appropriate comparison in order to assess the efficacy of the manipulation. In the simplest form of experiment, comparison is made between two comparable groups.

Exercise 8.2

What is the independent groups design?

In an independent groups design, each group of subjects participates in a different condition of the independent variable. The most effective experimental groups design is the design which is based on the random placement of the subjects in the conditions, in order to form comparable groups before the application of the independent variable. When random placement in the conditions is used, the independent groups design is called random groups design.

TITLE:

Repeated Measures Designs in Research

(9th Week)

Exercise 9.1

State one advantage of the use of the repeated measures design in a research.

Researchers choose to use a repeated measures design because in some areas of psychological research their use is imperative. When the research question concerns the study of changes to the behaviour of participants over time, as is the case in a learning experiment, it is necessary to use a repeated measures design.

Exercise 9.2

State a possible 'threat' to the internal validity of a repeated measures design.

One possible "threat" to the internal validity of a repeated measures design in research can be the fact that participants may change over time. The repeated testing of participants in a repeated measures design allows them to practice in the experimental design. As a result of this practice, the performance of the participants in the task may continuously improve as they learn better, but could also deteriorate (e.g. because of fatigue or dementia).

TITLE:

Complex Designs

(10th Week)

Exercise 10.1

What is factorial design?

Factorial design concerns the combination of each level of an independent variable with each level of a second independent variable. In this way, it is possible to determine the effect of each independent variable separately (main effect) as well as the effect of the independent variables in combination (interaction effect).

Exercise 10.2

Give an example of a 2x2 factorial design.

Factorial design 2 X 2

Two independent variables with **two** levels each

Variable 1: Gender Levels: (B) Boys
(G) Girls

Variable 2: Grade Levels: (6th) Sixth Grade
(5th) Fifth Grade
Dependent variable: Performance

Παραγοντικός σχεδιασμός 2 X 2			
		Τάξη φοίτησης	
		Ε	ΣΤ
Φύλο	Α	Α-Ε	Α-ΣΤ
	Κ	Κ-Ε	Κ-ΣΤ

Factorial design 2x2			
		Grade	
		5th	6th

Gender	B	B – 5th	B – 6th
	G	G – 5th	G – 6th

TITLE:

Single-Case Research Designs: The Case Study Method

(11th Week)

Exercise 11.1

State some of the characteristics of the case study.

Some of the characteristics of a case study are as follows:

(a) Idiographic perspective: Researchers address the specific and not the general aspect. Their aim is to understand a single case and its particularities.

(b) Emphasis on the context: Case study research adopts a holistic approach as it examines the case in its context. This means that the researcher turns his/her attention to the ways in which the different dimensions of a case are related to or interact with the environment.

(c) Correlation with theory: Case studies facilitate the generation of theory. The detailed investigation of a specific case can lead to certain perspectives on social and mental processes, which may give rise to certain theoretical formulations and hypotheses.

Exercise 11.2

State in brief how a case study contributes to research.

The case study method can propose hypotheses on behaviour, provide opportunities for clinical innovation (e.g. testing of new approaches to treatment), allow the extensive study of rare phenomena, question theoretical hypotheses and offer pilot support to a psychological theory.

TITLE:

Introduction to the Use of the IBM SPSS Statistical Software, Descriptive Statistics Indexes, Comparison of Means, Organisation and Presentation of Quantitative Data

(12th Week)

Exercise 12.1

State and describe the central tendency and dispersion indicators that can be used in a research.

Central tendency indicators:

(a) Arithmetic mean: It is the mean average as we perceive it in daily use, i.e. we add up all the values of a distribution and then divide it by the number of the values.

(b) Median: It is the central point in a value distribution. To find the median, we set all the values of the distribution in increasing order and then identify the central point.

(c) Mode: It is the value with the largest frequency of appearance in the distribution.

Dispersion Indicators:

(a) Range: It is the difference between the maximum and the minimum value in a value distribution.

(b) Standard deviation: It is the average variation around the mean.

Exercise 12.2

State in brief some of the ways of presenting quantitative data.

The quantitative data of a research can be presented in the form of tables, charts (different types), histograms, etc.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC325	Feedback form						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor				**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Introduction to Clinical Psychology

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC240**	**Introduction to Clinical Psychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web basedTeleconferences: Up to 6
Number of Assignments	3 (1 group assignment (15%), 1 individual assignment (25%) and 5 self-assessment assignments (total 10%))		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Eleni Petkari
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

A psychologist is involved in studying, understanding and interpreting mental phenomena and the manifestations of normal or deviating behaviours, not only of individuals but also of social groups. A psychologist is a scientist who engages in predicting, diagnosing and dealing with mental disorders. A psychologist must genuinely respect and essentially care for people, their needs and their peculiarities. He/She must be objective in his/her judgment -bias-free- and have patience, calmness, persuasion and communication skills, in order to be accepted by the people who seek his/her services. Responsibility and confidentiality also pertain to the indispensable personal traits of a psychologist.

GENERAL OBJECTIVES**:**

- To develop the students' capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- to develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- to build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- to provide students with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- To provide students with a solid training in psychology and its methods;
- to foster awareness of contemporary developments and issues in psychology;
- to prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

LEARNING OUTCOMES:

Upon successful completion of the programme, students will be able to:

- Have detailed knowledge and understanding of a range of current models, theories, concepts and research outcomes in key areas of psychology;
- apply a wide range of psychological concepts to understand behaviour in various contexts;
- confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods;
- evaluate information in order to plan and implement investigative and research strategies;
- work independently within a structured context;
- work effectively in a team;
- appreciate the importance of professional development;
- take responsibility for their own learning and self-development;
- demonstrate the ability to comprehend and creatively combine multiple perspectives.

Presentation of the Course through the Study Guide

- **Short description & objectives**

The aim of the course is to provide students with basic introductory knowledge in the field of Clinical Psychology. The series of lectures allows students to understand the research methods and the various forms of assessment, diagnosis and treatment used in the context of Clinical Psychology. Emphasis is also placed on new data and how it is shaped, for example through the influence of culture and studies on the effectiveness of the various methods in clinical practice. Other topics to be covered in this course include: Clinical assessment, clinical interviews, treatment methods, clinical research.

On completion of the course, students are expected to be able to:

1. Conduct clinical research
2. Discuss and form a clear perception on issues relating to assessment and diagnosis
3. Analyse the main treatment approaches
4. Possess the necessary skills for a clinical interview.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: Introduction to the Course of Clinical Psychology

(1st Week)

Summary

This section consists in an introduction to the field of clinical psychology, providing information on the historical development of the field, its main aims and subject area, from the very first steps to the present day. It also analyses the role of the clinical psychologist in addressing psychopathology and promoting wellbeing.

Introductory Remarks

Clinical psychology is an applied field of Psychology having as an object the prevention, assessment, modification (intervention) and rehabilitation of affect disorders, cognitive mechanisms and externalised behaviour in dysfunctional individuals. The reason why clinical psychology has gradually acquired huge importance in modern reality has to do with the increasing extent of the consequences of mental disorders.

Almost half of the mental disorders emerge at the beginning of adulthood (Kessler et al. 2007) whilst every year, approximately 800,000 individuals commit suicide. It is important to note that 1 in 4 individuals suffers from some type of disorder throughout their life and approximately 450 million people around the world suffer from mental disorders (ATLAS, WHO, 2013). But how can we understand, interpret correctly in a first stage what is going on with an individual who is not behaving, not thinking or feeling like his/her “average normal” fellow human being? And how can we predict deviations and anticipate the emergence of problems?

At the beginning, clinical psychology was, to a large extent, a discipline of assessment. This was followed by a gradual increase of psychological IQ, aptitude, psychodiagnostic and interests tests. The creation of the first Diagnostic and Statistical Manual for Mental Disorders (DSM) for the classification of mental disorders in 1952 was an important landmark in clinical psychology. More recently, particular emphasis has been placed on:

a) clinical utility – does the assessment help us in treatment? and

b) the evaluation of services – is the treatment working?

Therefore, at present, the main objective of the discipline is to decrease psychological distress, coupled with the enhancement and promotion of psychological wellbeing. To achieve this objective, Conway & Mac Leod (2002) encourage Clinical Psychologists to research, assess and enhance the feeling of wellbeing.

Finally, another burning issue in the field of clinical psychology regards the significance and weight of the biopsychosocial model, both in diagnosis and in treatment intervention. Slade (2002) maintains that we must not overlook the fact that most times mental health professionals understand emotional disorders primarily on biological terms, whilst psychological and social factors are only considered when biological factors fail to adequately interpret the phenomena. Slade thinks that clinical psychologists should question the biological interpretation of psychological distress, which has a weak scientific basis and have a duty to conduct research in order to broaden scientific knowledge.

Aims/Objectives

The aim of this chapter is to introduce students to the field of clinical psychology, its object and its approach to psychopathology. Students are called to examine from a critical perspective a first approach to the field and the role that the clinical psychologist plays in praxis and in research. It also presents the importance of the biopscyhosocial model as the main model used by clinical psychologists in approaching psychopathology.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand what clinical psychology is and what it is not
- Know the historical background to the discipline's development
- Reflect on its utility
- Understand its application to psychopathology

- Discuss and expand on the analysis of the key aspects of the discipline.

Key Words

Clinical psychology	Clinical utility	Assessment
1 in 4	Evaluation of services	Intervention
Diagnostic and Statistical Manual for Mental Disorders (DSM)	Prevention	Rehabilitation

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

- Heiden, L. A. & Hensen, M. (2011). **Introduction to Clinical Psychology** [pages 23-70] New York: Springer

These chapters provide a historical overview of the first years of clinical psychology and examine its modern roots. They also analyse factors that may affect the choice of a theoretical orientation in its application.

Supplementary Sources/Material

- Norcross, J. C. VandenBos, G.R., Freedheim, D. K., & Campbell, L. F. (Eds). (2016). **APA handbooks in psychology. APA handbook of clinical psychology: Education and profession.** Washington, DC, US: American Psychological Association.

A very useful guide on the content of the discipline and the steps that students can follow if they are interested in working in the field of clinical psychology. More specifically, information is provided on the first contact with its applications at undergraduate level as well as on the training, the supervision and the risks arising from the incorrect application of its principles.

Self-Assessment Exercises/Activities

Exercise 1.1

Conduct an overview of the history of clinical psychology. Why do you think that the quest for wellbeing as opposed to the mere view of psychopathology has been added to its aims? Your answer must not exceed 250 words.

Exercise 1.2

In your opinion, which is the most important aspect of the application of clinical psychology? Assessment, prevention or modification (intervention) or the restoration of functionality and why? Limit your answer to 200-250 words.

Self-assessment exercise 1.2. is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Diagnostic Assessment and Classification

(2nd Week)

Summary

This section provides an overview of the diagnostic process and the need for classification of the psychological disorders through two main manuals, the DSM and the ICD. It also analyses the purposes of the classification, the dimensional and the categorical approach as well as alternatives to diagnosis.

Introductory Remarks

Classification is the organisation of the various components of a study based on their main similarities and their grouping in accordance with these common characteristics. The aims of the classification are:

- To facilitate the recording of the mental disorders and their organisation into a single system
- To facilitate rational decisions in the management of mental disorders
- To create a research framework for the etiology, nature and treatment of mental disorders
- To simplify and improve communication among scientists from different disciplines, different approaches and different parts of the world
- To provide information on the prognosis, i.e. the forecast on the progression of a disorder.

The emergence of the classification systems was the result of the need for communication among specialists and the establishment of descriptive terms for various forms of pathological behaviour. Another reason that contributed to their emergence was the realisation that certain individuals share common characteristics (which we have named symptoms), based on which they should be classified in categories. The name and content of these disorders depend on prevailing scientific perceptions.

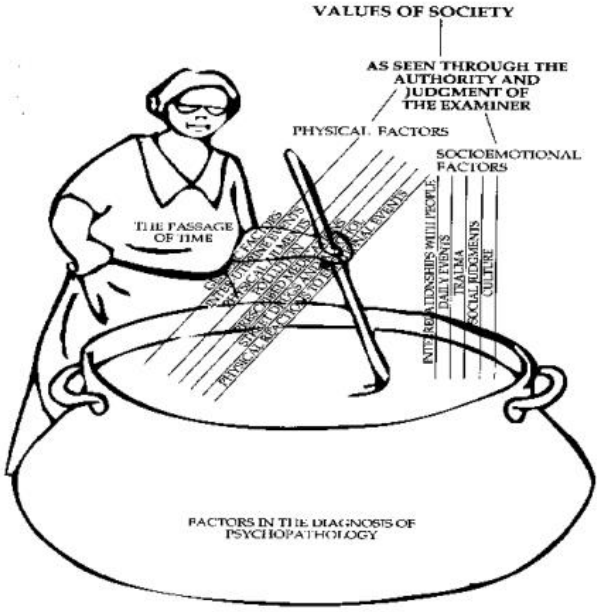
The two main classification and diagnosis manuals are the DSM (Diagnostic and Statistical Manual of Mental Disorders, APA, 213) and the parallel classification system of the World Health Organisation ICD-10 (WHO, 1993). According to the DSM, a mental disorder is defined as a “behavioural or psychological syndrome that reflects an underlying psychobiological dysfunction, the consequences of which are clinically significant distress (e.g. a painful symptom) or disability (impairment in functioning)”.

It must be an unexpected response to a stressor or painful factor (e.g. a loss) or a culturally sanctioned response (e.g. trans state) and is not a result of conflict with society. According to ICD in ICD-10, disorders which first appear in childhood and adolescence

are classified in three groups: Those that include mental retardation (F7), disorders of psychological development (F8) and behavioural and emotional disorders (F9). In order to overcome the weaknesses of the classification systems, we must:

- Distance ourselves from the effort to make a categorical classification.
- Attempt to investigate mental disorders across a continuum (spectrum) where there are no absolute boundaries of distinction between the symptoms
- The starting point for the classification effort must be a focus on the process of pathogenesis
- Understanding the pathogenesis of mental disorders is only possible in the context of the developmental approach.

Melting Pot in the Diagnosis of Psychopathology



Aims/Objectives

The aim of the chapter titled “Diagnostic Assessment and Classification” is to help students examine the necessity of classification and diagnosis in clinical practice.

This effort includes an analysis of the necessity of classification as a common language of communication between experts, an analysis of the basic manuals used in clinical practice, a critical review of the advantages and disadvantages and the consideration of alternatives.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the main systems of classification of mental disorders: DSM and ICD
- Carry out a critical assessment of their utility
- Examine alternatives to diagnosis
- Reflect on their use in the application of a special case.

Key Words

Classification	Psychological syndrome	Underlying psychobiological dysfunction
Categorical approach	Dimensional approach	Pathogenesis
DSM (Diagnostic and Statistical Manual of Mental Disorders)	Symptoms	ICD (International Classification of Diagnosis)

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

Benett, P. (2010) **Clinical psychology and psychopathology** (translated by L. Konsoulidou, scientific editing A. Kalantzi-Azizi & G. Efstathiou). Athens: Pedio. (Chapters 2-3)

These chapters address in a critical manner many general issues such as the concept of mental health and deviation, the main and alternative diagnostic systems used in the classification of mental disorders and the psychological, biological and social factors that contribute to the development of the various disorders.

Supplementary Sources/Material

Timimi, S. (2014). **No more psychiatric labels: Why formal psychiatric diagnostic systems should be abolished.** International Journal of Clinical and Health Psychology, 14(3), 208-215.

This article provides a critical review of the utility of the diagnosis and the classification systems and offers alternatives, aimed at decreasing and addressing the disadvantages of labelling, such as the stigma and the decisions for the management of the disorders.

Self-Assessment Exercises/Activities

Exercise 2.1

Analyse the definition of mental disorder according to DSM 5. Your answer must not exceed 300 words.

Exercise 2.2 (percentage of final grade: 1%)

Based on the video of Lars' case, conduct a critical review of the utility of classification and diagnostic labelling. Your answer must be limited to 250 words.

Self-assessment exercise 2.2. is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Clinical Assessment I the Clinical Interview

(3rd Week)

Summary

This chapter analyses the process of the clinical interview, the main types, the basic principles and the techniques for conducting a comprehensive clinical interview. Moreover, clinical examples are provided for the formulation of questions aiming to investigate the problem through the interview and the familiarisation of students with the practical application and the implementation of techniques.

Introductory Remarks

At first, the types of clinical interview and their main characteristics are examined. More specifically, the following types are used:

- **Structured interview:**

It is conducted based on a standard form and number of questions and develops in a specific manner.

The same questions are raised, such that in case two or more interviewers assess the same interviewee in the same way, they can reach similar conclusions.

- **Semi-structured:**

The main aim is to obtain information on certain key issues through specific questions, in order to reach reliable and valid conclusions.

At the same time, however, the interviewee is given the opportunity to talk freely on any subject he/she wishes to address and in any manner he/she may choose.

- **Unstructured interview:**

Special emphasis is given to the indirect interview techniques and the free flow of communication and the transactions between the interviewer and the interviewee.

It is a type of “spontaneous” discussion that allows the interviewer to follow the interviewee’s trail of thought.

As regards the **process of the interview,** it is vital in understanding the patient’s problems. Paying attention to the process means listening with a third ear, in other words exiting the discussion and observing what is going on while participating at the same time. The purpose of the interview is not simply to collect information, but to show an “empathetic” understanding of how the patient feels. Sensitivity, “empathy” and

understanding are already offering relief to the patient. It would not be odd to consider that the initial interview marks the beginning of the treatment.

We then have an analysis of the first key principles of the interview which are related to the venue, the time and the context of the meeting with the interviewee, as well as the principles of confidentiality and privacy. Finally, reference is made to setting the goals of the interview and its art and techniques are analysed.

The techniques are summarised as follows:

a) minimal encouragement, with the use of verbal and non-verbal prompts

b) paraphrasing

c) reflection of feeling

d) silence

e) confrontation

f) clarification (reflection of content)

g) interpretation of the behaviour of the interviewee and correlations that may derive from what he/she is saying

h) summary/synopsis of a section, a part or all that has been discussed during the session

i) positive reinforcement

j) search for examples of the topics raised by the interviewee.

Aims/Objectives

The aim of this chapter is to help students understand the types of clinical interview, the utility of each one of them and the conditions/cases under which they are used. Another aim is to become acquainted with the key components of the interview and its techniques and match the techniques with practical examples studied through the clinical cases.

Learning Outcomes

On completion of the study of the section, you should be able to:

- Understand the types of clinical interview
- Understand the basic principles of an interview
- Examine the techniques of the clinical interview

- Relate these techniques to examples
- Apply the basic principles of the interview to clinical cases.

Key Words

Clinical interview	Confidentiality	Structure
Techniques	Open/closed type questions	Observation
Empathy	Active listening	Goal setting

Annotated Bibliography

For the educational needs of this section, material from the following books will be used:

Basic Sources/Material

Sommers-Flanagan (2017) **Clinical Interviewing.** New Jersey: John Wiley and Sons.

The book analyses the main characteristics and objectives of the clinical interview, provides a theoretical overview of its origin and proposes its use as a method of assessment in clinical practice. Finally, it gives guidelines on what the clinical interview with adults and children should include, therefore offering a useful guide for students to structure the components of the interview and understand its content.

Supplementary Sources/Material

Keats, D.M. (2001), **Interviewing: A practical guide for students and professionals. Buckingham: Open University Press** Chapter 3.

A very useful chapter for the review and understanding of various topics arising during the clinical interview, such as ethical issues, empathy, active listening, ways of initiating and ending the interview.

Self-Assessment Exercises/Activities

Exercise 3.1 (percentage of final grade: 1%)

In respect of clinical cases 1 and 2 (additional material), formulate the questions which, in your opinion, sufficiently cover the topics presented. Your answer must not exceed 300 words.

Self-assessment exercise 3.1 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a

comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Exercise 3.2

Develop the basic techniques of the interview and the objectives of each one of them. Your answer must not exceed 250 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Clinical Assessment II Cognitive Function

(4th Week)

Summary

This chapter analyses the concept of intelligence as the quintessential concept used to assess and measure cognitive function. It analyses its main characteristics as well as the tools used for its assessment. It also presents key concepts of emotional intelligence and creativity, as parallel concepts to those of intelligence, and which govern cognitive function.

Introductory Remarks

Firstly, this chapter attempts to provide a definition of the concept of intelligence, through an overview of the various definitions proposed by different theoretical and psychometric approaches.

More specifically, intelligence is defined as “the ability to learn from experience, solve problems and use our knowledge to adapt to new situations”, but also as “what is being measured by the IQ tests”. And there are as many definitions as experts to define it.

The most widespread theories are those of Gardner and Sternberg, who consider intelligence not as one but as many different interconnected abilities. According to the former, these are as follows:

1. Logical-mathematical
2. Linguistic
3. Spatial
4. Naturalistic
5. Musical
6. Kinaesthetic
7. Intrapersonal
8. Interpersonal

The idea of emotional intelligence, which was later developed by Goleman, derives from this theory.

On the other hand, according to Sternberg, we refer to analytical, practical and creative intelligence. This second theory explains the ramifications expressed by the theoreticians of creativity.

Analysis of the concept of creativity, being the person's ability to see things in a new and uncommon way, identify the existence of problems where others cannot do so and offer new, uncommon and efficient solutions to the problems, as well as the phenomenon of "right answer fixation" which explains that whilst amongst 4-year olds the creative production of ideas is at 50%, it decreases to 25% during primary education and returns to 50% during tertiary education. It is concluded that rewards interfere negatively with the creative process, decreasing flexibility, and the relationship between intelligence and creativity with education is analysed. It further examines the case of minimum intelligence, discussing the scientific findings relating to intelligence and creativity, which are the result of the same cognitive processes. Their relationship is linear, but only for certain levels of intelligence. A minimum level of intelligence is necessary for creativity. Beyond that, intelligence cannot determine creativity.

The second part of the section analyses the construct of the Intelligence Quotient (IQ) and the tools which have been created to measure intelligence. More specifically, the Wechsler intelligence scales for adults (WAIS-IV) and children (WISC-IV) are examined and a critical review of their validity and utility is provided. Each of the following scales is analysed: Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed and the activities through which these abilities are assessed are examined.

Aims/Objectives

The aim of the chapter is to introduce students to the complexity of the definition of intelligence as one or more constructs to assess an individual's cognitive ability. It

provides a critical assessment of the definitions and enables students to understand intelligence in the context of its multidimensional nature and associate it with the important concept and emotional intelligence and creativity. Students are also given the opportunity to analyse the scales contained in two of the most widely used intelligence tests and examine in depth the content of the exercises which assess the components of intelligence, this being one of the processes they are called to carry out as future clinical psychologists.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand and critically assess the definitions of intelligence
- Reflect on whether we are referring to one or different cognitive abilities
- Examine the concept of emotional intelligence
- Approach the process of assessment of intelligence from a critical perspective.

Key Words

Intelligence	Creativity	Emotional intelligence
Sternberg	Gardner	Goleman
WAIS	WISC	Verbal comprehension
Perceptual reasoning	G factor	Intelligence Quotient
Working memory	Processing speed	Right answer fixation

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

Saklofske, Reynolds, and Schwean (2013), **The Oxford Handbook of Child Psychological Assessment.** Oxford: Oxford University Press

This chapter analyses the different types of intelligence which have been proposed by theoreticians and provides an overview of the methods of measurement of each one of these types, giving students a collective view of the concept and its multidimensional nature.

Supplementary Sources/Material

Grégoire, J., Daniel, M., Llorente, A. M., & Weiss, L. G. (2016). **The Flynn effect and its clinical implications.** In Weiss, Saklofske, Holdnack and Prifitera (Eds) WISC. Clinical Use and Interpretation. London: Academic Press

A very comprehensive chapter offering a historical review of the bibliography from the first reference to the Flynn phenomenon to the present day. It also examines and presents the relationship between this phenomenon and the G factor, the Jensen phenomenon as well as other statistical and methodological factors. It further presents a series of hypotheses for factors that may possibly explain the fluctuation of the values of the general IQ.

Self-Assessment Exercises/Activities

Exercise 4.1

Give an example for each type of intelligence proposed by Gardner. Your answer must not exceed 250 words.

Exercise 4.2 (Percentage of final grade: 1%)

Develop in a critical way your view on the relationship between intelligence and creativity. Your answer must not exceed 250 words. Self-assessment exercise 4.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Clinical Assessment III Psychological Function: Personality

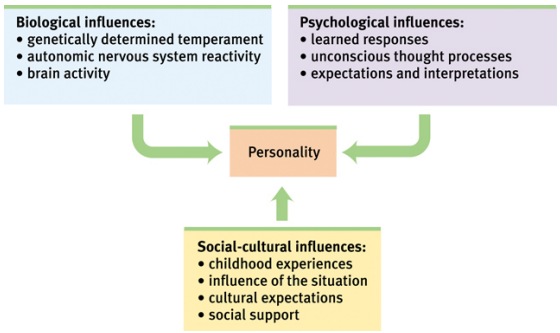
(5th Week)

Summary

This chapter presents the multidimensional concept of personality, the main theories which attempt to explain how personality develops, their key traits and their assessment. In this context, the main objective and projective methods widely used in clinical practice are examined.

Introductory Remarks

The concept of Personality encompasses the fixed traits (behaviours, thoughts and emotions) which derive from within an individual and make him/her unique. The first attempts to define it were made by theoreticians in the field as follows: A dynamic organisation within the individual of those psychophysical systems that determine his/her adjustment to the environment, characteristic behaviour and thought (Allport, 1935, 1937, 1961); A stable and enduring organisation of a person's character temperament, intellect and physique which determine his/her unique adjustment to the environment (Eysenck, 1952); Characteristics and patterns of behaviour that determine a person's unique adjustment to the environment, skills, motivations, emotional response and experiences, to highlight his/her uniqueness (Hilgard, 1977). More recently, it has been proposed that it is determined by several interacting genetic, cultural, social and family factors, where genetic factors are not so important in terms of the values, ideals, attitudes and perceptions. In essence, it is thought that we inherit powers and possibilities, an unprocessed dynamic material which, with the assistance of other factors, shapes the biological traits of personality (Mischel, 1999, Pervin & John, 1999, Potamianos, 2002).



Biopsychosocial approach to personality (Engel, 1977)

The reasons why we study personality are to acquire scientific knowledge (theoretical), to assess individuals (practical) and to “change” people (practical). Personality can be investigated with:

Life record data

Observer data

Test data

Self-report data.

The tests widely used in clinical practice for this purpose are as follows:

- The objective personality tests, based on the theory of the personality traits, which supports that we are all made up of sets of characteristics, behavioural predispositions which vary from one person to another, and which we can identify and measure. An example of such a test is the International Personality Inventory Pool – 50 Goldberg 1992, which comprises five important dimensions of personality, where each dimension has certain additional characteristics. In each individual, one of the five factors prevails, allowing us to predict certain behaviours, based mainly on the traits belonging to that dimension. The five main elements of personality are neuroticism, extraversion, openness to experiences, agreeableness and conscientiousness (Millon et al., 2004).

- Projective tests which study personality and adjustment through the use of symbolic, pictorial, verbal and expressive stimuli. These methods reveal hidden and underlying aspects of personality as they unconsciously disclose personal desires, needs, prospects and behaviours, giving meaning to relevant disputed or unstructured stimuli, drawing on personal wishes, traits, fears and experiences. These tests are defined as follows, based on what they look for in the interviewee:

- **Elementary** Structure in unstructured items
- **Constructivist** Organisation of items, painting
- **Interpretive** Personal meaning to pictures/words
- **Purgatory** Interpretation of emotional states
- **Refractive** Temperament in choosing colours, graphology
  Examples include the Rorschach test and Murray’s TAT (Thematic Apperception Test).

Aims/Objectives

The aim of this chapter is to introduce students to the concept of personality and the theories that attempt to explain its development.

In the context of this attempt, students are called to understand in depth the multidimensional nature of personality and examine the methods used to assess it, as well as critically reflect on the differences between objective and projective methods, and the utility of each one of them.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Provide a comprehensive review of the concept of personality
- Understand its multidimensional importance
- Make a critical assessment of the main personality theories
- Examine the assessment of personality
- Conduct a critical review of the main methods and tools.

Key Words

Personality	Personality theories	Allport
Biopsychosocial approach to personality	Theory of personality traits	Five significant dimensions of personality
Neurotiscism	Extraversion	Openness to experiences
Agreeableness	Conscientiousness	Projective tests
Rorschach	TAT	Underlying aspects of personality

Annotated Bibliography

For the educational needs of this section, the following material is used:

Basic Sources/Material

- Cervone & Pervin (2013). **Personality, theory, and research.** New Jersey: John Wiley and Sons.

  This chapter offers a critical view of the traditional methods of examining personality through the review of the theory traits, the stability of their nature and its relationship to behaviour.

  The approach of personality through the theory of social constructivism and the concept of psychologisation, which add a modern outlook to traditional approaches

and are an incentive for students to develop a more multifaceted perspective of the concepts and its assessment are also useful.

Self-Assessment Exercises/Activities

Exercise 5.1

Compare the utility of objective and projective methods. Your answer must not exceed 250 words.

Exercise 5.2 (Percentage of final grade: 1%)

From amongst the personality theories which have been proposed, which one do you consider to be the most comprehensive approach and why? Self-assessment exercise 5.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Research Methods in Clinical Psychology

(6th Week)

Summary

No discipline of psychology can be considered scientific without the application of comprehensive methods in the research of the phenomena it addresses. This chapter examines the types of research in clinical psychology, the suitability of each one of them depending on the research question and the clinical utility of the results from the research processes.

Introductory Remarks

This chapter includes a framework for the design of a research study which associates the research topic, the purpose, the theoretical background, the research questions, the sampling strategies, the methods of production of research data and the analysis of the research material.

Scientific research can be classified in different ways:

1. In terms of the pursued objective: description, prediction, determination of cause and effect, preliminary.
   - Description: Individuals suffering from bipolar disorder have increased impulsiveness
   - Prediction and determination of cause and effect: If children with autism have a supportive environment they are more functional
   - Preliminary or pilot study: Which methods are used by students to manage exam stress (I take a small sample of students and ask them)
2. In terms of the possibility of practical application and use of the results: basic, applied.
   - Basic research: The only objective is to understand a phenomenon. The only purpose is to acquire knowledge.
   - Applied research: The purpose is to discover the causes of a phenomenon, but we consider that knowledge of the causes of an event will lead to a change in the existing situation.
3. In terms of the means of data collection: introspection, observation, longitudinal case study, clinical case study, cohort study, participatory observation, interview, study with the use of questionnaire, experiment.
   - To record our thoughts, feelings and mental experiences (introspection)
   - To collect information on phenomena that occur anyway (observation)
   - To record the changes occurring as the individual grows (developmental or longitudinal case study)
   - To record the changes occurring in a period when a person receives therapy (clinical case study)

- To record the changing characteristics of a group over a certain period of time (cohort study)

4. In terms of the type of the data: qualitative, quantitative.

- Quantitative research:

We draw conclusions for a large sample of individuals and/or for the population they represent through the use of large quantities of data which have been analysed with scientific methods

Gender differences in the categories of psychotic disorders

- Quantitative research

In-depth search and collection of information through long-term interviews/groups

5. In terms of where it is conducted: field study, laboratory research.

- Observation or experiment in the natural environment of a phenomenon
- Interference with the natural environment and observation of reactions

6. In terms of the number of reviewed cases: sampling, individual case.

In clinical psychology we mostly use applied research, and although it may also be conducted for the purpose of discovering the causes of a phenomenon, it is more probable to occur when we consider that knowledge of the causes of an event will result in a change in the current situation. This means that applied research is conducted for the purpose of immediately using the results and their application in practical situations.

Aims/Objectives

The aim of this chapter is to introduce students to the research process and the specificities of the discipline of Clinical Psychology.

In addition to the presentation of the various methods, this section offers a thorough analysis of each step of the process, especially with regard to individual cases and the design of an individual experiment, as well as its systematic review and utility in orienting the therapeutic process, based on conclusions regarding the adequacy of the various therapeutic models.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Reflect on how we develop research hypotheses in clinical practice
- Examine the various types and methods of research
- Conduct a critical assessment of the individual case study and the systematic review regarding its utility
- Apply the above to questions that concern you in relation to clinical psychology.

Key Words

Research topic	Study of individual case	Observation
Introspection	Longitudinal case study	Determination of cause and effect
Sample study	Pilot research	Applied research
Systematic review	Cohort study	Conclusions on adequacy

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

- Barker, Pistrang & Elliot (2013), **Research Methods in Clinical Psychology.** New Jersey: John Wiley and Sons. Chapter 3, 4 and 8

An extremely useful book for the library of any future clinical psychologist. For a more thorough analysis of different subjects, chapters 3, 4 and 7 are recommended.

Chapter 3 offers a thorough analysis of the process of selecting a topic and the reasoning to be followed depending on the topic, as well as the definition of the variables and hypotheses.

Chapters 4 and 8 analyse the types of research design, the design of class and series and the methodology for the study of an individual case, as well as the guidelines for the conduct of a bibliographical review.

Self-Assessment Exercises/Activities

Exercise 6.1

Give examples of quantitative and qualitative research from the field of clinical psychology. Your answer must not exceed 250 words.

Exercise 6.2 (Percentage of final grade: 1%)

Formulate a research question on a topic that interests you. Research scientific articles (at least two) which, in your opinion, answer this question and compare them. Your answer must not exceed 300 words. Self-assessment exercise 6.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Treatment Planning for Adults I

(7th Week)

Summary

This chapter presents the basic principles which govern the treatment intervention in adults and provides a first contact with treatment practice in clinical psychology. Students are given the opportunity to examine every element from the perspective of the therapist, the person receiving therapy and the context in which the process is conducted, as well as reflect on the various variables that may intervene in this process.

Introductory Remarks

First we examine whether psychological therapy is effective in psychological disorders, with research indicating that this is so. Many psychotherapies are effective for several different conditions, while 85% of the outcome depends on the following factors:

- Personal strengths and social support
- Interaction between the patient and the therapist (empathy, acceptance, warmth)
- Patient expectations for change
- 15% of the result stems from the theoretical orientation of the treatment

The factors that play a role in psychotherapeutic practice are: The client's condition, the therapist's condition and the psychotherapeutic relationship.

The factors related to the client are:

- Distorted perceptions regarding psychotherapy
- Negative perceptions on psychotherapy because of past experiences
- Fear of change
- Secondary benefit from maintaining a dysfunctional behaviour
- Perceptions on the consequences of changes in others
- Narcissist style
- Poor self-management skills (self-observation, etc.)

The factors related to the therapist are:

- Lack of therapeutic skills
- The therapist and the client have similar distortions
- Poor understanding of the therapeutic model
- Lack of collaboration
- Narcissist elements
- Untimely interventions
- Lack of experience
- Unrealistic or unclear therapeutic goals

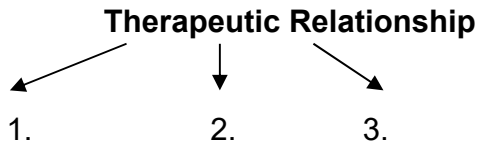
The factors related to the problem:

- Rigidity
- Medical problems
- Difficulty to trust
- Impulsiveness
- Dependence
- Confusion
- Limited energy
- Use of substances

The main requirements in the therapeutic design are:

- Active and voluntary participation of the client
- The therapist's duty is to understand the client's problem
- Awareness by both the person receiving therapy and the therapist that the course of the treatment is difficult and may be ineffective
- Difficulty identifying the cause – several variables
- A good therapeutic relationship is essential
- It is essential to explain to the client what is going to happen during psychotherapy
- Clear roles

THERAPEUTIC RELATIONSHIP



1. Tool for understanding the person receiving therapy
2. Tool for promoting change in the person receiving therapy
3. Prevention of possible difficulties in the psychotherapeutic process

Harila (2007)

The psychotherapeutic relationship, which is the result of the interaction between the therapist and the person receiving therapy has been playing an increasingly important role in the process in recent years. The therapeutic relationship has to do with the

“personal characteristics and values of the therapist, the personal characteristics and values of the person receiving therapy and the interaction between them”.

At this point we must bear in mind what makes the patient/client comfortable and how ready is the person to receive therapy at the given moment. Generally speaking, there is no one model of appropriate treatment, but it depends on the adequacy of each model for each disorder, based on research data on adequacy and the approach that best suits the individual.

Aims/Objectives

The aim of this chapter is to introduce students to the therapeutic process, the processes that determine and modify the therapeutic outcome and the difficulties they may encounter. Another aim is for students to understand in depth the importance of the therapeutic relationship and examine from a critical perspective the characteristics that depend on them as future clinical psychologists.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Examine the reasoning process behind the design of an intervention in the context of the therapy
- Reflect on the factors related to the therapist, the client and the context of the therapeutic process
- Study in more depth the prerequisites of treatment planning
- Conduct a critical review of the importance of the therapeutic relationship for the efficacy of the therapy

Key Words

Therapeutic intervention	Empathy	Acceptance
Warmth	Lack of therapeutic skills	Secondary benefit
Lack of cooperation	Active participation	Adequacy of the therapeutic model
Rigidity	Unrealistic or unclear therapeutic objectives	Therapeutic relationship

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

Green (2010). Creating the Therapeutic Relationship in Counselling and Psychotherapy (Counselling and Psychotherapy Practice Series). London: Learning Matters. Chapter 1

This chapter addresses the main components of the therapeutic relationship in the light of clinical intervention. More specifically, it analyses the characteristics of the therapist and the way in which he/she can use this relationship to achieve the best possible outcomes of the treatment. It also sets out a model for associating the relationship with the process that can be used by students as a practical guide for the structure of the therapeutic process.

Self-Assessment Exercises/Activities

Exercise 7.1

Develop the definition of good therapeutic relationship. Your answer must not exceed 250 words.

Exercise 7.2

Analyse the key characteristics of a good therapist. Support your answer with bibliographical references (at least 2). Your answer must not exceed 300 words. Self-assessment exercise 7.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Treatment Planning for Adults II

(8th Week)

Summary

This chapter provides an overview of the steps of cognitive behavioural orientation and the acceptance and commitment therapy for persons with schizophrenia, one of the most severe and frequent disorders seen by clinical psychologists. It also examines various techniques of each approach and offers clinical vignettes for the practical implementation of these techniques.

Introductory Remarks

The basic aims of cognitive behavioural therapy for schizophrenia are, on the one hand, to create a framework for providing alternative interpretations to the symptoms of schizophrenia and, on the other, to mitigate the impact of the positive and negative symptoms on the patient's day-to-day functioning.

The key steps of the intervention are as follows:

- Establishment of the therapeutic relationship
- Assessment and formulation of the case
- Psychoeducation and normalisation
- Education in strategies relating to the positive symptoms
- Education in strategies relating to the negative symptoms

Useful essential elements in the treatment and every session with persons suffering from schizophrenia include the use of appropriate language (simple, comprehensible, suitable for the person's educational level), control of common understanding, the setting of simple objectives (e.g. provision of assistance, decrease of medication) provision of support, hope and reinforcement. Other aims include discussion and not merely a question and answer session, maintaining the flow of the conversation, exercise of persistence but also "withdrawal" in the case of increased stress, followed by support and finally making sure that every session is a pleasant experience.

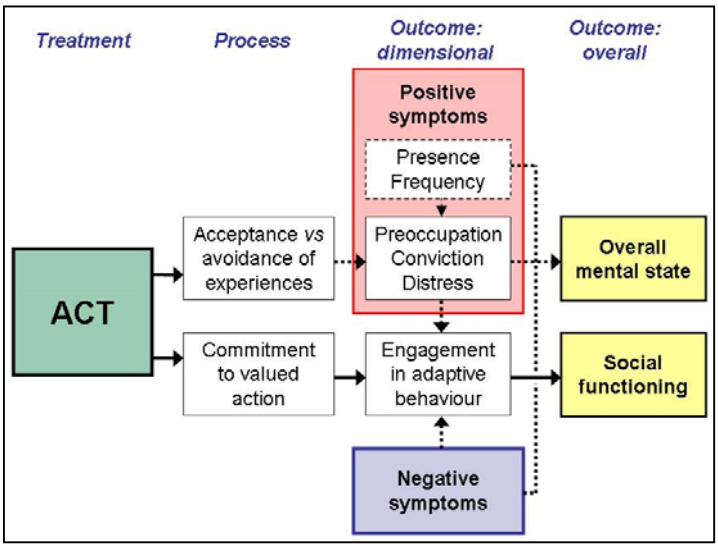
The first stage includes an understanding and description of the following:

- Vulnerability factors (family history, personality traits)
- Risk factors (first episode, current phase)
- Factors relating to the preservation of the symptoms
- Factors that may have a protective effect
- Thoughts, subsequent feelings and behaviours (relevant to the symptoms)

This is followed by an examination of the positive symptoms, illusions and hallucinations and they are normalised in the context of the treatment. This examination is the foundation of the therapeutic alliance, it enhances the patient's trust and opens the way for the further

investigation of the delusions and the future identification of possible alternative hypotheses. The ultimate aim of the therapeutic intervention is not for the patient to accept that his/her symptoms are the result of a mental disease, but to alleviate the burden and pressure that they cause or even their intensity. This section is enriched with the presentation of examples of application of the techniques in clinical practice.

In a second stage, the Acceptance Commitment Therapy-ACT is presented. ACT does not define the undesirable emotional experiences as symptoms or problems. On the contrary, it attempts to help patients become aware of the completeness and vitality of life. This completeness includes a broad range of human experiences, including pain which inevitably accompanies certain situations. Accepting things “as they come”, without assessing or trying to change them is a skill developed through the awareness exercises both during and outside the session. The main objective of ACT is to foster psychological wellbeing. This intervention appears to work with people with psychosis as research shows that it is not so much the symptoms but the way patients address these symptoms that makes their life difficult. For example, people who hear voices are not admitted to hospital because of the voices, but because of their behaviour which arises from hearing voices, such as irritability, use of substances, suicide attempts, etc. The same applies to negative symptoms, since this approach gives the patient initiatives, choices and objectives, by activating a behaviour based on values.



Aims/Objectives

The aim of this chapter is to introduce students to two of the most widely used approaches to the therapeutic management of schizophrenia.

The aim is for students to understand the steps and the strategies of the two interventions and analyse the factors involved in the therapeutic process and reflect on the application of the interventions in practice.

Learning Outcomes

On completion of the study of this session, you should be able to:

- Analyse the steps followed in the application of cognitive behavioural therapy for persons with schizophrenia
- Analyse the steps followed in the acceptance and commitment therapy
- Apply the above to clinical cases

Key Words

Cognitive behavioural orientation	Psychoeducation	Normalisation
Vulnerability factors	Alternative interpretations to symptoms of schizophrenia	Acceptance and Commitment Therapy
Awareness exercises	Psychological wellbeing	Activation of behaviour based on principles

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

- Steel (2013). **CBT for Schizophrenia: Evidence-Based Interventions and Future Directions.** New Jersey: John Wiley and Sons. Chapter 2 [13-34]
- An excellent chapter which explains step by step the approach of cognitive behavioural orientation to the complexity of schizophrenia. It provides an analysis through an etiological model and explains the therapeutic management techniques.

Supplementary Sources/Material

- Baizanis and associates (2012). **The efficacy of a cognitive psychotherapy intervention in residual-type schizophrenia and generalisation of outcomes over time.** Encephale, 49, pp. 80-90.

This article presents a case study and the application of CBT to a patient with residual-type schizophrenia, offering a detailed description of the practical application of the treatment to a clinical case and analysing indications regarding its efficacy. Through

the main therapeutic intervention, the patient appears to have achieved a remission of the negative symptoms, his general psychopathology and stress levels decreased whilst his functionality improved. The results of the intervention were demonstrated through the clinical observation and psychometric assessment, giving students the opportunity to examine the process in practice.

Self-Assessment Exercises/Activities

Exercise 8.1

Develop an example of strategic management of symptoms. Your answer must not exceed 250 words.

Exercise 8.2 (Percentage of final grade: 1%)

Analyse the differences and similarities of the two approaches presented. Your answer must not exceed 300 words. Self-assessment exercise 8.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

During this week students will submit their individual assignment (25% of the total grade) focused on theories of personality or intelligence (free selection of topic)

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Psychosocial Rehabilitation and Treatment Issues

(9th Week)

Summary

This chapter analyses the concepts and applications of psychosocial rehabilitation of mental patients, as a supplementary and sometimes alternative option for the recovery of individuals suffering from mental disorders. It provides an overview of the history of the movement of psychosocial rehabilitation and examines its process step by step.

Introductory Remarks

The concept of rehabilitation begins to be accepted in psychiatry with the introduction of psychopharmacology (1950). Mental patients are gradually seen not as passive objects but as human beings with hopes, wishes, fears and personal potential for growth.

The main admissions of this movement are the existence of a biological base in the key symptoms of the mental disorder (psychosis) and, at the same time, a social impact in the shaping of secondary symptoms (depression, self-stigma, low self-esteem, absence of incentives). The social dysfunction in psychotic disorders may have different etiological bases (biological, psychological, social) which must all be taken into account in providing the proper treatment for addressing deficits in social skills. The term psychosocial therapeutic rehabilitation has been established over the last 20 years. It views the rehabilitation of psychotic patients as an ongoing learning and educational process, which begins with the diagnosis of the disease and continues until the patient can function as an equal member of society. The specific interest of the rehabilitation approach is the comprehensive planning of the individualised programme and the education of the other members of the therapeutic team in order to include the main psychiatric elements in the therapy services provided to patients.

The following are important points of the rehabilitation programme:

- The ability to help the individual become involved in his/her own rehabilitation
- The ability to mobilise the patient
- The ongoing effort to help the person adjust

Briefing the patient during the regular assessments of his/her skills is an incentive for his/her involvement in the treatment programme.

The needs of individuals with mental disorders

Medical Needs

Early recognition

Information on the disease and the treatment

Medical care

Psychological support

Admission to hospital

Community

Avoidance of stigma and discrimination

Full social participation

Human rights

Family

Care skills

Family cohesion

Networking between families

Support during crisis

Financial support

Right to short respites from the duty of care

Aims of the psychosocial – vocational rehabilitation

The therapeutic approach aims at the following:

- Modification of the behaviour
- Fighting self-stigma
- Strengthening the cognitive functions and healthy elements

- Improving living conditions
- Practising in the ability for communication
- Practising in emotional exchange
- Mobilisation for integration
- Awareness of difficulties

Analysis of specific therapeutic approaches, such as psychoeducation, problem-solving strategies, facing self-stigma, individual supportive therapy, social skills, group sessions and family therapy, with a special emphasis on the role of the clinical psychologist and finally the therapeutic community where self-management skills are developed.

In brief, psychosocial rehabilitation aims, on the one hand, to minimise the harmful effects of the burden of the disease and, on the other, to address the functional deficits of the patient enabling him/her to live, learn and work in his/her environment.

Aims/Objectives

The aim of this chapter is to introduce students to the concept and the processes of psychosocial rehabilitation, as an alternative and multifaceted approach to mental disease. Another aim is for students to understand the role of the clinical psychologist in this process, especially with regard to the organisation of sessions on psychoeducation, social skills and individual and group therapy, through an analysis of the characteristics of these programmes. Finally, students examine the assessment of the changes through an overview of psychometric tools to measure the variables that make up psychosocial rehabilitation.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the roots and the concept of psychosocial rehabilitation
- Analyse the role of the clinical psychologist in this process
- Approach the utility of this process from a critical perspective and compare it with a traditional approach
- Examine in more depth each aspect of the psychosocial approach to which the clinical psychologist is called to contribute

Key Words

Psychosocial rehabilitation	Psychoeducation	Problem-solving strategies

Self-stigma	Social skills	Integration
Modification of behaviour	Awareness of possibilities	Management of functional deficits

Annotated Bibliography

Basic Sources/Material

- King and colleagues (2012). **Manual of Psychosocial Rehabilitation** West Sussex: William-Blackwell

This book sets out information on the concept and process of psychosocial rehabilitation, the relationship between rehabilitation and the social and family environment, the concept of functionality, the process of implementing psychosocial rehabilitation programmes and the assessment of their results. It also includes a critical overview of the situation in Greece and internationally in the field of Psychosocial Rehabilitation.

Supplementary Sources/Material

Depastas, C., & Pierrakos, G. (2015). **The mental health of mental health professionals of non-governmental organizations in the national program "Psychargos": The effects of the economic crisis.** *Archives of Hellenic Medicine, 32(6),* 758-765.

This article assesses certain dimensions of the psychiatric reform through the attitudes and views of professionals and the escorts/recipients of mental health services. It also identifies its strengths and weaknesses from its implementation to date and the priorities for the future planning of mental health services, amidst an important multifaceted crisis.

Self-Assessment Exercises/Activities

Exercise 9.1

Develop the main characteristics of education in social skills demonstrated by a clinical psychologist. Your answer must not exceed 250 words.

Exercise 9.2 (percentage of final grade: 1%)

Analyse the significance of the role of the clinical psychologist in the process of psychosocial rehabilitation. Use material from existing bibliography. Your answer must not exceed 300 words. Self-assessment exercise 9.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers

could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Ethical Issues

(10th Week)

Summary

This chapter analyses the code of ethics that governs the practice of clinical psychologists and examines its main principles. It also offers a comparison with cases where the code is not observed and discusses the ramifications and effects.

Introductory Remarks

Psychologists develop a valid and reliable set of knowledge, based on research and apply this knowledge to psychological processes and the human behaviour in different settings. To this end, they fulfill different roles in various areas, such as research, education, assessment, therapy, opinions as well as expertise, to name but a few. They also endeavour to help the public at large, upon being informed, make judgments and choices on human behaviour and improve the situation of both individuals and the society.

The Code of Ethics of Greek psychologists sets out the following general obligations:

1. – The primary obligation of the psychologist is to safeguard the status of the profession, achieved by demonstrating respect to individuals and their rights, objectivity, dignity, conscientiousness, a high sense of responsibility and conduct that inspires trust, and generally maintain a high standard of practice.

2. – More specifically, psychologists must ensure that their acts, actions and conduct in general do not diminish the profession in the eyes of the public opinion and, in particular, that they are not contrary to the “public sentiment” of the place where they exercise the profession.

3. – Psychologists must ensure that they maintain a high standard of practice and protect their discipline and its methods from negative publicity. They must, in particular, establish appropriate conditions and prerequisites for carrying out their work.

4. – In exercising their profession, psychologists are based on methods and techniques which have been established as tools of scientific psychological examination; they know their limits and make sure to verify their findings.

5. – In case there are no guarantees relating to the fulfillment of a condition or conditions of clauses 1, 2 or 3, psychologists abstain from providing their services (seps.gr).

In clinical psychology, the violation of ethics pertains to treating the patient in an inappropriate way, as defined by the rules of morals and ethics, therefore causing the patient harm.

Such cases include for example not obtaining consent for carrying out the therapeutic practice, failure to provide a correct diagnosis, negligence in the treatment or failure to

anticipate the harm, sexual or other types of personal contact with the client, breach of confidentiality without reasonable cause, failure to make a referral where there is reasonable cause to do so, inappropriate supervision, emotional pressure or ill-treatment or defaming the client.

The most serious violations that a clinical psychologist may commit include the following:

- Wrong assessment of suicide risk
- Reinforcement of a psychotic episode through treatment
- Family conflicts
- Aggravation of symptoms
- Wrong diagnosis and therefore treatment (Efthymiou, 2012).

Aims/Objectives

The primary aim of the specific module is to make students aware of the value of the code of morals and ethics which governs clinical practice, as well as the severity of the harm when its content is not complied with. It also provides examples of bad clinical practice, so that students can reflect on its ramifications and associate theory with its practical applications.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Examine the content of the code of morals and ethics
- Understand its adaptation in clinical practice
- Critically reflect on what bad practice means
- Examine the ways in which it can be prevented
- Apply the above to vignettes with clinical cases.

Key Words

Morals and Ethics	Objectivity	Confidentiality
Correct diagnosis	Consent	Prevention of harm
Referral	Supervision	Prevention of ill-treatment

Annotated Bibliography

For the educational needs of this section, material from the following sources is used:

Basic Sources/Material

- Banyard & Flanagan (2011). **Ethical Issues in Psychology**

This book refers to the ethical problems arising in all aspects of the work of psychologists: Education, research, therapy and counselling, psychological assessment or supervision. It includes detailed presentations of the most common ethical dilemmas and is enriched with hundreds of examples from Greece and internationally.

Supplementary Sources/Material

Grenyer, B. F., & Lewis, K. L. (2012). **Prevalence, prediction, and prevention of psychologist misconduct.** *Australian Psychologist*, *47*(2), 68-76.

This article provides useful examples of inappropriate practice and analyse basic guidelines for the proper application of practice by the clinical psychologist. Through the combination of different theoretical views, students form a comprehensive opinion of what the violation of the rules of morals and ethics means in clinical psychology.

Self-Assessment Exercises/Activities

Exercise 10.1

Discuss the cases where breaching confidentiality is not a violation of the code of morals and ethics and give examples. Your answer must not exceed 250 words.

Exercise 10.2 (percentage of final grade: 1%)

Choose one of the vignettes you will find on the platform and analyse whether clinical practice is in line with the code of morals and ethics. Your answer must not exceed 300 words. Self-assessment exercise 10.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: The Role of Culture in Clinical Practice

(11th Week)

Summary

This chapter examines the role of culture in explaining and managing psychopathology, as well as how it affects clinical practice.

It provides an overview of the main methods proposed for understanding these influences as well as the tools used by the therapist for the multicultural understanding of the situation of the person receiving therapy and the planning of the treatment.

Introductory Remarks

Culture is defined as a combination of acts, rules and procedures that give meaning to our experience with the world, in such a way that we affect and are affected by our environment. It is NEITHER homogeneous NOR static.

Why are we interested in the culture in Psychology? Culture gives meaning to human experience. The interpretation of distress is based on cultural systems: religion, spirits, ethics, politics, etc.

Is the Psychology created in the West, i.e. the product of the Western culture, adequate in understanding other cultural realities, based on products such as “magical, therapist”, etc? Culture, as a causative factor of psychopathology affects the types and parametres of environmental and psychosocial stress, the management strategies and the resources we use to mitigate the negative impact of stress, basic structures of personality, language, through which we recognise and organise our reactions to reality and social norms on “normal” and divergent behaviour, as well as the predominant ideology on what the therapy is and how it should be provided.

What do we need to pay attention to in intercultural psychotherapy?

· Recognition, acceptance and processing of the socio-cultural experiences of the individual, as well as the cultural differences affecting his/her adjustment.

· Response to the special psychosocial needs of individuals, which are associated with cross-cultural stress.

· The importance of incentives for intercultural contact: Incentives can be unclear and cause moody feelings.

· Experiences of prejudice and racism threaten identity at conscious and unconscious level.

What does cultural awareness mean for a therapist?

· The intercultural therapist is aware of the influence of cultural factors on behaviour.

· He/she recognises the cultural elements of his/her clients, which are associated with their different culture.

· He/she has a good understanding of own culture and its influence on his/her behaviour.

· He/she perceives cultural otherness in the light of relations of power and asymmetrical social power in interpersonal relations (e.g. majority – minority).

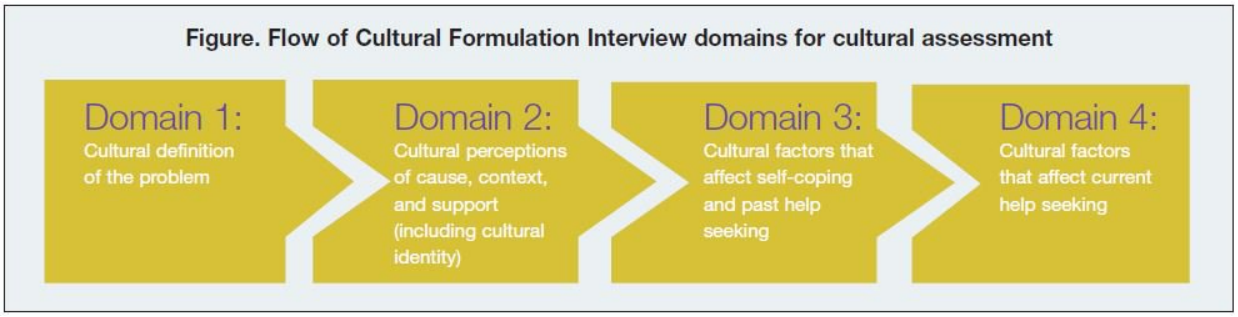
What does cultural empathy mean for a therapist?

· The cultural therapist is always ready to “translate” the issues of the parties involved in a communication convention from their own cultural perspective.

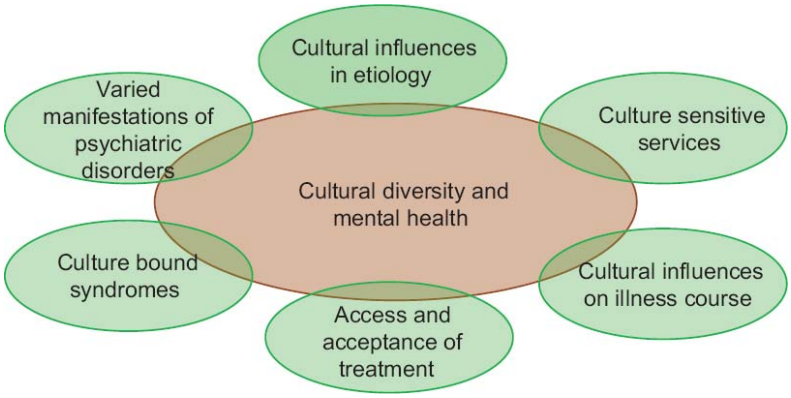
· He/she attempts to understand the different or even provocative views without judging them, avoiding interpretations which are based on stereotypes.

· He/she is in a position to “dynamically weigh” individual and broader cultural factors that shape behaviour.

· He/she is open to reviewing theoretical models and expanding his/her knowledge.



Finally, this section analyses, step by step, the cultural formulation interview included in DSM 5, one of the most useful tools that clinical psychologists have at their disposal to explain the phenomenon and subsequently use it to design the intervention.



Aims/Objectives

The aim of this section is to introduce students to the concept of culture and its relationship with psychopathology and to examine the consequences of such relationship for the clinical practice. Also, the aim is to provide an understanding of the multidimensional approach of clinical care and the application of the cultural formulation interview for its exploration.

Learning Outcomes

On completion of this section, you should be able to:

- Understand the complexity of the multidimensional nature of the definition of culture
- Examine the characteristics and tools that a clinical psychologist working with individuals from a different culture must have
- Examine the components of the cultural formulation interview and reflect critically on its use and utility in clinical practice
- Apply the cultural perspective to case studies.

Key Words

Culture	Intercultural empathy	Cultural Formulation Interview
Intercultural psychotherapy	Intercultural contact	Cross-cultural stress
Majority – minority	Incentive	Cultural systems

Annotated Bibliography

For the educational needs of this section, the following material is used:

Basic Sources/Material

- APA (2013) **Cultural Formulation in Diagnosis and Cultural Concepts of Distress. New York: American Psychological Association**

Annex 5 of the diagnostic manual DSM 5 provides a detailed description on the conduct of a cultural interview, explaining the components examined in each part thereof. The student can therefore gradually understand the process of investigation of cultural influences in the explanations offered by the patient to what is happening to him/her and the ways with which he/she expects to receive assistance to deal with that.

Supplementary Sources/Material

Bhugra, D., Gupta, S., Bhui, K., Craig, T. O. M., Dogra, N., Ingleby, J. D., ... & Stompe, T. (2011). **WPA guidance on mental health and mental health care in migrants.** World Psychiatry, 10(1), 2-10.

The article examines the “therapeutic” social dimension of some cultural practices and rituals which could, from a superficial perspective, be characterised as anachronistic or metaphysical. It examines the role of culture in the expression of psychopathology and the process of cross-culture and the hypothesis of the cultural factor in the birth of psychopathology. The chapter offering an overview of the management of cultural issues in clinical practice is also important.

Exercise 11.1

Name the components of the cultural interview using examples. Your answer must not exceed 150 words.

Exercise 11.2

Study the case of Jasmine and explain her symptoms in accordance with the intercultural perspective, contrasting this with the traditional approach of clinical psychology. Approximately 250 words. This question is marked.

Self-assessment exercise 11.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Presentation of Assignments

(12th Week)

Summary

Group presentations will take place during this week.

Introductory Remarks

At the beginning of the semester, students will be divided into groups and will be given the following instructions:

In view of your assessment, you must first create groups of three and:

- Imagine a clinical case in accordance with the diagnostic criteria of DSM 5.
- Try to give as many details as you can on the case.
- Use the history to make sure you have included all the characteristics
- Then create a clinical interview adapted to “your client”. What would you ask the first time you saw him/her?
- Finally, think of suggestions for a therapeutic intervention. These suggestions must be specific and relevant to what is happening to the individual in question.

For this part of the assignment you must all work together as a team.

2. In each team, one person will play the role of the psychologist conducting the interview and will give the suggestions for treatment, another person will play the role of the “patient/client” and another one the role of the significant other informant, i.e. a person living with the “client” who can give us information on how he/she perceives the patient’s clinical picture in his/her everyday life.

3. You will create a role play (psychologist 1 and patient) and then examine the testimony of the significant other and make suggestions for the intervention. In case no one wishes to present this in class, it is possible to deliver a video showing the process.

4. In addition to the presentation, the group will deliver the protocol with the contribution of everyone involved.

5. Each one of you will prepare a 4-5 page report explaining how you felt when you put yourself in the shoes of each role.

Psychologist 1 will refer to what he/she could have done better in relation to the interview, the difficulties he/she has faced / would face in a realistic context and what he/she felt they did right. Also, how he/she would transfer the experience in a realistic context.

The patient will refer to how difficult it was to play the role of the patient, whether he/she felt comfortable or not during the interview, how the psychologist could have assisted him/her.

Also, how he/she thinks that this experience has helped him/her understand his/her future clients/patients.

The significant other will refer to the experience of living with a person suffering from mental problems, how he/she felt when sharing his/her experience with the psychologist, the areas where support from an expert would be of help and the areas where most of the difficulties are identified.

Also, how he/she thinks of using the information obtained from significant others in clinical practice and why, in practice, the significant other often needs treatment.

They must all include a paragraph with their general experience from the process, i.e. the design of the clinical case, the questions of the interviews and the design of the intervention. In brief, what I have learned from my cooperation with the others, which difficulties do I consider that we have addressed, what could we have done better as a group, what we achieved, what would I change?

Aims/Objectives

The aim of this group assignment and the presentation is to familiarise students with collective work and allow them to work as a team by delegating objectives and parts of the assignment and synthesising them to produce a collective effort. Another aim is to create a clinical case based on the theory, to function as a link between theoretical and practical knowledge.

Learning Outcomes

On completion of the section, you should be able to:

- Understand the complexity of the disorder you have chosen
- Synthesise theoretical information with their practical reality
- Work as a member of a scientific working group
- Study in depth cases of psychopathology.

Key Words

Clinical case	Collectivity	Role play	Clinical interview	Design of intervention	Prevention

Recommended number of work hours for the student

20-25

TITLE: REVISION

(13th Week)

Summary

In this section students are called to review the material of the course and note any questions. All questions are then forwarded to the lecturer for a thorough analysis. An extensive review of the difficult points of the previous sections will also take place and students will be given the opportunity to examine in more depth the points which they consider essential for the fulfillment of the course's objectives.

Basic Sources/Material

- Heiden, L. A. & Hensen, M. (2011). **Introduction to Clinical Psychology** New York: Springer

Chapters 2, 4, 5, 6, 7, 8

These chapters include the examination of the disorders analysed during the course, from the overview of the theoretical models of clinical psychology through to the analysis of the behavioural orientation. Students therefore have a useful source of concentrated information to understand the material of the course.

Recommended number of work hours for the student

7 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours

INDICATIVE ANSWERS FOR THE SELF-ASSESSMENT EXERCISES

Title: Introduction to the Course of Clinical Psychology

(1st Week)

Exercise 1.1

Wellbeing has been added to the objectives of clinical psychology on the occasion of the change of the definition of health provided by the World Health Organisation.

More specifically, the definition is no longer the mere absence of disease and has been enriched with the concept of functionality and productivity of the individual as essential features for someone to be considered healthy. The field of Positive Psychology has developed at the same time, with the emergence of new variables such as psychological resilience, personal values and strengths and the achievement of happiness as the natural flow of the individual. The same applies to the movement for the recovery of mental patients, where beyond the alleviation of the symptoms, importance has been placed on quality of life as an essential factor – characteristic of recovery. Therefore, clinical psychology could not but adopt wellbeing as one of its primary objectives.

Title: Diagnostic Assessment and Classification

(2nd Week)

Exercise 2.1

The definition takes for granted that disorders originate from within an individual. It is something that people carry with them. This means that behaviour is not included, i.e. what people do. Moreover, the definition now has an almost purely biological explanation for the disorder, although in the end DSM is not limited to disorders which are clearly due to biological imbalances or genetic causes. Therefore, according to the Manual, diagnosis is based on what the individual is supposed to be and not on what we observe the person doing or his/her social behaviour and its effects.

Title: Clinical Assessment I: The Clinical Interview

(3rd Week)

Exercise 3.2
Techniques and objectives

a) Minimal encouragement helps the patient continue the interview, using verbal and non-verbal prompts, such as “hm…hmm”, nodding, leaning towards the patient, etc;
b) Paraphrasing the words of the interviewee by the clinical psychologist, which allows both to adequately communicate and realise that the former is being accurately understood by the latter, whilst the interviewee is urged to touch on more aspects of the topic discussed.
c) Reflection of feeling, which enables the patient to better understand the feelings he/she may express during the interview;
d) Silence, which gives the interviewee the possibility to think and process the information obtained from the clinical psychologist and better experience the supportive environment of the interview;
e) confrontation, during which the clinical psychologist focuses mainly on important elements to which the interviewee has not given proper attention or which he/she has omitted or refuses to discuss or confront;
f) Clarification, by which the clinical psychologist attempts to gather more and specific information, by making clarifying questions on the issues touched on by the interviewee;
g) Interpretation of the behaviour of the interviewee and of the correlations that may arise from what he/she says, which helps clarify the relations and associations that the interviewee does not perceive or cannot recognise;
h) Summary/synopsis of a section, of part or all that has been discussed during the meeting, which helps organise the multitude of facts, feelings and information arising during the interview;
i) Positive reinforcement, which aims to encourage the interviewee to talk freely on any subject of concern, without feeling that the clinical psychologist will be judgmental;
j) Provision of advice / information on the topics touched on by the interviewee, etc.

Title: Clinical Assessment II Cognitive Function

(4ɳ Week)

Exercise 4.1

Intelligence	Final State	Basic Components
Logical – mathematical	Scientist Mathematician	The person exhibits a sensitivity and the ability to identify logical or arithmetic forms; ability to engage in long reasoning sequences.
Linguistic	Poet Journalist	Sensitivity to sounds, rhythms and the meanings of words; sensitivity to the different functions of language.
Music	Composer Violinist	The ability to produce and appreciate rhythm, musical tone and the quality of sound and to appreciate forms of musical expression.
Spatial	Ship captain Sculptor	The ability to accurately perceive the visual-spatial world and modify the individual's initial perceptions.
Bodily-kinaeshetic	Dancer Athlete	The person's ability to control his/her body movements and handle objects in a skillful way.
Interpersonal	Therapist	The ability to identify and respond appropriately to the mood, character, incentives and wishes of other people.
Intrapersonal	A person with a detailed and accurate self-knowledge	The access of the individual to his/her feelings and the ability to identify them and behave accordingly, whilst being aware of his/her own potential, weaknesses, desires and intelligence.

Naturalistic	Botanist Farmer Hunter	The ability to recognise plants and animals, to make distinctions in the natural world, to understand the systems and identify categories.

Title: Clinical Assessment III: Personality (5η Week)

Exercise 5.1

Objective personality tests: These tests are always assessed in the same way and their interpretation is not open.

Projective personality tests: The person taking the test responds to controversial stimuli and the examiner decides, to some extent, on their interpretation.

Therefore, the former allow us to make comparisons between specific characteristics of many different populations on a large scale and establish certain norms so that we can compare these characteristics. We therefore gain in terms of reliability and validity.

With the latter it is not possible to have these characteristics, but we do have a much more in-depth perspective of the individual and the possibility to understand him/her in all the aspects that we cannot observe, as they are unconscious.

As a conclusion, it always depends on what we want to learn. Tests are useful in answering our questions, as long as we know what we are looking for.

Title: Research Methods in Clinical Psychology
(6th Week)

Exercise 6.1

Quantitative Research:
We draw conclusions on a large sample of individuals and/or the population itself, representing, through the use of large quantities of data analysed with scientific methods, gender differences in the categories of psychotic disorders.

Qualitative Research:
In-depth search and collection of information through long-term interviews / groups.

Feelings and attitudes of social carers of autistic individuals.

Title: Treatment Planning for Adults I
(7th Week)

Exercise 7.1
A good therapeutic relationship is an “essential but not sufficient” convention for achieving the therapeutic outcome. Nonetheless, the therapeutic relationship is the basis for implementing the techniques of psychotherapy. If he/she is not equipped with the above therapy skills, a psychotherapist who may have very good theoretical knowledge of psychopathology and psychotherapeutic techniques will not be able to create a climate of trust and security for the patient to accept the implementation of the techniques aiming at achieving change. A good therapeutic relationship is not considered therapeutic in itself, but rather an element that helps the client accept the treatment more easily.

Title: Treatment Planning for Adults II
(8th Week)

Exercise 8.1
Strategies for managing the stress caused by the voice:
1. Exercise, taking a walk, listening to music, relaxation, “let the voice be and relax”, attention distracted by an activity
2. Reply to voice – dialogue
3. Communicate the problem to people of trust.

Title: Psychosocial Rehabilitation and Treatment Issues
(9th Week)

Exercise 9.1

Key characteristics of education in social skills that could be distinguished in the following aspects:

- Education in basic skills, verbal and non-verbal;

- proper eye contact

- facial expression

- tone of voice

- appropriate interpersonal distance

- topics for discussion, self-discoveries

- perception of verbal & non-verbal messages

- curiosity
- politeness

- Interpersonal problem-solving

It comprises the following therapeutic steps:
- identification of the problem
- cognitive processing of the problem
- finding alternative solutions
- discussion of alternative solutions
- choice of solution
- implementation in practice
- feedback on the interlocutor's words

- Social Perception Skills

- knowledge of social roles
- biased interpretation of social behaviours
- emotional processing of social transactions and feedback.

Title: Ethical Issues
(10th Week)

Exercise 10.1.
Confidentiality is lifted when the person receiving therapy reveals that:

- He/she is going to harm himself/herself, or

- The life or safety of a third person is at risk.

For example, the person receiving therapy confesses to the therapist during a session that he/she:
i. intends to kill someone
ii. committed a crime in the past for which an innocent person has been convicted to several years of imprisonment
iii. has thought of, planned or attempted to commit suicide.
The Penal Code provides for an exception: In the case of an impending crime which cannot be otherwise prevented, the therapist not only has the right but also the obligation

to deter it by informing the right persons. Therefore, in the first scenario, if he/she deems that there is an immediate risk and the safest way to deter it is the breach of confidentiality, he/she must act accordingly. In the second scenario, there is no obligation to lift confidentiality. However, many therapists would find it morally unbearable for the life of an innocent individual to be destroyed in order to protect the confidential nature of a relationship. Nonetheless, the person who will choose not to disclose his/her client's crime is also, in principle, protected by the law, as the Penal Code provides that the duty to maintain confidentiality is lifted in order to safeguard fundamental rights of other individuals. In the third scenario, the duty of confidentiality conflicts with the therapist's duty to protect the health (and in this case the life itself) of the person receiving therapy.

Title: The Role of Culture in Clinical Practice

(11^{the} Week)

Exercise 11.1

1. Cultural identity: With what culture does the person identify? E.g. a person from Syria living in Germany for 15 years. Which characteristics best reflect that person?

2. Explanations provided by psychopathology based on the individual: Demons that make the person hear voices, lack of respect for older individuals that make him/her sweat and feel dizzy all of a sudden and without a reason.

3 Factors acting as sources of stress or relief: a woman from Morocco who needs to take care of her mother-in-law and exhibits sadness.

4. Cultural elements that affect the relationship between the psychologist and the person receiving therapy. E.g. the person receiving therapy brings the entire family in the room because they find it normal, as this is what they would do for any doctor's appointment.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC240: Introduction to Clinical Psychology	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	

4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Undergraduate Thesis I

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC480**	**Undergraduate Thesis I**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective	
Number of Teleconferences	Total: Up to 6	Face to Face:	Web based Teleconferences: Up to 6
Number of Assignments	3		
Assessment	Written Report I		
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr. Andreas Philaretou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

The undergraduate program in psychology has to do with examining, understanding, and explaining various psychological phenomena and the various manifestations of normal and abnormal behavior at both the individual and group level. The psychologist is the scientist whose ultimate goal is the prognosis, diagnosis, and alleviation of psychological problems. The psychologist has to exhibit genuine respect and concern for individuals including their needs and idiosyncrasies. He/she ought to offer objective judgment and evaluation without prejudice, as well as to have patience, cool mindedness, persuasion, and communicative skills so as to become accepted by the individuals who seek his/her services. Responsibility, professionalism, and secrecy should also constitute indispensable personal attributes of the practicing psychologist.

A Bachelor in psychology equips students with a thorough grounding in both theory and practice. The program focuses on understanding how people think, develop, and interact. Students learn how the brain works, how it changes with age, and how humans perceive and interpret behavior. The program also emphasizes the social aspects of psychology, as well as the qualitative and quantitative skills required for research and practice in the field.

In general, the objectives of the Bachelor in psychology include: (a) developing the student's capacity to think, write and speak effectively and creatively, (b) developing an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities to community and country, (c) developing the students analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations, (d) building breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements, (e) providing the student with the basic requirements for academic and/or career advancement. In particular, the Bachelor in psychology, helps: (a) provide the students with a solid training in psychology and its methods, (b) foster awareness of contemporary developments and issues in psychology, (c) prepare students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services, (d) provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines. Such preparation can lead to professions in a wide range of specialized fields, such as, within: mental health, applied research, education, and human resources management.

Presentation of the Course through the Study Guide

- **Short description & objectives**

This senior level research project in psychology course is intended to familiarize the student with the intricacies of combining academic and experiential knowledge in conceptualizing, theorizing, developing, and completing a research project on a psychology topic of their choosing. Being a course in completing a lengthy scientific research project in any area of psychology, students are given the opportunity to develop new computer and writing skills/abilities, as well as sharpen their critical thinking, for carrying out such a task from grounds up.
Upon successful completion of this course, students will be able to critically analyze and integrate relevant literature to devise an appropriate research topic of psychological significance and personal importance. At the same time, they will be able to manipulate everyday observations of social life by integrating and applying abstract / theoretical and concrete research classroom knowledge, to the surrounding sociocultural and social psychological world of media (such as newspapers, magazines, television/radio news, etc.) and interpersonal relations (such as those enacted with friends, relatives, and acquaintances). In addition, students are expected to familiarize themselves with the basic intricacies of quantitative/qualitative and literature analysis methodological research skills, such as SPSS/SAS, formal/informal interview and participant observation techniques, and meta-analytic techniques. Moreover, students are expected to devise practical library and computer skills for compiling a relevant literature review by researching, collecting, and integrating traditional theoretical perspectives and current research findings. Finally, students are also expected to devise practical knowledge of how to conceptualize, conduct, complete, and present a quantitative, qualitative, or literature analysis research project.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: Part 1: Topic Definition

(1st – 3rd Week)

Summary

The lessons in Part 1 include the process of defining the specific topic to be investigated within the purview of the Senior Project in Psychology course. In particular, the student is responsible for coming up with a topic of Psychological, Sociological, or Social Psychological significance including propositions to be converted to testable hypotheses in an umbrella of theoretical significance.

Introductory Remarks

Social and behavioral sciences examine social life as it unfolds, as contrasted with religious or philosophical views of how it should be. We do that by observing and explaining regularities among human beings in general, as opposed to explaining the behavior of specific individuals. Having said that, we therefore focus on the variables that characterize and distinguish people, such as gender, race, religion, political views, education, social class, etc., and seek to discover relationships among those variables, as for example the discovery that increasing level of education leads to decreased prejudicial attitudes towards other people.

This week and the following two weeks, we will attempt to provide students with the understanding or interpretation aspects of social scientific theory, hereby defined as an integrated network of general statements about the logical interrelations among variables. The establishment of theories about various aspects of social life is an important aim of the general disciplines of psychology, sociology, and social psychology.

The relationship between research and theory can be seen in terms of two different, though interrelated models. The inductive method pretty much corresponds to: observing people and understanding the patterns of what is observed. In other words, this method begins with concrete, specific observations and aims at identifying some general principles governing what is being observed. The deductive method, on the other hand, begins with general principles (with theoretical formulations) and then turns to observation as a way of testing the validity of what is expected theoretically.

Aims/Objectives

The ultimate aim of this group of lessons is to enable the students to focus on their specific area of psychological, sociological, or social psychological significance, and define a topic rendering itself to scientific investigation using quantitative or qualitative (or a mixture of both) research methodological tools. As such, we will attempt the formation of a theoretical framework for the specific project undertaken by the student that constitutes a very important step towards the scientific grounding of the investigative study. The theoretical framework of the study to be undertaken by the student is directly linked to examples of logical scientific deductions, which have to be taken under serious consideration by the student researcher so as to make the most appropriate methodological decisions regarding data collection and analysis. Therefore, the research

approach and methodological choices (quantitative vs. qualitative) that is to be employed in carrying out the study in the next several months are directly linked to the theoretical framework of the study.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Analyze the parameters of their specific topic of research interest by closely defining the hypotheses arising from it.
- Define the causal links of the emerging hypotheses by substantiating the need to conduct their investigative study in order to shed some light into the problem at hand.

Key Words

Theoretical framework	Problem definition	Research hypotheses	Scientific paradigm	Research examples

Annotated Bibliography

Basic Sources/Material

Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, 5th International Student Edition, (2017). John & David Creswell. Sage Publications. ISBN: 9781506386768 (Chapter 2: Defining Topics of Social & Behavioral Science Significance).

Doing a Systematic Review: A Student's Guide, 2nd Edition, (2018). Angela Boland, Gemma Cherry, & Rumona Dickson. Sage Publications. ISBN: 9781473967014 (Chapter 4: Theoretical Frameworks & Testable Hypotheses).

Your Research Project: A Step-by-Step Guide for the First-Time Researcher, 2nd Edition; 2005; Nicholas Walliman; Sage Publications; ISBN: 9-781-412-901-321.

These chapters provide a detailed explanation of the various methods of theory induction, hypotheses testing, and problem definition in social and behavioral science research projects.

Supplementary Sources/Material

Developing Effective Research Proposals, 3rd Edition, (2016). Keith Plunch. Sage Publications. ISBN: 9781473916388.

Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers, (2017). Jessica Decuir-Gunby & Paul Schutz. Sage Publications. ISBN: 9781483365787.

Self-Assessment Exercises/Activities

Exercise 1.1

Define an epistemological example that is closely linked to your scientific approach in social and behavioral research projects and briefly explain how that comes to affect the way you defined your research topic in your senior project endeavor. In your answer, please refer to the defining characteristics of an epistemological example, such as ontology, methodology, scientific determinism, philosophical rhetoric, and ethics.

Recommended number of work hours for the student

30

TITLE: Part 2: Literature Review

(4th – 9th Weeks)

Summary

The lessons in Part 2 include the process of literature review and, in particular, the collection of recent as well as older scientific articles, books, book chapters, and book reviews having to do, directly or indirectly, with the investigative research topic chosen by the student. This literature review stage constitutes a very important part of the process of conducting the research project, being the backbone of the project itself upon which the data collection, analysis, and discussion parts are based. At this stage, the student ought to proceed with a detailed analysis of the scientific information collected, filter all the relevant information related to his/her research topic, and outline them in a summary form in the literature review section of his/her study. At the same time, the student ought to include bibliographically related information in the discussion and direction of future research parts of his/her study.

Introductory Remarks

This week, and the weeks that will follow, we will preoccupy ourselves with the collection of all the literature that is relevant to the student's research project. This is an important part of the entire research process endeavor undertaken by the student because the literature review ought to be closely aligned with the theoretical approach used by the student in defining his/her research questions and formulating his/her research hypotheses.

The specific topic of social and behavioral significance undertaken by the student is based upon the principles of investigative need, problem utility, presence of related research, as well as the interests of the student himself/herself. Review of relevant literature can also bring focus to a study. The student should pause and ask himself/herself. What is already known? Unknown? What are the cutting edge theoretical issues? Yet, reviewing the literature can present problems in qualitative or quantitative inquiry because it may bias the student's thinking and reduce openness to whatever emerges in the field. Thus sometimes a literature review may not take place until after data collection. Alternatively, the literature review may go on simultaneously with fieldwork, permitting a creative interplay among the processes of data collection, literature review, and student as researcher introspection.

Aims/Objectives

The ultimate purpose of these lessons is for the students to be able to define their research topic, research questions, and hypotheses as they emerge from both the literature review of related articles and books as well as from the greater theoretical framework of the study. A primary aim of any such study undertaken by students is to enable them to understand that there are always trade-offs in conducting them. Limited resources, limited time, and limits on the student ability to grasp the complex nature of

social reality necessitate trade-offs. The very first trade-off come in framing the research or evaluation questions to be studies. The problem here is to determine the extent to which it is desirable to study one or a few questions in great depth or to study many questions but in less depth.

Learning Outcomes/Keywords

Upon successful completion of this course, students will be able to:

- Analyze and incorporate the literature related bibliographic material into their study by drafting an initial report whereby their choice of topic of psychological or social psychological significance is closely aligned to such material.
- Devise practical ways of collecting all literature related material into a computer report and incorporating it into the existent theoretical formulations of the study.

Key Words

Scientific articles	Books	Book chapters	Book reviews	Literature review	Research imperatives

Annotated Bibliography

Basic Sources/Material

Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, 5th International Student Edition, (2017). John & David Creswell. Sage Publications. ISBN: 9781506386768 (Chapter 3: Collecting the Literature & Making Sense of it).

Doing a Systematic Review: A Student's Guide, 2nd Edition, (2018). Angela Boland, Gemma Cherry, & Rumona Dickson. Sage Publications. ISBN: 9781473967014 (Chapter 4: Literature Review).

Your Research Project: A Step-by-Step Guide for the First-Time Researcher, 2nd Edition; 2005; Nicholas Walliman; Sage Publications; ISBN: 9-781-412-901-321.

These chapters provide a detailed explanation of the various literature review methods in social and behavioral science research projects.

Supplementary Sources/Material

Developing Effective Research Proposals, 3rd Edition, (2016). Keith Plunch. Sage Publications. ISBN: 9781473916388.

Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers, (2017). Jessica Decuir-Gunby & Paul Schutz. Sage Publications. ISBN: 9781483365787.

Self-Assessment Exercises/Activities

Exercise 1.1

Present, in a summary form, the mode of collecting bibliographic material from scientific articles, books, book chapters, and book reviews for an example of your choice of epistemological significance which is based upon your own scientific approach.

Recommended number of work hours for the student

60

TITLE: Part 3: Methodology

(10th – 13th Weeks)

Summary

The lessons in part 3 introduce the students to practical issues related to methodology, by emphasizing how the process of defining the research question and hypotheses comes to ultimately define the choice of methodology and theoretical framework of the study that's to be undertaken. Thinking about design alternatives and methods choices leads directly to consideration of the relative strengths and weaknesses of qualitative and quantitative data. Students need to understand that the approach here is pragmatic. Some questions lead themselves to numerical answers, while some don't.

Introductory Remarks

This week, and the weeks that will follow, we will attempt to investigate the greater issue of how to carry out the study taking into consideration the kinds of research questions and hypotheses that are stated at the beginning of the study, the type of theoretical framework to be employed, and the particular skills of the student researcher. This come down to a question of whether to employ quantitative or qualitative methods in our scientific inquiry or a mixture of both.

Qualitative methods facilitate the study of issues in depth and in detail. This allows the researcher to approach fieldwork without being constrained by predetermined categories of analysis, which contributes to the depth, openness, and the detail of the qualitative inquiry. Quantitative methods on the other hand, require the use of standardized measures so that the varying perspectives and experiences of people can be fit into a limited number of predetermined response categories to which numbers are assigned. The advantage of a quantitative approach is that it's possible to measure the reactions of a great many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data. This gives a broad, generalizable set of findings presented succinctly and parsimoniously. By contrast, qualitative methods typically produce a wealth of detailed information about a much smaller number of people and cases. This increases the depth of understanding of the cases and situations studied but reduces generalizability.

The specific course that the student's study will follow ultimately depends upon the methodological approach be that quantitative, qualitative, or mixed. However, no matter what approach is to be utilized, the student should always follow the basic guidelines of ethics, autonomy, anonymity, confidentiality, general welfare, fairness, and doing no harm.

Aims/Objectives

The ultimate aim of these lessons is for the student researcher to be able to ground their study in a legitimate theoretical framework, allow the literature to guide the student

in his journey within this framework, devise legitimate scientific questions and hypotheses, all of which ought to guide him/her in choosing the best methodological approach for his/her study, be that quantitative, qualitative, or mixed. At the same time that all of the above steps are carried out, the student ought to pay particular attention to ethical considerations, such as issues of privacy, doing no harm, freedom to participate and withdraw, etc.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Devise particular research questions and hypotheses of behavioral and social scientific significance.
- Devise a particular methodological plan for conducting their study within a legitimate theoretical framework.
- Carefully consider emerging ethical and ideological issues thereby avoiding doing harm and protecting the privacy of their subjects.
- Defend, document, and substantiate their choice of research methods.

Key Words

Reliability	Ethics	Qualitative methodology	Quantitative methodology	Theoretical framework	Validity

Annotated Bibliography

Basic Sources/Material

Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, 5th International Student Edition, (2017). John & David Creswell. Sage Publications. ISBN: 9781506386768 (Chapter 4: Quantitative vs. Qualitative Methodologies).

Doing a Systematic Review: A Student's Guide, 2nd Edition, (2018). Angela Boland, Gemma Cherry, & Rumona Dickson. Sage Publications. ISBN: 9781473967014 (Chapter 5: Methodology).

Your Research Project: A Step-by-Step Guide for the First-Time Researcher, 2nd Edition; 2005; Nicholas Walliman; Sage Publications; ISBN: 9-781-412-901-321.

These chapters provide a detailed explanation of the various methodological methods in social and behavioral science research projects.

Supplementary Sources/Material

Developing Effective Research Proposals, 3rd Edition, (2016). Keith Plunch. Sage Publications. ISBN: 9781473916388.

Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers, (2017). Jessica Decuir-Gunby & Paul Schutz. Sage Publications. ISBN: 9781483365787.

Self-Assessment Exercises/Activities

Exercise 1.1

Prepare a complete methodological report, 10-15 pages that will include the structural determinants of your research study, such as: the theoretical framework of the study, the research methodology (quantitative vs. qualitative or both) to be employed, the research questions and hypotheses, the negotiating processes involved in the study, access to the investigative field, the ethical issues involved, as well as greater issues of validity and reliability.

Recommended number of work hours for the student

44

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the mode and procedure of presenting their final project and discuss any issues that may arise regarding their presentation and final submission of their senior project that will both take place at the end of the semester of the sequence course.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Part 1: Topic Definition

(1st – 3rd Weeks)

Exercise 1.1

In this exercise, students are expected to present an epistemological example that is closely associated to their own theoretical framework of conducting studies of behavioral and social science significance and discuss how such choices come to ultimately affect their choice of topic for their senior project as well as their choice of methodology. However, because such answers have to do strictly with the choice of topic to be undertaken by the student, it is not possible to provide indicative answers. It should be noted that in their answers, students are expected to talk about ontological, epistemological, rhetorical, methodological, ethical, and other important issues that affect their choice of topic.

Title: Part 2: Literature Review

(4th – 9th Weeks)

Exercise 1.1

In this exercise, students are expected to present a short literature review of a limited number of scientific articles, books, book chapters, book reviews, etc., that is closely associated to their own theoretical approach of epistemological significance.

Title: Part 3: Methodology

(10th – 13th Weeks)

Exercise 1.1

The preparation of the methodological design is based on the research study that is chosen by the student for his/her senior project. Therefore, it is not possible to provide indicative answers for this exercise. However, it is expected that this exercise should be approximately 10-15 pages long and include all the structural characteristics of a sound methodological design, such as the definition of the research problem/questions and hypotheses, the presentation of an applicable theoretical framework for the study, an outline of the proposed methods of data collection and analysis, a consideration of legal

and ethical issues that may emerge from conducting the study, as well as an outline of the methods used for ensuring validity and reliability.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC480: Undergraduate Thesis I	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay	Almost all the material is directly relevant to the essay	Some of the material is moderately clear and relevant to	Important aspects of the material may not	The material is not directly relevant to the essay	The essay does not follows the given instruction	

	title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justificatio n of links between theory, practice and research.	title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	s or the material deviates from the title. Very little or irrelevant knowledge and inadequat e links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

FORM: 200.1.3

STUDY GUIDE

COURSE: Undergraduate Thesis II

Course Information

Institution	**European University Cyprus**		
Program of Study	**Psychology**		
Course	**PSC490**	**Undergraduate Thesis II**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: 6	Face to Face:	Web based Telecnferences: 6
Number of Assignments	2		
Evaluation	Written Report 80%	Presentation 20%	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr. Andreas Philaretou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1st TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

The undergraduate program in psychology has to do with examining, understanding, and explaining various psychological phenomena and the various manifestations of normal and abnormal behavior at both the individual and group level. The psychologist is the scientist whose ultimate goal is the prognosis, diagnosis, and alleviation of psychological problems. The psychologist has to exhibit genuine respect and concern for individuals including their needs and idiosyncrasies. He/she ought to offer objective judgment and evaluation without prejudice, as well as to have patience, cool mindedness, persuasion, and communicative skills so as to become accepted by the individuals who seek his/her services. Responsibility, professionalism, and secrecy should also constitute indispensable personal attributes of the practicing psychologist.

A Bachelor in psychology equips students with a thorough grounding in both theory and practice. The program focuses on understanding how people think, develop, and interact. Students learn how the brain works, how it changes with age, and how humans perceive and interpret behavior. The program also emphasizes the social aspects of psychology, as well as the qualitative and quantitative skills required for research and practice in the field.

In general, the objectives of the Bachelor in psychology include: (a) developing the student's capacity to think, write and speak effectively and creatively, (b) developing an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities to community and country, (c) developing the students analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations, (d) building breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements, (e) providing the student with the basic requirements for academic and/or career advancement. In particular, the Bachelor in psychology, helps: (a) provide the students with a solid training in psychology and its methods, (b) foster awareness of contemporary developments and issues in psychology, (c) prepare students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services, (d) provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines. Such preparation can lead to professions in a wide range of specialized fields, such as, within: mental health, applied research, education, and human resources management.

Presentation of the Course through the Study Guide

- **Short description & objectives**

This senior level research project in psychology course is intended to familiarize the student with the intricacies of combining academic and experiential knowledge in conceptualizing, theorizing, developing, and completing a research project on a psychology topic of their choosing. Being a course in completing a lengthy scientific research project in any area of psychology, students are given the opportunity to develop new computer and writing skills/abilities, as well as sharpen their critical thinking, for carrying out such a task from grounds up.
Upon successful completion of this course, students will be able to critically analyze and integrate relevant literature to devise an appropriate research topic of psychological significance and personal importance. At the same time, they will be able to manipulate everyday observations of social life by integrating and applying abstract / theoretical and concrete research classroom knowledge, to the surrounding sociocultural and social psychological world of media (such as newspapers, magazines, television/radio news, etc.) and interpersonal relations (such as those enacted with friends, relatives, and acquaintances). In addition, students are expected to familiarize themselves with the basic intricacies of quantitative/qualitative and literature analysis methodological research skills, such as SPSS/SAS, formal/informal interview and participant observation techniques, and meta-analytic techniques. Moreover, students are expected to devise practical library and computer skills for compiling a relevant literature review by researching, collecting, and integrating traditional theoretical perspectives and current research findings. Finally, students are also expected to devise practical knowledge of how to conceptualize, conduct, complete, and present a quantitative, qualitative, or literature analysis research project.

Recommended student work time

Approximately 5 hours (including the study of the guide)

TTLE: Group 1: Collection & Analyzing of Date

(1st – 4th Week)

Summary

In this group of lessons, we will delve into the basic premises of data collection and analysis based on the methodological design that was chosen in the previous semester during the first part of the Senior Project in Psychology course. As such, we'll be discussing several aspects of what is the most exciting portion of the students' research process, that is, the analysis of data and the development of a generalized understanding about the social/psychological phenomenon in question

Introductory Remarks

This and the weeks that will follow, we will preoccupy ourselves with the various processes of data collection techniques that will ultimately enable the students to provide logical answers to the various research hypotheses that he/she has set at the beginning of his/her research endeavor. Some of the most widely used methods in qualitative research is observation and interview, as well as the analyzing of manuscripts and historical records. In addition, other research methods also exists, such as photography, videotaping, and the analyzing of online data. Similarly, other quantitative research methods exist for converting social science data into various forms that can be read and manipulated by computer programs. For example, if you were conducting a research project more or less parallel to reading the chapters of any book of your choice, your data, at this point, would be in the form of completed questionnaires, content analysis code sheets, or the like.

Some of the basic methods of analyzing qualitative data includes thematic analysis and content analysis as well as speech analysis. For the analyzing of quantitative data, we tend to employ various statistical analysis methods, utilizing tools of descriptive and inductive form. For both types of research analysis (qualitative and quantitative), we tend to employ computer based research software that are based on the general philosophy of multivariate statistics. Specific techniques for conducting a multivariate analysis include factor analysis, smallest-space analysis, multiple correlation, multiple regression, and path analysis. The basic logic of multivariate analysis can best be seen throughout the use of simple tables, called contingency tables or cross-tabulations.

The choice of data collection and analyzing is followed by the preparation of the corresponding research tools, such as interview guide, observation guides, questionnaires, etc., as well as the preparation of the corresponding consent and bioethics forms for obtaining the necessary formal approvals whenever it is needed.

At this point, it should be noted that a basic step before the data collection and analysis includes the conducting of a pilot study that will ultimately put to test the various hypotheses that we have set out to test at the beginning of the project. Based on the

results obtained from such pilot studies, the researcher can then change his/her data collection methods and data analysis techniques.

Aims/Objectives

The ultimate purpose of this group of lessons is to provide students with a clear understanding of the various methods of collecting and analyzing data based on their methodological design of choice in the previous semester. This will ultimately enable them to choose the right methodological tools thereby completing their project in as much of an accurate manner as possible. At this point, it is worth noting that students are expected to reconsider their methods of choice of data collection and analysis several times throughout the research process as there isn't a "one size fits all" tool in social science research. Students should be therefore enabled to understand that they need to custom tailor their methodological tools to fit the specific circumstances of their project at hand.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Design and implement the various tools of data collection and analysis of their choice.
- Successfully strategize techniques for dealing with the intricacies of their research design and analysis of data.
- Successfully defend and substantiate their particular methods of research design and implementation.

Key Words

Methods of Data Collection	Methods of Data Analysis	Pilot Study	Custom-Tailoring Research Tools	Choice of Appropriate Research Tools	Informed Consent Forms

Annotated Bibliography

Basic Sources/Material

Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, 5th International Student Edition, (2017). John & David Creswell. Sage Publications. ISBN: 9781506386768 (Chapter 8: Analysis of Quantitative and Qualitative Data).

Doing a Systematic Review: A Student's Guide, 2nd Edition, (2018). Angela Boland, Gemma Cherry, & Rumona Dickson. Sage Publications. ISBN: 9781473967014 (Chapter 10: Choosing the Appropriate Research Tools).

Your Research Project: A Step-by-Step Guide for the First-Time Researcher, 2nd Edition; 2005; Nicholas Walliman; Sage Publications; ISBN: 9-781-412-901-321.

These chapters provide a detailed explanation of the various methods of data collection and analysis in social science research projects.

Supplementary Sources/Material

Developing Effective Research Proposals, 3rd Edition, (2016). Keith Plunch. Sage Publications. ISBN: 9781473916388.

Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers, (2017). Jessica Decuir-Gunby & Paul Schutz. Sage Publications. ISBN: 9781483365787.

Self-Assessment Exercises/Activities

Exercise 1.1

Prepare the basic research tools required for the data collection and analysis of your research project, as well as the necessary informed consent forms and submit them online. In addition, fill out the appropriate bioethics forms and submit them in a timely manner so as to obtain the necessary approval for your research endeavor.

Recommended number of work hours for the student

44

TITLE: Group 2: Drafting & Presentation of Research Project

(5th – 13th Week)

Summary

Group 2 constitutes the final process of the Senior Project in Psychology series which includes the drafting and presenting of the findings of the research project in question.

Introductory Remarks

This week, and the weeks that will follow, we will be conducting the process of presenting the findings of the specific research project that was chosen by the student (for example, which findings are to be finally published, what language are they going to be presented, etc.). However, at this point in the research process, it is very important for the researcher to be able to provide a thorough and fully substantiated account of his chosen methodological tools, as well the various meanings ascribed to the results. This will in turn increase the validity and reliability of his/her research study thereby enabling him/her to successfully publish his/her findings.

This stage of drafting and presenting the research findings is characterized by a number of ethical questions and scientific principles, such as those having to do with informed consent, freedom to participate in the project and right to withdraw, confidentiality, data fabrication, fraudulent data manipulation, misrepresentation of findings, etc. The evaluation profession has adopted various standards that call for the evaluation of research studies to be, above all, useful, practical, ethical, and accurate. In addition, such projects have to be characterized by the following principles: systematic inquiry, evaluator competences, integrity/honesty, respect for people, fairness, and responsibility to the surrounding community. All of these, should constitute topics of discussion between the student researcher and the supervising professor in order for the former to be able to obtain positive feedback from the latter so as to better conduct and present his/her findings.

In order to ensure the best research findings possible, students should be introduced to the triangulation methods in social science that involve comparing and integrating data collected through some kind of qualitative methods with data collected through some kind of quantitative methods. Under the premises of triangulation, quantitative and qualitative data can be fruitfully combined to elucidate complementary aspects of the same phenomenon. In essence, triangulation of quantitative and qualitative data constitutes a form of comparative analysis.

Aims/Objectives

The ultimate purpose of this group of lessons is for the students to be able to develop the appropriate skills for drafting and presenting their research findings, linking them to the associated bibliography of their research topic. In addition, their goal is to be able to

present their findings in a confident manner, being ready, at all times, to defend their choice of methodological tools and the various meanings their ascribe to their findings.

Learning Outcomes

Upon successful completion of these nine lessons, students will be able to:

- Provide a critical analysis of the bibliography relevant to their research study, thereby linking it to their own findings.
- Present and comment on the various research findings that emerge from the data collection and analysis stages of their research process, and be able to come up with suggestions and conclusions based on such analyses.
- Compose and organize their research study in a scientific and logical manner.
- Successfully defend and substantiate their choice of research methods and tools as well as comment on their results.

Key Words

Presentation of findings	Ascribed meaning to research findings	Substantiation of research findings	Retrospective feedback

Annotated Bibliography

Basic Sources/Material

Research Design: Qualitative, Quantitative, & Mixed Methods Approaches, 5th International Student Edition, (2017). John & David Creswell. Sage Publications. ISBN: 9781506386768 (Chapter 10: Drafting and Presenting Research Findings).

Doing a Systematic Review: A Student's Guide, 2nd Edition, (2018). Angela Boland, Gemma Cherry, & Rumona Dickson. Sage Publications. ISBN: 9781473967014 (Chapter 12: Validity, Reliability, and Ethics in Research Projects).

Your Research Project: A Step-by-Step Guide for the First-Time Researcher, 2nd Edition; 2005; Nicholas Walliman; Sage Publications; ISBN: 9-781-412-901-321.

These chapters provide a detailed explanation of the various methods of drafting and presenting research findings in social science research projects.

Supplementary Sources/Material

Developing Effective Research Proposals, 3rd Edition, (2016). Keith Plunch. Sage Publications. ISBN: 9781473916388.

Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers, (2017). Jessica Decuir-Gunby & Paul Schutz. Sage Publications. ISBN:

9781483365787.

Self-Assessment Exercises/Activities

Exercise 1.1

Prepare a power point presentation of your research study, emphasizing the most important aspects of the entire research process. A typical presentation such as this, tends to include the definition of the research problem, the basic questions and hypotheses that emerge from a cursory investigation of the research topic, the theoretical framework and bibliographical overview of the study, a short description of the research methodology, as well as the presentation of the major findings and direction for future projects related to the topic at hand.

Recommended number of work hours for the student

70

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the specifics of the process of presenting their research findings as well as the specific form of the power point presentation. In addition, students and supervisor engage in useful discussion about any issues related to the final submission of their Senior Project.

TITLE:

SUBMISSION & PRESENATION OF SENIOR PROJECT

(14th Week)

Recommended number of work hours for the student

Approximately 20 hours

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Group 1: Collection & Analyzing of Data

(1st – 4th Week)

Exercise 1.1

The choice and adaptation of the methodological tools employed by the student for conducting his/her research study will be based upon the nature of the specific research topic and methodological design of the study at hand. Therefore, it is not possible to provide indicative answers. However, it is expected that students will provide various research study tools, such as the interview protocol, the questionnaire, the observation stance of the researcher, etc. In addition, students are also expected at this stage to provide all the associated paperwork having to do with obtaining informed consent from the participants as well as the bioethics approval forms.

Title: Group 2: Drafting & Presentation of Research Project

(5th – 13th Week)

Exercise 1.1

The presentation constitutes the synopsis of the particular Senior Project, including the defending of the research process from start to end, as well as the evaluation of the research findings. Therefore, it is not possible to provide indicative answers at this stage. A typical research presentation is expected to take the form of a power point tool and include the research topic in question, the various questions and hypotheses that arise from a cursory investigation of the topic, the theoretical framework of the study, the bibliographical review of the relevant literature to the particular research topic, a short description of the methodological stance, as well as the presentation of the major findings. The presentation will bear an evaluative weight of 20%.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC490: Undergraduate Thesis II	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay	Almost all the material is directly relevant to the essay	Some of the material is moderately clear and relevant to	Important aspects of the material may not	The material is not directly relevant to the essay	The essay does not follows the given instruction	

	title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justificatio n of links between theory, practice and research.	title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	s or the material deviates from the title. Very little or irrelevant knowledge and inadequat e links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Fundamentals of Human Sexuality

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC125**	**Fundamentals of Human Sexuality**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: 6	Face to Face: -	Teleconferences: 6
Number of Assignments	14 activities (of which five will be graded with 2 points each), as well as 2 assignments of 20 points each.		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Petra Daniel
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

Psychologists deal with the study, understanding and interpretation of mental phenomena and the demonstration of normal or deviant behaviours of both individuals and social groups. A psychologist is the scientist who deals with the prognosis, diagnosis and treatment of psychological problems. A psychologist must truly respect and be essentially interested in people, their needs and peculiarities. He/ She must judge objectively – without prejudice – and have patience, composure, persuasion and communication skills as to be accepted by people asking for his/ her services. Responsibility and confidentiality are also essential personal characteristics.

GENERAL OBJECTIVES:

- to develop the student's capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities to community and country;
- to develop the students analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations;
- to build breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements;
- to provide the student with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- to provide the students with a solid training in psychology and its methods.
- to foster awareness of contemporary developments and issues in psychology.
- to prepare students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services.
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines. Such preparation can lead to professions in a wide range of specialized fields, such as, within: mental health, applied research, education, and human resources management.

Presentation of the Course through the Study Guide

This is an interdisciplinary survey course of research and theories about sexual behavior in humans, with a focus on psychological aspects of sexuality. Among the topics covered are cultural, historical, religious perspectives; sexual anatomy; conception, abortion and childbirth; sexuality and the life span; gender roles and differences; sexual orientations, dysfunctions, and therapy; sex in intimate relationships. Course includes lectures, discussions and written exercises designed to enhance self-understanding and decision-making in the area of sexual behavior.

Learning Outcomes

Upon successful completion of this course students should be able to:

- Describe major psychological, sociological, social psychological, and biological theories of human sexual development and identify the important contributors to the scientific study of sexuality.
- Identify, evaluate, and dispel myths, misunderstanding, and biases about sexuality.
- Facilitate the development of one's sexuality as part of being human and self-examine feelings, attitudes, and anxieties regarding sexuality.
- Recognize and describe sexual anatomy, physiology, sexual response systems, atypical sexual variations, and their functions.
- Outline the prevalence of sexually transmitted infections and the utility of various contraceptive and abortion methods.
- Improve sexual wellness through the open discussion of various issues surrounding sexuality, such as rape, teen pregnancy, abortion and sex education.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE:

Sexuality over time and Space. Brief Overview of Theories on Human Sexuality

(1st Week)

Summary

The first lesson provides a definition of what constitutes human sexuality. It gives an overview of the history of sexuality from Neolithic times through ancient civilizations, medieval times to early and late modernity. It concludes with a brief description of the major biological, psychological and sociological theories of human sexuality.

Introductory Remarks

Sexuality as a reproductive act is common to many animals. Human sexuality, however, is more complex. Only human beings have gone beyond sexual behaviors to create ideas, laws, customs, fantasies, and art around the sexual act. Sexuality is an area of human life that can be contradictory and confusing; there are sexual images all around us, yet, depending on our cultural background, we may be uncomfortable talking about sex. With new communication technologies, sexual communications as well as sexual practices have undergone significant changes over time, with accelerated change happening in more recent times.

As hominids became bipedal, frontal sex became possible, facilitating clitoral stimulation and thus female orgasm. This new sexual position also allowed the mating partners to take in the other's facial expression, which allowed for the development of intimacy.

Ancient civilizations were generally more permissive of diversities of sexual orientations and sexual practices than later Western culture, while there were great differences between the cultures. Ancient Judaism was more controlling of people's sexuality, a cultural feature that spread via the monotheist religions developing from Judaism.

With early Christianity, the sexual act is generally normatively limited to procreation. Chastity is even considered ethically superior. This relative suppression of sexuality generally stays a feature of Western culture well into the 20th century. Relatively liberal periods, such as the early medieval times, the Renaissance and the early Enlightenment,~~,~~ alternate with restrictive epochs, such as the late Middle Ages and Victorian times. In the late Middle Ages, a dualism develops between the virtuous sexually controlled woman ("Virgin Mary") and the lascivious sexually liberated woman ("Eve", the temptress), which shapes the normative standards applied to women's sexuality for times to come.

In the mid-20th century, sexology develops as a scientific approach to human sexuality and demystifies sexuality. Together with feminism and the sexual revolutions of the 20th century (facilitated through the contraceptive pill and effective antibiotics), we are currently in an era of ever increasing sexual freedom in Western culture. The gay liberation and then the LGTBQI* movements have opened the way towards acceptance of large variation of human sexualities.

Studying human sexuality, given its complexity, has demanded numerous theoretical approaches. Classical sexology is related to the biological and evolutionary approaches to sexuality, which focus inter alia on the physiological response cycles and patterns of attraction. Psychological theories of sexuality are numerous, and include psychoanalytic theory focusing on the psychosexual development and possible maladjustments of the individual in balancing drives and social restrictions. Behaviorist theory focuses on learning through reinforcement and punishment and suggests behavioral therapies based on operant conditioning. Social learning theory builds on behaviorism, but acknowledges the role of feelings, thoughts and beliefs, as well as the power of imitation of and identification with role models. Cognitive theory focuses on perception and holds that our biggest sexual organ is the brain, while humanistic theory celebrates self-actualization of the individual and studies mechanisms that inhibit individuals to reach their full potential. Sociological theories focus on social-structural parameters influencing human sexuality, such as the family, religion, law, etc. Feminism takes this approach, too, but focuses on the limitation of the sexual freedom of women in patriarchy. Queer theory proposes that domination (such as heterosexism) and categorizations (such as homosexual/ heterosexual) should be resisted.

Aims/Objectives

The purpose of this lesson is to demonstrate to the student the variability of human sexuality, which requires various approaches for the explanation of sexual behaviors.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- define human sexuality in its complexity.
- outline the history of human sexuality in rough strokes.
- assess the cultural and structural parameters influencing the expression of and experience of sexuality.
- describe the key theories explaining human sexuality and assess their relative merits and weaknesses.

Key Words

human sexuality	sexology	bipedalism	orgasm	heterosexuality
homosexuality	bisexuality	Platonic love	patriarchy	polygamy
sexual revolution	feminism	LGBTQI*	queer movement	gay liberation
psychoanalytic theory	behaviorist theory	social learning theory	cognitive theory	humanistic theory

biological and evolutionary theory	sociological theory	feminist theory	queer theory	

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapters 1 and 2

  These two chapters introduce the student to historical and geographical diversity of human sexuality, as well as to the basics of theories and research methods into sexuality.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 1.1

Read the profiles of the people on the blackboard file called exercise 1.1 . Rank-order the people from 1 through 8. Reflect on the reasons for your ranking. After completing the task, you can check the possible criteria that you may have used in the “indicative answer” section at the end of this guide.

Recommended number of work hours for the student

Approx.. 8 hours

TITLE:

Communication and Sexuality

(2nd Week)

Summary

This lesson introduces the student to the key issues of good communication in general, and communication skills in sexual situations in particular.

Introductory Remarks

Good communication skills are a general asset in a person's life. Communication works very differently in more formal, emotionally distant relations than in more intimate relations. There are also profound differences between the communication styles of different categories of people, with women engaging in more affective, relationship oriented communication strategies, and men preferring more instrumental and dominance-oriented strategies. This is modified by issues of cultural background or sexual orientation, among other parameters.

Much of our communication is non-verbal. Facial expressions have been shown to be the most universally understood signs human beings communicate. Other non-verbal communication includes other forms of body language, proxemics and touch, voice and tone. Nonverbal communication features strongly in sexual communications, with a wide repertoire available, but has its limitations in negotiating one's needs. Good verbal and listening strategies are also necessary. There are gender differences in non-verbal language, as well as cultural differences.

Sexuality magnifies existing communication problems in a relationship. The more a couple talks during sex, the more they will be able to talk about sex, and vice versa. Couples who communicate about sexual issues report more relationship satisfaction. Good sexual communication includes active listening skills as well as clarity of expression. Having a positive body image aids the communicators to communicate assertively, as well as the availability of clear terminology (whether scientific or colloquial). Non-constructive communication should be avoided, thus as denial and deflection, harboring negative feelings about the other, overgeneralizations, etc. Since conflicts are unavoidable, good conflict resolution strategies, like taking time out, learning to compromise and validation of each other's position are of the essence.

Technology has affected sexual communication as much as many other spheres of people's lives. Significant differences have been demonstrated in computer-mediated communication in comparison to more traditional communication channels, e.g. higher self-disclosure, but also lower levels of empathy, up to a level of emotional atrophy, due to the absence of non-verbal cues in texting communications. An interesting phenomenon for sex studies is the use of cross-gendered avatars to try out other-sex experiences, as well as sexual harassment of female avatars in computer games.

Aims/Objectives

Students should learn about the most common positive and negative communication strategies to improve their own communications as well as in future assist others to improve their sexual communication.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- identify gender differences in communication
- describe the major cultural parameters affecting communication
- compare the relative importance and advantages of non-verbal and verbal communication.
- identify and apply active listening skills
- differentiate between constructive and non-constructive communication strategies
- demonstrate awareness of new communication challenges posed by computer-mediated communication
- relate all the communication issues discussed in this chapter to sexual communication

Key Words

affective communication	instrumental communication	genderlect	individualistic culture	collectivistic culture
body language	proxemics	self-disclosure	computer mediated communication	technoference
emotional atrophy	overkill	mutual validation	conflict resolution	active listening

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapter 3

  Reading this chapter, you will become better equipped to deal with the challenges of communication, sexual or not.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 2.1

Write a 500-word reflection on the importance of good listening skills (in the widest sense) in sexual communication.

This activity is graded with 2 points and thus has no indicative answer at the end of the study guide.

Recommended number of work hours for the student

Approx. 9 hours

TITLE:

Gender Development, Gender Roles and Gender Identity

(3rd Week)

Summary

This lesson challenges the bipolarity of sex and gender, which tends to be installed in us through our socialization. To this end, it describes the complexity of the sexual development of the fetus, variant developments, trans- and intersexuality, as well as the nature-nurture debate on gender.

Introductory Remarks

Gender refers to behavioral, psychological, and social characteristics of men and women, while sex refers to the biological aspects of being male or female. Both nature and nurture are important in forming gender, which is a continuum rather than a bipolar categorization. However, even sex, which has been more staunchly seen as bipolar, is now increasingly perceived as nonbinary.

Traditionally, the male sex is constructed as an alignment of male sex hormones, penis and testicles, as well as XY chromosomal make-up. The female sex, correspondingly, is an alignment of female sex hormones, vulva, vagina and ovaries, and XX chromosomal make-up. In this lesson, we explore the allocation of chromosomes as well as the fetal development of the homologous tissue into sex organs. We explore many non-aligned variations of the traditional binary scheme, such as Klinefelter, Turner, XXY Syndromes, congenital adrenal hyperplasia (CAH) and androgen-insensitivity syndrome (AIS).

To better understand gender, it is important to analyze gender stereotypes, gender roles, and gender traits. While gender traits would be biologically given with one's sex, gender roles are learnt based on the culture into which one is socialized. Looking at biological, anthropological and social-psychological evidence, we will explore the nature-nurture debate on gender and draw conclusions on the degree to which gender is learnt and thus changeable and non-binary. Gender socialization is an important element of this analysis.

Further exploring a non-binary take on sex and gender, transsexuality and intersexuality will be discussed. We will use evidence from our own cultures as well as from anthropological evidence from other cultures that have a tradition of acknowledging a "third sex".

Aims/Objectives

The central aim of this lesson is to provide an in-depth scientific understanding of the fetal development in regards to sex and the resulting doubt this sheds on the binary nature of sex. This critical spirit is to be extended on the understanding of gender.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- differentiate between sex and gender
- describe the development of the homologous tissue in the fetus into sexual organs
- outline the complexity of sex as a complex interplay between chromosomes, hormones, gonads and genitals, using variant fetal developments for illustration
- criticize the gender binary traditionally given through an understanding of the interplay of nature with nurture
- discuss the formation of their own gendered selves
- appreciate the variety of sexes, sex and gender alignments and reach an acceptance of these.

Key Words

non-binary	homologous tissue	Klinefelter syndrome	Turner syndrome	XXY syndrome	congenital adrenal hyperplasia
androgen-insensitivity syndrome	gender trait	gender role	gender stereotype	transsexuality	intersexuality
Cis-gender	genderfluidity	androgyny			

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapter 4

  This chapter gives very intriguing information aiding the understanding of the non-bipolar nature of human sexuality.

Self-Assessment Exercises/Activities

Exercise 3.1

Answer the true/false questionnaire “How much do you know about sex and gender?” before working with the material of the course. Revisit the questionnaire after having worked with the material, and see if you want to change any of your answers. Also, consider reasons for the answers you choose.

After completing the task, you can check the correct answers in the “indicative answer” section at the end of this guide.

Recommended number of work hours for the student

Approx. 10 hours

TITLE:

Sexual Anatomy and Physiology

(4th Week)

Summary

This lesson introduces the correct vocabulary for and the functions of male and female sexual and reproductive systems. It gives an overview over the sexual maturation phases of men and women, and explores basic issues of women's and men's sexual health.

Introductory Remarks

It is important to have a good grasp of the anatomy and physiology of the sexual and reproductive system. This helps us to better negotiate sexual issues, communicate more effectively with doctors, have the correct vocabulary for sexual body parts, etc. We will in this lesson look in some detail at the male and female reproductive system and learn its terminology and functioning. This will include understanding the menstruation cycle, the erogenous zones of the body, the production and release of the gametes, and how erection and ejaculation work.

We will also learn about the maturation of humans as sexual beings, through puberty, maturity, menopause and old age.

Later, based on the knowledge acquired in the first part of the lesson, we will investigate several issues of reproductive health, such as reproductive cancers, infections, and anatomic problems that can give rise to sexual dysfunction.

Aims/Objectives

The aim of this lesson is to equip the students with the anatomic knowledge and precise vocabulary for the sexual and reproductive system with view of empowering them to negotiate sexual practices and doctors' interventions, as well as to give them the basis for understanding issues discussed later in this course, such as fertility and sexual response cycles. It is also a preparation for deeper understanding of STIs. They should also have a better insight into sexual maturation.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- associate the correct terminology with anatomical charts of the sex organs
- describe the physiological processes involved in arousal, erection, ejaculation and orgasm
- outline the key stages of sexual maturation
- delineate spermatogenesis
- recount the female menstruation cycle

- relate the most important concerns regarding cancers and reproductive health problems

Key Words

glans penis	scrotum	testicles	epididymis	vas deferens	seminal vesicles
prostate gland	Cowper's glands	spermatogenesis	testosterone	corpora cavernosa	corpus spongiosum
vulva	mons veneris	labia majora	labia minora	clitoris	vestibule
vagina	hymen	Bartholin's glands	Gräfenberg Spot	uterus	cervix
os	fallopian tubes (oviducts)	ampulla	infundibulum	ovaries	mammary glands
pituitary gland	puberty	menopause	andropause	menstruation	amenorrhea
dysmenorrhea	follicular phase	ovulatory phase	luteal phase	menstrual phase	Pre-menstrual syndrome
cryptorchidism	testicular torsion	priapism	peyronie's disease	inguinal hernia	hydrocele
endometriosis	uterine fibroids	menstrual toxic shock syndrome	polycystic ovarian syndrome	vulvodynia	vaginitis
vulvovaginal candidiasis	pelvic inflammatory disease	bacterial vaginosis	mastectomy		

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapters 5 and 6

  These are very technical chapters, giving you detailed information on sexual physiology and anatomy.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 4.1

Answer the true/false questionnaire “Sexual Anatomy and Physiology” after having studied the material of this lesson. Consider reasons for the answers you choose.

After completing the task, you can check the correct answers in the “indicative answer” section at the end of this guide.

Exercise 4.2

Reflection: What were the early messages that you received (as a man or a woman) about the vulva? Which words did you learn to refer to it? What emotions did those bring up? Do you feel you received accurate and sufficient information about it when you were a child and teenager? Apply the same thoughts to the penis and scrotum. Then, compare the values and norms that came with the different information you received. Does any of this relate to gender roles? How? – Write 500-700 words. This activity is graded with 2 points and thus has no indicative answer at the end of the study guide.

Recommended number of work hours for the student

Approx. 11 hours

TITLE:

Sexual Orientation

(5th Week)

Summary

In this lesson we explore the issue of sexual orientation in a theoretical, historical and life cycle approach, and investigate homophobia and heterosexism in daily life and in social institutions.

Introductory Remarks

This week we will define different sexual orientations and investigate what determines sexual orientation. Kinsey's research, and later that of Klein, demonstrated that there is a continuum of sexual orientation rather than a binary. Many people also seem to undergo phases of changing sexual orientation. Prevalence is difficult to measure, especially when we acknowledge a continuum, but statistics suggest that around 5-9% of men are exclusively homosexual (in orientation, practice may differ), while the number for women is somewhat lower.

There have been various theories trying to explain why there are different sexual orientations. There are biological theories, focusing on parameters like genetics, hormons, birth order, and physiology. Developmental theories include psychoanalytic theory, psychiatric approaches, and theories looking at family dynamics, peer groups, or sexual non-conformity. Behaviorist theory suggested that homosexuality is learnt through rewards, and can be unlearnt through negative stimuli associated with it (aversion therapy). Sociological theories look at cultural learning and labeling, while interactional theory proposes that homosexuality results from a complex interaction of biological, psychological, and social factors. None of them is quite conclusive, but it is absolutely clear that homosexuality and bisexuality are not disorders and cannot be "cured", and the complex approach of interactional theory is closest to understanding variant sexual orientations.

Homosexuality has been treated in different ways over history, from a normatively appreciative approach in Greek and Roman antiquity, via a spiritual approach to it as a "sin" in much of Christian history, to medical approaches in early and high modernity, exclusion through extermination under the Nazis, to increasing success of the gay rights movement in more recent times.

This does not mean that homophobia, heterosexism and compulsory heterosexuality, as well as hegemonic masculinity do no longer exist in Western societies. Legal changes have affected the lives of people with variant sexual orientations positively, but cultural changes are slow, and especially religious or ethnic subcultures may well hold and enforce more traditional normative systems on issues of sexual orientation. This affects growing up gay, lesbian and bisexual, and we will investigate life-cycle issues of these populations.

Aims/Objectives

The central aim of this lesson is to make students more knowledgeable on variant sexual orientations and raise understanding and empathy towards the related challenges.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- use the correct terms referring to various sexual orientations
- account for the proportions of variance in the population
- outline major theories about the existence of variant sexual orientations
- critically evaluate those theories
- describe the historical changes in attitudes and approaches to homo- and bisexuality
- outline particular life-cycle challenges faced by homo- and bisexual individuals
- critically evaluate the heterosexism in their societies
- apply empathy towards the challenges of sexually variant populations

Key Words

sexual orientation	heterosexuality	homosexuality	bisexuality	lesbian	gay
homophobia	heterosexism	hegemonic masculinity	Kinsey continuum	Klein sexual orientation grid	coming out
stigma	LGBTQI*				

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapter 11

  This chapter gives you a comprehensive introduction to issues of sexual orientation.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 5.1

Answer the questions on the “What caused your heterosexuality?” questionnaire. Can you answer them? How do the questions make you feel? Considering that most gay people have been asked exactly those things (just changing some words, obviously) – would you ask those questions (again)? Why/why not?

After completing the task, you can check the possible criteria that you may have used in the “indicative answer” section at the end of this guide.

Exercise 5.2

The first 20-point assignment is due this week.

This is an individual assignment. You will identify a difficult sexual communication situation, and based on the literature you will write a 800-word essay recommending constructive communication strategies that may help solving the issue.

Recommended number of work hours for the student

Approx. 12 hours

TITLE:

Sexuality over the Life Cycle: Childhood and Adolescence

(6th Week)

Summary

This lesson is the first of two lessons on the development of sexuality and shifts in sexual needs and expressions over the life cycle. This first week focuses on childhood and adolescence.

Introductory Remarks

In our exploration of childhood and adolescent sexuality, we will start at the very beginning: with birth to age 2. The sexual anatomy of young infants, their psychosexual development and their "sexual" behavior will be explored. When they are toddles, children's still explore their bodies, but they also have increasing control over it. They discover what it means to be a "boy" and a "girl", they master their toilet training, and engage in very active gender role modeling. They also playfully explore and expose their genitals, just as they are curious about body functions in general. Caregivers need to practice caution when teaching socially appropriate behaviors, so as to avoid shaming the children. They learn the vocabulary for sexual organs.

In middle childhood to preteen years, i.e. the ages 6-12, children undergo rapid physical development leading toward puberty and adolescence. Girls tend to be about 1.5 years ahead in this over boys. Most girls have their menarche towards the end of this period, and many boys their semenarche. Children become much more private about their sexuality, as sexual interest grows rapidly. Many children learn to masturbate toward organism in this age break. They become more peer oriented, while dependent on parents who are increasingly worried about their development.

In adolescence, ages 12-18, profound and rapid physical changes occur. It is a time of sexual exploration and changing bodies, and peer pressure can lead to having negative body image. Many adolescents feel awkward about themselves. Psychosexually, this is the most psychologically and socially difficult of life cycle changes. Children need to forge an identity separate from family; they display more emphasis on peers, and cliques are common. There is a growing interest in intimate relationships by 14. They are very particularly rough time for LGBTQI* youth, since it is a time of high sensitive to perceived threats to emerging ideas about masculinity/femininity.

The last topic to be explored is sexuality education, with a description of comprehensive sex education in contrast to abstinence oriented sexuality education programs, and their relative benefits.

Aims/Objectives

The aim of this lesson is to make students aware that sexuality is part of being human starting from birth, and to give them an understanding of the particular developments n different stages of childhood and adolescent development.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- adequately describe infants' sexuality at a physical, psychosexual and behavioral level.
- outline the physical, psychosexual and behavioral sexual development of toddlers
- sum up the key elements of the physical, psychosexual and behavioral sexual development of children are 6-12
- display awareness of the complex the physical, psychosexual and behavioral sexual issues of adolescents
- discuss and evaluate the benefits of sexual education in general, but also in contrast of comprehensive with abstinence-focused sexual education.

Key Words

semenarche	menarche	comprehensive sexual education	abstinence-focused sexual education	masturbation

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapter 8

  This chapter contains detailed information and case studies on the sexual development of children and adolescents.

Self-Assessment Exercises/Activities

Exercise 6.1

Write a 500-word reflection on the period you have just grown out of, or are in the process of growing out of: adolescence. Which challenges did you face? Did you experience it as a harmonious and happy time, or was it tough and marred with doubts and unhappiness? What contributed to your experiences?

This activity is graded with 2 points and thus has no indicative answer at the end of the study guide.

Recommended number of work hours for the student

Approx.. 9 hours

TITLE:

Sexuality over the Life Cycle: Adulthood and Old Age

(7th Week)

Summary

This lesson is the second of two lessons on the development of sexuality and shifts in sexual needs and expressions over the life cycle. This second week focuses on sexual and relationship issues in adulthood and old age.

Introductory Remarks

As we start adult life, if not already in adolescence, dating takes place. This new development will be analyzed using socio- and sexual psychological parameters. In the context of analyzing no-committed and committed relationships, we will also look at the process of breaking up and the adjustments necessary in that process. We then move on to cohabitation and marriage, again using sociological and sexual psychological frameworks of analysis. We will talk about marital stability, marital happiness, marital sexuality, and extramarital relationships. A special section is given to same-sex relationships and the particular additional issues they face.

We will also discuss the decision-making and challenges of having children or remaining childless, explore divorce as a special form of break-up and look at sexual needs and expression of older adults.

Lastly, adult sexual relationships and divorce in other cultures will be introduced.

Aims/Objectives

This lesson aims to inform the students on their way ahead in adult life as to develop a positive and realistic outlook.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- identify the central social and sexual psychological issues in relation to dating
- demonstrate an understanding of the increasing prevalence of non-committed relationships and differentiate the dynamic of those from that of committed relationships
- discuss the key stages of breaking up relationships
- relate the advantages and challenges of premarital cohabitation
- outline the dynamics of marital happiness, marital sexuality, marital problems and divorce
- identify the extra challenges facing homosexual couples
- sum up the sexual continuation and disruptions in later life

Key Words

romantic ambiguity	cohabitation	marital happiness	swinging	polyamory
polygamy	polygyny	polyandry	consanguineous marriage	

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapter 9

  This chapter gives you a solid overview of adult sexuality and relationships in Western and Non-Western culture.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 7.1

In the discussion forum called “Cohabitation or marriage?”, discuss with your classmates the issue of cohabitation. Do you agree with it at all? Are there any limiting circumstances around cohabitation? Do people need to be careful of anything? Is it an acceptable long-term arrangement in itself? Do you consider it a good testing ground that will lead to a later marriage? You will have to give your normative, ethical, and of course scientific reasoning.

After completing the task, you can check the possible criteria that you may have used in the “indicative answer” section at the end of this guide.

Recommended number of work hours for the student

Approx. 9 hours

TITLE:

Conception, Pregnancy and Childbirth

(8th Week)

Summary

This lesson introduces the student to issues of fertility, conception, a healthy pregnancy, health problems during pregnancy, the process of and choices in childbirth, birthing problems and challenges arising in postpartum parenthood.

Introductory Remarks

We start this lesson with an exploration of fertility as a social phenomenon, focusing on fertility rates. We will then discuss the challenges of infertility and methods available to tackle these.

The next section explains conception in some detail, building on the material covered in Week 4.

Afterwards, we look at how a healthy pregnancy develops, and what lifestyle and healthcare measures should be employed to ensure as best as possible the health of the fetus and the mother.

Problems during pregnancy are outlined in the next section, as well as untypical fetal developments and the diagnostic tools thereof.

Options for and the process of childbirth follow after that, including a discussion of possible problems during birthing.

The last section outlines the adjustments and possible problems of postpartum parenthood.

Aims/Objectives

The central aim of this lesson is to make the student knowledgeable about pregnancy from fertility issues, via conception through pregnancy and child birth to postpartum issues, so as to facilitate their life choices.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- describe the trends regarding fertility rates
- discuss the options available to persons facing infertility issues
- identify the stages of a healthy pregnancy and the lifestyle and health care demands to ensure that it stays healthy
- list common pregnancy problems and their causes
- outline the process and stages of normal childbirth, and the birthing options available with their relative advantages.
- describe common problems that can occur during birthing, and common birth defects of infants

- discuss the adjustment issues of postpartum parenthood

Key Words

fertility rate	conception	ampulla	blastocyst	embryo
foetus	pseudocyesis	couvade	zygote	amniocentesis
chorionic villi sampling	in vitro fertilization	gamete intra-fallopian tube transfer	zygote intra-fallopian tube transfer	intracellular sperm injection
oocyte and embryo transplants	cryo-preservation	amniotic fluid and sac	fetal alcohol syndrome	Down syndrome
spontaneous abortion	ectopic pregnancy	spina bifida	anencephaly	maternal-serum alpha-fetoprotein screening
miscarriage	cystic fibrosis	Rh incompatibility	texemia	eclampsia
engagement	cervical dilation	cervical effacement	endorphins	contraction
episiontomy	crowning	umbilical chord	AGPAR test	placenta
premature birth	breech birth	Caesarian section	stillbirth	postpartum depression and psychosis

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapter 12

  This chapter is a comprehensive introduction to all matters around fertility and childbirth.

Self-Assessment Exercises/Activities

Exercise 8.1

Fill in the “Parenthood Questionnaire” .

Recommended number of work hours for the student

Approx. 9 hours

TITLE:

Contraception

(9th Week)

Summary

This lesson introduces all major contraceptive techniques and discusses their pros and cons.

Introductory Remarks

In this lesson, you will learn about the following methods of birth control:

- Combined Hormone Methods for Women
- Progestin-Only Hormone Methods for Women
- Chemical Methods for Women
- Intrauterine Methods for Women
- Natural Methods for Women and Men
- Permanent Contraceptive Methods
- Emergency Contraception

The advantages and limitations of each method will be discussed. There will be a short outlook to most recent advances for contraception in the future.

Abortion constitutes the second topic of this lesson, and legal and ethical issues will be discussed as well as medical and psychological ones.

Aims/Objectives

The aim of this lesson is to give the student choices in regards to birth control, alert them to safe sex practices, and problematize the issues surrounding abortion .

Learning Outcomes

After studying the material of this lesson, the student should be able to

- name an describe the working of all major contraceptive methods
- evaluate the benefits and risks of all major contraceptive methods
- discuss the ethical, legal, medical and psychological issues surrounding abortion

Key Words

diaphragm	cervical cap	condom	combined contraceptive pill	progestin only pill	hormonal ring and hormonal patch

- **Supplementary Sources/Material**

subdermal contraceptive implant	spermicide	intra-uterine device	coitus interruptus	fertility-awareness-based method	tubal ligation
vasectomy	emergency contraception	vacuum aspiration			

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapter 13

  These chapters provide a good overview over contraceptive methods, and issues around abortion.

Self-Assessment Exercises/Activities

Exercise 9.1:.Discuss the four scenarios given to you on Blackboard with your group in the discussion forum called “Negotiating Protection”.

After completing the task, you can check the possible criteria that you may have used in the “indicative answer” section at the end of this guide.

Recommended number of work hours for the student

Approx. 9 hours

TITLE:

Sexually Transmitted Infections

(10th Week)

Summary

This lesson focuses on physiological-medical, as well as socio-psychological parameters of sexually transmitted infections.

Introductory Remarks

This lesson introduces you to the major sexually transmitted infections, grouped into ectoparasitic infections (pubic lice and scabies), bacterial infections (chlamydia, gonorrhea, syphilis, trichomoniasis, chancroid, bacterial vaginosis), viral infections (HIV, herpes, HPV, hepatitis) and candidiasis as a fungal infection. Some of the main symptoms and treatments will be discussed. Risk reduction will be discussed, as well as recent advances in prevention of HIV in particular.

Aims/Objectives

This lesson aims to alert the students to the risks of contracting STIs, their diagnosis and treatment, as well as their prevention.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- outline the epidemiology of major STIs
- group STIs by their causation
- describe the symptoms of major STIs
- briefly describe the treatments of different STIs
- discuss recent advances in the prevention STIs, and HIV in particular.

Key Words

ectoparasitic infections	scabies	chlamydia	gonorrhea	syphilis	trichomoniasis
chancroid	bacterial vaginosis	HIV	AIDS	HPV	herpes
candidiasis	U=U	TasP	PrEP	PEP	ART

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapter15

  This chapter is an excellent overview of the recent knowledge about all major STIs, with a good discussion of HIV/AIDS concerns.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 10.1

Using the material of this lesson, and information you collect from national health services and accredited HIV prevention groups, write a short essay on the latest advances on HIV prevention, with a special focus on U=U – Write 500-700 words. This activity is graded with 2 points and thus has no indicative answer at the end of the study guide.

Recommended number of work hours for the student

Approx. 9 hours

TITLE:

Sexual Behaviors and Disorders

(11th Week)

Summary

In this lesson the student learns about bioecological parameters of sexuality, sexual response cycles, as well as a variety of sexual behaviors and their “normality”.

Introductory Remarks

In this lesson, we will study the bioecological influences on sexuality using Bronfenbrenner’s model. We will then discuss the merits of several models of sexual response cycles, especially those of Masters and Johnson and of Kaplan. We will look at the differences in the male and the female response cycle. For the latter, we will add an analysis of Basson’s model.

We will then look at solitary sexual behavior, such as fantasy and masturbation, and at partnered sexual behavior (hetero- and homosexual) as expressed in foreplay and various sexual practices. There is also a section on safer sex behaviors and the parameters that facilitate and impede it.

Sexual behavior later in life will be discussed with its special challenges and needs.

The last section looks at psychological and physiological challenges to sexual behavior, and we will explore various sexual disorders, starting with the definition given in DSM-5. We will identify the different disorders of sexual appetence, of sexual desire / excitement, orgasm disorders and sexual pain disorders and embed them in an understanding about how the patient experiences the problem and its context.

Aims/Objectives

The aim of this lesson is to give the student a widened understanding of what constitutes “normal” sexual behavior and responses on the basis of sociocultural parameters and psychological models.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- outline Bronfenbrenner’s bioecological model and establish its significance for sexual behaviors
- outline and compare the sexual response cycle models of Masters and Johnson, Basson and Kaplan
- list the main types of “typical” sexual behavior and discuss the criteria that make sexual behaviors “typical” or “atypical”
- describe the challenges and needs in regards to sexuality of older persons

- discuss the major sexual disorders, their placement in the response cycle, and their therapeutic intervention.

Key Words

Bronfrenbrenner bioecological systems model	sexual response cycle	vasocongestion	myotonia	exitement	plateau
orgasm	resolution	refractory period	DSM-5	disorders of sexual appetence	disorders of sexual desire / excitement
orgasm disorders	sexual pain disorders				

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapters 10 and 14

  These chapters provide essential material for the future psychological counselor to recognize variations of sexual behavior as “typical” and to acquire knowledge about sexual dysfunctions and their treatment.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 11.1

The assignment for this week is the second 20% assignment. No guidelines/answers are given due to the assignment being graded.

For this assignment, you will be assigned to work groups writing 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, your group will assess the case, identify major challenges and opportunities, and devise an intervention/counseling strategy.

Recommended number of work hours for the student

Approx. 13 hours

TITLE:

Varieties of Sexual Expression

(12th Week)

Summary

This lesson outlines the criteria of defining a sexual expression as paraphilia, and explores a number of common paraphilias and the therapeutic options thereof.

Introductory Remarks

We will start this lesson by critically exploring what is "typical" sexual expression and what would constitute "atypical" sexual expression. The issue of labeling and stigma is very important in this discussion.

On the basis of the criteria given in DSM-5, we will define what constitutes a paraphilia. Biological, psychoanalytic, developmental, behavioral and sociological theories of paraphilias will be discussed.

In the second part, we will explore different types of paraphilic disorders:

- Fetishistic disorder
- Transvestic disorder
- Sadistic and masochistic disorders
- Exhibitionistic disorder
- Voyeuristic disorder
- Frotteuristic disorder
- Pedophilic disorder
- Scatolophilia
- Zoophilia
- Necrophilia

The third part deals with assessing and treating paraphilic disorders.

Aims/Objectives

This lesson aims to continue from the previous one in the critical discussion of what is to be considered "atypical" or "non-normative" sexual behavior. It also aims to give the students some insight on the DSM-5 criteria and the therapeutic interventions applied if DSM-5 would categorize the behavior as a paraphilia.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- critically discuss the difference between "typical" and "atypical" sexual behavior
- define "paraphilia" as per the DSM-5

- name and describe at least 6 paraphilias
- outline the most commonly used therapeutic interventions

Key Words

paraphilia	lovemaps	fetishistic disorder	transvestic disorder	sadism	masochism
BDSM	kink subculture	exhibitionism	voyeurism	frotteurism	pedophilia
recidivism	scatolophilia	zoophilia	necrophilia	sexual addiction	orgasmic reconditioning
aversion therapy	satiation therapy				

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapter16

  This is a profound introduction to atypical sexual behaviors and, if paraphilias, their treatment.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 12.1

Reflect on the following question in around 500-700 words: Do you think people should be allowed to engage in any sexual behaviors they choose, as long as they don't hurt anyone? Explain.

This activity is graded with 2 points and thus has no indicative answer at the end of the study guide.

Recommended number of work hours for the student

Approx.. 8 hours

TITLE:

Power and Sexual Exploitation and Coercion

(13th Week)

Summary

This last lesson of the semester deals with various issues of sexual exploitation and coercion, from harassment to rape.

Introductory Remarks

The first part of this lesson deals with definitions of sexual violence, statistics on its prevalence, theories on why it occurs as well as common rape myths.

In the second part, we will explore attitudes about sexual violence and cultural variations

Then the effects of sexual violence on the victim are discussed, with separate sections on women survivors and men survivors.

Coping with sexual violence and its relation to social support systems, personal relationships and reporting sexual violence follow. Psychological interventions with survivors of rape will be discussed, as well as treatments of perpetrators. We will also look at populations with specific issues when victimized, such as lesbian and transgender people, sex workers, or older women.

The third section deals with the sexual abuse of children, looking at the consequences this has on the survivor, the typical profile of the perpetrator, and again therapeutic interventions.

The fourth part looks at intimate partner violence, including marital rape, and the risk factors as well as social and psychological interventions.

The last issue explored is that f sexual harassment, coping strategies and interventions.

Aims/Objectives

This lesson aims to sensitize the student toward the prevalence of violence and coercion in sexual situations and intimate relationships and provide knowledge about prevention and intervention.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- relate definitional and statistical information regarding sexual violence and coercion
- identify situations as cases of rape in contrast to simply “regrettable encounters”
- assess the typical profile of perpetrators of sexual violence

- describe the typical reactions of an consequences on the victim/survivor
- identify specific populations and their special issues when victimized
- discuss social and psychological intervention and therapy techniques

Key Words

sexual assault	rape myth	rapist psychopathology	victim precipitation theory	rape trauma syndrome	silent rape reaction
marital rape	rape kit	incest	incest taboo	PTSD	"just say no" campaign
sexual harassment	quid-pro-quo harassment	hostile environment harassment			

Annotated Bibliography

- **Basic Sources/Material**
  Hyde, Janet S. (2016). Understanding Human Sexuality. 13th ed. New York: McGraw-Hill Publishing Co., Chapter 17

  This chapter outlines various forms of sexual violence and coercion, like rape, partner abuse, child sexual abuse and sexual harassment.
- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 13.1

Is This Rape?

Take a moment to read through the scenarios given on blackboard. Do you think any of these situations constitutes a rape? Why or why not? Write down your thoughts and opinions about each scenario. After completing the task, you can check the possible criteria that you may have used in the "indicative answer" section at the end of this guide.

Recommended number of work hours for the student

Approx.. 8 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately …30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Sexuality over time and Space. Brief Overview of Theories on Human Sexuality

(1st Week)

Exercise 1.1

You may have used any number of criteria in your ranking. For example:

You may have focused on the honesty of the persons presented to you or on their consistency. Thus, you may have ranked a person with a variant sexuality, or who may have made choices that you would not agree with, relatively highly.

On the other hand, you may have used a system of sexual ethics that you identify with. In that case, sexually variant behaviors or choices that are out of line with our conventional sexual ethics may have been evaluated negatively.

Note: this is not a matter of correct or false. The exercise serves for you to assess your own value system so as to achieve more clarity about the standpoint you are at as you enter this course.

Title: Communication and Sexuality

(2nd Week)

Exercise 2.1 : No answers provided, since this is a graded activity.

Title: Gender Development, Gender Roles and Gender Identity

(3rd Week)

Exercise 3.1

1. False. The term “gender” is generally used to refer to the social aspects of one’s biological sex.
2. False. A few behavioral characteristics in men and women may be different due to biological factors. Still, the overwhelming majority of gender behaviors are socially determined.
3. True. Practically the only biologically determined behavioral difference between men and women for which there is overwhelming evidence is that males tend to be more aggressive than women, a trait that is evident even in small children.

4. False. Even though male aggression may have biological roots, culture can overcome it. In the Tchambuli tribe, described by Margaret Mead, the women take a more aggressive social role than the men.
5. True. Though all societies recognize at least two sexes, some societies treat certain individuals as members of a third gender category.
6. False. Transsexuals are people who believe that they are really members of the gender opposite to their biological ones; for example, a male transsexual may feel he is a woman "trapped" in a man's body and may undergo sex reassignment surgery to bring his body into conformity with his mind. Another rare case is the biologically asexual person who is born with a total absence of internal or external sexual organs, therefore having no sexual hormones—and no gender.
7. True. Research tools, such as Bem's Sex Role Inventory, that measure masculine and feminine traits find that most people have a combination of traits. Some people measure high in both masculine and feminine traits and these people are considered androgynous.

Title: Sexual Anatomy and Physiology

(4th Week)

Exercise 4.1

Answer the true/false questionnaire "Sexual Anatomy and Physiology" after having studied the material of this lesson. Consider reasons for the answers you choose.

1. True
2. False – they also produce androgens
3. True – because the ideal temperature for sperm to mature is 1.5-2 degrees below body temperature.
4. True, due to the swelling of the prostate and epididymis and the closure of the sphincter during ejaculation. It takes time for all this to relax.
5. True for circumcised men, uncircumcised men need to make sure to pull back the foreskin to remove smegma, which is a breeding ground for bacteria.
6. Neither true nor false: yes, there are several arousal centers in the male body, so purely physiological arousal is possible, but typically the brain is the starting point in men, too.
7. True
8. True, although "vagina" is also commonly, and falsely used
9. False – douching irritates the vaginal flora, as does aggressive soap, leading to higher risk of infection and possible vaginosis
10. False – the clitoris is the only organ that exists solely for pleasure
11. False – only the upper two thirds of the vagina do not have nerve endings. The first third has many, and there may be cluster of nerves called the G-spot (Gräfenberg spot)

12. True – many sportive activities can rupture the hymen, or it may have never been present
13. True
14. True – but in men it is called andropause
15. True
16. True
17. True – called amenorrhea
18. False – there is no medical evidence for this, except that the risk of HIV infection and infection with other STIs is higher, which can be controlled through condom use
19. False – the use of steroids negatively affects male fertility
20. False – men should get their testicles screened for cancer in younger years, and their prostate gland after age 50.
21. False – tampons are safe if changed regularly. Women whose blood clots easily may prefer sanitary towels
22. False – mostly it is a benign cyst, but it needs to be checked out to exclude the possibility of cancer.
23. True and false – they are sexually transmitted, but not exclusively so. Shared towels, toilets, etc are also possible transmission paths
24. True – the body odor is perceived as more likable, when the potential partner is genetically more diverse from us

Title: Sexual Orientation

(5th Week)

Exercise 5.1

Answer the questions on the "What caused your heterosexuality?" questionnaire. Can you answer them? How do the questions make you feel? Considering that most gay people have been asked exactly those things (just changing some words, obviously) – would you ask those questions (again)? Why/why not?

You have probably felt that these questions were too intimate, or simply stupid (that is if you are heterosexual – if you are not, you are well aware where this exercise is going). Indeed, you may have felt violated. You may have realized that in a heterosexist world, anyone who does not fit into the compulsory heterosexuality is questioned all the time. You may have experienced a shift: from taking the "normality" of heterosexuality for granted to more consideration of alternative sexual orientations.

Exercise 5.2

The first 20-point assignment, since it is a graded assignment, does not have an indicative answer.

Title: Sexuality over the Life Cycle: Childhood and Adolescence

(6th Week)

Exercise 6.1: No answers provided, since this is a graded activity.

Title: Sexuality over the Life Cycle: Adulthood and Old Age

(7th Week)

Exercise 7.1: Discussion forum called “Cohabitation or marriage?”

This is a very open assignment, much of the outcome of which will depend on group dynamics among the discussants. However, note that cohabiters after getting married have a higher than average divorce rate (probably because they tend to be a less conventional population, not because cohabitation is bad for marriage), and that cohabiters should be double careful keeping their property arrangement in order in case of a split-up.

Title: Conception, Pregnancy and Childbirth

(8th Week)

Exercise 8.1: Fill in the “Parenthood Questionnaire”. The aim of this exercise is to become conscious about key issues in your future. There is no standard answer for any of this.

Title: Contraception

(9th Week)

Exercise 9.1:.Discuss the four scenarios given to you on Blackboard with your group in the discussion forum called “Negotiating Protection”.

Scenario A: Tracy should not have sex at this point at all, because she would like to wait until marriage, and does not seem to have changed her mind but would just respond to pressure. So abstention would be the method of choice. She has to firmly and lovingly communicate this to Jeff – you decide which reasons she gives.

Scenario B: For Kolby and Gina I would recommend the condom, maybe combined with another barrier method, like the contraceptive sponge (of maybe Gina had a diaphragm or cap fitted). Only with the condom do they have STI protection, but the extra barrier will give 17 year old Gina peace of mind regarding contraception. They need to use

arguments like protection against pregnancy and STIs, trust and carelessness not being the same, etc.

Scenario C: April and Jasmin are a lesbian couple. Their choice is the dental dam in case of oral sex, and a condom for or good sterilization (and not then sharing) of any sex toys. Contraception is not their issue, but STI protection. Jasmin may be in need of being informed of the transmission paths of STIs, which should be done lovingly and affirmatively. Protection would be a key word, as well as responsible sexual behavior.

Scenario D: The choices in this scenario are similar to those in scenario B, with the additional possibility of Maria sharing her previous scare. The two of them are also extremely young – do you think abstention would be better? Why?

Title: Sexually Transmitted Infections

(10th Week)

Exercise 10.1: No answers provided, since this is a graded activity.

Title: Sexual Behaviors and Disorders

(11th Week)

Exercise 11.1 : The assignment for this week is the second 20% assignment. No guidelines/answers are given due to the assignment being graded.

Title: Varieties of Sexual Expression

(12th Week)

Exercise 12.1: No answers provided, since this is a graded activity.

Title: Power and Sexual Exploitation and Coercion

(13th Week)

Exercise 13.1: Is This Rape?

Take a moment to read through the scenarios given on blackboard. Do you think any of these situations constitutes a rape? Why or why not? Write down your thoughts and opinions about each scenario.

Scenario 1: This is the classic stranger rape scenario – you will not have doubted that this constitutes rape.

Scenario 2: Nothing is said here about whether she consented or not. All depends on consent! Do not be distracted by where the sexual act takes place – this may be what she wanted.

Scenario 3: Yes, women to man rape exists, too. Remember the different arousal centers! He does not consent – so it is rape.

Scenario 4: She says “no”. That is all it takes to make clear that you withhold consent. The previous flirting and kissing, and the subsequent going to a private room have nothing to do with that. Neither does being drunk. This is (one of the most common types of) rape.

Scenario 5: She could be more assertive in her “no”, but it is a no anyway. No consent is given. That he had had sex with her before, and that he took up all the expenses of the night has nothing to do with that. This is rape (again, a very common type!).

Scenario 6: Sex with a person who cannot give consent because they have passed out ALWAYS constitutes rape, because the person CANNOT CONSENT.

For a summary on this, check out this video:
https://www.youtube.com/watch?v=pZwvrxVavnQ

Also, think about what constitutes free and informed consent, and which parameters infringe on it (e.g. “owing” for a meal might make you say “no” insufficiently assertively):

Guidelines for giving meaningful consent in a situation involving sex, which if not followed do NOT absolve the perpetrator:

- Believe that you have the right to decide for yourself whether or not you want to participate in a particular sexual activity.
- Have a sufficient sense of power and control over your own life to be able to communicate and implement your decision.
- Have the maturity to understand what an activity entails and what consequences it might bring, and the maturity to communicate with your partner about these issues.
- Be in a situation or relationship where your decision will be recognized and respected by your partner.
- Know what the activity involves and what your feelings are about it; what the risks are; and how to protect yourself and your partner from unwanted pregnancy and infection.
- Have a clear mind, not impaired by alcohol or drugs at the time of decision making.
- Have accurate information about your partner’s current sexual health status (including about any previous sexual exposure or drug use that could present a risk to you).
- As best you can avoid situations where you are likely to experience pressure to have unwanted sex for material or financial reasons.

European University Cyprus

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC125	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor				**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Social Psychology

Course Information

Institution	**European University Cyprus**		
Program of Study	**Psychology**		
Course	**PSC120**	**Social Psychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: 3	Face to Face: -	Web based Teleconferences: 3
Number of Assignments	12 individual evaluated exercises 3 self-evaluated exercises		
Evaluation	Assignments 50%	Final Exam 50%	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr Andreas Philaretou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1st TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

The undergraduate program in psychology has to do with examining, understanding, and explaining various psychological phenomena and the various manifestations of normal and abnormal behavior at both the individual and group level. The psychologist is the scientist whose ultimate goal is the prognosis, diagnosis, and alleviation of psychological problems. The psychologist has to exhibit genuine respect and concern for individuals including their needs and idiosyncrasies. He/she ought to offer objective judgment and evaluation without prejudice, as well as to have patience, cool mindedness, persuasion, and communicative skills so as to become accepted by the individuals who seek his/her services. Responsibility, professionalism, and secrecy should also constitute indispensable personal attributes of the practicing psychologist.

A Bachelor in psychology equips students with a thorough grounding in both theory and practice. The program focuses on understanding how people think, develop, and interact. Students learn how the brain works, how it changes with age, and how humans perceive and interpret behavior. The program also emphasizes the social aspects of psychology, as well as the qualitative and quantitative skills required for research and practice in the field.

In general, the objectives of the Bachelor in psychology include: (a) developing the student's capacity to think, write and speak effectively and creatively, (b) developing an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities to community and country, (c) developing the students analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations, (d) building breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements, (e) providing the student with the basic requirements for academic and/or career advancement. In particular, the Bachelor in psychology, helps: (a) provide the students with a solid training in psychology and its methods, (b) foster awareness of contemporary developments and issues in psychology, (c) prepare students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services, (d) provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines. Such preparation can lead to professions in a wide range of specialized fields, such as, within: mental health, applied research, education, and human resources management.

Presentation of the Course through the Study Guide

- **Short description & objectives**

This intermediate and interdisciplinary survey course of research and theories in social psychology is intended to supply the student with knowledge regarding the permutation and combination of factors that come to affect every day cognitive, perceptual, attitudinal, emotive, and behavioral acts. Being a course in social psychology, students are given the opportunity to develop new skills and abilities, as well as exercise previously acquired informal social psychological knowledge, to facilitate their interaction in emotionally intimate, casually informal, and formal settings as well as minimize conflicts due to various prejudices and biases within them.
Throughout the course, topics to be covered include: (A) Introduction: Social Psychology & Society/Social Psychology as an Applied Science/Social Psychological Theories: (1) Role Theory, (2) Learning Theory, (3) Theory of Cognition, & (4) Comparison of Theories, (B) Methods of Studying Social Behavior/Main Methodologies in Social Psychology/Ethics in Research, (C) The Nature of Self/Self-Perception/Self Image/Self-Esteem/Self-Presentation, (D) Social Perception & Cognition/Impression Management/The Organization & Process of Social Perception/The Meaning of Everyday Behavior, (E) Perception & Behavior/Attitude & Attitude Change, (F) Social Influence & Personal Control/Compliance/Obedience/Adaptation and (G) Interpersonal Attraction & Love/Relationship Development/Relationship Problems/Power/Jealousy/Break Up, (H) Altruism & Helping Others.

Recommended student work time

Approximately 5 hours (including the study of the guide)

TITLE:

The Individual in Social Settings: Social Beliefs, Judgments, Behavior, Attitudes, Genes, Culture, & Social Roles

(1st Week)

Summary

In general, social psychology is an interdisciplinary science concerned with the investigation of social roles and how individuals think, influence, and deal with one another. Sociology and Psychology are the parent disciplines of Social Psychology and the sociologists and psychologists who study social roles hypothesize that living in a social world necessitates the learning and internalization of various roles, as for example, the role of the student, the role of the parent, the role of the worker, the role of the parent, etc.

Introductory Remarks

This week, we will study the science of social psychology that has to do with the scientific investigation of various socio-cultural systems and social psychological theories, utilizing established methodological research methods. Culture, the enduring behaviors, ideas, attitudes, and traditions shared by a large group of people and transmitted from one generation to the next, is the main object of investigation of social psychology. Social psychological theories are integrated sets of principles that explain and predict observed events, while hypotheses are testable propositions that describe the relationships that may exist between events.

Informed consent is an indispensable part of any social psychological research endeavor and includes an ethical principal requiring that research participants be told enough about the research project they are participating so as to enable them to choose whether they wish to participate.

Aims/Objectives

The purpose of this lesson is to present and likened social life as a theatrical performance with all the props, scripts, masks, rehearsals, etc. In this theatre we call social life, it is necessary to internalize the various norms and roles that have to do with expected and accepted behavior. Most of the times, the various social norms that govern everyday social life are considered to be relatively true and valid but in reality they also serve the interests of the elite classes.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Manipulate the major psychological and sociological theories as they pertain to the explanation of everyday social phenomena, such as attraction and love, aggression and violence, and altruism.

Key Words

Roles	Norms	Genes	Research		

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 1, pp. 6-23. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology.

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707.

Self-Assessment Exercises/Activities

Exercise 1.1

People from previous generations (the old timers), may be characterized as informal social psychologists as they oftentimes engaged in the passing of sayings, parables, and metaphors orally from one generation to the next. Do you agree with this assertion, and why?

Recommended number of work hours for the student

8

TITLE:

Self

(2nd Week)

Summary

Generally speaking, the self develops in a social context. According to Mead and Cooley: "You are what people tell you, you are (hence the idea of the looking-glass self)." The self emerges as a result of social interaction. Our gestures and words are symbols that we interpret in our interaction with others. Role taking enables us to understand the others' intentions, as we become co-actors creating our social reality. With development, we respond not just to discrete others, but to society as a whole.

Introductory Remarks

This week we will attempt to investigate the social creation of the self of an individual resulting from the influence of his/her daily social interactions. The objective self can extend beyond the person: We identify with anything that symbolizes and affirms a sense of our self. The self is not stable, but "fluctuating material", due to the fallibility and reconstructive nature of our memories. What we emotionally identify with, will ultimately become the basis for judging our self-worth. There are different types of self: (a) the spiritual self; understanding ourselves as creatures who think, feel, experience, and act, (b) the social self; including the recognition we get from others, (c) the material self; including our body, loved ones, and valued possessions.

Individuals come to know themselves through introspection. Intuitively, we recognize that introspection, the process of looking inward and examining one's own thoughts, feelings, and motives, is one basis of self-knowledge. According to self-awareness theory, when we do focus on ourselves, we compare our current behavior against internal standards and values. Baumeister (1991) has postulated that because self-awareness can be unpleasant, we will be motivated to "escape our self" by engaging in destructive practices or spiritual practices. On the other hand, self-awareness will be pleasant when we meet or exceed our standards and this state of can motivate us to do so.

Aims/Objectives

The purpose of this lesson is to explain the formation of a functional self through normal self-development maturation processes whose ultimate purpose is the survival and success of the individual in his/her respective socio-cultural environment. The functions of the self include: (α) interpersonal (You and I), which is the prerequisite of social life (b) decision-making which have to do with the making of right decisions, and (c) managerial which have to do with regulatory behaviors aiming at self-betterment.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Devise practical knowledge of how preconceptions control interpretations, interaction and memories and how useful information is often ignored.
- Explain how preconceptions control the interpretation of memories and contribute to the functional or dysfunctional development of the individual.

Key Words

Self	Interactions	Self-Regulation	Self-Control	Sel-Development	

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 2, pp.25-37. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology.

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707.

Self-Assessment Exercises/Activities

Exercise 2.1

When we compare ourselves with individuals who are better than us, this give us an incentive/motivation to better ourselves whilst when we compare ourselves with individuals who are worse than us, this makes us feel better about ourselves. Explain.

Recommended number of work hours for the student

8

TITLE:

Social Self, Perception, Self-Concept, Self-Worth, Self-Respect

(3rd Week)

Summary

The social self develops by perceiving the socio-cultural environment around us, interacting with others, both of which lead to the development of our self-concept and self-worth. Social learning theory supports that human beings get most of their ideas by attentively and purposely observing the actions of others who serve as models. In other words, we learn from the visual observation of the overt responses of others.

Introductory Remarks

This week, we will attempt to deal with the greater issue of self-concept, self-image, self-worth, and self-respect. Self-Concept refers to the sum total of beliefs that people have about themselves, which are organized in cognitive molecules called self-schemas that, in turn, guide the processing of self-relevant information. In other words, self-schemas are to an individual's total self-concept what books are to a library. For example, people who consider body image an important aspect of their self-concept are considered schematic with respect to weight and would therefore attune themselves to everything in their surrounding socio-cultural environment that has to do with sports, nutrition, etc.

Self-esteem is the affective component of the self, consisting of a person's positive and negative self-evaluations. For example, how do you feel about yourself? Are you generally satisfied with your appearance, personality, abilities, and friendships? Are you optimistic about your future? People tend to be judgmental, emotional, and highly protective of their self-esteem. They are also inherently social animals and their desire for self-esteem is driven by a primitive need to connect with others and gain their approval; our sense of self-esteem serves as a rough indicator of how we are doing in the eyes of others. It is worth noting that the threat of social rejection tends to lower self-esteem, which activates the need to regain approval and acceptance.

Aims/Objectives

The purpose of this lesson is to explain the various self-presentation strategies which aim at manipulating the impressions others have of us so as to win influence and power, as well the others' compassion and approval, thereby leading to an increase of our self-worth and self-esteem. Self-promotion describes acts that are motivated by a desire to get ahead and gain respect for one's competence, while self-monitoring refers to the tendency to regulate one's own behavior to meet the demands of a social situation.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Explain how previous self-perceptions influence the meaning and reconstruction of our present and futures selves.
- Analyze the utility of various social psychological principles that can be effectively and efficiently applied in treating psychological disorders and leading to self-betterment.

Key Words

Social Perception	Self-Respect	Self-Worth	Self-Concept		

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 3, pp.39-59. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology.

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707.

Self-Assessment Exercises/Activities

Exercise 3.1

Do you believe that a person with a relatively low sense of self-esteem and self-worth can easily boost his self-image when he/she is faced with a dire need to do so?

Recommended number of work hours for the student

8

TITLE:

Attraction, Love & Intimate Relationships

(4th Week)

Summary

The need to belong is a basic human motive, a pervasive drive to form and maintain lasting relationships. The thrill for affiliation is a social motivation that begins with the desire to establish social contact with others. People differ in the strength of their affiliative needs. Stressful situations in particular motivate us to affiliate with others who face a similar threat. The subjective experience of love has at least three components: (a) relational characteristics like commitment and security, (β) physiological components like feelings of nervousness, warmth, and attraction in the presence of the other, and (c) behavioral and non-verbal communication as for example when the couple do things together or when they stare each other in a special way.

Introductory Remarks

This week, we will examine the various types of attraction and love that tend to be exhibited by individuals. Sternberg's triangular theory of love proposes that love is comprised of three basic components, intimacy—the emotional component, which involves liking and feelings of closeness), passion (the motivational component, which contains drives that trigger attraction, romance, and sexual desire), and commitment (the cognitive component, which reflects the decision to make a long-term commitment to a loved partner)—which can be combined to produce six subtypes. These include: Eros (erotic love), Ludus (game-playing, uncommitted love), Storge (friendship love), Mania (demanding and possessive love), Pragma (pragmatic love), Agape (other-oriented, altruistic love).

Aims/Objectives

The purpose of this lesson is to explain the formation of intimate close relationships among individuals for the avoidance of loneliness and the improvement of their psychological and emotional health. Intimate relationships include at least one of the three components: feelings of attachment, fulfillment of psychological needs, and interdependence. What pushes a relationship up, pulls it down, or keeps it steady? The answer is rewards. Love, like attraction, depends on the experiencing of positive emotions in the presence of a partner; step by step, as the pile up increases, love develops, or, as the rewards diminish, love erodes.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Work with an inventory of social psychological factors that are associated with interpersonal attraction, love, and relational stability and satisfaction and identify those that often lead to the dissolution of an intimate relationship.
- Develop the necessary communication skills for the betterment of their own personal relationships.

Key Words

Love	Attraction	Eros	Close Relationships		

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 4, pp.60-69. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology.

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707.

Self-Assessment Exercises/Activities

Exercise 4.1

The single most important factor contributing to the betterment of an individual's psychological and emotional health is the formation of a healthy, stable, and relatively happy personal relationship. Do you agree or disagree and why?

Recommended number of work hours for the student

8

TITLE:

Social Exchange Theory

(5th Week)

Summary

The exchange approach takes as its main focus of attention the benefits (referred to as reward, utility, valued outcome, positive reinforcement, etc.) people obtain from, and contribute to, the process of social interaction. Beneficial events of all kinds, such as money, goods, smiles, etc, or simply social attention are considered valuable and the people for whom they are beneficial act in ways that tend to produce them. All types of beneficial and valued event tend to obey a principle of satiation, values adaptation, or diminishing marginal utility. Social processes and interactions take place because of the exchange of benefits, or potential for benefit exchange, between the actors.

Introductory Remarks

This week we will investigate social exchange theory in everyday life and how it acts as a powerful motivating factor for entering into both casual and permanent interpersonal relationships, whose successful completion ultimately ensures the survival and success of individuals in their respective socio-cultural environments. Although economic theory is largely exchange oriented, when applying its principles to sociological, psychological, and anthropological research, the concepts of obligations, trust, interpersonal attachment, or commitment to specific exchange partners all seem alien topics to the economists.

Human beings, like almost any other animal form, are self-regulating or cybernetic systems; they respond to principles of positive and negative feedback or reinforcement acting in the best way possible to optimize valued (beneficial) inputs; What do people value? They value whatever it is they optimize. If any system (either persons or organized groups) is to function effectively, it needs (in varying degree) a variety of beneficial inputs, such as food, fluid, oxygen, affection, protection. Values therefore develop in such systems as part of a cybernetic mechanism that functions to provide such inputs, and, the relative need for one input compared to another is the extent to which normal system functioning is objectively dependent upon that input.

Aims/Objectives

The purpose of this lesson is an overview of the major mechanisms utilized by individuals in their journeys for survival and success in the specific socio-cultural environments they find themselves in. Exchange theory constitutes such major mechanism, ultimately permeating all aspects of human behavior, from daily routine activities, to intimate relations, to power struggles, etc. In exchange oriented relations and interactions, power inequality stems from unequal dependence, whereby the less powerful party in any given relationship is the one who derives the largest benefits.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Understand the importance of developing good communication skills for their personal betterment as well as that of their interpersonal exchange oriented relationships.
- Apply various psychological, anthropological, sociological, biological, and social psychological theories in explaining daily phenomena of social exchange.

Key Words

Social Exchange	Benefits	Marginal Utility	Obligation	Trust	

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 5, pp.72-90. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology.

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707.

Self-Assessment Exercises/Activities

Exercise 5.1

Do you believe that all motives of human behavior and exchange based interactions are governed exclusively by the principle of personal benefit? Why or why not?

Recommended number of work hours for the student

8

TITLE:

Attitudes & Persuation

(6th Week)

Summary

An attitude is an affective, evaluative reaction toward a person, place, issue, or object. Attitudes are measured by self-reports, such as attitude scales, which include a multiple-item questionnaire designed to measure a person's attitude towards an object. Attitudes do not necessarily correlate with behavior, but under certain conditions there is a high correlation, such as when: (a) the level of correspondence or similarity between attitude measures and behavior is high, (b) behavior is influenced not only by attitudes but by subjective norms; our beliefs about what others think we should do, (c) we perceive that the specific behavior is under our control, and (d) the strength of an attitude is considerable.

Introductory Remarks

This week we will attempt to investigate the greater issue of the association between attitudes and behavior, as well as the persuasiveness of the messages we are bombarded with in our everyday lives, which ultimately aim at changing our attitudes.

Persuasion refers to the process by which attitudes are changed; the most common approach to changing attitudes is through a persuasive communication. When people think critically about a message, they take the central route to persuasion and are influenced by the strength of the arguments. When people do not think carefully about a message, they take the peripheral route to persuasion and are influenced by peripheral cues. The route taken depends on whether people have the ability and motivation to fully process the communication; that is they are willing to engage in elaboration whereby they think and scrutinize the arguments contained in a persuasive communication.

Attitude change is greater, when: (a) messages are delivered by a source that is credible (competent and trustworthy), (b) the source is likable (similar and attractive), (c) the audience has a high level of personal involvement, (d) a message has personal relevance to your life and (e) a message does not have personal relevance, in which case you may take the source at face value and spend little time scrutinizing the information.

Aims/Objectives

The purpose of this lesson is to explain the various ways individuals behave in their everyday lives and how those can come to affect their feeling states as well as change their initial attitudes and dispositions on certain matters. The ultimate goal of all individuals with whom we come in contact with in our everyday lives is not so much to fundamentally change our attitudes but more to change them just enough so as to bring about their personal benefit. People are not consistently difficult or easy to persuade. Different kinds of messages influence different kinds of people, therefore, researchers

look for an appropriate match between characteristics of the message and the audience.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Apply various psychological, anthropological, sociological, biological, and social psychological theories in explaining the mechanisms of such daily social phenomena as personal attitudes and persuasiveness.
- Analyze the utility of various social psychological principles that can be readily employed in managing persuasive messages from others.

Key Words

Personal Attitudes	Persuasiveness	Persuation	Central Route to Persuation	Peripheral Route to Persuation	

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 6, pp.93-113. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology.

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707.

Self-Assessment Exercises/Activities

Exercise 6.1

To your opinion, is it relatively easy or difficult to change the attitude of another person on a particular matter?

Recommended number of works hours for the student

8

TITLE:

Cognitive Dissonance Theory

(7th Week)

Summary

According to cognitive dissonance theory, individuals tend to be characterized by a powerful motive to maintain consistency in their thoughts and feelings. However, due to the complexity of the socio-cultural environment, most of us oftentimes experience thoughts and feelings that are inconsistent with our actual behavior leading us to restore to actions to restore their consistency.

Introductory Remarks

This week, we will attempt to examine Festinger's Cognitive Dissoance theory, according to which most individuals are governed by a powerful motive to maintain cognitive consistency, which can give rise to irrational and sometimes maladaptive behavior. For example, when you commit yourself to one course of action but you freely and with some knowledge of the consequences engage in another action, which is discrepant to your attitude, then an unpleasant state of emotional tension is aroused and the person becomes motivated to reduce it by: (a) Changing his/her attitude to bring it in line with his/her behavior (I don't really need to be on a diet), (b) Changing his/her perception of the behavior (I hardly ate any chocolate mousse), (c) Adding consonant cognitions (chocolate mousse is very nutritious), (d) Minimizing the importance of the conflict (I don't care if I am overweight, life is short), and (e) Reducing perceived choice (I had no choice, the mousse was prepared and made available to me for this special occasion).

A dissonance-producing situation that threatens the integrity of one's self-concept and self-esteem, such as engaging in attitude-discrepant behavior, exerting wasted effort, or making a difficult decision, sets in motion a process of self-affirmation that serves to revalidate/restore the integrity of the self-concept.

Aims/Objectives

The purpose of this lesson is to provide students with an understanding of the intricacies of today's socio-cultural systems that lead most of us to experience many episodes of cognitive dissonance in our everyday lives. This happens because we are bombarded by too many choices in our daily lives that tend to confuse us and make us feel bad. For example, if we do such and such, then we will be missing on such and such. The best way to prevent this from happening as much is to teach people to make informed choices in their daily lives that are final and binding.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Manipulate the major psychological and sociological theories as they pertain to the explanation of everyday social phenomena, such as cognitive dissonance, and offer possible ways to alleviate it.
- Manipulate the driving mechanisms of attribution theory, conformity, and obedience as they pertain to cognitive dissonance theory.

Key Words

Cognitive Dissonance	Attitude	Perception	Inconsistent Behavior		

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 7, pp.115-135. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology..

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707

Self-Assessment Exercises/Activities

Exercise 7.1

In previous decades, individuals didn't have too much choice in their lives and, therefore, didn't experience cognitive dissonance as much as people do today. On the contrary, in today's world, most individuals have a lot of choices on how to live their lives and therefore tend to experience much more dissonance. Do you agree or disagree and why?

Recommended number of work hours for the student

8

TITLE:

Conformity, Compliance, & Obedience

(8th Week)

Summary

Conformity, compliance, and obedience are three forms of social persuasion which vary to the degree of pressure they exert on individuals in order to change their attitudes and behavior. Conformity is the tendency to change our perceptions, opinions, or behavior in ways that are consistent with group norms. Informational influence refers to influence that produces conformity when a person believes others are correct in their judgment. Normative influence refers to influence that produces conformity when a person fears the negative social consequences of appearing deviant. Compliance is a common form of social influence occurring when we respond to direct requests. When the request is a command, and the requester is a figure authority, the resulting influence is called obedience. People are more likely to comply when they are taken by surprise and when the request sounds reasonable.

Introductory Remarks

This week, we will investigate the three different types of normative influence that is, those of conformity, compliance, and obedience. Four compliance techniques are based on a two-step request, the first sets a trap and the second elicits compliance, such as: (a) Using the foot-in-the-door technique whereby a person sets the stage for the real request by first getting someone to comply with a smaller request, (b) Low-balling whereby one person gets another to agree to a request but then increases the size of it by revealing hidden costs, (c) Door-in-the-face technique whereby the real request is preceded by a large one that is rejected; people then comply with the second request because they see it as a concession to be reciprocated, and (d) That's-not-all technique beginning with a large request; then the apparent size of the request is reduced by the offer of a discount or bonus. Obedience levels are influenced by various situational factors, including an individual's physical proximity to both the authority figure and the victim. High levels of obedience result when individuals do not feel personally responsible for inflicting harms in others and when the orders from the authority figure escalate gradually.

Aims/Objectives

The purpose of today's lesson is to offer explanations to the wider social phenomena of compliance, conformity, and obedience that characterize our daily lives. According to social impact theory, social influence of any kind (in other words the total impact of others on a target person) is a function of the others' strength, immediacy, and number. The strength of a source of social impact is determined by his/her status, ability, competence, or relationship to target. Immediacy refers to a source's proximity in time and space to the target, such that the closer the source, the greater its impact. As the

number of the sources of social impact increases, so does their influence but up to a point.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Manipulate the major psychological and sociological theories as they pertain to the explanation of everyday social phenomena, such as conformity, compliance, and obedience.
- Analyze the utility of the principles of conformity, compliance, and obedience as they pertain to better psychological and emotional health.

Key Words

Conformity	Compliance	Obedience	Social Influence		

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 8, pp.140-160. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology..

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707

Self-Assessment Exercises/Activities

Exercise 8.1

Do you believe that we ought to obey illogical orders from the agents of social control as long as they are for the good of the greater whole? Why or why not?

Recommended number of work hours for the student

10

TITLE:

Altruism

(9th Week)

Summary

Prosocial (altruistic) behaviors refer to actions intended to benefit others. Kinship selection refers to the preferential helping of genetic relatives so that genes held in common will survive. According to evolutionary psychologists our genes could be preserved and their survival ensured by promoting the survival of those who share our genetic make-up, even if we perish in an effort to help them or expend/deplete our monetary and time resources. Reciprocal altruism; helping someone else could be in our best interest because it increases the likelihood that we will be helped in return. Over the course of evolution, individuals who engage in reciprocal altruism should survive and reproduce more than individuals who do not, thus enabling this kind of altruism to flourish.

Introductory Remarks

This week, we will attempt to investigate the greater issue of altruism, and, in general, all prosocial behaviors that aim at assisting and benefiting others. People are much more likely to help when the potential rewards of helping seem high relative to the potential costs. Helping others makes the helper feel good, it can relieve negative feelings such as guilt, and it is associated with better health. People sometimes help in order to appear moral and ethical or even to take credit away from someone else, rather than for more sincere motivations. Emphasizing the costs of helping, or the costs of not helping, can affect people's decisions about whether to offer help.

Empathy is a complex phenomenon with both cognitive and emotional components. Perspective taking is the major cognitive component of empathy and refers to using the power of imagination to try to see the world through someone else's eyes. Empathic concern refers to the emotional component of empathy and involves other-oriented feelings, such as sympathy, compassion, and tenderness. Personal distress is the opposite of empathic concern and involves self-oriented reactions to a person in need, such as feeling alarmed, troubled, or upset.

Aims/Objectives

The purpose of this lesson is to attempt to answer the following question: "Are humans ever truly altruistic—motivated by the desire to increase another's welfare—or are our helpful behaviors always egoistic—motivated by selfish concerns or simple conformity to socialized norms." Altruism does exist but some egotistic alternatives to ideal altruism include empathy which encourages helping not because of genuine concern for increasing the welfare of the other but because of concern about the costs to the self for failing to help. Helping also makes people feel good about themselves and therefore constitutes a reward in itself.

Because of the positive effect of helping, people who are feeling bad may be inclined to help others in order to improve their own mood. People may learn that they will feel guilt and personal distress after experiencing empathy for others in need but failing to help them. Finally, failing to empathize and help constitutes a punishment.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Understand the underlying psychological, sociological, biological, and social psychological mechanisms that govern the phenomenon of altruism and helping others.
- Identify the principles governing the theories of altruism, empathy, social adjustment, and social responsibility.

Key Words

Altruism	Empathy	Egoistic Motives	Mutual Help		

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 9, pp.165-180. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology..

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707

Self-Assessment Exercises/Activities

Exercise 9.1

Do you believe that altruism is governed more by selfish motivations rather than pure altruistic motives for making other peoples' lives better? Explain.

Recommended number of work hours for the student

10

TITLE:

The Social Construction of Empathy

(10th Week)

Summary

In our everyday lives, empathy refers to the experiencing of feelings of compassion, understanding, and personal distress when we see a fellow human being in a negative situation. Unfortunately, in today's highly individualistic, selfish, and materialistic socio-cultural systems most of us live, the motive of pure empathy characterizes only a handful of interpersonal relationships and interactions.

Introductory Remarks

This week, we will attempt to investigate the greater issue of empathy, which is a complex phenomenon with both cognitive and emotional components. Social norms that promote empathy refer to general rules of conduct established by society embodying standards of socially approved and disapproved behavior designed to induce people to help others when: (a) They obey the norm of reciprocity establishing quid-pro-quo transactions as a socially approved standard; people who give to you should be paid back; people help those who helped them especially if the initial assistance was given voluntarily, (b) They obey the norm of equity prescribing that when people are in a situation in which they feel over-benefited, they should help those who are under-benefited. (c) They obey the norm of social responsibility dictating that people should help those who need assistance (a felt sense of duty and obligation to those in need), and (d) They live in individualistic cultures with a strong norm for self-interest.

In such cultures, people's attitudes/behaviors are highly influenced by their self-interest and are therefore more likely to help others when they themselves can gain something as well. When people work for a social cause intended to help others but inconsistent with their own apparent self-interest, it can elicit surprise and even anger causing altruistically motivated individuals to sometimes hide their altruistic intent under a cloak of self-interest.

Aims/Objectives

The purpose of this lesson is to provide a detailed explanation of empathy as it comes to affect our daily lives and interactions with others as well as offer ways to increase its occurrence, such as: (a) The projection of altruistic models in the mass media, (b) Increasing communal involvement, (c) Sharpening peoples' social skills, (d) Offering individuals various opportunities for participating in voluntary philanthropic organizations. People in cities with low levels of economic well-being and people from more communal and close cultures (cultures that show concern for the social well-being of others) were somewhat more likely to help strangers than those from more affluent communities and alienating cultures respectively. In addition, being in a good mood tends to increase helpfulness because people in a good mood may help in order to

maintain their positive mood or because they have more positive thoughts and expectations about helpful behavior, the person in need, or social activities and life in general.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Analyze the utility of the various social psychological principles that can be effectively adopted to increase the degree of empathy in human interactions.
- Discuss and understand the effectiveness of promoting better communication in everyday human relations in increasing both the psychological and emotional health of people as well as improving their interactions with others.

Key Words

Empathy	Compassion	Understanding	Sentiment		

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 10, pp.185-200. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology..

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707

Self-Assessment Exercises/Activities

Exercise 10.1

Do you believe that a person’s capacity for empathy originates in the family environment he/she was socialized in or has more to do with hereditary factors? Explain.

Recommended number of work hours for the student

10

TITLE:

The Social Construction of Femininity & Masculinity

(11th Week)

Summary

The traditional masculine ideology constructs a socio-psychological environment of male heterosexual dictatorship/conquest, providing a fertile ground for the growing of Male Sexual Anxiety (MSA), because: (a) Traditional gender-role socialization accords more power to men in the economic, political, religious, educational, and sexual realms, (b) Men tend to display a great deal of control during the unfolding of heterosexual sex, from its start to its end and what goes on in between, making it a promising and viable field for winning and losing, and (c) Male sexuality viewed as a last resort for holding on to illusionary feelings of power induced by the masculine social, cultural, and historical contexts.

Introductory Remarks

This week, we will attempt to investigate the wider issue of the social construction of masculine and feminine gender roles, and, in particular, how the traditional socialization of men and women in the masculinity and femininity tend to negatively influence their psycho-emotional health.

Traditional masculine ideologies, presuppose the construction of male gender through one's molding into an ideal masculine standard, involving: (a) Autonomy, competition, and aggressiveness, (b) The suppression of innate human need for connectedness, intimacy, and self-disclosure, and (c) The celebration of the endless pursuit of sexual pleasure through female conquest and predatory sexual behavior. In reality, most men enjoy limited amounts of power using, instead, dominance, authority, and emotional distancing to socially construct and maintain images of themselves as powerful.

Such illusionary masculine driven and defined social, cultural, and historical images of male power hurt men by: (a) Blocking access to vital social support networks, (b) Withholding nurturing and giving support to others, and (c) Limiting (addictive sex) and perverting various forms of sexual expression through the inducement of sexual anxiety and the perpetration of sexual abuse.

Aims/Objectives

The purpose of this week's lesson is to explain how traditional masculine and feminine gender role ideologies have negatively influenced the lives of men and women and how gender role emancipation can remedy that by promoting androgynous ideological thinking in the upbringing of boys and girls. Postmodern ideologies call for the deconstruction of traditional notions of male sexuality and the reconstruction of a more balanced, androgynous ideology, by emphasizing the historical, social, and cultural

determinants of sexuality and Implementing more equitable, functional and less limiting gender and sexual male scripts.

Bringing about gender and sexual emancipation through reconstruction is not an easy task since change has to be instituted at the micro-individual and macro-structural levels. At the individual level, various psycho-educational programs need to be instituted to help men get in touch with their feminine side. At the structural level, comprehensive/elaborate policies need to be drafted, instituted, and enforced to replace the patchwork of limited pseudo-androgynous institutional programs. The introduction of truly androgynous-based institutional programs, by overhauling the traditional gender-role socialization process, will enable men to be nurturing and caring partners and parents thereby help reducing their sexual anxieties.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Discuss how the various psychological, sociological, social-psychological, and biological theories come to explain the negative impact of traditional masculine and feminine gender roles in the psycho-emotional health of men and women.
- Explore the utility of the various social psychological principles that can be effectively and efficiently applied in treating psychological disorders, mainly those of addiction, that result from the traditional socialization of men in masculine thinking.

Key Words

Masculinity	Femininity	Post-modernism	Androgynous Ideology		

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 11, pp.205-220. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology..

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707

Self-Assessment Exercises/Activities

Exercise 11.1

Do you believe that the androgynous way of bringing up young boys is better than the traditional masculine way? Yes, or no and why.

Recommended number of work hours for the student

10

TITLE:

The Social Construction of Inter-ethnic Marriages in Cyprus

(12th Week)

Summary

Predominantly, the Greek-Cypriot historico-socio-cultural environment had exerted considerable pressure to both men and women to marry individuals within their ethnic group as well as to marry at a young age. The trend for foreign males and females marrying Greek Cypriot (GC) females and males has become quite a popular subject of conversation for GC islanders of all walks of life over the past two decades. Indeed, the subject has escalated into an area of personal research interest for the second author and I over the last six years, which, has in turn, led to a few local and international publications on the subject.

The vast majority of intimate relationships throughout the world occur between people of the same religious, racial, ethnic, and social class background. Although such background similarity increases the likelihood that two individuals will be attracted by common beliefs, values, experiences, and expectations, nowadays, due to increased demographic mobility, more and more people find themselves in circumstances whereby their pool of eligible marital partners is non homogenous in terms of religion, race, ethnicity, or social class.

Introductory Remarks

This week, we will investigate the wider issue of the etiology and consequences of interethnic marriages amongst Greek-Cypriot males and females. Recently published data on local civil marriages on the island of Cyprus, as issued by the department of statistics, have pointed to a changing trend in the marriage patterns of Greek Cypriots. As such figures suggest, GC females and males have been demonstrating a growing preference for foreign males, from countries like Greece, England, Lebanon, Syria, and Egypt, and Eastern-European women respectively.

There exist a number of social psychological theories that offer explanations as to the etiology of interethnic Greek Cypriot (GC) male and female marriages, the most pertinent of which have to do with how such marital unions serve to bridge their real and ideal self-images. Cypriot males and females believe that there is a considerable difference between GC Cypriot and foreign individuals regarding their attitudes and predispositions towards men and women in general. For example, most GC males and females believe that foreign women and men are more helpful in the house, they tend not to be emotionally, psychologically, or even physically abusive towards their spouses, and tend to treat them with more equity, dignity, and respect. In particular, GC females believe that foreign men tend not to subscribe to what has been described as the classical male GC Patriarchal Eastern Manhood Syndrome (anatolitikon antrilikin), which envisages the female as being inferior to the male in most aspects of formal and casual life. In contrast,

foreign males have been described as being very helpful in the house and appreciative/ respectful towards their female partners. On the whole, Greek Cypriot (GC) females and males that have opted to marry foreign individuals tend to consider GC individuals as being self- centered, physically unattractive, and, most importantly, are unwilling to invest time with their spouses or their families to develop solid partnerships based on mutual respect, love, and understanding.

Aims/Objectives

The ultimate purpose of this investigation is to delineate the factors that lead a considerable number of Greek Cypriot men and women to marry individuals from other ethnic backgrounds and to point out the positive and negative consequences of such actions to their psychological and emotional health. From a social psychological point of view, and having applied the principles of consumer behavior to the institution of marriage, we come to conclude that such an action constitutes an act of conspicuous consumption.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Manipulate the major psychological and sociological theories as they pertain to the explanation of interethnic marriages using as an example the Greek Cypriot culture.
- Identify the driving mechanisms of the causes and consequences of the interethnic marriages of men and women.

Key Words

Interethnic Marriages	Greek-Cypriots	Social Construction	Foreign Individuals		

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 12, pp.225-240. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology..

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707.

Self-Assessment Exercises/Activities

Exercise 12.1

Do you believe that the interethnic marriages between Greek Cypriot men and women with foreign individuals tend to be characterized by higher levels of marital quality and satisfaction compared to their same ethnic counterparts? Yes, or no and why.

Exercise 12.2

Submission of the first written individual project, which constitutes a summary of any scientific article that has to do with the greater subject matter of social psychology (20% of total class grade).

Recommended number of work hours for the student

10

TITLE:

Boys & Girls in Adolescence

(13th Week)

Summary

Adolescence is the most difficult developmental stage in the lives of both boys and girls because there exist a number of factors involved in the smooth progression of this stage of development, such as biological, genetic, social, cultural, psychological, as well as emotional. Oftentimes, adolescents are desperately attempting to establish their identity and self-image amongst a family and social environment which at times treats them like children and at other times as adults. This stage is therefore characterized by confusion, exaggeration, impulsiveness, depressive symptomatology, and psycho-emotional ups and downs.

Many adolescent boys are living behind a mask of masculine bravado that forces them to distant from their genuine (but socially unacceptable) feelings of fear, uncertainty, loneliness, and dependence. Adolescent depression, anger, wild mood swings may be in part produced by the boys earlier unrequited longings for connection and a fear of the shame for experiencing such natural human longings.

Introductory Remarks

This week, we will attempt to investigate the greater issue of adolescence and the various positive and negative consequences it bears on adult development. In general, during their adolescent years, most boys and girls tend to experience one or more of the following symptoms: (a) Increased withdrawal from relationships and problems in friendships, (b) Depleted/impulsive mood, (c) Increase in intensity/frequency of angry outbursts, (d) Denial of pain, (e) Increasingly rigid demands for autonomy or acting out, (f) Concentration, sleep, eating, weight fluctuations, or other physical symptoms, (g) Low self-esteem and harsh self-criticism, (h) Academic difficulties, (i) Over involvement with academic work or sports, (j) Increased aggressiveness, (k) Increased silliness, (l) Avoiding the help of others, (m) New or renewed interest in alcohol/drugs, (n) Shift in the interest level of sexual encounters, and (o) Increased risk-taking behavior; and increased discussion of death, dying, or suicide.

Divorce is particularly tough on adolescents as they tend to experience an enormous sense of loss of their parents, families, and childhoods. In addition, teir immature, black-and-white, absolutist, overly judgmental, & critical, perfectionist, and unforgiving personality style makes it difficult for them to process and make the best out of their parents' divorce. Concerning chemical abuse there exist three main motives: (a) To expand their awareness and as a way of coping with their problems, (b) Out of curiosity, that is, to gain an understanding of what it is like to use chemicals, (c) For thrill seeking and as a way to become part of the in-group, and (d) To get high and to reach a higher state of consciousness.

Aims/Objectives

The purpose of this lesson is to attempt to explain the reasons as to why adolescence is such a problematic developmental stage for both boys and girls. Nowadays, given the complexity and cruelty of the socio-cultural environment most adolescents find themselves in, there exists a dire need for the creation of an ideal community that would somehow combine the sense of warmth, belonging, and security that small towns offer with individual freedom and self-actualization they sometimes inhibit. Utopia for adolescent boys and girls would be a place where they are safe/free and able to grow/develop in an atmosphere of tolerance/diversity and finally protected by adults who look out for their best interest. Finally, by letting young people know that life isn't always so easy, we set the stage for honesty and open the door for sharing emotions without embarrassment or shame.

Learning Outcomes

Upon successful completion of this lesson, students will be able to:

- Understand the many psychological, sociological, biological, and social-psychological intricacies of adolescence that render it such a difficult developmental stage in the life of a person.
- Analyze the utility of various social-psychological theories that can be both effectively and efficiently utilized for better managing adolescence.

Key Words

Adolescence	Impulsivity	Chemical Dependance	Negativity		

Annotated Bibliography

Basic Sources/Material

Essential Social Psychology, 3rd Edition, (2014). Chapter 13, pp.245-260. Edited by Richard Crisp, & Rhiannon Turner; Sage Publications; ISBN: 9781446270776. This is the best introductory book in social psychology..

Supplementary Sources/Material

Encyclopedia of Social Psychology, (2015). Roy Baumeister & Kathleen Vohs; Sage Publications; ISBN: 9-781-412-916707.

Self-Assessment Exercises/Activities

Exercise 13.1

Do you believe that adolescence is the most difficult stage in the life of a person? Why or why not?

Exercise 13.2

Submission of the second written individual project, which constitutes a summary of any book chapter that has to do with the greater subject matter of social psychology (20% of total class grade).

Recommended number of work hours for the student

10

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:
FINAL EXAM

(14th Week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: The Individual in Social Settings: Social Beliefs, Judgments, Behavior, Attitudes, Genes, Culture, & Social Roles

(1st week)

Exercise 1.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Self

(2nd week)

Exercise 2.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Social Self, Perception, Self-Concept, Self-Worth, Self-Respect

(3rd week)

Exercise 3.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Attraction, Love, & Intimate Relationships

(4th week)

Exercise 4.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Social Exchange Theory

(5th week)

Exercise 5.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Attitudes & Persuation

(6th week)

Exercise 6.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Cognitive Dissonance Theory

(7th week)

Exercise 7.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Conformity, Compliance, & Obedience

(8th week)

Exercise 8.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Altruism

(9th week)

Exercise 9.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: The Social Construction of Empathy

(10th week)

Exercise 10.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: The Social Construction of Masculinity & Femininity

(11th Week)

Exercise 11.1

Do you believe that the androgynous way of bringing up young boys is better than the traditional masculine way? Yes, or no and why.

For example, boys that are raised with a healthy combination of masculine and feminine trends, are better equipped to deal with the multitude of stresses and strains that characterize most of today's socio-cultural environments, whereby most men and women are asked to behave in feminine and masculine ways respectively.

Title: The Social Construction of Interethnic Marriages in Cyprus

(12th Week)

Exercise 12.1

Do you believe that the interethnic marriages between Greek Cypriot men and women with foreign individuals tend to be characterized by higher levels of marital quality and satisfaction compared to their same ethnic counterparts? Yes, or no and why.

For example, nowadays, there tends to be an ever increasing trend for unhappy marriages and high divorce rates. With modernization and mass Westernization, this trend has also come to affect traditional Greek-Cypriot marriages, whereby, strangely enough, interethnic marriages seem to exhibit higher levels of marital stability and satisfaction compared to traditional ones.

Exercise 12.2

Indicative answers are not provided for this exercise because it is being evaluated at 20% of the total class grade. This exercise should be turned in at the end of the 12th week, and it will be evaluated according to several criteria such as, structure, content, grammar, and syntax, as well as the overall writing of the assignment as a scholarly paper.

Τίτλος: Boys & Girls in Adolescence

(13th Week)

Exercise 13.1

Do you believe that adolescence is the most difficult stage in the life of a person? Why or why not?

For example, adolescence tends to be the most difficult developmental stage in the life of an individual because it involves the combinations and permutations of the various biological, chemical, hormonal, social, cultural, and technological factors.

Exercise 13.2

Indicative answers are not provided for this exercise because it is being evaluated at 20% of the total class grade. This exercise should be turned in at the end of the 12th week, and it will be evaluated according to several criteria such as, structure, content, grammar, and syntax, as well as the overall writing of the assignment as a scholarly paper.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC120: Social Psychology	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay	Almost all the material is directly relevant to the essay	Some of the material is moderately clear and relevant to	Important aspects of the material may not	The material is not directly relevant to the essay	The essay does not follows the given instruction	

	title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justificatio n of links between theory, practice and research.	title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	s or the material deviates from the title. Very little or irrelevant knowledge and inadequat e links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European
University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: An Introduction to Group Dynamics

Course Information

Institution	**European University Cyprus**		
Program of Study	**Psychology**		
Course	**PSC130**	**An Introduction to Group Dynamics**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: 3	Face to Face: -	Web based Teleconferences: 3
Number of Assignments	12 individual evaluated exercises 3 self-evaluated exercises		
Assessment	Assignments 50%	Final Examination 50%	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr. Andreas Philaretou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1st TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

The undergraduate program in psychology has to do with examining, understanding, and explaining various psychological phenomena and the various manifestations of normal and abnormal behavior at both the individual and group level. The psychologist is the scientist whose ultimate goal is the prognosis, diagnosis, and alleviation of psychological problems. The psychologist has to exhibit genuine respect and concern for individuals including their needs and idiosyncrasies. He/she ought to offer objective judgment and evaluation without prejudice, as well as to have patience, cool mindedness, persuasion, and communicative skills so as to become accepted by the individuals who seek his/her services. Responsibility, professionalism, and secrecy should also constitute indispensable personal attributes of the practicing psychologist.

A Bachelor in psychology equips students with a thorough grounding in both theory and practice. The program focuses on understanding how people think, develop, and interact. Students learn how the brain works, how it changes with age, and how humans perceive and interpret behavior. The program also emphasizes the social aspects of psychology, as well as the qualitative and quantitative skills required for research and practice in the field.

In general, the objectives of the Bachelor in psychology include: (a) developing the student's capacity to think, write and speak effectively and creatively, (b) developing an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities to community and country, (c) developing the students analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations, (d) building breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements, (e) providing the student with the basic requirements for academic and/or career advancement. In particular, the Bachelor in psychology, helps: (a) provide the students with a solid training in psychology and its methods, (b) foster awareness of contemporary developments and issues in psychology, (c) prepare students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services, (d) provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines. Such preparation can lead to professions in a wide range of specialized fields, such as, within: mental health, applied research, education, and human resources management.

Presentation of the Course through the Study Guide

- **Short description & objectives**

This intermediate and interdisciplinary survey course of research and theories on group dynamics is intended to fortify student knowledge on the intricacies of small group interaction using an array of established theoretical and methodological social psychological perspectives.
Being a course in group dynamics, students are given the opportunity to develop new skills and abilities, as well as exercise previously acquired small group knowledge, to become effective/efficient members of working, intimate, and leisured groups.

A number of important social-psychological matters concerning intra-group and inter-group life will be covered in class including: (a) Definition of concepts; Types of groups; Group dynamics as a field of study, (b) Group membership: Types of membership; Reasons for joining; Reference groups; Group cohesiveness, (c) Communication: Selective perception; Influence of stereotypes; Importance of feedback; Communication problems; Factors influencing group communication; Cross-cultural communication differences, (d) Group norms; Types; Silent organizational norms; Group norm development; Theoretical perspectives; Social influence; Power; Deviance; Changing group norms, (e) Group goals: Hidden and surface agendas; Group productivity; Changing group goals, (f) Group development: Stages of group development; Facilitating group development; Development of role structure; Networks of communication; Status hierarchy, (g) Leadership: Theoretical views; Styles; Different approaches (e.g. situational, functional, interactional, transformational, transactional leadership), (h) Group problem solving: Problems undermining effective problem solving; Sources of conflict; issues related to group problem solving; Groupthink controversy, (i) Group decision making: Advantages and disadvantages; Methods; Phases; Effective group decision making; Guidelines; Relevant issues, (j) Conflict and conflict management: Types of conflict; Positive and negative outcomes; Sources; Approaches to conflict management; Processes of conflict management, (k) Conflict management styles Small group processes - applications: Observing and evaluating small group discussions; planning observations; instruments used for observation and evaluation; Improving organizational problem solving, and (l) Recent developments and contemporary issues pertaining to the subject-matter of the course.

Recommended student work time

Approximately 5 hours (including the study of the guide)

TITLE:

Perception & Communication

(1st Week)

Summary

In general, nowadays, the average individual belongs to hundreds of personal, professional, and occupational memberships and organizations. However, we do not see objectively, hear objectively, or speak in ways that are instantly understood by others around us. We, instead, perceive the world around us and communicate about it to others through our custom-tailored lens affected by the surrounding sociocultural environment. Once individuals join a group, they display and express behaviors that are remarkably different from their out-of-group behaviors, that's because groups have the power to change individuals.

Introductory Remarks

This week, we will attempt to investigate the importance of perception and communication in the different groups we belong to. Peoples individuality (the sum of qualities that make them unique from all others) in group changes due to anxiety, a feeling of uneasiness ranging from mild to extreme, as a result of feeling endangered by the other members; Anxiety is the prevailing starting emotion characterizing any group setting. A second prevalent individual experience in a group setting involves the role shift from individual to group member and the attendant conflicts experienced as ambivalence.

Cultural factors profoundly affect how we think about and behave in groups. Unconscious intrapersonal forces are also at work tainting our perceptions and altering our behaviors. The mind reacts automatically to environmental cues before we consciously perceive them influencing our judgments and changing our behavior.

Aims/Objectives

The ultimate purpose of this lesson is to provide explanations of the various theories proposed by the famous developmental psychologist Jean Claude Piaget, who proposed that our perception of the world continually changes throughout our lives, from childhood to adolescence to adulthood all the way to old age. Therefore, our behavior in and perception of groups is affected by our developmental stage. In addition, according to Gestalt theory, humans select and organize physical stimuli and the complexities of human behavior in ways that are easiest and most convenient for us.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Manipulate the mechanisms by which small group processes act as psychological well-being filtering mechanisms of societal, cultural, and historical generated environmental variants.

- Analyze the important linkages between effective and efficient group memberships and individual, group, and societal well-being.

Key Words

Communication	Interactions	Groups	Perception		

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 1, pp. 1-30. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 1.1

Perception and communication are the most important aspects of human behavior and interaction in the various groups we belong to. Do you agree or disagree and why.

Recommended number of work hours for the student

8

TITLE:

Group Membership

(2nd Week)

Summary

In general, all individuals at all times are members of groups membership in which tends to affect our self-esteem, self-concept, and self-efficacy. Membership is the relationship between a person and a group of people. Properties of groups include: (a) Membership is clearly defined by boundaries, (b) Members share an identity, (c) There is a sense of shared purpose among members, (d) Members communicate differently with fellow members than with outsiders (special languaging, signs, etc.), (e) Members are expected to behave in certain ways depending on the nature of the situation, and (f) Members find their position in an organized hierarchy of leadership policies and roles giving rise to a status system among members.

Introductory Remarks

This week, we will investigate the intricacies involved in group membership as well as the various functions of groups. Formal memberships are boundary defined whereby dues-paying and card-carrying members are recognized as part of the in-group. Aspiring members are not formally admitted in the group but act as if they might soon become formally admitted to it and do anticipatory preparatory work for that. If an aspiring member goes through great hardship to obtain a membership, he/she is more likely to value it a lot than if it were easy.

Full psychological membership occurs when one desires membership, commits his/her time, money, and energy to the group and is positively accepted as a member by his/her group peers. The marginal member is within the boundary of the group but close to the edge. Most memberships are voluntary but non-voluntary ones exist, such as court appointed psychotherapy groups (DWI; driving while intoxicated). In such groups there is higher level of distrust, lower level of self-disclosure and commitment, and more other people blaming for one's ills.

Aims/Objectives

The purpose of this lesson is to provide explanations as to the reasons behind individuals' group membership, which include: (a) They like the task or activity of the group and want to meet others (socialize) who share similar interests and to cultivate new interests, (b) They like the people in the group especially if they display similar positive characteristics and attitudes, (c) Viewing the group as a means to the person's other needs, such as joining a group to find someone to date, and (d) Viewing the group experience as self-enhancing and rewarding and as an optimistic and beneficial experience. The nature of group life depends on the different sources of attraction;

depending on whether members are attracted because of the activity, status, or socialization potential of the group, they will behave differently.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Manipulate the various processes through which effective/efficient individual adaptation is achieved within the bounds of group membership.
- Cultivate, the necessary leadership and negotiation skills as well as skills pertaining to conflict resolution for the survival and success of the group they belong to.

Key Words

Groups	Membership	Participation	Depression	Self-Image	

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 2, pp. 33-49. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 2.1

Full psychological membership in a group is not an easy task for anyone to achieve. Do you agree or disagree and why.

Recommended number of work hours for the student

8

TITLE:

Group Functions & Dysfunctions

(3rd Week)

Summary

Generally speaking, the nature of group life and the successful functioning of the group depends on the original reasons for attraction to the group. If a group is attractive: (a) members are more likely to participate, which in turn increases their liking of the group, (b) attracted members tend to change their minds more often to take the view of fellow members, and (c) members are especially productive provided their level of motivation is high.

Introductory Remarks

This week, we will investigate the greater issue of group functionality and dysfunctionality. In any group, where our need for acceptance is naturally high, the feeling that we are being personally judged/ evaluated tends to create internal friction. Group effectiveness and communication is damaged when individuals do not trust the group enough to share what they really think or feel; other group members often wrongly fill in the blanks. In groups, honest feedback can increase accuracy, understanding, closeness, and confidence but it can also increase defensive communication and level of guardedness; Feedback is most effective when it is: (a) asked for, (b) descriptive than evaluative, (c) behavioral than global, (d) occurring soon after the behavior than after a long time, and (e) positive than negative (behavioral negative feedback is more credible than emotional).

Group functionality increases when time spent initially and periodically in improving the group communication process, by taking time to get to know the group members, tends to pay off in terms of greater work efficiency in the long run.

Aims/Objectives

The purpose of this lesson is to explain the reasons behind successful group membership as viewed through the eyes of the individual who participates in group life for the strengthening of his/her self-concept and self-image. More effective interaction among group members, in terms of participating in give-and-take, getting to know each other better, and making good friends, tends to increase group attractiveness. Group members who freely express their analysis of the group experience promote insights and generate more understanding than if there is a one way, leader to group audience and interaction. In addition, the more prestige a person has within a group, or the more attainable it is perceived, the more he/she will be attracted to the group; when we feel our ideas are listened to and acted upon, we are more attracted to the group.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Improve their personal and interpersonal quality of life through better group communication and better choice of group membership.
- Devise practical knowledge, through various in-class exercises, such as role playing, role reversal, group exercises, etc., as to the interpersonal and intrapersonal intricacies governing group dynamics.

Key Words

Functionality	Dysfunctionality	Self-Improvement	Self-Image	Self-Esteem	

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 3, pp. 51-65. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 3.1

Group membership tends to strengthen an individual's self-image, self-esteem, and self-respect. Do you agree or disagree and why?

Recommended number of work hours for the student

8

TITLE:

Group Conflict & Exiting a Group

(4th Week)

Summary

Generally speaking, when the particular group the individual belongs to begins to lose its attractiveness, then the person begins to prepare his/her exit from the group. Any group's lifeline is composed of members whose: (a) satisfaction, (b) acceptance, and (c) willingness to return and commit themselves to the group are all critical to the group's survival. Members will exit a group when: (a) The reasons for their initial attraction no longer exist, (b) Their own needs or satisfactions are reduced or change, (c) Group roles conflict with those of another more important group to which the person now belongs, and (d) The group becomes unpleasant, disreputable, and conflict-laden.

Introductory Remarks

This week, we will attempt to investigate the various reasons that tend to push an individual to exit a particular group. Members will exit a group when: (a) The reasons for their initial attraction no longer exist, (b) Their own needs or satisfactions are reduced or change, (c) Group roles conflict with those of another more important group to which the person now belongs, and (d) The group becomes unpleasant, disreputable, and conflict-laden. Smaller groups are likely to be more attractive than larger groups because in a smaller group it is easier to get to know the other members, discover similarities, cultivate and perpetuate the group spirit, and have a sense of being a worthy and significant participant. Groups become more attractive when their lot improves compared to other competing groups and members are more likely to join groups that are successful.

Groups tend to lose their attractiveness when: (a) Too much member conflict exists, (b) The group makes unreasonable or excessive demands on its members or if members are made to feel inadequate, (c) They have members who are too domineering and unpleasant, (d) Membership in the group discourages members from satisfactions from activities outside the group, (e) Group members are beginning to be viewed negatively by outsiders, (f) Member competition becomes intense, (g) Alternative groups come into play that are better able to meet the members' needs, (h) Members are consistently unfairly blamed for negative events, and (I) The intensity and number of group demands increase over and beyond the threshold of its members.

Aims/Objectives

The purpose of this lesson is to provide detailed explanations as to the etiology of exiting a group, which include the reduction of personal stress and anxiety resulting from the multitude of conflicts between the person and other group members or outside members. In such cases ,the group tensions, stresses, and demands exceed the capacity of tolerance of the individual group member, thereby pushing him/her to seek

alternative groups to enter, which tend to be perceived as more lucrative and attractive to the individual. Some group generalizations include: (a) The greater the group members' freedom to participate the higher the group morale, (b) The higher the degree of group openness the lower the group's efficiency, (c) The highest the group's efficiency the greater the access of its members to a leadership figure, (d) Groups with centralized leadership tend to have a higher degree of organization, stability in performance, and efficiency, (e) Low cohesion groups require strong-willed leaders and high cohesion groups require more collaborative leaders, (f) Leaders who celebrate racial diversity tend to smooth out the negative effect of racial issues on group communication processes, and (g) Female group leaders tend to be perceived as less competent and potent leaders than males.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Analyze the important linkages between effective and efficient group memberships and individual, group, and societal well-being.
- Manipulate the various processes through which effective/efficient human adaptation takes place in challenging group contexts.

Key Words

Conflict	Exit	Dysfunctionality	Functionality		

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 4, pp. 70-85. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 4.1

To your opinion, which factors tend to push an individual to exit the particular group he/she belongs to?

Recommended number of work hours for the student

8

TITLE:

Small Group Dissolution: Divorce

(5th Week)

Summary

Divorce represents as example of a dissolution of the most important small group an individual may belong to. When a marriage or a family breaks up, the individual spouses stop experiencing feelings of love, empathy, and understanding in the presence of one another and prepare their entrance into alternative intimate relationships with other persons. In recent decades, there has been a dramatic increase of divorce in developed affluent nations due to: (a) rapid industrialization and urbanization, which have undermined the traditional functions of the family, (b) rise of individualism and the pursuit of personal happiness, which have placed too many demands and have introduced unrealistic expectations in people's lives, (c) increased emphasis on romantic love and sexuality, and (d) lower sociocultural stigma and legal ease of divorce.

Introductory Remarks

This week, we will attempt to investigate the various ways by which different groups of marriages and families tend to break up through divorce. Divorce is not just an event but a transitional process that takes time to crystallize. Factors range from demographic (race, religion), to personality (achievement, motivation, extroversion), to interactional factors, to relational processes. Divorces may be: (a) Orderly whereby partners success, fully detach themselves from the roles/routines of husband/wife, their emotional bonding to each other, and from the legal role or (b) Disorderly whereby at least one aspect of the emotional, routine, or legal role detachment fails to occur successfully. Seven types of disorderly divorce: (a) Type 1 whereby partners are legally divorced but still emotionally/routinely attached to each other, (b) Type 2 whereby one partner is still in love with the other and identifies with the spousal role although both are legally divorced and routinely disconnected, (c) Type 3 whereby the partners are legally and routinely from their spousal roles but are emotionally attached, (d) Type 4 whereby partners are legally and routinely divorced but are still in love and cohabit after divorce, (e) Type 5 whereby partners wish to share their lives through daily living routines but are not legally married nor are they emotionally attached to each other, (f) Type 6 whereby partners like the idea of being married (rather than single) but are emotionally routinely detached from their partners; and (g) Type 7 whereby partners want to be legally divorced are not emotionally attached but remain together for convenience and continue with their daily routines.

Aims/Objectives

The purpose of this lesson is to delineate the dynamics of the divorce process likening it to the dissolution of a dysfunctional, disheartened group of individuals who no longer manage to maintain a certain degree of positive interactions amongst them. This, in turn, tends to negatively influence their psychological, emotional, and physical health,

as well as their interpersonal interactions. Most importantly though, divorce tends to negatively influence the lives of children. In particular, children may undergo any or all of the following grief reactions during a divorce: (a) Denial and Silence; an attempt by children to convince themselves that the divorce is really not happening and that the problem will just go away, (b) Regression; because of the inability to master the new anxiety, the child may return to earlier stages of development during regression, (c) Bodily Distress; expressions of physical and behavioural complaints of psychosomatic nature, and (d) Hostility and Guilt; hostile reactions including angry acts and feelings that arise as the child tries to overcome frustration through revenge.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Manipulate the mechanisms by which interactions in small group processes, such as marriages and families, act as psychological well-being filtering mechanisms of societal, cultural, and historical generated environmental variants thereby leading to their success or ultimate demise as exemplified in divorce.
- Analyze the important ingredients of successful marriages and families and isolate the dynamics of unsuccessful or divorced families in order to promote marital happiness and well-being

Key Words

Divorce	Family	Small Group	Dissolution		

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 5, pp. 90-110. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 5.1

Do you believe that the break-up of a marriage or family through a divorce and the entering of a person in another marital or family formation is the easy way out? Yes or no and why.

Recommended number of work hours for the student

8

TITLE:

Groups & Norms

(6th Week)

Summary

One of the fundamental properties of any group is that it is governed by a body of norms. They are unspoken rules and standards that guide and regulate the performance of a group and define acceptable/unacceptable behavior by its members, in other words what members should and should not do under specific circumstances. Furthermore, they are invisible to outsiders. Role expectations are the behavioral norm expectations of group members. Cultural relativism occurs when insiders become so familiar with group expectations and rules that they lose awareness of their existence. Groups often collude to keep their own norms out of conscious awareness, such as in family systems. Once norms are exposed, group changes can occur.

Introductory Remarks

This week, we will attempt to investigate the nature of group norms, roles, and expectations and the considerable influence they bear on the smooth functioning of the group. Upon entering a new group, there is constant strain for new members to figure out the “rules of the game” and enact appropriate behavior in order to gain acceptance, such as: scan for clues, find out who is in/out, what the leader is like, and who is popular, how people talk, and, ultimately, how acceptance is gained.

In general, group norms develop through our communications with others not directly/straightforwardly but by subtle, subliminal, beyond-awareness processes of inference, and interpersonal negotiation processes. Norms are determined by: (a) the degree of expression of affection and feelings, (b) the extent of control and decision making members have of one another, (c) the nature of the relationship, such as either status or personal oriented, and (d) whether members are valued for their personal qualities or professional skills. Some norms are codified as written rules (bylaws and code books) but groups mostly rely on unspoken norms (non-explicit and informal) in their daily functioning. Some norms are beyond conscious awareness, such as those commonsensical sociability norms. Groups are likely to enforce norms that: (a) ensure group survival, (b) increase the predictability of group members’ behaviors, (c) prevent embarrassing interpersonal situations, and (d) express the group’s central values.

Aims/Objectives

The purpose of this lesson is the identification of the defining characteristics of groups by examining norm development, which takes place through: (a) useful explicit statements from supervisors/coworkers, (b) critical events in the group’s history, (c) primacy, and (d) carry-over behaviors from previous situations. Individuals are especially influenced by the group when: (a) a situation is ambiguous, (b) there is no

adequate external input to determine the right answer, (c) judgment is not based on personal preference, (d) they have to make a public opinion and (e) the size of the group increases. Group conformity increases when: (a) the conforming behavior is reinforced, (b) we want group members to like us, (c) we like the group and feel accepted by it and invested in it, (d) the prevailing group norm/pressure is extreme, and (e) our values match those of the group.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Manipulate the various processes through which successful and effective human adaptation in group life is brought about through norms, pressures, and deviance.
- Improve personal and interpersonal quality of life through better group communication and membership.
- Cultivate the necessary leadership and negotiation skills as well as certain useful techniques of conflict resolution all of which contribute to the survival and success of the group they belong to.

Key Words

Norm	Pressure	Conflict	Culture		

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 6, pp. 115-130. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 6.1

Do you believe that a typical group has to be governed by a relatively large number of norms and regulations for its effective and efficient functioning, yes, or no and why?

Πιστεύεται ότι μια ομάδα πρέπει να διέπετε από μεγάλο αριθμό κανόνων για την ομαλή λειτουργεία της, ναι η όχι και γιατί;

Recommended number of work hours for the student

TITLE:

Groups & Deviance

(7th Week)

Summary

In general, most, if not all of the groups we belong to, tend to include a considerable number of deviant behaviors. An act that violates a shared idea about what should or should not be done at a particular time (or by a particular person) is called a deviant act. Interaction with a deviant increases when a group first recognizes a member's deviancy. Prestigious members have "idiosyncrasy credits" (because of good or exemplary past behavior) that allows them to reasonably deviate from strict adherence to present norms.

Introductory Remarks

This week, we will investigate the general burning issue of group deviance and group change. All of us, to a certain extent, have personal experience with the greater issue of group deviance. Constructive forms of deviance can serve positive functions by: (a) pointing to the boundaries/limits of groups, (b) diverting attention to important but previously neglected avenues, and (c) representing an escape valve to help people "led out steam" in less threatening ways. Group members tend to come harder on their own group deviants rather than to outside deviants. Deviance is frowned upon because norms and pressures toward uniformity create security and order in interaction. Group members know the rules and procedures for working in that group, as well as what is expected of them, and, therefore, they hope to be rewarded for conforming to group norms.

It is hard enough to bring about change for ourselves (quit smoking, diet, etc). It is exceedingly harder to bring about group change. There exist two kinds of change: first- and second-order change. First-order change is change by doing more of the same, while Second-order change is fundamental rule or norm change (harder to achieve but brings about lasting changes). Changing norms is not easy but it can be done by: (a) contagion, (b) external environmental influences, (c) adopting high-status members' opinions who have earned idiosyncrasy credits, (d) group members becoming group critical and introspective, (e) hiring outside or trained inside consultants, (f) enacting group discussions through effective interactions, and (g) incorporating input from risk-takers and high self-esteem individuals.

Aims/Objectives

The purpose of this lesson is to describe methods through which deviant behavior can be minimized in groups or used constructively to bring about positive group change. Three stages in the change process: (a) experiencing of disequilibrium, crisis, and dissatisfaction with the existing system, (b) enacting of different behaviors bound by new norms, and (c) establishing routines and maintenance of new behaviors. In any attempts to alter habitual behaviors, it is also very important to examine how the peer

group operates to in preventing the group member from changing even if to the better. Although behavioral changes may take place successfully, newly changed systems often revert back to where they were before any changes took place. Conscious collusion (groupthink) refers to consciously or pre-consciously cooperating/agreeing to uphold/reinforce prevailing attitudes, values, behaviors, or norms to maintain the status quo even if not useful/productive or even harmful. For instance, agreeing with our supervisor's plan even if it's not a good one.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Improve personal and interpersonal quality of life through better group communication and membership.
- Manipulate the various processes through which effective/efficient human adaptation takes place in challenging group contexts.
- Devise appropriate leadership, negotiation, and conflict resolution skills for group survival and success.

Key Words

Deviant Behavior	Group Conflict	Normative Pressure	Interactions		

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 7, pp. 135-155. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessement Exercises/Activities

Exercise 7.1

Do you believe that deviant behaviors can possibly serve useful positive functions in the various groups we belong to? Yes, or no and why.

Recommended Number of work hours for the student

8

TTITLE:

Group Pressures, Conformity, Compliance, & Obedience

(8th Week)

Summary

In general, individuals who participate in different groups, tend to exert pressures on other group members to follow up certain procedures that aim at achieving the group's goals so that the group successfully develops, progresses, and evolves. Unfortunately, groups may exercise tremendous power in inducing their members to engage in extremities, such as mass suicides, murders, robberies, sexual coercions, etc. Group conformity increases when: (a) the conforming behavior is reinforced, (b) we want group members to like us, (c) we like the group and feel accepted by it and invested in it, (d) the prevailing group norm/pressure is extreme, and (e) our values match those of the group.

Introductory Remarks

This week, we will attempt to investigate with the various forms of group conformity, compliance, and obedience that group members tend to exert on others in order to achieve the group's goals. Compliance involves direct requests to do something; initially met with resistance. When a request comes, we pause and think, "Now how can I get out of it and still have them like me?" Compliance is strongly increased when a person feels obligated to the one making the request. In compliance situations, the person can still say no but in obedience situations it becomes very hard to do so because failure to obey results in the exercise of power in the form of negative sanctions, such as demerits, demotions, fines, imprisonment, and even death. Milgram's experiments on action conformity show how people can acquiescence to harsh/inhuman commands that may even involve harming others.

Conformity, compliance, and obedience are three kinds of social influence, varying in the degree of pressure brought to bear on an individual. Conformity is the tendency to change our perceptions, opinions, or behavior in ways that are consistent with group norms. According to social impact theory, social influence of any kind (in other words the total impact of others on a target person) is a function of the others' strength, immediacy, and number.

Aims/Objectives

The main objective of this lesson is to delineate the factors leading to conformity, compliance, or even obedience in a group, whose ultimate goal is to increase group cohesion, adaptability, and improved functioning. Groups that are characterized by a high degree of cohesion and where the group members' opinions are highly valued and taken into consideration when making important group decisions, tend to have elevated group pride. Such teams are characterized by higher levels of productivity, are better

equipped in problem resolution, and are more likely to over-concern themselves and waste time trying to eradicated trivial acts of deviance.

Unfortunately, another common phenomenon in groups is conscious collusion (groupthink), which refers to consciously or unconsciously cooperating/agreeing to uphold/reinforce prevailing attitudes, values, behaviors, or norms to maintain the status quo even if not useful/productive or even harmful. For instance agreeing with our supervisor's plan even if it's not a good one. Much collusive behavior is strong because it stems from deep early childhood socialization messages that were consistently reinforced in the past and successfully protected us.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Analyze the successful aspects of various conformity and compliance techniques that tend to characterize successful teams as well as the particular personal, group, and societal characteristics of members in such groups.
- Successfully handle the various techniques by which effective forms of compliance, conformity, and even obedience is achieved for difficult to handle groups.

Key Words

Pressures	Conformity	Obedience	Compliance	Efficiency	

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 8, pp. 160-185. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 8.1

Do you believe that group members ought to be pressured to comply or even obey rules, regulations, and orders that may prove harmful to outside group members but tend to have positive outcomes for the team itself? Yes, or no and why.

Recommended number of work hours for the student

10

TITLE:

Leadership

(9th Week)

Summary

Most people want power—to be decision makers, to be controllers, to have things go their way—yet most individuals are also ashamed to admit, even to themselves, their desire for power. Power is not a universal given, but is limited by the person being influenced. A powerful person has power over only those whom he/she can influence in the areas and within the limits defined by the persons being influenced. Leadership as power has to do with how often and with what success an individual is able to influence or direct the behavior of others within the group. Sometimes the leader leads by creating the desire for action within the followers themselves (that is through empowerment). In general, power refers to the ability to influence other people by whatever means necessary.

Introductory Remarks

This week we will investigate the general topic of leadership, the various forms of leadership that exist, as well as the factors that lead to successful leadership. In general, there exist five types of leadership: (a) Referent Power, referring to those whose power and ideas we may not question because we like or admire their status, position, or even personal charisma (this breeds dependency and reduces our ability to be objective), (b) Legitimate Power, referring to individuals whose authority cannot be denied because the influential role of the person comes with authority from a higher-order structural hierarchy, (c) Expert Power, whereby the individual's style, status, and authority become less relevant but what takes precedence is the person's experience, knowledge, special skills, or information, (d) Reward Power, referring to individuals who have power over someone based on their ability to provide a reward that is needed or appreciated by the person(s) over whom the individual has power over, and (e) Coercive Power, defined as power exercised by an individual based on either a threat or the reality that something that we value can be taken away if we don't act a certain way.

The big five taxonomy predicting successful leadership includes: (a) Surgency, that is being outgoing, charismatic, social behaviors that render the leader well liked, (b) Agreeableness, that is easy to work with, cooperative, and diplomatic, (c) Emotional Stability, characterized by consistency, steadiness, and self-control, (d) Conscientiousness, including being achievement oriented, responsible, motivated, and displaying an integrity of character, and (e) Intelligent Oriented, that is, being bright, active, and open to new ideas.

Aims/Objectives

This lesson aims at delineating the two major goals of leadership, that is, those having to do with: (a) that involving a task, goal, or project; and (b) that involving a relationship,

social-emotional issues, consideration for others, and interpersonal relations. Good leaders are driven by a conscious awareness of the public good and a desire to serve the interests of their constituencies. Guidelines for ethical leadership include respect for all members of society and tolerance for divergent opinions/cultures. Visionary leadership involves purposefully exploring societal needs, drawing public attention, and mobilizing resources to reach projected future goals (focus on the bigger picture and promote idealism/hope). Ultimately, a visionary leader is the one who cultivates fellowship. Laissez-faire leaders are not necessarily incompetent, fearful of making a decision, and shrinking responsibilities but ascribe by the sayings: “creativity must be given free rein,” and “he who rules least, rules best.” This may prove the best kind of leadership to groups that have been under tight control.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Devise practical knowledge, through various in-class exercises, such as role playing, role reversal, group exercises, etc., so as to familiarize themselves with the interpersonal and intrapersonal intricacies governing group dynamics.
- Devise appropriate leadership, negotiation, and conflict resolution skills for group survival and success.

Key Words

Leadership	Charisma	Personality	Duty	Communication	Negotiation

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 9, pp. 190-210. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 9.1

To your opinion, which are the main factors that make a good leader?

Recommended number of hours for the student

10

TITLE:

Group Organization & Hierarchy

(10th Week)

Summary

Either we like it or not, our survival and success in the particular socio-cultural environment we live in, depends on the effectiveness and efficiency of well-structured and defined hierarchical systems. In organizational hierarchies because bosses wield preordained influence over the lives of subordinates, real openness, free expression of feelings, and other truths are avoided for the sake of appearances, keeping a clean record, and apparent loyalty. To avoid the frequent tendency among bureaucratic personnel to deny problems, develop norms of self-protection, avoid conflict, minimize the formation of powerful, informal subgroups, and engage in attempts to please the leader, a strategy for non-bureaucratic hierarchical leadership could be implemented involving innovation vs. stability, efficiency vs. accountability, and empowerment vs. control.

Introductory Remarks

This week, we will attempt to investigate the greater issue of organizational hierarchy as it is experienced through the everyday interactions of the various individuals in the organizational structure of the group. In organizational theory, someone's power is defined by his/her position influence and role within a bureaucratic/ hierarchical structure, in other words by his/her clearly defined role, in terms of function/position within the hierarchy. The organizational structure affords legitimacy of authority, and organizational style leadership results in order, predictability, and consistency, all of which are necessary for the smooth functioning of complex systems to minimize confusion, inefficiency, and ultimately chaos. Power behind the throne refers to hierarchical position occupants who are given name-on-the-door trappings of office but who in reality must check almost everything with someone in a higher position or an intimate/significant other who is influential in their lives.

Transformational hierarchical leadership refers to believing in certain attitudes, values, and behaviors that keep a group in a work mode that motivates/supports necessary/ongoing change through: (a) Idealized influence, whereby the leader is value driven, trustworthy, committed, and ethical, (b) Inspirational Motivation, whereby the leader has a clear vision is supportive/encouraging; (c) Intellectual Motivation, whereby the leader is cultural sensitive, encourages new approaches, and explores differences, and (d) Individualized Considerations, whereby the leader is sensitive to the needs, interests, abilities, and aspirations of the group members. On the other hand, transactional hierarchical leadership focuses on the immediate situation and channels leadership activities to get the job done as easily/quickly as possible, and tends to be characterized by: (a) Contingent Reward, whereby the leader establishes clear goals, negotiates resources, and rewards supportive/helpful efforts, (b) Active Management by

Exception, whereby the leader monitors performance and takes corrective action or remediation, (c) Passive Management by Exception, whereby the leader waits to act until a problem is brought to his/her attention but intervenes only if the problem becomes serious, and (d) Laissez-Faire Leadership, whereby the leader avoids responsibility, is absent when needed, and fails to respond to requests for help.

Aims/Objectives

This lesson aims at providing explanations as to the dynamics inherent in every hierarchical organizational group that ultimately ensure its smooth functioning and successful processing of as many individuals as possible. Successful leadership is like a dance, and being as such is dependent upon the ability to choose the exact dance step (behavior) to fit the exact need of a group at any given moment. However, leadership incompetence is widespread (as high as 60%-75%), the problem being not so much luck of leadership knowledge but an unwillingness to apply leadership knowledge we already know. False positives is oftentimes a byproduct of leadership incompetence and is characterized by hiring and promotion practices that are based on likeability/appearances and rational factors for hiring tend to be short-circuited. Ineffective hierarchical leaders have difficulty disciplining employees, tend to be indecisive, are unwilling to exercise authority, are irritable, and have poor communication skills. They often are arrogant, selfish, and insensitive too.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Handle the various processes through which effective and efficient human adaptation to successful organizational hierarchies is achieved within the bounds of well-structured hierarchical teams.
- Improve their personal and interpersonal quality of life by learning to better communicate with members of the hierarchical groups they oftentimes come in contact with for the better processing of their particular needs.

Key Words

Hierarchy	Organizational Leadership	Power	Effectiveness	Efficiency	Incompetence

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 10, pp. 215-230. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This

book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 10.1

Do you believe that leadership incompetence is widely spread nowadays? Yes, or no and why or why not.

Recommended number of work hours for the student

10

TITLE:

Systems & Small Groups

(11th Week)

Summary

General-systems-theory thinking involves viewing a particular problem not in isolation, but as the problem is connected to, and therefore interrelated with, other problems. A system is a set of interrelated elements or units that respond in a predictable manner and where the nature of the interaction is consistent over time. A change at any one point will eventually have an impact on the total system and upon its various subparts. While viewing causes as a whole, systems theory specifically necessitates thinking about the individual as a part of many systems and about the emotional-cognitive process as a system.

Introductory Remarks

This week, we will attempt to investigate the general subject matter of small system functioning and interrelationships among different systems. General Systems Theory enables us to see the significance of interrelationships in the functioning of the total organism or system. While, in the past science tried to explain observable phenomena by reducing them to an interplay of elementary units investigated independently of each other, conceptions appear in contemporary science that are concerned with what is somewhat vaguely termed with “wholeness,” i.e., problems of organization, phenomena not dissolvable into local events, dynamic interactions manifested in the difference of behavior of parts.

The family represents a very good example of small system functioning. The family system operates in relation to other systems around it, such as society, culture, community, etc. It is a system whose parts are constantly being changed as a result of its interactions with other systems. For instance, during times of economic hardship, a family system may be negatively affected to the point of divorce (break up). If a family system is open to new ideas, positive energy, and feedback, and if clear channels of communication exist, then the arrival of a new family member (a baby) will stimulate the system to new levels of effectiveness, in other words, to an enhanced steady state.

Aims/Objectives

This lesson aims at examining small system functioning as it applies to its corresponding small group individual systems, such as the family. Family strength and adaptability, is more than being without problems; strong families have problems but have effective/efficient strategies for dealing with them. Therefore, it is the presence in the family of important guidelines and the ability of family members to work together as a whole to surmount life’s inevitable challenges when they arise that distinguishes functional form dysfunctional families.

Strong families and well-functioning small groups are characterized by: (a) Commitment on behalf of family members to work together and promote each other's welfare, (b) Members having good communication skills and spending a lot of time talking to each other (whereby differences of opinion and their clarification is welcomed), (c) Appreciation, whereby members support each other and are encouraged to express their feelings/emotions, and (d) Coping Ability whereby members view stress/crisis as opportunities to grow and work towards minimizing fragmentation, setting priorities, and simplifying tasks/ problems. In dysfunctional families, there is less differentiation among individuals, less flexibility, and a greater sense of control for its own sake.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Successfully handle the various processes through which effective/efficient individual adaptation is achieved within the bounds of demanding and problematic groups, such as families.
- Cultivate the necessary character qualities and negotiation skills, as well as vital skills for conflict resolution so as to promote the survival and success of their own families.

Key Words

Small Systems	Family	Totality	Interactions	General Systems Theory	

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 11, pp. 235-255. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Materia

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 11.1

Small individual systems like families, tend to face many changes throughout their lifetime. Describe two basic changes in family structure and function that are critical for the survival of a family.

Recommended number of work hours for the student

10

TITLE:

Theoretical Considerations in the Study of Groups

(12th Week)

Summary

A theory is a mental model or map to help us perceive reality; theories provide structure that help us bring order to the information we take in. Theories must be logical/consistent, widely applicable, internally consistent, and testable according to a scientific methodological mode. In the social sciences, a theory evolves gradually and is based on values, experience, goals, empirical research, and other theories. A theory is not necessarily true all the time but is a well-intentioned effort to explain events.

Introductory Remarks

This week, we will investigate the various theoretical orientations that deal with group functioning, survival, and success in the social sciences. In social sciences, theories have to evolve gradually and ought to be based on values, experiences, goals, observable phenomena, empirical research, and other well-established theories. It is not so much that any given theory should always be true and widely applicable, but ought to constitute a well-intentioned and organized effort to offer logical explanations to observable phenomena.

Functional family systems remain open and maintain effective feedback among individual family members thereby avoiding the ultimate dysfunctional state of entropy whereby family members act in rigid, defensive, and angry ways that stifle healthy change and adaptability. In functional families: (a) members share responsibilities, (b) individuals have a relatively clear understanding of their place in the family, (c) authority/individuality are honored, (d) there is ample expression of warmth, caring, and commitment to working together and dealing with problems, and (e) members deal with stress and conflict openly and promptly. The job of any functional group is to discover the most efficient and productive route to the group's main goal and developing some understanding of such potential barriers as: (a) individual vs. group goals, (b) norms blocking effectiveness, (c) individuals feeling lack of membership, and (d) ineffective communication patterns.

Aims/Objectives

The ultimate goal of this lesson is to provide various theoretical explanations of group functionality and dysfunctionality, specifically delineating the factors that enable small group systems to successful growth and development within the specific socio-cultural environment they operate. This is achieved by promoting open channels of communication among group members as well as instilling various feedback mechanisms that enable system functioning to achieve higher levels of organization and complexity. Group strength is more than being without problems. In fact, strong groups have problems but have effective/efficient strategies for dealing with them. It is the

presence in the group of important guidelines and the ability of the members of the group as a team to surmount the group's inevitable challenges when they arise that distinguishes functional form dysfunctional groups.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Effectively and efficiently handle theoretical explanations by which the various processes of operation of small groups act as positive mechanisms of individual psychology, filtering the social, cultural, and historical environmental constituencies that tend to affect the individual member of such groups.
- Understand the various processes through which effective/efficient individual adaptation is achieved within the bounds of demanding and problematic small groups.

Key Words

Theory	Cognitive Model	Functionality	Dysfunctionality		

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 12, pp. 260-285. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 12.1

To your opinion, how can the operation of a small closed system be improved?

Exercise 12.2

Submission of the first written individual project, which constitutes a summary of any scientific article that has to do with the greater subject matter of group dynamics (20% of total class grade).

Recommended number of work hours for the student

10

TITLE:

Chaos Theory

(13th Week)

Summary

In general, chaos theory provides an elegant mathematical grounding for a postmodern social science which affirms variety and change as entirely natural attributes of social systems. Chaos theory has particular impact on deviance theory in that notions of the normal, the natural and the perfect are incompatible with the fractal geometry of complex social dynamics. Chaos theory and research findings offer a view of the ontology and dynamics of social systems which promise to help build an entirely new paradigm for the understanding of order and disorder.

Introductory Remarks

This week, we will attempt to investigate the greater issue of chaos theory that inevitably characterize the operation of most, if not all, small-scale or large-scale socio-cultural systems. Chaos theory provides intellectual and moral space for variety and contrariety; this new science of complexity offers support and direction for postmodern understandings which honor change, variety, and disorder. In contrast to both pre-modern and modern assumptions, chaos theory locates the source of social disorder in the nonlinear dynamics of the system itself rather than in evil, sin, error or ignorance of particular persons or outside agents.

Unrestrained positive linear feedback drives systems into deep chaos, whereas negative linear feedback tends to restrict creativity and innovation. Maintaining the integrity of any given social form, and thereby avoiding chaos, requires forgiving, forgetting, and treatment of incompatible events as if they had never happened and in general, necessitates a continuous and expert editing of the reality process as it unfolds. In everyday interaction, burps and shrugs are treated as if they did not occur; more serious delicts are registered on human consciousness but defined as “not really” there. Examples, include: infidelity in marriage, dishonesty of employees, dis-obedience of soldiers and heresy in the priesthood, all of which tend to be defined nonlinearly, and more like “noise in the system.”

Aims/Objectives

The aim of this lesson is to examine the theory of chaos, which tends to offer a series of explanations of the origin and structuring of the variations of the initial conditions of systems that may prove beneficial for bringing about positive system change and avoiding deviance. The effort to conserve traditional structures in times of great uncertainty depends more heavily upon change than upon repressive social control tactics since, to paraphrase H. Ross Ashby, only Chaos can cope with Chaos; if we

want to maintain the integrity of the nuclear family in the social, cultural and economic conditions of the 1990s, we must innovate; new ways of doing child care, new ways of doing food preparation and new ways of organizing education and religion are required.

Ultimately, chaos theory offers a series of insights about the origins and patterns of variation and change most useful to theories of change and deviancy. It creates and defines a postmodern science in which disorder has equal standing to order as a feature of natural and social systems. At the edges of a causal field, small differences in ways of acting, thinking, and feeling interact to propel a person or a set of persons into a very uncertain fate. The more complex the system, the more likely it is to become irrational in the technical sense. It is therefore a story of this contest between order and disorder, between precision and pattern, between certainty and possibility, between fate and chance, between truth and fiction to which Chaos findings speak so well.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Devise appropriate leadership, negotiation, and conflict resolution skills for the eradication or significant reduction of the sometimes chaotic situations they tend to find themselves in the various groups they belong to.
- Effectively and efficiently handle the various processes through which successful individual adaptation is achieved within the domains of difficult and dysfunctional groups.

Key Words

Chaos	Postmodern	Entropy	Communication		

Annotated Bibliography

Basic Sources/Material

Group Dynamics for Teams, 5th Edition, (2016), Chapter 13, pp. 290-310. Daniel Levi. Sage Publications. ISBN: 9781483378343. This is the best introductory book in group dynamics.

Supplementary Sources/Material

Racial & Cultural Dynamics in Groups & Organizational Life: Crossing Boundaries, (2010). Mary McRae & Ellen Short. Sage Publications. ISBN: 9781412939867. This book provides detailed explanations as to the various links between our innate human attributes and our daily interactions in the various groups we belong to.

Self-Assessment Exercises/Activities

Exercise 13.1

Do you believe that chaos has positive elements in it? Yes, or no and why.

Exercise 13.2

Submission of the second written individual project, which constitutes a summary of any book chapter that has to do with the greater subject matter of group dynamics (20% of total class grade).

Recommended number of work hours for the student

10

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TTITLE:
FINAL EXAM

(14th Week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Perception & Communication

(1st week)

Exercise 1.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Group Membership

(2nd week)

Exercise 2.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Group Functions & Dysfunctions

(3rd week)

Exercise 3.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Group Conflict & Exiting a Group

(4th week)

Exercise 4.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Small Group Dissolution: Divorce

(5th week)

Exercise 5.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Groups & Norms

(6th week)

Exercise 6.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Groups & Deviance

(7th week)

Exercise 7.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Group Pressures: Conformity, Compliance, & Obedience

(8th week)

Exercise 8.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Leadership

(9th week)

Exercise 9.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Group Organization & Hierarchy

(10th week)

Exercise 10.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Systems & Small Groups

(11th Week)

Exercise 11.1

Small individual systems like families, tend to face many changes throughout their lifetime. Describe two basic changes in family structure and function that are critical for the survival of a family.

For example, here you can talk about divorce, a very difficult stage that alters significantly and irrevocably the structure of the family. Also, you can talk about the birth of the first child, that significantly changes family structure and function.

Title: Theoretical Considerations in the Study of Groups

(12th Week)

Exercise 12.1

To your opinion, how can the operation of a small closed system be improved?

For example, here you can refer to the strengthening of the communication system in families that tends to increase the adaptability of family members to their particular environment.

Exercise 12.2

Indicative answers are not provided for this exercise because it is being evaluated at 20% of the total class grade. This exercise should be turned in at the end of the 12th week, and it will be evaluated according to several criteria such as, structure, content, grammar, and syntax, as well as the overall writing of the assignment as a scholarly paper.

Title: Chaos Theory

(13th Week)

Exercise 13.1

Do you believe that chaos has positive elements in it? Yes, or no and why.

For example, we all know that many times chaotic situations can lead to the improvement of the functioning of the group we belong to as long as certain conditions are met.

Exercise 13.2

Indicative answers are not provided for this exercise because it is being evaluated at 20% of the total class grade. This exercise should be turned in at the end of the 13th week, and it will be evaluated according to several criteria such as, structure, content, grammar, and syntax, as well as the overall writing of the assignment as a scholarly paper.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC130: An Introduction to Group Dynamics	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	

4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Psychology of Gender

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC245**	**Psychology of Gender**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: 6	Face to Face: -	Teleconferences: 6
Number of Assignments	14 activities (of which five will be graded with 2 points each), as well as 2 assignments of 20 points each.		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Petra Daniel
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

A Bachelor in Psychology equips students with a thorough grounding in both theory and practice. The program focuses on understanding how people think, develop, and interact. Students learn how the brain works, how it changes with age, and how humans perceive and interpret behavior. The program also emphasizes the social aspects of psychology, as well as the qualitative and quantitative skills required for research and practice in the field.

GENERAL OBJECTIVES:

- to develop the student's capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities to community and country;
- to develop the students analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations;
- to build breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements;
- to provide the student with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- to provide the students with a solid training in psychology and its methods.
- to foster awareness of contemporary developments and issues in psychology.
- to prepare students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services.
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines. Such preparation can lead to professions in a wide range of specialized fields, such as, within: mental health, applied research, education, and human resources management.

Presentation of the Course through the Study Guide

This is a survey course examining a variety of psychological, sociological, and biological theories and research on gender. Some of the topics covered include the learning of gender roles, ways of knowing, mental health, sexuality, family issues, and workplace issues. The course format focuses on group discussions, reflective writing, and small research projects.

Learning Outcomes

Upon successful completion of this course, students should be able to:

- Manipulate major psychological, sociological, social psychological and biological theories of gender development and identify the important contributors to the scientific study of gender.
- Identify, evaluate, critique, and dispel myths, misunderstandings, and biases regarding gender differences.
- Identify the social, cultural, and historical trajectories of gender role formation and evolution.
- Work with gender-related material to construct logical arguments in order to custom-tailor an individual gender thesis.
- Analyze the mechanisms through which gender comes to influence social interaction in daily life.
- Improve gender reconstruction and promote gender education through the incorporation of the major premises of androgynous ideologies in an individual's intrapersonal and interpersonal interactions in daily life.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE:

Introducing Sex and Gender

(1st Week)

Summary

This lesson is a start into the course, giving a brief overview of some of the main areas covered, thus mapping out how the different chapters will interrelate.

Introductory Remarks

This lesson begins with awareness-raising activities for the students that help them understand how gender affects their daily lives, and how so much of it is socio-culturally constructed.

We will then proceed to introducing key definitions of terms like sex, gender, gender identity, gender role, gender role attributes, gender expression, gender trait, sex-gender correspondence, gender stereotypes, sexism, and sexual orientation. These will be explored in applied contexts and problematized.

Lastly, we will map out the way our course will proceed through different chapters covering the main areas of studying and explaining gender (Week 2: Studying Gender), becoming gendered (Week 3:The Nature and Nature of Sex and Gender and Week 4: Gender Development), stereotypes, discrimination and power (Week 5: The Contents and Origins of Gender Stereotypes and Week 6: Power, Sexism and Discrimination), cognition, emotion and communication (Week 7: Cognitive Abilities and Aptitudes and Week 8: Language, Communication and Emotion), sexuality, relationships and work (Week 9: Sexual Orientation and Sexuality, Week 10: Interpersonal Relationships and Week 11: Work and Home) and lastly health and well-being (Week 12: Gender and Physical and Psychological Health and Week 13: Aggression and Violence). Key issues on each topic area will be outlined without yet going into any depth.

Aims/Objectives

The aim of this chapter is to link the students emotionally and cognitively with the area of gender studies and to map out the course for them.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- differentiate between sex and gender
- describe the impact on gender of everyday life
- list major key words related to gender studies and define them
- contrast the notions of sexual orientation with gender identity

Key Words

sex	gender	gender identity	gender role	gender role attributes
gender expression	gender trait	sex-gender correspondence	gender stereotypes	sexism
sexual orientation				

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 1

  This chapter introduces you very well to the psychological, sociological and biological study of sex and gender.

- **Supplementary Sources/Material**
  Video: Sex vs. Gender vs. Orientation. https://www.youtube.com/watch?v=XN-wD8O9tRI

Self-Assessment Exercises/Activities

Exercise 1.1

The first discussion ("Sex vs Gender) forum provides a picture of various items and places. You will individually sort these items into "mostly associated with men", "mostly associated with women" and "gender-neutral". Post your listing in the forum. Then, look at the listings of at least three fellow students and write where you do not agree with their posting and why. To motivate you for this first activity, you will be graded with 2 points for it, which is why you will not find any indicative answer in the back of this guide.

Recommended number of work hours for the student

Approx. 9 hours

TITLE:

Studying Sex and Gender

(2nd Week)

Summary

This lesson is an introduction to the main theories of and the most commonly applied research methods into sexuality and gender

Introductory Remarks

This is our fundament-building lesson, where we explore major theories on gender and the study of gender in terms of methodology.

We will start by looking at psychoanalytic theory and its understanding of gender, with a focus on Freud, Jung, Lacan, Kristeva and Ettinger. Then, we will continue to feminist psychoanalytic theory as developed by Mitchell, Chodrow and others. We will also discuss the critique of psychoanalytic theory from thinkers like Butler or Firestone.

We will outline feminist theory on the 20th century by looking at the central thoughts of theorists like Simone de Beauvoir, Betty Friedan, Andrea Dworkin, Jessie Bernard, Shulamith Firestone, Barbara Ehrenreich, and others

Then, we will proceed to postmodernist and queer theories that broke up the essentialism of previous feminist and gender theory and added a focus on intgersectionality, gender performance and gender fluidity. We will explore the ideas of Naomi Wolf, Kimberlé Williams Crenshaw, Jennifer Baumgardener, Amy Richards and others.

Regarding methods, we will focus of qualitative methodologies such as one-one-one interviewing, participant observation, focus groups, surveys, textual and content analysis, and archival analysis.

Aims/Objectives

This lesson aims at providing the student with a basic understanding of the history of feminist thought, with special emphasis on psychological theories and themes and to some of the most commonly used methods of gender studies.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- describe the theories on gender that were created by the psychoanalytical school
- apply the various criticisms that have been directed at traditional psychoanalytical theory from feminist psychoanalytical theorists

- discuss the criticism from other feminist schools of the psychoanalytical perspective
- outline the historical development of feminist theory
- describe some of the main qualitative research techniques as employed by gender researchers

Key Words

epistemology	gender bipolarity	gender fluidity	gender awareness	gender analysis
hegemonic masculinity	intersectionality	queer studies	politics of location	reflexivity
sex-disaggregated data	transformatory potential			

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 2

  Reading this chapter, you will learn about the various methods of doing research on gender.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 2.1

Using bullet point style, outline Freud's major statements on gender.

Apply any one of the critiques we discussed on his statements (e.g. Horney from within psychoanalysis, of Firestone from without)

After completing the task, you can check the correct answers in the "indicative answer" section at the end of this guide.

Recommended number of work hours for the student

Approx. 9 hours

TITLE:

The Nature and Nurture of Sex and Gender

(3rd Week)

Summary

This lesson is dedicated to the complex interplay of how much of our gender is naturally given, and how much is socio-culturally constructed.

Introductory Remarks

This lesson is divided into two sections: biological information on sexual differences and how they may relate to gender, and anthropological evidence on gender in other cultures.

In the area of biology, we will look at the complexity of even sex, let alone gender, by introducing the notions of chromosomal, hormonal, genital and gonadal sex, the four of which are not necessarily aligned. We will look at various birth defects that illustrate this non-alignment and explore the behavioral consequences of hormones, genes, etc. as observed in those non-aligned people.

We will then look at differing brain structures and discuss the complex interplay of nurture and nature in regards to the brain and its plasticity.

Testosterone will occupy us following this, and again the plasticity of our hormone levels will be demonstrated.

In the anthropological section, we will follow Margaret Mead to New Guinea and see how in close geographical proximity, societies can have fundamentally different gender role attributions. We will also look at various hunting-and gathering as well as horticultural societies to establish the complex interplay between our biology and our culture with its prescriptions for behavior, but also the value system appraising sex and gender. We will also look at anthropological evidenced for more than one gender in certain cultures (”two-spirit people”)

Aims/Objectives

This lesson aims to sensitize the students to the interplay between sex and gender, as well as to start doubts on the legitimacy of constructing either in binaries.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- describe the phenomenon of sexual bipotentiality of the fetus
- outline the complexity of sex in its four components
- identify three genetic and three hormonal disorders that demonstrate that not all people fit into a binary sex scheme

- describe differences between “male” and “female” brains and discuss the complex interaction between socialization and biology in regards to this
- demonstrate an understanding of the plasticity of hormone levels and human action
- describe several foraging and horticultural societies and their construction of gender and contrast this to the way gender is traditionally constructed in the West.

Key Words

chromosomal sex	genital sex	gonadal sex	hormonal sex	sexual bipotentiality	Turner syndrome
Klinefelter syndrome	XYY syndrome	andro-genital syndrome (AGS)	androgen-insensitive syndrome	DHT deficiency syndrome	brain lateralization
corpus callosum	transformative account of gender formation	social differentiation	two-spirit people		

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 34

  This chapter gives very intriguing information about how much of gender is biologically derived, and how much is socio-culturally constructed.

- **Supplementary Sources/Material**
  Alice Dreger (2010). Is Anatomy Destiny?
  https://www.ted.com/talks/alice_dreger_is_anatomy_destiny
  This TED talk gives you interesting insights into her research on intersex people and conjoined twins in relation to sex and gender.

Self-Assessment Exercises/Activities

Exercise 3.1

Write 500 words outlining the interplay between nature and nurture in the human brain.

After completing the task, you can check the correct answers in the “indicative answer” section at the end of this guide.

Recommended number of work hours for the student

Approx. 10 hours

TITLE:

Gender Development

(4th Week)

Summary

This lesson looks at various models that explain how we become gendered.

Introductory Remarks

People are socialized into gender from before they are born. Family, peer groups, media, religion and schools all pass on powerful messages about gender, make or break stereotypes and reinforce certain behaviors positively or negatively, In this lesson, we will look onto these socialization agents and how they instill gender in us.

We will see how they influence certain areas of our gendered development, such as cognition, where generally females show advantages in verbal fluency, perceptual speed, accuracy and fine motor skills as well as inhibitory control over undesired behaviors, while males outperform females in spatial, working memory and mathematical abilities. Our motor development is affected by this: boys develop for example ball skills earlier than girls do and girls acquire manual dexterity before boys. Personality development is affected: women consistently report higher neuroticism, agreeableness, warmth and openness to feelings, and men often report higher assertiveness and openness to ideas. Also, social behaviors differ, especially in the levels and types of aggression.

Morality is affected: women tend towards a more care-based morality while men tend towards a more justice-based morality. This may be because men have a more utilitarian reasoning while women have a greater affective response and rejection of harm-based behaviors.

In explaining these differences, we will employ some theories, such as social construction theories, Bronfenbrenner's ecological theory, social learning theories, operant conditioning, cognitive environmental and developmental constructionist approaches.

Aims/Objectives

The central aim of this lesson is to make the students aware of the ways how gender is acquired in society, and what the psychological and behavioral outcomes of this are

Learning Outcomes

After studying the material of this lesson, the student should be able to

- list the main socialization agents
- relate a number of examples of how socialization is practiced by each agent
- outline the probable outcomes of socialization practices in terms of cognition, morality, motor skills, behavior, etc.
- discuss the major theoretical approaches on how socialization works.

Key Words

social construction theories	Bronfenbrenner's ecological theory	social learning theories	operant conditioning	socialization	role model
cognitive environmental approach	developmental constructionist approach	gender concept	gender correlate	"two cultures of childhood" approach	reflection hypothesis
catharsis					

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 4

  This chapter familiarizes you with the mechanisms of acquiring and developing gender, through various forms of socialization.

- **Supplementary Sources/Material**
  Alexis Jones (2017) Redefining Manhood – One locker room talk at a time. https://www.ted.com/talks/alexis_jones_redefining_manhood_one_locker_room_talk_at_a_time

  Alexis Jones is a motivational speaker and activist, who created ProtectHer, a program that "gets real" with college male athletes about what it means to be a man. This video is about that initiative. Initially, she founded a non-profit organization, I Am That Girl that assists girls in developing their confidence, transforming their self-doubt into self-love and providing a safe space where girls could engage in conversations that matter.

Self-Assessment Exercises/Activities

Exercise 4.1

Write a 500-700 word essay reflecting on your own socialization as a gendered individual. Relate three major socialization experiences that you believe taught you to become the man or woman that you now are. Whatever you write will be treated strictly confidentially. You will get 2 points for this assignment. Due to this being a graded activity, there is no indicative answer at the end of this guide.

Recommended number of work hours for the student

Approx. 10 hours

TITLE:

The Contents and Origins of Gender Stereotypes

(5th Week)

Summary

This class picks up our discussion from the beginning of the first week and investigates the stereotypes that we discussed then in more detail.

Introductory Remarks

In this lesson, we will explore stereotyping in general as a shortcut of the brain for speed of information processing. Stereotypes provide order in an unorderly world and allow us to respond quickly to situations based on generalizations.

As we already saw in the material of our first week, there are many stereotypes regarding gender. We will explore stereotypes regarding thoughts and reasoning, behavior, emotions, skills, etc. and discuss the threats to self-actualization that these pose when internalized.

We will investigate some key areas where gender stereotypes lead to problems in the growth of men and women and may even pose dangers to both or either sex.

Lastly, we will discuss ways of revisiting the stereotypes and gradually reduce the intensity, extend and number of stereotypes in society.

Aims/Objectives

The central aim of this lesson is to clarify what a stereotype is, and alert the students to the ways that gender stereotypes limit the developmental capacities of individuals.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- explain the origin of stereotypes in general, and of gender stereotypes in particular
- name a number of examples of stereotypes for each group of stereotypes discussed
- discuss the consequences of stereotypes for inter-gender relations, as well as for each gender
- outline avenues of social change leading to a reduction of gender stereotypes in society

Key Words

stereotype	stereotype threat	subliminal gender stereotyping	glass ceiling	self-fulfilling prophecy	fear of success

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 5

  This chapter gives you a comprehensive introduction to stereotypes, which psychological mechanisms underlie them, how they work on those on who they are practiced, and how to reduce stereotyping in society.
- **Supplementary Sources/Material**
  Boys and Girls on Stereotypes. https://youtu.be/aTvGSstKd5Y?t=115

  Very nice look at gender stereotypes that children hold, but also at the distanced reflection they are capable of.

Self-Assessment Exercises/Activities

Exercise 5.1

Gender stereotypes in everyday life: for two weeks, collect instances of comments, expectations and behaviors around you that illustrate underlying gender stereotypes. Describe at least three instances, naming the stereotype that underlies it. Reflect on how you felt when encountering this.

Based on two research articles on the effects of gender stereotypes, write an 800-word essay in which you illustrate the research findings with your own experiences.

Recommended number of work hours for the student

Approx. 12 hours

TITLE:

Power, Sexism and Discrimination

(6th Week)

Summary

This lesson looks at power imbalances on the basis of gender, sexism in society and its effects on individuals, groups and categories, as well as at gender discrimination.

Introductory Remarks

In this lesson we will further the insights gained on stereotypes, and focus on sexism as a particular set of prejudiced attitudes. Sexism can be aimed at men as well as women, but in patriarchal society is part of the system of oppression of women and thus usually directed at them. We will explore the specific attributes of sexist attitudes (affective, behavioral and cognitive). To give these reflections a theoretical underpinning, we will employ labeling theory, conformity theory, authoritarian personality theory, realistic conflict theory, and social identity theory.

Sexism is one of the bases of power in patriarchal society. We will investigate the nature of power relations of the sexes; explore the mindsets that are created through internalized sexism to accept those power relations, and some of the manifestations of power imbalances.

While prejudice and sexism does not always lead to discrimination, it often does, or at least facilitates it. Therefore, the third part of this lesson looks at the relation between prejudice/sexism and gender discrimination, as well as manifestations of discrimination.

Lastly, we will look into micro- and macro-policies that serve to reduce sexism and eliminate discrimination.

Aims/Objectives

The aim of this lesson is to equip the students with the theoretical background to understand the emergence of sexism and its relation to power and discrimination.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- identify sexist attitudes
- outline theories on prejudice in general and sexism in particular
- differentiate between prejudice and discrimination
- describe discriminatory practices
- suggest ways forward to a less sexist and discriminatory society

Key Words

sexism	patriarchy	prejudice	discrimination	impostor syndrome

stigma	labelling theory	motivation	attitude	authoritarian personality theory
realistic conflict theory	stereotyping	social identity theory	conformity	

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 6

  In this chapter, you can follow through from the previous chapter in how stereotypes develop into differential power for different categories of people, with those with power being able to discriminate against those without.
- **Supplementary Sources/Material**
  Laura Bates (2013). Everyday Sexism.
  https://www.ted.com/talks/laura_bates_everyday_sexism

  Most women experience sexism and harassment on a regular basis—daily acts that are often ignored. With her Everyday Sexism Project, writer Laura Bates wanted to give women an outlet to speak up. In this fascinating talk, Laura talks about her inspiring initiative.

Self-Assessment Exercises/Activities

Exercise 6.1

Watch this TED talk: https://www.youtube.com/watch?v=YM1MBSczyzI . Reflect on Maureen Fitzgerald's speech. What does she say about the biases that women encounter?, Apply them to how you see your future. As a man, what will you do to make sure that the women around you can succeed? As a woman, what will you do to succeed? And what would you expect from society to help you in this?

This activity is graded with 2 points and thus has no indicative answer at the end of the study guide.

Recommended number of work hours for the student

Approx. 9 hours

TITLE:

Cognitive Abilities and Aptitudes

(7th Week)

Summary

This lesson introduces hormonal, physiological and social-psychological effects on cognitive functioning in relation to observed differences in cognitive abilities between men and women.

Introductory Remarks

Mental skills or cognitive abilities include attributes like perception, attention, memory (short-term or working and long-term), motor, language, visual and spatial processing, and executive functions. These cognitive attributes are different in males and females. Generally, females show advantages in verbal fluency, perceptual speed, accuracy and fine motor skills, while males outperform females in spatial, working memory and mathematical abilities. This lesson picks up on the issue of cognitive abilities on aptitudes outlined in lessons 3 and 4 and goes into depth, exploring hormonal, physiological and social-psychological reasons for these differences.

We will investigate sex differences in memory, executive functions (like attention, inhibition and self-regulation), processing speed, semantic perception, spatial abilities, verbal abilities and social cognition (e.g. empathy).

We will explore, inter alia, the effect of the menstrual cycle on women's cognitive abilities to illustrate hormonal causes.

Regarding social-psychological causes, we will employ our newly gained knowledge on stereotypes and sexism, as well as research on classroom interaction to demonstrate the role of social factors on the development of cognitive differences.

Lastly, we will look at evidence regarding the extent of the gender differences in terms of cognitive abilities and aptitudes, and changes that have occurred in recent years as gender inequality decreases.

Aims/Objectives

The aim of this lesson is to equip the students with arguments and insights into the complex interaction of biology and society in the creation of differing aptitudes and cognitive abilities.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- outline the general sex differences in cognitive abilities
- give detailed accounts of differences in more specific cognitive areas

- discuss the nature-nurture evidence on these issues
- critically assess the actual extent of the gender difference in cognition and aptitudes.

Key Words

cognition	aptitude	cognitive abilities vs. cognitive strategies	gender similarities hypothesis	social expectation
Latent cognitive abilities				

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 7

  This chapter investigates if there are any difference in the cognitive abilities and aptitudes between the genders.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 7.1

Go to the revision quiz on Chapters 1-7 which will be posted in Blackboard. You will be given instructions there.

This is a self-grading quiz, which will give you the correct answers after the deadline expires, therefore there are no answers in the “indicative answer” section at the end of this guide.

Recommended number of work hours for the student

Approx. 9 hours

TITLE:

Language, Communication and Emotion

(8th Week)

Summary

This lesson outlines major differences in language use and communication strategies between the sexes. It also investigates emotional dissimilarities.

Introductory Remarks

We will start this lesson with a brief investigation of sexisms in language, as a brief revision of lesson 6, as well as a general sensitization to the power of language on people's thoughts and emotions.

The main part of the lesson deals with how men and women use language differently and employ significantly different communication strategies. We will learn about genderlects as described by Deborah Tannen, and the communication between men and women being a form of inter-cultural communication. We will also analyze the gender differences in talking: which linguistic means lead to "rapport-talk", and which to "report-talk". We will then investigate the consequences of these different communication styles and identify in which situations each style should be used.

After that, we will look into evidence on how the use of language (e.g. action verbs vs adjectives, or levels of concreteness) can affect the creation of biases.

The second section of this lesson deals with emotional differences between the sexes. This is linked to communication, since emotions are often expressed, and this is where they become visible. We will therefore also look at differences in the expression of emotions. Men have been found to have a more restrictive emotionality. This has consequences on mental health. It also leads to men expressing their emotions less frequently than women do. Women are also described as more accurate in their expression of emotions, except when the emotion is anger or contempt.

We will critically assess the role of nurture in regards to communication and emotions.

Aims/Objectives

This chapter aims at familiarizing the students with sexism in language, as well as outlining the findings on differences in emotional expression, communication and language use between men and women.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- outline the sexism built into language
- identify key differences in language used by men and by women
- describe gender specific communication strategies and their consequences for the communicators

- sum up the findings on the employment of seemingly non-sexist language as a primer for development of out-group feelings and stereotypes
- discuss the relation between communication strategies and emotional expression of the sexes

Key Words

semantic derogation	linguistic generics	genderlects	rapport-talk	report-talk
power-talk	linguistic intergroup bias	linguistic expectancy bias	restrictive emotionality	

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 8

  This chapter investigates how gender is shapes language, communication and emotion.

Self-Assessment Exercises/Activities

Exercise 8.1

Keep a diary for this week, in which you write down several times a day, ideally immediately after a communication situation, how you communicated. Reflect on your findings and assess, if you behaved gender-aligned, or gender-untypical. Do you feel free to use communication styles as they serve your ends in a situation, or are you caught up in your masculinity or femininity? Have you seen a change in your communication strategies as the week went by – i.e. has becoming conscious of gendered patterns empowered you to transgress them? Write a 500-600 word essay on your findings. You can get 2 points for this activity. This is a graded activity, and thus as no indicative answers.

Recommended number of work hours for the student

Approx. 9 hours

TITLE:

Sexual Orientation and Sexuality

(9th Week)

Summary

In the center of this lesson stand the similarities of prejudice and discrimination applied to persons of differing sexual orientation and to women, but also specific challenges these groups face.

Introductory Remarks

This lesson applies much of what we have investigated thus far to atypical sexual orientations and behaviors.

LGBTIQ* people face their respective stereotypes and prejudices, called homophobia and heterosexism if applied to homosexual and bisexual people, and they are seriously discriminated against. We will explore the history of dealing with homosexuality in the science of psychology, where variant sexual orientations were seen as pathological and maybe curable for a long time. Homosexuality was only removed from the list of mental disorders in 1973. Then we will look at the specific stigma that

We will then look at the feedback loop created by the stereotypes applied to homosexual people and the workings of this stigma on coping strategies, potential identities and behavior patterns.

Kinsey's and Klein's models for measuring sexual orientation will be discussed in depth.

We will also revisit issues like communication and emotions, cognitive abilities and aptitudes in relation to sexual orientation, and relate recent research findings on these areas.

Aims/Objectives

This lesson aims at raising awareness in the students as to the specific challenges of persons with variant sexual orientations, and equipping them with tools to assess sexual orientation.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- discuss the history of psychological thinking on issues of sexual orientation
- identify social stereotypes in relation to sexual orientation
- describe the interrelation between those stereotypes and potential "gay identities" and "gay behavior patterns", using the concept of stigma
- compare and contrast Kinsey's and Klein's models for measuring sexual orientation
- outline recent findings on cognition and communication in relation to sexual orientation

Key Words

sexual orientation	heterosexuality	homosexuality	bisexuality	lesbian	gay
homophobia	heterosexism	hegemonic masculinity	Kinsey continuum	Klein sexual orientation grid	coming out
stigma	LGBTQI*				

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 9

  How sexual orientation and sexuality interrelate with gender is explored in this chapter.

Self-Assessment Exercises/Activities

Exercise 9.1:. Compare the Kinsey Continuum with Klein's Sexual Orientation Profile and assess the relative advantages of each.

After completing the task, you can check the possible criteria that you may have used in the "indicative answer" section at the end of this guide.

Recommended number of work hours for the student

Approx. 9 hours

TITLE:

Interpersonal Relationships

(10th Week)

Summary

This lesson centers around interpersonal relationships as shaped by the previously discussed gender issues, in particular intimacy needs, power and communication.

Introductory Remarks

In this lesson, we apply what we have learnt about power and communication to the workings of interpersonal relationships. The internalized sexism and gender roles distinctively shape interpersonal relationships. While we will look at the specific relationships in the more structural contexts of work and the home in next week's lesson, here we will explore gender differences in building and maintaining intimate relationships and friendships. We will focus on differential intimacy needs, on awareness of relationship work processes, disclosure and relationship maintenance. We will then investigate gender specific patterns and strategies in dissolving relationships. We will learn about the stages of relationship termination. There will also be a section on the specific relationship issues of LGBT persons, e.g. the challenge of homo-negativity.

The other area of interpersonal relationships to be explored is the parent-child relationship. As opposed to when looking at socialization in week 4, when we looked at the child, we will here focus on the parent, and analyze gender differences in parenting strategies. As we are talking about family relationships, we will also investigate gender differences in sibling relationships.

Pathological relationships will concern us, and we will explore various types of these.

Lastly, we will look at the more instrumental relationships, for example between colleagues, and re-investigate issues of power and communication patterns.

Aims/Objectives

The aim of this lesson is to make the students aware of relationship dynamics in relation to gender.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- outline the gender specific strategies on building, maintaining and terminating a romantic relationship.

- differentiate between women's and men's intimacy needs and expressions of intimacy
- contrast "typical" male vs. female friendships and discuss inter-sex friendships
- describe the differences between male and female parenting
- investigate sibling relationships as gender is concerned
- recognize relationship pathologies
- apply their knowledge of gendered power and communication skills in relation to non-intimate, instrumental interpersonal relationships.

Key Words

romance	Platonic love	reciprocity	commitment	attachment	companionate love
intimacy	significant other	homo-negativity	relational self	dominance	pathologic relationship
abusive relationship	codependent relationship	narcissistic relationship	relationship satisfaction		

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 10

  This chapter explores the impact of gender on interpersonal relationships.

- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 10.1

You will find four case studies in the "Relationship Pathologies" exercise on Blackboard. Identify what type(s) of pathology are present in each, and give the reasons for your choice. After completing the task, you can check the possible criteria that you may have used in the "indicative answer" section at the end of this guide.

Recommended number of work hours for the student

Approx. 10 hours

TITLE:

Work and Home

(11th Week)

Summary

In this lesson, the focus is on gender in the institutional contexts of work and the family.

Introductory Remarks

While we were looking at interpersonal relationships in the previous lesson, we will now look at these relationships in their institutional context. We will investigate two such contexts: work and the family.

Gender role assumptions shape family life very fundamentally. While some degree of gender equality has been reached at work (with great differences between societies and in different economic sectors), the family remains a bastion of patriarchy for many women. Women work about 15 hours more per week than men do, if housework is probably accounted for. The household tasks that men perform are also significantly different from those that women do. We will investigate these structural issues and look at how couples and families navigate them in practice, as role attributions by gender start being more negotiable.

While there are fewer traditional gender assumptions in the work place, or at least they are no longer openly expressed, there are the phenomena of workplace segregation, an earnings gap and the glass ceiling. Women are choosing or are channeled into certain professions more than others, often in line with traditional gender roles, like that of caregiver. These jobs tend to receive lower pay and prestige than traditionally male dominated professions. Women are also not promoted as often as men, and are notoriously underrepresented in high-level leadership. We will investigate proposed reasons for this, critically analyze them, and outline recent changes and avenues for improvement.

Aims/Objectives

This lesson aims at alerting the student to structural-cultural bases of inequality at the examples of the institutions of work and the family.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- outline gender-specific family experiences and family roles
- identify the structural-cultural reasons for these
- describe the gender gap in the economy, and the work environment specifically
- discuss probable reasons for that gender gap
- propose social actions that may remedy these inequalities

Key Words

double work load	role attribution	role negotiation	goodness of fit	workplace segregation
glass ceiling	glass elevator	fear of success	earnings gap	affirmative action

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 11

  In this chapter you will learn how gender shapes people's work roles and family roles.

- **Supplementary Sources/Material**
  Michael Kimmel, (2015). Why Gender Equality is Good for Everyone – Men Included.
  https://www.ted.com/talks/michael_kimmel_why_gender_equality_is_good_for_everyone_men_included

  This is an inspiring TED Talk by a famous male feminist and academic in men's studies.

Self-Assessment Exercises/Activities

Exercise 11.1

This exercise is a group assignment. You will be allocated to a group who will produce a blog illustrating diversity of sexualities. In the construction of the blog, research as well as activist sources must be used. The aim is a blog that produces a well-informed picture of sexual diversity, and it may have an activist tone in itself, if you wish.

The assignment for this week is the second 20% assignment. No guidelines/answers are given due to the assignment being graded.

Recommended number of work hours for the student

Approx.. 12 hours

TITLE:

Gender and Physical and Psychological Health

(12th Week)

Summary

This lesson looks at gender differences in physical and psychological health, using a multi-disciplinary perspective.

Introductory Remarks

In this lesson, we are back at the nature-nurture debate. This time we will investigate health issues, both physical and psychological.

There is strong evidence that there are biological parameters that have an impact on our health, and as men and women differ biologically (e.g. in hormone levels), they will be affected by different illnesses.

But men and women also live different lives, with different risk-taking behaviors and health promoting behaviors. They have different stressors and emotional experiences, which can also affect physical as well as psychological health. Morbidity rates and mortality rates tell a powerful tale here.

We will look at some of these gender differences concerning risk of illness and disorders.

We will then investigate differential access to health care; there may be more health care provision for one sex, or differing gender roles and other societal norms may prevent one sex more from seeking medical help. Indeed, there is evidence that while women's health is neglected in most developing countries, women's reproductive functions are over-medicalized in the rich countries. On the other hand, men tend to acknowledge health problems later than women and often seek help much too late. Even medications have an aspect of gender to them, as you will see in your assignment.

Lastly, we will focus on psychological health issues and delineate gender differences in having in-born disorders or developing disorders, and the differences in seeking and accepting help and treatment.

Aims/Objectives

The aim of this lesson is to sensitize the students to gender differences in seeking and accepting health care (whether physical or psychological), as well as the different prevalence of morbidity and mortality.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- identify and describe biological, psychological and social reasons for different morbidity and mortality rates of men and women
- critically assess the provision and acceptance of health care by gender
- describe gender differences in regards to mental and psychological disorders

Key Words

morbidity	mortality	sick role	myocardial infarction	osteoporosis	autism
depression	clinical trials	prevention	occupational hazards		

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapters 12 and 13

  In these chapters, you will be given major differences between men and women on issues of health, both physical and psychological.

- **Supplementary Sources/Material**

European Institute for Gender Equality. Health – Relevance of Gender in the Policy Area. https://eige.europa.eu/gender-mainstreaming/policy-areas/health

Self-Assessment Exercises/Activities

Exercise 12.1

Watch this TED talk: https://www.ted.com/talks/alyson_mcgregor_why_medicine_often_has_dangerous_side_effects_for_women . Write a summary of what you have learnt about gender and medicines.

This activity is graded with 2 points and thus has no indicative answer at the end of the study guide.

Recommended number of work hours for the student

Approx.. 8 hours

TITLE:

Aggression and Violence

(13th Week)

Summary

The aim of this lesson is to alert the student to behavioral differences in regards to aggression and violence, as well as gendered victimization.

Introductory Remarks

This last lesson focuses on aggression and violence, which is of course closely linked to lesson 8 on communication and lesson 7 on cognition and to lesson 4 on gender socialization. We learnt in this course that men have differential cognitive abilities, different communication styles, different access to their emotions, and different impulse controls.

It is not surprising, on the basis of this information, that men are more likely to display aggressive behaviors and externalize this more into violent behaviors, while women tend to be indirectly aggressive or auto-aggressive. No differences have been found on verbal aggressiveness.

This lesson therefore also expands lesson 12 on health differences with an analysis of gender-based violence and its consequences.

We will critically investigate the proposed reasons for the gender differences in aggression. We will also assess the relative harm that various aggressive behaviors can cause.

In regards to gender-based violence, we will focus on rape and learn about offender profiles, rape myths as well as rape trauma and its treatment.

Lastly, we will look at sexual harassment, analyze its relation to aggression, and outline prevention and coping strategies.

Aims/Objectives

The aim of this lesson is to inform students about forms of aggression and their underlying reasons, the prevalence of gender-based violence, rape and harassment and psychological assessments and intervention.

Learning Outcomes

After studying the material of this lesson, the student should be able to

- describe gender differences in aggression and violence
- critically discuss biological, psychological and social theories explaining the reasons for these differences
- describe the typical profile of a rapist
- delineate victim reactions
- outline the rape trauma syndrome and interventions possible
- discuss the aggression side of sexual harassment and its consequences and prevention.

Key Words

aggression scores	physical aggression	verbal aggression	indirect aggression	rape myth	rapist psychopathology
victim precipitation theory	rape trauma syndrome	silent rape reaction	marital rape	PTSD	sexual harassment

Annotated Bibliography

- **Basic Sources/Material**
  The Psychology of Sex & Gender, (2018). Jennifer Bosson, Joseph Vandello, & Camille Buckner. Sage Publications. Chapter 14

  This chapter outlines how the sexes may differ in their propensity toward violence and dominance, but also how some violent or dominant behaviors are gendered.
- **Supplementary Sources/Material**

Self-Assessment Exercises/Activities

Exercise 13.1

Ashley Judd, the actress and activist, gave a very inspiring TED talk about online misogyny. Watch it here: https://www.ted.com/talks/ashley_judd_how_online_abuse_of_women_has_spiraled_out_of_control?referrer=playlist-the_conversation_around_sexual_assault#t-64003.

After summing up her arguments, reflect on your own stance to online misogyny: have you had any personal experience with it, as a gamer maybe, or a Facebook and Instagram user? How do you think the victim feels when being at the receiving end? What is it about online communications that allows aggression to flow in such an unbridled manner? What can we do about this?

After completing the task, you can check the possible criteria that you may have used in the “indicative answer” section at the end of this guide.

Recommended number of work hours for the student

Approx.. 8 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately …30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Introducing Sex and Gender

(1st Week)

Exercise 1.1: No answers provided, since this is a graded activity.

Title: Studying Sex and Gender

(2nd Week)

Exercise 2.1 : .

Freud on Gender: a brief reminder:

- Anatomy is destiny
- Gender development takes place during the phallic stage
- Boys experience the Oedipus complex, identify with their father, and take on a male gender role, distancing themselves from the mother and their femininity.
- Girls experience the Electra complex and identify with their mother and take on a female gender role.
- The role of the penis: boys see girls and are afraid that their sexual competitor, the father, will castrate them in case they act on their desire for their mother (castration anxiety), while girls see their "lack" of a penis and develop penis envy. The only way for the girl to (temporarily) get a penis is through the sexual act.
- He believed that women's lives were dominated by their sexual reproductive functions
- Female psychoanalysts such as Karen Horney and other feminist thinkers have described his ideas as distorted and condescending. Horney proposed that boys were traumatized by society demanding their separation from the mother, and that men had a "womb envy"

Title: The Nature and Nurture of Sex and Gender

(3rd Week)

Exercise 3.1: Nature and Nurture and the Human Brain

In this little essay, you would have outlined the major differences between the "male" brain and the "female" brain: women's brains are smaller, the brain is less lateralized, the hemispheres are more integrated through a thicker corpus callosum. This may contribute to the finding that women on average are better in expressing their emotions and verbal skills while men better at visual-spatial skills. However, you might also have mentioned that our socialization experiences differ and that boys are usually given stimuli that enhance visual-spatial skills (team sports, more rough-play), while girls are

talked and sung to a lot and are generally encouraged more to express their emotions (e.g. by playing with dolls)

Title: Gender Development

(4th Week)

Exercise 4.1: No answers provided, since this is a graded activity.

Title: The Contents and Origins of Gender Stereotypes

(5th Week)

Exercise 5.1: Gender stereotypes in everyday life

The first 20-point assignment, since it is a graded assignment, does not have an indicative answer.

Title: Power, Sexism and Discrimination

(6th Week)

Exercise 6.1: No answers provided, since this is a graded activity.

Title: Cognitive Abilities and Aptitudes

(7th Week)

Exercise 7.1:

Revision quiz Chapters 1-7. This is a self-grading quiz, which will give you the correct answers after the deadline expires, therefore there are no answers provided here.

Title: Language, Communication and Emotion

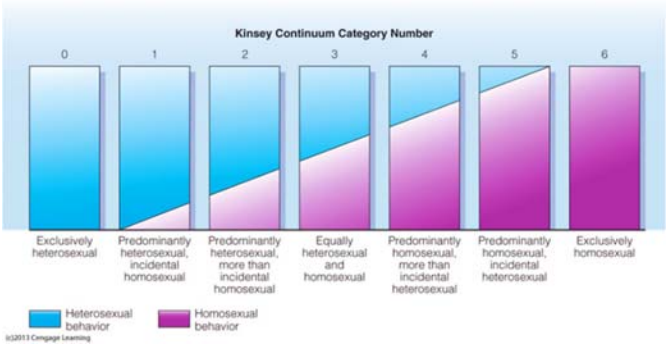
(8th Week)

Exercise 8.1: No answers provided, since this is a graded activity.

Title: Sexual Orientation and Sexuality

(9th Week)

Exercise 9.1:.Comparing the Kinsey Continuum with Klein's Sexual Orientation Profile



	Past	Present	Ideal
A. Sexual attraction			
B. Sexual behavior			
C. Sexual fantasies			
D. Emotional preference			
E. Social preference			
F. Self-identification			
G. Heterosexual/homosexual lifestyle			

0 = other sex only
1 = mostly other sex, incidental same sex
2 = mostly other sex, more than incidental same sex
3 = both sexes equally
4 = mostly same sex, more than incidental other sex
5 = mostly same sex, incidental other sex
6 = same sex only

You will have identified the more refined character of Klein's model, which does not take sexual orientation as static, but inserts the possibility of changes over time. His model also differentiates between different parameters of sexual orientation. It is, of course, much harder to apply and analyze the data gained with his model.

Title: Interpersonal Relationships

(10th Week)

Exercise 10.1: Relationship Pathologies

Case 1: Abusive and co-dependent: Norma is an alcoholic. She regularly messes up the couple's plans, she swears at Jane and recently started with physical violence (hence abusive). Jane is convinced that her love to Norma must withstand all this, because she is certain that through her love she will be able of get Norma off the alcohol. While she pleads with Norma to seek help from an addiction counselor, she is not at all assertive about this, and she even brings home alcohol with her grocery shopping in an effort to keep peace (codependency).

Case 2: Abusive: John is permanently controlling Peter's whereabouts, gives him trouble every time Peter meets with someone, is stalking him on the internet and in real life. Although they share a common household, with Peter doing the home-making, John makes Peter beg for every Euro, even for household expenses. John also diminishes Peter in front of friends and family.

Case 3: Narcissistic: Anthony thinks only about himself. The relationship for him is a way to boost himself, by having Louise as his mirror. He demands her admiration and consideration at all times. He is also manipulative when he is "nice" with her, since he does this only to re-kindle her devotion to him.

Case 4: Codependent: Maura has no self-confidence whatsoever. Her every thought is about her daughter, whose every whim she indulges. She cannot bear being without her

and barely survives the hours where Jemima is at school. Maura does not take any care of her appearance or even her health problems, because that would distract her from focusing on her daughter. This is a form of relationship addiction.

Title: Work and Home

(11th Week)

Exercise 11.1: The assignment for this week is the second 20% assignment. No guidelines/answers are given due to the assignment being graded.

Title: Gender and Physical and Psychological Health

(12th Week)

Exercise 12.1: No answers provided, since this is a graded activity.

Title: Aggression and Violence

(13th Week)

Exercise 13.1: Online Misogyny

Summing up the speech: look at the transcript that is given in the link that you received to check, or listen to the speech once more.

Much of the reflection is of course really personal, but there is a suggested answer for the last part: the internet in “faceless”: people can hide behind pseudonyms and avatars, and that reduces their feeling of accountability. They can also not see their communication partner, so their empathy is not activated. The worrying thing is that it has been demonstrated that repeated non-empathic expression, and being in an environment of many so inclined individuals, our empathy can be numbed, and we can get ever more abusive There is plenty of research on this – here is one example: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5649199/.

We need to work on each other to reduce this effect, hold each other accountable, and be a positive presence and role model in our online interactions. We need to think, and then write, and never just piggyback on someone’s abusive comment, but even if we express our agreement with the sentiment, call to order the person with who we agree.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC245	Feedback form						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor				**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European
University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Human Relations

Course Information

Institution	**European University Cyprus**		
Program of Study	**Psychology**		
Course	**PSC135**	**Human Relations**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: 3	Face to Face: -	Web based Teleconferences: 3
Number of Assignments	12 individual evaluated exercises 3 self-evaluated exercises		
Evaluation	Assignments 50%	Final Exam 50%	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr. Andreas Philaretou
Editing & Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1st TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

The undergraduate program in psychology has to do with examining, understanding, and explaining various psychological phenomena and the various manifestations of normal and abnormal behavior at both the individual and group level. The psychologist is the scientist whose ultimate goal is the prognosis, diagnosis, and alleviation of psychological problems. The psychologist has to exhibit genuine respect and concern for individuals including their needs and idiosyncrasies. He/she ought to offer objective judgment and evaluation without prejudice, as well as to have patience, cool mindedness, persuasion, and communicative skills so as to become accepted by the individuals who seek his/her services. Responsibility, professionalism, and secrecy should also constitute indispensable personal attributes of the practicing psychologist.

A Bachelor in psychology equips students with a thorough grounding in both theory and practice. The program focuses on understanding how people think, develop, and interact. Students learn how the brain works, how it changes with age, and how humans perceive and interpret behavior. The program also emphasizes the social aspects of psychology, as well as the qualitative and quantitative skills required for research and practice in the field.

In general, the objectives of the Bachelor in psychology include: (a) developing the student's capacity to think, write and speak effectively and creatively, (b) developing an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities to community and country, (c) developing the students analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations, (d) building breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements, (e) providing the student with the basic requirements for academic and/or career advancement. In particular, the Bachelor in psychology, helps: (a) provide the students with a solid training in psychology and its methods, (b) foster awareness of contemporary developments and issues in psychology, (c) prepare students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services, (d) provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines. Such preparation can lead to professions in a wide range of specialized fields, such as, within: mental health, applied research, education, and human resources management.

Presentation of the Course through the Study Guide

- **Short description & objectives**

This course is designed to provide, through theory and practice, an appreciation of various aspects of human relations in work and life settings. Topics include basic processes underlying behavior: personality, motivation, communication, perception; forms of interpersonal behavior: social influence, leadership, group processes, conflict; strategies for promoting interpersonal competence; problems of the workplace: stress, prejudice, discrimination. The course includes an experiential component.

In particular, the various topics are outlined as: (a) The Communication Process, filters; styles of communication, effect on interpersonal relations in organizations, and communication style bias, (b) Attitudes, role in personal and organizational success, (c) Perceptual Processes, social perception and impression formation, (d) Nature of motivation, motivation in workplace, enhancing motivation at work, (e) Theories of Personality, impact of personality in workplace, social skills, self-concept and self-esteem, (f) Interpersonal Relations, need for affiliation, interpersonal attraction, liking, friendship and love, (g) Persuasion, Influence and Power, determinants of successful and unsuccessful persuasion, self-persuasion and cognitive dissonance, (h) Leadership, approaches to understanding leadership, (i) Group Behavior and Influence, why people join groups, group socialization and development, (j) Conflict and Conflict Resolution, importance of coordination in organizations, competition and cooperation, (k) Special Problems and Challenges in Workplace, stress and coping with personal and professional life changes, (l) Planning for Success, making a career choice, career development.

Recommended student work time

Approximately 5 hours (including the study of the guide)

TITLE:

Introduction: Language & Meaning as Context for Human Relationships

(1st Week)

Summary

Generally speaking, the role of culture, personal meaning systems, communication systems, audiences for our behavior, and non-verbal communication, all come to affect (facilitate and limit) what we do and our relations with others. A considerable degree of our relating is influenced by our own culture, such as how we relate to friends, family, and strangers, yet, we are not always aware of it since we are immersed in our culture and unaware of its influence on us. A lot of should and shouldn't; dos and don'ts are generated by our sociocultural environment, propagated by the media, and finally come to affect our relations with others.

Introductory Remarks

This week, we will attempt to investigate the importance of communication in human relationships. In particular, language—or the sociocultural construction of language—represents an important basis for establishing ways in which we conduct human relationships and judge their quality. Language is not neutral or just a medium of transmission but actively structures meanings about the human relationships that we seek to understand or perform. Human relationships have to be examined by first considering language and talk, which are the broad public contexts of relating.

Talking is fundamental for any kind of relationship at any stage of development as it is the primary vehicle for creating change in relationships, expressing emotion, handling conflict, and indicating love and affection. Talk presents to the world and our audiences our own way of looking at the world and it attempts to convince others to endorse that view; all talk is persuasive in nature. Indirect talk (paralanguage) and non-verbal communication are also very important in affecting human relations. Examples of paralanguage include: tones of voice, body language, facial expressions, silence, smiles, touch, eyes, bodily postures, body spacing, etc.

Non-verbal communication serves five important functions: (a) to provide accurate information to others about ourselves, (b) to regulate interaction, (c) to express intimacy and emotional closeness in relationships, (d) to attempt social control, (e) to engage in a service task function (that is, to depersonalize certain contacts that would otherwise be considered intimate).

Partners in intimate relationships develop private languages and personal idioms to personalize their relationship, such as: (a) nicknames for the partners, (b) expressions of affection and terms of endearment, (c) labels of other people outside of the relationship, (d) confrontations, (e) requests and routines, (f) sexual references and euphemisms, (g) sexual invitations, and (h) teasing insults.

Aims/Objectives

The aim of this lesson is to provide explanations as to the importance of language (or the social construction of language), which represents a very important basis to explain the mechanisms of human relationships and the various factors affecting their quality. Human relationships have to be examined by first considering language and talk, which are the broad public contexts of relating. Attempts to focus explanations for relationship processes by examining only the inside of the relationship or the individual partners' choices and emotions are incomplete and limiting because they ignore important social, cultural, and historical contexts as well as the importance of language.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Formulate appropriate language and communication skills for promoting interpersonal competence.
- Identify the various communication processes through which effective human adaptation takes place in challenging relationships.
- Apply the linkages between the typical human developmental processes that individuals go through during the course of their lifetime and interpersonal interaction patterns.

Key Words

Communication	Interactions	Meaning	Adaptation		

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 1, pp. 5-35. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 1.1

Communication is the most important aspect of human relationships. Do you agree or disagree and why?

Recommended number of work hours for the student

8

TITLE:

Divorce & its Impact on the Lives of Children

(2nd Week)

Summary

Generally speaking, divorce is not just an event that happens overnight, but a transformational experience that takes time to evolve and crystallize. There are many reasons for divorce, such as: (a) demographic (race, ethnicity, gender, religion, etc.), personality traits (that is, sociability, optimism, activity, productivity, etc.), (b) quality of human interactions, and (c) interpersonal relationship mechanisms. The dramatic increase of divorce in developed affluent nations may be due to: (a) rapid industrialization and urbanization, which have undermined the traditional functions of the family, (b) the exponential rise of individualism and the pursuit of personal happiness, which have brought unrealistic expectations in people's lives, (c) an increased emphasis on romantic love and sexuality, relationship aspects which are impossible to achieve, and (d) lower sociocultural stigma and legal ease of divorce.

Introductory Remarks

This week, we will investigate the different reasons and types of divorce, as well as the impact of divorce on the lives of children. Divorce could be: (1) normal whereby the partners successfully detach from their: (a) daily roles/routines of their married lives, (b) emotional bond between them, and (c) legal roles, or, (2) abnormal, whereby at least one aspect of their emotional, daily, or legal detachment fails to take place successfully.

Common reasons for divorce include: (a) partners' marrying at a relatively young age, (b) before marriage pregnancy or birth, (c) low socioeconomic status, such as income and level of education, (d) presence of divorce in one or both spouses' family of origin and/or either one or both spouses were previously divorced, (e) long-term cohabitation prior to marriage, especially with multiple partners, (f) low religious participation, (g) absence of children and/or only female children present, and (h) spouses don't participate in common activities with one another. In addition, research findings consistently point that there is a positive correlation between husbands' income and marital stability when wives do not work, while men's unemployment has a negative effect.

Some studies have associated personality factors with increased probability of divorce, such as depression, other mental or psychological problems, drug and/or alcohol abuse, antisocial tendencies, addictions, etc. Family researchers call these selection factors, because spouses with serious personal and/or social problems find it exceedingly hard to function in healthy and stable marriages and ultimately get "selected out" of such marriages.

Aims/Objectives

This lesson aims at explaining divorce as the break-up of a dysfunctional marriage with long-term negative consequences, such as legal obligations for alimony and child support, children's adjustment, lack of trust, and considerable psychological and emotional stigma that passes on to the partners' future relationships. The negative impact of divorce on a child varies: (a) according to their age, gender, maturity level, psychological health, (b) on whether or not other supportive adults are able to be a regular part of the child's life, and (c) on how skillfully and compassionately parents handle or mishandle their interactions with each other and their children after the divorce. Children may undergo any or all of the following grief reactions during a divorce: (a) denial and silence, which is an attempt by children to convince themselves that the divorce is really not happening and that the problem will just go away, (b) regression because of the inability of the child to master the new anxiety, which will throw it back to earlier stages of development, (c) bodily distress consisting of expressions of physical and behavioral complaints of psychosomatic nature, and (d) hostility and guilt, including angry acts and feelings that arise as the child tries to overcome frustration through revenge.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe the various mechanisms through which the typical and atypical aspects of human personality tend to affect the divorce process as they evolve during the crystallization period of the divorce.
- Demonstrate sympathetic understanding towards the plight of divorced individuals as well as develop practical sensitivity skills for perspective taking so as to enable the adjustment of children after the divorce.
- Apply the linkages between the atypical human developmental process of divorce that an individual may go through during the course of his/her lifetime and interpersonal interaction patterns.

Key Words

Divorce	Children	Sympathetic Understanding	Depression	Adjustment	

Annotated Bibliogaphy

Basic Sources/Material

Human Relationships, (2014), Chapter 2, pp. 40-55. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 2.1

The number of divorces have increased dramatically in the past few decades in the Greek-Cypriot society. Do you agree or disagree and why?

Recommended number of work hours for the student

8

TITLE:

Social Emotions: Communication and Feelings about other People

(3rd Week)

Summary

Many of the feelings/emotions that we experience in our interpersonal relationships are contextually/situationally driven and are not “pure feelings.” They are not just internal subconscious disturbances but are determined by outside contexts, such as culture, society, family, and workplace. Some argue that there is no such thing as pure intrapersonal emotion but merely excitation states that are labeled, for example as anger or joy, depending on the best fit with the social surroundings. Others propose that emotions are only generated through communication and languaging, and that they are the distinguishing human attributes through which human life is defined, such as when we are exhilarated, depressed, shy, lonely, jealous, or in love.

Introductory Remarks

This week we will attempt to investigate social emotions as they evolve through everyday interpersonal relationships in the specific socio-cultural environment where people live. What we do in our close relationships is to manage our emotions and handle them the best way we can in comparison with those expressed by our partners. Some universally found emotions include fear and joy but the intensity/mode of their expression is socio-culturally defined. Social emotions summarize our feelings about someone using culturally approved terminology and culturally accepted explanations for the basis of relationships. They are not just fleeting physiological experiences but are organized, long-term socio-culturally and historically defined behavioral creations that routinize and bring sense to the unfinished business of interpersonal relationships (friendships and intimate relationships).

The power of emotions is nowhere more apparent than in the description of love whereby we use some obscure/complex metaphors and cultural meanings, such as sugar, honey, baby, burning desire, etc. The negative emotion in relationships (like jealousy) is often quite unpleasant because it affects our self-esteem and sense of competence. In fact, jealousy has cognitive, emotional, and behavioral components. Jealousy is a negative feeling that we experience when our partner “steps out” of the relationship or when we think he/she might. Five types exist: possessive, exclusive, competitive, egotistical, and fearful. Jealousy may also be defined as a loss of control over our partner’s feelings for us resulting in our experiencing a hurt/anger.

Aims/Objectives

The aim of this lesson is to provide detailed explanations as to the intricacies of human emotional expression as the best medium of communication among individuals. The development of a successful relationship with someone involves the cultivation of social

emotional expression mechanisms that encourage partner exploration, competence, integration of incoherent experiences, and extension of awareness, all of which result in the development of a deeply satisfying, lasting, secure, and enriching relationship.

Loneliness and shyness are examples of negative emotional states whereby: (a) the former refers to the discrepancy between what we are doing and what we expect or hope to do, as well as how many social contacts we have and how many we desire to have, and (b) the latter is characterized by social anxiety and inhibition and is caused by an anticipation of a discrepancy between a person's desired self-image and the way he/she is projecting it so that the actual projection falls short of the desired one.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify the various universally found emotions through which effective interpersonal communication and adjustment takes place within the context of socio-culturally and psychologically challenging environments that characterize the lives of people.
- Manage their emotional development so as to develop sympathetic understanding towards the plight of other individuals as well as develop practical sensitivity skills for perspective taking so as to improve their interpersonal relationships.

Key Words

Emotions	Communication	Adjustment	Interpersonal Relationships		

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 3, pp. 60-85. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 3.1

Do you believe that individuals ought to express their emotions as they come to them or should they exercise control over them instead?

Recommended number of work hours for the student

8

TITLE:

Attraction, Love, & Close Relationships

(4th Week)

Summary

The need to belong is a basic human motivating factor for the formation and continuation of close interpersonal relationships. The subjective experience of love has at least three components: (a) relational labels/constructs, like commitment and security, (b) physiological labels, such as feelings of nervousness/warmth, and (c) behavior and nonverbal communication (NVC), such as doing things together or ways of looking at each other. Although men and women report experiencing the same levels of intensity of love, men tend to be FILOs (First in Love & Last out of Love) and women LIFOs (Last in Love & First out of Love).

Introductory Remarks

This week, we will attempt to investigate the different types of attraction, passion, and love. Evidence exists for six types of love experience: (a) collaborative love, (b) active love, (c) intuitive love (ability to communicate feelings through NVC), (d) committed love, (e) romantic love (feeling good love), and (f) expressive love (telling the other person about one's feelings). Love can also be distinguished across 6 sub-types: (a) Eros (romantic love) characterized by intense physiological arousal, (b) Ludus (game-playing love) characterized by lots of fun, flirting, guessing, etc., (c) Storge (friendship love) based on caring, respect, and similarities, (d) Pragma (logical love) based on realism and thoughtfulness and whether a partner is a good prospect, (e) Mania (possessive, dependent love) characterized by uncertainly, anxiety, jealousy, and trouble, and (f) Agape (all-giving, selfless love) characterized by unconditional compassion as preached by Jesus, Gandhi, and Buddha; most people report brief agapic episodes.

Maslow distinguished between B (for being) love (positive and independent kind of love), from D (for dependency) love (the neediness and negative oriented type). Another distinction is between passionate (characterized by physiological arousal/excitement and usually experienced by young lovers) and companionate love (characterized by commitment/togetherness and usually experienced by long-term marital partners). In general, love is both a felt emotion and an expression of that feeling in the behavior which we communicate to partners, and to the outside world, that we love them. This is usually achieved through the expression of "Tie Signs," such as: wedding rings, holding hands, embraces, etc.

Aims/Objectives

The aim of this lesson is to provide explanations of the different types of love relationships invididuals initiate in order to avoid loneliness and for the improvement of their psychological and emotional health. The development of a relationship with someone who encourages partner exploration, competence, integration of incoherent experiences, and extension of awareness results in the development of a deeply satisfying, enriching, and loving relationship. Part of falling in love is an increased binding together of the habits of daily life and a developing routine interdependence.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Develop various attitudes, beliefs, and behaviors, which have to do with attraction, passion, and love, as well as practical skills for cultivating the emotion of love, compassion, and understanding, so as to better connect with their loved ones around them.
- Develop the necessary verbal and non-verbal communication skills for promoting interpersonal communication.

Key Words

Love	Attraction	Erotic	Passion	Closeness	

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 4, pp. 85-105. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 4.1

Do you believe that there could exist “real unconditional” love between two people in today’s highly individualistic and materialistic societies, just as it was preached by our Lord Jesus Chirst? Explain.

Recommended number of work hours for the student

8

TITLE:

Relationships with Relations, Families, & Socialization

(5th Week)

Sumamry

The definition of family is subjective as it is expanded or contracted by its members to define a set of interpersonal relationships determined by biology, adoption, marriage, and social designation even in the absence of contact or effective involvement and even after death. The family is the most physically violent group or institution that a typical person is likely to encounter. Between 50% and 67% of first marriages end in divorce. This is because excessive demands are placed on family members, such as the stresses/strains of two career families and more importantly the unrealistic expectation that spouses will be caring friends, satisfying lovers, and mutual therapists. In addition, commuter marriages are not uncommon and there is a trend away from long term commitment and towards serial monogamy. Far more important than love are the ways the relationship is built and made to work through everyday life behavior.

Introductory Remarks

This week, we will attempt to investigate the structural and processual dynamics of families. Different families exist, such as single parent families, reconstituted families, same sex families, and cohabiting families. Similarly, families can be divided into three major types, such as: (a) traditional nuclear family (2 married parents and their children), (b) single parent family (an unmarried, separated, divorced, or widowed parent with children), and (c) extended family (three generations in the same household; grandparents, parents, & children).

Four courtship types exist, such as: (a) Accelerated-Arrested, characterized by a high confidence in the probability of marriage but slows down in its final progression to marital commitment, (b) Accelerated, whereby the relationship proceeds smoothly and directly to certainty of eventual marriage, (c) Intermediate, whereby the relationship tends to move slowly and gradually but most difficulties occur in the last stages, and (d) Prolonged, whereby the courtship develops slowly with much uncertainly, turbulence, and difficulties.

Couples who are deeply in love may fail to set up an effective relationship characterized by effective/efficient bonding activities enacted through time and talk. Greatest relationship satisfaction is achieved for couples whose daily routines become closely interlocked. Good conflicts revolve around the negotiation of tasks, activities, or roles in the relationship (who does what, who goes where and how often, who decides who does what, etc.), whereas undesirable conflicts center on incongruent goals or inconsistency in defining the nature of the relationship.

Aims/Objectives

The aim of this lesson is to explain the intricacies of marriage and family as the major source of satisfying individuals' material, psychological, emotional, and sexual needs. The institution of marriage is found in most, if not all, human socio-cultural environments and constitutes the most common way of life. This is because throughout the history of Western Civilization, marriages: (a) legalized sexual relationships among partners, (b) legalized the permanence of a deeply satisfying and committed relationship, (c) provided the legal avenue for the transmission of wealth from one generation to the next, and (d) provided a suitable environment for the raising of children.

Many researchers now look at the effectiveness/ efficiency of early relational organization as the best predictor of divorce five years later. Relational/marital satisfaction is affected by constant social comparison processes in the world of social media and mass media, which set unrealistic standards for marital sexual behavior, labor distribution, good relationship conduct, etc.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Provide explanations of the different mechanisms through which the institution of marriage and family survives and succeeds through the development of interpersonal relationships.
- Identify the various linkages between partner development and maturation as well as interpersonal interactions come to affect marital stability, marital happiness, and marital well-being.

Key Words

Marriage	Family	Marital Satisfaction	Marital Quality	Marital Well-Being	Socialization

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 5, pp. 105-135. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 5.1

Do you believe that the institution of marriage and family can be easily replaced by alternative lifestyles, such as cohabitation? Why or why not?

Recommended number of work hours for the student

8

TITLE:

Interaction & Daily Life in Long-Term Relationships

(6th Week)

Summary

When we are asked what matters most in life and gives it its fullest purpose, most people respond: relationships (meaning positive ones). Relationships constitute important sources of joy and happiness: we like being with friends, we enjoy the company of others, and being in love is a wonderful thing. At the same time though, relationships constitute sources of trouble and pain.

Introductory Remarks

This week, we will investigate the daily interactions among individual partners as they lead to the development of long-term relationships. Poor relationship skills are associated with criminality, violence and aggression, neurosis and depression, illness, shyness, drug and alcohol problems, marital difficulties, divorce, spouse/child abuse, etc.

There is a great deal of cognitive processing going on before the potential start of any relationship. For example if we reach an early decision that our interaction with someone is a non-relationship then we close down certain kinds of cognitive processing and do not bother to search for indications that might have been the basis for a relationship. In as much as 30 seconds partners decide whether a date is going to be a success or failure. In the course of everyday life, we tend to be greatly influenced by first impressions (snap judgments about people leading to instant likes and dislikes).

Besides becoming attracted to someone from their physical appearance, we tend also to be attracted to them from attitude similarity, which most people find reinforcing/ rewarding because it leads to the experiencing of an attractive, desirable, and positive feeling. In general, we like people whose attitudes are similar to ours, as long as we like ourselves and the other people are normal, sensible, and truthful. Contrary to popular belief, relationships do not just happen automatically (i.e., “we just clicked”), instead a constant stream of communication and work is needed to make them develop and work.

Aims/Objectives

The aim of this lesson is to provide explanations of what makes long-term intimate relationships work and how such successful relationships contribute to better living and greater happiness for the individual partners. Personal development from adolescence to old age affects our feelings, wants, and needs and hence the nature of our friendship and intimate relationships; As life develops new demands and new routines so do the kind of relationships we seek and what we expect from them.

The most common negative experience in relationships is the management of daily minor irritations and trivialities. Relationships may fail because: (a) one or both partners might have problems at relating, (b) the structure and mechanics of the relationship may

be wrong, and (c) of outside negative influences. Every person who leaves a relationship has to leave with “social credit” intact for future use: we cannot just exit a relationship but we have to do so in a socially acceptable way so that we are not disgraced and debarred from future relationships.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Develop various attitudes, beliefs, and behaviors, which have to do with attraction, passion, and love, as well as practical skills for cultivating the emotion of love, compassion, and understanding, for the creation and maintenance of quality long-term relationships.
- Develop the necessary verbal and non-verbal communication skills for promoting interpersonal communication in long-term relatinhips.

Key Words

Daily Routine	Long-Term Relationships	Interactions	Communication		

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 6, pp. 135-160. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 6.1

To your opinion, what are the main factors involved in our daily lives that have to do with the creation of stable and satisfying long-term relationships with others around us?

Recommended number of work hours for the student

8

TITLE:

Influencing Strangers, Acquaintances, & Friends

(7th Week)

Summary

We are in the business of changing people's mind, persuading or influencing them, their behavior, their beliefs, or their impressions of us, or getting them to do things for us. Part of the voluntary contract of friendship involves us tacitly agreeing to support our friends in times of need, to offer them help even if it's personally inconvenient, to take time away from our own business in order to attend to their business, and to fulfill their demands at the expense of our psychological and physical resources.

Introductory Remarks

This week, we will attempt to investigate the different ways we utilize in our efforts to influence strangers, acquaintances, and friends through various persuading methods. In everyday social interactions, what we are after is to get someone to change what they are doing and comply with our desire for doing something else that we want done rather than to change their attitudes forever on a key topic.

Persuasion takes place through three basic means: (a) logic, emotion, and character (identity and personality). In dealing with strangers, we tend to draw from logic and emotion, but in dealing with friends, family, and acquaintances, we tend to draw from ethos because we know them better than strangers. Those real-life cues based on personal knowledge and relationships affect our perceptions of credibility in everyday life much more than appearances especially when it comes to important matters concerning people we know well. In everyday life, power, credibility, and trust are based on vibrant, familial relationships, on everyday talk, and on built-up trust and not on the presentation of sophisticated advertising images.

Awareness of the reactions of strangers or friends, whether physically or only psychologically present, often guides our action and helps us to feel good or bad about the situation.

Aims/Objectives

The aim of this lesson is to provide explanations of the different kinds of persuasion techniques that exist, which all aim at indoctrinating the individual to their specific socio-cultural environment as well as to satisfy their psychological and emotional needs. Little persuasive attempts in the present can have large personal and social consequences in the future. Therefore, persuasion can be a drawn-out process for hidden reasons in long-term relationships, it may not be a simple, once-for-all event, since the target may initially resist us or challenge us thereby requiring us to develop a long-term strategy. Individuals often use clusters of sequential strategies in order to achieve such goals as premarital sexual intercourse and may persist over a longer time span, say several

encounters. The selection of persuasive strategies within a friendship/romance is a developmental incremental activity than an isolated, one-off action.

When attempting to persuade friends, we avoid strategies that the target cannot resist without feeling obliged by friendship to do something for us that he or she would really much prefer not to.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify the various processes through which effective and efficient individual adaptation in challenging socio-cultural and psycho-emotional environments is achieved using effective persuasive techniques.
- Develop the appropriate persuasive communication skills for the betterment of their close interpersonal relationships.

Key Words

Persuation	Friends	Acquaintances	Adaptability	Strangers	Persuation

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 7, pp. 160-180. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 7.1

There are different types of persuasive communication techniques for changing the minds of friends, acquaintances, and strangers. Describe two such communication techniques that you frequently use in your daily interactions with others.

Recommended number of work hours for the student

8

TITLE:

Stress & Coping in Everyday Life

(8th Week)

Summary

Family and work stress tend to have considerable negative impact in the physical, emotional, and psychological health of individuals. Every person tends to experience a certain amount of stress in their daily life depending on the number of obligations they have to fulfill as well as their coping capacity. Excessive stress tends to have negative psychosomatic effects, such as heart arrhythmias, dizziness, vision problems, body aches and pains, etc. However, stress may also prove advantageous in our daily lives because it may motivate us to be creative, productive, industrious, and, in general, enable us to fulfill our daily obligations to the fullest.

Introductory Remarks

This week, we will investigate the different kinds of stress individuals experience in their daily lives, mainly the work and family variety. There are 6 major sources of daily stress, such as those: (a) That are inherent in the specific family and work environment we belong to, (b) That have to do with the demands of the specific work and family role of the individual, (c) That have to do with the human relations that characterize the work and family environment of the individual, (d) That have to do with the upward occupational mobility of the person and his/her family satisfaction/quality, (e) That have to do with the organization of the individual's work and family setting, and (f) That have to do with the balancing of the work and family life of the individual.

Can we take measures to avoid excessive work and family stress from entering our lives? The answer is yes, by utilizing effective and efficient coping techniques. First of all, we have to locate the sources of stress and strategize coping methods to deal with it. This is because stress depends on how individuals cognitively appraise and interpret events. It is how individuals personally perceive and interpret the various events in their lives as harmful, threatening, or challenging AND their determination of whether they have the resources to effectively cope with such events that may or may not lead to stress and physical, emotional, psychological strain. Conflict, frustration, and overload can lead to stress and such stressful stimuli may become so intense/prolonged that we may not be able to cope with them.

Aims/Objectives

The aim of this lesson is to identify the various sources of work and family stress in the daily life of an individual as well as to explain the different coping strategies that are available to the person, such as developing adequate communication skills, learning to say no to overwhelming tasks, reducing the number of commitments an individual takes up, setting up more realistic work and family goals, and trying to do things that bring

happiness and satisfaction to the person. At the same time, it is imperative for the individual to sharpen his/her organizational, time, and money management skills. Women, in general, experience more role conflict/overload than men because they tend to be involved in multiple roles but they also tend to be healthier/happier since multiple roles expand potential resources/rewards.

Self-Efficacy is a very important coping skill and has to do with believing that one can master problems and produce positive outcomes. Self-efficacy is an effective strategy for reducing stress because it increases one's self-confidence. Individuals that are very efficacious tend to expend considerable effort in coping, persist in the face of continuing stress, and take short-cuts to avoid stress as much as possible.

Self-talk another vital coping strategy and is often very helpful in cognitive restructuring which in turn, can be used to get people to think more positively and optimistically. It is important to monitor one's self-talk and replace negative self-statements with positive ones. However, extreme positive self-illusions may lead to unrealistic expectations and depression.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify and analyze the various mechanisms through which daily stress develops in an individual's work and family interpersonal relations.
- Identify the different processes through which effective and efficient individual adaptation to stressful family and work environments takes place within the challenging socio-cultural and psycho-emotionally challenging environments that characterize a person's life.

Key Words

Work Stress	Family Stress	Personality	Time Management	Coping	Self-Efficacy

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 8, pp. 185-200. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 8.1

Do you believe that to a certain extent, daily stress constitutes a positive thing in an individual's life, why or why not?

Recommended number of work hours for the student

10

TITLE:

Family Violence

(9th Week)

Summary

Family violence is defined as a pattern of violent human expressions that are take place between spouses, spouses and their children, spouses and their elderly parents, etc. This may include physical abuse, sexual abuse, social isolation, verbal abuse, financial control, psycho-emotional abuse, etc. In the last 30 years, the movement against family violence have had considerable success in increasing awareness on the subject but very little result in prevention.

Introductory Remarks

This week, we will attempt to investigate the general topic of family violence as it unfolds in marriages and families today. Social learning theory postulates that individuals acquire a lot of their behavioral repertoires through observation and mimicking. Therefore, if a man grew up in a family watching his father abuse his mother in any form and intensity, he will ultimately become an abuser himself in his own family.

Patriarchy is dependent on male domination over women in all spheres of daily life, such as religious, political, economic, sexual, social, and interpersonal. Family violence represents a viable avenue for men to dominate women and exercise their power over them. Traditional essentialist ideology constructs a socio-psychological environment of male heterosexual dictatorship/conquest. Traditional gender-role socialization accords more power to men in the economic, political, religious, educational, and sexual realms. Men tend to display a great deal of control during the unfolding of heterosexual sex, from its start to its end and what goes on in between, making it a promising and viable field for winning and losing. Male sexuality viewed as a last resort for holding on to illusionary feelings of power induced by the masculine social, cultural, and historical contexts.

Feminist ideologies propose that family violence develops due to the centuries old inequalities that are present in the institution of marriage itself, an inequality that promotes male dominance and the subjugation of the female spouse thereby leading to family violence. Creating and establishing a less oppressing reality within families can be brought about by demolishing and reconstructing masculine scripts which have proved hazardous to men's physical and psychological health since male dominance ultimately becomes manifested in the form of violence, substance or object addictions, and depression.

Aims/Objectives

The aim of this lesson is the in-depth investigation of the phenomenon of family violence and the proposal of various methods of reducing its frequency among the populations of men and women in the greater socio-cultural environments they are situated in. There

exist three major intervention mechanisms for reducing family violence, such as: (a) revamping the current jurisprudence system of justice so as to increase the power of police to successfully intervene in cases of domestic violence, (b) improving the effectiveness and efficiency of the current antiquated family violence intervention programs, (c) increasing focus on prevention at the greater macro-structural societal and cultural level.

Reducing family violence through gender reconstruction is not an easy task since change has to be instituted at the micro-individual and macro-structural levels. At the individual level, various psycho-educational programs need to be instituted to help men get in touch with their feminine side. At the structural level, comprehensive/elaborate policies need to be drafted, instituted, and enforced to replace the patchwork of limited pseudo-gender equality institutional programs.

Overall, the introduction of truly gender-equality based institutional programs, by overhauling the traditional gender-role socialization process, will enable men to be more nurturing and caring partners and parents thereby reducing their aggression and violence.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify the various viable processes though which effective and efficient reduction mechanisms regarding family violence can be brought about within the challenging socio-cultural and psycho-emotional environments that characterize the lives of people.
- Develop attitudes, beliefs and behaviors of understanding and compassion towards victims of family violence.

Key Words

Family Violence	Victims of Abuse	Personality	Patriarchy	Domination	Equality

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 9, pp. 200-220. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 9.1

Do you believe that there is a high degree of family violence in the current Greek-Cypriot socio-cultural environment, yes, or no and why?

Recommended number of work hours for the student

10

TITLE:

Depression in Human Relationships

(10th Week)

Summary

By depression, we mean a condition of intense and prolonged sadness and melancholy that comes to affect our daily functioning in our work, family, and personal lives and that, in general, “robs” us from our fair share of joy and happiness. If the depressive condition is situational and short-lived, then it is usually not considered serious as it does not lead to clinical depression. The best description of clinical depression is to imagine a person living every day in the absence of joy and considering everything and anything to be a constant burden on him/her. Clinical depression is a very “sly” disease that has been affecting millions of individuals worldwide and can be likened to the common cold.

Clinical depression may be thought of as a by-product of technological development and affluence and characterizes the lives of people nowadays much more than in the centuries past. This is because during agrarian and pre-agrarian times, the daily pre-occupation of individuals was with making ends meet and that required the exertion of high levels of physical activity on their behalf, a natural antidote to depression. In addition, people had less demands, far less obligations, and, in general, life was simpler.

Introductory Remarks

This week, we will attempt to investigate the greater topic of depression as it develops in the everyday family and work lives of individuals in their specific socio-cultural environments. Depression results from genetic, environmental, psychological, emotional, and biochemical factors. There should be no doubt as to the categorization of depression as a disease and as such, should therefore be considered treatable. Methods of treatment usually include both psychotherapy and pharmacotherapy but the key to treating the disease lies in the combination of the two methods.

Depression is widespread in most socio-cultural environments because people’s ways of thinking, feeling, and acting have changed dramatically. The demands placed by such environments on individuals are so excessive that most people find themselves unable to cope and therefore fall into depression. From an early age, children are expected to be perfectionists and to have unrealistic dreams and expectations. As a start, what most depressed individuals must do is to stop and wonder whether the plethora of unrealistic expectations they have of both themselves and from others around them are not ridiculously unattainable and therefore constitute the major source of their depressive symptomatology.

We all ought to concentrate on bringing about some of the values and ethics of centuries past so as to reduce the major structural sources of depression, such as dishonestly, excessive competition, greet, lack of communal and family values, lack of humility, kindness, and compassion, have all had considerable negative impact in our

interpersonal relationships and have thrown us in the arms of mental illnesses, mainly depression.

Aims/Objectives

The aim of this lesson in the detailed investigation of the topic of depression and how that comes to deteriorate the quality of our interpersonal relations. At the same time, our objective is to offer viable strategies for reducing depressive symptomatology thereby increasing individuals' psycho-emotional well-being. Such strategies include: (a) Introducing aerobic exercise in our daily life, at least three times a week, something that has been proven as beneficial to treating depression as anti-depressant medication, (b) Introducing spirituality in our lives through meditation, yoga, and other relaxation techniques, (c) caring for a pet something that has also proved to be very beneficial to treating depression, and (d) Increasing a person's social skills and level of involvement and socializing with other, such as through philanthropy.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe the various mechanisms through which the healthy and unhealthy variations in depressive personality characteristics come to develop and are sustained in depressive interpersonal relationships.
- Develop various attitudes, beliefs, and behaviors characterized by compassion, understanding, and love towards individuals suffering from depression, as well as develop practical skills for increasing sensitivity to the pain and suffering of others.

Key Words

Depression	Aerobic Exercise	Meditation	Psychotherapy	Psychotropic Drugs	Melancholy

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 10, pp. 220-240. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 10.1

Do you believe that clinical depression is widespread today compared to the centuries past, yes, or no and why?

Recommended number of work hours for the student

10

TITLE:

Sexuality, Marriage, & Cohabitation in Adulthood

(11th Week)

Summary

The sexual bond that exists between married or cohabiting partners is one of the main ways in which they express intimacy and affection for each other. Sexual interaction facilitates the development of greater intimacy within the couple. Sexual satisfaction is central to marital stability and happiness for heterosexual cohabiting and married couples. Married and cohabiting couples today engage in more and varied sexual activities. They tend to report higher levels of sexual satisfaction and women take on more active sexual roles and are more likely to reach orgasm. The majority of married and cohabiting couples report having sex weekly or more (with a modal frequency of a few times per month), regardless of whether they were together less than two years or ten or more years. However, cohabitors report slightly higher frequency of sexual activity.

Introductory Remarks

This week, we will attempt to investigate the greater issue of adulthood as a developmental maturational stage that is brought about mainly through the economic independence of an individual and the channeling of his/her sexuality in dating, cohabiting, and marital relationships. At the same time, we will identify the important factors intra and inter-individual factors that come to affect his/her intimate relationships.

Recent decades have seen a sharp increase in the number of single young individuals in all socio-cultural systems around the world mainly due to: (a) increased permissiveness toward premarital sex, (b) increasing years of earning an education, (c) the desire to gain a variety of life experiences before marriage, (d) an overall disenchantment with the institution of marriage resulting from the high divorce rates and marital instability, (e) increased individuation, materialism, and self-centeredness, (f) lower tolerance for putting up with someone else's demands and idiosyncrasies, (g) less willingness to share one's time and resources with another person, and (h) wider acceptability of singlehood as a viable and satisfying lifestyle as well as a greater variety of single lifestyles to choose from.

Aims/Objectives

This lesson aims at taking a closer look at marriage and cohabitation as it develops in adult intimate sexual relationships. At the same time, it aims at pinpointing the factors that improve the quality of such relationships. Throughout Western history, marriages have legitimized sexual relations, sanctioned the permanence of a deeply committed relationship, and provided for the orderly transmission of wealth and a setting for childrearing. In Western society today, romantic love is seen as an essential aspect (if not the most essential aspect) of marriage. The major types of marriage are monogamy

and polygamy (polygyny/polyandry). Most married and cohabiting individuals tend to marry within their geographical area and social class and bear considerable similarities over their level of physical attractiveness, values, attitudes, and beliefs. Similarly, partners are likely to meet each other's material, sexual, and psychological needs. Cohabitation has become more common in the last few decades. Divorced and remarried persons are more likely to cohabit than never-married individuals and members of minorities are much more likely to cohabit compared to members of majority groups.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify the variables involved in the human developmental processes of adulthood and interpersonal development that ultimately come to affect the formation of successful cohabiting and marital relationships.
- Identify the various processes through which effective and efficient individual adaptation in marital and cohabiting relationships is brought about within the context of the challenging psycho-emotional and psycho-sexual environments that characterize their daily lives.

Key Words

Marriage	Cohabitation	Sexuality	Adulthood	Intimacy	

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 11, pp. 240-260. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 11.1

To your opinion, which are the advantages and disadvantages of cohabitation compared to marriage?

Recommended number of work hours for the student

10

TITLE:

Health, Nutrition, & Interpersonal Relationships

(12th Week)

Summary

The historical roots of nutrition and healthy living has been based on the larger disciplines of Psychology, Sociology, and Economy. There are many advantages of proper nutrition and adopting a healthy lifestyle in the everyday lives of individuals as well as their interpersonal relationships, such as: (a) lower probability of developing serious chronic illnesses, like Alzheimer's and Parkinson's, (b) lower chance of contracting Type B diabetes (c) lower chance of developing hypertension, stroke, and cardiovascular illnesses, (d) decreased probability of developing clinical depression, and (e) increased chance of adopting a positive outlook on life with more personal energy, stamina, and perseverance.

Introductory Remarks

This week, we will delve into the wider subject of the effects of proper nutrition on the quality of life and interpersonal relationships of individuals. The main reasons for the rapid development of obesity that is found in almost all socio-cultural systems around the world includes: (a) rapid industrialization, (b) the widespread availability of high calorie unhealthy "junk" food, (c) the widespread phenomenon of a sedentary lifestyle, (d) the constant portrayal of high calorie "junk" food advertisements in mass media, (e) incorporating an unhealthy nutritional regimen early on in life, and (f) and genetic inheritance, age, and gender.

At the same time, our nutritional choice is affected by psychological, emotional, and socio-cultural factors, such as (a) stress and our inability to cope with it, (b) our preoccupation with doing what feels good in the present, (c) anger and frustration at being unable to derive pleasure in other areas of our lives thereby choosing unhealthy food as a way to compensate for that, (d) suffering from depression and other psychological illnesses. Moreover, with a considerable increase in the incidence of obesity, bulimia, and anorexia, there exists, at the same time, a parallel decrease in the quality of close interpersonal relationships in marriages and families.

With fast food and workaholism on the rise, is it any wonder that Chronic Fatigue Syndrome (CFS) patients find it difficult to preserve balance? Maintaining balance has resulted in symptom improvement, work capability, and leading a fulfilling life. There are a number of areas in which balance and lifestyle changes play a key role.

Aims/Objectives

This lesson aims at taking a closer look at the effects of nutritional choice in the quality of the daily life of a person as well as identifying the factors that bear an influence in his/her interpersonal relationships mainly those of marriage, family, cohabitation. At the

same time, it aims at looking at the various linkages between nutritional choice and psycho-emotional and personality variables. Adopting a balanced lifestyle, including proper nutrition, may be the answer of a considerable number of human ills and can only be achieved by listening to the body. Having exercise options for good days and bad days can be helpful. Sometimes walking around the room a few times or stretching and breathing deeply is plenty. People report that when eating healthy, they were able to handle anything emotionally. However, unhealthy dietary habits made them feel more anxious, depressed, overwhelmed, and moody.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify the various processes through which effective and efficient personality variables and individual adaptation in interpersonal relationships is brought about within the context of the challenging nutritional environments that characterize their daily lives.
- Recognize the considerable importance of daily nutrition in our quest for personal happiness and satisfaction.

Key Words

Nutrition	Health	Marriage	Family	Psycho-Emotional Well-Being	

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 12, pp. 260-280. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 12.1

How does nutrition come to affect the intrapersonal health and interpersonal relationships of an individual?

Exercise 12.2

Submission of the first written individual project, which constitutes a summary of any scientific article that has to do with the greater subject matter of Human Relations (20% of total class grade).

Recommended number of work hours for the student

10

TITLE:

Tourism & Human Relationships

(13th Week)

Summary

Tourism refers to the totality of human migration movements, activities, and relationships that are motivated by the externalization of the innate desire of the individual for escape which is present in different forms and intensity inside the person. Tourism is therefore an indispensable part of the everyday life of today's individual and has tremendous influence in his/her interpersonal relationships.

Introductory Remarks

This week, we will attempt to investigate the greater topic of tourism as it comes to influence the everyday interpersonal relationships of an individual. Theodore Webler mentioned a special type of class known as the leisure class, whose main goal is conspicuous consumption without necessarily equally or proportionately producing what it consumes. This class inadvertently has to do with: (a) the consuming behavior of tourists, (b) the meaning attributed to tourism by the locals who sell this touristic product to outsiders, (c) the consideration of tourists as a special consuming class with idiosyncratic psycho-sexual characteristics, (d) the psychological and sociological importance of tourism in modern socio-cultural environments.

The nature of the communicative processes taking place between the tourists and the local individuals in the destination countries constitutes the most important parameter in the process of understanding both the way the entire trip is perceived by the tourist as well as how the locals view the advantages and disadvantages of mass tourism in their homelands. The bringing together of two different groups of people, such as the tourists and the locals, is taking place under particular circumstances at a given time, at a given geographical location (of a certain type and degree of development), under the dynamic influence of the different psycho-emotional and socio-cultural factors that directly influence their interpersonal interactions.

Aims/Objectives

The aim of this lesson is to provide detailed explanations of the study of tourism as it relates to the development of the psycho-emotional and personality characteristics of the individual who suddenly finds himself/herself acting in a foreign socio-cultural environment being a stranger within strangers. This latter factor alone tends to enable the acting out of atypical behaviors on behalf of the tourist which he/she would have not dared to initiate in his/her homeland. Such is the case with young rave tourists in "party" destinations, such as Ibiza and Agia Napa.

Vacation settings operate as "action spaces" for "rough play," dedicated to pleasure, fun, thrills, excitement, but risk as well, allowing travelers to taste adventure and risk

they would have otherwise only dreamed of. The “vacation romance syndrome” aptly describes psychosocial conditions ripe for young tourists’ behavioral risks, mainly those of contracting STIs, which, in turn, result from the intersection of high alcohol consumption, soft drugs, and casual/risky sex behaviors. Young vacationers at “risky” tourist destinations, such as Agia Napa, Cyprus, tend to engage in tourism activities that may be considered risky at times, for various reasons, such as for: (a) dancing and drinking, (b) fun and relaxation, (c) socializing with old friends and making new friends, (d) searching for prospective dating/sex partners, (e) increasing their status in the eyes of their peers; for showing off and boosting their popularity, and (f) sexual exploration and experimentation.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe the various mechanisms through which typical and atypical variations in the personality characteristics of modern tourists develop within the purview of the interpersonal relationships between them and the locals.
- Identify the interrelationships between the characteristic individual touristic developmental processes and their everyday interpersonal relationships.

Key Words

Tourism	Human Relationships	Touristic Product	Escape	Sexuality	

Annotated Bibliography

Basic Sources/Material

Human Relationships, (2014), Chapter 13, pp. 280-310. Steven Duck, 4th Edition. Sage Publications, ISBN: 9781412929998. This is by far the best and most popular introductory text on human relationships for the past few decades.

Supplementary Sources/Material

Dimensions of Human Behavior: Person & Environment, 5th Edition, (2015). Elizabeth Hutchison. Sage Publications. ISBN: 9781483303918. This book provides detailed explanations of the interrelationships between our innate human attributes and our daily behaviors and interactions.

Self-Assessment Exercises/Activities

Exercise 13.1

Explain how tourism comes to constitute an important part of interpersonal relationships and individual well-being.

Exercise 13.2

Submission of the second written individual project, which constitutes a summary of any book chapter that has to do with the greater subject matter of Human Relations (20% of total class grade).

Recommended number of work hours for the student

10

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:
FINAL EXAM

(14th Week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Introduction: Language & Meaning as Context for Human Relationships

(1st week)

Exercise 1.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Divorce & its Impact on the Lives of Children

(2nd week)

Exercise 2.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Social Emotions: Communication and Feelings about other People

(3rd week)

Exercise 3.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Attraction, Love, & Close Relationships

(4th week)

Exercise 4.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Relationships with Relations, Families, & Socialization

(5th week)

Exercise 5.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Interaction & Daily Life in Long-Term Relationships

(6th week)

Exercise 6.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Influencing Strangers, Acquaintances, & Friends

(7th week)

Exercise 7.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Stress & Coping in Everyday Life

(8th week)

Exercise 8.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Family Violence

(9th week)

Exercise 9.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Depression in Human Relationships

(10th week)

Exercise 10.1

Indicative answers are not provided for this exercise because it is being evaluated at 1% of the total class grade.

Title: Sexuality, Marriage, & Cohabitation in Adulthood

(11th Week)

Exercise 11.1

To your opinion, which are the advantages and disadvantages of cohabitation compared to marriage?

For example, marriage represents one of the oldest institutions of societies worldwide and has survived thousands of years of human civilizations compared to cohabitation which is a relatively new social phenomenon. Therefore, for marriage to have been able to survive throughout the centuries of human civilization, means that it fulfills basic intrapersonal and interpersonal needs.

Title: Health, Nutrition, & Interpersonal Relationships

(12th Week)

Exercise 12.1

How does nutrition come to affect the intrapersonal health and interpersonal relationships of an individual?

For example, nutrition tends to affect the self-image of an individual as well as his/her self-esteem. Similarly, nutrition affects the physical health of the person. Therefore, if a person is overweight, he/she tends to have a negative self-image and this factor alone has a negative impact on his/her interactions with those around him/her.

Exercise 12.2

Indicative answers are not provided for this exercise because it is being evaluated at 20% of the total class grade. This exercise should be turned in at the end of the 12th week, and it will be evaluated according to several criteria such as, structure, content, grammar, and syntax, as well as the overall writing of the assignment as a scholarly paper.

Title: Tourism & Human Relationships

(13th Week)

Exercise 13.1

Explain how tourism comes to constitute an important part of interpersonal relationships and individual well-being.

For example, people nowadays tend to lead quite stressful lifestyles. Therefore, tourism, and the need to escape and relax, constitutes an indispensable part of modern living, a kind of anti-stressful behavior that tends to revitalize human relationships.

Exercise 13.2

Indicative answers are not provided for this exercise because it is being evaluated at 20% of the total class grade. This exercise should be turned in at the end of the 13th week, and it will be evaluated according to several criteria such as, structure, content, grammar, and syntax, as well as the overall writing of the assignment as a scholarly paper.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC135: Human Relations	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay	Almost all the material is directly relevant to the essay	Some of the material is moderately clear and relevant to	Important aspects of the material may not	The material is not directly relevant to the essay	The essay does not follows the given instruction	

	title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justificatio n of links between theory, practice and research.	title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	s or the material deviates from the title. Very little or irrelevant knowledge and inadequat e links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: INTRODUCTION TO BIOPSYCHOLOGY

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC255**	**Introduction to Biopsychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	2 self-assessment assignments (5 % each) 1 group assignment (20%) 1 individual activity (20%)		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Elenitsa Kitromilides-Nicolaides
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

The general objectives of the Psychology Programme are as follows:

- To develop the students' capacity to think, write and speak effectively and creatively;
- To develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- To develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- To build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- To provide students with the basic requirements for academic and/or career advancement.

The specific objectives of the Psychology Programme are as follows:

- To provide students with a solid training in psychology and its methods;
- To foster awareness of contemporary developments and issues in psychology;
- To prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- To provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

This Study Guide of the course titled "**Introduction to Biopsychology**" (**PSC255**) is the result of a systematic study and assessment of foreign and Greek bibliography and is reviewed and complemented yearly based on the changes made to the educational material posted on the platform. The course of "**Introduction to Biopsychology**" is elective. The aim of the course is to offer students a comprehensive view on the key topics of educational psychology. Emphasis is therefore placed on the application of psychology and its methods in the study of the development of learning, motivation, teaching and evaluation, and issues arising from the interaction between teaching and learning will be discussed. On completion of the course, students are expected to be able to:

- Illustrate nervous system's function and structure.
- Relate neurobiological correlates of specific behaviors, cognitions and reactions.
- Outline the evolution of the human nervous system.
- Dissect the reciprocity of biological and psychological processes.
- Develop critical thinking in the field of biological psychology.

The Study Guide, a necessary and useful tool for students, especially where the educational material is not written using the methodology of open and distance learning, encourages and also facilitates the study and understanding of the topics addressed in the module. Moreover, through the self-assessment exercises, it incites and encourages work at home, offers motivation for further study and contributes to the development of your critical thinking.

The Study Guide is structured per week and per topic and includes a summary and some very brief introductory remarks, the aim and learning outcomes, key words – basic concepts, annotated bibliography, recommended number of work hours for the student, exercises of self-assessment, critical thinking and case studies, with indicative answers at the end, aiming at a more meaningful understanding of the content, the definitions and the concepts of each section. In addition to the time dedicated to study, the recommended number of work hours per week includes the attendance of the (tele) meetings and Group Consultation Meetings, bibliography search, the drafting of assignments, weekly exercises, etc. Although it goes out without saying, it should be noted that **the Study Guide does not in any way substitute the educational material posted on the platform**, which students must read carefully and assimilate, in order to be able to satisfy the requirements of the Program and successfully complete the module.

Recommended student work time

Approximately 5 hours (including the study of the Guide).

TITLE: AN INTRODUCTION TO BIOLOGICAL PSYCHOLOGY – HISTORICAL OVERVIEW

(1st Week)

Summary
Biopsychology is the scientific study of behavioral biology. The study of biopsychology has a long history, but biopsychology was not a major neuroscientific field until the twentieth century. There have been several pioneers in the development of biopsychology as we study it today. Among them F. Gall with the first localized theory of frenology, JP Flourens with the resection method, P.Broca and C.Wernicke with clinical observation, G. Fritch, E. Hitzig and D.Ferrier with the locating of motor and somatosensory brain regions; and E. Weber and GT Fechner with studies in psychophysiology.

Introductory Remarks
Biopsychology is the branch of psychology that studies the biological basis of behavior. The term implies the concept of a biological approach to psychology. Psychology undoubtedly occupies a central position in the field of biopsychology. Biopsychologists are neuroscientists who contribute to scientific research with their knowledge of behavior and the ability to handle behavioral research methods. The emphasis on biopsychology on behavior and the mechanisms that control it, differentiate it within the broader field of neuroscience. Understanding how the human brain works was always intriguing for researchers. From the time of ancient Egypt till the 21st century, studies are trying to provide answers to these questions. Various philosophers, neurologists, mathematicians, psychologists have investigated brain function. Through their research, several theories have been developed on how the brain works, and results have shown whether or not these theories are valid.

Aims/Objectives
The purpose of this chapter is to provide students with information on the definition of the science of biopsychology and to introduce them to the historical background of the development of this field of study.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand biopsychology and its definition.
- Describe its importance in the field of psychology.
- Know the most important historical facts that led to the development of this field of study.
- Evaluate its impact on psychology.

Key Words

Biopsychology	Behavior	Cerebral functions	Historical overview	Leading researchers

Annotated Bibliography

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson
The purpose of Chapter 1 is to introduce biopsychology and its relation to human behavior.

Self-Assessment Exercises/Activities
Exercise 1.1
Biopsychology explains the relationship between brain function and behavior.

Make a list of spontaneous ideas regarding the relationship between the above, based on this first contact with this chapter and the historical background taught. Use this list again during the semester, enriching it with ideas as our lessons progress.

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: EXPLORING THE NERVOUS SYSTEM

(2nd Week)

Summary
The brain is a remarkable organ that, although it comprises only 2% of the total body weight, it controls all of our functions, interprets information from the outside world and integrates the essence of the soul. Intelligence, creativity, emotion and memory are few of the many functions controlled by the brain.

Introductory Remarks
Our brain is part of our nervous system and more specifically the central nervous system (CNS), along with the spinal cord. Our nervous system also consists of the peripheral nervous system (PNS) which also includes spinal nerves extending from the spinal cord, as well as the cranial nerves extending from the brain.
Protected within the skull, the brain is subdivided into five sections: the telencephalon and diencephalon (forebrain), the mesencephalon (midbrain), the myelencephalon and the metencephalon (hindbrain). As expected, the myelencephalon, the most posterior part of our brain, is located next to the spinal cord, so it consists largely of pathways that carry messages from the rest of the brain to the body and vice versa. One of the structures of the myelencephalon is the reticular formation, a complex network that reaches the anterior border of the mesencephalon, which is involved in a variety of functions such as sleep, attention, movement, muscle tone maintenance, and various cardiac, respiratory and circulatory reflexes. There we find the cranial nerves IX-XII. Following this part of the brain we may find the metencephalon which encompasses many pathways to and from the brain and part of the reticular formation. In this section we can find the V-VIII cranial nerves. All of these structures create a swell that takes the name of the pons. Beyond this structure, the metencephalon also includes the cerebellum, which regulates the coordination of movements and their adaptation to changing conditions, as well as maintaining balance. The next section is the midbrain, where one meets the cranial nerves III and IV. The midbrain has two subdivisions, the tegmentum and the tectum. The tegmentum is located on the ventral surface of the midbrain and contains various structures of the sensory and motor system and the reticular formation that begins in the myelencephalon. The tectum is the dorsal surface of the midbrain consisting of two pairs of bumps, the colliculi. The superior colliculi process visual information while the inferior colliculi process auditory information.

Aims/Objectives
The aim of this chapter is to provide the student with a comprehensive overview of the field of neuroscience, with a focus on neuroanatomy and brain functions as a background for subsequent chapters. In this chapter, the student will discover how the nervous system works under normal conditions.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand brain anatomy and function.
- Link brain function to various psychology matters.
- Use this knowledge to understand how we perceive our external world, move freely, and generally function.

Key Words

Brain anatomy	Cerebral functions	Forebrain	Midbrain	Hindbrain	Cerebellum

Annotated Bibliography

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson
Chapter 3, introduces the anatomy of the nervous system, emphasizing on its dominant structure, the brain. Understanding this chapter is very important because it will form the basis for further understanding brain function in subsequent chapters and discussion topics. To do this, the student must thoroughly understand the nervous system and how it is organized, as well as learn the names of the parts that make it up, their location and how they relate to each other.

Self-Assessment Exercises/Activities
Exercise 2.1
Describe the brain anatomy and function of the structures that comprise the hindbrain and midbrain. Your answer must not exceed 150 words.

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: EXPLORING THE NERVOUS SYSTEM

(3rd Week)

Summary
The brain receives information through our five senses (vision, smell, touch, taste and hearing), often from many at the same time, and collects messages in a way that makes sense to each of us. At the same time it stores this information in our memory, it controls our thoughts, speech, movement of hands and feet and the function of many organs in our body.

Introductory Remarks
Continuing our ascending path to the final brain, we come across the next part of the brain, the diencephalon. It consists mainly of two structures, the thalamus and the hypothalamus. The thalamus comprises many pairs of nuclei, including the medial geniculate nucleus, the lateral geniculate nucleus, and the ventrolateral nucleus, which receive signals from sensory receptors and transmit them to the corresponding areas of the sensory cortex. The second structure of the diencephalon, the hypothalamus regulates need states, such as thirst, hunger, urination, homeostasis, etc.
The next and final part of the brain is the telencephalon, the largest part of the human brain that mediates for all complex functions as it was mentioned in the beginning of the chapter. This part consists of the cerebral cortex, the limbic system and the basal ganglia. The cerebral cortex, a layer of tissue that covers the cerebral hemispheres, exhibits strong folds that create grooves, where the large are called sulci and the smallest gyri. The latter split each hemisphere into four lobes: the frontal, the parietal, the temporal, and the occipital lobe. Each lobe can also be subdivided into areas that control very specific functions. It is important to understand that every brain lobe does not function as a single unit, but instead there are complex associations between the brain lobes and also between the right and left hemispheres. The occipital lobe is more "simplistic" than the other lobes because it only processes visual information that will be transmitted for further analysis in large areas of the two neighboring cortices, the temporal and the parietal. In addition to this visual recognition function, the temporal is involved in hearing and speaking and in certain forms of memory. The parietal lobe, in its turn, plays a role in perceiving the position of both objects as well as our body, our attention span, and the analysis of the senses coming from the body. Finally, the frontal lobe is concerned with controlling our motor function and performs complex cognitive functions, such as thinking, designing sequential responses, strategy, creativity, individual needs planning and calculating the importance of others' behavior.
Located beneath the cerebral cortex are several subcortical nuclei groups. Some are considered part of the limbic system and others are part of the basal ganglia. The limbic system consists of several structures, such as the amygdala, the hippocampus and the cingulate gyrus, located in the middle of the brain around the thalamus. This system is involved in regulating motivational-related behaviors, such as flight, combat, food intake and sexual behavior. The basal ganglia include several structures, such as the caudate nucleus, the putamen and the globus pallidus. The above structures play an important role in the execution of voluntary movements.

Aims/Objectives
The knowledge of neuroanatomy has proven to be very important. It enabled us to better understand the theory of human evolution. Standing upright and walking on two legs, led to the development of tools, which in turn tripled brain development, by increasing frontal networks with other cortical and subcutaneous areas. Having the above in mind, and being able to make the biological connection, the student will be able to better understand how humans function.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand brain anatomy and function.
- Realize how the nervous system produces behaviors.
- Understand how our brain works in everyday life.
- Understand how neuroscience associates neuronatomy and function with various disorders.
- Use this knowledge to understand how we perceive our external world, move freely, and generally how we operate.

Key Words

Brain anatomy and functions	Diencephalon	Telencephalon	Limbic system	Basal ganglia	Frontal, parietal, temporal and occipital lobe

Annotated Bibliography

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson
Chapter 3, introduces the anatomy of the nervous system, emphasizing its dominant Chapter 3, introduces the anatomy of the nervous system, emphasizing on its dominant structure, the brain. Understanding this chapter is very important because it will form the basis for further understanding brain function in subsequent chapters and discussion topics. To do this, the student must thoroughly understand the nervous system and how it is organized, as well as learn the names of the parts that make it up, their location and how they relate to each other.

Self-Assessment Exercises/Activities
Exercise 3.1
Describe the cerebral anatomy and function of the structures that make up the diencephalon and the telencephalon. Your answer must not exceed 150 words.

Exercise 3.2
The cerebral cortex is the largest part of the human brain and mediates for the most complex functions of the brain. Advocate in favor of the above sentence. Your answer must not exceed 150 words.
Recommended number of work hours for the student
Approximately 6 hours.

TITLE: RESEARCH METHODS IN BIOPSYCHOLOGY

(4th Week)

Summary
Prior to the early 1970s, research in biopsychology faced a major obstacle, the inability to capture images from the organ of its primary interest, the living human brain. Since that time, however, the evolution of technology has allowed such recordings, with the development of neuroimaging techniques.

Introductory Remarks
The most widely used non-invasive brain imaging modalities are functional magnetic resonance imaging (fMRI) and electroencephalogram (EEG). The use of these methods is widespread in the field of psychology because they are not invasive and do not depend on radioactive agents and / or brain damage.
There are other neuroimaging methods for measuring brain activity such as positron emission tomography (PET), which is however considered invasive, because of the administration of a radioactive substance to the subject. Two other methods, are magnetoencephalography (MEG) and transcranial magnetic stimulation (TMS) which are not invasive, but are not as widely used as the ones mentioned above. There are other methods in the field of neuroscience, named psychophysiological, such as the eye tracking technology that detects eye movement, as well as other measurements based on the heart rate or conductivity of our skin. These methods provide measurements of the nervous system, but do not show what is going on in the brain and therefore are not presented in this chapter.

Aims/Objectives
The purpose of this chapter is to provide the student with a comprehensive overview of the field of neuroimaging techniques. When should these neuroscience methods be applied will depend on the research question. Some types of biopsychological research focus on very broad phenomena. Other questions are aimed at discovering very specific cognitive processes that may form the basis for learning specific skills. These types of cognitive processes are difficult to measure through questionnaires, interviews, and behavioral observations, and require measurement at a specific level of analysis. You should know that most of the methods used to study the human brain are also used for clinical purposes, either for diagnosis or for treatment.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Discuss what are the differences between neuroimaging methods.
- Explain the use of neuroimaging methods.
- Evaluate in which cases, specific neuroimaging techniques are used.

Key Words

Neuroimaging techniques	Invasive / non-invasive	fMRI	EEG	PET
MEG	TMS			

Annotated Bibliography

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson

Chapter, 5, presents methods of studying, visualizing and stimulation of the living human brain, as used by biopsychologists. Methods of studying behavior are also described. Knowledge of this chapter is very important because it will form the basis for further understanding the way biomedical research is conducted. This chapter presents the methods of studying the nervous system. It also describes behavioural study methods.

Self-Assessment Exercises/Activities

Exercise 4.1

Describe the different neuroimaging methods. Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: THE VISUAL SYSTEM

(5th Week)

Summary
In this chapter we will deal with one of the human senses, vision. The optical system does not only produce an accurate internal copy of the outside world but does much more than that. From the tiny, inverted and two-dimensional images projected onto the back of the eye, the optical system creates an accurate, very detailed and three-dimensional perception.

Introductory Remarks
Due to its specialized structure, the eye is capable of converting the visual signal into electrical energy so that it can be transmitted to the central nervous system. Working as a camera, our eye is made up of the following structures:

- The sclera, which is the white part that surrounds the eye to protect both the blood vessels and the nerve cells inside it.
- The cornea, which protects the iris and the lens of the eye.
- The lens, which helps focus the image on the back of the eye, having the same role as a camera lens
- The pupil (the black part of the eye) and the iris (the colored part of the eye) that control the entry of light. In the dark, the pupil dilates while in bright light it constricts.
- The aqueous humor, a gelatinous liquid that keeps the eye in its proper shape.
- The retina, on the back of the eye that forms part of the peripheral nervous system, corresponds to the 'film' of an old camera and is the point at which the image is focused on the eye. The retinal exit to the central nervous system is the optic nerve.

Aims/Objectives
The aim of this chapter is to acquaint the student to the basic principles of vision functioning. Vision is a creative process. The visual system does not transmit complete visual information to the cerebral cortex. It transmits information about the least critical features of the field of view, for example location, motion, brightness and color, and from this information it creates a perception.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Describe the structures of the eye and their function.
- Explain how the visual information is conveyed from the outer structure of the eye to its interior.
- Find associations between what you have learned and your daily life.

Key Words

Visual system	Sclera	Cornea	Pupil	Iris	Lens	Retina	Photoreceptors
Cones	Rods	Ganglion cell					

Annotated Bibliography

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson

The purpose of Chapter 6 is to describe the human visual system. At the beginning of the chapter, the structure of the eye is first presented and then the structure of the retina is described in detail.

Self-Assessment Exercises/Activities

Exercise 5.1

The light enters the eye and reaches the retina. In turn, the retina transforms light into neural signals. Describe the light pathway. Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: THE VISUAL SYSTEM

(6th Week)

Summary
The visual system is a part of the peripheral and central nervous system that decodes the visual image of the environment. The visual information is initially visualized in the retina of the eye, and in particular in the ganglion cells. The axons of the ganglion cells form the optic nerve projecting into the thalamus, and in particular to the lateral genicular nucleus of the thalamus. The neurons of the thalamus then project to the primary visual cortex. From the primary visual cortex, the visual information is transmitted progressively to higher-order cerebral areas, such as the secondary visual cortex, the visual area 4 and the visual area 5.

Introductory Remarks
In the retina, the electrical signal generated by the photoreceptors is transmitted to the ganglion cells, which are, as previously mentioned, the primary sensory neurons in the visual system, through synaptic connections to bipolar, horizontal and amacrine cells. The axons of the ganglion cells located in the retina converge at the blind spot, where they form the optic nerve and terminate in the thalamus, with the lateral genicular nucleus. This region is located in the lateral and posterior part of the thalamus, and consists of 6 layers of neurons from which their axes transmit the information to the primary visual cortex. The primary visual cortex, or striate cortex, is located in the occipital lobe, and occupies the Broadmann area 17. Like all cortical areas, the primary visual cortex consists of six layers of neurons.

Aims/Objectives
The aim of this chapter is to demonstrate to the student how the central nervous system proceeds to create the visual perception. The different ways of processing the visual signal, and the involvement of the upper cerebral areas, are described in full detail. Finally, emphasis is given on the function of the superior cortical areas in relation to our perceived qualities / abilities in the imagery.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand how our visual system works in its entirety.
- Explain important parameters of the visual process.
- Highlight the remarkable capabilities of the visual system.

Key Words

Optic nerve	Optic chiasm	Thalamus	Lateral geniculate nucleus	Occipital lobe
Primary visual cortex				

Annotated Bibliography

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson

The aim of chapter 6 is to describe the human visual system. At the beginning of the chapter, the structure of the eye is first presented, and then the structure of the retina is describe in a more detail manner. Then, the pathway followed by visual information until processed by the specialized cerebral areas of the cortex, is presented.

Self-Assessment Exercises/Activities

Exercise 6.1

The neural signal of light is transported to the primary visual cortex. Describe the path that the neural signal will follow, describing the various structures it encounters on its way. Your answer must not exceed 200 words.

Exercise 6.2 (this exercise is marked with 5% of the overall grade).

Draw a diagram that reproduces the pattern of transmission of visual information from each visual field to each primary visual cortex.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: SLEEP, DREAMING AND CIRCADIAN RHYTHMS

(7th Week)

Summary
All living beings (humans, animals, plants, fungi and microorganisms) have tailored their biological processes to the 24-hour day-night cycle. Circadian rhythm, also known as "biological clock" regulates in every living organism some very necessary and important biological functions, such as sleep-wake cycle, hormone secretion, blood pressure, and even metabolism. Biological or circadian rhythm is the daily cycle that follows each living organism and is characterized by a rhythmic change in the levels of chemical constituents and their homeostasis and adaptation to biological functions. Although these rhythms are exclusively endogenous, with many biochemical pathways involved in their regulation, they are directly influenced by their high adaptability due to various extrinsic factors, such as heat and daylight. The sleep-wake cycle is one of the many rhythmic activities of the body and the brain.

Introductory Remarks
The sleep-wake cycle is an endogenous rhythm, which gradually stabilizes in the day-night cycle from the first years of our life. This is the so-called circadian rhythm - so called because the word "circa" in Latin means circle and "dies" means day.
The normal pattern that stabilizes sleep and wakefulness in the day-night cycle is to some extent controlled by a small group of cells in the hypothalamus, just above the visual cortex, called the supernatural nucleus (SCN) that regulates the secretion of melatonin, the hormone of sleep. The neurons in this structure, which have an unusually high number of synapses between their dendrites to synchronize their firing, form part of the brain's biological clock.
Sleep is not the passive process it seems. Using an electroencephalogram (EEG) we may obtain information about different and distinct stages. As we fall asleep, the EEG becomes more level at first but then gradually increases in amplitude and decreases in frequency as we go through a series of distinct sleep stages. These stages are called slow wave sleep (SWS). At night, we “move” between these different stages of sleep. In one of these, the EEG becomes as if we were awake and our eyes move back and forth under our closed eyelids. This is the so-called Rapid eye movement (REM) stage, and it is the dream stage. Muscle tone disappears as neurons that control skeletal muscle movements are inhibited. In the REM phase, dreams appear which can be the experience of a series of images, sounds or other senses, ideas, feelings and forms that may create a, usually elusive, "story" during sleep. The content of dreams usually does not have the logical sequence of the physical reality and is beyond the conscious control of the one experiencing it.

Aims/Objectives
The main purpose of the course is to introduce the student to our understanding of a particular circadian rhythm, sleep and alertness. This chapter will answer questions such as, why this circle exists, what areas of the brain are involved and how do they work. If we realise that we spend about a third of our lives sleeping, then one realises the importance to know why we do spend so much time doing that.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Identify the circadian rhythm concepts.
- Explain the stages of sleep and their characteristics.
- Identify the brain areas involved in sleep control.

Key Words

Circadian rythm	Hypothalamus	Suprachiasmatic nucleus	Melatonin	EEG
Stages of sleep	SWS	REM sleep	Dreams	

Annotated Bibliography

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson
Chapter 14 describes our basic circadian rhythm, the cycle of sleep and wakefulness. The beginning of the chapter presents the stages of sleep and the physical changes occurring during sleep. In addition it explains the brain regions associated with the state of sleep.

Self-Assessment Exercises/Activities
Exercise 7.1
Draw a diagram that reproduces the stages of sleep, during a normal 8-hour night's sleep.

Recommended number of work hours for the student
Approximately 10 hours.

During the 7th week, the first assignment marked with 20% of the overall course grade will be handed in.

Instructions for 1st Assignment

1. Read the following article by Dr. Dement (click on link) and answer to the question.
What All Undergraduates Should Know About How Their Sleeping Lives Affect Their Waking Lives (by Dr. Dement) http://www.stanford.edu/~dement/sleepless.html
After reading the article, answer the following question: What was the most surprising thing you learned from the article? Why?

2. Sleep Journal and Spoon Test Chart:
For 5 consecutive days (including two weekend days), record the followings on a chart:

a. The day / date
b. Time you tried to fall asleep for the night
c. Best estimate of when you actually fell asleep
d. Time that you woke up in the morning
e. Amount of nightly sleep (time d minus time c)
f. Amount of sleep debt from that night (8 hours minus time e)

Do the spoon test (see below for instructions) 2 times a day for 2 consecutive days (you choose which days). For each spoon test, record the following information on the chart:
Spoon test times to record:

a. The day / date
b. Time that you closed your eyes with the intention of falling asleep
c. Time that the falling spoon hit the plate
d. Sleep onset time (time c minus time b). If the spoon never dropped, just enter >20 minutes
e. Information on whether or not you felt you were asleep when the spoon hit the plate.

3. List a specific change that would be reasonable and possible for you to make that would improve your sleeping behavior.

The Spoon Test
Decide on two times during the day when you can be somewhere where you can either sit back in a chair (recliner) or lie on a couch orbed in a darkened, quiet place (no TV, no music, no friends, etc.) and try to go asleep. The times need to be at least two hours apart and at least two hours after awakening in the morning and at least two hours before your bedtime at night.
Before actually trying to go to sleep, make sure that a digital clock is easily visible from your resting place, and get a metal spoon and a large plate. Place the plate next to your resting place so that you can comfortably dangle your hand over the over the side of the bed, chair, couch, etc. When you get ready to try to go to sleep, look at the clock and focus on the time so that you will remember what time it was when you closed your eyes. Then lightly grasp the spoon and dangle it with your fingertips pointing down over the

plate. Immediately close your eyes and try to go to sleep. If/when you actually enter Stage 1 sleep, you should experience a relaxation of muscle tone that will allow the spoon to slip out of your hand. With luck, you will hear the noise of the spoon hitting the plate. Immediately sit up and look at the clock and note the time. Record the time you closed your eyes and the times that you opened your eyes after hearing the spoon hit the plate. Also record whether or not you thought you were asleep at the time that the spoon dropped out of your hand. Just your own assessment…. Did you think you were asleep or not? If the spoon hasn't dropped after 20minutes, quit trying to go to asleep.

Assignments must be submitted by the deadline provided by the instructor; otherwise, 10% will be deducted for each day after this. You can submit your work ONLY ONE WEEK after the deadline. Beyond this point, assignments will not be graded.

TITLE: SLEEP, DREAMING AND CIRCADIAN RHYTHMS

(8th Week)

Summary
Two types of theories explain the function of sleep. Restorative theories and circadian theories. Their differences lie in the answers they give regarding the reasons for sleep and the specific duration of sleep. In addition to the explanatory theories of sleep, sleep may have dysfunctions. Many sleep disorders fall into one of two categories: insomnia and hypersomnia. The former includes all disorders in which patients present difficulties to fall asleep and wake up before the desired arousal time, while the latter includes disorders related to excessive sleep and drowsiness.

Introductory Remarks
In restorative theories, sleep has the role of restoring homeostasis disturbed by wakefulness. In circadian theories, sleep is the result of an internally synchronized mechanism that schedules people to sleep at night so that we are protected from accidents and predation. Sleep can in many cases be dysfunctional, such as in insomnia. Insomnia is associated with a lack of healthy sleep and is often associated with a medical condition. Some cases of insomnia are associated with specific health problems, such as sleep apnea, nocturnal myoclonic seizures and restless legs syndrome. The other category of sleep disorders, hypersomnia, includes sleepwalking, night tremor and narcolepsy which is characterized by severe drowsiness and cataplexy and also on several instances, sleep paralysis and hypnotic hallucinations. Many sleep disorders are also specifically associated with REM sleep, such as REM sleep without atonia (RSWA).

Aims/Objectives
The lesson deals with the theories of sleep that explain why we sleep and why we sleep at the specific times we sleep. Furthermore, various sleep disorders are presented enabling the student to form a general overview of the sleep process.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Explain the theories of sleep functioning.
- Understand sleep disorders.
- Highlight the features and differences of all the above topics.

Key Words

Restorative theories	Circadian theories	Sleep disorders	Insomnia	Hypersomnia

Annotated Bibliography

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson

In Chapter 14, we discuss the theories of sleep function and various disorders of this circadian rhythm.

Self-Assessment Exercises/Activities
Exercise 8.1
In this video, https://www.youtube.com/watch?v=W1CcFzdX9gE**,** Dr. Douglas Kirsch, Instructor of Neurology at Harvard Medical School and a Sleep Medicine specialist discuss treatment options for narcolepsy. It includes both non-medication and medication strategies. Watch it and describe this particular disorder. Your answer must not exceed 200 words.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: LEARNING, MEMORY AND AMNESIA

(9th Week)

Summary
This class introduces two of our cognitive abilities, learning and memory. Learning and memory are both neuroplastic processes, which change their function in accordance with experience. Without the capacity for learning and memory, we would experience every moment as if we had just awakened from a lifelong sleep. We would be frozen in time, with no recent past and no prospects for a future. Stuck in a constant presence.

Introductory Remark
Learning refers to how our experiences cause changes in the brain. There are various types of learning, such as classical, instrumental and operant conditional learning with principal representatives Pavlov, Thorndike and Skinner. The manner and characteristics of these types of learning, vary.
Memory refers to how changes in the brain are stored and then retrieved. Our memories are crucial to our individuality. What each of us remembers is different from what another remembers, even in circumstances where we were all together. However, in our own way, we all remember events, events, emotions and skills - some for a while and others for a lifetime. Various theoretical models explain how memory works such as the Atkinson and Shiffrin information processing model, the Baddeley working memory model, and the Craik and Lockhart level processing model. Our memory is divided into two main categories and some subcategories. The two main categories are short-term and long-term memory. A third key category that has been added relatively recently is sensory memory. There are several schools of thought on how to categorize different types of memory, but here we will talk about the most common, sensory memory, short-term memory and long-term memory.

Aims/Objectives
Introducing students to various theories of learning and memory. The characteristics and the way they function.

Learning Outcomes
On completion of the section of this study, you should be able to:

- Describe the memory processes for coding, storing and recalling memories.
- Analyze the characteristics of sensory memory, short-term memory.
- Describe how long-term memory is organised.

Key Words

Learning - Memory	Classical, instrumental and operant conditional learning	Sensory, short-term and long-term memory	Procedural, semantic and episodic memory

Annotated Bibliography

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson

Chapter 11 presents the definitions of learning and memory and their most important theoretical models. These models explain how memory is organized and functions.

Self-Assessment Exercises/Activities

Exercise 9.1 (the exercise is marked with 5% of the overall course grade)

Want to try out more memory experiments? Select the link below and follow the instructions given https://www.exploratorium.edu/brain_explorer/memory.html. Describe if your memory improvement strategy had positive results, in no more than 250 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: LEARNING, MEMORY AND AMNESIA

(10th Week)

Summary
The study of mnemonic phenomena has led to the finding of different types of memory and different brain structures and neural networks that support memory types. The brain has multiple mnemonic systems with different characteristics mediated by different neural networks.

Introductory Remarks
In this chapter, the neurobiological basis of memory processes will be presented. The different types of memory categorization (eg explicit and implicit), the neuro-anatomical substrate of each type of memory (eg hippocampus and amygdala) are also described, as well as experimental protocols in experimental animals used for the process study. Different areas of the brain are involved in coding, storing and recalling the above memory categories, and include the hippocampus, amygdala, cerebellum, prefrontal cortex, and striatum. The study of amnesia patients enabled us to learn about the neuronal mechanisms of memory. All amnesia, with the exception of normal forgetfulness, can be divided into two basic categories. The first concerns the difficulty of forming new memories (anterograde amnesia). The second, in the difficulty of remembering memories formed in the past (retrograde amnesia). Careful study of neurological patients helps us find out where mnemonic functions are located in the brain, but it should be noted that research into how neuron and chemical transducers work, is carried out in laboratory animals.

Aims/Objectives
The purpose of this chapter is to inform the student on the role that various brain structures play, in cognitive learning and memory processes.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Describe the neurobiological basis of learning and memory.
- Understand the different types of amnesia.
- Analyze case studies of patients with memory disorders and neuronal studies in laboratory animals.

Key Words

Neural networks	Hippocampus	Amygdala	Cerebellum	Prefrontal cortex	Striatum
Retrograde amnesia	Anterograde amnesia				

Annotated Bibliography

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson

Chapter 11 focuses on the role played by different brain regions on the processes of learning and memory. This knowledge comes mainly from the study of patients with amnesia due to brain damage, but also from neuronal studies conducted in laboratory animals.

Self-Assessment Exercises/Activities

Exercise 10.1

Using examples of your experience, compare explicit and implicit memory. Your answer must not exceed 150 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: THE BIOLOGICAL BASIS OF PSYCHIATRIC DISORDERS

(11th Week)

Summary
We have all experienced, in our lives, emotional fluctuations that are mainly related to two opposing emotions: joy and regret. Is joy or regret pathological feelings? Definitely not. However, they are the building blocks of emotional disorders we will describe next, in which they are expressed with great intensity and / or duration, impeding functionality, sometimes even putting the patient's life at risk.

Introductory Remarks
In this chapter, the main categories of mood disorders will be presented. One of them is a major depressive disorder. Millions of people around the world are suffering from it. One of the main features of depression is polymorphism. That is, it has the capacity to express itself in a variety of ways and has many forms such as reactive depression and endogenous depression. The clinical picture of depression is not the same for all patients. Some are sad, tired and put up with it, others complain of physical abuses such as insomnia, anorexia, diffuse pain, phobias that something will happen, while others have severe anxiety, anxiety, thinking absurd. The most common feature is a depressed feeling. This feeling is dominant and pervasive. It paints and enhances the life of a depressed patient, who can see everything black, understate the pleasurable events, while magnifying the unpleasant ones, seeing difficulties everywhere, and “closing” himself. The etiology of depression is multifactorial. Some of the important factors involved in the manifestation of depression are genetic, psychosocial life events, family factors, physical illnesses, personality-psychological factors, neuronal mechanisms such as structural, metabolic and neurochemical abnormalities, (monoamine hypothesis, norepinephrine, locus coeruleus, acetylcholine, GABA).
Another major category of affective disorder is bipolar disorder which is characterized by the presence of episodes of mania combined with or without episodes of depression. Mania can be considered the opposite of depression and has a similarly phased course. During the episode, the patient suffering from bipolar disorder can act with overconfidence, impulsivity, high energy, and a sense of greatness. The feeling may be euphoric, diffuse or irritable. The sufferer of bipolar disorder overestimates himself, believing that he is strong, handsome, smart, rich and may sometimes even be delirious. He constantly speaks, is overactive, difficult to concentrate, and has reduced sleeping needs. The patients judgement is often affected and can lead to social deprivation, with a potentially dangerous behavior both for himself and others. Heredity, endocrine factors, biochemical factors, psychodynamic factors, and stressful life events play a role in the etiology of bipolar disorder.

Aims/Objectives
The aim of this chapter is to inform the student about mood disorders and to enhance understanding of the factors that cause them. Emphasis is placed on the neuronal mechanisms of these mental disorders.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Adopt a definition of the term mood disorders.
- Understand the causal agents of this category of mental disorders.
- Understand the differences and similarities between the neuronal mechanisms that explain this category.

Key Words

Affective disorders	Major depressive disorder	Bipolar disorder	Etiology	Neuronal networks	Monoamine hypothesis
Norepinephrine hypothesis	Locus coeruleus hypothesis	Acetylcholine hypothesis	GABA hypothesis		

Annotated Bibliography

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson
Chapter 18 presents the biopsychology of some psychiatric disorders. Each of these explains the progress in understanding the neuronal mechanisms of the disorder. In any case, the beginning was the accidental discovery of an effective drug that led to the study of its mechanisms of action and to the development of theories of the neuronal mechanisms of the disorder and to the final development of new, more effective drugs.

Self-Assessment Exercises/Activities
Exercise 11.1
Describe the various theories of neuronal mechanisms that cause affective disorders. Your answer must not exceed 200 words.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: THE BIOLOGICAL BASIS OF PSYCHIATRIC DISORDERS

(12th Week)

Summary
Schizophrenia is a disorder of a variety of symptoms that includes cognitive, emotional, positive (altering reality in functions such as perception, behavior, content and thought processes) and negative (absence of normal behaviors) symptoms. Schizophrenia is a powerful condition with symptoms that can affect the sufferer at many levels of his life and impede functioning. This disorder is multifaceted with intense symptomatology that can be fragmented without proper medication and treatment approach in the patient's life. There is no single cause of the disease. Research shows that the causative agents of the disease are both hereditary and environmental.

Introductory Remarks
Symptoms of the disorder are classified as positive and negative. Positive symptoms include hallucinations, disturbed thought and speech, seductive and weird behavior as well as irrational ideas, while negative symptoms include problematic emotional expression and lack of motivation and will. The individual seems to lose touch with reality and his ability to concentrate.

The exact etiology of schizophrenia remains largely unknown. It is thought that a variety of pathophysiological processes contribute to the manifestation of the phenomenological syndrome, that is to say, it is not "schizophrenia" but "schizophrenias" (not one disorder, but multiples disorders that appear with similar symptoms). According to modern scientific data, schizophrenia appears to be due to deregulation of normal brain function resulting in disturbed functions such as orientation, attention, memory, thought, reason, perception, will, judgment and emotion. Damages may occur to the nerve cell architecture, connectivity or neurotransmission (eg dopamine, serotonin, glutamic acid, GABA, acetylcholine). These lesions are most likely to occur mainly during the development and maturation of the nervous system (from endometrial life to adolescence) and are due either to the original genetic material carried by the individual or to epigenetic effects (ie modifications that cause environmental factors). Environmental factors can be, for example, perinatal complications, infections in the first years of life, autoimmune reactions, toxins, traumatic injuries, stress. The resulting biological deficits determine a person's predisposition to schizophrenia. Any biological factor that can interfere with the normal development and maturation of the brain or disrupt its normal function is likely to contribute to the manifestation of schizophrenia.

Aims/Objectives
The aim of this chapter is to inform the student about the schizophrenia disorder and to understand the causative factors causing it. Emphasis is placed on the neuronal mechanisms of this mental disorder.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Adopt a definition of the term schizophrenia.
- Understand the causal agents of this category of mental disorders.
- Understand the differences and similarities between the neuronal mechanisms that explain this category.

Key Words

Schizophrenia	Cognitive symptoms	Affective symptoms	Positive symptoms	Negative symptoms	Etiology
Genetic	Environmental	Cerebral dysfunction	Nerve cell architecture	Nerve cell connectivity	Neurotransmission

Annotated Bibliography

Basic Sources/Material

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson

Chapter 18 presents the biopsychology of some psychiatric disorders. For each one of these, the progress in understanding of the neuronal mechanisms of the disorder, is explained. The beginning was the accidental discovery of an effective drug which led to the study of its mechanisms of action and to the development of new theories about the neuronal mechanisms of the disorder and the eventual development of new, more effective drugs.

Self-Assessment Exercises/Activities

Exercise 12.1

Describe the various theories of neuronal mechanisms that cause schizophrenia. Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 10 hours.

During the 12th week, the second assignment marked with 20% of the overall course grade will be handed in.

Instructions for assignment

Students are required to deliver a teamwork of up to 3 people during the 12th week.

In this link, https://www.youtube.com/watch?v=k_P7Y0-wgos you may watch a documentary about the life of musician Clive Wearing, who suffered from retrograde and anterograde amnesia.

Following the APA's guidelines, write a text with 1500 (± 10%) words describing the above case study. Make sure you include answers to all of the following questions:

- How would you describe the relationship between "learning something" and "remembering"?
- What specific brain areas of Clive Wearing have been damaged resulting in memory disorders?
- How do you explain Clive Wearing's memory loss for most things besides his wife and piano?
- If you were Clive Wearing, what memories would you have missed the most?
- How are emotions linked to memories? Give some examples to support your point of view.

The presentation of the work should be double-spaced with 12pt. Times New Roman font. The cover must include the title of your work or theme, name and registration, the date of submission, the lesson code and the name of the instructor. Before finalizing your assignment, make sure the plagiarism rate does not exceed 15% (including references). The work must be delivered on the day specified by the instructor, otherwise 10% will be deducted for each day after this. You can submit your work ONLY ONE WEEK after the set deadline. Beyond this point, assignments will not be graded.
Points will be deducted if you do not fulfill the above criteria.

TITLE: LATERALIZATION, LANGUAGE AND THE SPLIT BRAIN

(13th Week)

Summary
As we saw in the beginning of the lesson, the upper part of our brain comprises of two structures that are completely separated except in the area of the cerebral junctions, the corpus callosum, that connects them. Our right and left hemispheres, although seemingly similar, show significant differences in function, a phenomenon known as lateralization. Many of our cognitive functions are lateralized, especially our language skills.

Introductory Remarks
In the early 1960s, in order to prevent the spread of uncontrolled epileptic seizures from one hemisphere to another in a group of patients, two neurosurgeons, J. Bogen and P. Vogel, managed to split the corpus callosum and the smaller ligaments joining the two brain hemispheres. In essence, these interventions separated the two hemispheres of the patients, thereby reducing seizures and improving the quality of life of patients with a cross-sectional area. Roger Sperry conducted a series of studies on these patients and offered a new perspective on how each hemisphere works. Sperry exploited the anatomy of the sensory pathways that preferentially project to the lateral hemisphere, and presented patients with cross-sectional information separately in the left and right hemispheres. Although muted because of the lateralization of linguistic proficiency, the right hemisphere could understand words spoken, read printed words, point to corresponding objects or images, and match images or objects to words that were spoken or written and vice versa. Sperry concluded that each hemisphere has complementary self-awareness and social consciousness, and that much of our inner intellectual existence, especially in the right hemisphere, cannot be analysed using the language we speak. Studies of patients with split brains are part of a wider group of ways to study lateralization. These investigations have proven functional and anatomical differences between the two hemispheres. In addition, several theories have been proposed to explain why the asymmetry of hemispheres developed.

Aims/Objectives
The aim of this chapter is to familiarize the student with the phenomenon of lateralization. The right and left hemispheres control different abilities and have the ability to operate independently, to have different thoughts, memories and emotions.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Know the meaning of lateralization.
- Describe the functional and anatomical differences between the two hemispheres.
- Analyze the methods of studying cerebral lateralization.

Key Words

Lateralization	Cerebral functions	Split brain
Corpus callosum	Language skills	Broca area
Wernicke area		

Annotated Bibliography
Basic Sources/Material

- **Basic Sources/Material**

Pinel. J. P. J. (2013). Biopsychology. 8th Edition. Pearson
Chapter 16 describes the differences between the two cerebral hemispheres, known as lateralization phenomenon. Many of our cognitive abilities are lateralized in one of our hemispheres but language functions are the most prominent. For this reason, emphasis is placed on the study of language, not only on its lateralization, but also on the identification of linguistic function in the cerebral cortex. Furthermore various methods of studying cerebral lateralization are presented as well as theories that attempt to explain cerebral asymmetry.

Self-Assessment Exercises/Activities
Exercise 13.1
Design a study using functional MRI to identify areas of the brain involved in speech perception. Your answer must not exceed 150 words.

Recommended number of work hours for the student
Approximately 10 hours.

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE: FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 27 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: An introduction to biological psychology – Historical overview (1stWeek)

Exercise 1.1

Behavior and biopsychology: emotions, mental disorders, cognitive abilities such as learning, memory, perception, language etc…

Title: Exploring the nervous system (2nd Week)

Exercise 2.1

Here you will name the structures of the hindbrain and midbrain, and then describe the function of each structure.

Title: Exploring the nervous system (3rd Week)

Exercise 3.1

Here you will name the structures of the diencephalon and the telencephalon, and then describe the function of each structure.

Exercise 3.2

You will describe in detail the cerebral cortex, the four lobes that make it up, and the various cortical areas. By explaining the various higher cognitive functions that these cortical areas control, you will be able to support the phrase that the cerebral cortex is the largest part of the human brain mediating for the more complex of functions of the brain.

Title: Research methods in biopsychology (4th Week)

Exercise 4.1

Neuroimaging methods: Functional magnetic resonance imaging (fMRI), electroencephalogram (EEG), positron emission tomography (PET), magnetoencephalography (MEG) and transcranial magnetic stimulation (TMS).

Title: The visual system (5th Week)

Exercise 5.1

You will name the various structures that light passes through, starting from the cornea until the retina. A description of each structure should be given, with particular emphasis on the retina and the conversion of light into a neural signal.

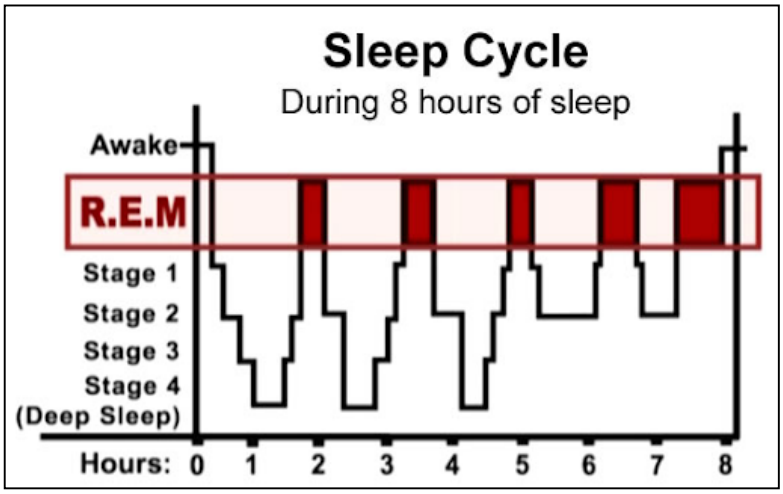
Title: The visual system
(6th Week)

Exercise 6.1
You will name the various structures that the neural signal will pass through, starting from ganglion cells to the primary visual cortex. A description of each structure should be given, with particular emphasis on the primary visual cortex.

Exercise 6.2
No indicative answers are provided for this exercise as it is marked with 5% of the overall course grade.

Title: Sleep, dreaming, and circadian rhythms
(7th Week)

Exercise 7.1



Title: Sleep, dreaming, and circadian rhythms
(8th Week)

Exercise 8.1
Based on the video you will be watching, you will describe a specific sleep disorder, in this case narcolepsy.

Title: Learning, memory and amnesia
(9th Week)

Exercise 9.1
No indicative answers are provided for this exercise as it is marked with 5% of the overall course grade.

Title: Learning, memory and amnesia
(10th Week)

Exercise 10.1

Some indicative answers: examples of implicit memory include perceptual and motor skills, as well as the learning of certain types of processes and rules such as: the rules of grammar. Explicit memory includes information about autobiographical events as well as documented knowledge. These may be remembered by an intentional act of recall.

Title: Biopsychology of psychiatric disorders
(11th Week)

Exercise 11.1

In order to explain affective disorders, all structural, metabolic, and neurochemical dysfunctions (monoamine, norepinephrine, locus coeruleus, acetylcholine, and GABA hypothesis) will be mentioned.

Title: Biopsychology of psychiatric disorders
(12th Week)

Exercise 12.1

All the dysfunctions that may occur to the nerve cell architecture, interconnectivity or neurotransmission (eg dopamine, serotonin, glutamic acid, GABA, acetylcholine) will be mentioned, in order to explain schizophrenia.

Title: Lateralization, language, and the split brain
(13th Week)

Exercise 13.1

Based on the chapter "Research methods in biopsychology" you will describe a study that will be designed to measure the brain areas involved in speech perception using fMRI.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC255: Introduction to Biopsychology	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				use of sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Sport Psychology

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC265**	**Sport Psychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	2 self-assessment exercises (assessed with 5% each) and 2 assignments (1 individual and 1 group assessed with 20% respectively)		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Maria Papaefstathiou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

A psychologist is involved in studying, understanding and interpreting mental phenomena and the manifestations of normal or deviating behaviours, not only of individuals but also of social groups. A psychologist is a scientist who engages in predicting, diagnosing and dealing with mental disorders. A psychologist must genuinely respect and essentially care for people, their needs and their peculiarities. He/She must be objective in his/her judgment -bias-free- and have patience, calmness, persuasion and communication skills, in order to be accepted by the people who seek his/her services. Responsibility and confidentiality also pertain to the indispensable personal traits of a psychologist.

GENERAL OBJECTIVES**:**

- to develop the students' capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- to develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- to build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- to provide students with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- to provide students with a solid training in psychology and its methods;
- to foster awareness of contemporary developments and issues in psychology;
- to prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;

- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

LEARNING OUTCOMES:

Upon successful completion of the programme, students will be able to:

- have detailed knowledge and understanding of a range of current models, theories, concepts and research outcomes in key areas of psychology;
- apply a wide range of psychological concepts to understand behaviour in various contexts;
- confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods;
- evaluate information in order to plan and implement investigative and research strategies;
- work independently within a structured context;
- work effectively in a team;
- appreciate the importance of professional development;
- take responsibility for their own learning and self-development;
- demonstrate the ability to comprehend and creatively combine multiple perspectives.

Presentation of the Course through the Study Guide

- **Short description & objectives**

The course of Sport Psychology deals with issues and theoretical concepts that pertain to the field of sport and exercise psychology by reviewing the relevant bibliography. It focuses on the most important strategies and techniques that help cultivate optimal performance, such as motivation, effective leadership, appropriate communication and mental training. Further, this course aims to raise students' awareness regarding the role of the sport psychologist. Finally, it includes practical applications of exercises and discussions in the classroom, in order to help students understand the concepts they will be taught/acquire by studying cases and issues that emerge from the field of sport psychology.

COURSE OBJECTIVES:

This course aims to provide students with basic knowledge on the issues, theoretical concepts and the research on sport and exercise psychology. Further, this course will raise the awareness of students on strategies and techniques that have been designed to help those who are interested to cultivate optimal performance for themselves and others. In addition, this course aims to promote an understanding of the role of sport psychologists.

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Explain the role of sport psychologists in preserving and fostering the physical, psychological and emotional health of athletes and people who exercise;
- Develop the basic skills to comprehend the processes that are connected to the promotion of physical and psychological wellbeing and welfare of athletes;
- Define the main areas that determine the field of sport psychology;
- Develop holistic problem-solving and decision-making skills for the effective assessment and therapeutic intervention in cases connected to doping, burnout, injury and early dropout;
- Describe how individual and group behaviour is shaped in sport and physical exercise environments;
- Recognise the social factors that affect sport performance and physical exercise.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: Introduction to Sport Psychology – The History of the Discipline

(1st Week)

Summary

Sport psychology is the scientific study of the behaviour, thoughts and feelings of people participating in sport and physical activity. The practical application of knowledge in the field of sport psychology, leads to the improvement of performance, health and wellbeing at competitive and amateur sport and in other physical environments.

Introductory Remarks

According to the American Psychological Association, sport and exercise psychology is one of the newest scientific disciplines of psychology (division 47). Sport psychology is an interdisciplinary field of knowledge; its subjects of study are the behaviour, thoughts and feelings of people who take part in sport or physical activity. Through sport psychology we achieve the practical implementation of the field's knowledge for people who take part in sport on a competitive or amateur level, in Physical Education classes and for people who exercise. In this way we can contribute to the improvement of their performance, foster engagement and improve health and wellbeing. The two main goals of sport psychology are to understand the ways the psychological factors affect the maximisation of sport performance and to understand the impact of physical activity on the psychological development, health and wellbeing of people. There are three areas in sport psychology that focus: a) on athletes who are involved in competitive sport, b) on children participating in sport, recreational sport, exercise of healthy and clinical populations for the enhancement of health and wellbeing and c) on the investigation of the ways Physical Education can be utilised to cultivate lifelong exercise and the promotion of health and wellbeing. Through sport psychology individuals train in psychological skills, such as the cultivation of self-confidence, motivation, attention, positive thinking, anxiety and emotion regulation. In addition, individuals can learn mental techniques and strategies, such as goal setting, self-talk, relaxation, imagery and routine use. Finally, sport psychology studies social issues that are connected to the field of sport and physical activity, such as moral and ethical issues, social relationships in sport (e.g., the coach-athlete relationship, peer relationships), gender issues, leadership and communication, team cohesion and development of dynamics, injuries, violence, dropout, burnout and exhaustion.

The history of the field begins in North America at the end of the 19th century with the first research study of Norman Triplett. Coleman Griffith is considered the "father" of sport psychology; in 1925 he founded the first sport psychology laboratory at the University of Illinois. The main pioneers of the field in Europe are considered Pierre de Coubertin (the "father" of sport psychology in Europe) and Avksenty Cezarevich Puni and Piotr Antonovich Roudik (first sport psychology laboratory in Moscow in 1925). Women

academics like Dorothy Harris, Eleanor Metheny, Camille Brown, Celest Ulrich and Aileen Lockhart have contributed with their research studies to the development of the field.

Aims/Objectives

This course unit aims to encourage students to collect basic information around the content of the field of sport psychology and the most important historical facts that govern it. By studying the historical development of the field, students will develop awareness on the contribution of psychological support in sport and physical activity, so that they will understand the importance of educating and teaching psychological skills and techniques in sport. Furthermore, students should understand that sport psychology contributes not only to the maximisation of sport performance, but also to the improvement of the psychological development, health and wellbeing of people who exercise, through their engagement in physical activities.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Define what is sport psychology;
- State the three areas covered by sport psychology;
- Describe the value of psychological support in competitive sport, in the exercise of healthy and clinical populations and in Physical Education ;
- Detect the skills and techniques learned by individuals involved in sport and physical activity
- Mention the social issues studied by the field of sport psychology;
- Describe the most important historical facts that are connected to the field;
- Mention important scientists and academics of the field;
- State the most important scientific journals and the main organisations that are connected to sport psychology.

Key Words

Sport Psychology	Exercise Psychology	Physical Education and Sport Psychology	Sport Psychology Organisations	Scientific Journals	Skills
Techniques	Pierre de Coubertin	Coleman Griffith			

Annotated Bibliography

Basic Sources/Material

- Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5. (Chapter 1).

This chapter presents in detail the definition of the field and the historical elements that refer to the science of sport psychology in N. America and Europe.

Supplementary Sources/Material

- Lavalle, D., Kremer, J., Moran, A., & Williams, M. (2012). Sport psychology: Contemporary themes. Palgrave Macmillan. Hampshire - UK. ISBN: 978-0230231740.

This book contains detailed information regarding the history of the field.

Self-Assessment Exercises/Activities

Exercise 1.1

What does sport psychology examine and why the psychological support is necessary in competitive sport, in Physical Education and in exercise programmes for healthy and clinical populations?

Recommended number of work hours for the student: 11 hours

TITLE: The Role of Sport Psychologists – Moral and Ethical Issues

(2nd Week)

Summary

Sport psychologists support competitive athletes and individuals who are involved in physical activity so that they can develop psychological skills that will help them maximise their sport performance and improve their psychological wellbeing. The profession of sport psychologists is governed by specific moral and ethical values.

Introductory Remarks

Sport psychologists are the professionals who help athletes and people who exercise to reach the maximum of their abilities by improving the psychological aspect of their performance through the teaching, research and by providing counselling to athletes and to people who exercise. In order to work as a sport psychologist, specific training is required, which can be acquired through a master's programme and/or a PhD that is connected to the subject of sport psychology. Sport psychologists can be employed in sport psychology organisations, sport federations and academies and they can work as freelancers or academics in universities. Sport psychologists must acquire specific skills, such as the ability to develop relationships of trust with athletes and people who exercise. They need to have a good theoretical foundation and knowledge on the science of sport psychology, communications skills, flexibility and they have to practice self-criticism and reflection. It is not necessary for a sport psychologist to have been an athlete himself/herself in order to be successful, however, it is important that he/she is interested in sport and physical activity and he/she gets informed about relevant and current developments. Sport psychologists are teaching and training athletes, and people who exercise, in specific techniques and strategies in order to develop their psychological skills. In cases that clinical services are required (e.g., psychotherapy, treatment of severe emotional disorders, eating disorders, substance abuse), Sport psychologists must refer the person in question to a clinical psychologist, unless he/she has been specialised and is the holder of a professional license to practice the clinical sport psychology. sport psychologists are governed by a code of conduct and ethics that are connected to the principles of ability, integrity, professional and scientific responsibility, respect towards the rights and the dignity of people, interest in the welfare of others and social responsibility.

Aims/Objectives

The main objective of this course unit is to inform students regarding the content of the profession of a sport psychologist. Students are expected to become aware of the moral and ethical issues underpinning the practice of sport psychology, so that they can be able to identify and demonstrate the traits that characterise successful sport psychologists.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Explain the role of sport psychologists;
- Describe the career options of sport psychologists;
- Identify the moral issues that might occur and that a sport psychologist should be aware of;
- Understand the differences between educational and clinical sport psychologists;
- Describe the skills of sport psychologists;
- Mention the traits of not successful/inefficient sport psychologists;
- Know the official qualifications a person needs to obtain in order to work as a professional sport psychologist.

Key Words

Educational sport Psychologist	Clinical sport Psychologist	Code of Conduct and Ethics	Research	Teaching	Counselling

Annotated Bibliography

Basic Sources/Material

- Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5. (Chapter 1).

This chapter presents the role of sport psychologists and describes the distinction between educational and clinical psychologists.

Supplementary Sources/Material

- Cox, R.H. Sport Psychology: Concepts and Applications. (2012), Colombus, Ohio.

This book contains additional information on issues that concern certification that is required in order to practice the profession of sport psychologists.

Self-Assessment Exercises/Activities

Exercise 2.1

What are the differences between educational and clinical sport psychologists? Why is it important to make this distinction?

Recommended number of work hours for the student: 11 hours

TITLE: Self-Confidence – Extrinsic and Intrinsic Motivation

(3rd Week)

Summary

Self-confidence is determined not only by the personality traits of a person, but also by the wider environment and constitutes one of the most important sources of sport performance. It is cultivated with motivation, which develops self-efficiency. In sport, motivation stimulates people by providing them with a direction and the persistence to achieve their goals.

Introductory Remarks

Self-confidence is a person's belief that he/she can successfully perform a desired behaviour. According to the most recent research studies, self-confidence can be described not only as a disposition, but also as a state that seems to be acquirable through appropriate and regular training. This is perhaps the most important psychological skill, as according to the ABC triangle of Vealey (2001) it can affect the creation of positive feelings (AFFECT), effort and persistence (BEHAVIOUR) and the cognition, by cultivating attention and positive adjustment (COGNITION). As self-confidence increases performance improves, which depends on a person's ability. Each individual reaches his/her own level of optimal self-confidence, although it is noted that under or low confidence can negatively affect sport performance. The performance of an athlete or a person who exercises is connected to the created expectations (e.g. the expectations of a coach for an athlete's performance). Therefore, according to the self-fulfilling prophecy theory (Merton, 1948), when one is anticipating something to happen, he/she contributes to his/her desire actually being fulfilled. In sport, a coach who has high expectations from his/her athletes determines not only his/her own behaviour (paying attention, encouraging and providing guidance), but also affects the feelings and behaviour of the athletes (to believe that they can achieve the desired outcome, which they eventually do). In order to explain the impact of self-confidence on performance, persistence and behaviour, Bandura's (1977) self-efficacy theory is utilised widely in the field of sport psychology. According to this theory, self-efficacy is nurtured by performance accomplishments, vicarious experiences (modelling), verbal persuasion and physiological and emotional states. In addition, motivation can also contribute to the development of self-efficacy. In sport and physical activities intrinsic and extrinsic motivation can shape goals and a positive attitude of the participants. When the wider social environment, such as coaches, parents/carers, gymnasts and trainers foster people's autonomy, internal motivation increases.

According to the self-determination theory of Deci & Ryan (1985), when the environment satisfies three basic psychological needs, i.e., the sense of autonomy, competence and relatedness, the intrinsic motivation of athletes and of people who exercise is reinforced.

Nicholls' (1989) achievement goal theory contributes to understanding how athletes and sport participants interpret their competences, which shape their performance because self-confidence is connected to the way athletes perceive their abilities (i.e., the interpretations they give of their performance).

Aims/Objectives

This course unit aims to introduce students to the concept of self-confidence by using and interpreting its fundamental theoretical principles in sport and physical activity. Through this unit students should understand that self-confidence constitutes perhaps the most important psychological skill that athletes and people who exercise can develop and is connected to the concept of competence. By studying this course unit students will become aware how a motivational climate contributes to the development of internal motivation in sport and physical activity.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Define self-confidence;
- Mention the types of self-confidence;
- Know the benefits of self-confidence based on the ABC model;
- Describe how self-confidence is connected to performance;
- Describe the self-fulfilling prophecy;
- Mention the sources of self-efficacy in sport and physical activity;
- Understand the role of coaches, trainers and sport psychologists in the development of self-confidence and the motivational climate they create;
- Know what motivation is;
- Describe the types of motivation;
- Describe the self-determination theory;
- Describe the achievement goal theory.

Key Words

Self-Confidence	Self-Fulfilling Prophecy	Self-Efficacy	Extrinsic Motivation	Intrinsic Motivation	ABC Model
Motivating	Achievement Goal Theory	Internal Motivation			

Annotated Bibliography

Basic Sources/Material

- Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5. [Chapters 3, 6, 14].

These chapters of the book contain a detailed description of theories that are connected to self-confidence. They include useful instructions and guidelines for their practical application in sport and exercise.

Supplementary Sources/Material

- Perry, J. L. (2016), Sport psychology: A complete introduction. Hodder & Stroughton. London UK [Chapters 4+5]

This book contains a theoretical and practical description of the concepts of self-confidence and motivation and additional fast-check multiple-choice exercises for self-assessment.

Self-Assessment Exercises/Activities

Exercise 3.1

Describe the ways self-confidence can be cultivated in athletes.

Recommended number of work hours for the student: 11 hours

TITLE: Psychological Issues in Sport: Anxiety and Stress - Arousal

(4th Week)

Summary

The participation in physical exercise helps regulate anxiety in people of all ages. Nevertheless, the existence and the management of anxiety in sport is one of the most important challenges for athletes. Current scientific studies provide information on the sources of anxiety and the ways it can be regulated in sport.

Introductory Remarks

Anxiety might be the biggest challenge in preserving a positive mental state for athletes. It is caused by the increased demands and difficulties of specific sport or competitions, as athletes are encouraged to achieve goals that have been established., Some characteristics of modern sport, such as early age specialisation and engagement in sport, the fear of injury and failure, poor training conditions and the pressure put on young athletes in combination to limited periods of rest and relaxation, might contribute to increasing anxiety is sport. In order to better understand the concept of anxiety, it is important to distinguish between the concepts of anxiety and stress, which are often used as synonyms, as well as of arousal. Anxiety is a feeling of worry that makes an individual feel overwhelmed. Arousal is connected to the physiological and psychological activity of athletes and refers to the intensity of a behaviour that might be positive or negative, pleasant or unpleasant. Stress is a process that shows the way a person perceives the environmental demands and his/her ability and perception to respond to such expectations. When a person is stressed, he/she believes that the environmental expectations prevail over his/her belief for positive response. Anxiety is distinguished between: a) trait anxiety which is innate and is described as a general tendency to perceive certain circumstances as threatening and b) state anxiety that is a temporary, ever-changing mood component expressed with feelings of worry. Anxiety is expressed with thoughts (cognitive anxiety) and physical reactions (somatic anxiety). Cognitive and somatic anxiety are variable concepts, therefore they can be closely connected or independent. In sport, precompetitive anxiety develops prior to a competition. It is expressed in the form of cognitive anxiety, which is increased several days before the competition and remains high until the competition begins, and in the form of somatic anxiety. The somatic anxiety starts to increase on the day of the competition and reaches a peak just before the competition begins. During a competition the anxiety fluctuates and is shaped based on the sport. Therefore, sport and physical tasks of long duration are determined by cognitive anxiety, whereas in short-duration sport the focus shall be on the regulation of somatic anxiety. Factors such as the type of sport, gender, age and the athletes' abilities affect anxiety fluctuations and its impact on sport performance. The most important theoretical models that demonstrate the relationship between anxiety and sport performance are the inverted U hypothesis (Oxedine, 1970), the cognitive-somatic

anxiety theory, the catastrophe model of anxiety (Hardy, 1990, 1996) and the facilitative-debilitative anxiety model (Jones, 1995). The coaches' role to reducing the athletes' anxiety and creating positive interpretations, can play the most important role in the management of anxiety. Therefore, coaches must acquire the necessary knowledge to recognise symptoms of stress, to emphasise on task, rather than outcome orientation, as well as to the provision of positive reinforcement to the athletes. They must teach and train athletes on specific psychological techniques in order to be able to recognise their own ideal level of arousal states, to cultivate self-confidence, goal setting and the positive interpretation of stressful stimuli and situations. In order to deal with anxiety, the collaboration with a sport psychologist is valuable.

Aims/Objectives

Through this course unit students should study the concept of anxiety in sport by exploring the sources of anxiety and learning the ways anxiety in athletes can affect their sport performance. This course unit aims to introduce students to the basic theories that explain the relationship between anxiety and sport performance and the differences between anxiety, stress and arousal. Further, students will gain awareness of state and trait anxiety in sport and of cognitive and somatic anxiety and will acquire knowledge that describes the ways to regulate it.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Distinguish the terms *anxiety*, *stress* and *arousal*;
- Describe the main theories that connect anxiety to performance;
- Describe the main sources of anxiety;
- Mention the types of anxiety;
- Explain the fluctuations of anxiety before and after the onset of a competition/sport;
- Explain the ways coaches can contribute to reducing and managing anxiety.

Key Words

Anxiety	Stress	Arousal	Trait Anxiety	State Anxiety	Cognitive Anxiety
Somatic Anxiety	Inverted U Hypothesis	Catastrophe Model of Anxiety	Facilitative-Debilitative Anxiety Model	Pre-competition temporary anxiety	

Annotated Bibliography

Basic Sources/Material

Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5. [Chapter 4].

This chapter contains all main knowledge and information on anxiety with a comprehensive description of practical examples in sport.

Supplementary Sources/Material

- Cohen, R. (2016). sport psychology: The Basics – Optimising Human Performance. Bloomsbury. London and New York. [Chapter 9].

This chapter includes useful reflective practical exercises for managing anxiety in athletes.

Self-Assessment Exercises/Activities

Exercise 4.1

Describe the main sources of anxiety and stress in sport.

Recommended number of work hours for the student: Approximately 11 hours

TITLE: Management Strategies and Techniques in Sport: Relaxation and Imagery (Part A')

(5th Week)

Summary

In sport and physical activity the use of psychological techniques, such as relaxation, imagery and self-talk contribute to maximising sport performance. During sport preparation athletes, and people who exercise, are taught ways to utilise these techniques through daily practice.

Introductory Remarks

In sport, performance increases when athletes are preparing not only physically but also mentally. Particularly, in competitive sport, the need for the athletes' psychological preparation has emerged from the common realisation that there are stressful and psychologically demanding conditions that athletes need to regulate. The competitive environment, "tough opponents", fears regarding the outcome, the expectations of fans, friends, parents/carers and coaches, physical exhaustion and injuries are examples of a stressful environment that is typical for competitive sport. The techniques related to the mental preparation of athletes, which help them to manage mental tensions, are relaxation, imagery and self-talk (see 10th week). In order for athletes to achieve the desired sport performance they must reach a state of physical and mental relaxation. Mental and the consequent muscle relaxation are achieved when athletes are capable of "programming" their thoughts so that they can then shape the appropriate feelings and behaviours. The relaxation technique contributes to dealing with cognitive and somatic anxiety in order to reduce cardiac pulse, precompetitive anxiety, fatigue and to increase tranquillity, readiness, concentration and the ability of muscle coordination. Exercises, such as breathing and progressive relaxation are the most widespread types of relaxation techniques used by athletes. Imagery refers to the ability of creating imaginative internal and external images by using vision, hearing, kinaesthesis, touch and smell. According to relevant theories, such as the psychological skills hypothesis, the symbolic learning theory and the psychoneuromuscular theory, imagery can contribute to maximising sport performance by improving self-concentration, reducing anxiety and developing self-confidence, regulating thoughts and creating muscular reactions. Both, relaxation and imagery are learning processes that include information, continuous and consistent practice. In most of the cases imagery is utilised following a relaxation technique and its duration is equal to the time needed to actually perform an exercise.

Aims/Objectives

This course unit aims to help students acquire the basic knowledge on the contribution of imagery and relaxation techniques in maximising sport performance. Upon studying the practical exercises and research studies, students are expected to be able to fully comprehend the important role of the regular use of these two techniques during the training and preparation of athletes, aiming to manage the psychological demands that are mostly found at competitive level.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Describe the importance of using the two psychological techniques;
- Define and describe the two types of relaxation: a) breathing and b) progressive relaxation;
- Detect three types of imagery in sport;
- Describe how imagery is connected to the psychoneuromuscular theory;
- Describe how imagery is connected to the symbolic learning theory;
- Describe how imagery is connected to the psychological skills hypothesis;
- Mention the three stages of utilising the imagery process.

Key Words

Breathing	Progressive Relaxation	Internal Imagery	External Imagery	Psychoneuromuscular Theory	Symbolic Learning Theory
Psychological Skills Hypothesis					

Annotated Bibliography

Basic Sources/Material

- Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5. [Chapters 12+13].

The content, exercises, discussion topics and the activities of these specific chapters are useful tools to understand the psychological techniques of relaxation and imagery.

Supplementary Sources/Material

- Nicholls. A. R. (2017). Psychology in Sports Coaching: Theory and Practice. Routledge. London and New York [Chapter VI], (pp. 169- 246).

This book includes case studies and practical applications of techniques (e.g. mindfulness) to delve into the topic of teaching mental development techniques.

Self-Assessment Exercises/Activities

Exercise 5.1

Describe why it is important for athletes to train in breathing exercises.

Recommended number of work hours for the student: 11 hours

TITLE: Management Strategies and Techniques in Sport:
Self-Talk (Part B')

(6th Week)

Summary

In sport and physical activity the utilisation of psychological techniques, such as self-talk, relaxation and imagery contribute to maximising sport performance. During sport preparation, athletes and people who exercise are taught how to apply these techniques through daily practice.

Introductory Remarks

As mentioned in the previous course unit, sport performance increases when athletes prepare both physically and mentally. Especially in competitive sport the need to psychologically prepare athletes has emerged from the common realisation that there are stressful and psychologically demanding conditions that athletes must regulate (see 9th week). Positive self-talk is described as an internal dialogue that takes place silently or vocally and contributes to shaping constructive thoughts, which consequently shape the feelings, actions and behaviour of athletes (desired sport performance). The most common application of self-talk by athletes is the use of assisting and specific cue words to better control their thoughts and focus on the present. Based on cognitive psychological theories, the self-talk technique is used to teach athletes how to reinforce or modify their thoughts that are connected to their hidden beliefs and perceptions in regard to facts and circumstances. The use of the three techniques for mental preparation (see 9th week for relaxation and imagery techniques) is important psychological tools for sport psychologists. Coaches and other professionals (physical education teachers and trainers) have to integrate these techniques into their training/classes and promote their regular practice.

Aims/Objectives

This course unit, which is the continuation of 9th week's unit, aims to help students acquire basic knowledge on the contribution of the self-talk technique in maximising sport performance. Through studying the practical exercises and references to research studies, students are expected to become able to understand the role of the regular use of positive self-talk during training and the preparation of athletes, aiming to deal with the psychological demands that are mostly found at competitive level.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Describe the importance of using the three psychological techniques;
- Define and describe self-talk;
- Distinguish between the two types of positive self-talk;
- Mention examples of positive self-talk in sport.

Key Words

Positive Self-Talk	Motivational Self-Talk	Instructional Self-Talk			

Annotated Bibliography

Basic Sources/Material

- Hatzigeorgiadis, A., Galanis, E. Zourbanos, N. & Theodorakis, Y. (2014). Self-talk and Competitive Sport Performance, *Journal of Applied Sport Psychology*, *26* (1), 82-95. DOI: 10.1080/10413200.2013.790095

This is a useful research article to understand the psychological self-talk technique.

Supplementary Sources/Material

- Weinberg, S. & Gould, D. (2015). Foundations of sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5. (Chapter 16 – subunit: Using Self-Talk to Enhance Concentration).

This specific subunit of this chapter provides a detailed description of different types of self-talk and presents specific examples of how to turn negative self-talk into positive.

Self-Assessment Exercises/Activities

Exercise 6.1

Turn the following negative thoughts, which are usually expressed by athletes, to positive: “I haven’t trained/prepared enough”, “I hope I won’t get confused again”, “I’m stressed”, “Why is this happening to me now?” and “I’m not ready”.

Recommended number of work hours for the student: 11 hours

TITLE: Psychological Strategies in Sport – Attention and Concentration

(7th Week)

Summary

The role of athletes' concentration is important in sport performance; therefore it is necessary to regularly use the appropriate psychological techniques to develop the attention and concentration levels of athletes and sport participants. Coaches and sport psychologists are in place to train their athletes by teaching them methods to detect the points that need more practice based on the type of sport.

Introductory Remarks

The skill of attention is a determinant factor for sport performance. Attention is defined as "the process that guides the input of information when it reaches our senses (Theodorakis et al., 2016, p. 154). Self-concentration is connected to the duration of attention: "the restriction, the orientation of attention to specific stimuli and its preservation on the chosen stimulus" (Theodorakis et al., 2016, p. 154). The importance of attention is evident in the statements of athletes, who often attribute their low performance to factors, such as lack of concentration during the competition due to the interference of the audience/fans, due to the comparison of their abilities to the ones of their opponents and due to concerns that are future-oriented (e.g., "what will happen if I get disqualified?"). In sport, attention is related to three concepts: a) readiness and duration, b) the ability to process many stimuli simultaneously and c) selecting stimuli. Attention is present in two dimensions; the internal and external, shifting focus on thoughts and body functions and on the external environment respectively. The narrow and broad dimensions of attention are connected to athletes' focus on one or more stimuli respectively. These two dimensions shape the four types of attentional control, which are determined based on the sport, the progress of the race/match, as well as the person himself/herself. In order to improve attention and concentration, one must practice in arousal regulation, in performance routines and techniques like positive self-talk, relaxation exercises (e.g., in throwing and jumping when waiting to carry out the next attempt), in more demanding physical training and in the use of simulations in practice settings (e.g., interference of sound). Furthermore, sport participants must be taught to learn to use the most appropriate types of intentional control based on the sport and how it progresses during the competition. In this process the collaboration between coaches and athletes is essential, since coaches guide, encourage and teach athletes how to improve their attention levels and how to manage attention problems that occur during the training and the competition. Therefore, through the use of established routines, athletes learn to focus on the "here and now" and train to avoid overanalysing exercises/techniques by using positive self-talk, relaxation and imagery techniques.

Aims/Objectives

This course unit aims to help students learn what is attention and concentration and how it contributes to sport performance. By understanding the theoretical background connected to attention, students will be able to distinguish the four attentional control types that are based on the two dimensions of attention. Students are expected to understand that attention is a cognitive process, which can be taught and learned through the regular and consistent use of routines and techniques based on the positive collaboration between coaches (sport psychologists) and athletes.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Define what attention and concentration are;
- Explain the three different meanings of attention;
- Explain the two dimensions of attention that shape the four attentional control types;
- Mention the most frequent attention problems athletes are facing;
- Mention ways to improve concentration.

Key Words

Attention	Concentration	Internal – External Attention	Narrow - Broad Attention	Attentional Control Types	

Annotated Bibliography

Basic Sources/Material

- Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5. [Chapter 16]

This specific chapter includes descriptions of examples of using attentional control types pertaining to specific sports as well as useful comprehension video activities (i.e. *thought stopping* exercise)

Supplementary Sources/Material

- Cohen, R. (2016). Sport Psychology: The Basics – Optimising Human Performance. Bloomsbury. London and New York. [Chapter 4].

At the end of this chapter you can find attentional control exercises.

Self-Assessment Exercises/Activities

Exercise 7.1

Describe the most common attention difficulties found in sport.

Recommended number of work hours for the student: 11 hours

TITLE: Psychological Strategies in Sport – Goal Setting

(8th Week)

Summary

Goal setting in sport and physical activity provides motivation and guidance in order to assist individuals to focus on personal effort and improvement instead of the outcome of the game/race. Goals must be specific, challenging and timely in order to develop the sense of control, personal responsibility and individual (athletic) improvement.

Introductory Remarks

Acclaimed athletes have declared, from time to time, how important the existence of goals has been for them as a form of motivation. Michael Phelps, for instance, has stated characteristically: “I think goals should never be easy, they should force you to work, even if they are uncomfortable at the time.” In addition, champion boxer Muhammad Ali has said: “What keeps me going is goals”. Goals are the objectives and plans a person wants to achieve. There are objective goals that are oriented to acquiring a specific ability/task, usually within a specific timeframe. Subjective goals are general statements that imply an intention, but there are neither measurable nor objective. According to its philosophical foundation, setting specific, short-term goals, gradually leads to acquiring long-term and more challenging goals. The role of effective goals in sport is very important, since they provide a direction and increase effort, alertness and the interest of athletes during training; they help the cultivation of attention, reduce confusion and increase persistence and endurance, motivate athletes, foster team cohesion and self-confidence and contribute to the reduction of anxiety. According to Locke & Latham’s Goal-Setting Theory (1990, 2002), goals can be achieved when there is direct attention, when effort is mobilised with persistence and consistence and when a strategy is being developed. During the goal-setting process one must distinguish between the three types of goals (outcome, process, performance) as presented by Burton et al. (2001), because in each case athletes might apply different behaviours. The general principle that should be followed in sport is that goal-setting should be oriented towards individual effort and performance and not towards the final outcome of the race/competition. The SMARTS model (Smith, 1994) is an important tool that can be utilised to establish goals, since it encourages the active engagement of athletes and sport participants in the process of goal setting.

Aims/Objectives

Through this course unit students should be motivated to understand the role of goal setting in sport and physical activity. Students are expected to study the theoretical concepts of goals, the principles that build their foundation, as well as the most common

problems in goal setting in sport and physical activity. Thereafter, based on the SMARTS model (Smith, 1994) and Locke & Latham's theory (1990, 2002) they can design a personal goal-setting plan.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Define what goals are;
- Define the two categories of goals;
- Describe the three types of goals;
- Describe the contribution of goal setting to the mental state of athletes and people who exercise;
- Describe the goal-performance theory;
- Explain how a goal-setting plan is made based on the SMARTS model;
- Detect the most common problems that occur in the process of setting goals;
- Describe the role of coaches, sport psychologists and other professionals in setting goals and overcoming potential obstacles.

Key Words

Goals	Objective Goals	Subjective Goals	Process Goals	Performance Goals	Outcome Goals
SMARTS Model	Goals-Performance Theory				

Annotated Bibliography

Basic Sources/Material

- Nicholls. A. R. (2017). Psychology in Sports Coaching: Theory and Practice. Routledge. London and New York [Chapter III, 4], (pp. 33- 42).

This chapter includes further theoretical descriptions as well as a reference to a practical application using a case study.

Supplementary Sources/Material

- Cohen, R. (2016). Sport Psychology: The Basics – Optimising Human Performance. Bloomsbury. London and New York. [Chapter 6] (pp. 47-54).

This chapter includes a more detailed description of goals as a source of motivation in sport and also describes the SMARTS model.

Self-Assessment Exercises/Activities

Exercise 8.1

Describe the most common problems that occur during the implementation of goal setting and how we can deal with them.

Exercise 8.2

Submission of individual assignment: Interviewing a sport and exercise psychology professional.

Part A: Interview a sport and exercise professional (e.g., sport psychologist, coach, PE teacher) and ask the following questions (write down his/her responses):

a) How evident are mental/ psychological factors in your work with physical activity participants?

b) What psychological objectives do you have for those with whom you work (e.g., increased self-esteem, anxiety control)?

c) In what ways do you motivate those with whom you work?

d) What are the major psychological problems you encounter in working with physical activity participants?

Part B: Analyze and present the psychological issues, strategies and techniques mentioned in the interview. With reference to the relevant literature discuss the information shared by the interviewer and describe the role of psychological factors in his/her profession.

Recommended number of work hours for the student: 11 hours

TITLE: Psychological Characteristics of Optimal Performance - Mental Toughness in Sport

(9th Week)

Summary

To date, there is no clear definition of the concept of “mental toughness”, but it is suggested that it can develop during the athletes’ career. In order to develop the mental traits needed for optimal performance, coaches play an important role by encouraging the implementation of a set of interventions.

Introductory Remarks

When studying the profile of elite athletes, one can detect the mental traits that lead to optimal sport performance. According to the most recent scientific studies, elite athletes stand out among other athletes because they have a set of personality traits that fit to their sport. They have self-confidence and they are convinced that they will succeed, they have the ability to manage success and failure, they have high goal-setting skills, they are strictly goal-orientated, overwhelmed with intrinsic motivation, they are able to control their feelings and physical reactions, capable to adjust and face challenges and they regularly use a set of psychological techniques. The mental elements found in elite athletes can constitute the principles in the preparation of athletes. In recent years, the term “mental toughness” has been utilised in the field of sport psychology, to characterise the elite-level athletes’ attributes. According to Jones, Hanton & Connaughton (2002), mental toughness consists not only of biological but also of environmental elements, which can be cultivated. Bull, Shambrook, James & Brooks (2005) mention that the environment of athletes affects the development of mental toughness characteristics, which are connected to personality, attitudes and the way of thinking. After carrying out four researches on Australian football athletes, Gucciardi, Gordon & Dimmock (2009) have defined mental toughness as “a multifaceted construct made up of multiple key components including values, attitudes, cognitions, emotions, and behaviours that refer to an individual’s ability to thrive through both positively and negatively construed challenges, pressures, and adversities” (cited in Cox, 2012, p. 301). The predominant theoretical model of the 4Cs of Mental Toughness proposed by Clough, Earle & Sewell (2002) suggests that mentally tough athletes have the following four attributes: challenge, commitment, control and confidence.

Aims/Objectives

This course unit aims to motivate students to further investigate the concept of “mental toughness” that has been adopted during the recent years in the field of sport psychology. By studying specific theoretical assumptions and definitions, students are expected to

detect the mental attributes of elite athletes and to understand the ways they can be developed in competitive sport.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Present the main definitions of mental toughness;
- Describe the 4Cs Mental Toughness Concept by mentioning relevant examples;
- Mention athletes who can be characterised as mentally tough;
- Detect and comment the mental attributes of elite athletes;
- Describe how optimal performance elements can be cultivated.

Key Words

Mental Toughness	4Cs Mental Toughness Concept	Psychological Characteristics of Optimal Performance			

Annotated Bibliography

Basic Sources/Material

- Cox, R.H. Sport Psychology: Concepts and Applications. (2012). Colombus, Ohio. (Chapter 12, pp. 297- 301).

This chapter includes a description of studies that have been carried out with athletes of Olympic and international competition levels, mentally tough athletes and elite-child and young athletes and describes the characteristics of their psychological skills.

- Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5 [Chapter 7, the parts that refer to mental toughness].

This chapter provides a detailed description of the definitions and the predominant theoretical model connected to mental toughness.

Supplementary Sources/Material

- Cohen, R. (2016). Sport Psychology: The Basics – Optimising Human Performance. Bloomsbury. London and New York. [Chapter 5] (pp. 37-44).

This particular chapter is recommended as an additional bibliographical resource to understand the main issues connected to mental toughness.

Self-Assessment Exercises/Activities

Exercise 9.1

Describe the 4Cs Mental Toughness Model and in what ways the coaches, in collaboration with sport psychologists, can contribute to the development of mental toughness in athletes.

Recommended number of work hours for the student: 11 hours

TITLE: Group Cohesion – Leadership and Communication in Sport

(10th Week)

Summary

Individuals operate differently as group members. Team building is achieved by setting group norms and group roles. Coaches and sport psychologists must ensure that they maintain a supporting team climate so that each group member interacts positively and productively with each other.

Introductory Remarks

According to Theodorakis, Hadjigeorgiadis & Zourmpanos (2015), the definition of team is “a group of people who must interact to achieve a common goal” (p. 171). An effective team climate is built on the principles of setting group norms and a clear allocation of group roles. Tuckman & Jensen (1977) mention that groups go through five stages in the process of team development: a) forming, b) storming, c) norming, d) performing and e) adjourning (closure). Each stage includes specific processes that lead to the establishment of cohesion within the group. In order to achieve team togetherness, members must establish common goals. In this case the team is characterised by “task cohesion”, cooperation and good communication. The second type of cohesion is “social cohesion”, which shows the quality of the interpersonal relationships between the team members. Social cohesion contributes to the cultivation of a sense of motivation of athletes and satisfaction and will to stay in the team. When the group members, do not make enough effort, then group performance is reduced. This phenomenon is called “social loafing” and it occurs because of losses in motivation. Under conditions in which a team consists of many members, it becomes difficult to determine the contribution of each athlete to the team. In order to reduce the phenomenon of social loafing, coaches must work on an individual and collective level with the athletes by reminding them the role each one has to play and encouraging individual involvement in order to achieve the collective team goals. The leadership profile of coaches, a fair and objective attitude towards the athletes, regular support and guidance of athletes on an individual and collective level as well as setting high and realistic performance goals are some examples that demonstrate how cohesion can be developed within the team. The appropriate, direct and honest communication between the team members, as well as on behalf of the coaches’ set the foundations to overcome difficulties and challenges encountered by the members of the team and to preserve cohesion.

Aims/Objectives

This course unit aims to raise the awareness of students around the concept of group cohesion and its role in sport performance. By studying decision making styles, which can

be adopted by coaches as leading figures, students are expected to understand and recognise that appropriate communication and collaboration contribute to the improvement of team environment and therefore to team cohesion.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Define team and the principles that govern it;
- Analytically describe the five stages of group development;
- Mention what task cohesion and social cohesion are;
- Describe the phenomenon of social loafing and mention why it occurs in teams;
- Mention ways to reduce the phenomenon of social loafing;
- Detect the five types of decision making in a team;
- Describe the factors that determine decision making in a team.

Key Words

Team	Forming	Conflict	Cohesion	Performance	Adjourning
Task Cohesion	Social Cohesion	Social Loafing			

Annotated Bibliography

Basic Sources/Material

- Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5 [Chapter 7, 8, 9, 10],

This book dedicates Part IV to group interactions providing a deep analysis of group and team dynamics, group cohesion, leadership and communication.

Supplementary Sources/Material

- Perry, J. L. (2016). Sport Psychology: A complete introduction. Hodder & Stroughton. London UK [Chapter 14]

This book contains references to practical applications and provides relevant case studies for more effective comprehension of cohesion in sport.

Self-Assessment Exercises/Activities

Exercise 10.1

Describe the decision-making styles and then discuss which, in your opinion is the best approach;

Recommended number of work hours for the student: 11 hours

TITLE: Children, Young People and Sport psychology
(Athletes', Coaches' and Parents' Relationships)

(11th Week)

Summary

Children constitute the largest population that engages in sport and physical activity. One of the subjects of sport psychology is the examination of the psychosocial factors that are connected to the involvement of children and young people in sport with the objective to ensure a healthy and safe sport environment for children.

Introductory Remarks

The study of the psychological factors that are connected to the involvement of children and young people in sport and physical activities is one of the main research areas of sport psychology. According to the data collected, to date, the participation of children in sport and physical activities is taking place mostly through Physical Education in school. In addition, according to Duffett & Johnsjon (2004) 66% of the activities in which children take part outside of school are related to sport. For most of the children, sport participation reaches its peak at about the age of 12. The engagement in sport gives children a meaning (Coleman, 1974; Larson, 2000) and contributes to the cultivation of self-confidence and social development having a positive impact on the shaping of the personality and psychological wellbeing. The reasons children decide to engage in sport are related to the competitive nature of sport (this refers mainly to boys) and the opportunities for socialisation that are provided through sport (mostly valid for girls). Child participants describe elements, such as fun and entertainment, learning skills, making friends, joy and excitement, taking part in activities and competitions as the positive experiences that emerge from sport engagement. On the contrary, children avoid sport when they experience feelings of failure, a decreased sense of entertainment, joy and excitement, when sufficient physical exercise is not encouraged and when it is not sufficiently challenging. The decision to drop out of sport occurs when children perceive that their ability to learn and perform various sport skills is low, when their intrinsic motivation is low, because they aim at extrinsic rewards that cause anxiety and also when the created atmosphere orients children mostly towards victory (outcome goals) instead of the sense of satisfaction emerging from individual effort and the achievement of performance and process goals. A special case of sport dropout is burnout, which describes a condition under which child-athletes withdraw from their sport after having developed chronic stress that stems from factors including high expectations, parents'/ carers' and coaches' pressures, injuries, lack of recognition from the social environment, and an inclination to perfectionism. The most important social relationship that is formed in the field of sport is the coach-athlete relationship. Coaches are the main individuals responsible for the welfare of children and of creating positive relationships, while

ensuring a culture of collaboration among the children, because it can foster positive relationships and increase involvement in sport activities. Coaches are in place to contribute to the creation of a positive environment, implementing enjoyable activities and teaching techniques to develop the psychological skills, which are being adjusted to the developmental needs of the children. Finally, the role of parents/ carers in creating pleasant experiences in sport by being positive role models and by empowering their children, is also being highlighted since it is reported that 3 out of 10 parents manifest behaviours that negatively affect the involvement of children in sport (Gould et al., 2016).

Aims/Objectives

The main objective of this course unit is to raise the awareness of students on topics that refer to the participation of children and young people in sport. Students are expected to form an understanding around the positive effects of sport and physical activity for children, and also the reasons that lead to negative experiences, with consequences, such as burnout and dropout. Students are expected to reflect on theoretical references to concepts, such as early age specialisation and the role of coaches and parents/ carers in creating a positive and pleasant environment for the development of the children's physical social and psychological wellbeing

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Describe the importance of studying the psychological dimension of children and young peoples' participation in sport and physical activity
- Explain the main reasons why children participate in sport;
- Explain the main reasons why children have negative experiences in sport;
- Describe the stages of athletic talent development as described by Bloom (1985);
- Provide a definition for "dropout" and why children decide to withdraw from their engagement in sport;
- Provide a definition for "burnout", when it is manifested and how it can affect children;
- Describe the role of coaches and sport psychologists in creating positive sport experiences for children;
- Describe the role of parents'/carers' in children's sport.

Key Words

Stages of Athletic Talent Development	Dropout	Burnout	Early Age Specialisation	Child-Athlete Welfare	

Annotated Bibliography

Basic Sources/Material

- Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5. (Chapter 22).

This chapter covers in detail, yet in a simplified manner the most important parameters that concern children's engagement in sport and physical activity.

Supplementary Sources/Material

- Jowett, S. & Lavallee, D. Social Psychology in Sport. (2007). Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 0736057803. (Chapters 1, 4).

This book focuses on the social/psychological dimension of sport engagement, emphasising on the social relationships developed in sport, such as the coach-athlete relationship.

Self-Assessment Exercises/Activities

Exercise 11.1

Why is it important for people, who work with children in sport, to have knowledge of the field of sport psychology?

Recommended number of work hours for the student: 11 hours

TITLE: Psychological Issues: Injury, Substance Abuse, Eating Disorders, Sport Dropout, Athlete Welfare

(12th Week)

Summary

One of the most unpleasant experiences for athletes and sport participants, of all ages and levels, is injury. As the competitive climate and sport demands increase, athletes can form negative experiences, such as eating disorders and substance abuse, which might negatively affect their welfare and lead athletes to early sport dropouts.

Introductory Remarks

All athletes, and sport participants, can experience some form of injury during their sport involvement. The increased demands of sport, in particular at competitive levels, the physical and mental condition of athletes as well as factors including the skill level and training conditions contribute to the experience of injury. It might be one of the most unpleasant experiences, since anger, frustration, fear, sadness and guilt are some of the emotions athletes might experience. According to the most recent scientific studies in sport psychology, the rehabilitation process is based on a holistic approach that includes the use of psychological strategies, such as goal-setting, imagery and positive self-talk. In order to treat injury and recover promptly, athletes must adopt a positive attitude and demonstrate commitment and consistency in the implementation of their rehabilitation programme. At the same time, athletes must receive support from their social environment. Through appropriate communication, education, information, practice of psychological skills, gradual physical training and regular assessment one can provide an appropriately structured support to an athlete's rehabilitation. Another negative experience for athletes and sport participants are eating disorders, such as bulimia and anorexia. According to several studies, the most vulnerable group to experience eating disorders are athletes who are involved in sport in which particular body weight standards should be met (e.g., rhythmic and artistic gymnastics, synchronised swimming, and karate). The Female Athlete Triad refers to a medical condition in which low energy intake, menstrual dysfunction, and low bone mineral density can be observed in women and girls competing at elite or competitive levels. By adopting preventive measures, such as providing information on the symptoms of eating disorders, creating detecting mechanisms, avoiding practices that focus on body weight, educating athletes, as well as creating an environment of acceptance, in which the effort is emphasised, the occurrence of eating disorders can be limited. Burnout might manifest in sport due to factors, such as overexertion, demanding and increased hours of exhausting training leading to the gradual decrease of motivation. When athletes present deterioration in their athletic readiness, despite their continuous effort, this physiological state is described as staleness. Doping is another major problem in the field of competitive sport. The reasons

athletes resort to doping are connected not only to the pressure of their teammates, the quest for pleasure, curiosity and the need to succeed, but also to the desire to increase their self-esteem. Informing and educating athletes on the detrimental effects of doping and overtraining can have a preventative effect for the protection and welfare of athletes. Finally, recent studies investigating harassment and abuse in sport recommend that appropriate education and training is necessary for the prevention and combating of such experiences in sport.

Aims/Objectives

This course unit aims to raise awareness around the negative effects athletes may experience during their athletic career. Through this course unit information will be provided about the symptoms of such experiences and the prevention, as well as early intervention required in order to provide guidance to athletes and maintain their protection, health and wellbeing.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Mention the causes of injuries in sport;
- Describe the rehabilitation factors;
- Mention the basic strategies of psychological support;
- Detect and describe the support stages for injured athletes;
- Present the reasons athletes might develop eating disorders;
- Define what is the Female Athlete Triad;
- Describe the ways to prevent and deal with eating disorders;
- Define burnout and staleness in sport;
- Mention the causes of burnout and staleness;
- Describe the ways to prevent and deal with burnout and staleness;
- Mention the reasons athletes might resort to doping.

Key Words

Injury	Bulimia	Anorexia	Female Athlete Triad	Burnout	Staleness

Annotated Bibliography

Basic Sources/Material

- Cox, R.H. Sport psychology: Concepts and Applications. (2012). Colombus, Ohio. (Chapters 17, 18, 19).

These specific chapters include analytical descriptions of the most prevalent psychological issues and negative experiences that can be present in sport.

Supplementary Sources/Material

- Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5. (Chapters 19, 20, 21).

These chapters include analytical references to recent relevant studies (including harassment and abuse in sport).

Self-Assessment Exercises/Activities

Exercise 12.1

What is the role of sport psychologists, coaches, trainers and physical education teachers in preventing and dealing with the occurrence of injury and other negative experiences in sport, such as eating disorders and doping? Mention examples.

Recommended number of work hours for the student: 11 hours

TITLE: Psychological Skills Training (PST) Programmes

(13th Week)

Summary

Psychological Skills Training (PST) programmes contribute to maximising sport performance and to the holistic development of life skills in elite and amateur athletes. PST is shaped according to the individual needs of athletes, enhancing their self-efficacy.

Introductory Remarks

Psychological Skills Training (PST) programmes aim to foster performance and the sense of satisfaction of elite and amateur athletes through education and regular training of mental and psychological skills. Along with physical preparation, students learn to practice methods to develop their attention, self-concentration, regulate arousal, foster self-confidence and preserve their motivation. There are different “myths” regarding the use of PST; one perception claims that PST is only relevant to elite athletes. Further assumptions connect PST to “troubled” athletes or support the view that through PST, complex psychological issues are regulated in a simplistic manner. Nevertheless, a number of research studies, as well as the lived experiences of coaches and athletes, applying psychological skills, demonstrate the positive contribution that the training on psychological skills can have on the daily practice of athletes. Prior to implementing PST programmes it is important to distinguish between clinical problems (e.g. severe emotional disorders), which may require special treatment, and simple performance difficulties. Further, the case must be assessed to determine whether the problem is mental, or if the athlete in question needs more practice in his/her training/technique.

The PST programmes can take many forms, which include three basic parameters: a) education, when individuals are taught the principles and theory that underpins a skill, b) skill acquisition, in which the gradual development of a skill is achieved through the assessment and investigation of individual needs and c) practice, when through the regular training, psychological skills are maximised in order to be utilised at competition level. The best time to practice psychological skills is at the beginning of the athletic preparation, since there is more time available and less pressure and more calmness. While the sport psychologists’ main role is the PST, the coaches can as well teach psychological skills provided they have been appropriately trained and educated.

Some important challenges that are connected to the inclusion of psychological skills training in the every day practice of athletes, and sport participants, are the reduced time as well as the potential distrust in regard to the effectiveness of the process. In addition, one must have in depth knowledge of each given sport, as well as persistence in observing and assessing the psychological skills learning process. It is important for both coaches and athletes, to know that the ultimate goal of using PST programmes is to contribute to the cultivation of athletes’ sense of self-control and to the development of

his/her self-efficacy. These mental skills are essential since they are identified in mentally tough athletes.

Aims/Objectives

This course unit aims to introduce students to examples of applied sport psychology that intent to provide PST training in the field of sport. This course unit aims to raise the awareness of students on the importance of teaching psychological skills not only to elite athletes but also to amateur athletes, clinical populations, people who exercise, and also to children in the context of physical education classes. By studying this course unit, students will understand that learning psychological skills contributes to the holistic development of athletes and people who exercise. Through their involvement in sport they cultivate life skills that can be generalised in other social environments (e.g. school, family).

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Mention what is PST;
- Describe the myths that are connected to the practice of PST;
- Mention basic knowledge and information that are connected to the use of PST programmes;
- Understand and describe the three phases of PST programmes;
- Understand the problems that occur during the application of PST programmes;
- Design a PST programme.

Key Words

Psychological Skills Training (PST)	Educational Phase	Skills Acquisition Phase	Practice Phase		

Annotated Bibliography

Basic Sources/Material

- Weinberg, S. & Gould, D. (2015). Foundations of Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 978-0-7360- 6467-5. (Chapter 11).

This chapter provides an introduction to PST and describes the performance profiling technique that can be used to assess the individual needs of athletes so that the appropriate, targeted psychological interventions can be applied.

Supplementary Sources/Material

- Nicholls. A. R. (2017). Psychology in Sports Coaching: Theory and Practice. Routledge. London and New York [Chapter III, 5], (pp. 43- 51).

This chapter includes more analytical (theoretical and practical) descriptions of performance profiling, both at individual and team levels..

Self-Assessment Exercises/Activities

Exercise 13.1

Describe the three phases of the PST programme.

Exercise 13.2

Submission of group assignment: An athlete's case-study analysis and presentation (the case-study will be provided to the students at Week 1)

Recommended number of work hours for the student: 11 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

TITLE: Introduction to Sport Psychology – The History of the Discipline

(1st Week)

Exercise 1.1

What does sport psychology examine and why is psychological support necessary in competitive sport, in Physical Education and in exercise programmes of healthy and clinical populations?

Sport psychology refers to the study of behaviour, thinking and feelings in sport environments, such as training, competitions, and physical activities.

Competitive sport: change of attitudes, reinforcement of motivation, self-confidence, self-concentration, stress regulation, performance maximisation.

Physical Education: change of attitudes, sense of pleasure, good mood, body image, self-esteem, life quality, mental and physical performance, stress and depression regulation, learning of life skills.

Exercise of healthy and clinical populations: change of attitudes, reinforcement of motivation, learning of physical skills, life skills, mental and physical performance.

TITLE: The Role of Sport Psychologists – Moral and Ethical Issues

(2nd Week)

Exercise 2.1

What are the differences between educational and clinical sport psychologists? Why is it important to make this distinction?

Educational sport psychology: educated in the sport and exercise sciences, train athletes and people who exercise in order to develop psychological skills.

Clinical sport psychology: obtain specific degree in psychology in order to provide treatment to athletes and people who exercise and deal with severe emotional disorders, such as anorexia, substance abuse, etc.

TITLE: Self-Confidence – Extrinsic and Intrinsic Motivation

(3rd Week)

Exercise 3.1

Describe the ways self-confidence can be cultivated in athletes.

Focus on the effort, on realistic/specific process and performance goals instead of the outcome, positive thoughts/believing in one's self by using positive self-talk, goal-setting, using imagery with positive images, mental and physical preparation.

TITLE: Psychological Issues in Sport: Anxiety and Stress - Arousal

(4th Week)

Exercise 4.1

Describe the main sources of anxiety and stress in sport.

Sources of State Anxiety: important competitions where the outcome is uncertain.

Personality traits: trait anxiety, self-confidence. Athletes with high trait anxiety and low self-confidence have increased levels of state anxiety.

TITLE: Management Strategies and Techniques in Sport:

Relaxation and Imagery (Part A')

(5th Week)

Exercise 5.1

Describe why it is important for athletes to train in breathing exercises.

The physically and emotionally demanding sport environment during training and competitions might cause anxiety, muscle tension and difficulties in concentration.

The conscious and consistent training in breathing leads to the relaxation of the body (neck and shoulder muscles) and the mind and cultivates physical and mental wellbeing.

Deep breathing, soft with the appropriate rhythm = tranquillity and relaxation, performance maximisation, increased oxygen levels in blood, shift of attention to breathing instead of the audience, negative thoughts and the final outcome of the competition.

Short, interrupted breath, "holding" breath, without calmness: pressure and nervousness, muscles contraction.

TITLE: Management Strategies and Techniques in Sport:

Self-Talk (Part B')

(6th Week)

Exercise 6.1

Turn the following negative thoughts, which are usually expressed by athletes, to positive: “I haven’t trained/prepared enough”, “I hope I won’t get confused again”, “I’m stressed”, “Why is this happening to me now?” and “I’m not ready”.

Positive thoughts:

1. “Relax and follow your pre-competition plan”
2. “I will focus on what I can control”
3. “I will mentally practice my routine”
4. “I will proceed by following my strategy as usual”
5. “I will enter the competition and do my best”

TITLE: Psychological Strategies in Sport – Attention and Concentration

(7th Week)

Exercise 7.1

Describe the most common attention difficulties found in Sport.

Attention difficulties can be caused by internal and external factors: recalling previous experiences, uncertainty regarding the outcome, lack of motivation, staleness, burnout, overanalysing the technique, audience/fans, noises, competition conditions (weather, infrastructure), low self-confidence, pressure from social environment, degree of readiness/timely preparation.

TITLE: Psychological Strategies in Sport – Goal Setting

(8th Week)

Exercise 8.1

Describe the most common problems that occur during the implementation of goal-setting and how we can deal with them.

This process may be considered time-consuming and too “theoretical”, with no flexibility/readjustment of goals, too many/not realistic goals are set, interference/obstacles (school, family, friends), focusing on outcome goals and not process goals, absence of regular observation and assessment.

Exercise 8.2

No indicative answer is given for this exercise as it is assessed with 20% of the total module’s evaluation. Individual assignment submission: End of Week 8. Assignment evaluation criteria: presentation and analysis of the topic, relevance and bibliography

documentation, presentation of main conclusions, general appearance, word-count, use of language and APA referencing.

TITLE: Psychological Characteristics of Optimal Performance – Mental Toughness in Sport

(9th Week)

Exercise 9.1

Describe the 4Cs Mental Toughness Model and in what ways the coaches, in collaboration with sport psychologists, can contribute to the development of mental toughness in athletes. .

The predominant model that is used consists of four characteristics: Challenge, Commitment, Control and Confidence.

The coaches' role:

Behaviour of coaches: Emphasis to the "here and now", effort instead of the outcome of the competition in order to better manage "victory" or "defeat", positive feedback, careful reference to "weaknesses" using positive articulations (sandwich method), appropriate/challenging/interesting training plan.

Appropriate and regular communication with athletes: guiding, explaining.

Teaching how to manage the competition and training: imagery, relaxation, self-talk, fostering positivity/optimism, reducing negativity/pessimism.

Setting goals, cultivating attention/concentration.

TITLE: Group Cohesion – Leadership and Communication in Sport

(10th Week)

Exercise 10.1

Describe the decision-making styles and then discuss which, in your opinion is the best approach;

Five decision making styles (Chelladurai, 1986)

Autocratic style: decisions are made by the coach based on given facts of the specific time.

Autocratic style based on information: decisions are made by the coach once he/she has collected information from the athletes.

Personal counselling style: decisions are made by the coach once he/she has asked the individual opinion of some athletes. He/she might adopt or reject their opinions.

Group counselling style: decisions are made by the coach once he/she has asked the opinion of the group. He/she might adopt or reject the group's opinions.

Democratic style: the coach asks the group's opinion and decisions are made mutually.

TITLE: Children, Young People and Sport Psychology

(Athletes', Coaches' and Parents' Relationships)

(11th Week)

Exercise 11.1

Why is it important for people, who work with children in sport, to have knowledge of the field of sport psychology?

Childhood and adolescence: an important developmental period

Adults (trainers, coaches, physical education teachers, sport psychologists) must have the appropriate training in leadership issues, in order to ensure positive experiences for children. The experience of their involvement in sport might have a great impact on the personality and mental development and welfare of children.

TITLE: Psychological Issues: Injury, Substance Abuse, Eating Disorders, Sport Dropout, Athlete Welfare

(12th Week)

Exercise 12.1

What is the role of sport psychologists, coaches, trainers and physical education teachers in preventing and dealing with the occurrence of injury and other negative experiences in sport, such as eating disorders and doping? Mention examples.

Recognising athletes that are facing difficulties, talking to them in private by ensuring confidentiality, referring them to a special clinical psychologist, avoiding emphasising matters of weight, avoiding group weight measurements, group goals for weight loss, punishments, connecting weight loss to performance, education, organising educational meetings and inviting experts, cultivate a culture of acceptance, attributing success or failure to effort instead of body weight issues. Coaches should relate the concept of performance to the priority athletes should give to their health and wellbeing.

TITLE: Psychological Skills Training (PST) Programmes

(13th Week)

Exercise 13.1

Describe the three phases of the PST programme.

1. Educational Phase: Teaching and understanding the principles and the theory that inform a skill (e.g., in breathing exercises it is important that athletes know what anxiety is and what causes stress and attention problems).
2. Skills Acquisition Phase: Initial learning, assessing and investigating personal needs, good understanding of the skills that need further development. Writing down/creating training plans.
3. Practice Phase: The goal is to automate techniques, systematically integrate psychological skills in the training programme, maximise skills in order to use them in competition.

Exercise 13.2

No indicative answer is given for this exercise as it is assessed with 20% of the total module's evaluation. Group assignment submission: End of Week 13. Assignment evaluation criteria: presentation and analysis of the topic, relevance and bibliography documentation, presentation of main conclusions, general appearance, word-count, use of language and APA referencing.

European University Cyprus

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC265: Sport Psychology	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Health Psychology

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC315**	**Health Psychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	2		
Assessment	Assignments 50%	Final Exam 50%	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr Eleni Epiphaniou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

A psychologist studies, understands and interprets mental phenomena and the manifestations of normal or deviant behaviour both in individuals and social groups. A psychologist is the scientist who provides assessment, diagnosis and treatment of psychological problems. Psychologists must have genuine respect for and sincere interest in human beings, their needs and peculiarities. They must judge objectively, without bias, and be patient, keep their calm, be convincing and have communicative skills in order to become accepted by those requiring their services. Being responsible and discreet is also required of a psychologist.

GENERAL OBJECTIVES:

- To develop the students' ability to think, write and speak effectively and creatively.
- To develop appreciation and respect for social and moral values, the foundations that support the individual's relationships to others and his/her responsibilities vis-à-vis his/her community and country.
- To provide students with the skills for analytical thinking, decision-making and communication alongside self-reliance, responsibility, integrity and self-knowledge, which will enhance personal happiness and professional development.
- To build a wide range of perception through general training requirements and offer adequate specialization to meet professional requirements.
- To provide students with the basic requirements for progress in their academic and professional career.

SPECIFIC OBJECTIVES:

- To provide robust training in psychology and its various methods.
- To enhance the students' knowledge of contemporary developments in psychology.
- To prepare students for employment in fields that incorporate knowledge of psychology and its methods, for instance applied research, human resources and health services.
- To provide graduates with the basic academic skills and knowledge that will prepare them for postgraduate studies in psychology and relevant branches.

LEARNING OUTCOMES:

Upon completion of their studies, students:

- will have a thorough understanding of contemporary models, theories, concepts and research outcomes across the basic fields of psychology
- will apply a wide range of psychology concepts for understanding behaviour in different contexts
- will conduct research including the design and analysis of experiments, questionnaires and qualitative research methods
- will evaluate information towards designing and applying research strategies
- will work independently in a structured context
- will operate effectively as team members
- will appreciate the importance of professional development
- will take over the responsibility for learning and developing their personality
- will prove their ability to understand and creatively compose multiple perspectives

Presentation of the Course through the Study Guide

- **Short description & objectives**

The course offers a comprehensive approach to understanding Health Psychology by invoking current social and psychological theories and approaches. It makes reference to the biopsychosocial model and places emphasis on the significance of biological, social, psychological and behavioural factors impacting on health and illness. Reference is also made on the relation between stress and health, on the perception of symptoms and how it is influenced by psychological factors, on experience and how the patient and the caregiver copes with chronic illness, on the relation and communication between health personnel and patient, on the experience of pain and finally on health-related social inequalities.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: INTRODUCTION TO HEALTH PSYCHOLOGY

(1st Week)

Summary

This session offers a general definition of Health Psychology (HP). It starts with a brief historical overview of HP and goes on to place emphasis on the differences between HP and the biomedical model. It then refers to the importance attributed by HP on the biopsychosocial model, on the health-illness continuum, on indirect and direct psychological factors affecting health and illness with an emphasis on differentiation. Finally, reference is made on the objectives and the future of HP.

Introductory Remarks

The concepts of illness and health will be discussed in this session. It is important to understand that health is not the absence of illness, as shown by examples of several patients that have a high quality of life in spite of their illness or impairment. Therefore, beliefs and the individual's approach to illness or impairment play an essential role.

HP is a new branch of Psychology which aims to understand human behaviour through beliefs, emotions, expectations, environmental and biological influences on the individual. Also of note is the emphasis placed on the biopsychosocial model and its significance in the way health professionals approach health.

Essentially, students will gain knowledge of how the work of a Health Psychologist covers the primary, secondary and tertiary level of health. The knowledge and skills he/she acquires apply both to prevention and to treatment of illness and he/she is able to implement psychoeducation practices in order to empower the patient and the caregiver.

Aims/Objectives

The aim of this session is to provide an understanding of the branch and its development; of the significance of the biopsychosocial model in approaching the individual holistically and of the fact that not only biological but also psychological and social factors affect the individual's behaviour towards health and illness. Last, this session aims to introduce students to the importance and application of this particular branch in public health.

Learning Outcomes

- Understanding the branch of HP and its applications.
- Understanding the biopsychosocial model and the importance of a holistic approach to the individual.
- Understanding what is health and what is illness.

Keywords

Biopsychosocial Model	Biomedical Model	Health Psychology: overview	Health Psychology: development

Annotated Bibliography:

Basic Material

Ogden, J. (2012). *Health Psychology. A Textbook.* (5th ed) (Chapter 1)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 1.1 Describe the biopsychosocial model. How does it differ from the biomedical model? (5%)

Exercise 1.2

Recommended number of work hours for the student

5 hours

TITLE: Illness Representations

(2nd Week)

Summary

People have specific beliefs about an illness and a symptom. This week we will examine what it means to be 'healthy' and 'ill' in the context of how individuals cognitively process the symptom and the illness. Emphasis is placed on Leventhal' self-regulation model, more specifically on the perception of the symptom, strategies of coping and appraisal. Lastly, the relation between these factors and the attitude/behaviour toward the illness is discussed.

Introductory Remarks

At some point we all got sick or someone we know got sick. It was perhaps a simple cold or something more serious that lasted longer. How do we represent this symptom or this illness? Which factors, either environmental, cognitive or psychological are brought to bear upon this representation? How should the situation be managed in order to achieve balance?

The common-sense or self-regulation model is a recent model which explains the beliefs and behaviour vis-à-vis the illness. According to this model, we create mental representations of the illness or of the symptom in order to understand what is happening to us. The way we interpret the symptoms or the experience of the illness will affect the way we cope with it. The aim is to establish balance.

The model contends that we logically process information in order to appraise it, and regulate our behaviour in order to achieve balance. For instance, I will identify the symptom, try to understand it and treat it either by consulting a doctor or by purchasing some medicine from the pharmacy. The way I will 'represent' the symptom depends on earlier experiences either of the individual himself/herself or of the individual's relatives but also on information from the doctor or significant others.

The representation comprises five dimensions: identity, causes, consequences, timeline and control/cure. 'Identity' refers to the nature and the name of the problem, e.g. 'cold', 'flu'. 'Causes' designate the individual's beliefs about the factors he/she holds to have caused the symptom. Causes may be biological, environmental or psychological. 'Consequences' encompass beliefs about the impact of the illness on the individual's quality of life, his/her functionality; they may also refer to the consequences of the treatment. 'Timeline' includes beliefs about the time required for the illness and symptoms to pass or the duration of the treatment. Last, 'control/cure'' designates control beliefs: whether a person feels in control against the illness and symptoms.

Aim/Objectives

Students should understand how cognitive factors impact on the illness and the perception of the symptom. It is also important that they realize these cognitive representations are influenced by emotional, environmental and cognitive factors.

Learning Outcomes

- What does it mean to be 'healthy' or 'ill'?
- Describe Leventhal's model.
- Why is it called 'The Self-Regulatory Model'?
- What are the five illness representations?
- What other factors impact on the perception of illness and symptom?
- Describe coping strategies.

Keywords

Self-regulation	Perception of Symptoms	Illness Representations	Coping Strategies

Annotated Bibliography

Basic Material

Ogden, J. (2012). *Health Psychology. A Textbook. (5th Ed.)* (Chapter 9)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 2.1 Why is it called 'The Self-Regulatory Model'?

Exercise 2.2 What psychological factors may influence the perception of the symptom?

Recommended number of work hours for the student: 10 hours

TITLE: Health Behaviours I

(3rd Week)

Summary

This session looks at the definition of health behaviour and why it is important. More specifically, emphasis is placed on what is meant by health protective and health impairing behaviours, before discussing two addictive behaviours, i.e. smoking and alcohol.

Introductory Remarks

Health behaviour and its role is one of the topics attracting more and more attention because of its association with health and illness. In spite of the development of science and the consequent development of vaccines and antibiotics, health is still more and more adversely affected. Research has shown that most of the illnesses that affect humans these days are in fact preventable as they are caused by non-protective health behaviours. Smoking, sedentary lifestyle, imbalanced diet, excessive consumption of alcohol, dangerous driving are behaviours that may lead to increased morbidity and mortality.

Protective health behaviours aim to defend, protect, preserve and promote health. Aptly called protective, they include such behaviours as teeth brushing, seatbelt in the car, exercise, rest, sound sleep, balanced diet etc. By contrast, behaviours that place health at risk are called health impairing behaviours and include smoking, excessive food consumption and alcohol.

Smoking: this behaviour has been associated with lung cancer and other types of cancer, coronary heart disease and emphysema. Factors that enhance this type of behaviour include peer pressure, at least one of the parents being a smoker, as well as positive views about smoking (that it relaxes you).

Alcohol: excessive consumption of alcohol causes negative consequences such as cirrhosis of the liver, high blood pressure, liver cancer and traffic collisions. Most people try alcohol and others moderately include it in their daily lives. Only a small percentage of those who try it are led to addiction. Determinants for this type of behaviour lie within the family environment, friends who smoke, but also within alcohol consumption during stressful periods for stress management.

Most programmes in the primary sector are focused on awareness of such behaviours and their consequences. Programmes in the secondary and tertiary sector place emphasis on stress management techniques, problem-solving techniques and coping with peer pressure.

Aim/Objectives

The aim of this session is to explain the importance of health behaviours and their association with health and illness. It is also important that students understand the psychological, biological and environmental factors impacting on such behaviours and, therefore, on the individual's overall health.

Learning Outcomes

- To understand the importance of health behaviours in health and illness.
- To understand the psychological factors impacting on health and illness.
- To understand the biological factors impacting on health and illness.
- To understand the environmental factors impacting on health and illness.
- Addiction stages from initiation to regular use until interruption and regression.

Keywords

Health behaviours	Smoking	Alcohol

Annotated Bibliography

Basic Material

Ogden, J. (2012). *Health Psychology. A Textbook. (5th Ed.)* (Chapter 4)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 3.1 Did you ever smoke? If yes, which factors had urged you to it? If not, which factors had deterred you from it?

Exercise 3.2

Recommended number of work hours for the student: 10 hours

TITLE: Health Behaviours II

(4th Week)

Summary

Elaborating on the previous session, reference is made on an additional two health behaviours, more specifically diet and exercise.

Introductory Remarks

A balanced diet includes for the most part fruit and vegetables, carbohydrates and to a lesser extent meat, dairy products and fats. Diet is associated with health in two ways: either unhealthy diet increases the risk of diabetes, obesity and cardiovascular diseases or diet is used as part of the treatment for a disease such as diabetes and high blood pressure.

Factors such as the family, the religious context, availability, accessibility and family hierarchy shape an individual's nutrition standards.

Food has also been associated with weight control, more specifically discontent with the body. Social but also psychological factors impact on whether an individual will have negative feelings towards his/her body or a distorted appraisal of his/her body size.

In a bid to control their weight, women choose to go on a diet and men choose to exercise. In terms of using diet to lose weight, most people apply cognitive control which leads them to eat less than they want because of their discontent with their bodies and the effort to lose weight. This cognitive control will lead to overeating, especially if during food consumption an individual exceeds this cognitive limit.

Physical exercise is a type of behaviour that has beneficial effects on the individual, both bodily and psychological ones. It protects the body against cardiovascular diseases, obesity, osteoporosis, stress and colon cancer. Factors impacting on this behaviour include demography (educated men are more likely to exercise, people who used to exercise in childhood are more likely to keep it up in adulthood), beliefs around the positive effects of exercise and cost.

Aims/Objectives

The aim of this session is to shed light on an additional two health behaviours, i.e. diet and exercise. Discussed here are the concept of diet, the meaning of diet in the daily life depending on the surrounding culture but also the relation between diet and weight control. Reference is then made on the definition of exercise, its importance and ways to

measure it. Students are also expected to understand the factors impacting on diet and exercise either positively or negatively.

Learning Outcomes

- What is included in a healthy diet?
- What is the relation between diet and health?
- What is the relation between diet and weight control?
- Define discontent with the body and its causes.
- What are the characteristics of active people?
- What are the psychological and physical effects of exercise?
- Interventions in the community to encourage the population to exercise.

Keywords

Diet	Weight control	Exercise

Annotated Bibliography

Basic Material

Ogden, J. (2012). *Health Psychology. A Textbook.(5th Ed.)* (Chapter 5,6)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 4.1 Think of the last time you tried to change what, how much and how you eat. How successful was that effort? Which factors contributed to the success or failure of this effort? (5%)

Exercise 4.2 Do you exercise or not? Write down the structural (cost, accessibility, availability) and psychological factors contributing either to exercise or lack thereof.

Recommended number of work hours for the student: 10 hours

TITLE: Stress and Health

(5th Week)

Summary

This session covers theories of stress, placing more emphasis on the transactional model of Lazarus and Folkman. Reference is then made on the direct and indirect ways through which stress is associated with health. Last, a new branch of psychoneuroimmunology is discussed.

Introductory Remarks

There are various definitions of stress, but it is broadly perceived in three ways: The first proposes stress as a passive response dependent on a stimulus. During stress, the body becomes stimulated, the heart rate increases, and sweating is caused as the body attempts a fight or flight towards the stressor. With the theory of the general adaptation syndrome, Selye contends that in response to stress, a person goes through the stages of alert, resistance and finally exhaustion. He proposes that when stress lasts for a long period of time the body is depleted and becomes more vulnerable to viruses and bacteria.

However, according to the transactional model of Lazarus and Folkman, stress is the result of a dynamic interaction between the individual and the environment. When a person perceives a discrepancy (either realistic or not) between the demands caused by a situation and his/her resources (biological, social, psychological knowledge and skills), in other words a lack of balance, then tension is caused, namely stress.

During the stage of primary appraisal, the individual will assess whether the stimulus is stressful judging on whether it is irrelevant to him/her, a threat, a challenge or harm/loss. If the situation is appraised as stressful, there follows the secondary appraisal during which the available resources are assessed. Differences between individuals are essentially the result of this cognitive appraisal which occurs between the stressor and personal resources.

The cognitive appraisal for dealing with stress results in coping strategies aimed at reducing tension, therefore restoring balance. Theoreticians place emphasis on problem-focused strategies and emotion-focused strategies. The first focus on reducing stress by applying problem-solving techniques, obtaining information, creating an action plan etc. The second focus on coping with the emotion caused by the stressful situation through exercise, sleep, denial, discussion with friends etc.

Stress is associated with health both directly and indirectly. In response to a stimulus appraised as stressful, the adrenal glands are stimulated through the sympathetic nervous system and the endocrinal system, releasing cortisol, adrenaline and noradrenaline. In the long term, arousal of these hormones depletes the body, reduces

the strength of the immune system and, as a consequence, the individual becomes more vulnerable to viruses and bacteria. In case of chronic stress, the organism becomes addicted, therefore it cannot produce a response. Neither the neuroendocrinal system nor the rest of the mechanisms become aroused, and as a result the body cannot react against viruses and bacteria.

The indirect way encompasses behaviours adopted by individuals in an effort to cope with stress. Such behaviours as smoking, lack of exercise, alcohol, bad dietary habits etc. put health at risk as they are health-impairing.

Psychoneuroimmunology is the branch studying how psychology affects the immune system (IS) through the central nervous system, essentially the interrelation between mind, behaviour and the IS response. Research has indicated an interrelation between mood, beliefs, coping with stress and their effect on the IS, more specifically T cells and B cells.

Aim/Objectives

The aim of this session is to look at the definitions of stress and the first stress models associated with the theories of Cannon, Selye and the transactional model of Lazarus and Folkman. The latter places emphasis on psychology as the most important factor of response to stress. Reference is then made on the physiological model of stress, investigating the consequences of stress on the body such as stimulation and secretion of cortisol. Discussed last is the new sector of psychoneuroimmunology which explores how psychology influences the immune system through the central nervous system.

Learning Outcomes

- What are theories of stress?
- What is proposed by the transactional model of stress?
- How is stress associated with health, both directly and indirectly?
- What is psychoneuroimmunology? Why is it significant?

Keywords

Stress	Illness	Immune System	Directly	Indirectly

Annotated Bibliography

Basic Material

Ogden, J. (2012). *Health Psychology. A Textbook.*(5th Ed.) (Chapter 11,12)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 5.1 Submission of the first individual assignment: 'How is stress associated with illness in both a direct and indirect way? Please explain using research evidence (20%)

Exercise 5.2 Which psychological factors may impact on the immune system?

Recommended number of work hours for the student: 50 hours

**** <u>At week 5 students will submit the first assignment for this module which will be 20% of the total grade.</u>**

TITLE: Coping with Stress and Regulating Factors

(6th Week)

Summary

This session refers to ways of coping with stress and how they can sometimes be applied to reduce tension. Such factors as social support, self-efficacy and perception of control alleviate the effect of stress on the individual.

Introductory Remarks

Researchers describe different ways of coping with stress. Some of these refer to approach coping which encompasses management of the problem, obtainment of information and immediate action. Avoidance coping includes underestimating or denying the situation. The effectiveness of coping depends on the stressful situation.

Other researchers point out problem-focused and emotion-focused coping strategies. People may show/apply problem-focused and emotion-focused coping strategies at the same time. Problem-focused techniques aim to reduce the demands of the stressful situation or increase the individual's resources. Resources may include obtainment of more information, arrangement of everything that needs to be done, learning new skills etc.

Emotion-focused coping aims to manage the emotions caused by the stressful situation, for instance by talking with friends, smoking less, going shopping or watching a film.

Factors with a regulating function between stress and the tension it causes are social support, the individual's personality, the perception of control and self-efficacy.

The term social support does not encompass only the number of friends an individual has but also the extent to which this individual is pleased with the support that friends and relatives offer. It also refers to the help, support and respect a person feels he/she receives from various sources. Social support may take on different forms from provision of information to emotional or material support.

Researchers point out the direct and indirect effects of social support on health. Direct effects contend that its presence is beneficial to the individual and its absence is stressful. Indirect effects describe how the social network may absorb vibrations in order to empower the individual, offer alternative approaches to the stressor, enhance the perception of control and offer emotional and material support. The effects of social support depend on a plethora of factors such as the type of support, the support network, the type of problem source.

Perception of control has been defined in different ways by researchers. Independent of the type of control, various research findings propose that the positive perception of control acts favourably on the relation between stress and normal reactions. Of course,

the relation between perception of control and stress is influenced by several factors and is therefore very complex.

The concept of self-efficacy expectations refers to whether the individual believes he/she can deal with a difficult situation; how well he/she may accomplish the required task in order to reach the intended goal. These beliefs have a significant impact on actions and on the management of the environment. High self-efficacy is associated with reduced secretion of catecholamines and empowerment of the IS. When a person believes he/she can successfully manage a situation, he/she is committed to continuous efforts and adopts strategies to successfully tackle the situation.

Aim/Objectives

This session aims at discussing ways of coping with stress. Reference is also made on regulating factors that alleviate the relation between stress and the extent of tension it creates.

Learning Outcomes

- Understanding problem-focused coping strategies
- Understanding emotion-focused coping strategies
- Approach coping
- Avoidance coping
- Psychosocial regulating factors (perception of control, self-efficacy, social support)

Keywords

Problem-focused techniques	Emotion-focused techniques	Perception of control	Self-efficacy

Annotated Bibliography

Basic Material

Ogden, J. (2012). *Health Psychology. A Textbook.* (5th Ed.) (Chapter 11,12)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 6.1 Which coping strategies do you usually choose to tackle stress?

Exercise 6.2

Recommended number of work hours for the student: 10 hours

TITLE: Pain and Pain Management

(7th Week)

Summary

This session sets forth the different models attempting to describe pain. Emphasis is placed on the various psychosocial factors that affect the perception of pain, such as learning and meaning. Last, reference is made on different ways of measuring pain and on pain management interventions.

Introductory Remarks

'Pain' is the sensory and emotional experience of discomfort, which is usually associated with real or impending damage of the nerve fibers or inflammation of the nerve fibers. Just like the perception of all symptoms, pain too is subjective. It entails immense intrapersonal and interpersonal differences as it is affected by several cognitive, emotional and social factors. Therefore, as a person perceives pain differently, he/she will respond differently to it. This subjectivity has an effect on the intensity, the quality, the course and the meaning of pain.

Chronic acute pain may dominate the life of the individual as it may affect his/her daily functionality. Medical interventions offer temporary solutions which decrease pain without making it go away. Sometimes, because of its duration, pain may become prevalent in the life of the individual, which could cause some to quit their jobs, withdraw from social interactions and reduce their activities to the minimum. Essentially pain becomes part of their identity.

But this perception of pain is affected by several cognitive, affective and social factors. More particularly, cognitive factors include attention; in other words, the more attention a person pays on the source of pain, the more intense it becomes. Also, emotions like fear, stress and expectations will impact the experience and intensity of pain. Another factor is the meaning of pain, e.g. pain during labor.

A number of theories have been developed with the aim to interpret pain. One of those was the biomedical model which essentially can explain pain when there is damage to the nerve fibers or when the pain is organically based. In case of lack of evidence, pain is classified as psychogenic and it appears to be experienced in the same way as organic pain.

The most recent model is the gate control proposed by Meltzack and Wall (1965), the most significant research of the 20th c. According to this theory, affective (stress, tension), cognitive (attention, expectations) and biological (level and type of injury) factors open the gate of pain whereas affective (relaxation, optimism), cognitive (diversion of attention, development of interests), and physical (pharmaceutical treatment) factors close the gate.

Through the gate control theory, it has been understood that pain does not have only a biological/somatic cause but the gate may open because of several other factors. Consequently, interventions for pain management are not focused merely on pharmaceutical treatment but place emphasis on the knowledge, behaviours and environmental factors that could enhance the experience of pain. Today there are: a) Behavioural interventions and b) Cognitive interventions for the control and change of dysfunctional thoughts (e.g. diversion of attention and encouragement of the individual not to focus on pain).

These interventions also aim to enable the individual to manage pain-related stress and at the same time educate the patient and his/her family on the nature and consequences of pain, its treatment and course. An intervention is effective when it is personalized and it is formulated by an interdisciplinary team.

Aim/Objectives

The aim is to understand the psychosocial factors that influence the perception and expression of pain. It is also important to understand pain as a subjective experience, a perception similar to the perception of the symptom, which means that there are several intrapersonal and interpersonal differences stemming from the beliefs that impact the specific experience.

Learning Outcomes

- Theories of pain
- The psychosocial aspects of pain
- Measurement of pain
- Psychosocial interventions

Keywords

Organic pain	Psychogenic pain	Psychosocial aspects	Consequences of pain	Interventions

Annotated Bibliography

Basic Material

Ogden, J. (2012). *Health Psychology. A Textbook.* (5th Ed.) (Chapter 13)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 7.1 Pain is a perception. Discuss.

Exercise 7.2 How can psychological factors influence the perception of pain?

Recommended number of work hours for the student: 10 hours

TITLE: Health professionals – patient communication

(8th Week)

Summary

This session emphasizes the importance of the relationship between a health professional (HP) and a patient. It also discusses a number of basic communication skills that a HP must apply in his/her effort to build a proper relationship with the patient and the patient's family. It is also important to understand the communication barriers that HPs often apply.

Introductory Remarks

Patient satisfaction depends on the quality of information they receive and on the interest and understanding showed by health professionals in the patient and the patient's family: information about the disease or injury, treatment etc; and understanding of their emotions, the consequences of the disease or treatment by the HP. There are two main requirements: a) The HP should realize that his/her meeting with the patient is essentially a meeting between two experts: the HP is an expert on the body, the disease, while the patient is an expert in that he/she lives with the disease every day and therefore he/she has specific expectations and a way of life that should be accepted and respected b) The HP should look at the patient holistically, take into account how biological, social and psychological factors affect a given attitude towards the disease and the treatment.

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. Essentially, the HP becomes an active/careful listener regarding the experience of the disease and disease-related emotions. Through this interaction there follows an exchange of information between two experts.

The non-verbal level includes a) eye contact (as the trust between health professionals and patient increases, eye contact becomes more frequent) b) the gestures, posture and movements that may suggest inclination to approach or avoid and c) the distance between them and the body's orientation. It is necessary that the HP's emotional disposition is identified with the verbal part of communication. If the two contradict each other, then the patient and his/her family become confused on account of what may be considered a 'double message'.

The verbal level includes a) repeating b) paraphrasing c) reflecting d) listening with empathy and e) summarizing. The application of these skills allows HPs to understand the patient. Repeating means that the HP repeats emotionally charged words or part of the patient's story. In paraphrasing, the HP uses the speaker's keywords by adding some of his/her own words or remarks without changing the meaning of what the speaker said. By reflecting, the HP focuses on the emotion expressed by the patient and mirrors the

same internal viewpoint. By listening with empathy, the HP feels the patient's emotional world but without becoming emotionally involved. Empathy does not equal sympathy as sympathy encompasses elements of compassion and pity. Essentially, attention is paid on the patient's feelings, and not on the feelings of the HP. Finally, by summarizing, the HP reiterates the major elements/information/feelings reported by the patient. The summary does not include new ideas but organizes what has been said in a way that can be understood by the patient.

Sometimes health professionals are having difficulties in communication with the patient because of applied communication barriers. Most of the times these barriers stem from the HP's need to be a 'teacher' or a 'counselor', which means that the listener becomes a speaker, hindering the patient from expressing what they have on their minds. Examples of such barriers are: a) a chain of questions that most often feel like a kind of inquisition b) preaching as to how the patient should feel or think c) criticism that may enhance the patient's defensive attitude d) advice that makes patients feel they are not in control of the situation e) complacency by way of such expressions as "Don't worry" f) rationalization when health personnel use logical arguments in a bid to 'bring the patient to reason' while ignoring his/her feelings.

Aim/Objectives

The aim of this session is to explain students the significance of the HP-patient relationship which is built through the application of basic communication skills included in active listening.

Learning Outcomes

- Understanding the significance of the HP-patient relationship
- Active listening
- The four basic communication skills
- Verbal and non-verbal communication
- Communication barriers

Keywords

Communication skills	Paraphrasing	Reflecting	Listening with empathy	Summarizing	Verbal and non-verbal behaviour

Annotated Bibliography

Basic Material

Ogden, J. (2007). *Health Psychology. A Textbook*.(4th ed) (Chapter 4)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 8.1: What are the four basic communication skills?

Exercise 8.2:

Recommended number of work hours for the student: 10 hours

TITLE: Chronic illness and coping with it

(9th Week)

Summary

This session acquaints students with the consequences of illness and the stages of adaptation to it. Reference is also made on intervention programmes.

Introductory Remarks

Chronic illnesses are generally not cured completely but they may receive interventions that make them controllable and can also improve the patient's quality of life.

Chronic illnesses affect a wide range of biological, social, psychological and behavioural operations, they last over the patient's lifespan, and they are incurable. Some are progressively deteriorating and are characterized by stages of remission and flare-up.

Most of these illnesses could be predicted if humans across the world adopted health-protective behaviours. In general, chronic illnesses increase due to behaviours such as smoking, bad dietary habits, sedentary lifestyle etc.

Diagnosis of a chronic illness and adaptation to it is associated with four different aspects: a) biological (in terms of fatigue, pain and other symptoms, side effects of treatment, functionality, adaptation to the development of the illness) b) social (in terms of isolation, stigma, relations to the family, friends and health personnel) c) emotional (self-image, financial issues, redefining targets and expectations, reassessing values, questions of spirituality, seeking meaning in the overall experience) and d) behavioural (health check-ups, following doctor's advice, management of the development of the illness). In addition, chronic patients are faced with work problems and issues, as well as changes in their body image and available possibilities.

As has been pointed out in earlier sessions, adaptation depends on a) how the individual perceives the illness (expectations, beliefs about the illness and treatment) and b) how the individual copes with the illness (denial, control of the problem, seeking information, discussion with friends etc.)

According to Livneh and Antonak (1997), adaptation does not take place in a uniform way for all, nor does it follow a serial succession of phases. There are four categories of interactive variables associated with adaptation to a chronic illness: a) illness-related (such as the kind of illness, the affected areas, possible mortality) b) social – demographic variables (e.g. gender, age, socioeconomic level) c) individual differences (e.g. way of thinking, coping strategies), d) social-environmental factors (such as social network, social stigma, social support etc). Therefore, the adaptation process is essentially constant, fluid and dynamic even though at any given moment the individual's level of adaptation may be appraised as good or not good.

Every person responds differently to chronic illness, the response depending not only on the way he/she perceives the illness itself but also on demographic factors such as: a) age (In younger ages defense mechanisms are not fully developed, therefore there is high likelihood of emotional retrogression) b) gender (women respond strongly to diseases, lesions or interventions that cause esthetic alterations, while men respond strongly to chronic diseases causing serious functional limitations which imply increased dependence on others) c) personality (independent minded, highly active and dynamic persons find it hard to 'act' the role of the good patient) and d) education (people of low educational and social level find it harder to accept, but also to abandon the role of the patient. Conversely, more educated individuals have a better understanding of their disease and accept the role of the patient more readily).

Beyond the use of medicinal drugs, several psychosocial interventions focusing on the patient's training, on coping strategies, restructuring of dysfunctional thoughts, on seeking social support, managing emotions and relaxation techniques seem to have a positive impact on the patients' quality of life and approach to their illness.

Aim/Objectives

- Responses to chronic illness
- Phases of development of chronic illness
- Psychosocial interventions for chronic illness

Learning Outcomes

Understanding the meaning of chronic illness, and its biological, psychological and behavioural effects on the individuals. Emphasis is also placed on intervention programmes for better adaptation to diagnosis.

Keywords

Chronic illness	Patient	Intervention programmes

Annotated Bibliography

Basic Material

Ogden, J. (2012). *Health Psychology. A Textbook.* (5th Ed.) (Chapter 14,15)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 9.1: How do beliefs about illness impact the perception of a chronic disease?

Exercise 9.2:

Recommended number of work hours for the student: 10 hours

TITLE: Informal Caregivers

(10th Week)

Summary

This session discusses informal caregivers and how the experience of taking care of someone close to them may have negative or positive effects on their daily lives and on their health. Reference is also made on intervention programmes aiming at better adaptation to this experience.

Introductory Remarks

Illness is a source of stress which is not limited to the patient but expands to the rest of the patient's family. The diagnosis of any illness violates family homeostasis and breaks the family routine. The problem becomes more complex in the case of chronic illness, when family rules and roles must change because of the new situation. Management of the illness affects every aspect of the daily life of both the patient and the patient's family as it invades all aspects of family life and requires unusual attention. Sometimes the patient "takes on" new tasks, a new role. At the same time, the patient may be unable to perform previous tasks and usual roles, which must therefore be performed for a period of time or indefinitely by another member of the family.

Informal caregivers are usually family members (husband/wife, partner, children, parents) who receive no payment for their contribution. These individuals usually take on this role 'at random', as if out of necessity, without previous experience and skills. These individuals offer remarkable care, mainly at home. This type of care takes up a great amount of time and energy on behalf of the caregiver and requires performance of financial, physical, emotional and social tasks.

Their role is important because aside their contribution to their beloved one, their role is invested with social and financial significance as it reduces welfare state provisions. Informal caregiving produces value as it either delays or deters the institutionalization of people with chronic illnesses. As a result, the state is relieved of such cost.

Some caregivers perceive this experience as a positive one because: a) it pleases them to tend to a beloved person in order to make him/her feel better and make his/her experience a more positive one b) it is an opportunity to come nearer their beloved and c) their role gives them satisfaction.

However, there is a negative dimension to this experience, as it may affect the caregiver physically, emotionally and socially. The caregivers' physical wellbeing is often put at risk because caregiving includes a degree of physical effort on behalf of the caregiver, such as moving the patient. In terms of emotional health, it is mostly affected when the individual does not have a support network, when he/she takes care of someone very close to him/her and when he/she offers emotional care. Such emotions range from anger

(against God, the patient) to depression, sadness for the loss of the life they had planned, sadness for their own weakness to offer more help to the patient, guilt for feeling tired and needing to rest, and grief over their beloved as he/she fades away, changing personality and suffering a decrease of cognitive skills.

In terms of social relations, difficulties occur between members of a family as well as a decrease of care given to the remaining 'healthy' family members. Interaction with relatives and friends become marginalized as the patient's care is prioritized. Several partners feel uncomfortable inviting friends for dinner or a movie as their partner may be feeling tired or is unable to join in.

Most psychosocial interventions aim to empower the caregiver, to train and inform him/her, but also to apply stress coping strategies. Research has shown that these interventions are effective in terms of the caregiver's discomfort, his/her mood, their knowledge and the psychological burden they take on. These interventions must be personalized according to the needs of every caregiver.

Aim/Objectives

This session aims to explain how the adaptation of informal caregivers to the patient's diagnosis and care has positive and negative consequences depending on how the individual will interpret/explain such experience. Emphasis is also placed on intervention programmes.

Learning Outcomes

- The effect of the diagnosis of chronic illness on an informal caregiver
- Positive consequences
- Negative consequences
- Intervention programmes

Keywords

Informal caregivers	Adaptation	Intervention programmes

Annotated Bibliography

Basic Material

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 10.1: Which cognitive factors may yield a positive approach to the experience of caregiving for a relative?

Exercise 10.2

Recommended number of work hours for the student: 30 hours

TITLE: Health Inequalities

(11th Week)

Summary

Social inequalities are not fixed; they stem from the geographical location, time, gender and socioeconomic level of a country, a population or an individual. While medical science and sociology focus on the role of medical interventions and the environment, psychology of health tends to focus on behaviour and its role in social inequalities.

Introductory Remarks

On a global scale, the health of the population is determined by historical, political and economic forces that are often unpredictable and incontrollable (e.g. natural disasters, wars, epidemics). Causes vary from illness, diet, water supply to safety, education, access to health services and income.

Health and illness are not fixed concepts. They are affected by several variables such as gender, geographic location, civilization and socioeconomic level. Reports from the World Health Organization (WHO), the Office for National Statistics etc., point out that illnesses, differ depending on the geographic location, the socioeconomic level and gender.

Geographic location is an important determinant of health, responsible for differences between continents, countries and also within countries. Illness and death rates vary between countries, with the highest rates in Russia, Africa, Afghanistan and Eastern Europe. The highest death rates among children occur in Africa, Eastern Mediterranean and Northeastern Asia, with the lowest rates in Europe and America.

Research conducted during 1980-1990 in 13 countries of the European Union demonstrated significant inequalities. In the Scandinavian countries, Ireland and England/Wales there is increased frequency of cardiovascular diseases among the poorer social strata as opposed to France, Italy, Spain and Portugal where these strata show higher mortality rates due to malignant neoplasms (with the exception of lung cancer) and digestive system-related diseases.

The socioeconomic level is another significant determinant of health, illness and healthcare. Generally speaking, the higher the socioeconomic level of a country, family or individual, the better the health levels. The socioeconomic level affects health through intermediary variables, mostly psychosocial and behavioural ones e.g. finances, unemployment, inadequate or adequate education, access to health services, diet, insurance, social support, stress etc. While each separate factor may cause a minor problem, the combination of several factors ether enhances or alleviates the negative effect on health.

Also, of note is the fact that each person's approach to health differs according to their socioeconomic level. More particularly, people from the lower classes consider that health

has two sides, one organic and the other psychological, but which are not interrelated. Perception of health changes as we climb up the social ladder, with most people from the upper class perceiving health and illness as more complex concepts which encompass social, emotional, organic, spiritual and other interactive elements.

Last, research findings show that individuals and families from low-income classes run double the risk of premature death and increased morbidity because of problems related to income, education, medical care, housing and nutrition which have a cumulative effect. Also, preventive check-ups decrease whereas many children are excluded from vaccination, and infant mortality increases. As the socioeconomic level rises, mortality rates fall, the progression of diseases is slowed down, life expectancy increases; infant mortality, chronic illnesses and psychiatric morbidity decrease and there is increased self-reported mental and physical health.

As far as gender is concerned, this factor appears to influence mortality, life expectancy, disease prevalence and physical symptoms. Research has indicated that women live longer than men but women have more somatic symptoms than men, they become ill more often than men, they visit their doctor more frequently than men and men are more likely to commit suicide.

The causal hypotheses put forward in order to explain these results refer to a) biological/genetic factors of the two sexes b) the social roles that expose women to risk (multiple roles, social downgrading etc.) c) social upbringing and socialization: women report their symptoms more frequently and more strongly and take different coping decisions than men d) gender bias in more easily diagnosing an illness in a woman.

Aim/Objectives

The aim is to understand the concept of social inequalities and how health can be explained within the social and economic framework. Also discussed are determinants such as gender, geographic location, civilization and socioeconomic level impacting on health and illness.

Learning Outcomes

- Understanding social inequalities
- Geographic location: health and illness
- Gender: health and illness
- Socioeconomic level: health and illness

Keywords

Social inequalities	Geographic location	Socioeconomic level	Gender	Social effects and health	Economic effects and health

Annotated Bibliography

Basic Material

Ogden, J. (2012). *Health Psychology. A Textbook.* (5th Ed.) (Chapter 2)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 11.1: Women get sick more often than men and visit the doctor more frequently, but men die younger. Discuss.

Exercise 11.2

Recommended number of work hours for the student: 10 hours

TITLE: Health Promotion

(12th Week)

Summary

This session looks at the definition of health promotion and different approaches to it.

Introductory Remarks

According to the World Health Organization (WHO) many of the chronic illnesses affecting most people today stem from human behaviour. Specifically, lack of exercise, smoking, high risk sexual behaviour, obesity etc. have been associated with ischaemia, neoplasms, chronic pulmonary disease etc. Research findings support that stress, the socioeconomic level and expectations and beliefs have a significant impact on health-and-illness-related behaviours. These factors in combination with the biological background affect human health.

Generally speaking, there are three levels of prevention: primary, secondary and tertiary. Primary prevention refers to the development of strategies and prevention of disease by controlling risk factors. Secondary prevention refers to diagnosis of disease at an early stage in order to reduce disease-related consequences. Tertiary prevention refers to reduction of the consequences of disease on the individual and the family, to recovery and maintenance of a good quality of life.

Health promotion encompasses every organized activity and action aimed to create the appropriate conditions for achieving and protecting health, wellbeing and quality of life. This concept includes efforts to modify behaviours, to enhance “healthy” habits, as well as the promotion of strategies and actions at a broader communal or social level.

Marks et al. (2000) identified three approaches to health promotion: a) the behavioural change approach b) the self-empowerment approach and c) the collective action approach.

Programmes that are tailored to the needs of an individual and a population and are developed according to learning theories and the cognitive theory seem to be effective. These programmes encompass empowerment strategies, positive and negative learning, gradual behaviour change and self-control. They also include cognitive techniques such as control and self-efficacy expectations. It is important to point out that other strategies are required for the initiation, change and maintenance of the new behaviour.

The application of health promotion programmes in terms of behaviour change must take place at an individual, collective and communal level. For instance, at school, in an organization, in the workplace etc.

Several behaviour programmes have been developed for smoking, exercise, weight control etc.

It is also important that health promotion programmes be implemented in the wider community as such intervention may reach populations that are otherwise untraced, such as housewives and elder people, but could impact on factors beyond the individual level.

In relation to health promotion in public health, McKinlay (1995) created the population-based intervention model, identifying 'downstream', 'midstream' and 'upstream' interventions. 'Downstream' interventions refer to people who are already at high risk or have a behaviour-related health problem; they therefore emphasize change and not prevention of behaviour. These interventions include counselling, education, self-help programmes and pharmaceutical interventions.

'Midstream' interventions are addressed to a larger population for change or prevention and 'upstream' interventions occur at state or country level. These include national efforts for public awareness, economic measures, measures to reduce the use of unhealthy products, measures to reduce unhealthy conditions in the environment etc.

Health Psychology may play an important role in promoting public health: knowledge of methodological and statistical methods can develop interventions at an individual and a communal level. Theoretical understanding of the factors impacting on human behaviour but also knowledge of theoretical models for the interpretation of human behaviour allows the development of programmes in the primary, secondary and tertiary sectors.

Aims/Objectives

Understanding the concept of health promotion and approaches to it in terms of behavioural interventions, self-empowerment and collective actions. Reference is also made on health promotion in the community and the contribution of HP to the health promotion sector.

Learning Outcomes

- Health Promotion
- Behavioural Health Promotion
- Health Promotion in the community
- HP and Health Promotion

Keywords

Health Promotion	Behavioural Health Promotion	Community	Health Promotion and Health Psychology

Annotated Bibliography

Basic Material

Ogden, J. (2012). *Health Psychology. A Textbook.* (5th Ed.) (Chapter 8)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 12.1: Define Health Promotion

Exercise 12.2

Recommended number of work hours for the student: 10 hours

TITLE: The role of the health psychologist

(13th Week)

Summary

This session places emphasis on the role of the HP and the areas where he/she may help at individual and population level. Reference is also made on the work settings of the HP and ways in which he/she may intervene.

Introductory Remarks

As mentioned during an earlier lecture, HP places emphasis on a holistic approach to health and illness. A person suffering from chronic illness is looked at holistically with an eye to restoring health and improving quality of life.

The role of the HP is important in terms of appraisal, research, intervention and education of the patient, the patient's family and the health professional.

The HP focuses on applying psychological knowledge, research and theory to the promotion and preservation of health, to understanding the way people respond to health and illness and on developing interventions and health prevention programmes.

At individual level, the HP may intervene to encourage adoption of health-protective behaviour after first assessing determinants of health such as expectations, beliefs, gender, age, earlier experiences etc. The HP may also intervene at emotional and cognitive level for better adjustment to chronic illness by way of awareness, empowerment but also challenging or changing dysfunctional beliefs.

At environmental level, the HP may intervene in the patient's family (for support, provision of information), in the community (for development of prevention programmes) and in the health system (e.g. health professionals training, empowerment of health personnel-patients relationship).

Health Psychologists may be employed in medical centres, private clinics, universities but also at the Ministry of Health for population-level programmes.

Aims/Objectives

Understanding the role of the HP at individual, population and state level for prevention but also treatment of illness.

Learning Outcomes

- Understanding the role of the HP

- Individual-level role
- Population-level role

Keywords

Psychoeducation	Support Programmes	Maintenance of behaviour	Treatment of illness		

Annotated Bibliography

Basic Material

Ogden, J. (2012). *Health Psychology. A Textbook.* (5th Ed.) (Chapter 1,19)

An excellent introductory book in Health Psychology with updated research on various health psychology topics. The book is well written, easily to comprehend and gives to students and good background in Health Psychology.

Supplementary Material

Self-Assessment Exercises/Activities

Exercise 13.1: Describe the main axes of the work of a Health Psychologist (not only his/her 'clinical' work).

Exercise 13.2: Submission of the group assignment: 'present and discuss at least three reasons that may drive a person into addiction. Students can choose the behaviour they wish to discuss. (20%)

Recommended number of work hours for the student: 30 hours

** **At week 13 students will submit the first assignment for this module which will be 20% of the total grade.**

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Introduction

(1st Week)

Exercise 1.1: The biopsychosocial model suggests a holistic approach to the individual as it supports that biological, psychological and social factors affect health and illness. In other words, the model suggests an interaction between body and mind. By contrast, the biomedical model proposes that body and mind are two different entities and in case of a problem with the body, the expert focuses merely on that, the biological aspect. Therefore, the source of an illness are viruses and bacteria and health problems cannot be caused by psychological factors.

Title: Illness Representations

(2nd Week)

Exercise 2.1: It is called the 'Self-Regulatory Model' because as active processors we receive messages from the body and from the environment which we process. Faced with a symptom, we will process the information and regulate our behaviour in order to restore balance.

Exercise 2.2: Stress, expectations, attention, information from surrounding environment.

Title: Health Behaviours I

(3th Week)

Exercise 3.1: It is important to emphasize environmental but also psychological factors associated with beliefs about smoking or abstinence from smoking. Environmental factors include family and friends; environmental factors include smoking consequences, age etc.

Title: Health Behaviours II

(4th Week)

Exercise 4.1: Cognitive factors mostly pertain to what stands to be gained through such behaviour: social/environmental factors, cost of change of behaviour.

Exercise 4.2: It is important to point out that a person is more likely to exercise if exercise makes part of his/her daily schedule. An interaction between social and psychological factors either enhances or impedes this behaviour.

Title: Stress and Health

(5th Week)

Exercise 5.1: No indicative answers are given to this task as the work is rated at 20% of the total course grade. Job Delivery: end of week 5. The work will be evaluated for its structure, bibliography and other documentation, the accuracy and validity of the content as well as the language and editing of the work as a scientific text.

Exercise 5.2: Mood, lifestyle, beliefs, social support.

Title: Stress and coping with it

(6th Week)

Exercise 6.1: Reference should be made on either problem-focused or emotion-focused strategies or both.

Title: Pain and pain management

(7th Week)

Exercise 7.1: Pain is perceived subjectively as cognitive, psychological and social factors may open or close the gate of pain. There are intrapersonal and interpersonal differences in the way pain is perceived.

Exercise 7.2: Stress, attention, earlier experiences, meaning.

Title: Health personnel – patient communication

(8th Week)

Exercise 8.1: Reflecting, Listening with Empathy, Paraphrasing, Summarizing

Title: Chronic illness and coping with it

(9th Week)

Exercise 1.1: Beliefs about the cause, temporality, consequences and sense of control affect a person's attitude towards illness and illness coping. For instance, research has indicated that patients suffering from asthma and perceiving the illness as temporary receive medicinal drugs (inhalers) only during periods of flare-ups. Therefore, they need to go to the hospital more frequently in order to tackle the flare-ups. Patients with the same illness who perceive it as chronic use inhalers on a daily basis and therefore suffer less asthma episodes. Students are expected to give examples that demonstrate how beliefs may have a positive or negative impact on coping with the illness.

Title: Informal caregivers

(10th Week)

Άσκηση 10.1: Some caregivers perceive this experience as a positive one because: a) it pleases them to care for their beloved person in order to make him/her feel better and make his/her experience a more positive one b) it is an opportunity to come nearer their beloved and c) their role gives them satisfaction.

Title: Social Inequalities in Health

(11th Week)

Άσκηση 11.1: Reference should be made on varied beliefs about illness and health, on following healthy behaviours, on stress coping ways as well as on social factors that create differences between the two sexes. The causal hypotheses put forth to explain these results refer to a) biological/genetic factors for the two sexes b) the social roles exposing women to risk (multiple roles, social downgrading etc.), c) social upbringing and socialization, with women reporting their symptoms more frequently and more strongly, taking different decisions and adopting different coping strategies than men and d) gender bias in more easily diagnosing an illness in a woman.

Title: Health promotion

(12th Week)

Exercise 12.1: Health promotion encompasses every organized activity and action aimed to create the appropriate conditions for achieving and protecting health, wellbeing and quality of life. This concept includes efforts to modify behaviours, to enhance "healthy" habits, as well as the promotion of strategies and actions at a broader communal or social level.

Title: The role of the health psychologist

(13th Week)

Exercise 13.1: No indicative answers are given to this work as the work is rated at 20% of the total grade of the course. Job Delivery: end of week 13. The work will be evaluated for its structure, bibliography and other documentation, the accuracy and validity of the content as well as the language and editing of the work as a scientific text.

Essay Feedback form with marking rubric:

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC315 Health Psychology	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1.Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2.APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3.Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific.	

	sources in text.			topic. Moderate use of sources in text.	Inadequate use of sources in text.	Inappropriate use of sources in text.	
4.Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5.Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor				**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Cultural Psychology

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC250**	**Cultural Psychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: 6	Face to Face: -	Web based Teleconferences: 6
Number of Assignments	• 13 self-assessment exercises (5 of which are assessed with 2% each) • 1 individual assignment (10%) • 1 group assignment (30%)		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr. Andri Christoforou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

A psychologist is involved in studying, understanding and interpreting mental phenomena and the manifestations of normal or deviating behaviours, not only of individuals but also of social groups. A psychologist is a scientist who engages in predicting, diagnosing and dealing with mental disorders. A psychologist must genuinely respect and essentially care for people, their needs and their peculiarities. He/She must be objective in his/her judgment -bias-free- and have patience, calmness, persuasion and communication skills, in order to be accepted by the people who seek his/her services. Responsibility and confidentiality also pertain to the indispensable personal traits of a psychologist.

GENERAL OBJECTIVES**:**

- to develop the students' capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- to develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- to build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- to provide students with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- to provide students with a solid training in psychology and its methods;
- to foster awareness of contemporary developments and issues in psychology;
- to prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;

- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

LEARNING OUTCOMES:

Upon successful completion of the programme, students will be able to:

- have detailed knowledge and understanding of a range of current models, theories, concepts and research outcomes in key areas of psychology;
- apply a wide range of psychological concepts to understand behaviour in various contexts;
- confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods;
- evaluate information in order to plan and implement investigative and research strategies;
- work independently within a structured context;
- work effectively in a team;
- appreciate the importance of professional development;
- take responsibility for their own learning and self-development;
- demonstrate the ability to comprehend and creatively combine multiple perspectives.

Presentation of the Course through the Study Guide

- **Short description & objectives**

This course introduces students to the cross-cultural perspective as it is related to topics of social, clinical, developmental, and personality psychology. Given the predominance in psychology courses of empirical data derived from Western culture and the tendency to consider such data as the basis for what is normal in human behaviour and development, the course draws students' attention to cultural similarities and differences in areas like emotion, learning, motivation, knowledge, language, etc. in an attempt to create a "culturally more comprehensive" view of human behaviour.

The objective of this course is the interdisciplinary examination of different theories and researches on cultural psychology in order to provide students with knowledge regarding sociocultural influences on the experience of the daily mental state of people and generally in regard to human development, such as social knowledge, intelligence, emotions, motivation and behaviour. Through this course students will have the opportunity to evaluate and compare traditional theories to current research outcomes in the multicultural framework of contemporary societies, which will raise their awareness on the negative impact of ethnocentrism in conducting impartial cultural psychological research in the context of the Western civilisation of Western Europe and North America.

Upon successful completion of this course students should be able to:

- Create a more clear picture of the nature of cultural psychology upon understanding the basic theories, research findings and methodologies of this science;
- Determine the similarities and differences between cultural psychology and other disciplines of social and behavioural sciences, such as sociology, psychology and anthropology.
- Discuss biological, social and cultural influences on gender roles and interpersonal relationships;
- Discuss how people are affected by the presence of other people from the same or a different cultural context;
- Discuss how different sociocultural processes shape personal qualities, beliefs and identities;
- Explain how cultural psychology can be implemented in the study of social problems.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: Introduction to Cultural Psychology

(1st Week)

Summary

This course unit introduces students to Cultural Psychology and its differentiation from Cross-Cultural Psychology. Though a historic overview we will present the factors that raised the interest in this field leading to its formation and development. At the end we will present the conclusions drawn on “Western psychology”.

Introductory Remarks

Culture can be defined as the set of attitudes, behaviours and symbols shared by a group of people, which is usually transferred from one generation to the other. Cultural Psychology is defined as the study that aims to discover the systematic relationships between cultural and psychological variables, while Cross-Cultural Psychology is defined as the comparative study of cultural influences on human psychology, and draws its conclusions from a minimum of two samples that represent at least two cultural groups. The increased interest in cultural psychology emerged mainly from the development of postmodern thought, that is to say, from the realisation that all knowledge is socio-political by nature, from the increased comprehension and appreciation of the role of “culture” as a determinant factor of human behaviour, as well as from the rise of nationalism and national identities that resist the enforcement of Western values and lifestyle. “Classical” psychology has been criticised for ethnocentrism, i.e., the evaluation of cultural groups by using as reference point the dominant group. The establishment of cultural psychology in the USA commenced in the 1970’s; the important developments of the history of cultural psychology are: the publication of the scientific *Journal of Cross-Cultural Psychology* (1970), the establishment of the International Association for Cross-Cultural Psychology (1972) and the release of the books *Cross-Cultural Psychology* (Triandis et al., 1980) and *Handbook of Cross-Cultural Human Development* (Munroe, Munroe & Whiting, 1981).

Both, Cultural and Cross-Cultural Psychology question the predominance of “Western psychology” (i.e., of North America / Central Europe) as a universal set of hypotheses, methods and applications based, on the following conclusions:

a. Western psychology constitutes a chain of facts, variables and people who shaped into what it is today, including its silent promotion as the universal psychology;
b. Western psychology is based on a particular worldview that stems from the cultural context in which it belongs;
c. “Reality” is a cultural construct: different cultural contexts create different realities.

Aims/Objectives

The main objective of this course unit is to introduce students to the field of cultural psychology through a historical overview and an analysis of the reasons that lead to its

creation and development, as well as to the “Western psychology” theory as a sociocultural construct.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Create a clear picture in regard to the subject of cultural psychology;
- Understand the reasons that lead to the creation and development of this field;
- Determine the similarities and differences between cultural psychology and other relevant disciplines of social and behavioural sciences, including cross-cultural psychology;
- Question “Western psychology” as a universal psychology and understand its nature as a set of hypotheses, methods and applications that are based on a specific worldview and the socio-political contexts of Western cultures.

Key Words

Culture	“Western Psychology”	Ethnocentrism	Cross-Cultural Psychology		

Annotated Bibliography

Basic Sources/Material

- Shiraev, E., & Levy, D. (2017). Διαπολιτισμική Ψυχολογία: Κριτική θεώρηση και εφαρμογές (επιστ. επιμέλεια: Β. Παυλόπουλος). Αθήνα: Πεδίο.

This book is an interdisciplinary overview of theories and research in Cross-Cultural Psychology. Chapter 1 introduces students to the relevant concepts and provides a general overview of the field.

- Marsella, A. (2013). All psychologies are indigenous psychologies: Reflections on psychology in a global era. Psychology International. Available at: http://www.apa.org/international/pi/2013/12/reflections.aspx.

This article questions the predominance of “Western psychology” as the universal set of hypotheses, methods and applications and analyses the sources of the increased interest in cultural psychology.

Supplementary Sources/Material

- Triandis, H.C. (1994). Culture and Social Behavior. NY: McGraw-Hill.

Harry C. Triandis, who is considered the father of cross-cultural psychology, focuses on social behaviour and the influence of culture on the way people interact and builds in this way the “state-of-the-field” in the 1990’s.

Self-Assessment Exercises/Activities

Exercise 1.1

Present three examples of ethnocentric thought that we encounter in daily life in Greek/Greek-Cypriot society. Based on your own experiences, how common do you believe the conclusions drawn based on the general population are? Your answer should not exceed 200-250 words.

Recommended number of work hours for the student: 8 hours

TITLE: Research methods and Challenges in (Cross-)Cultural Research

(2nd Week)

Summary

We will present the research methods and issues that come up when carrying out (cross-)cultural research, such as “cultural bias” and “researcher bias”. We will explain the emic and etic approach to psychological research and present self-reference methods, observation methods and experimental research. We will provide examples for each one of the information collection methods and present their advantages and disadvantages.

Introductory Remarks

The terms “emic” and “etic” approach have been initially used by the anthropologist Pike (1954) and represent two different viewpoints of human behaviour. The emic approach highlights the uniqueness of each culture and when it applies psychometric tools (tests), it uses tools that have been designed right from the beginning for the culture under examination. Cultural relativism dictates that each culture must be critiqued based on its own values and behavioural norms. The etic approach searches the universal elements between cultures and applies collective psychometric tools for the cultures under examination. One of the main risks in this approach is the use of inappropriate processes and psychometric means due to cultural bias, i.e., the perception, interpretation and assessment of phenomena based on the criteria of the researcher’s culture.

In regard to data collection methods, cultural psychology can adopt self-reference methods, observation methods and experimental research. Self-reference methods concern the process of data collection, during which the participant describes his/her own mental states and behaviours (e.g., interviews, questionnaires, clinical scales, such as intellectual ability scales, psycholingual scales, personality questionnaires, sociometry, etc.). Self-reference methods might be quantitative, i.e., measurements based on structure protocols in representative samples that aim to generalise results to a wider population, or qualitative, where the “how” and “why” is investigated in depth. Observation can be naturalistic -in this case the researcher checks his hypotheses by observing people during their activities in their natural environment-, or controlled (indirect) –in this case the researcher observes the reactions of participants in a laboratory environment. Experimental research is the only method that examines cause-effect relationships through controlled actions and observations (“if-then”).

Aims/Objectives

The main objective of this course unit is to analyse the methodological approaches, research methods and peculiar issues that emerge in the context of (cross-)cultural research.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Understand the methodological approaches of cultural psychology;
- Understand the research methods that are applied and their advantages and disadvantages;
- Understand the challenges one must deal with in (cross-)cultural research.

Key Words

Cultural Bias	Researcher's Bias	Emic and Etic Approach	Cultural Relativism		

Annotated Bibliography

Basic Sources/Material

- Shiraev, E., & Levy, D. (2017). Διαπολιτισμική Ψυχολογία: Κριτική θεώρηση και εφαρμογές (επιστ. επιμέλεια: Β. Παυλόπουλος). Αθήνα: Πεδίο.

This book is an interdisciplinary review of theories and research in the field of Cross-Cultural Psychology. Chapter 3 introduces students to the methodology of Cross-Cultural Research.

Supplementary Sources/Material

- Schmitt, D. P., & Allik, J. (2005). Simultaneous Administration of the Rosenberg Self-Esteem Scale in 53 Nations: Exploring the Universal and Culture-Specific Features of Global Self-Esteem. Journal of Personality and Social Psychology, 89(4), 623-642. http://dx.doi.org/10.1037/0022-3514.89.4.623.

This article is an example of etic approach. It presents the findings of a cross-cultural research, where the "Rosenberg Self-Esteem Scale" has been translated into 28 languages and distributed to a sample of 16,998 participants in 53 countries.

- Yudi, Z. & Xiaoming J. (2018). A Qualitative Study on the Grief of People Who Lose Their Only Child: From the Perspective of Familism Culture. Front. Psychol., doi: 10.3389/fpsyg.2018.00869.

This article analyses the findings of a cultural research that was carried out in Peking to investigate the grief experienced by “shiduers” and constitutes an example of emic approach. The “shidu” phenomenon is a unique social phenomenon produced by the one child policy implemented by China for several decades, and refers to the death of a family’s only child.

Self-Assessment Exercises/Activities

Exercise 2.1

Search the bibliography and find two scientific articles; one of them should present an example of etic approach and the other an example of emic approach. Briefly describe the purpose and sample of each research. Your answer should not exceed 200-250 words.

Recommended number of work hours for the student: 10 hours

TITLE: Intelligence and Culture

(3rd Week)

Summary

This course unit aims to critically analyse and help students understand intergroup differences in intelligence tests. We will mention two determining factors that explain the differences, the cultural partiality of tests and environmental factors.

Introductory Remarks

Intelligence is defined at the set of intellect skills that enable a person to achieve a goal and the ability to use knowledge and skills to overcome obstacles and adjust to a changing environment. Intelligence includes processes such as recognition, categorisation, thought and memory. The science of Psychology focuses on the "psychometric approach" of intelligence. Nevertheless, systematic intergroup differences are demonstrated on the scores of intelligence tests. In the USA, for instance, Americans of Asian descent perform the highest scores, while Afro-Americans have an average score that is 10-15% lower than that of white pupils.

Cultural partiality in intelligence tests and environmental factors are two of the most powerful factors that define intergroup differences in intelligence tests. Most of the tests have been criticised because they seem to benefit specific ethnic groups through the cultural norms they are based on, such as vocabulary, concepts, objects, etc. In this course unit we will analyse as an example assessment exercises from the Wechsler Intelligence Scale for Children (WISC); these exercises demonstrate that not only the used vocabulary, but also the formulation of questions and the depictions on pictures (objects, ideas, habits and traditions) might not be familiar, or equally familiar for all ethnic groups. The fact that potentially not all people can comprehend the questions and content in the same way proves the cultural partiality of the tests. On the other hand, bibliography makes references to environmental factors that affect the human intellectual skills that are measured by intelligence tests. Such factors are the existing resources and access to them, the variety of perceptive experiences, the family environment, educational opportunities, access to books and travelling, the existence or absence of magical beliefs as well as general attitudes and cultural practices in education. The "low-effort syndrome" also affects the way children of specific groups respond to tests.

Generally speaking, it seems that people develop cognitive traits that are better adjusted to the needs of their lifestyle and therefore, the differences in categorising, memorising, defining, as well as in creativity and formal reasoning might be caused by cultural factors.

Aims/Objectives

This course unit aims mainly to critically analyse intergroup differences in intelligence tests, while emphasising in particular the cultural partiality of tests and environmental factors, such as access (or its absence) to existing resources and educational opportunities, but also the sociocultural perceptions on education.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Understand the methodological and environmental factors that explain the differences between cultural groups in intelligence measurements;
- Develop critical thinking.

Key Words

Definition of Intelligence	Psychometric Approach	Intergroup Differences	Cultural Partiality	Environmental Factors	Low-Effort Syndrome

Annotated Bibliography

Basic Sources/Material

- Shiraev, E., & Levy, D. (2017). Διαπολιτισμική Ψυχολογία: Κριτική θεώρηση και εφαρμογές (επιστ. επιμέλεια: Β. Παυλόπουλος). Αθήνα: Πεδίο.

This book is an interdisciplinary review of theories and research in the field of Cross-Cultural Psychology. Chapter 5 introduces students to the different definitions of intelligence, to intelligence measurements in the Western world and the observed intergroup differences.

Supplementary Sources/Material

- Benson, E. (2003). Intelligence across cultures: Research in Africa, Asia and Latin America is showing how culture and intelligence interact. *Monitor* Staff, 34(2), 56. Available at: http://www.apa.org/monitor/feb03/intelligence.aspx

This article mentions researches carried out in Africa, Asia and Latin America that concluded that the ideas of people in non-Western cultures in regard to intelligence are fundamentally different than those shaped by Western intelligence tests.

Self-Assessment Exercises/Activities

Exercise 3.1

Besides the variables that we can find in intelligence tests, what do we mean in our culture with the term “smartness”, or when we say “someone is smart”? In other words, what are the personality traits or behaviours that we tend to consider as a proof of smartness?

Recommended number of work hours for the student: 12 hours

TITLE: Social Perception and Cultural Values

(4th Week)

Summary

In this course unit we will explain the terms “social perception”, “social cognition”, “attitudes” and “values” and focus on the cross-cultural research of values and in particular on the dimensions of individualism and collectiveness, on the dimensions that emerge from Hofstede’s theory, as well as those that occur from the Schwartz theory of basic values. Lastly, we will examine a case study on cultural values in the working environment and give explanations regarding the usefulness and credibility of stereotypes.

Introductory Remarks

Social perception is defined as the process through which we try to understand other people and ourselves, while social cognition is defined as the process, through which we interpret, memorise and later recall and use information about the world and ourselves. Social perception has cultural roots, since our judgement, attitudes and beliefs are acquired though socialising experiences that take place in our cultural environment. Attitudes, which are defined as the mental reproduction and assessment of several traits of the social world, help us understand and bestow a meaning to the world around us and serve a function that allows us to express our values. Values are viewpoints that reflect a fundamental principle, a norm or quality that a person considers desired or appropriate. Values have a more central and stable position than attitudes and affect the behaviour of people towards various objects and situations.

Cross-cultural research has been regularly investigating the existence of universal values since the 1980’s. The most important theories on values that have been developed up to this date are the distinction of cultural groups based on individual and collective values, a theory that has been thoroughly developed by Harry C. Triandis, the classical study of Hofstede (1980), which concluded six dimensions that reflect the main ways people deal with their most important problems and the Schwartz theory of basic values (1990’s), according to which individual values are connected to the way different groups deal with three fundamental social issues. The case study of Asiana Airlines draws the attention to how cultural values of workforce in a working environment can sometimes be proven detrimental. It is noted, however, that although stereotypes on different cultural groups can be useful in the process of social perception, they are not reliable. On this ground, we examine examples of the results of researches carried out by the PEW Research Centre (2012, 2013) regarding of what Greeks think of themselves in regard to their industriousness and reliability and how their opinion differs from the way other European nations see them.

Aims/Objectives

The main objective of this course unit is to help students understand social cognition and social perception, differentiate between attitudes and values and learn the main theories and research findings in the cross-cultural research of values.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Understand and explain the concept and characteristics of cultural values;
- Analyse the dimensions of individualism and collectivism as well as the dimensions that are formulated by the theories of Hofstede and Schwartz;
- Detect the potential impacts of different cultural values on the working environment;
- Delve into the function, usefulness, but also the credibility of stereotypes on cultural groups.

Key Words

Social Perception	Social Cognition	Cultural Values	Individualism	Collectivism	Stereotypes

Annotated Bibliography

Basic Sources/Material

- Shiraev, E., & Levy, D. (2017). Διαπολιτισμική Ψυχολογία: Κριτική θεώρηση και εφαρμογές (επιστ. επιμέλεια: Β. Παυλόπουλος). Αθήνα: Πεδίο.

This book is an interdisciplinary review of theories and research in the field of Cross-Cultural Psychology. Chapter 10 refers to social perception, social cognition and social interaction.

- Triandis, H. C. (1995). *New directions in social psychology. Individualism & collectivism.* Boulder, CO, US: Westview Press.

This books questions the viewpoint that psychology is universal and provides evidence for the influences that are related to culture, thoughts and behaviour. The cultural norms represented by individualism and collectivism make people perceive the world through different prisms and attribute in this way different meanings to life incidents.

Supplementary Sources/Material

- Gladwell, M. (2011). *Outliers: the story of success.* New York: Back Bay Books.

The main viewpoint of the journalist-writer is that when trying to find the factors that lead to success, people focus on the personal traits of successful people, but not on their origin, i.e., their culture, family, generation and upbringing.

Self-Assessment Exercises/Activities

Exercise 4.1

Based on Triandis' theory on the distinction of cultural groups based on individual and collective values, how would you classify your cultural group and why? Your answer should not exceed 250 words.

Exercise 4.2

Read the article "Hofstede's theory & what he says about the Greeks" and comment based on your experiences. Your answer should not exceed 200-250 words. You can find this article at the following link:
https://www.businessmentor.gr/wp-content/uploads/2015/06/hofstede.pdf

Recommended number of work hours for the student: 12 hours

TITLE: Family and Culture

(5th Week)

Summary

This course unit focuses on the definition, structure and functions of family in different cultures. We will examine the different types of family, the different types of kin and rules of descent, as well as rules that relate to marriage, the upbringing of children and the residence of families. Through Berry's "Ecosocial Framework" we will examine the determinant factors in the formation of different family types.

Introductory Remarks

Although there are different and complex typologies of families, in this course unit, we will present a relatively simplified differentiation: nuclear and extended families. We will explain the distinctive features of nuclear and extended families based on specific cultural examples and distinguish between polygamy and monogamy, as well as between family types based on the head of the family (patriarchal or matriarchal families). Kin, which is determined by how a group of people recognises a common ancestor, varies among cultures. Cultures have specific rules of descent/kin/relationships with the paternal and maternal family, based on which the bilateral, patrilineal, matrilineal and cognatic descent is shaped. We will also mention cultural rules that define the groups one is allowed or not permitted to marry into. Endogamy dictates that the two spouses most have the same social descent, while exogamy dictates that the spouses should originate from different social groups and adopts for this purpose, for instance, rules that prohibit incest. In addition, different cultures have different rules on the residence of the couple after the wedding. The most common type of family residence after the wedding worldwide is patrilocality, i.e., the patrilocal residence, when the newlyweds live with the husband's family. In other cultures matrilocality or neolocality are more common.

Although it is very difficult to isolate the determinant factors that shape relevant practices, the "Ecosocial Framework" of Berry is very useful in revealing ecological and socio-political factors that determine the different types of family (Berry, 1971; Berry et al., 1992). Ecological factors derive from the natural environment at the locality of residence and include factors, such as the availability or lack of food, the quality of nutrition, climate and population density. On the other hand, the socio-political framework refers to ideological values, the presence or absence of political freedoms, the relationship between citizens and the state and law, and to which extent people participate in local decision making. Based on this framework we will analyse the distinctive traits of horticultural and hunting and gathering societies/families.

Aims/Objectives

In order to cross-culturally study psychological phenomena, it is necessary to understand the different types of families in cultures around the world and how family types are related to cultural characteristics of societies. This course unit aims to help students understand the institutions of family and kin and the rules related to descent, marriage, upbringing of children and family residence through the “Ecosocial Framework” theory.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Understand the structures and functions of family in different cultures;
- Delve into the types of families, the different types of kin and descent rules, as well as into the rules that govern marriage, the upbringing of children and the family residence in different cultures;
- Apply Berry’s “Ecosocial Framework” theory in the institution of family and explain the determinant factors in shaping different family types.

Key Words

Nuclear Family	Extended Family	Descent Rules	Rule of Kin	Endogamy	Exogamy
Patrilocality	Ecosocial Framework				

Annotated Bibliography

Basic Sources/Material

- Georgas, J. (2003). Family: Variations and Changes Across Cultures. Online Readings in Psychology and Culture, 6(3). doi.org/10.9707/2307-0919.1061.
This article discusses the definitions, the structure and functions of family, the different types of family and kin to relatives, the ecological and social determinant factors of family type variations and the influence of modernisation and globalisation in changing the family worldwide.

Supplementary Sources/Material

- Georgas, J., Mylonas, K., Bafiti, T., et al. (2001). Functional Relationships in the nuclear and extended family: A 16-culture study. International Journal of Psychology, 36, 289-300. doi: 10.1080/00207590143000045.
Based on a sample of 2,587 participants from 16 cultures, this research examines the relationship between culture, the structural aspects of nuclear and extended family and

the functional aspects of family, i.e., emotional distance, social interaction and communication, as well as geographical proximity.

- Rudy, D., & Grusec, J. E. (2001). Correlates of Authoritarian Parenting in Individualist and Collectivist Cultures and Implications for Understanding the Transmission of Values. *Journal of Cross-Cultural Psychology*, *32*(2), 202–212. doi:10.1177/0022022101032002007.

This research examines the differences in the concept of authoritarian parenting in collectivist and individualist cultures and their importance in imparting values, by analysing the data that has been collected from Canadian men and women of Egyptian origin and Anglo-Canadians.

Self-Assessment Exercises/Activities

Exercise 5.1

Genealogy map

Design the genealogy map of your extended family.

a. Start with your mother, your father and your siblings, if you have any;
b. Continue with your mother's father and mother and your father's father and mother;
c. Enter the brothers and sisters of your paternal and maternal grandparents (your great-uncles and great-aunts);
d. Enter the brothers and sisters of your mother and father (your uncles and aunts);
e. List the children of your aunts and uncles (your cousins).

How close are you emotionally with the different members of your extended family? How often do you see them? How often do you call them? How close to or how far from them do you live? Comment your answers based on the different types of families, the different types of kin and descent rules as well as the rules that are related to marriage and the family residence. Your answer should not exceed 200-250 words.

Exercise 5.2

Photographer Peter Menzel visited 30 countries and in each one of the countries he took a portrait of a statistically average family outside of their home with all of their belongings. Select and comment one picture of the "Material World: A Global Family Portrait" photography project (available at the link: http://menzelphoto.com/) based on the "Ecosocial Framework" theory. Your answer should not exceed 200-250 words.

Recommended number of work hours for the student: 12 hours

TITLE: Gender and Culture

(6th Week)

Summary

This course unit touches upon issues such as the distinction between biological sex and social gender, the creation of gender identity and the sociocultural theories and explains how gender norms and gender inequality are connected to gender violence in different cultural groups around the world. We will analyse the sexual objectification of women, rape culture, female genital mutilation and crimes of honour.

Introductory Remarks

The concept of social gender emerged from the second-wave feminism. After a brief historical overview of the first- and second-wave feminism in the Western world, we will present the field of “Feminine Psychology”. In addition we will describe the ways feminism both, as a political movement and as a scientific approach, has contributed to the development of sociocultural gender theories. Contrary to psychoanalytic theories that emphasise biology instead of social relationships, sociocultural theories examine gender as a result of historical, social and cultural processes. They mainly work with the concept that gender identity is a social construct. Therefore, they claim, gender is not an intrinsic trait, is not a natural category, but rather a social and the differences between genders are socially constructed. This approach does not deny the biological differences between men and women, but rather the assumption that these differences have a unique and stable importance in all cultures, historical periods and social classes. The social construct theory takes into consideration individual differences, as well as differences among same gender groups. The questions set are mainly focused on how the concept of gender is constructed and its consequences on women’s and men’s lives. Historically, each society, each culture and each social class has socialisation mechanisms, i.e., mechanisms through which gender is constructed, such as family, education, the media and gendered products.

Gender norms and gender inequality are connected to gender violence in different cultural groups around the world, and in particular to phenomena of sexual objectification of women and rape culture in the “Western” world, to female genital mutilation carried out on women of African and Middle East origin, and crimes of honour in Pakistan. We will analyse the role of cultural values, norms and the meaning of being a woman in these specific cultural groups based on specific examples and by means of multimedia.

Aims/Objectives

The main objective of this course unit is to recognise the important influence of gender on human experiences and relationships through the prism of gender roles and norms and the impact of sexism on different cultures around the world.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Determine the sociocultural factors that are involved in gender identity development;
- Understand in depth the phenomenon of gender violence and its different forms around the world;
- Analyse the complexity and diversity of different gender experiences in social viewpoints and perceptions of your own and of other cultures.

Key Words

Gender	Gender Identity	Social Construct	Gender Violence	Sexual Objectification	Crime of Honour
Female Genital Mutilation					

Annotated Bibliography

Basic Sources/Material

- Connell R.W. (2006). Το. Κοινωνικό Φύλο (μτφρ. Ε. Κοτσυφού). Θεσσαλονίκη: Επίκεντρο.

This book offers an in depth introduction to the theory of social gender as a diverse product of social powers and relationships though a range of structures and institutions that expand from personality, the body and sexuality to work, education and the world economy.

- Hegelson, V. S. (2012). The psychology of gender (4th ed.). Boston: Pearson Education.

This book includes recent researches and discussions around gender in the fields of psychology, sociology, anthropology, medicine and public health.

Supplementary Sources/Material

- United Nations and European Union (2017). The Spotlight Initiative to eliminate violence against women and girls. Available at: http://www.un.org/en/spotlight-initiative/index.shtml

These Initiative of the UN and the EU brings violence against women and girls under the spotlight, as one of the most widespread, insistent and detrimental violations of human rights around the world, which poses a severe obstacle in achieving the 2030 Agenda for Sustainable Development. This initiative refers to all forms of gender violence and emphasises in particular domestic violence, sexual violence and harmful practices, femicide and women trafficking for sexual and financial exploitation.

- WHO, Department of Reproductive Health and Research, London School of Hygiene and Tropical Medicine, South African Medical Research Council (2013). Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and non-partner sexual violence. Available at: http://www.who.int/reproductivehealth/publications/violence/9789241564625/en/

This report presents the first global systematic review of scientific facts in regard to the prevalence of two forms of violence against women: domestic/intimate partner violence and non-partner sexual violence.

Self-Assessment Exercises/Activities

Exercise 6.1

Find an advertisement that is currently running in the media (in printed or electronic form) and that is connected to the sexual objectification of women. Post this advertisement on the relevant forum of this course and explain the reasons you have selected this specific advertisement based on Caroline Heldman's Sex Object Test. Your answer should not exceed 200-250 words.

Recommended number of work hours for the student: 12 hours

TITLE: The Impact of Sociocultural Factors on Health

(7th Week)

Summary

Through historical and modern examples, this course unit examines the socio-political nature of science and medicine and analyses the cultural influences on health and disease and, more precisely, on causes of disease, treatment and the experience of pain.

Introductory Remarks

According to the Biopsychosocial model, health and disease are determined by three factors: biological, psychological and social. Although we tend to believe that the medical approach that is predominant in Western countries is scientific and therefore neutral, bibliography demonstrates that developments in science and medicine cannot be separated from social and cultural perceptions and processes. Medicine and science in general emerges and gets support from socio-political variables, and is also affected by the privileged position of some people and the distribution of economic and political powers that are included in the specific context. The science of gynaecology is examined in this unit as such an example.

The social dimension of health and disease shows that cultural perceptions, including religious beliefs on life, death, the body, health, etc., affect in various ways the experience of disease. Depending on the culture, disease can be attributed to different factors, such as the “hot-cold” system that we can find in many Asian and Spanish-speaking countries. According to that, diseases are caused by “hot” or “cold” imbalances in the body. Medical anthropologists have discovered several similar systems of cultural beliefs in non-Western cultures. Cultural beliefs also affect the determination of treatment, and the experience and expression of pain.

Aims/Objectives

This course unit aims to help students become acquainted with the biological, psychological and social dimensions of health based on the Biopsychosocial Model and to critically analyse health and disease in different cultures.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Critically analyse the socio-political nature of science and medicine;
- Understand cultural influences on health and disease and in particular on causes of disease, treatment and the experience of pain.

Key Words

Health & Disease	Biopsychosocial Model	Western Medicine	Biomedical Tradition	Causes of Disease	Treatment of Disease
Pain	Gynaecology				

Annotated Bibliography

Basic Sources/Material

- Παπαδάτου, Δ. και Αναγνωστόπουλος, Φ.(2012). Η ψυχολογία στο χώρο της υγείας. Αθήνα: Εκδόσεις Παπαζήση.

This book refers to some of the applications of the field of Psychology and Health and provides knowledge that contributes to understanding the important role of psychosocial factors in health and disease.

- Lupton, D. (2003). Medicine as culture: Illness, disease and the body in Western societies. London: Sage Publications.

This book combines the perspectives that emerge from a wide range of scientific fields, such as sociology, anthropology, social history, cultural geography and the media, as well as cultural studies and investigates how medicine and healthcare are sociocultural constructs.

Supplementary Sources/Material

Self-Assessment Exercises/Activities

Exercise 7.1

Good practices dictate that health professionals are aware of their own cultural values and biases and the ones of their patients. Which are the dominant perceptions, beliefs and practices in Greek/Greek-Cypriot culture in relation to health and disease (causes and treatment)? Your answer should not exceed 250-300 words.

Recommended number of work hours for the student: 12 hours

TITLE: Cultural Perceptions on the Beginning and End of Life

(8th Week)

Summary

Besides beliefs on health and disease, beliefs and consequently practices that are applied in regard to the beginning of life vary between cultures. In this course unit we will present the cultural aspects of pregnancy, labour and postnatal care, as well as some practices that constitute norms in some cultural groups, such as the non-acceptance of contraception, marriages of underage girls and abortions, infanticides and the abandonment of newborn girls.

Introductory Remarks

Besides beliefs on health and disease, beliefs and consequently practices that are applied in regard to the beginning of life vary between cultures. Such an example is contraception. Although some international initiatives in the field of health, such as the one of the United Nations, support that a policy that promotes lower birth rates in poor areas of the world could probably reduce poverty, improve health and increase educational opportunities for women and children, some cultural beliefs and practices are against the use of contraception. Some religious and cultural restrictions also restrain people from using birth control methods. In many cultures, there is almost a complete lack of communication in regard to sex, and many women leave the decision on the use of contraceptives to their husbands. In Sudan, for instance, the ability of women to give birth and raise children is particularly emphasised. Contraception is contrary to this cultural value and there is resistance to this practice on behalf of women or their partners.

This specific cultural value is also connected to the phenomenon of early marriage that is still very common in Sudan (girls at 12 years of age), and other parts of the world, such as Nepal, Nigeria and Bangladesh. Other phenomena connected to the beginning of life are practices related to the preferences of the child's gender. The desire to have a boy instead of a girl is indeed found in many different cultures, but practices that were applied in China during the 1980's due to the implementation of the "one child policy" (infanticides, abandonment of girls in environments where they could not survive or in an institution) have created an enormous demographic issue with various social and psychological implications. Similar cases are also found in India mainly due to cultural beliefs, but also due to the political-financial circumstances.

In general, beliefs and practices that are applied during the perinatal period vary among cultures. In this course unit we will analyse as an example, beliefs and practices applied by Chinese and Indian women in their place of origin or in Western countries into which they have immigrated. We will mention roles assumed by women during pregnancy, perceptions in regard to the completion of pregnancy and the role of health professionals,

the support from the family network and the “pollution” beliefs that are connected to labour.

Aims/Objectives

This course unit aims mainly to show the cultural differences in regard to beliefs on conception, pregnancy, labour and the postnatal period, including some practices that have been repeatedly targeted by the international community, such as marriages of underage girls and infanticides, or the abandonment of newborn girls due to cultural preferences in regard to the child’s gender.

Learning Outcomes

Upon successful completion of this course unit you should:

- Become acquainted with practices of not using contraceptives, of marriages of underage girls and abortions, infanticides or the abandonment of newborn girls due to cultural preferences in regard to the child’s gender that are observed in some cultures, and which have attracted the interest of international initiatives in the fields of health and human rights;
- Be able to analyse the factors that lead to the above mentioned practices as well as their implications;
- Understand and be able to describe cultural beliefs and practices related to the perinatal period in Chinese and Indian culture.

Key Words

Conception	Contraception	Pregnancy	Labour	Puerperium	Gender preference
Infanticide	Abandonment	Underage Girls Marriages	Symbolic Pollution of Labour		

Annotated Bibliography

Basic Sources/Material

- Shiraev, E., & Levy, D. (2017). Διαπολιτισμική Ψυχολογία: Κριτική θεώρηση και εφαρμογές (επιστ. επιμέλεια: Β. Παυλόπουλος). Αθήνα: Πεδίο.

This book is an interdisciplinary overview of theories and research in Cross-Cultural Psychology. Chapter 12 discusses the perspectives and challenges involved in the implementation of Cross-cultural Psychology in health issues.

- Queensland Government (2009). Cultural Dimensions of pregnancy, birth and post-natal care. Available at:

https://www.health.qld.gov.au/multicultural/health_workers/cultdiver_guide

The posted profiles present information on health and the provided sociocultural information in regard to pregnancy, labour and postnatal care practices of 11 migrants in Queensland Australia, as well as general information about each community.

Supplementary Sources/Material

Self-Assessment Exercises/Activities

Exercise 8.1

Watch the following video and write down your thoughts in 200-250 words.
Missing Women: Female-Selective Abortion and Infanticide
https://ffh.films.com/PreviewClip.aspx?id=13064

Recommended number of work hours for the student: 12 hours

TITLE: Psychopathology and Culture

(9th Week)

Summary

Culture dictates the norms in regard to conforming and deviant behaviour, the presentation and explanation of symptoms, the perceptions on causes of mental disorders, the predominant ideology on what therapy is, how and by whom is should be provided, the interpretations in regard to stressful social factors, the perceptions on social support systems and social stigma. Based on examples and by presenting special culture-bound syndromes, we will refer to good practices for professionals who work with different cultural groups.

Introductory Remarks

In the Diagnostic and Statistical Manual of Mental Disorders (5th edition), mental disorders are defined as a syndrome that is characterised by a clinically sever impairment of a person's cognitive functioning, emotional regulation or behaviour, which reflects a dysfunction in the underlying psychological, biological or developmental functioning. The two approaches found in (cross-)cultural psychology in regard to psychopathology are the relativistic and the universal approach. The relativistic approach advocates that people from different cultural frameworks understand and experience mental disorders differently. The universal approach, on the other hand, supports that people, despite their cultural differences, share a large number of similar traits, which include attitudes, values and behavioural reactions and therefore the overall understanding of mental disorders should be universal.

Either way, it is commonly expected that culture dictates, among others:

- The social norm of conforming and deviant behaviour;
- The presentation and explanation of symptoms;
- Perceptions on the causes of mental disorders;
- The predominant ideology on what treatment is and by whom and how it should be provided;
- Interpretations in regard to stressful social factors;
- Perceptions of social support systems;
- Social stigma.

For instance, the structure of the extended family operates as a protective factor for Latinos and the Hispanic population in the USA, whereas mental illness or even counselling can be considered a stigma. Spirituality and religiousness are important frameworks through which these specific cultural groups understand and deal with the causes and treatment of mental disorders. Visions of spirits and angels do not necessarily imply a psychosis, but rather fall into the context of their spiritual beliefs and are not considered "irregular" or "unusual". Therefore, a professional who is not familiarised with

a person's cultural context of reference might wrongly evaluate as a psychopathology, behaviour swings, beliefs or experiences of a person, which are typical of his/her culture.

Finally, in this course unit we will analyse culture-bound syndromes that are included in the Diagnostic and Statistical Manual of Mental Disorders and which are defined as repetitive, locally detected patterns of deviant behaviour and troubling experiences, which might or might not be related to a specific diagnostic category of DSM (e.g. Amok, Ataque de nervios, Koro, Mal de Ojo, Pibloktoq).

Aims/Objectives

This course unit aims mainly to demonstrate culture as a determinant factor in the differentiation between conforming and deviant behaviour and to present and explain symptoms, as well as perceptions in regard to the causes, treatment and other parameters that are related to mental disorders.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Distinguish between and explain the relativistic and universal approach;
- Recognise the role of culture in different parameters of psychopathology;
- Understand special culture-bound syndromes;
- Correlate social stigma and the provision of supporting services for people with mental disorders based on examples from various cultures;
- Understand or/and apply good practices for professionals who work with different cultural groups.

Key Words

Relativistic Approach	Universal Approach	Psychopathology	Culture-Bound Syndromes		

Annotated Bibliography

Basic Sources/Material

- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). Washington, DC: American Psychiatric Association.

The fifth and most recent edition of the Diagnostic and Statistical Manual of Mental Disorders.

- Shiraev, E., & Levy, D. (2017). Διαπολιτισμική Ψυχολογία: Κριτική θεώρηση και εφαρμογές (επιστ. επιμέλεια: Β. Παυλόπουλος). Αθήνα: Πεδίο.

This book is an interdisciplinary overview of theories and research in Cross-Cultural Psychology. Chapter 9 examines the different cultural influences in the experience and explanation of mental disorders.

Supplementary Sources/Material

- Alarcón, R. (2014). Cultural inroads in DSM-5. World Psychiatry, 13, 310–313. doi:10.1002/wps.20132

This article examines from a critical viewpoint the “cultural innovations” of DSM-5 and, although it recognises the acceptance and commitment of the scientific community to include cultural factors in the manual, it analyses the different obstacles and difficulties that occur during implementation.

- Fortuna, L. (n.d.). Best Practice Highlights: Latino/as and Hispanics. American Psychiatric Association.

This report is available in the course’s file and presents good practices for health professionals who work with Latino and Hispanic patients in the United States.

Self-Assessment Exercises/Activities

Exercise 9.1

Find information on and describe a culture-bound syndrome that has not been presented in this course unit. Your answer should not exceed 200-250 words.

Recommended number of work hours for the student: 16 hours

TITLE: Psychopathology and Culture II – Case Studies

(10th Week)

Summary

This course unit examines aspects of mental disease by focusing on case studies. Through the prism of the sociocultural factors mentioned in unit 9, we will examine farmer's suicides in India, the radical increase of suicides in areas of Mexico with high homicide rates, the "invisibles" of China, living conditions of mentally ill people in institutions in Indonesia, Prayer Centres in West Africa and the Hikikomori in Japan.

Introductory Remarks

This course unit will present, based on specific case studies, perceptions and practices in regard to mental illness in various cultures. Through articles, photography projects and documentaries, we will provide some examples of the mental health conditions in different locations. More precisely, we will examine sociocultural factors that are connected to suicide, social support systems and the role of the state. We will start by mentioning the case of Mexico, which has had one of the highest homicide rates for over a decade (as a consequence of the aggressive struggle between the government and organised drug cartels and other criminal groups that has been going on for 12 years). Collected data reveal that the chronic exposure to extreme, violent and traumatic incidents is connected to multiple mental disorders that often lead to suicidal behaviours. On the other hand, we have the case of India, and in particular of the farmers' suicides -which have been covered by international media as well- which was the case of increased suicide rates in rural areas due to existing poverty conditions. While it is estimated that the number of people suffering from mental health issues is larger than 70 million, India has merely 3,500 trained psychiatrists and even less psychologists, and only 1-2% of the health budget is spent on mental health.

Psychological and social support systems and structures and the role of the state are strongly connected to perceptions on the causes of mental disorders as well as the predominant ideology on treatment and social stigma. In African countries like Ghana, Togo, Ivory Coast and Burkina Faso the only available infrastructures are the so called "Prayer Centres", that operate under the vigilance of Christian dogmas, where on the pretext of healing through intensive praying, mentally ill people are kept under humiliating circumstances (tied up to a tree) for days, months or even years. In China, mental patients remain "invisible": they are disregarded or not even recognised by the state and society, so that they live isolated without any psychological, social, material, or other support. In Indonesia living conditions in such institutions are inhuman (e.g., people in cages, tied up, naked, etc.), but despite the international outcry, the state continues to ignore the problem. However, even richer countries, like Japan, are unable to face the multidimensional issue of mental health. For instance, although the government of Japan

expresses great concerns over the Hikikomori phenomenon, prejudices and the significant lack of mental health professionals contribute to the rise of this phenomenon. We should clarify that Hikikomori refers to a mental condition that first appeared in the 1980's, when young men started demonstrating symptoms of lethargy, denied to communicate with people around them and stayed home for months and/or even years. Hikikomori might be manifested in different forms, such as lack of energy, obsessive compulsive elements, obsessive preoccupation with videogames, etc. It is considered a condition of the middle class, because only people with such a background can rely on the support of their families.

Aims/Objectives

The main objective of this course unit is to present specific case studies that demonstrate how sociocultural factors affect the frequency of developing a mental condition (e.g., Mexico and India), and also how perceptions on mental illness affect the provision of services to patients and the quality of such services.

Learning Outcomes

Upon successful completion of this course unit you should:

- Become acquainted with stressful factors that can be found in specific sociocultural contexts and that affect the dimensions mental health issues will take;
- Become acquainted with the living conditions of mentally ill patients and the existing services and infrastructures in China, Indonesia and in countries of West Africa and Japan;
- Critically analyse the relationship between perceptions on mental illness and the quality of provided services.

Key Words

Suicide	"Farmers' Suicides"	Institutionalisation	"Prayer Centres"	Hikikomori	

Annotated Bibliography

Basic Sources/Material

- Mendoza, G. (2015). Behind the Lens in West Africa. Available at: https://www.ubc.ca/stories/2015-spring/behind-the-lens-in-west-africa.html.

As part of his postgraduate studies in the School of Journalism of the University of British Columbia, Mendoza writes down the living conditions of mentally ill patients in the "Prayer Centre" he visits in West Africa.

- Sasagawa, E. (2015). Mind Fix: Diving into India's mental health landscape. Available at: https://www.ubc.ca/stories/2015-spring/mind-fix.html.

As part of his postgraduate studies in the School of Journalism of the University of British Columbia, Sasagawa describes her experiences during her trip to India and writes down the conditions that exist in the country in regard to mental illness.

Supplementary Sources/Material

- The Guardian (2015). The invisible: how China deals with mental illness – in pictures. Available at: https://www.theguardian.com/artanddesign/gallery/2015/jul/30/the-invisibles-how-china-deals-with-mental-illness-in-pictures

This article presents the photography project of Yuyang Liu on people who face mental health issues in China.

- Reese, A. S. (2016). Disorder. Available at: http://www.andreastarreese.com/disorder

Under this link you can find the photography project of Andrea Star Reese (2011-2016) on the conditions in healthcare institutions of mentally ill inpatients in Indonesia.

Self-Assessment Exercises/Activities

Exercise 10.1

Institutionalisation and humiliating living conditions of mentally ill patients are not found only in non-Western societies. Some typical examples are the Psychiatric Hospital of Leros and the Athalassa Hospital, in Greece and Cyprus respectively. A simple search on the internet results in an abundance of material on these specific cases (articles, photography projects, documentaries, clips from TV programmes/the news). Briefly describe one of the two hospitals by making reference to the material you have selected and studied. Your answer should not exceed 300-350 words.

Exercise 10.2

Submission of Individual Assignment

Subject:

Good practices dictate that mental health professionals are aware of their own cultural beliefs and prejudices on mental disorders so that they can comprehend the role of culture in the different aspects of psychopathology. What is the course of mental illness in Greek/Greek-Cypriot culture over the years in relation to (a) perceptions on the causes, (b) the predominant ideologies on treatment (what it is, how and by whom it should be provided) and (c) social stigma?

This assignment is a reflective exercise and contributes to the development of self-awareness and analytical skills and promotes critical thinking on gender issues. Therefore, it is not necessary to use bibliographical sources.

The assignment must be submitted in the Blackboard platform by the date that has been determined by the professor; otherwise the overall assessment will be reduced by 10% for each day of delay. You can submit your assignments only within one week after the deadline. Assignments submitted after the completion of one week will not be corrected.

Grades will be reduced in assignments that do not fulfil the following criteria:

- The word limit of the assignment is 800 words and it must be written double-spaced in 12pt Times New Roman fonts;
- The cover must include the title of the assignment, your name and enrolment number, the date of submission, the course code and the name of the professor;
- In case you will use bibliographical sources (which is NOT recommended) you must evidence them with references and bibliography following the rules of the APA referencing style. Plagiarism will not be tolerated in any cases and in such an event the paper will be failed.

Recommended number of work hours for the student: 12 hours

TITLE: Critical Thinking in (Cross-)Cultural Psychology

(11th Week)

Summary

We will define and explain based on examples five thinking errors as well as the antidotes for these errors. More precisely, we will study the evaluative bias of language, dichotomous versus continuous variables, the availability bias, the error of correlation as prove of causation and the belief perseverance effect. We will also mention pseudoscience and its presence in daily life, and provide guidelines to recognise it and to critically interpret findings of (cross-)cultural research.

Introductory Remarks

This course unit will initially present five of the most important thinking errors in order to expand critical thinking not only in the interpretation of cultural research, but also in general. The evaluative bias of language refers to our personal values and prejudices that are revealed though the language we use to describe a situation, a person or a cultural group (describe means define). Further, most phenomena connected to people - such as traits, attitudes and beliefs- are lying along a continuum, i.e., they are continuous variables and not dichotomous as we tend to believe and express. For instance, there are several grey areas between introversion and extraversion (continuous variables) which contradict our inclination to perceive them as dichotomous variables (black-white). The availability bias is connected to the persuasion power of impressive facts. Our perceptions and knowledge on any given topic stem from recalling incidents from our memory that are easily accessible or available. This is how we evaluate the frequency or possibility of a fact or situation based on the easiness or speed we can recall such incidents in our memory. The error of correlation as prove of causation refers to our inclination to confound the “what” with the “why” in research findings. Correlational researches cannot support the “cause-result” relation, which can only be consolidated through experimental research. The belief perseverance effect refers to pre-existing beliefs that are hard to change, even when facts demonstrate that these beliefs might be erroneous. Although different antidotes are suggested for each error, we can detect some common features of critical thinking such as: in depth knowledge of personal values and beliefs and their recognition as values-based judgments, rather than the reflection of an objective truth, the recognition of our natural inclination to assume that our beliefs are correct and facts or the outcomes of scientific research are erroneous, as well as the recognition that the assessment of the frequency or the possibility of a fact are usually based on incomplete or unverified evidence. Besides thinking errors, this course unit will draw students’ attention to the phenomenon of pseudoscience providing real examples and guidelines to recognise pseudoscience in daily life. Lastly, we will analyse the questions that must be asked in order to critically interpret (cross-)cultural research (e.g., the meaning

attributed to the concept under examination, understanding instructions, familiarisation with the research conditions, the impact of the researcher, comparable samples and fair psychometric tools).

Aims/Objectives

The objective of this course unit is to develop abilities that aim to expand critical thinking and more precisely that help to avoid thinking errors, detect pseudoscience and critically interpret (cross-)cultural research.

Learning Outcomes

Upon successful completion of this course unit you should be able to:

- Understand thinking errors and their antidotes;
- Understand, detect and distinguish pseudoscience form psychological research;
- Critically interpret the outcomes of (cross-)cultural research;
- Expand critical thinking.

Key Words

Thinking Errors	Evaluative Bias of Language	Dichotomous and Continuous Variables	Availability Bias	Correlation	Prove of Causation
Belief Perseverance Effect	Pseudoscience	Analysis of (Cross-)Cultural Findings			

Annotated Bibliography

Basic Sources/Material

- Shiraev, E., & Levy, D. (2017). Διαπολιτισμική Ψυχολογία: Κριτική θεώρηση και εφαρμογές (επιστ. επιμέλεια: Β. Παυλόπουλος). Αθήνα: Πεδίο.

This book is an interdisciplinary overview of theories and research in Cross-Cultural Psychology. Chapter 2 presents multiple thinking errors based on examples and suggest antidotes to deal with them.

Supplementary Sources/Material

- Henrich, J., Heine, S., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences, 33*(2-3), 61-83. doi:10.1017/S0140525X0999152X.

This article reviews comparable data from all behavioural sciences and concludes that the vast majority of research studies in Psychology are based on WEIRD (Western, Educated, Industrialised, Rich and Democratic) samples, that is to say samples that derive exclusively from Western, educated, industrialised, rich and democratic societies, which however are not representative of the wider population.

Self-Assessment Exercises/Activities

Exercise 11.1

Find a recent article on the internet that you believe it is based on pseudoscientific assertions. Based on the "Pseudoscience Detection Guide", how would you explain to a third person why they should not trust these specific "findings"? Your answer should not exceed 250-300 words.

Recommended number of work hours for the student: 12 hours

TITLE: Presentations of Group Assignments I

(12th Week)

Summary

Students will present in a teleconference the assignments on topics that fall into the 1st round of presentations (Neurodevelopmental Disorders, Schizophrenia Spectrum Disorders, Bipolar and Related Disorders, Depressive Disorders), which should will be commented and discussed by all students.

Introductory Remarks

Students are expected to hand in the following Group Assignment (groups of two) at the beginning of the 12th week:

Bibliographical review of the cultural differences observed in a mental disorder (or a group of mental disorders) as these are presented in the Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5). Students will decide the topic they will delve into, but they are expected to consult the professor before they proceed with their study. Through this assignment students should critically read scientific articles and essays that provide a comprehensive view on the topic. You can find more information and instructions under Exercise 12.1.

The assignments that focus on Neurodevelopmental Disorders, Schizophrenia Spectrum Disorders, Bipolar and Related Disorders and Depressive Disorders will be presented in a determined teleconference during the 12th week. You can find more information and instructions under Exercise 12.2.

Aims/Objectives

This teleconference aims to familiarise students with the presentation of bibliographical reviews or other scientific projects on one hand, and to further expose them to a wide range of topics and theories that pertain to cultural differences in the field of psychopathology on the other hand.

Learning Outcomes

Upon successful completion of this teleconference you should:

- Be able to combine and present scientific findings;
- Be able to critically evaluate methodologies and findings;
- Be able to highlight the shortages of existing research in the specific field and make suggestions for future research;
- Become acquainted with a variety of topics that appertain to the cultural approach of psychopathology.

Key Words

Neurodevelopmental Disorders	Schizophrenia Spectrum Disorders	Bipolar and Related Disorders	Depressive Disorders

Annotated Bibliography

Basic Sources/Material

Supplementary Sources/Material

Self-Assessment Exercises/Activities

Exercise 12.1

Group Assignment

Students are expected to hand in the following Group Assignment (groups of two):

Bibliographical review of the cultural differences observed in a mental disorder (or a group of mental disorders) from the following categories as these are presented in the Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5):

- Neurodevelopmental Disorders
- Schizophrenia Spectrum and other Psychotic Disorders
- Bipolar and Related Disorders
- Depressive Disorders
- Anxiety Disorders
- Obsessive-Compulsive and Related Disorders
- Trauma- and Stressor-Related Disorders
- Personality Disorders

Students will decide the topic they will delve into, but they are expected to consult the professor before they proceed with their study. Through this assignment students should critically read scientific articles and essays that provide a comprehensive view on the topic.

The assignment must be submitted in the Blackboard platform by the date that has been determined by the professor; otherwise the overall assessment will be reduced by 10% for each day of delay. You can submit your assignments only within one week after the deadline. Assignments submitted after the completion of one week will not be corrected. Plagiarism will not be tolerated in any cases and in such an event the paper will be failed. You are expected to present and discuss your assignments in a predetermined teleconference by using PowerPoint presentation or other audiovisual tools.

Grades will be reduced in assignments that do not fulfil the following criteria:

- The word limit of the assignment is 2500 words (including bibliography) and it must be written double-spaced in 12pt Times New Roman fonts;
- The assignment must contain at least 10 recent sources, out of which at least the half must be scientific researches in acknowledged academic journals;
- Sources must be evidenced with references and bibliography following the rules of the APA referencing style.
- The cover must include the title of the assignment, your name and enrolment number, the date of submission, the course code and the name of the professor.

Exercise 12.2

The presentations of the assignments that focus on Neurodevelopmental Disorders, Schizophrenia Spectrum Disorders, Bipolar and Related Disorders and Depressive Disorders are due this week. Each presentation must have a duration of 10-15 minutes and include the use of PowerPoint or other audiovisual tools (upon consultation with the professor). All students are expected to be present at the teleconference, regardless if they are presenting or not, and they should be in place to ask questions and make comments in regard to each presentation. Students who are presenting are expected to be capable to address questions and comments of their fellow students.

Recommended number of work hours for the student: Approximately 5 hours

TITLE: Presentations of Group Assignments II

(13th Week)

Summary

Students will present in a teleconference the assignments on topics that fall into the 2nd round of presentations (Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Trauma- and Stressor-Related Disorders and Personality Disorders), which should be commented and discussed by all students.

Introductory Remarks

Students are expected to hand in the following Group Assignment (groups of two) at the beginning of the 12th week:

Bibliographical review of the cultural differences observed in a mental disorder (or a group of mental disorders) as these are presented in the Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5). Students will decide the topic they will delve into, but they are expected to consult the professor before they proceed with their study. Through this assignment students should critically read scientific articles and essays that provide a comprehensive view on the topic.

The assignments that focus on Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Trauma- and Stressor-Related Disorders and Personality Disorders will be presented in a determined teleconference during the 13th week. You can find more information and instructions under Exercise 13.1.

Aims/Objectives

This teleconference aims to familiarise students with the presentation of bibliographical reviews or other scientific projects on one hand, and to further expose them to a wide range of topics and theories that pertain to cultural differences in the field of psychopathology on the other hand.

Learning Outcomes

Upon successful completion of this teleconference you should:

- Be able to combine and present scientific findings;
- Be able to critically evaluate methodologies and findings;
- Be able to highlight the shortages of existing research in the specific field and make suggestions for future research;
- Become acquainted with a variety of topics that appertain to the cultural approach of psychopathology.

Key Words

Anxiety Disorders	Obsessive-Compulsive and Related Disorders	Trauma- and Stressor-Related Disorders	Personality Disorders

Annotated Bibliography

Basic Sources/Material

Supplementary Sources/Material

Self-Assessment Exercises/Activities

Exercise 13.1

The presentations of the assignments that focus on Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Trauma- and Stressor-Related Disorders and Personality Disorders are due this week. Each presentation must have a duration of 10-15 minutes and include the use of PowerPoint or other audiovisual tools (upon consultation with the professor). All students are expected to be present at the teleconference, regardless if they are presenting or not, and they should be in place to ask questions and make comments in regard to each presentation. Students who are presenting are expected to be capable to address questions and comments of their fellow students.

Recommended number of work hours for the student: Approximately 5 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVEANSWERS FOR SELF-ASSESSMENT EXERCISES

TITLE: Introduction to Cultural Psychology

(1st Week)

Exercise 1.1

We do not provide indicative answers for this exercise, because it is assessed with 2% of the overall assessment of this course.

TITLE: Research methods and Challenges in (Cross-)Cultural Research

(2nd Week)

Exercise 2.1

The emic approach highlights the uniqueness of each culture and applies tools or other data collection methods that have been designed right from the beginning for the culture under examination. On the contrary, the etic approach searches universal elements between cultures and applies collective psychometric tools/protocols for the cultures under examination.

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TITLE: Intelligence and Culture

(3rd Week)

Exercise 3.1

We do not provide indicative answers for this exercise, because it is assessed with 2% of the overall assessment of this course.

TITLE: Social Perception and Cultural Values

(4th Week)

Exercise 4.1

We do not provide indicative answers for this exercise, because it is assessed with 2% of the overall assessment of this course.

Exercise 4.2

Hofstede's theory supports that the main ways people face their most important problems comprise 6 difference dimensions of values. Comment the content of the article on Greeks and Greek culture (state whether you agree or disagree and why/present personal examples if available) in relation to the 6 dimensions: (1) Individualism vs. Collectivism,

(2) Power Distance, (3) Masculinity vs. Femininity, (4) Uncertainty Avoidance vs. Tolerance, (5) Long-Term Orientation vs. Short-Term Orientation and (6) Indulgence vs. Restraint. Are there differences between the period prior to and following the crisis?

TITLE: Family and Culture

(5th Week)

Exercise 5.1

Taking into consideration your genealogy map and the answers you have provided to the relevant questions, discuss the following matters in regard to your family:

- Is it patriarchal or matriarchal?
- What is the kinship to the paternal and maternal family? Bilateral, patrilineal, matrilineal, or cognatic descent?
- With which groups is marriage allowed or forbidden?
- Subsequent family residence (the couple's residence after the wedding): patrilocality, matrilocality or neolocality.

Do you believe that your family is an example of a "typical" family of your specific culture, or do you believe that it is deviating?

Exercise 5.2

Comment the picture based on everything you know about the specific location/culture. Which ecological factors (e.g., availability or lack o food, nutrition quality, climate, population density) could be related to the structure and lifestyle of this specific family? Which socio-political factors might be determining this specific type of family?

TITLE: Gender and Culture

(6th Week)

Exercise 6.1

Which from the 7 criteria of the Sex Object Test appear in the advertisement you have selected and how?

1. Does the image show only part(s) of a sexualised person's body?
2. Does the image present a sexualised person as a stand-in for an object?
3. Does the image show a sexualised person as interchangeable?
4. Does the image affirm the idea of violating the bodily integrity of a sexualised person that can't consent?
5. Does the image suggest that sexual availability is the defining characteristic of the sexualised person?

6. Does the image show a sexualised person as a commodity (something that can be bought and sold)?
7. Does the image treat a sexualised person's body as a canvas?

TITLE: The Impact of Sociocultural Factors on Health

(7th Week)

Exercise 7.1

We do not provide indicative answers for this exercise, because it is assessed with 2% of the overall assessment of this course.

TITLE: Cultural Perceptions on the Beginning and End of Life

(8th Week)

Exercise 8.1

In India girls have been sacrificed at birth for centuries on the grounds of tradition, beliefs and poverty. As you can also see in the clip you have watched, women in India are put under tremendous family and cultural pressure to commit infanticide of baby girls, as they are considered an obstacle for a family's prosperity and fortune. In rich areas of India, infanticide has been replaced by selective abortions using ultrasounds and other technologies to detect female foetuses. Although these practices are illegal, they are very common. Present the feelings, thoughts and questions that emerged when watching this video.

TITLE: Psychopathology and Culture

(9th Week)

Exercise 9.1

Consult Chapter 9 of Shiraev & Levy's book "Cross-Cultural Psychology: Critical Thinking and Contemporary Applications" (Διαπολιτισμική Ψυχολογία: Κριτική θεώρηση και εφαρμογές) and also reliable internet sources to find the description of several culture-bound syndromes.

TITLE: Psychopathology and Culture II – Case Studies

(10th Week)

Exercise 10.1

We do not provide indicative answers for this exercise, because it is assessed with 2% of the overall assessment of this course.

Exercise 10.2

We do not provide indicative answers for this exercise, because the Individual Assignment is assessed with 10% of the overall assessment of this course. The assignment will be assessed based on its structure and technical features (length, written presentation, references and bibliography in APA referencing style).

TITLE: Critical Thinking in (Cross-) Cultural Psychology

(11th Week)

Exercise 11.1

Articles based on pseudoscientific assertions are posted daily on social media, in health and wellness websites but also in electronic editions of magazines and newspapers. Take a look at the topics presented on the slides as examples and find such an article. According to the Guide, what information is missing from the article (e.g., methodology, sample, representativeness, etc.)?

TITLE: Presentations of Group Assignments I

(12th Week)

Exercise 12.1

We do not provide indicative answers for this exercise, because the Group Assignment is assessed with 30% of the overall assessment of this course. The assignment will be assessed based on its structure and technical features (length, written presentation, references and bibliography in APA referencing style) as well as in regard to the appropriate language use and editing for a scientific text.

Exercise 12.2

The presentation of the assignment is assessed with 25% of the assessment of the Group Assignment. The presentation will be assessed based on its structure, presentation tools and the design of the presentation within the group.

PSC250: Cultural Psychology	Feedback form						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**10%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**35%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and	

	discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	using only some evidence to support arguments. Some appropriate links between theory, practice and research.	develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	between theory, practice and research. May present own views of the material without any attempt to properly justify it.	inadequate links between theory, practice and research.	
5. Critical thinking (**10%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	
6. Presentation **(25%)**	The presentation is excellently organised and follows a clear structure. There is a smooth transition between sub-topics. Discussion/ Conclusion has a logical flow and is clearly and succinctly expressed.	The presentation is well structured and organised. There is a smooth transition between sub-topics but not in all of them. Most points are clearly expressed.	The presentation is moderately clear. There is a moderately smooth transition between sub-topics but not in all of them. Some points are not clearly expressed.	There is some organisation of the material, but the presentation lacked a clear structure. The transition of sub-topics is not smooth as expected and many points are unclear.	There is a limited structure and a problematic organisation of material. The transition of sub-topics is abrupt. There are several confusing points which are also unclearly expressed.	Hardly ever possible to discern the presentation's structure and organisation.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: EDUCATIONAL PSYCHOLOGY

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC220**	**Educational Psychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	2 self-assessment assignments (5 % each) 1 group assignment (20%) 1 group or individual activity (20%)		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Monica Shiakou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

The general objectives of the Psychology Programme are as follows:

- To develop the students' capacity to think, write and speak effectively and creatively;
- To develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- To develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- To build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- To provide students with the basic requirements for academic and/or career advancement.

The specific objectives of the Psychology Programme are as follows:

- To provide students with a solid training in psychology and its methods;
- To foster awareness of contemporary developments and issues in psychology;
- To prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- To provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

This Study Guide of the course titled "**Educational Psychology**" **(PSC220)** is the result of a systematic study and assessment of foreign and Greek bibliography and is reviewed and complemented yearly based on the changes made to the educational material posted on the platform. The course of "**Educational Psychology**" is offered in the 3rd year of studies and is elective. The aim of the course is to offer students a comprehensive view on the key topics of educational psychology. Emphasis is therefore placed on the

application of psychology and its methods in the study of the development of learning, motivation, teaching and evaluation, and issues arising from the interaction between teaching and learning will be discussed. On completion of the course, students are expected to be able to:

- Describe and analyse the basic concepts involved in such issues as learning, instruction and learning diversity
- Identify factors that influence the process of teaching and learning
- Understand the levels of diversity and differentiation of students, as well how to integrate children with different needs in the school environment
- Understand the meaning, the various dimensions and the practices that make up an effective learning environment
- Develop and apply in practice strategies and techniques of effective teaching, e.g. in order to address problems of learning and behaviour.

The Study Guide, a necessary and useful tool for students, especially where the educational material is not written using the methodology of open and distance learning, encourages and also facilitates the study and understanding of the topics addressed in the module. Moreover, through the self-assessment exercises, it incites and encourages work at home, offers motivation for further study and contributes to the development of your critical thinking.
The Study Guide is structured per week and per topic and includes a summary and some very brief introductory remarks, the aim and learning outcomes, key words – basic concepts, annotated bibliography, recommended number of work hours for the student, exercises of self-assessment, critical thinking and case studies, with indicative answers at the end, aiming at a more meaningful understanding of the content, the definitions and the concepts of each section. In addition to the time dedicated to study, the recommended number of work hours per week includes the attendance of the (tele) meetings and Group Consultation Meetings, bibliography search, the drafting of assignments, weekly exercises, etc. Although it goes out without saying, it should be noted that **the Study Guide does not in any way substitute the educational material posted on the platform**, which students must read carefully and assimilate, in order to be able to satisfy the requirements of the Programme and successfully complete the module.

Recommended student work time

Approximately 5 hours (including the study of the Guide).

TITLE: EDUCATIONAL PSYCHOLOGY - INTRODUCTION

(1st Week)

Summary
Educational Psychology is the scientific field that bridges two areas: Education and psychology. Its main focus is the application of psychology and psychological methods to the study of learning and teaching.

Introductory Remarks
Broad term: Educational Psychology is the application of psychology and psychological methods to the study of development, learning, incentives, teaching, assessment and relevant issues affecting the interaction between teaching and learning.
Academic definition – The study of students, learning and teaching
Definition for students – The accumulated knowledge, wisdom and empirical theory that all teachers must have in order to provide smart solutions to the day-to-day problems in teaching.

The aim of research in Educational Psychology is to test the various theories that guide the actions of teachers and other individuals involved in education, providing answers to questions such as the following:

- How to maintain discipline in the classroom
- When are students ready for new learning experiences
- Are there specific teaching techniques that are best suited to certain students compared to others?
- Is knowledge on learning of any assistance in the classroom?
- What are the traits of a good teacher?
- Can good teaching be taught?

Aims/Objectives
The aim of this chapter is to inform students about the definition of the discipline of educational psychology and introduce them to key concepts of educational psychology and the research methodology it employs. The qualities, behaviours and knowledge related to good teaching, as well as the critical issues in contemporary Educational Psychology will also be discussed.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand educational psychology in terms of its definition, significance and impact on education
- Discuss the role of research in educational psychology
- Identify the research methods used in educational psychology
- Describe the characteristics of a good teacher.

Key Words

Educational psychology	Reflective teacher	Research methodology	Historical overview	Definitions

Annotated Bibliography

- **Basic Sources/Material**

Slavin R. E. (2018) Educational Psychology. Theory and Practice, 12th Edition. Pearson
The 1st chapter has an introductory purpose and presents educational psychology as a foundation for teaching.

Self-Assessment Exercises/Activities

Exercise 1.1

"A good teacher is a teacher who does things that interest you. Sometimes you begin to learn and you don't even realise it. A good teacher is a teacher who does things that make you think" (Michalis, 2nd grade).

Make a list of spontaneous ideas on the traits of a good teacher. Come back to this list during the semester, enriching it with ideas as our course progresses.

Recommended number of work hours for the student

Approximately 6 hours.

TITLE: DEVELOPMENT THEORIES

(2nd Week)

Summary
The term development refers to how individuals develop, adapt and change in the course of their lifetime, through physical, cognitive and social-emotional development. This chapter presents the five widely accepted main theories on human development: Jean Piaget's theory of cognitive and moral development, Vygotsky's theory of cognitive development, Erik Erikson's theory of personality development and social development, Kohlberg's theory of moral development and Sigmund Freud's psychodynamic theory.

Introductory Remarks
The study of the above theories is considered essential since a key prerequisite for teaching is for the teacher to understand how students think and view the world. Therefore, education must take into account the age and stage of development of students.
In general, the individual's life is distinguished into ***five big periods***: The prenatal period, infanthood, early childhood, middle childhood and adolescence. The study of this course will focus on the periods of early childhood, middle childhood and adolescence as these are the age groups of children attending school.
The above periods vary significantly with regards to the physical, cognitive, emotional and social state of the individual and this is why the study of development per ***area*** has prevailed. The chapter of week 3 refers to each of these areas separately and to the evolution observed in each period of development, in childhood and in adolescence. This provides a better understanding of the (typical) development of the individual over time.
Overall, four theories have been acknowledged as important in understanding human development: the ***psychodynamic theory***, the ***theory of social learning***, the ***constructivist theory*** and the ***sociocultural theory***. These theories have laid the foundations for scientists to understand human development and have had a significant influence on contemporary theories.

Aims/Objectives
The aim of this lesson is to familiarise students with the five widely accepted and most important theories of human development and understand their significance in education and teaching. Teachers must know the main theories of cognitive, social, physical and moral development, in order to understand how children grow over time in each of these areas.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand the evolution of Developmental Psychology over time and the factors that led to it
- Recognise the utility of the developmental psychology theories in the field of education
- Understand the main principles of the leading development theories

- Explain how development occurs according to the classical theoreticians in the area of Developmental Psychology.

Key Words

Theories of social learning	Constructivist theory	Sociocultural theory	Psychodynamic theories	Areas of development	Development

Annotated Bibliography

- **Basic Sources/Material**

Slavin R. E. (2018) Educational Psychology. Theory and Practice, 12th Edition. Pearson Chapter 2 presents aspects and issues on human development as well as the five most important and widely accepted theories of human development.

Self-Assessment Exercises/Activities

Exercise 2.1

Piaget's theories have had a paramount influence on educational theory and practice. Give an example and explain it. Your answer must not exceed 150 words.

Recommended number of work hours for the student

Approximately 6 hours.

TITLE: DEVELOPMENT DURING CHILDHOOD AND ADOLESCENCE

(3rd Week)

Summary
Although education plays an important role in the development of children and adolescents, it is now accepted that not all students share the same "starting point", as they differ significantly between them in terms of their cognitive, physical and socio-psychological background, their learning style, their ability for problem-solving, etc.

Introductory Remarks
Education is an interdisciplinary field (hence the use of the term "Education Sciences") which provides purposeful teaching to the new members of a society and aims at improving educational planning and work through the use of research findings and theories from other scientific fields. Psychology has greatly influenced the work of teachers. For examples, based on its findings, in particular in the field of Developmental Psychology, teachers are now in a position to know the cognitive abilities of (typically developing) students of any age. As a result, they can better plan their work (e.g. syllabus, order of teaching, degree of difficulty, time dedicated to study, optimum educational material).

Aims/Objectives
The aim of the course is for students to understand how development issues significantly influence educational praxis.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Identify the various areas of a child's development
- Understand the distinction between biological and environmental factors of development
- Understand the contribution of each group of factors to the development of the child and how they affect educational praxis
- Understand how individual and environmental factors interact in the development of the child and how they affect educational praxis.

Key Words

Periods of development	Factors of development	Areas of development

Annotated Bibliography
- **Basic Sources/Material**

Slavin R. E. (2018) Educational Psychology. Theory and Practice, 12th Edition. Pearson
Chapter 3 presents the physical, social and cognitive characteristics of students in each phase of development.

Self-Assessment Exercises/Activities
Exercise 3.1
Create a comparison table with the following column headings: Early Childhood, Middle Childhood and Adolescence. Enter information drawn from the lesson on each age group.

Recommended number of work hours for the student
Approximately 6 hours.

TITLE: STUDENT DIVERSITY

(4th Week)

Summary
A critical aspect of the teacher's role is to ensure that equality in opportunities, considered as a key dimension of our national existence, is translated into equal opportunities in the day-to-day life of the classroom.

Introductory Remarks
Students are different. They are different in terms of the following:
Level of performance
Learning pace & style
Ethnicity & culture
Social class
Mother tongue
Gender
Disabilities
Charismas

All of these differences have significant ramifications on teaching, the syllabus and school policies and practices.

Aims/Objectives
The aim of the lesson is to develop the important aspect of lack of homogeneity in the student population and some of the ways in which teachers can accept, take into account and respect the differences between students in their daily educational praxis.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Discuss the differences among students and their learning needs
- Explain the sociocultural and biological differences among students
- Assess how differences in ethnicity, gender and religion affect the school experiences of students
- Understand how gender and gender prejudice affect the school experiences of students.

Key Words

Individual differences	Culture	Religion	Gender	Learning style

Annotated Bibliography

- **Basic Sources/Material**

Slavin R. E. (2018) Educational Psychology. Theory and Practice, 12th Edition. Pearson Chapter 4 develops some of the important aspects of the lack of homogeneity in the student population and some of the ways in which teachers can accept, take into account and respect the differences among students in their educational praxis.

Self-Assessment Exercises/Activities

Exercise 4.1

State as many components of culture as you can think of and formulate hypotheses on how each one of them influences teaching. Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: THEORIES OF BEHAVIOURISM

(5th Week)

Summary
The behavioural model of learning is one of the most widespread and influential learning models and prevailed in the field of education in the first half of the 20th century. It is essentially the first attempt to study, from a scientific perspective, psychological and pedagogical phenomena whose background, up until then, was traced in philosophy and the social sciences. The behavioural theories, developed in psychological laboratories, employ the methods and techniques used in sciences and form a school of scientific thought whose focus of study is **learning**.

Introductory Remarks
"Behaviour is every action or reaction of the child, which can be observed and described as well as the way in which it is manifested, stating or implying his/her attitude and intentions towards himself/herself and/or his/her environment" (Christakis, 2012, 153).

"Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select -- doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors".(Watson, 1930)

Behaviourism
The main representatives of Behaviourism are **Pavlov**, **Thorndike,** who is considered the precursor of the behavioural school, **Watson,** who is considered the founder of behaviourism and **Skinner,** its main representative. The aforementioned developed the theories of Classical Conditioning, Association Theory, Operant Conditioning and Instrumental Conditioning.

Ivan Pavlov – **Classical Conditioning**
Human behaviour, as a product of learning, is an association of stimuli and responses. The Russian physiologist – philosopher studied the phenomenon of conditioned learning with experiments on animals and more specifically dogs. **Classical conditioning** is a learning process in which a previously neutral stimulus is associated with another stimulus and repeatedly emerges with that stimulus.

Edward L. Thorndike – Learning through Trial and Error
In around the same period as Pavlov, Thorndike studied the phenomenon of learning with experiments on animals and reached a similar theoretical scheme based on which "learning is essentially nothing more than transformations of associative connections between a given problematic situation and an individual's responses". The main difference with Pavlov's theory is that learning is not explained as a mental connection (conditioning) of the response with a stimulus preceding that response, but as a stimulus

following that response as its consequence. Thereafter, Thorndike formulated the following laws on learning:

The law of effect: A response appearing just before a positive stimulus (result) has the tendency to reappear again in future similar situations.
The law of exercise: Maintaining the association between stimulus and response requires repetition, but only if accompanied by appropriate purposes and successes.
The law of readiness: The individual's internal drive and readiness for action depend on whether the stimuli with which he/she is confronted are appealing or not.
The law of assimilation: When faced with a problematic situation, in order to assimilate its elements, the individual uses his/her experience, i.e. responses from previous similar situations.

B.F. Skinner (1904 - 1990) Instrumental Conditioning

American psychologist Skinner is considered as one of the most representative and the leading figure amongst the last representatives of the behavioural school of thought, while his theory on instrumental conditioning has had a particular influence on education. He adopted the methods used in science (observation and experiment) to conduct his studies in order to provide an accurate description of the behaviour and the rules that govern it. Skinner maintained that learning is achieved through the correlation of behaviour with its consequences and not through its association in relation to place and time with certain responses. He also makes a distinction between two types of behaviour: the reflective behaviour, where the individual responds to the environment, associating simple stimuli with responses, and the instrumental behaviour, which is active: The individual acts in the environment and the consequences of a response are those which are considered most important. It is these consequences that determine whether the behaviour – response will reappear or not. If this behaviour is reinforced then it will be repeated. If not it will not be repeated. Also, in order for reinforcement to work, it must be provided immediately after the response.

According to Skinner, the types of instrumental learning are as follows:

The **Reinforcement** of the desired behaviour with positive or negative reinforcers.	
Positive Reinforcement	It increases the likelihood of appearance of a behaviour through the provision of a positive reinforcer (e.g. praise).
Negative Reinforcement	It increases the likelihood of emergence of a behaviour through the removal of a negative reinforcer (e.g. more study to avoid failure in tests).
Punishment decreases – eliminates the emergence of a negative behaviour. There are two types of punishment.	

Negative Punishment	A positive reinforcer is removed following an undesired behaviour (e.g. deprivation of break).
Positive Punishment	A negative reinforcer – an unpleasant stimulus emerges following an undesired behaviour (e.g. additional homework).
Non Reinforcement and punishment aim at **Extinction,** in other words the decrease or elimination of a response.	

Skinner maintained that, in order to be effective, reinforcement must be provided immediately. Moreover, it is essential to select appropriate reinforcers that vary amongst individuals (as not everybody is reinforced with the same reinforcers), but also on a case-by-case basis. Moreover, it is acknowledged that reinforcement is preferable to punishment as far as learning is concerned, since reinforcement entails repetition – learning of the desired behaviour and therefore better results.

Aims/Objectives

The aim of this chapter is to introduce students to the main concepts of Behaviourism. This knowledge is considered essential for understanding the topics to be discussed in the following weeks.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Discuss the role of behaviourism in classroom and behaviour management
- Explain what behaviourism stands for and the views of its main representatives
- Use the theories of behaviourism in classroom and behaviour management.

Key Words

Behaviourism	Negative punishment	Positive reinforcers	Negative reinforcers	Stimulus	Response	Classical conditioning	Positive punishment	Instrumental conditioning

Annotated Bibliography

Basic Sources/Material

- Slavin R. E. (2018) Educational Psychology. Theory and Practice, 12th Edition. Pearson

The purpose of the fifth chapter is to define learning and present the theories of behaviourism. The chapter begins with a vignette which describes the behaviour of a student in the classroom and his teacher's response. It encourages critical thinking, requesting you to reflect on what the teacher could have done otherwise.

P.S.: The bibliographical references contained in the Summary are set out in the basic and supplementary material of the specific lesson.

Self-Assessment Exercises/Activities
Exercise 5.1
As you have realised, the consequences that reduce the frequency of a behaviour are called punishments. For some children, however, a seemingly unpleasant consequence may not function as punishment but as a reinforcer. Think of one such example and discuss it. Your answer must not exceed 200 words.

Exercise 5.2 (this exercise is marked with 5% of the overall grade).
Anything that children like may constitute an effective reinforcer. There are, however, practical limitations to what you should use in the classroom. Think of some non-practical examples of this type. Your answer must not exceed 200 words.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: INFORMATION PROCESSING AND COGNITIVE LEARNING THEORIES

(6th Week)

Summary
The human mind is a creator of meaning. From the first millionth of a second that you see, listen, taste or touch something, you begin to process it in order to conclude what it is, how it is related with what you already know and whether it is worth keeping in mind or you must reject it. This entire process may take place consciously, unconsciously or both.

Introductory Remarks
What is the process through which information is absorbed and how can teachers make the best possible use of this process to help students retain key information and skills? These are the questions that cognitive learning theoreticians have attempted to answer, resulting in the Information Processing Theory. The Information Processing Theory forms part of the cognitive learning theories (cognitive psychology) and accepts the thought of the subjects as a means of information processing.
There are, however, various alternative models which process the aspects related to the factors that increase the likelihood of preserving information in the long-term memory, such as the Levels of Processing Theory, the Dual Coding Theory, the Parallel Distributed Processing Model and the Interface Models.

Aims/Objectives
In this course we will describe how the mind receives and processes information, how memory and oblivion function and how teachers can help students understand and preserve in their memory key information, skills and ideas. Cognitive learning theories, which relate to the processes that take place in the mind of the subjects of learning, are also presented, as well as ways of helping students use their mind more efficiently to obtain, preserve in their memory and use knowledge.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Understand how cognitive development is interpreted in the various stages of development according to the information processing theory
- Explain which strategies help students learn.

Key Words

Oblivion	Memory	Information Processing Model	Brain	Study strategies	Reinforcement of memory

Annotated Bibliography

- **Basic Sources/Material**

Slavin R. E. (2018) Educational Psychology. Theory and Practice, 12th Edition. Pearson. Chapter 6 describes how the mind receives and processes information, how memory and oblivion function and how teachers can help students understand and preserve in their memory key information, skills and ideas.

Self-Assessment Exercises/Activities

Exercise 6.1

Draw a chart which reproduces the Atkinson-Shiffrin processing model, explaining the following terms: sensory recording, attention, short-term memory, repetition, coding, long-term memory and recall.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: EFFECTIVE LESSON

(7th Week)

Summary
According to Slavin (2006), education happens during the lesson. All the other aspects of the school (premises, buses, administration) aim at supporting teachers and do not have a teaching role per se. Most teachers spend most of their teaching time in delivering lessons.

Introductory Remarks
Effective lessons are at the focus of the teacher's art. Some aspects of lesson delivery are learned with practice. Good teachers improve in their work year after year. However, educational psychologists have studied the components of effective lessons and therefore we have significant and useful knowledge on daily teaching at all levels and for each subject.

Aims/Objectives
The aim of this lesson is to clarify the term effective teaching as a component associated with the micro-level of the school classroom, but also the macro-level of the school unit in society.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Identify the content and characteristics of effective teaching and learning
- Explain the practices for maximising learning
- Design lessons governed by the principles of effective teaching.

Key Words

Direct teaching	Research	Transfer of learning	Learning check	Learning strategies

Annotated Bibliography
Basic Sources/Material

- Slavin R. E. (2018) Educational Psychology. Theory and Practice, 12th Edition. Pearson.Chapter 7 focuses on the strategies used by teachers to convey information to their students in ways that are more likely to help them in the understanding, integration and use of new concepts and skills.

Self-Assessment Exercises/Activities
Exercise 7.1
State the sequence of the stages of a direct teaching lesson.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: STUDENTS WITH EXEPTIONALITIES

(8th Week)

Summary
Every child is unique, in a sense. No child is exactly the same as another child, but all students would benefit from programmes adapted to their unique individual needs. This is, however, impossible, since schools are unable to respond. The school system functions quite well for the large majority of students, but some students do not easily fit in this pattern.

Introductory Remarks
The term **students with particular traits** may be used to describe any students whose physical, mental or behavioural performance is divergent from what is considered normal, in either direction, in such manner that they require additional services to satisfy their needs.
Deficiency = The limitation of the function, such as cognitive processing or physical or sensory abilities
Disability = A situation imposed on an individual with deficiencies by society, the natural environment or his/her own attitude.
In order for students to receive special education services, they must have a disability or disorder from a small number of categories

- Learning difficulty
- Mental retardation
- Orthopedic dysfunction

Labels tend to persist, making change difficult, whilst they may become an obstacle for the student and should therefore be avoided.

Aims/Objectives
The lesson looks at the characteristics of students with the types of particular traits most often seen in schools and presents the educational programmes designed to address their needs.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Explain the contribution of the psychologist to the provision of educational services to children with particular traits
- Know the provisions of the applicable legal framework on the education of children with particular traits
- Identify the main deficits of children in key areas of function or mental ability or communication ability or motor skills or physical condition or oral and written speech or learning function or emotional state or behaviour or cultural diversity or language diversity.

Key Words

Deficiency	Disability	IQ	Learning difficulties	Emotional disorders	Behaviour disorders

Annotated Bibliography

- **Basic Sources/Material**

Slavin R. E. (2018) Educational Psychology. Theory and Practice, 12th Edition.Pearson Chapter 12 presents the characteristics of students with particular traits and the educational programmes designed to address their needs.

- **Supplementary Sources/Material**

The applicable **legal framework on the Education of Children with Special Needs**, which describes the processes and policies that ensure the rights of children with special needs, i.e. how they are provided with every opportunity for equal education, guidance and rehabilitation, in order to the develop their abilities to the best of their potential.

Self-Assessment Exercises/Activities
Exercise 8.1
What can be the psychologist's contribution to educational issues regarding students with particular traits.

Recommended number of work hours for the student
Approximately 10 hours.

***During the 8th week, the first assignment marked with 20% of the overall course grade will be handed in.**

*** The 1st assignment will be submitted in week 8 and carries 20% of the overall grade.**

Instructions for 1st Assignment

Description: "The Science of Psychology Vs The People"

This work aims to explore the views, perceptions and knowledge of ordinary people (non-psychologists) on issues that may be considered "taboo" in the Cypriot and Greek society. For this activity, the instructor will randomly separate you into groups. You can find your group on the course platform. Each group will be given a "taboo" question in the field of Educational Psychology. Each team member should carry out an interview (based on the group's question) by a non-psychologist, thus investigating their views/knowledge around the subject. Then each team will have to combine the data of each interview and present a complete work consisting of the replies of all team members. As students of psychology, you will then approach the "taboo" question as scientists. In other words, you will have to present the scientific knowledge on the subject of your question and compare/contrast this with the respondents' opinions. Each team will deliver electronically one (1) essay.

Assignments must be submitted by the deadline provided by the instructor; otherwise, one (1%) mark will be deducted for each day after this. You can submit your work ONLY ONE WEEK after the deadline. Beyond this point, assignments will not be graded.

TITLE: MOTIVATION

(9th Week)

Summary
This lesson presents the modern motivation theories, which attempt to explain why people have motivation to do what they do. The use of motivation for learning in the classroom is also developed and strategies with which teachers can develop their students' motivation to learn and do their schoolwork will be presented.

Introductory Remarks
Motivation is one of most central components of learning and also one of the most difficult to measure. What is it that induces the desire for a student to learn? According to Slavin (2006), the willingness of a student to make effort to learn is the combination of many different factors, ranging from his/her personality and abilities to the characteristics of specific learning projects, motivation for learning, the settings and behaviours of teachers.

Aims/Objectives
To introduce students to the main psychological motivation theories and familiarise them with their applications in education.

Learning Outcomes
On completion of the section of this study, you should be able to:
- Understand the concepts and principles of the main motivation theories
- Apply, in teaching, the principles of the above theories which are applicable to education.

Key Words

Self-regulation	Praise	Motivation	Reinforcement

Annotated Bibliography
- **Basic Sources/Material**

Slavin R. E. (2018) Educational Psychology. Theory and Practice, 12th Edition. Pearson Chapter 10 presents the different ways in which teachers can reinforce the learners' desire to learn the curriculum, as well as the underlying theories and research.

Self-Assessment Exercises/Activities
Exercise 9.1
Explain how the appropriate praise and grade can be used to reinforce individual and group motivation for learning.

Exercise 9.2 (the exercise is marked with 5% of the overall course grade)
“Classroom management relates to all those actions by the teacher which ensure the active participation of children in an activity currently carried out, regardless of its type.” Describe a few examples of the actions referred to above, in no more than 250 words.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: CLASSROOM MANAGEMENT

(10th Week)

Summary
This lesson provides an introduction, through the review of Greek and foreign bibliography, in an attempt to clarify, from a conceptual point of view, the term “classroom management”.

Introductory Remarks
The term “management” brings to mind the tasks of senior business executives. However, teachers in schools do have such tasks from the beginning through to the end of their career (Avouri, 2003).
The issue of classroom organisation and management has been discussed in both Greek and foreign bibliography for a very long time. Foreign manuals of teaching practice dating to the previous century include references to the terms school keeping, school management and classroom control. On the other hand, the term guidance had been previously used in Greek bibliography. Today, Bagley’s monograph titled Classroom Management (1908) is the prevailing publication in foreign bibliography while Greek bibliography refers to the terms of classroom management and classroom organisation and administration. The American Psychological Association used the term “classroom management” and provides the following interpretation:
«classroom management is the process by which teachers and schools create and maintain appropriate behaviour of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement» (Emmer & Sabornie, 2015; Everston & Weinstein, 2006).

The APA goes on to underline that the principles governing classroom management can apply to almost all lessons and classrooms.

Several teachers use the term classroom management to describe the process of applying discipline to students for disobedient behaviour and getting into fights. According to Major (2008), this perception does not relate to classroom management but to crisis management and points out that classroom management is of preventive nature. He even includes the term *classroom management* in the systems of problem prevention, together with arrangements regarding place and time and the active participation of students. Kathleen Feeney Jonson (2002) expresses similar ideas, referring to the proper organisation and management of students, time, place and materials, in order to create a smooth, friendly and properly functioning classroom.

On the other hand, in using the term *classroom management* David Fontana (1996) refers not only to the practical organisation of the classroom, but also to the way in which the classroom is managed and the curriculum is followed. In the elementary school, teachers often have greater freedom to plan each lesson and it is advisable to take into account

the creativity and increased attention span of students in the morning hours and plan the timeframe of the lessons accordingly.

Classroom management is definitely a broad term and a complex process, as it describes all the efforts of the teacher to supervise the activities – actions within the classroom, such as learning, social interaction and student behaviour.

In addition to the concept of *classroom management*, other key terms used in this context will also be presented.

Aims/Objectives

The aim of this chapter is to clarify the term "classroom management". The multidimensional nature of the term classroom management will be examined through several aspects and students are called to understand the extent and impact on a student's life of good or bad classroom management. Finally, students are called to examine factors that contribute to classroom and behaviour management, which will be analysed in depth in the following lessons.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Approach the concept of classroom management from a critical perspective
- Understand the multifaceted nature of the term *classroom management* and its components
- Realise the need for classroom and behaviour management and discuss how proper management will deter problematic behaviour and maximise academic performance.

Key Words

Classroom management	Classroom organisation	Behaviour Management	Classroom control	Discipline	Desired behaviour

Annotated Bibliography

- **Basic Sources/Material**

Wragg, E.C. (2003) Classroom Management in Secondary Education. Routledge Falmer.

The first chapter analyses the various elements for effective classroom management. Also, at the end of the chapter there are activities (written, practical, discussion) which can be used by a student or a group of students.

- **Supplementary Sources/Material**

Little, S. G. And Akin-Little, A. (2008), Psychology's contribution to classroom management. Psychology in Schools, 45, 227-234. doi:10.1002/pits.20293. Available at: https://onlinelibrary.wiley.com/doi/abs/10.1002/pits.20293

Little & Little investigated to what extent teachers use research findings on classroom management in their classrooms.
P.S.: The bibliographical references contained in the Summary are set out in the basic and supplementary material of the specific lesson.

Self-Assessment Exercises/Activities
Exercise 10.1
In the following link you can find multiple choice questions on this lesson. Choose your answer to the question and click on “continue” to see how you did. Then click on “Next Question” to answer the next question. Once you complete the test, click “view results” to see your results.
https://study.com/academy/exam/course/education-103-classroom-management.html

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: IDENTIFICATION AND REASONS OF UNDESIRABLE STUDENT BEHAVIOUR IN THE CLASSROOM

(11th Week)

Summary
The identification of undesirable behaviour is a contentious process, as there are no commonly accepted criteria based on which a behaviour can be considered undesirable. Not all teachers perceive problems in the same way.

Introductory Remarks
According to Matsangouras (2006), the forms of undesirable behaviour of students in the classroom can be examined from the perspective of the following categories of problems:

4. Problems relating to the lesson. This category includes forms of behaviour that distract the student from participating in the lesson. Some typical examples are:

a) Does not pay attention to the lesson and is often disoriented
b) Does not begin to work on or complete his/her exercises.
c) Does not follow the teacher's instructions.
d) Does not bring the books, notebooks and any material considered necessary.

5. Behaviour problems in the classroom. This category includes forms of behaviour that prevent the smooth functioning of the classroom. Some common examples are when the student:

a) Does not ask permission to speak but "breaks in"
b) Talks to the person sitting next to him/her
d) Bothers/disturbs his/her classmates with noises, teasing, grimaces, etc.
d) Is the classroom clown
e) Does not cooperate with his/her classmates during teamwork
f) Comes late to class
g) Leaves his/her desk with no reason or leaves the classroom.

6. Problems of interpersonal relationships between classmates, both inside and outside the classroom. This category includes antisocial forms of behaviour in the school setting and around it. Some common examples are when the student:

a) Is engaged in verbal quarrels
b) Uses verbal and/or physical violence.

The causes of problematic behaviour can be of organic origin, i.e. pathological factors or of environmental nature, i.e. social factors. Organic causes may be associated with hyperactivity, low IQ, emotional disorders, etc. Environmental causes may be due to a disordered family environment (family problems, domestic violence, difficult parent-child relationship, etc), but also to an inflexible school environment (students of different intellectual ability, social origin, cultural level, interests, etc.) (see Papathemelis, 2005, Miller 2002).

This chapter presents three main criteria which objectively determine the differentiation between normal and pathological child and adolescent behaviour:

4. Statistical criteria
5. The systems approach
6. Functional criteria

Aims/Objectives
The aim of this chapter is to inform students about the concepts and definitions that relate to child or adolescent behaviour problems in the classroom and the school setting.

Learning Outcomes
On completion of the study of this section, you should be able to:
- Adopt a definition of the term “behaviour problem”
- Clarify the relevant concepts
- Understand the criteria that determine behaviour problems
- Realise the usefulness of associating theory with practice in the school setting.

Key Words

Behaviour problems	Classroom	Determining criteria	Statistical criteria	Functional criteria	Systems approach

Annotated Bibliography
Basic Sources/Material
- Santrock, J.S. (2018). Educational Psychology E-book. McGraw-Hill Higher Education.

Chapter 14 discusses the challenging task of managing a classroom.

P.S.: The bibliographical references contained in the Summary are set out in the basic and supplementary material of the specific lesson.

Self-Assessment Exercises/Activities
Exercise 11.1
State in brief behaviour problems usually occurring in the classroom and some possible causes.

Exercise 11.2
Name a factor in the school setting that comes immediately to mind and which, in your view, affects student behvariour.

Recommended number of work hours for the student
Approximately 10 hours.

TITLE: CLASSROOM MANAGEMENT STRATEGIES I

(12th Week)

Summary
In order to address problematic behaviour in school, the various psychological schools of thought enable the teacher to determine his/her approach depending on the severity and nature of the problem, the age, personal traits of the student and various other external factors. Contemporary research data from the field of psychology indicates that the psychosocial problems of children and adolescents, as well as learning problems, are more effectively addressed in the child's natural setting, i.e. the school, with the appropriate "instructional-teaching programmes" and the collaboration between the school and the family.

Introductory Remarks
Teachers can apply Functional Analysis and Shaping of Behaviour in order to teach the desired behaviour and decrease undesirable behaviour. This mostly relates to undesirable behaviour without a pathological cause. Here below are the stages of Functional Analysis and Shaping of Behaviour as set out in Kolliades' book (2017).

1. **Presentation & identification of the problem**

In this first stage, we attempt to check if the symptoms constitute a real problem. To achieve this, we check the frequency of appearance of the symptom, the simultaneous appearance of other symptoms, the degree of deviance from the norm, the intensity of the accompanying emotion, the inability to avoid it and the likelihood of the child being faced with the law.

2. **History: Direct & indirect gathering of information**

In collaboration with the family and the rest of the child's teachers, we gather information on the child's circumstances relating to birth, family, school and health, in order to understand his/her biophysical and psychosocial development and exclude genetic-biological factors.

3. **Functional description of the behaviour that raises concern**

This is one of the most important stages, as the careful, ongoing and systematic observation and recording of the child's actions will form the basis for building the behaviour shaping plan that we will apply. It is advisable that another teacher also records the behaviour, so as to double-check the observations. Moreover, we use verbs and not adjectives in order not to label the children. In other words, instead of saying that the student is aggressive, is suffices to note that he/she kicks his/her classmates during the break.

4. **Analysis of the conditions of emergence of the behaviour that raises concern**

We note the facts that precede the undesirable behaviour, the more general environment in which it emerges, the frequency, duration and intensity of emergence of the behaviour. We also record its results as well as the reinforcers that reinforce the behaviour.

5. **Recording of the positive elements of the behaviour**

No child exhibits problematic behaviour only. We do not forget to also note the positive elements.

6. **Problem prioritisation**

A child usually presents more than one behaviour problems, and we are therefore called to prioritise. We then inform the child about our observations and decide on the goals that we will set. It is likely that the child is not aware of his/her problematic behaviour, in which case the mere fact of pointing it out would suffice to correct it. If this is not enough, we choose the behaviour which prevents his/her adaptation, but which can also be modified in a short period of time, in order to provide the student with the experience of success and lay the foundations for our next intervention programme.

7. **Determination of the intervention goal: Building of a new desired behaviour or reduction of the undesirable behaviour?**

The goal of the intervention must be realistic, achievable and understood by the child. We decide what it is that we want to change (e.g. “be polite to his/her classmates) and we attempt to change it after discussing with the child the preconditions that will help him/her achieve the goal and satisfy his/her reasonable demands.

8. **Design of an instructional-teaching programme:**

- Organisational - administrative interventions: Search for support and collaboration, modification of the conditions of the natural-social school environment, formulation of subgoals, choice of reinforcers (attention to the time, manner, frequency of use of the reinforcers), choice of the manner in which progress is recorded so that the child is aware of his/her achievements at any given moment.

- Use of psychopedagogic – educational – instructional strategies & techniques aiming to: a) build the desired behaviour: systematic positive & negative reinforcement, shaping through approximation & interconnectedness of the secondary behaviours, provision of partial assistance, fostering of social skills, contract – reward, praise b) decrease of the undesirable behaviour: deliberate ignorance, indirect punishment (removal of privileges, interruption of pleasurable condition, removal from the situation – problem), selective reinforcement, conflict resolution, immediate punishment.

9. **Evaluation of the programme**

The Functional Analysis and Behaviour Shaping Programme is based on learning theories and is characterised by flexibility, which allows it to respond to the needs of each separate child. Such a programme equips the teacher in achieving effective and long-term firm and socially desirable changes in the child’s behaviour.

Aims/Objectives

The aim of this chapter is to inform students about the Functional Analysis and Behaviour Shaping programme, with the presentation of its key stages, their brief analysis and its implementation through two specific examples: One internalising and one externalising behaviour problem.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Know the key stages of the Functional Analysis and Behaviour Shaping programme
- Apply the practices regarding the programme
- Know how the programme functions, the process and its limitations for a successful implementation.

Key Words

Functional Analysis and Behaviour Shaping	Critical evaluation	Psychopedagogic – instructional – teaching strategies and technical interventions

Annotated Bibliography
Basic Sources/Material

- Scott HK, Cogburn M. Behavior Modification. [Updated 2019 Apr 17]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2019 Jan-. Available from: https://www.ncbi.nlm.nih.gov/books/NBK459285/

This paper explains the notion of behaviour modification, its origins and how it can be implemented.

Self-Assessment Exercises/Activities
Exercise 12.1
This of an internalising behaviour problem and describe it according to stages 1 to 7 of the Functional Analysis and Behaviour Shaping Programme.

Recommended number of work hours for the student
Approximately 10 hours.

****During the 12th week, the second assignment marked with 20% of the overall course grade will be handed in.**

Instructions for assignment

Description: Literature Review

During the 12th week, students are invited to submit a literature review assignment (group assignment if they wish, up to 3 people). The subject of study can be chosen by the student or group, and it must be within the scope of the course. It is expected, that the students will consult the instructor upon their chosen subject before proceeding with their assignment. The students should aim at critically reading scientific articles and textbooks that will give a complete picture around the chosen subject within the field of Development Psychology I. The assignment carries 20% of the total grade. It should not exceed 1000 words and must follow the APA guidelines. The presentation of the work should be double-spaced with 12pt. Times New Roman Letters. Points will be deducted from tasks that do not fulfill these criteria. The cover must include the title of your work or theme, name and registration, the date of submission, the lesson code and the name of the instructor

Work must be submitted through Turnitin with a similarity rate below 18%

Assignments must be submitted by the deadline provided by the instructor; otherwise, one (1%) mark will be deducted for each day after this. You can submit your work ONLY ONE WEEK after the deadline. Beyond this point, assignments will not be graded.

TITLE: CLASSROOM MANAGEMENT STRATEGIES II

(13th Week)

Summary
In order for the school to contribute to the prevention and limitation of incidents of indiscipline, it is necessary for the entire staff to commit to achieving and maintaining a dignified learning behaviour as an essential precondition for learning.

Introductory Remarks
The main position of Behaviourism is that all forms of behaviour are the result of learning and may be modified with environmental influence. The teacher focuses on the type and frequency of the student behaviour, looking for the conditions that enhance the desired behaviour and the conditions that reduce or eliminate the undesirable behaviour. The techniques used in addressing behaviour problems are positive and negative reinforcement. The main position of the socio-cognitive approach is that the individual processes what happens to him/her (thoughts, perceptions, mental schemes of interpretation of the school environment). Therefore, our actions must not only address the symptoms but promote the cognitive restructuring of the individual. The teacher must train the student in self-control, self-analysis/self-assessment and the management of interpersonal conflicts (constructive discussion, opportunities for manifesting responsibility, encouragement/support).

Aims/Objectives
The aim of this chapter is to familiarise students with some representative techniques and processes whose theoretical background is based on the cognitive-behavioural positions and aim at helping children and adolescents manage and regulate their behaviour on their own, without external assistance, and autonomously resolve the problems emerging in the learning process and their psychosocial behaviour.

Learning Outcomes
On completion of the study of this section, you should be able to:

- Know some basic strategies and techniques from the field of social-cognitive behaviourism which, following some practice, can be applied in the day-to-day educational praxis
- Practice yourselves the various steps of these techniques and methods.

Key Words

Social-cognitive behaviourism	Cognitive building	Internal dialogue
Resolution of psychosocial problems	Self-management of behaviour	Anger control techniques
Alternative response techniques		

Annotated Bibliography
Basic Sources/Material
Mahvar, T., Ashghali Farahani, M., & Aryankhesal, A. (2018). Conflict management strategies in coping with students' disruptive behaviors in the classroom: Systematized review. Journal of advances in medical education & professionalism, 6(3), 102–114
Available at : https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6039817/
The present research aimed to review the techniques and strategies used in classroom management to cope with the student's' disruptive behaviors.

Self-Assessment Exercises/Activities
Exercise 13.1
Choose a cognitive-behavioural theory presented in the lesson and describe the stages of its implementation. Your answer must not exceed 150 words.

Recommended number of work hours for the student
Approximately 10 hours.

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE: FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 27 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Educational Psychology - Introduction

(1st Week)

Exercise 1.1

Some of the characteristics are: Student mobilisation, classroom management, assessment of students' previous knowledge, effective conveyance of ideas, adaptation of teaching to the students' characteristics, humour, etc.

Title: Development Theories

(2nd Week)

Exercise 2.1

Piaget's theories have brought attention to the idea of developmentally appropriate education as well as to the constructivist models of learning.

Title: Development during Childhood and Adolescence

(3rd Week)

Exercise 3.1

The information you will provide must refer to the following categories: Stages according to Piaget and Erikson, examples of cognitive abilities, behaviour traits, physical traits, examples of basic social relations, sources that influence development.

Title: Student Diversity

(4th Week)

Exercise 4.1

The values, attitudes, expectations, use of language, social relations and beliefs are components of the culture and contribute to the identity and sense of self shaped by the student.

Title: Behavioural Theories

(5th Week)

Exercise 5.1

- Expulsion – a welcome break,
- Ignorance of negative behaviour – Not very effective as, on the one hand, it is unlikely to result in its elimination and, on the other, it can be reinforced by the response of the classmates (ripple effect)

Exercise 5.2

No indicative answers are provided for this exercise as it is marked with 5% of the overall course grade.

Title: Information Processing and Cognitive Learning Theories

(6th Week)

Exercise 6.1

<table>
<tr><th colspan="4">Memory Information Processing Model</th></tr>
<tr><td rowspan="5">Information from the environment →</td><td>Sensory input →</td><td rowspan="5">Short-term memory → ←</td><td rowspan="5">Long-term memory</td></tr>
<tr><td>Visual</td></tr>
<tr><td>Auditory</td></tr>
<tr><td>Tactile</td></tr>
<tr><td>Other</td></tr>
</table>

Cognitive learning theory which describes the processing, storage and retrieval of knowledge from the mind.

Title: Effective Lesson

(7th Week)

Exercise 7.1

1. Set out the learning objectives and orient the students to the lesson
2. Review prerequisite knowledge
3. Present the new curriculum
4. Carry out learning checks
5. Provide opportunities for independent practice
6. Assess performance and give feedback
7. Provide opportunities for distributed practice and conduct a review.

Title: Learners with Exceptionalities

(8th Week)

Exercise 8.1

Collaboration with teachers and other professionals, the diagnosis, provide counselling to the student and inform the teacher on the difficulties faced by the child and his/her parents.

Title: Motivation

(9th Week)

Exercise 9.1

Your answer must take into account the grades as a form of motivation in small and older children, but also the reasons why children consider them important, e.g. feedback they get from their parents.

Exercise 9.2

No indicative answers are provided for this exercise as it is marked with 5% of the overall course grade.

Title: Classroom Management

(10th Week)

Exercise 10.1

Check the link https://study.com/academy/exam/course/education-103-classroom-management.html after completing your answers. Clink on the option “view results” to see your results.

Title: Identification and Reasons of Undesirable Student Behaviour in the Classroom

(11th Week)

Exercise 11.1

Some indicative answers: Does not pay attention to the lesson, talks with other children, does not do the homework, does not follow the teacher’s instructions, bothers/disturbs his/her classmates with noises, teasing, grimaces, etc. The causes can be environmental or organic.

Exercise 11.2

Some indicative answers: School violence, bad classroom management by the teacher.

Title: Classroom Management Strategies I

(12th Week)

Exercise 12.1

The following are internalising behaviour problems: Lack of concentration, the child does not speak much or does not speak at all in the classroom, feeling of solitude or sadness, appears not to be motivated.

Title: Classroom Management Strategies II

(13th Week)

Exercise 13.1

Bandura analysed learning through observation, which occurs in four phases: (1) attention, (2) retention, (3) reproduction and (4) motivation.

People learn by looking at others receiving reinforcement or punishment for exhibiting certain behaviours.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC220: Educational Psychology	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate use of sources in text.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay	Almost all the material is directly relevant to the essay	Some of the material is moderately clear and relevant to	Important aspects of the material may not	The material is not directly relevant to the essay	The essay does not follows the given instruction	

	title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justificatio n of links between theory, practice and research.	title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	s or the material deviates from the title. Very little or irrelevant knowledge and inadequat e links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Abnormal Child Psychology

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC340**	**Abnormal Child Psychology**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web-based Teleconferences: Up to 6
Number of Assignments	3 (1 group assignment (15%), 1 individual assignment (25%) and 5 self-assessment assignments (total 10%))		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Eleni Petkari
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE / GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

A psychologist is involved in studying, understanding and interpreting mental phenomena and the manifestations of normal or deviating behaviours, not only of individuals but also of social groups. A psychologist is a scientist who engages in predicting, diagnosing and dealing with mental disorders. A psychologist must genuinely respect and essentially care for people, their needs and their peculiarities. He/She must be objective in his/her judgment -bias-free- and have patience, calmness, persuasion and communication skills, in order to be accepted by the people who seek his/her services. Responsibility and confidentiality also pertain to the indispensable personal traits of a psychologist.

GENERAL OBJECTIVES:

- to develop the students' capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- to develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- to build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- to provide students with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- to provide students with a solid training in psychology and its methods;
- to foster awareness of contemporary developments and issues in psychology;

- to prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

LEARNING OUTCOMES:

On completion of their studies, students will be able to:

- have detailed knowledge and understanding of a range of current models, theories, concepts and research outcomes in key areas of psychology;
- apply a wide range of psychological concepts to understand behaviour in various contexts;
- confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods;
- evaluate information in order to plan and implement investigative and research strategies;
- work independently within a structured context;
- work effectively in a team;
- appreciate the importance of professional development;
- take responsibility for their own learning and self-development;
- demonstrate the ability to comprehend and creatively combine multiple perspectives.

Presentation of the Course through the Study Guide

- **Short description & objectives**

The aim of the course is to provide an in-depth understanding of psychopathology in childhood and adolescence and assist students in developing their knowledge on the entire spectrum of psychological disorders and their clinical picture. It also examines the role of culture, family and gender in the development of symptoms. Finally, it discusses etiological factors in the development of psychopathology, and management, diagnosis, prognosis and intervention, where applicable. It may cover topics of interest including behaviour disorders, emotional and developmental disorders, such as learning disorders.

On completion of the course, students should be able to:

1. Analyse the complexity of the symptoms of disorders in childhood and adolescence across the spectrum of the main categories of psychological disorders
2. Assess the impact of psychological, biological and social factors in the development of psychopathology in childhood and adolescence
3. Demonstrate critical assessment skills in relation to research on the impact of genetics on child and adolescent behaviour
4. Demonstrate critical assessment skills in relation to research on .the effectiveness of the treatment of psychological disorders in childhood and adolescence
5. Demonstrate critical assessment skills in relation to the interaction between psychological and psychopharmacological interventions for the treatment of psychological disorders in childhood and adolescence.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: The Foundations of Psychopathology

(1st Week)

Summary

This section introduces the main features of psychopathology in children and the factors that influence/contribute to its study. More specifically, it offers a definition of psychopathology, the causes that lead to its development and the expected outcomes following its emergence.

Introductory Remarks

Nowadays, 20 to 40% of children present with some form of psychological disorder and many more present with symptoms and distress that need to be addressed. The World Health Organisation states that by 2020, neuropsychiatric problems in children will have increased by more than 50% and will become one of the five primary causes of mortality and disability. Moreover, even when psychopathology is not visible in later stages of life, it can continue to affect functionality at social, professional or academic level. Finally, many cases of children and adolescents who need help do not receive the necessary support, resulting in significant difficulties in their life circumstances.

Psychopathology in children is different from that of adults from various perspectives. One such marked difference is that the expression of psychopathology in children changes frequently in terms of its extent / significance and its impact on character as the child grows. In addition, the study of the development of psychopathology must take into consideration the following: Changes in what is considered normal/natural and adaptive based on age, in such a way that behaviours deemed to be pathological at a certain age may be considered normal at a different age and vice versa. Another obvious difference is the assessment of psychopathology in children and adolescents, which requires multiple sources of information such as parents, teachers and the children themselves, as well as tools (scales, measures). A reasonable question is therefore raised: How do we distinguish child psychopathology from the “normal” expression of emotion, thought and behaviour? *A psycho-intellectual disorder or an intellectual/mental disease is a psychological or behavioural regimen generally associated with risk or inability, and which is not considered part of normal development or of an individual at social/cultural level.*

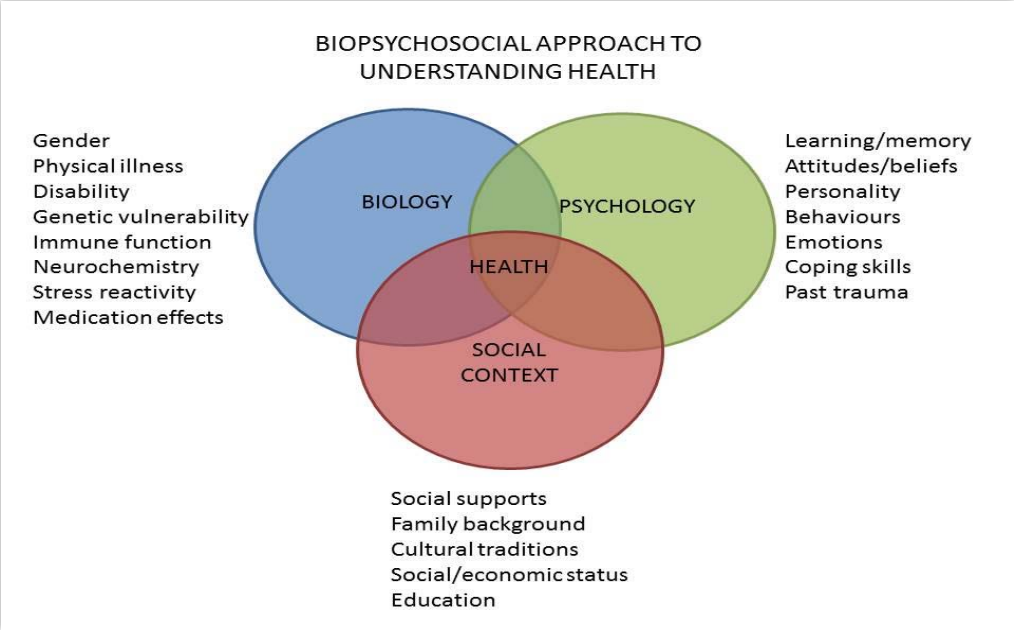
In most cases, the difference lies in the quantity and not the quality. Also, the critical process of assessing the existence of psychopathology depends on other factors such as age, gender or levels of intelligence, as well as on whether the child’s behaviour is presented as appropriate in each case. There is no doubt that what is considered appropriate depends both on the social and cultural context in which the behaviour emerges and the norms determined by the adults making the decision.

As regards the causes of psychopathology, it is well known that is not possible to determine one single cause as most forms of psychopathology are multifactorial, in other words they are due to a combination of factors. These factors can be:

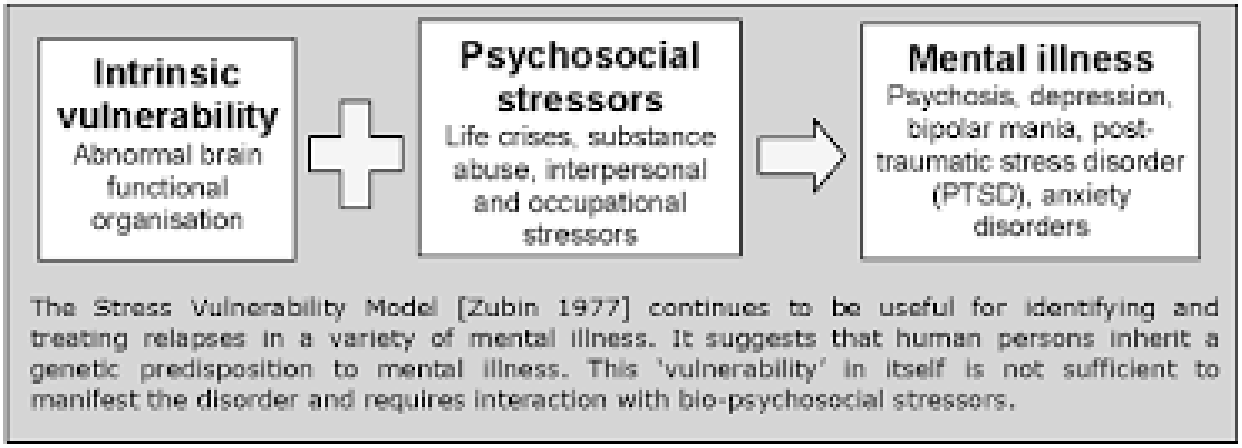
- Biological, for example the genes and the interaction between them and with the environment or the absence of an enzyme
- Environmental, for example the emotional bond with parents, child traumas
- Personal, for example personality, strategies for emotional regulation or social interaction.

Nevertheless, none of the factors can be considered solely responsible for the existence, appearance and progression of psychopathology. This is why we use, as a theoretical framework, the biopsychosocial model (Engel,1977) which supports the interaction of the above factors, as well as the stress-vulnerability model of Zubin & Spring (1977), which refers to protective factors (e.g. support network) and risk factors (child trauma).

The biopsychosocial model of explanation of disease/disorder



The stress/vulnerability model of Zubin & Spring (1977)



Aims/Objectives

The aim of this chapter is to introduce students to the concepts of psychopathology and the importance of its study in children. The issue of psychopathology is fundamental and students are called to comprehend the dimension of the phenomenon and its repercussions on the life of the child and the adolescent as well as on later adult life. Students are called to examine from a critical perspective a first approach towards distinguishing between what is “normal or not” as well as the factors that may possibly play a significant role in whether something is considered normal or not. Finally, students are called to examine the role of factors contributing to the existence of psychopathology in the light of the two models, the biopsychosocial and the stress-vulnerability model.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Approach the concept of psychopathology from a critical perspective
- Appreciate the importance of its study in our days
- Understand the particularity of the emergence of psychopathology in children compared to adults
- Approach the concept of what is normal or not in terms of behaviours, thoughts and emotions from a critical perspective
- Outline the main factors that contribute to the development, persistence and progression of psychopathology
- Discuss and expand the analysis of the key aspects of the models of approach in psychopathology.

Key Words

Psychopathology	Functionality	Normality
Vulnerability	Biological factors	Social factors
Mood	Personal factors	Biopsychosocial interaction

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

- Mash and Barkley, Child Psychopathology, Introductory Chapter [pages 3-74]

The book's introductory chapter develops the main concerns relating to the until recently ignored child psychopathology and analyses through a critical approach the reasons why the study of psychopathology is nowadays essential in preventing the increase of disability across the world. It also states the key factors that affect its emergence and persistence.

Self-Assessment Exercises/Activities

Exercise 1.1

Examine the definition of psychopathology and its differentiation from what we call normal from a critical viewpoint. What does this critical viewpoint depend on? Your answer must not exceed 250 words.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Exercise 1.2

Once you have understood the biopsychosocial model, give an example of factors that may affect the emergence of psychopathology in a child. Limit your answer to 200-250 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Diagnosis and Assessment

(2nd Week)

Summary

This section outlines the necessity to assess psychopathology, as well as the methods for a thorough assessment. The steps of the interview and the use of the various tests are analysed and relevant examples of use in children are offered. Finally, it analyses the diagnostic process and the usefulness / application of the DSM and ICD diagnostic manuals and offers a critical review of their contribution to the diagnostic process.

Introductory Remarks

The psychological assessment of an individual includes **the collection, analysis and compilation of the information** on his/her mental state coming from various reliable sources (such as clinical interview, test) aimed at a comprehensive assessment and diagnosis. The assessment process comprises several stages. The first stage relates to the **clarification and formulation of the reason** for referral. The second stage relates to the **implementation of the assessment methods** in view of collecting the necessary information. The third stage relates to the **organisation of the conclusions and information** in terms of the overall picture of the personality of the individual and his/her functionality based on the request for assessment. The **request for** can originate from different contexts, settings or areas. The most common of these are: a) psychologists, psychiatrists, psychotherapists working either in private practice or in mental health outpatient clinics, b) schools and other educational institutions, c) courts (or lawyers), e) general hospitals.

The process of psychological assessment requires knowledge of both the psychopathology and personality theories and the main principles of psychometrics and the various other assessment methods. The psychological assessment is particularly important as it aims at a deeper understanding of the psychological state of the individual and results in decisions on the intervention. In order to reach a **diagnosis in children**, the parents initially meet with the paediatrician to assess whether their child's symptoms require further psychological assessment. In order to assess psychopathology in children, a licenced professional (often a psychiatrist, a psychologist or a social worker) must **take the history**. Assessment of behaviours in relation to **eating, sleeping, mood, school performance, birth history, family history, medical history and current risk levels (risk behaviours)** are essential in making decisions on the diagnosis and treatment.

A **diagnostic interview** will also be conducted in order to assess the **symptoms, their frequency and severity.** Professionals often use scales completed by the parents, teachers and significant others to assess the functionality of the children. Examples of such frequently used scales include the Conners Comprehensive Behaviour Rating

Scales (CRS Conners, 2001) or the Behaviour Assessment System for Children (BASC Reynolds & Kamphus, 1998). These measurement tools examine the inherent weaknesses in a universal classification and assessment system, such as the DSM (Diagnostic and Statistical Manual of Mental Disorders, APA, 2013). The DSM provides the quantitative indicators of the difference between the symptoms and normal behaviour based on age and gender, setting out a full list of official diagnostic codes and classification of psychomental health disorders. The Manual covers the psychopathological disorders of the entire life cycle, beginning with developmental disorders and ending with neurocognitive disorders. The fifth edition also includes a structured interview for children (DSM-5 Pediatric Diagnostic Interview). In the corresponding classification system of the World Health Organisation ICD-10 (WHO, 1993), disorders which emerge for the first time in childhood and adolescence are classified in three groups: those that include mental retardation (F7), developmental disorders (F8) and those that include disorders of behaviour and affect (F9). The new version of the manual including substantial changes in the diagnostic criteria is expected to be published towards the end of 2018.

Aims/Objectives

The aim of the chapter titled “Diagnosis and Assessment” is to help students understand the importance of the process of assessment and diagnosis, as well as the different steps they include.

In the context of this effort the steps of the assessment are analysed, starting with the examination of the components included in the history taking and the compilation of the information. Students become familiar through examples from such histories given to them from clinical cases / vignettes. This is followed by an analysis of the steps of the clinical interview with children, the parents and teachers, aimed at the critical overview of the information obtained by the students.

Finally, students are called to conduct a critical assessment of the main manuals for the classification of psychopathology and reflect on their usefulness as well as on the difficulties in the use of the specific manuals.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the concept of assessment in psychopathology
- Reflect on the complexity of the assessment of psychopathology in children
- Synthesise the information of a child’s history to reach conclusions on the aspects that may possibly point to psychopathology in a child
- Critically reflect on the manuals widely used for reaching a diagnosis, their usefulness and their insufficiencies
- Draw conclusions on the ways on which the above difficulties can be overcome.

- Conduct a critical review of the relevant bibliography on diagnostic systems.

Key Words

Assessment	Diagnostic Scales	History Taking
Clinical Interview	Family History	Development History
DSM (Diagnostic and Statistical Manual of Mental Disorders	Symptoms	ICD (International Classification of Diagnosis)

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

- **Groth-Marnat Psychological Assessment** Psychological Assessment and History, Chapters 1, 2 and 3 *[pages 1-102]*

The first chapter of the book provides a critical overview of the clinical assessment and its reliability and analyses in brief the methods of use of psychological tests to support the assessment of psychopathology. In the second chapter of the book students are introduced to the contexts of use of the assessment and their attention is drawn to the possibility of bias-based errors during the assessment, which enhances the need for a critical view of the process. Finally, in chapter 3, students learn about the components of the assessment and are provided with a thorough and detailed guide on how an interview is conducted, history taking and the use and interpretation of the information obtained for the psychopathological assessment.

Supplementary Sources/Material

- **Thyer** The DSM-5 Definition of Mental Disorder: Critique and Alternatives [pages 45-67]

This chapter offers a critical view on the definition of mental disorder according to DSM 5 as well as the insufficiencies of the diagnostic manual in terms of whether it assesses mental disorders in an adequate manner. It includes an overview of the factors that determine whether a behaviour / emotion / thought is considered pathological according to the DSM and proposes alternatives to its use for a more thorough clinical assessment, which includes a comprehensive perspective of the individual being assessed.

Self-Assessment Exercises/Activities

Exercise 2.1

Describe the key steps in assessing psychopathology in children. Your answer must not exceed 300 words.

Exercise 2.2

Conduct a critical review of the use of the current version of the diagnostic tools in clinical assessment. Limit your answer to 250 words.

Self-assessment exercise 2.2. is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Autism

(3rd Week)

Summary

This chapter analyses the diagnostic category of “autism spectrum disorders / ASDs”, with autism being the main category. It analyses the main characteristics of the disorders that fall within this group as well as their diagnostic appraisal and the tools used for their assessment. It also offers a critical overview of the repercussions of these disorders on the functionality of the individual and presents key principles for their therapeutic management, with the ultimate aim of improving the quality of life of individuals suffering from ASD.

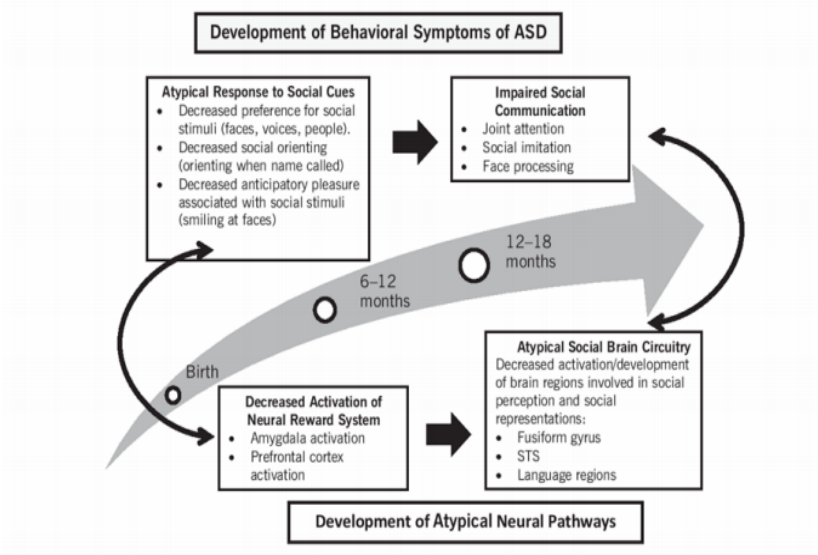
Introductory Remarks

The family of neurodevelopmental disorders of DSM 5 includes ASD, mental retardation ADHD, learning and psychomotor disorders. These disorders share the common features of **early onset and affecting all aspects of the individual’s functionality**. In many cases, these disorders coexist. Although Autism is considered to be a neurodevelopmental disorder, **there are no medical examinations or biological markers** to establish its diagnosis. As a result, diagnosis is based on the observation of the behaviour and the development history. In view of reaching a diagnosis, DSM 5 proposes a category for ASDs with two main dimensions of behaviour symptoms: **a) difficulties in social interaction and b) communication observed in different social settings and limited, repetitive interests, behaviours or activities.** There is no pathognomonic symptom, in other words a symptom whose presence or absence confirms or excludes autism. The meaning of the disorder lies in the simultaneous presence of a sufficient number of symptoms from both areas that are affected. The tables below show the primary characteristics of ASD according to the diagnostic manuals and the development of behavioural symptoms and their association with neuropsychological insufficiencies.

You will find here below in a summary table the differences between the diagnostic systems (Source: Official Site of Autism Hellas)

	ICD-10	**DSM-IV**	**DSM-5**
General term	Pervasive developmental disorders (PDDs)	Pervasive Developmental Disorders (DDDs)	Autism Spectrum Disorder (ASD)
Diagnosis	Child autism, Asperger Syndrome, PDD-not otherwise specified	Autism, Asperger Syndrome, PDD-not otherwise specified	Autism Spectrum Disorder (ASD)

Symptoms	Difficulties in communication, difficulties in social contact, repetitive stereotypic behaviours	Difficulties in communication, difficulties in social contact, repetitive stereotypic behaviours	Difficulties in social communication, repetitive stereotypic behaviours and interests
Age of appearance of symptoms	Up to the age of 3 (not for Asperger Syndrome)	Up to the age of 3 (not for Asperger Syndrome)	Early childhood although functional problems may appear later
Sensory problems	Not included in the diagnostic criteria	Not included in the diagnostic criteria	Included in the diagnostic criteria (hyper / hyposensitivity in the group of repetitive stereotypic behaviours
What happens when a person has some but not all of the symptoms	Receives a diagnosis of PDD-not otherwise specified	Receives a diagnosis of PDD-not otherwise specified	Persons who present with social communication symptoms but not repetitive stereotypic behaviours receive a diagnosis of Social Communication Disorder
How are differences in the severity of symptoms identified?	Through the diagnostic sub-categories	Through the diagnostic sub-categories	Through the assessment of the significance of the symptoms (level 1, 2, 3)



There is no treatment in the sense of cure. Nevertheless, a lot can be done with the aim of improving skills (in the areas where difficulties are identified) and normalising the behaviour which can, as a whole, help the individual with autism function as best as possible. Obviously, understanding "how" individuals with autism experience difficulties or, in other words, **"how they function" because of their difficulties** is a prerequisite. This refers essentially to the subjective cognitive dysfunction. The approach should therefore include ways that correspond to their needs, limitations and specificities. In recent years, the study and understanding of the deeper difficulties in autism has been combined with the organisation and implementation of appropriate educational – psychological and behavioural approaches and programmes. **TEACCH** and **ABA (Applied Behavioural Analysis**) are two such leading organised methods. Emphasis is also placed on the formulation of organised early intervention programmes such as Denver.

Aims/Objectives

The aim of the chapter titled "Autism Spectrum Disorders" is to introduce students to the main characteristics of autism and help them understand its pathogenesis, epidemiology and the place of autism in the group of neurodevelopmental disorders. Another aim is for students to understand the process of assessment of the behavioural symptoms and critically review the main applications in the treatment of autism, which relate essentially to the improvement of the life of individuals with autism and their families.

In the context of this effort, students are called to understand in depth the entity of autism as a neurodevelopmental disorder, examine the diagnostic criteria for autism and apply them to clinical examples, as well as carry out a critical review of the differential diagnosis and comorbidity.

Finally, they are called to study in more depth the diagnostic tools and therapeutic approaches, as well as the specificity of their applications in individuals with autism, particularly in cases of comorbidity involving anxiety disorders, tics, Tourette syndrome, etc.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the entity of autism
- Assess the etiological approaches and carry out a critical review of past theories through to the present day
- Critically approach the diagnostic process based on DSM 5 and assess the differences between ICD 10 and the previous version of DSM
- Outline the main behavioural symptoms of autism and apply that knowledge to examples

- Study the above in more depth through the process of differential diagnosis in clinical cases
- Examine with a critical eye the methods of assessment of the various characteristics of autism and their usefulness in treatment
- Approach the most widely used therapeutic methods and design their application in clinical cases.

Key Words

Autism Spectrum Disorder	Neurodevelopmental disorder	Behaviour symptoms
Repetitive interests	Language development	Stereotypic behaviours
Subjective cognitive dysfunction	Hypersensitivity	ABA (Applied Behavioural Analysis)
Mental retardation	TEACCH (Treatment and Education of Autistic and related Communication handicapped Children)	Learning and psychomotor disorders

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

APA **DSM 5 Autism Spectrum Disorder**

The Diagnostic Manual is the most widely used publication for understanding the characteristics of ASDs. It offers an extensive analysis of the symptoms included in each category, as well as the criteria used to define the severity of the disorder. It also defines comorbidity and makes extensive reference, based on the criteria, to differential diagnosis with other disorders.

- Mash and Barkley, **Child Psychopathology Chapter on the Autism Spectrum Disorder** [pages 531-572]

The chapter on ASD of this book refers extensively to the differences introduced to the diagnostic category of autism from the time it was first defined to the present day, analysing etiological approaches, aspects of the symptoms and the comorbidity of the disorder. It also makes an extensive analysis of the specificity of ASD and its differential diagnosis from other disorders with which it shares common characteristics

Supplementary Sources/Material

- http://www.specialeducation.gr/frontend/article.php?aid=172&cid=72
  This website presents the TEACH program as well as an extensive guide for assessing communication deficits in autism. It is very useful for students as it explains every dimension through examples and provides a practical and user-friendly guide for understanding the areas of assessment.

Self-Assessment Exercises/Activities

Exercise 3.1 (Percentage of final grade: 1%)

Conduct a critical assessment of the etiological theories of autism. Your answer must not exceed 300 words.

Self-assessment exercise 3.1. is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Exercise 3.2

Develop the main characteristic symptoms using examples. Your answer must not exceed 250 words.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Attention Deficit Hyperactivity Disorder

(4th Week)

Summary

This chapter analyses the diagnostic category of "attention deficit hyperactivity disorder". It describes in detail the main features of the disorder as well as its diagnostic assessment and the tools used for its assessment. It also presents the main principles of therapeutic management, with the ultimate aim of improving the quality of life of individuals suffering from ADHD.

Introductory Remarks

The Attention Deficit Hyperactivity Disorder, according to the 5th Edition of the DSM, or Hyperkinetic Disorder, according to the 10th Revision of the ICD, belongs to the group of neurodevelopmental disorders and is a **disorder which emerges early, usually in pre-school age** and for, a significant proportion of individuals, **persists into adolescence and adulthood.** It is usually diagnosed in childhood, with the emergence of difficulties in school and during play and the "core symptoms" of the disorder include **attention problems, impulsiveness and excessive body movement.** The main problems of ADHD are considered to be behaviour deregulation, executive function deficits, mostly in **inhibitory control** and **working memory** as well as **delay aversion**, in other words the behavioural trend of these individuals to show preference for smaller immediate rewards rather than greater rewards that come with a delay. Executive function deficits and delay aversion are two distinct neurodevelopmental characteristics that emerge very early on in individuals with ADHD. ADHD has **an impact on the cognitive, family, social, emotional, behavioural and academic sphere.**

According to DSM-5, ADHD is distinguished into three subtypes: the Inattentive Type, the Hyperactive-Compulsive Type and the Combined Type.

ADHD used to be considered a disorder typical in childhood and adolescence. However, longitudinal studies in children and adolescents with ADHD have showed that in a substantial percentage, ADHD **persists into adulthood.**

Like all disorders, the **etiology** of ADHD is multifactorial, and mainly relates to neurobiological factors (such as infection, perinatal complications, dopaminergic imbalance), genetic causes as well as other epigenetic interactions with the environment.

The **diagnosis** is made by a child psychiatrist or a specially trained psychologist. Given that children with ADHD often present with learning and cognitive difficulties, it is essential to carry out psychological and neuropsychological tests that examine academic and cognitive skills. Generally speaking, there is a broad spectrum of clinical symptoms and this is why no child with ADHD resembles another. Usually there are variations in the intensity of the symptoms and indeed such variations may be observed in the same child

during the course of the day or even from one hour to the next. In any event, in order for the expert to reach the ADHD diagnosis, the aforesaid problems must be observed both at **home and in school and cause significant difficulty in the academic performance and social communication of the child. The questionnaires and the assessment scales** are an essential component of the assessment and diagnosis of children with behaviour problems. A specialist questionnaire for the investigation of ADHD is the **Greek ADHD Assessment Scale,** available in two forms: 1) ADHD Assessment Scale for parents, 2) ADHD Assessment Scale for teachers.

ADHD is a chronic disorder with **no radical cure.** However, early diagnosis and comprehensive intervention in childhood improve certain symptoms and offer the individual a better quality of life. Comorbidity is almost always the rule with ADHD in childhood. It is estimated that 60-100% of children with ADHD also present with one or more coexisting disorders which often persist into adulthood. The therapeutic approach extends to multiple levels and must include **psychoeducation, medication** (the use of which has been widely criticised), as well as **specially designed psychotherapeutic interventions.** The therapy must involve not only the patient but also the family, where necessary and feasible.

Aims/Objectives

The aim of the chapter is to introduce students to the main characteristics of ADHD, to understand its pathogenesis, its main characteristics and the methods of treatment. Another aim is for students to understand the process of assessing the symptoms based on the age group.

In the context of this effort, students are called to gain an in-depth understanding of ADHD as a neurodevelopmental disorder, to examine the diagnostic criteria and apply them to clinical examples, and carry out a critical review of comorbidity which is very frequent.

Finally, they are called to study in depth the diagnostic tools and therapeutic approaches and critically review the main applications for the treatment of ADHD, especially with regard to medication.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the entity of ADHD
- Assess the etiological approaches and carry out a critical review of past theories through to the present day
- Approach the process of diagnosis from a critical viewpoint based on DSM 5
- Outline the types of ADHD and the main symptoms of each type and apply this knowledge to examples
- Study the above in more depth through the diagnostic process in clinical cases

- Examine from a critical viewpoint the entity of ADHD and the epigenetic theory relating to the explanation of its etiology
- Examine from a critical viewpoint the use of medication in children as a method of treating ADHD.

Key Words

ADHD	Attention deficit	Hyperactivity
Neurodevelopmental disorder	Compulsiveness	Inattention
Aversion delay	Working memory	Inhibitory control
Dopaminergic imbalance	Epigenetic influences	Medication
Psychoeducation	Behavioural treatment	High comorbidity

Annotated Bibliography

For the educational needs of this section, material from the following books will be used:

Basic Sources/Material

- Mash and Barkley, **Child Psychopathology, Chapter on ADHD** [pages 75-144]

An extremely useful chapter for understanding the multifactorial etiology of the disorder, as it analyses in detail biological, genetic and social factors that contribute to the emergence and persistence of the disorder. It also offers an excellent explanation of the consequences of the disorder on the academic, social and professional life as well as the intelligence levels of the individual.

Supplementary Sources/Material

- Chan, E., Fogler, J. M., & Hammerness, P. G. (2016) **Treatment of attention-deficit/hyperactivity disorder in adolescents: a systematic review.** JAMA, 315(18), 1997-2008.
- Rajeh, A., Amanullah, S., Shivakumar, K., & Cole, J. (2017). **Interventions in ADHD: A comparative review of stimulant medications and behavioral therapies**. Asian Journal of Psychiatry, 25, 131-135.

Articles which examine the usefulness of the various interventions in addressing ADHD. The aim of the study is for students to carry out a comparative review of the two in order to draw conclusions on each approach, based on more contemporary studies.

Self-Assessment Exercises/Activities

Exercise 4.1

Develop the main characteristic symptoms using examples. Your answer should not exceed 250 words.

Exercise 4.2 (Percentage of the final grade: 1%)

Using the information from the recommended articles, develop in a critical way your view on the more efficient therapeutic approach to ADHD. Your answer should not exceed 250 words. Self-assessment exercise 4.2. is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Oppositional Defiant Disorder and Conduct Disorder

(5th Week)

Summary

This chapter presents the main characteristics of the oppositional defiant disorder and the conduct disorder, it analyses their symptoms in accordance with the diagnostic manuals and examines their etiology and consequences for each child and their environment. Finally, it offers a critical overview of the methods used to manage these disorders.

Introductory Remarks

Oppositional defiant disorder and conduct disorder are major public health problems, as a percentage of 5-10% of children aged 8-16 presents with serious behaviour problems. Oppositional behaviour is more frequently present in boys than girls in pre-school age, and when it does manifest in girls, it is particularly obvious after adolescence. Girls who meet the criteria for conduct disorders usually have non-aggressive or covert aggressive symptoms (violation of school regulations, lying, poor school performance, use of substances, somatisation, frequent arrests for non-violent crimes, run away from home). The onset of the oppositional defiant disorder is usually gradual and becomes evident before the age of 8 and not later than early puberty. Children with an early onset of the oppositional defiant disorder and the conduct disorder run an increased risk of abuse by their parents and interrupting school.

In the oppositional defiant disorder, the child presents with the following behaviour, which lasts for at least 6 months:

- **Angry / irritable mood** (loses temper, frequently touchy or easily annoyed by others, often angry and resentful)
- **Argumentative / defiant behaviour** (often blames others for his or her mistakes or misbehaviour, often deliberately annoys people, often actively defies or refuses to comply with adults' requests or rules, often argues with adults)
- **Vindictiveness** (spiteful or vindictive behaviour at least twice in the past six months).

The disorder is related with annoyance of the individual or others in the immediate social environment (family, peer group).

In the conduct disorder, the child carries out over the last 12 months the following repetitive and persistent acts in which **the basic rights of others or accepted major societal norms or rules are violated:**

- **Aggressiveness to people or animals** (often bullies, threatens or intimidates others, has been physically cruel to people or animals, has stolen, has used a weapon)
- **Destruction of property** (has deliberately engaged in fire setting with the intention of causing damage or has destroyed foreign property in any other way)
- **Deceitfulness or theft** (has broken into someone else's house, building or car, e.g. forgery)
- **Serious violations of rules** (is often truant from school, has run away from home, often stays out at night).

Like all disorders, behaviour disorders have a multifactorial basis which could be explained **in the context of the stress-vulnerability model**, as shown in the table below.

Dispositional factors	Environmental factors
Neurochemical abnormalities	Pre-natal exposure to toxins
Autonomic irregularity	Poor quality child care
Birth complications	Parental psychopathology
Impulsivity	Family conflict
Preference for dangerous activities	Inadequate parental supervision and discipline
Reward dominant response style	Lack of parental involvement and neglect
Low verbal intelligence	Peer rejection
Academic underachievement	Impoverished living conditions
Deficits in processing social information	Exposure to violence
Table 2: Summary of the major risk factors associated with conduct disorder (Frick, 2004)	

Aims/Objectives

The aim of the chapter is to introduce students to conduct disorders and provide an understanding of their pathogenesis in the context of the stress-vulnerability model, their main symptoms and the methods of treatment.

In the context of this effort, students are called to understand in depth the entity of behaviour disorders, examine the diagnostic criteria and apply them to clinical examples.

They are finally called to study in more depth the treatment approaches which facilitate the normalisation of the aggressive nature of these disorders.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the entity of behaviour disorders
- Analyse the factors of etiopathogenesis, based on the stress-vulnerability model
- Approach the process of diagnosis based on DSM 5 from a critical perspective
- Outline the main symptoms of each disorder and apply that knowledge to examples
- Study the above in more depth through the process of diagnosis in clinical cases.
- Examine from a critical perspective the use of medication in children as a method of treating these disorders.

Key Words

Behaviour disorders	Oppositional defiant disorder	Conduct disorder
Angry / irritable mood	Argumentative / defiant behaviour	Vindictiveness
Aggressiveness towards people or animals	Destruction of property	Deceitfulness or theft
Serious violations of rules	Parental psychopathology	Reward dominant response style
Exposure to violence	Psychoeducation	Teacher training

Annotated Bibliography

For the educational needs of this section, the following material is used:

Basic Sources/Material

- Mash and Barkley, **Child Psychopathology, Chapter on Behaviour Disorders** [pages 145-179]

An extremely useful chapter for the analysis of the sub-syptes of behaviour disorders and their association with the subsequent development of psychopathology in

adulthood. Comorbidity with ADHD is also analysed and the risk factors for the development of behaviour disorders are thoroughly described.

Supplementary Sources/Material

- Anomitri, **Behaviour Disorders in Children: Early Identification and Treatment**

Analysis of the ICD criteria and the main prevention and treatment methods of behaviour disorders. An excellent developmental approach to the conduct disorder and how it evolves into psychopathy in adulthood. The article offers a critical review of the association between the two and is very useful in understanding the disorder as a continuum.

Self-Assessment Exercises/Activities

Exercise 5.1

Develop the main characteristic symptoms using examples. Your answer must not exceed 250 words.

Exercise 5.2 (percentage of final grade: 1%)

Analyse the main characteristics of the disorder which could be improved in the school setting and propose ways to achieve this. Your answer must not exceed 300 words. Self-assessment exercise 5.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Anxiety Disorders

(6th Week)

Summary

Anxiety disorders are amongst the disorders with the highest incidence in childhood and adolescence and, without proper treatment, they can cause serious psychosocial problems. This chapter examines the types of anxiety disorders in childhood and adolescence, their main characteristics and etiology as well as the main methods of assessment and treatment.

Introductory Remarks

It is very important to know which fears and stress manifestations are normal in each stage of development, so that we can ascertain whether a child suffers from a relevant disorder. Typical fears in childhood vary with age. Infants up to approximately 6 months are frustrated by loud noises, the absence of care or sudden changes in their position and the sudden presence of unknown objects. From 7-12 months, they are frustrated by the presence of strangers and the unexpected appearance of unknown objects or people. From the first until the fifth year of life, they are afraid of strangers, storms, animals, darkness, loud noises (due to separation from their parents), monsters and ghosts, the toilet, etc. From 6 to 12, children are afraid of physical injuries, illness, thieves, staying alone, supernatural beings, judgment, failure and punishment. From 12 to 18, their fears relate to tests, their overall school performance and their social presence. According to DSM 5, anxiety disorders are distinguished as follows:

- Specific phobia
- Separation anxiety disorder
- Social phobia
- Selective mutism
- Panic disorder
- Agoraphobia
- Generalised anxiety disorder

The diagnostic signs that we observe in a child or an adolescent and which indicate that they are experiencing severe stress beyond what is considered normal (symptoms):

- Unrealistic and excessive worrying
- Constant need for validation
- Excessive worry over past or future situations
- Complaints without a physical cause
- Nervousness or feeling edgy
- Fatigue
- Difficulty to concentrate
- Irritability
- Upset during separation from parents
- Refusal to go to school
- Panic attacks
- Avoidance of situations
- Upset due to social conditions
- Phobias
- Obsessions and compulsions

The possible consequences from the non-treatment of anxiety disorders are as follows: fall in school performance, dysfunctional social relations, low self-esteem, social isolation, a more severe psychiatric pathology later on and in adulthood. As regards **treatment**, the cognitive behavioural approach has been widely used for all anxiety disorders. One of the programmes used to improve the symptoms of social phobia is **SET-C (Social Effectiveness Therapy for Children**), which involves the children and their parents, but also their peers.

Even though the factors that contribute to the appearance of the symptoms of generalised anxiety disorder may be traced outside the school setting, the **school and the teachers** play a substantial role in the management the disorder. Moreover, teachers must make sure to create a **warm psychosocial environment in the classroom**, so that all students feel protected and stable, demonstrate that they take into account the desires of their students and contribute to the development of good interpersonal relations between them. Maintaining close contact with students with generalised anxiety disorder is also vital in order to identify their difficulties in the learning process and reward them frequently, as

this promotes a feeling of calmness. Teachers must also be alert to bullying and have frequent communication with all the teaching staff.

Aims/Objectives

The aim of this chapter is to introduce students to anxiety disorders and provide an understanding of its pathogenesis and the main symptoms/signs that they need to have in mind in the social and school setting of the child and the adolescent. The consequences of these disorders over time when not treated early, both immediate and long-term, are also examined.

The role of the environment in the prevention, recognition and intervention is also thoroughly analysed, so that students can understand its vital importance and strengthen this role in their future professional career.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the categories of anxiety disorders
- Distinguish between the normal and pathological signs of stress and fear in children and adolescents, depending on their stage of development
- Analyse the factors of etiopathogenesis of the disorders, both biological and environmental
- Outline the main symptoms of each disorder and apply that knowledge to examples
- Examine the above in more depth through the process of diagnosis in clinical cases
- Analyse the role of the environment in enhancing the treatment process.

Key Words

Anxiety disorders	Generalised anxiety disorder	Specific phobia
Selective mutism	Social phobia	Separation anxiety
Panic disorder	Agoraphobia	Excessive worrying
Refusal to go to school	School environment	Self-regulation of emotions
Social Effectiveness Therapy for Children	Peers	Behavioural techniques

Annotated Bibliography

For the educational needs of this section, material from the following books is used:

Basic Sources/Material

- Klykylo & Kay, **Clinical Child Psychiatry** [pages 235-262]

Chapter 13 examines anxiety disorders, which are characterised as “internalisation” disorders, in contrast with behaviour disorders, which are disorders that “externalise” the dysfunction.

- Hersen, Thomas & Ammerman, **Comprehensive Handbook of Personality and Psychopathology. Volume 3: Child Psychopathology** [pages 117-147]

Chapters 9 and 10 offer a thorough analysis of the generalised anxiety disorder and social phobia respectively. Chapter 9 addresses the personality traits associated with the appearance of GAD in children, such as the tendency for inhibitory behaviour in situations that make them feel uncomfortable and the self-regulation of their emotions as a response to external stimuli in the environment. It also offers a comprehensive analysis of the treatment involving parents but also teachers and the consequences of changes in the various settings of the child are analysed: family, school, peers, etc. Chapter 10 sets out a thorough explanation of the etiogenesis of the disorder, based on the interaction between biology and the family environment, parental practices and social learning through observation. Finally, the chapter proposes behavioural techniques to improve the disorder and presents its effects in the later formation of the child’s personality.

Self-Assessment Exercises/Activities

Exercise 6.1

Develop the main characteristic symptoms of at least one of the anxiety disorders using examples. Your answer must not exceed 250 words.

Exercise 6.2 (Percentage of final grade: 1%)

Choose one of the anxiety disorders and analyse its main characteristics that could be improved in the school setting and propose ways to achieve this. Search scientific articles (at least 2) to support your answer. Your answer must not exceed 300 words. Self-assessment exercise 6.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

During this week students will submit their individual assignment (25% of the total grade) focused on theories regarding the development of any type of psychopathology (free selection of topic)

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Eating Disorders

(7th Week)

Summary

This chapter presents eating disorders which are chronic, recurrent mental disorders with significant complications for physical health and comorbidity with other psychological problems. It offers an overview of these disorders, mainly in adolescence, and examines their main characteristics, etiology and the main methods of assessment and treatment.

Introductory Remarks

Nowadays, interest in eating disorders is growing, as an increasing number of people, in particular women, exhibit food-related behaviour problems. An eating disorder is defined as a persistent disruptive behaviour in eating or a behaviour aiming to control weight which significantly disrupts physical health or the psychosocial functionality of the individual and is not recognised as secondary to a general medical condition or another psychiatric disorder.

Eating Disorders – DSM 5

1. Anorexia Nervosa
2. Bulimia Nervosa
3. Binge Eating Disorder
4. Other Specified Feeding and Eating Disorder
5. Unspecified Feeding or Eating Disorder
6. Avoidant / Restrictive Food Intake Disorder

There is no one single theory on the etiological factors that result in the emergence of eating disorders. Even though certain high-risk factors have been identified, there is no direct etiology however, as in all other disorders, we consider that the etiological basis lies in the interaction between biological, psychological and environmental parametres. In particular, the effects of the **genetic factor** appear to be important, since studies in families have shown a 7-20 times higher probability to manifest an eating disorder. Personality traits such as **harm avoidance, persistence, perfectionism and compulsive features** also play a role.

From a developmental point of view, **adolescence itself is a high-risk factor due to the psychological responses to the changing body, the nature of interpersonal relations and the stress that these changes entail for the adolescent.** Eating disorders have a critical place at the **crossroads between childhood and adulthood,** between the physical and the mental, between the individual and the social. A place which reveals the existing link between these disorders and the **separation and change**

processes towards autonomy. Failure to mentally process this phase which is necessary for mental growth, results in the **distortion of the developmental course** and in resorting to an addictive behaviour and a **psychosomatic "solution".** Moreover, the **family relations** of individuals with eating disorders are described as closed and close, giving priority to **overprotection, control and security**, which results in the **suppression of the needs of individuality and autonomy** of the members. The impact of **social and cultural conditions** also plays a key role, especially in modern western societies, if we consider that the role of **beauty and slimness** is particularly important in the female identity and affects the self-esteem of women in a decisive way.

As regards the broader framework of eating disorders, many different therapeutic approaches have been proposed and are applied independently and/or in combination, in order to enhance the effectiveness of the intervention. The treatment of eating disorders has two basic aims: **To restore nutrition of the individual and to modify the pathological eating behaviour**, in order to achieve weight maintenance at normal levels.

In the context of the therapeutic process, different therapeutic, cognitive and behavioural techniques are used (**creation of a good therapeutic relationship, modification of false perceptions, stimulus control, conversion of convictions into assumptions, decentralisation, normalisation, five columns, role play and rehearsals, etc**), amongst which **visualisation** is a technique used more and more often, due to its increased effectiveness.

Aims/Objectives

The aim of this chapter is to introduce students to the eating disorders and the main symptoms/signs they must have in mind in the main social and school setting of the adolescent. An additional aim is for students to understand their pathogenesis, having in mind in particular the critical period of adolescence and its characteristics and the way in which all this interacts with factors that make adolescents vulnerable to the emergence of the disorder. The role of society and culture is also highlighted, as their commands increase pressure on adolescents at the critical time of their development with demands for an ideal body image and its pursuit.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the categories of eating disorders
- Analyse the factors of etiopathogenesis of the disorders, both biological and environmental
- Approach the development of eating disorders in the western culture from a critical perspective
- Understand the association between the disorders and the developmental stage of adolescence

- Outline the main symptoms of each disorder and apply that knowledge to examples
- Study the above in more depth through the process of diagnosis in clinical cases.

Key Words

Eating disorders	Anorexia nervosa	Bulimia nervosa
Binge eating disorder	Perfectionism	Overprotective parenting
Western culture	Perfect body	Distortion of the development course
Psychosomatic solution	Normalisation	Model for Healthy Body Image (MHBI)

Annotated Bibliography

For the educational needs of this section, material from the following books will be used:

Basic Sources/Material

- Hersen, Thomas & Ammerman, **Comprehensive Handbook of Personality and Psychopathology. Volume 3: Child Psychopathology** [pages 330-348]

Chapter 20 describes extensively eating disorders and the multifactorial etiology of their pathogenesis, allowing students to form a comprehensive picture on the basis of the disorders and distinguish the main characteristics of each one of them as well as their particularities, in order to be able to make the distinction. Moreover, this chapter analyses the development of an individual's personality in adolescence and associates it with risk factors that may result in the development of disorders. The main tools for the assessment of the disorders are provided and their repercussions on the immediate environment of the affected adolescent are analysed.

Supplementary Sources/Material

- Kountza, M., Garyfallos, G., Ploumpidis, D., Varsou, E., & Gkiouzepas, I. (2017). **The psychiatric comorbidity of anorexia nervosa : A comparative study in a population of French and Greek anorexic patients.** *L'encephale.*

  The article analyses realities in the contemporary Greek society regarding the disorder and the characteristics of anorexia nervosa and makes a comparison with realities in France, where greater comorbidity with depression is observed. The result is analysed based on cultural characteristics, providing the student the opportunity to reflect on the impact of culture on psychopathology

Self-Assessment Exercises/Activities

Exercise 7.1

Develop the main characteristic symptoms of at least one eating disorder using examples. Your answer must not exceed 250 words.

Exercise 7.2 (Percentage of final grade: 1%)

Analyse the role of culture in the emergence of anorexia nervosa. Support your view with bibliographical references (at least two). Your answer must not exceed 300 words. Self-assessment exercise 7.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Depression

(8th Week)

Summary

This chapter analyses emotional disorders from the perspective of assessment, diagnosis and etiology and provides guidelines to enhance their treatment.

Introductory Remarks

The concept of **depression in childhood** has been the subject of major disagreement. The view that depressive disorders are rare in small children as well as the concept of "masked depression" and "depressive equivalents" have prevailed for several years. In recent years however, it has been acknowledged that depressive conditions similar to those present in adults may also emerge in childhood. Mood disorders (major depression, dysthymia) in young ages are frequent, persistent and recurrent disorders. Children and adolescents with Major Depressive Disorder (MDD) are at **increased risk of suicidal behaviour, substance abuse (including nicotine and alcohol), physical illness, early pregnancy, exposure to negative life events, as well as poor work, school and psychosocial functionality.**

According to **DSM 5**, the **criteria of depression** are the following: Five or more of the following symptoms are present during the same two-week period and reflect a change from previous functionality. At least one of the symptoms is either (1) depressed mood or (2) loss of interest or pleasure. 1. Depressed mood most of the day, nearly every day, as indicated by either subjective report (feels sad, empty or hopeless) or observation made by others (e.g. appears tearful). **(In children and adolescents this can be observed as irritable mood)**. 2. Markedly diminished interest or pleasure in all, or almost all, activities most of the day, nearly every day (as indicated by either subjective account or observation). 3. Significant weight loss when not dieting or weight gain (e.g., a change of more than 5% of body weight in a month), or decrease or increase in appetite nearly every day. (**In children failure to achieve the expected weight gain** is also taken into account). 4. Insomnia or hypersomnia nearly every day. 5. Psychomotor agitation or retardation nearly every day (observable by others, not merely subjective feelings of restlessness or being slowed down). 6. Fatigue or loss of energy nearly every day. 7. Feelings of worthlessness or excessive or inappropriate guilt (which may be delusional) nearly every day (not merely self-reproach or guilt about being sick). 8. Diminished ability to think or concentrate, or indecisiveness nearly every day (either by subjective account or as observed by others). 9. Recurrent thoughts of death (not just fear of dying), recurrent

suicidal ideation without a specific plan, or a suicide attempt or a specific plan for committing suicide.

Children and adolescents with depressive symptoms in particular present with **changes in their mood, diminished interest to do their activities and often significant loss of weight.** In other cases we have insomnia, diminished ability to concentrate, fatigue and, in extreme cases, negative thoughts on their own life, such as recurrent suicidal ideation with or without a specific plan, games with a suicide theme. Infants, toddlers and children of pre-school age who manifest depression appear to be apathetic, unhappy, refuse to take food, are irritable and cry often. The diagnosis of the disorder requires the **adjustment of the assessment, depending on the level of development, as low self-esteem, despair and recurrent thoughts of death are difficult to recognise in small children, due to the nature and quality of their cognitive functions.** Depression in adolescence is quite similar to that in adults. Dysthymia, despair, insomnia, suicidal thoughts, self-harm attempts, social withdrawal, underestimation of one's self, use of alcohol and toxic substances.

The **etiology of childhood depression is multifactorial,** just like depression in adults. Childhood **depression has been associated with negative life events, mostly losses.** Events like a divorce, deprivation, death, suicide, alone or in combination with other risk factors (e.g. lack of support) mark the onset of depression. In cases of death or suicide, the risk of depression is proportionate to how close the deceased person has been and the brutality of the exposure to the event. Also, non severe stressful events such as difficulties in relations with friends or parents and problems in school are identified in the period before the onset of depression.

Aims/Objectives

The aim of this chapter is to introduce students to mood disorders as well as to the main symptoms/signs that they must have in mind within the main social and school setting of the child and adolescent and how these differ from symptoms in adulthood.

Another aim is for students to understand the pathogenesis of these disorders which, as in most disorders, is multifactorial, and to introduce them to the development perspective in understanding the disorder, addressing its evolution from childhood through to adult life as phases of the same entity, with different characteristics based on the phase of development.

Finally, students examine the role of teachers in the prevention and intervention of these disorders.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand mood disorders
- Analyse the factors of etiopathogenesis of the disorders, both biological and environmental
- Approach the evolution of the disorders in a developmental context from a critical perspective
- Outline the main symptoms of each disorder and apply that knowledge to examples
- Study the above in more depth through the process of diagnosis in clinical cases.

Key Words

Depression	Suicidal behaviour	Low self-esteem
Defence mechanism	Failure to gain weight	Diminished interest

Annotated Bibliography

For the educational needs of this section, material from the following books will be used:

Basic Sources/Material

- Hersen, Thomas & Ammerman, **Comprehensive Handbook of Personality and Psychopathology. Volume 3: Child Psychopathology** [pages 217-232]

  Chapters 12 and 13 offer an extensive analysis of the disorders addressed in this section. Chapter 12 on depression includes an extremely useful analysis of the therapeutic approaches applied to children and adolescents, especially with regard to interpersonal therapy and the widely used cognitive therapy. Chapter 13 develops the effects of bipolar disorder on the child's environment, both within the family and the school, and provides guidelines for psychosocial interventions.

Supplementary Sources/Material

- Taubman, Parikh, Christensen & Scott (**2019**), **Using School-Based Interventions for Depression Education and Prevention. In Advances in Psychiatry (pp. 1-32). Springr. Cham**.

An extremely useful chapter which analyses two school interventions aimed at the prevention and early intervention of depression and provides basic instructions for their implementation.

Self-Assessment Exercises/Activities

Exercise 8.1

Develop the main characteristic symptoms of depression using examples. Your answer must not exceed 250 words.

Exercise 8.2 (Percentage of final grade: 1%)

Analyse the role of the school environment in the prevention and management of depression. Use material from existing bibliography. Your answer must not exceed 300 words. Self-assessment exercise 8.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Bipolar Disorder

(9th Week)

Summary

This chapter analyses bipolar disorders from the perspective of assessment, diagnosis and etiology and provides guidelines for the enhancement of their treatment.

Introductory Remarks

Bipolar Disorder in young ages relates to abrupt mood changes combined with high rates of comorbid disorders and difficulties in both diagnosis and treatment. Manic episode: A distinct period of abnormally and persistently elevated, expansive or irritable mood lasting at least 1 week. According to DSM 5, one or more of the symptoms must be present in patients (4 if the mood is only irritable) 1. Inflated self-esteem or grandiosity 2. Decreased need for sleep 3. More talkative than usual or pressure to keep talking 4. Flight of ideas or subjective experience that thoughts are racing 5. Distractibility 6. Increase in goal-directed activity 7. Excessive involvement in pleasurable activities that have a high potential for painful consequences 8. The symptoms do not meet criteria for a mixed episode 9. Marked impairment in occupational functioning or in social activities or relationships with others or hospitalisation is necessary or existence of psychotic elements.

The disorder has a worse long-term outcome when there is an early onset, in **families of low socio-economic status**, in case of lengthy duration of the disease and in cases of abrupt mood changes, psychotic elements, comorbid disorders and family psychopathology. **Young people with bipolar disorder are different to adults. They have more frequent mood changes, are ill more often and have more mixed episodes. Also, they are at higher risk of committing suicide** compared to individuals experiencing the onset of the disease in adulthood. Parents must pay special attention and be alert to this.

The **etiology** of the bipolar disorder is multifactorial, but significant emphasis is given to biological rather than psychological factors. The psychodynamic approach supports the bipolar disorder as a defence response/mechanism against depression, whilst no theoretical explanation can be provided from a behavioural point of view.

Regarding the observation of the bipolar disorder **in the school setting and the role of the teacher,** it involves monitoring and early intervention, as a significant fall in school performance, lack of concentration, mood swings and psychomotor changes are observed. Moreover, high comorbidity with behavioural disorders and ADHD results in distracting behaviour which makes the life of the child/adolescent more difficult, both in the classroom and in his/her relations with peers.

Aims/Objectives

The aim of this chapter is to introduce students to the bipolar disorder and the main symptoms /signs that they must have in mind in the social and educational setting of the child and the adolescent and how these vary from symptoms in adulthood.

Another aim is for students to understand the pathogenesis of the bipolar spectrum disorders which, as in most disorders, is multifactorial, and introduce them to the developmental perspective of understanding the disorder, addressing its evolution from childhood through to adulthood as phases of the same entity, with different characteristics depending on the developmental stage.

Finally, students examine the role of the environment in prevention and intervention relating to these diseases.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the bipolar spectrum disorders
- Analyse the factors of the etiopathogenesis of the disorders, both biological and environmental
- Approach the evolution of the disorders in the developmental context from a critical perspective
- Outline the main symptoms of each disorder and apply that knowledge to examples
- Study the above in more depth through the process of diagnosis in clinical cases.

Key Words

Bipolar disorder	Psychotic elements	Irritable mood
Increased comorbidity	Distracting behaviour	Substance abuse

Annotated Bibliography

Basic Sources/Material

- Mash and Barkley, **Child Psychopathology, Chapter on Bipolar Disorder** [pages 264-316]

  This chapter provides an excellent view of the bipolar disorder as a developmental and systemic disorder, presenting its progression in childhood and adolescence and its association with the persistence of the disorder in adulthood. It also sets

out theoretical models which attempt to explain the emergence of the disorder from a multifaceted aspect, therefore offering students an excellent introduction to the multifactorial perspective of the causes/conditions that encourage the existence of the bipolar disorder.

Supplementary Sources/Material

- Kolaitis, G. (2012). **Emotional affective disorders in childhood and adolescence: continuity and non-continuity in adulthood.** Psychiatriki, 23. 94-100

  This article analyses modern research focusing on the effects of mood disorders and bipolar disorder in childhood and adolescence, as well as the association between these disorders and progression into adulthood, in relation to the appearance and persistence of psychopathology.

Self-Assessment Exercises/Activities

Exercise 9.1

Develop the main characteristic symptoms of the bipolar disorder using examples. Your answer must not exceed 250 words.

Exercise 9.2 (Percentage of final grade: 1%)

Analyse the role of the school environment in the prevention and treatment of the bipolar disorder. Use material from the existing bibliography. Your answer must not exceed 300 words. Self-assessment exercise 9.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Schizophrenia

(10th Week)

Summary

This chapter addresses schizophrenia in childhood, adopting the developmental approach. Given that schizophrenia is the most severe of all disorders in childhood and adolescence, students must understand its entity, signs of concern, etiology and the progression of the disorder. The following terms have been established in bibliography: Very Early Onset Schizophrenia or Childhood Onset Schizophrenia, when the psychotic symptoms begin to appear before the age of 12 and Early Onset Schizophrenia, where psychotic symptoms begin to appear before the age of 18.

Introductory Remarks

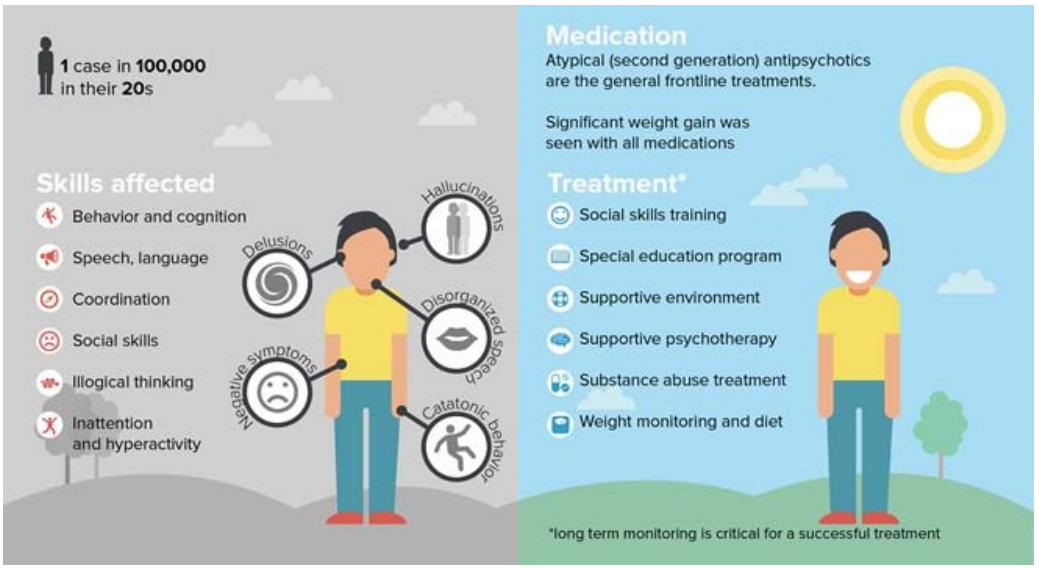
Childhood onset schizophrenia is rare as its typical clinical picture is fifty times rarer than adult schizophrenia. In recent years, research has turned to the study of the precursors that identify groups of children at high risk of developing schizophrenia in adolescence or at the beginning of their adult life. The main reason for this interest is that the very early onset of the disorder could shed more light on the **etiology in terms of a developmental approach**.

The view that childhood onset schizophrenia is similar to adolescent and adult schizophrenia is confirmed by studies relating to the clinical picture, anatomic findings, psychophysiological parametres and possible genetic etiology. However, the application of these criteria in children entails a number of important difficulties **and the assessment of the symptoms of the disorder is impossible if the child is not sufficiently mature and does not have the required mental age and verbal communication.** The specific characteristics of the child's phase of development and how **the clinical picture of childhood schizophrenia varies depending on the psychoemotional maturity of the child** must also be given serious consideration. It is further noted that compared to adults, the symptoms of childhood schizophrenia are not so organised and systematic whilst they can also be transient.

There are events in the very early stages of life that have a substantial impact on the course of development and are considered **developmental precursors** or developmental **functional deficits** relating mostly to speech, mobility and socialisation and which are considered as premorbid symptoms. The developmental precursors and premorbid symptoms associated with the emergence of schizophrenia in childhood include the following: **complications during birth**, **mild neurological signs, developmental disorders in language and speech, transient symptoms of pervasive developmental disorders, learning problems, adjustment in school and social functionality, attention deficit and hyperactivity** and **lower IQ** (around 80). Similar difficulties in childhood, i.e. speech delay, difficulties in reading and spelling and poor

premorbid adjustment have been observed in adolescence onset schizophrenia. Children with serious developmental deviations are considered as “high risk” for the emergence of schizophrenia at a young age.

It is important to recognise the precursor symptoms of schizophrenia in time, although only a percentage of “high risk” patients will later develop the disorder. However, children with **precursor symptoms** coupled with a **positive family history for schizophrenia,** need systematic monitoring and early administration of medication in case they present with the psychotic symptoms of schizophrenia. For example, the process of diagnosis and monitoring must not exclude the probability of emergence of schizophrenia in children with attention / hyperactivity problems, which do not respond do stimulants and have a family history of schizophrenia or in children with a broad range of different symptoms including learning difficulties, social withdrawal, aggressiveness and strange beliefs.



In general, **treatment** in children requires a **multifaceted treatment plan** and this is even more important in cases where psychotic symptoms **coexist together with serious deficits in various aspects of development**. Addressing the **learning difficulties**, **training towards the acquisition of social skills** and **psychoeducation** of the entire family are treatment interventions considered as important as **medication.**

Aims/Objectives

The specific module aims to introduce students to the rare but severe disorder of schizophrenia, offering an overview of the main characteristics of Very Early Onset Schizophrenia – Childhood Onset Schizophrenia (manifestation before the age of 12) and Early Onset Schizophrenia (manifestation before the age of 18). Students are required to

understand the continuity of the disorder in the context of the developmental approach from childhood through to adulthood and be able to distinguish the particularities in this age compared to schizophrenia in adults. This section also aims to make students reflect critically on its etiopathogenesis and understand the role of the school setting in the early identification of symptoms and in making the lives of children and adolescents with schizophrenia easier.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand Very Early Onset Schizophrenia, Childhood Onset Schizophrenia and Early Onset Schizophrenia across the spectrum of development
- Approach the particularities of the emergence of the disorder in childhood and adolescence compared to adulthood from a critical perspective
- Understand the precursor signs in childhood and adolescence
- Outline the main symptoms of the disorder and apply that knowledge using examples
- Study the above in more depth through the process of diagnosis in clinical cases
- Reflect on how the school setting can contribute to the early identification of the disorder and the mitigation of its effects on the child and the adolescent

Key Words

Very Early Onset Schizophrenia	Early Onset Schizophrenia	Developmental approach
Hallucinations	Delusions	Disorganised speech and thought
Developmental precursors	Functionality deficits	Family history positive for schizophrenia
Learning difficulties	Psychoeducation	Addressing learning difficulties

Annotated Bibliography

For the educational needs of this section, material from the following sources is used:

Basic Sources/Material

- Kakouros and Maniadaki **Psychopathology in Children and Adolescents** [pages 359-376]

  Chapter 14 offers an overview of schizophrenia in childhood and adolescence and is a useful source for students to understand the main characteristics of this severe disorder. An overview of the clinical picture, the diagnostic process and the treatment of the disorder is provided

Supplementary Sources/Material

- Ball, A., Rittner, B., Chen, Y. L. & Maguin, E. (2018). **Impact of individualised education plans on academic success of youth with early onset schizophrenia**. Journal of evidence-informed social work, 1-16.

  The article describes efforts to plan an individualised approach in the school setting for individuals with early onset schizophrenia and its impact on the academic performance of adolescents. Although the planning is quite informative and useful, it does not appear to particularly affect school performance and therefore alternative interventions are being discussed.

Self-Assessment Exercises/Activities

Exercise 10.1

Develop the main characteristic symptoms of very early onset and early onset schizophrenia using examples. Your answer must not exceed 250 words.

Exercise 10.2 (percentage of final grade: 1%)

Based on the article by Balletal. (2018) make a critical review of the programme used in the school setting to enhance the academic performance of adolescents. Your answer must not exceed 300 words. Self-assessment exercise 10.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Abuse

(11th Week)

Summary

This chapter analyses child abuse and its impact on the mental health of the child and the adolescent, as well as possible long-term effects later in life. Although abuse is not a new phenomenon, it was identified as a serious psychosocial problem in 1960 with Kempe's definition of "the battered child syndrome" where he described the clinical picture of the syndrome and its effects on the child. However, Kempe focused more on the psychiatric picture of abusive parents rather than the child himself/herself. Since that first definition, several researchers have developed the picture of the phenomenon, focusing on the child, and guided by the various aspects of abuse, its chronic nature and severity.

Introductory Remarks

Therefore, the term "child abuse" refers to the violence, ill-treatment or neglect experienced by a child or an adolescent whilst being under the "protection" of a person they trust or on whom they depend (parent, brother, sister, other relative or guardian or other carer). It may occur anywhere, for example in the child's house or in the house of a person known to the child.

In particular, child abuse or neglect is defined as follows: any act or neglect by a parent or guardian (responsible for the child's care) which results in injury, trauma, pain, fear, threat, feeling of dissatisfaction, discomfort, aversion or guilt, which has a negative effect on the person receiving it and may result in death, serious physical or emotional harm, sexual abuse or exploitation or any act or neglect which involves an impending risk of serious harm. A person abusing a child can use different methods in order to have access to the child, exert power and control, and prevent the child from revealing what is happening to him/her or asking for help. Abuse amounts to abuse of power and a violation of the child's trust. It can be an isolated event or it can happen repeatedly or climaxing over a period of months or years. Finally, the form of abuse may change over time.

Four main forms of abuse are recognised: 1. Physical abuse 2. Sexual abuse 3. Emotional abuse 4. Neglect and exposure to risk. Even though these forms can be found separately, they are often combined.

In this section, as part of the phenomenon of child abuse, the Munchausen syndrome by proxy – MBP will also be examined. The Munchausen syndrome is a fictitious psychiatric disorder, where an adult deliberately causes or simulates symptoms of a physical disorder and adopts the role of a sick person. According to the DSM 5 criteria, the disorder is defined as follows: intentional induction or falsification of physical or psychological symptoms or induction of injury or disease to another person associated with deception. The perpetrator presents the person (victim) to others as ill, impaired or injured. The behaviour is present also in absence of external incentives (e.g. financial benefit) and the

behaviour is not better accounted for by another mental disorder. The comprehensive assessment includes the child, the family structure, the individual profile of the parents (or persons caring for the child), the quality of the spousal relationship, the family dynamics (relations, roles, ways of solving problems, etc.), the existence of a supportive social network and the living conditions of the child in the family environment.

No factor in itself can explain why certain individuals behave violently towards children or why child abuse is more dominant in certain communities compared to others. As with other forms of violence, child abuse is better understood if we analyse the interaction of different factors at different levels. Figure 1.2 presents an ecological model which describes the interaction between these different factors.

Σχήμα 1.2 Το μοντέλο που περιγράφει τους παράγοντες κινδύνου της παιδικής κακοποίησης

Figure 1.2. The model describing the risk factors for child abuse

Society Community Relations Individual

Aims/Objectives

The aim of this section is to introduce students to the clinical and psychosocial picture of child abuse, examined through a holistic perspective. Students are called to understand the complex picture of abuse, distinguish its various types and study the signs which imply the existence of abuse in any form. This section also aims to make students reflect on its etiopathogenesis from a critical perspective and understand the role of the social setting in the intervention and prevention of abuse.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the complexity of abuse in children and adolescents
- Understand the entity of the Munchausen syndrome by proxy – MBP
- Approach the signs implying the existence of abuse from a critical perspective
- Outline its etiopathogenesis and apply that knowledge using examples

- Study the above in more depth through the examination of cases
- Reflect on how the social setting can contribute to the prevention and mitigation of its effects on the child and the adolescent

Key Words

Abuse	Munchausen syndrome by proxy - MBP	neglect
Exploitation	Ecological model	Multisystemic treatment
“Incredible Years”	Programme of “strengthening of bonds with peers in school”	Serious physical or emotional injury

Annotated Bibliography

For the educational needs of this session, the following material is used:

Basic Sources/Material

- Hersen, Thomas & Ammerman **Comprehensive handbook of personality and psychopathology. Volume 3: Child Psychopathology** [pages 367-387]

  Chapter 22 of this book provides a thorough analysis of the definition of abuse and its types. It also analyses its etiology through the spectrum of the various models such as the ecological, the transition and the exchange model. This chapter also provides a comprehensive analysis of the long-term effects of abuse and the factors that may protect/aggravate the consequences of abuse in the child and later in adulthood.

- World Health Organisation 2006 **Preventing Child Maltreatment: A guide to taking action and generating evidence**

  A guide of the World Health Organisation thoroughly explaining the phenomenon and proposing methods of intervention at all levels: individual, family and school, analysing each programme in a comprehensible and organised manner which helps students understand the completion of the interventions.

Supplementary Sources/Material

- Balan. **Child abuse: Case study**

- An extremely interesting article, very useful in understanding the effects of abuse on psychosocial development through a case study. It contributes to the

application of theory into practice and therefore to the deeper understanding of the phenomenon.

Self-Assessment Exercises/Activities

Exercise 11.1

Understand the main types of abuse and give examples for each type. Your answer must not exceed 150 words.

Exercise 11.2 (percentage of final grade: 1%)

Study the case in the article of Balan and analyse the effects of abuse on her learning. Approximately 250 words.

Self-assessment exercise 11.2 is an exercise involving judgment and it was therefore considered appropriate not to provide indicative answers. All answers could potentially be correct, provided they are scientifically documented and developed based on a comprehensive argument. To answer the above, you may use material from the bibliography of this section. This question is marked.

Note: The answers must be posted on the platform and each student must comment on at least one of the answers of the group.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Presentation of Assignments

(12th Week)

Summary

Group presentations will take place during this week.

Introductory Remarks

At the beginning of the semester, students will be divided into groups of 6-8 persons and will prepare a clinical case, choosing one of the disorders examined in the course. They will be called to present the main symptoms of their case, conduct the analysis based on the biopsychosocial model of disorders, i.e. analyse all the factors contributing to the emergence and persistence of the disorder as well as the factors which have a protective or risk effect according to the stress-vulnerability model. They will then design an intervention on the prevention and management of the disorder in accordance with the bibliography. The duration of the presentation by each group will be 20 minutes and this can be done during a teleconference or in the form of video, where the rest of the students will provide their feedback.

Aims/Objectives

The aim of this group assignment and the presentation is to familiarise students with collective work and allow them to work as a team by delegating objectives and parts of the assignment and synthesising them to produce a collective effort. Another aim is to create a clinical case based on the theory, to function as a link between theoretical and practical knowledge.

Learning Outcomes

On completion of this section, you should be able to:

- Understand the complexity of the disorder you have chosen
- Synthesise theoretical information with their practical reality
- Work as a member of a scientific working group
- Examine in more depth cases of psychopathology in children and adolescents
- Reflect on the factors that contribute to the multifaceted expression of psychopathology.

Key Words

Clinical case	Collectiveness	Practical implementation	Biopsychosocial factors	Intervention design	Prevention

Recommended number of work hours for the student

20-25 hours

TITLE: REVISION

(13th Week)

Summary

In this section students are called to review the material of the course and note any questions. All questions are then forwarded to the lecturer for a thorough analysis.

An extensive review of the difficult points of the previous sections will also take place and students will be given the opportunity to examine in more depth the points which they consider essential for the fulfillment of the course's objectives.

Basic Sources/Material

Mash and Barkley, **Child Psychopathology** Chapters 1, 2, 3, 5, 6, 7, 8, 10, 11, 13 and 14

These chapters include the examination of the disorders analysed during the course, from the review of the developmental disorders through to childhood schizophrenia. Students therefore have a useful source of centralised information to understand the material of the course.

Recommended number of work hours for the student

7 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: The foundations of Psychopathology

(1st Week)

Exercise 1.1

We could in fact propose many simple definitions on what psychopathology is, but none of them truly captures what we mean in general with the term psychopathology in the context of mental health problems. Many individuals who would be considered as "divergent", if we defined psychopathology as "something other than the norm", could hardly be characterised as presenting with psychopathology.
In particular, the mental health of children and young individuals concerns the following areas:

- The ability of the individual to initiate and maintain satisfactory interpersonal relations
- The continuous evolution of psychological development
- The ability of the individual to play and learn so that his/her achievements correspond to his/her age and mental level
- The evolution of awareness on what is morally correct and what is not acceptable
- The degree of psychological stress and problematic behaviour within normal limits in relation to the child's age and environment.

To assess the existence of psychopathology, we must take into consideration other factors such as age, gender or levels of intellect, as well as whether the child's behaviour is appropriate in each case. There is no doubt that what is considered appropriate depends both on the social and the cultural framework in which the behaviour emerges and the rules set by the adults making the decision.

Exercise 1.2

The biopsychosocial model proposes the replacement of the purely biomedical model with a way of thinking that addresses the disease from a broader perspective, accepting that since there is scientific data indicating that emotional, behavioural and social processes play a role in the development, progression and outcome of the disease, this data must necessarily be taken into consideration also in treating the disease, in order to reach the best possible result. The biopsychosocial model, which views man as a "whole" consisting of the body, the soul and the social environment, proposes a holistic approach to the management and treatment of modern man.
According to the model, examples of factors which may possibly affect the emergence and persistence of the mental disorder and/or mental health include the following:
Biological: Mother with a history of depression
Psychological: Introversion as a personality trait
Social: Friends in school and in the neighbourhood

These factors may contribute negatively (the first two) or positively (the third one) in the initiation and persistence of depression and in combating the disease.

Title: Diagnosis and Assessment

(2nd Week)

Exercise 2.1

The psychological assessment offers a comprehensive picture of an individual's personality, revealing information on the way he/she functions, thinks and views himself/herself and the environment, as well as how he/she relates to others, both at the conscious and unconscious level. It aims to identify and bring to the fore both the difficulties and the possibilities of the individual.

The psychological assessment is conducted with the use of psychometric tools and contributes, to a significant extent, to the diagnostic process and the identification of possible psychopathology. The synthesis of the results is a basic criterion in shaping the treatment objectives and the treatment intervention.

The main steps in assessing psychopathology in a child include the following: assessment of mental skills, assessment of personality, assessment of behaviour, assessment of learning ability.

It is also important to assess the following: history of the child's family a. for how long had the parents been together before the child was born b. planned pregnancy c. progression of pregnancy and birth d. feeding of infant: breastfeeding, bottle e. characteristics of infant f. developmental stages – age at which the infant crawled, sat, walked, first words g. toilet training h. questions on the child's sexuality i. separation from mother to go to nursery, kindergarten j. adjustment in school, relations with teachers, relations with peers, general progress (academic performance and other activities) h. reaction to the birth of siblings i. academic development j. social development k. general health l. adolescents: physical-sexual development, social development, interests – hobbies. Family history 1. How did the parents meet 2. Decisions on having children, did the parents agree? 3. Quality of relations between parents after the birth of the children 4. Changes in the family: professional, composition of family, financial changes, moves, secondments.

Title: Autism

(3rd Week)

Exercise 3.2

Difficulties in social interaction

- Appears to be selfless or to ignore other individuals or what is happening around him/her
- Does not know how to connect with others, play or make new friends
- Prefers not to be touched, held or hugged by anyone
- Does not engage in imaginary play, does not like group games, does not imitate others or does not use his/her toys in creative ways

- Has difficulty understanding emotions
- Does not appear to listen when others talk to him/her
- Does not share his/her interests with others (drawings, toys)

Difficulties in communication

- Speaks with an abnormal voice tone or a peculiar rhythm or pitch (e.g. ends each phrase as if it were a question)
- Repeats the same words or phrases, over and over again
- Responds to a question by repeating it instead of replying
- Refers to himself/herself in the third person
- Uses language incorrectly (grammatical mistakes, wrong words)
- Has difficulty communicating his/her needs or wishes
- Does not understand simple instructions or questions
- Takes what others say literally (does not understand the nuances of humour, irony and sarcasm)
- Avoids direct eye contact
- Uses facial expressions that do not match what he/she is saying
- Does not understand the facial expressions of other people, or their voice tone and their gestures
- Makes very few gestures (such as pointing in a direction)
- Uncommon response to new sights, smells, textures and sounds. May be particularly sensitive to loud noises
- Has an abnormal posture, is clumsy or moves in an eccentric way (e.g. walking exclusively on his/her toes)

Title: Attention Deficit Disorder / Hyperactivity

(4th Week)

Exercise 4.1

Main characteristic symptoms and examples

- Inattention
- Attention deficit
- Hyperactivity

The above is translated as inability to regulate behaviour. Children may have difficulty focusing on school work or complying with instructions (at school or at home).

- Restlessness and hyperactivity. They do not stay in the same place or engage in the same activity for very long. They toss and turn nervously, talk incessantly and interrupt others when they speak.
- Their attention is easily distracted and they do not complete any assignment.
- Their attention span is limited and they cannot concentrate on assignments that require reflection.
- They are impulsive and suddenly do things without thinking
- They are unable to wait for their turn in class, in games, in a discussion or in other social circumstances.

Title: Oppositional Defiant Disorder and Conduct Disorder

(5th Week)

Exercise 5.1
Main characteristics with examples

- Angry / irritable mood (loses temper, frequently touchy or easily annoyed by others, often angry and resentful)
- Argumentative / defiant behaviour (often blames others for his or her mistakes or misbehaviour, often deliberately annoys people, often actively defies or refuses to comply with adults' requests or rules, often argues with adults)
- Vindictiveness (spiteful or vindictive behaviour at least twice in the past six months)
- Aggressiveness to people or animals (often bullies, threatens or intimidates others, has been physically cruel to people or animals, has stolen, has used a weapon)
- Destruction of property (has deliberately engaged in fire setting with the intention of causing damage or has destroyed foreign property in any other way)
- Deceitfulness or theft (has broken into someone else's house, building or car, e.g. forgery)
- Serious violations of rules (is often truant from school, has run away from home, often stays out at night).

Title: Anxiety Disorders

(6th Week)

Exercise 6.1
Main characteristic symptoms of separation stress – examples:

- Recurrent, excessive worry of the child that something bad will happen to his/her beloved ones and/or even that he/she will lose them.
- Increased worry of the child that he/she will die or be abducted
- Recurrent refusal or hesitation of the child to go to school or stay alone or without a significant adult
- Persistent unwillingness or refusal to sleep alone at night without the physical proximity of the person on whom he/she depends
- Recurrent nightmares of being taken away from significant adults
- Continuous and recurrent complaints of physical aches and malaise such as headaches, tummy aches, etc., especially in case of separation / impending separation from significant adults.

Title: Eating Disorders
(7th Week)

Exercise 7.1
Main characteristic symptoms of anorexia nervosa – examples:
Physical symptoms:

- Emaciation,
- Feeling of fatigue and cold,
- Sleep difficulties,
- Abdominal pain,
- Constipation,
- Low blood pressure,
- Slowing down of heart rate,
- Hairfall.

Mental symptoms:

- Fear of body weight increase,
- Distorted body image,
- Continuous preoccupation with food and calories,
- Concentration difficulties,
- Compulsions,
- Sleep difficulties,
- Social isolation,
- Irritability.

Title: Depression

(8th Week)

Exercise 8.1
Main characteristic symptoms of depression using examples.
1. Depressive mood – feels sadness, a void or despair or irritable mood – nervousness and low tolerance, reacts with shouts or negativism.
2. Marked decrease in interest or pleasure in all or almost all activities throughout the largest part of the day, almost daily – school, play outings
3. Significant weight loss while not on diet or weight increase or decrease or increase of appetite almost daily – failure to gain expected weight
4. Insomnia or hypersomnia almost daily
5. Psychomotor stimulation or slowdown, almost daily – cannot stay in the same place for a long time, tosses and turns, moving continuously or unable to stand up or participate in activities
6. Fatigue or loss of energy almost on a daily basis
7. Feelings of unworthiness or excessive or inappropriate guilt almost daily – the child feels that he/she does not deserve the love of his/her parents or the company of other children and that he/she must be punished
8. Decreased ability to think or concentrate or indecisiveness almost daily, does not engage in the same activity for a long time, whether it's a cognitive activity or play. Does not show a clear preference about what he/she wants to do, where he/she wants to go.

Title: Bipolar Disorder

(9th Week)

Exercise 9.1
Main characteristic symptoms of the bipolar disorder using examples.
1. Inflated self-esteem or sense of grandiosity – believes that he/she has superpowers or an excessive talent or weakness
2. Decreased need for sleep
3. More talkative than usual or pressure to keep talking, excessive talking
4. Flight of ideas or subjective experience that thoughts are racing – continuous changes of themes when talking (the person constantly changes the subject of discussion to unrelated topics)
5. Distractibility
6. Increase in goal-directed activity – undertaking too many activities at the same time such as writing incessantly, organising toys or clothes
7. Outbursts of anger and rage

Title: Schizophrenia

(10th Week)

Exercise 10.1.
Main characteristic symptoms of very early onset and early onset schizophrenia using examples.

- Hallucinations: The child perceives things that do not exist. He/she listens to voices (of parents, teachers and/or unknown people) which do not exist, who criticise or scold him/her. He/she sees things that do not exist, usually terrifying images such as skeletons, terrifying faces
- Delusions: He/she may think that others are chasing or want to harm him/her. As he/she grows, the delusion becomes more organised and sexual themes appear more and more frequently.
- Feelings are shallow and superficial or inappropriate: They are incompatible with the circumstances, e.g. laughing when others around him/her are sad, followed by a frozen expression
- Thought disorders: The child may jump from one topic to another, without an evident association between them, or use words that do not exist.
- Limited social skills: Does not say good morning or thank you when appropriate and has difficulty playing with other children, taking turns and collaborating.

Title: Abuse

(11th Week)

Exercise 11.1

Main types of abuse and examples:

1. Physical abuse

2. Sexual abuse

3. Emotional abuse

4. Neglect and exposure to risk.

Physical abuse

The physical abuse of a child has been defined as the intentional use of physical violence against the child which results in – or it is highly probable that it will result in – injury to the child's health, survival, development or dignity. It includes hitting, battering, kicking, shaking, biting, strangulation, burning, poisoning and suffocation. A substantial part of physical violence against children is imposed through punishment and takes place in the home.

Sexual abuse

Sexual abuse has been defined as the child's participation in a sexual activity which he/she does not fully comprehend, is not in a position to give his/her consent or for which the child is not developmentally ready or which otherwise violates the laws or social taboos of society. Children may be subject to sexual abuse both by adults and by other children who – due to their age or stage of development – are in a position of responsibility, trust or power on the subject.

Emotional and psychological abuse

Emotional and psychological abuse includes both isolated incidents and a stable pattern of inability on the part of the parent or carer to provide an appropriate and supportive environment for the child's development. Acts within this category are very likely to harm the physical and mental health of the child, as well as his/her physical, spiritual, moral and social development. This type of abuse includes the following: restricting the child's moves, behaviours involving humiliation, threats, terror, discrimination or degradation and other non physical forms of rejection or hostile treatment.

Neglect and exposure to risk

Emotional and psychological abuse include both isolated incidents and a stable pattern of inability on the part of the parent or carer to provide an appropriate and supportive environment for the child's development and welfare, where a parent is in a position to do so, in one or more of the following areas:

• health

• education

• emotional development

• food

• safe shelter and living conditions.

The parents of neglected children are not necessarily poor, they may also be well off.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC340: Abnormal Child Psychology	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				use of sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Sensation and Perception

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC355**	**Sensation and Perception**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	6 graded assignments (2 group and 4 individual) 13 self-evaluation exercises		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Stella Tsigka
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

A Bachelor in Psychology equips students with a thorough grounding in both theory and practice. The program focuses on understanding how people think, develop, and interact. Students learn how the brain works, how it changes with age, and how humans perceive and interpret behavior. The program also emphasizes the social aspects of psychology, as well as the qualitative and quantitative skills required for research and practice in the field.

GENERAL OBJECTIVES:

- to develop the student's capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities to community and country;
- to develop the students analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations;
- to build breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements;
- to provide the student with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- to provide the students with a solid training in psychology and its methods.
- to foster awareness of contemporary developments and issues in psychology.
- to prepare students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services.
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Such preparation can lead to professions in a wide range of specialized fields, such as, within: mental health, applied research, education, and human resources management.

LEARNING OUTCOMES:

Upon successful completion of the program, students will be able to:

- have detailed knowledge and understanding of a range of current models, theories, concepts, research and issues in key areas of Psychology.
- apply a wide range of psychological concepts to understand behavior in various contexts.
- confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods.
- evaluate information in order to plan and implement investigative and research strategies.
- work independently within a structured context.
- work effectively in a team
- Appreciate the importance of professional development.
- take responsibility for her own learning and self-development
- demonstrate the ability to comprehend and synthesize creatively multiple perspectives

Presentation of the Course through the Study Guide

- **Short description & objectives**

To disambiguate the processes of detection, recognition, decision – making and action and explain their continuous integration in the perceptual cycle.

Upon successful completion of this course students should be able to:

- Learn the structure of the major sensory systems.
- Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information.
- Learn the body and brain structures involved in the transduction and transmission processes and describe what each structure does.
- Explain the basis of individual differences in perception.
- Review the historical roots and experimental methods used in the science of sensation and perception

- Determine the continuum of consciously and unconsciously perceiving
- Identify the symptoms of selected perceptual disorders and record some of the perceptual processes in neurologically atypical populations

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: The beginnings of perception

(1st Week)

Summary

In this lecture, perceptual processes are examined and discussed in detail. The relation between sensation and perception is thoroughly investigated. Therefore, we begin by introducing the structure of each of the sensory system under examination and some basic principles to help us understand the complexities of perception.

Introductory Remarks

Perception doesn't just happen but a number of complex processes partake to create the perceptual experience. In order to be able to understand and identify these processes, we discuss a few practical reasons for studying perception, then investigate how perception occurs in a sequence of steps, and finally examine how to measure perception. The perceptual process is broken down into the following essential components: the characteristics of the stimulus that engages our receptors, the electrical signals created by the receptors and transmitted to the brain, our role as an active perceiver (Experience and Action) and the influence of our expectations to the perceptual process. The perceptual process can be measured by the psychophysical methods of Recognition Detection, Absolute Threshold and Difference Threshold which are analyzed and illustrated with relevant examples.

Aims/Objectives

The purpose of the lecture, entitled "The beginnings of perception", is to introduce students to the field of Perception and its areas of research and application in order to foster awareness of contemporary developments and issues in psychology. Within this effort, Sensation, Perception and the associated physiological processes are defined, categorized and analyzed. The examination of perceptual process provides the students with a solid training in psychology and its methods. It further builds breadth of perspective through the general education requirements and provides sufficient specialization to meet basic professional and career requirements.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Learn the structure of the major sensory systems.
- Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information.

Key Words

Absolute threshold	Psychophysics	Signal detection theory	Transduction

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch1)

The particular chapter presents with simple and precise manner the beginnings of perception. Then it covers with details some current themes in the area of sensation and perception.

Self-Assessment Exercises/Activities

Exercise 1.1

Describe a situation in which you initially thought you saw or heard something but then realized that your initial perception was in error. What was the role of bottom-up and top-down processing in this example of first having an incorrect perception and then realizing what was actually there?

Recommended number of work hours for the student

Around 8 hours

TITLE: Neural processing and perception

(2nd Week)

Summary

It is essential to understand the connection between electrical signals in the nervous system and perception in order to decipher the perceptual processes. Therefore, this class introduces the physiological processes that are involved in perception and provides the essential background that facilitates comprehension of the physiological material presented throughout this course.

Introductory Remarks

The basic structure of the brain is presented and followed by the discussion of the structure of the neurons. The latter is examined in relation to the functions of transduction and transmission. The transformation of external stimuli to electrical signals by the neurons and neuronal communication are central topics to this class including excitation, inhibition and the specialization of receptive fields. The problem of sensory coding and potential solutions are discussed. It is proposed that specificity coding accounts for the representation of various characteristics of external stimuli by neuronal firing.

Aims/Objectives

The purpose of the lecture, entitled "Neural processing and perception", is to introduce students to the basic structure of the brain and the neuron in order to provide them with solid training in psychology and its methods. Within this effort, the terms action potential, synapse, transduction and the associated physiological processes are defined, categorized and analyzed. The examination of neuronal communication develops the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations. It further prepares students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information.
- Learn the body and brain structures involved in the transduction and transmission processes and describe what each structure does.

Key Words

Action potential	Center-surround receptive field	Convergence	Grandmother cell	Synapse	Specificity coding

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch2)

The particular chapter presents with simple and precise manner the structure of the neuron and neural communication. It explicitly presents the basic physiological principles and also the physiological processes that take place between sensory stimuli and perceptual experience.

Self-Assessment Exercises/Activities

Exercise 2.1

Describe the basic structure of a neuron.

Exercise 2.2

In the corresponding group forums discuss what the existence of the 'Grandmother's cell' means for the specialization of cells and provide other examples (grade 2%)

Recommended number of work hours for the student

Around 8 hours

TITLE: Introduction to Vision

(3rd Week)

Summary

The focus of this lecture is the eye physiology and the early processes that take place when the light enters the eye. The perceptual processes that occur in the retina are analyzed in detail.

Introductory Remarks

The physical properties of light, the physiology of the eye and the transformation of light into electricity are essential concepts for understanding the perceptual processes. The visual receptors and the process of transduction are discussed in detail providing insight in the subjective nature of perception. The distribution of photopigments (rods and cones) in the retina determines our perceptual experience which is further illustrated by pathological conditions specific to the visual receptors. Also, the blind spot is discussed and identified by demonstrations.

Aims/Objectives

The purpose of the lecture, entitled “Introduction to Vision ", is to introduce students to the basic structure of the visual system and physiological processes in order to provide them with solid training in psychology and its methods. Within this effort, the terms accommodation, latelar inhibition, blind spot and the associated physiological processes are defined, categorized and analyzed. The examination of the anatomy of the eye develops the students’ analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations. It further provides graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Learn the structure of the major sensory systems.
- Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information.
- Explain the basis of individual differences in perception.

Key Words

Accommodation	Bipolar cells	Blind spot	Dark adaptation	Lateral inhibition	Mach bands

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch3)

The particular chapter presents in a cohesive manner the structure of the visual system and all the physiological processes that occur from the moment the light enters the eye.

Self-Assessment Exercises/Activities

Exercise 3.1

Describe the structure of the eye and how moving an object closer to the eye affects how light entering the eye is focused on the retina.

Exercise 3.2

In the corresponding group forums build up on a conversation regarding optical illusions provide and discuss examples from the literature or from everyday life. Evaluate each other's examples (graded 2%).

Exercise 3.3

Start studying for the first written assignment that consists of three questions on current issues at the area of Sensation & Perception where the students are asked to provide answers based on the lecture material and current literature. The assignment must be delivered by the end of the 7th week. Detailed instructions on the content and structure of the work will be given in a separate file on the learning platform in course requirements (20% marks).

Recommended number of work hours for the student

Around 8 hours

TITLE: The visual cortex and beyond

(4th Week)

Summary

The processes that occur in the visual areas of the brain are discussed in this lecture. The electrical signal that is processed by the retina is sent at the back of the eye through the optic nerve. The visual receiving areas of the cortex and other areas beyond the visual receiving areas are further presented.

Introductory Remarks

The visual cortex is presented and discussed in order to help us determine the connection between the electrical signals and perceptual experience. We examine the overall layout of the visual system focusing on the pathway that electrical signals follow from the retina to the cortex. During this process the Lateral Geniculate Nucleus (LGN) structure regulates and organizes the flow of neural information in retinotopic maps. The characteristics of the receptive fields of the neurons in the striate cortex are described and their properties are further compared with the neurons in the optic nerve and LGN. Neurons respond selectively to stimuli which explain our ability to perceive orientation and motion. The preference of selected neurons to simple and complex stimulus and their firing rate is further investigated by selective adaptation. Further, other neuroimaging methods are used to present the maps and columns in the striate cortex and discuss the concept of cortical magnification. Visual functioning outside the striate cortex is explored in relation with the idea of the two pathways –the 'what' and the 'where' pathway- that transmit information from the striate cortex to other areas in the brain.

Aims/Objectives

The purpose of the lecture, entitled " The visual cortex and beyond ", is to introduce students to the processes that occur in the visual areas of the brain in order to provide students with solid training in psychology and its methods. Within this effort, the terms Lateral Geniculate Nucleus, retinotopic map, Fusiform face area (FFA) and the associated physiological and perceptual processes are defined, categorized and analyzed. The examination of the organization of the flow of the neural information and the characteristics of the receptive fields of the neurons in the visual cortex fosters awareness of contemporary developments and issues in psychology. It further provides the student with the basic requirements for academic and/or career advancement and prepares students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Learn the structure of the major sensory systems.
- Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information.
- Learn the body and brain structures involved in the transduction and transmission processes and describe what each structure does.

Key Words

Complex cells	Dissociation	Feature detectors	Fusiform face area (FFA)	Lateral geniculate nucleus (LGN)	Ocular dominance

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch4)

The particular chapter presents in a cohesive manner all the physiological processes that occur in the visual areas of the brain.

Self-Assessment Exercises/Activities

Exercise 4.1

Describe how the LGN is organized in layers.

Recommended number of work hours for the student

Around 8 hours

TITLE: Perceiving objects and scenes

(5th Week)

Summary

In this lecture we present the Gestalt approach to object perception and discuss classic experiments that illustrate these principles of perceptual organization and segregation.

Introductory Remarks

The way that objects are separated from the background and therefore perceived is discussed with reference to the Gestalt laws of perceptual organization. The latter are illustrated by the use of relevant demonstrations such as illusions, paintings, Rubin's reversible face-vase figure and other figures. The discussion regarding perception of objects is followed by the perception of scenes where we learn that past experiences have a critical role in determining our perceptions. The gestalt laws and top-down processing explain how we can distinguish between objects and scenes and perceive the gist of a scene in our environment. In addition we discuss studies that discovered neurons in the visual cortex that respond best to stimuli that respect Gestalt principles of grouping and present evidence of the distributed activity of objects in the cortex such as the fusiform face area (FFA) which is specialized to process information about faces. The way that neural activity represents objects and scenes in brain activation has given rise to models of brain activity that could potentially recreate the object/scene that a person is looking at.

Aims/Objectives

The purpose of the lecture, entitled "Perceiving objects and scenes", is to introduce students to Gestalt laws of perceptual organization in order to provide the students with a solid training in psychology and its methods. Within this effort, the terms structuralism, illusory contours, and the associated gestalt principles are defined, categorized and analyzed. The examination of Gestalt principles of perceptual organization and segregation fosters awareness of contemporary developments and issues in psychology and develops the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations. It further provides graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Review the historical roots and experimental methods used in the science of sensation and perception
- Determine the continuum of consciously and unconsciously perceiving
- Identify the symptoms of selected perceptual disorders and record some of the perceptual processes in neurologically atypical populations

Key Words

Gestalt psychologist	Illusory contour	Perceptual organization	Reversible figure-ground	Structuralism

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch5)

The particular chapter presents in a concise manner the Gestalt approach to object perception and presents with illustrations the Gestalt principles of perceptual organization.

Self-Assessment Exercises/Activities

Exercise 5.1

What is structuralism, and why did the Gestalt psychologists propose an alternative to this way of looking at perception?

Exercise 5.2

A multiple choice online quiz will test the material of Lecture 5. The quiz will be available for a week (graded 3%).

Recommended number of work hours for the student

Around 10 hours

TITLE: Visual attention

(6th Week)

Summary

We consider the ways attention can affect the perceptual experience and discuss the idea that attention provides the “glue” that enables us to perceive a coherent, meaningful visual world.

Introductory Remarks

In order to understand perception as it happens in the real world, we need to consider how we seek out stimuli in complex scenes and how we perceive some things and not others. The necessity and functionality of selective attention when scanning a scene is examined and the effects of attention on information processing are investigated. Firstly, we examine the movements that guide our eyes to different parts of a scene and identify the factors that determine where we fixate in a scene. A number of variables, including characteristics of the scene and the knowledge and goals of the observer are discussed as potential answers. Attentional processes are further investigated in relation to the richness of the natural environment and the Feature Integration Theory is applied to explain the perceptual experience of a coherent world.

Aims/Objectives

The purpose of the lecture, entitled “Visual attention ", is to introduce students to the many ways that attention can influence perception in order to provide the students with solid training in psychology and its methods. Within this effort, the terms change blindness, inattentional blindness, selective attention and the associated perceptual processes are defined, categorized and analyzed. The examination of visual attention and its implication for perception develops the students’ analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations. It further prepares students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Explain the basis of individual differences in perception.
- Determine the continuum of consciously and unconsciously perceiving

- Identify the symptoms of selected perceptual disorders and record some of the perceptual processes in neurologically atypical populations

Key Words

Attention	Change blindness	Feature integration theory	Inattentional blindness	Saccade	Selective attention

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch6)

The particular chapter draws together issues regarding perception and emphasizes the role of attention for the perceptual experience and describes the connection between attention and neural firing.

Self-Assessment Exercises/Activities

Exercise 6.1

What is selective attention? Divided attention? Illustrate with an example.

Recommended number of work hours for the student

Around 8 hours

TITLE: Taking action & Perceiving motion

(7th Week)

Summary

In the first part of this lecture, we examine the connection between perception and motion through the natural environment. In the second part, we investigate the complex mechanisms of motion perception involved in the case of a stationary and a moving observer. We also analyze a number of different functions of motion perception.

Introductory Remarks

The ecological approach to perception focuses on components of the perceptual experience of the moving observer and the environmental information that the moving observer uses for creating the perceptual experience. Furthermore, optic flow and other strategies for navigating the environment are explored. Optic flow neurons and the physiology of navigation has been studied both by recording from neurons in monkeys and by determining brain activity in humans. The mirror neurons theory is discussed and its implications for studying the link between perception and action are considered. The functions of motion perception range from providing us updates about events in the environment to directing our attention and perceiving information such as the shapes of objects and people's moods. We examine the processes of perceiving motion and discuss the methods we employ to study it. We compare the brain activation of perceiving real motion to illusory or apparent motion, we illustrate motion aftereffects with the waterfall illusion and we consider a number of different approaches to explaining motion perception. We also try to determine the patterns of neural firing and motion perception and discuss the implications of this connection for perceiving motion. Neural firing and the perception of bars and dots is investigated and illustrated with relevant demonstrations. The perception of biological motion is further discussed and illustrated with the point-light walkers experiment.

Aims/Objectives

The purpose of the lecture, entitled "Taking action & Perceiving motion ", is to introduce students to the perceptual process occurring in taking action and perceiving motion in order to provide the students with a solid training in psychology and its methods. Within this effort, the terms apparent and biological motion, mirror neuron theory and the associated perceptual processes are defined, categorized and analyzed. The examination of the mechanisms of motion perception develops the student's capacity to think, write and speak effectively and creatively and to build breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements. It further prepares students for careers in

fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Explain the basis of individual differences in perception.
- Determine the continuum of consciously and unconsciously perceiving
- Identify the symptoms of selected perceptual disorders and record some of the perceptual processes in neurologically atypical populations

Key Words

mirror neuron theory	Apparent motion	Biological motion	Illusory motion

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch 7 & 8)

Both chapters present in a precise manner the theories that have been suggested to explain the perceptual processes of taking action and the functions of motion perception. It also presents in detail the physiological basis of taking action and perceiving motion illustrated with experimental findings.

Self-Assessment Exercises/Activities

Exercise 7.1

Describe the discovery and theory of mirror neurons.

Exercise 7.2

Submission of the first written assignment that consists of three questions on current issues in Sensation & Percpetion where the students are asked to provide answers using the lecture material. (graded 20%)

Recommended number of work hours for the student

Around 16 hours

TITLE: Perceiving color

(8th Week)

Summary

In this lecture we discuss color perception; we consider the basic facts about color perception, examine the physiological basis of color perception and investigate color perception under changing illumination.

Introductory Remarks

The connection between wavelength and color is examined and illustrated by mixing lights and mixing paints. We consider two theories of color vision that focus on how the nervous system determines which wavelengths are identified; the trichromatic theory and the opponent-process theory. We present both theories and examine the behavioral and physiological evidence for each theory. We further discuss color deficiencies and the information they provide us regarding the physiological mechanisms of color vision. Important properties of color perception such as color constancy, chromatic adaptation and lightness constancy are discussed and illustrated with demonstrations.

Aims/Objectives

The purpose of the lecture, entitled “Perceiving color ", is to introduce students to the basic facts about color perception, in order to provide the students with a solid training in psychology and its methods. Within this effort, the terms cones and rodes, feature detectors and color blindness and the associated physiological processes are defined, categorized and analyzed. The examination of the mechanisms of color perception and the dominant theories target the development of the students’ analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations. It further fosters awareness of contemporary developments and issues in psychology and prepares students for careers in fields that utilize knowledge of psychology and its methods.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Review the historical roots and experimental methods used in the science of sensation and perception
- Explain the basis of individual differences in perception.

- Identify the symptoms of selected perceptual disorders and record some of the perceptual processes in neurologically atypical populations

Key Words

Color-blind	Rods	Cones	Lightness constancy	Monochromat	Dichromat

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch9)

The particular chapter presents in a concise manner basic facts about color perception, investigates the connection between color perception and the firing of neurons and examines perception of colors under changing illumination.

Self-Assessment Exercises/Activities

Exercise 8.1

Describe trichromatic theory and the experiments on which it was based.

Exercise 8.2

Start studying for the second written assignment that summarizes research on a topic of sensation and perception. The assignment must be delivered by the end of the 11th week. Detailed instructions on the content and structure of the work will be given in a separate file on the learning platform in course requirements (20% marks).

Recommended number of work hours for the student

Around 8 hours

TITLE: Perceiving depth and size

(9th Week)

Summary

The problem of perceiving depth based on two-dimensional information on the retina is discussed and depth cues are examined.

Introductory Remarks

The transformation of a two-dimensional retinal image into a three-dimensional perception of the scene is enabled by the presence of depth cues. Depth cues are learned through association and are divided into three major groups: oculomotor, monocular and binocular. All groups are examined and illustrated with the relevant demonstrations. We also examine the physiology of depth perception and specifically, the patterns of neural response to pictorial depth and binocular disparity. Perception of size is further discussed and size constancy is demonstrated by relevant experiments. A number of visual illusions that demonstrate the misperception of the size of an object such as the Müller-Lyer Illusion, the Ponzo Illusion, the Ames Room, and the Moon Illusion are presented and its implications of the mechanism of depth perception are further discussed.

Aims/Objectives

The purpose of the lecture, entitled “Perceiving depth and size", is to introduce students to the mechanisms of depth perception and the variety of depth cues, in order to provide them with solid training in psychology and its methods. Within this effort, the terms binocular disparity, visual illusions and monocular/binocular cues, and the associated perceptual processes are defined, categorized and analyzed. The examination of the mechanisms of depth perception and the dominant theories targets to build breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements. It further provides the student with the basic requirements for academic and/or career advancement and fosters awareness of contemporary developments and issues in psychology and prepares students for careers in fields that utilize knowledge of psychology and its methods.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information
- Determine the continuum of consciously and unconsciously perceiving

Key Words

Binocular disparity	Monocular cue	Ponzo illusion	Stereopsis

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch10)

The particular chapter presents in a cohesive manner the processes that occur to transform a two dimensional image to the three-dimensional perception of the scene and describes the association between depth and particular cues such as oculomotor, monocular and binocular cues.

Self-Assessment Exercises/Activities

Exercise 9.1

Describe the different types of monocular cues that provide information about depth in the environment and mention a few examples.

Recommended number of work hours for the student

Around 8 hours

TITLE: Ear and the Auditory System

(10th Week)

Summary

In this lecture, we examine the physical and, the corresponding, psychological characteristics of the sound stimulus, the anatomy of the ear and sound representation in the auditory cortex. In addition, we present the physiology and the processes of auditory localization.

Introductory Remarks

The basic mechanisms responsible for our hearing ability are described starting with the physical characteristics of the sound. Amplitude and frequency are discussed and connected to their perceptual qualities: loudness and pitch. The anatomical structures of the ear are presented and the physiology behind our perception of pitch is explored. The representation of frequency in the cochlea is discussed in light of the most prominent theories in the literature. We examine how structures in the ear respond to sound and then how different parts of the brain respond to sound. The differences and similarities between our hearing and vision system are highlighted. Auditory localization and the - binaural and monaural - cues that provide us relevant information are presented. The representation of these cues in the nervous system is further explored.

Aims/Objectives

The purpose of the lecture, entitled “Ear and the Auditory System ", is to introduce students to the anatomy of the sound system and its physiological mechanisms, in order to provide the students with a solid training in psychology and its methods. Within this effort, the terms cochlea, ossicles, auditory localization, and the associated perceptual and physiological processes are defined, categorized and analyzed. The examination of the mechanisms of the auditory system develops the student’s capacity to think, write and speak effectively and creatively and provides sufficient specialization to meet basic professional and career requirements. It further provides the student with the basic requirements for academic and/or career advancement and fosters awareness of contemporary developments and issues in psychology and prepares students for careers in fields that utilize knowledge of psychology and its methods.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Learn the structure of the major sensory systems.

- Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information.
- Learn the body and brain structures involved in the transduction and transmission processes and describe what each structure does.
- Explain the basis of individual differences in perception.

Key Words

Cochlea	Basilar membrane	Resonant frequency	Ossicles	Azimuth	Interaural time difference

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch 11 & 12)

Both chapters present in a complete picture of the auditory system, sound localization and the perception. Chapter 11 presents in a detailed way the physical and psychological properties of the sound stimulus, the structure of the ear and prominent theories of hearing. Chapter 12 presents in a cohesive manner the physiology and theories of auditory localization.

Self-Assessment Exercises/Activities

Exercise 10.1

Describe the relationship between amplitude and loudness and how frequency is related to pitch.

Exercise 10.2

A multiple choice online quiz will test the material of Lecture 10. The quiz will be available for a week (graded 3%).

Recommended number of work hours for the student

Around 10 hours

TITLE: Speech perception

(11th Week)

Summary

The complex processes of speech perception are examined in relation to the prominent psycholinguistic theories. We describe research regarding phoneme perception as well as word and sentence comprehension.

Introductory Remarks

The speech stimulus is examined and the basic principles of acoustic phonetics are introduced in order to facilitate the understanding of the connection between the physical stimulus (acoustic signal) and the perceptual experience (speech). We use research findings to illustrate top down and bottom up information processing in speech in order to explain the ability to perceive the same phonemes regardless of the context or the speaker. The concept of categorical perception is key in explaining how we perceive the phonemes even when they are articulated by approximation and in describing how listeners ignore irrelevant variations in speech signal. Classic research studies on Voice Onset Time and multimodal perceptions are discussed and their implications are examined in relation to prominent psycholinguistic models of speech perception. The physiological basis for speech perception and word recognition is explored and illustrated by the experimental findings from aphasic data and neuroimaging studies.

Aims/Objectives

The purpose of the lecture, entitled “Speech perception", is to introduce students to the complex processes of speech perception and the prominent psycholinguistic theories, in order to provide the students with a solid training in psychology and its methods. Within this effort, the terms coarticulation, aphasia, McGurk effect, and the associated mechanisms are defined, categorized and analyzed. The examination of the speech perception develops the students’ analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations. It further, fosters awareness of contemporary developments and issues in psychology and prepares students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Learn the structure of the major sensory systems.
- Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information.
- Learn the body and brain structures involved in the transduction and transmission processes and describe what each structure does.
- Explain the basis of individual differences in perception.

Key Words

Broca's area	Aphasia	McGurk effect	Sound spectrogram	Wernicke's area	Coarticulation

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch13)

The particular chapter presents in a cohesive manner the complex perceptual problem posed by speech and describes research that has helped us begin to understand how the human speech perception system has solved some of these problems.

Self-Assessment Exercises/Activities

Exercise 11.1

Describe the two sources of variability that affect the relationship between the acoustic signals and the sounds we hear? Describe coarticulation.

Exercise 11.2

Submission of the second written assignment that summarize research on a topic of sensation and perception where the students are asked to provide answers using the lecture material (graded 20%)

Recommended number of work hours for the student

Around 16 hours

TITLE: The cutaneous senses

(12th Week)

Summary

In this lecture we describe basic facts about the anatomy and functioning of the various parts of the cutaneous system.

Introductory Remarks

We present an overview of the cutaneous system where we describe the skin, the mechanoreceptors, the pathways from skin to cortex, the maps of the body on the cortex (homunculus) and the plasticity of cortical body maps. The properties of the receptors and the cortical mechanisms for tactile acuity are described and demonstrated by comparing two-point thresholds. The perception of other qualities by skin such as vibration and texture are also discussed and the physiological basis of tactile object perception is presented. In addition, we examine the physiology of pain, the types of pain and the Gate Control model of pain perception.

Aims/Objectives

The purpose of the lecture, entitled “The cutaneous senses", is to introduce students to the basic facts about the cutaneous system in order to provide them with solid training in psychology and its methods. Within this effort, the terms Homunculus, Gate-control model, haptic perception, and the associated mechanisms are defined, categorized and analyzed. The examination of the physiological basis and processes of the cutaneous senses builds breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements. It further, fosters awareness of contemporary developments and issues in psychology and to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Learn the structure of the major sensory systems.
- Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information.
- Learn the body and brain structures involved in the transduction and transmission processes and describe what each structure does.

- Explain the basis of individual differences in perception.

Key Words

Gate-control model	Homunculus	Haptic perception	Nociceptive pain	Phantom limb	Two-point threshold

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch14)

The particular chapter describes in a cohesive manner some basic facts about the anatomy and functioning of the various parts of the cutaneous system.

Self-Assessment Exercises/Activities

Exercise 12.1

Describe the four types of mechanoreceptors in the skin, indicating their appearance, where they are located, and the type of perception associated with each receptor.

Recommended number of work hours for the student

Around 8 hours

TITLE: The chemical senses

(13th Week)

Summary

In this lecture we describe basic facts about the anatomy and functioning of the various parts of the chemical senses; olfaction and taste.

Introductory Remarks

We describe the psychophysics and anatomy of each system and then how different taste and smell qualities are coded in the nervous system. In the first part of the lecture, olfactory physiology and neurophysiology is presented and theories of olfactory perception are discussed. Olfactory psychophysics, identification, and adaptation are described and illustrated with research findings and olfactory hedonics is discussed under the nature vs nurture debate. Neuroanatomical and evolutionary connections between odour and emotion are further discussed. In the second part of the lecture, the anatomy and physiology of the gustatory system is described and the four basic tastes are presented. Finally, we consider flavor, which results from the interaction of taste and smell.

Aims/Objectives

The purpose of the lecture, entitled “The chemical senses", is to introduce students to the basic facts about taste and smell and their mechanism in order to provide the students with a solid training in psychology and its methods. Within this effort, the terms olfactory bulb, orbitofrontal cortex, piriform cortex, and the associated systems are defined, categorized and analyzed. The examination of the physiological basis and processes of the chemical senses develops the student’s capacity to think, write and speak effectively and creatively and builds breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements. It further, fosters awareness of contemporary developments and issues in psychology and to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Learning Outcomes

Upon successful completion of this lecture students should be able to:

- Learn the structure of the major sensory systems.

- Describe the processes involved in sensation and perception, starting from the transduction of the external stimuli to the interpretation of this information.
- Learn the body and brain structures involved in the transduction and transmission processes and describe what each structure does.
- Explain the basis of individual differences in perception.

Key Words

Glomeruli	Olfactory bulb	Orbitofrontal cortex	Papillae	Piriform cortex	Taste bud

Annotated Bibliography

Basic Sources/Material

Goldstein, E., B. (2009). Sensation and Perception (Ch15)

The particular chapter presents in a cohesive manner olfaction and taste. It describes the psychophysics and anatomy of each system and then how different taste and smell qualities are coded in the nervous system.

Self-Assessment Exercises/Activities

Exercise 13.1

Can you think of situations in which you have encountered a smell that triggered memories about an event or place that you hadn't thought about in years? What do you think might be the mechanism for this type of experience?

Recommended number of work hours for the student

Around 10 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: The beginnings of perception

(1st Week)

Exercise 1.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 10)

'Bottom-up processing is essential for perception because the perceptual process usually begins with stimulation of the receptors. Thus, when a pharmacist reads what to you might look like an unreadable scribble on your doctor's prescription, she starts with the patterns that the doctor's handwriting creates on her retina. However, once these bottom-up data have triggered the sequence of steps of the perceptual process, top-down processing can come into play as well. The pharmacist sees the squiggles the doctor made on the prescription and then uses her knowledge of the names of drugs, and perhaps past experience with this particular doctor's writing, to help understand the squiggles. Thus, bottom-up and top-down processing often work together to create perception.'

Title: Neural processing and perception

(2nd Week)

Exercise 2.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 26)

'The key components of neurons are…The cell body contains mechanisms to keep the cell alive; dendrites branch out from the cell body to receive electrical signals from other neurons; and the axon, or nerve fiber, is filled with fluid that conducts electrical signals. There are variations on this basic neuron structure: Some neurons have long axons; others have short axons or none at all. Especially important for perception is a type of neuron called receptors, which are specialized to respond to environmental stimuli such as pressure for touch…'

Exercise 2.2

No indicative answers are given to this exercise as the exercise is graded at 2% of the total grade of the course

Title: Introduction to Vision

(3rd Week)

Exercise 3.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 45)

'The eye is where vision begins. Light reflected from objects in the environment enters the eye through the pupil and is focused by the cornea and lens to form sharp images of the objects on the retina, which contains the receptors for vision. There are two kinds of visual receptors, rods and cones, which contain light-sensitive chemicals called visual pigments that react to light and trigger electrical signals…. The signals then emerge from the back of the eye in the optic nerve, which conducts signals toward the brain…. Once light is reflected from an object into the eye, it needs to be focused onto the retina. The cornea, the transparent covering of the front of the eye, accounts for about 80 percent of the eye's focusing power, but like the lenses in eyeglasses, it is fixed in place, so can't adjust its focus. The lens, which supplies the remaining 20 percent of the eye's focusing power, can change its shape to adjust the eye's focus for stimuli located at different distances…If the object moves closer to the eye, the light rays reflected from this object enter the eye at more of an angle, which pushes the focus point at the back of the retina. The ciliary muscles at the front of the eye tighten and increase the curvature of the lens so that it gets thicker. This increased curvature bends the light rays passing through the lens to pull the focus point forward to create a sharp image on the retina. This process is called accommodation. '

Exercise 3.2

No indicative answers are given to this exercise as the exercise is graded at 2% of the total grade of the course.

Title: The visual cortex and beyond

(4th Week)

Exercise 4.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 76)

The lateral geniculate nucleus (LGN) is a bilateral structure, which means there is one LGN in the left hemisphere and one in the right hemisphere. Viewing one of these nuclei

in cross section reveals six layers. Each layer receives signals from only one eye. Layers 2, 3, and 5 receive signals from the ipsilateral eye, the eye on the same side of the body as the LGN. Layers 1, 4, and 6 receive signals from the contralateral eye, the eye on the opposite side of the body from the LGN. Thus, each eye sends half of its neurons to the LGN that is located in the left hemisphere of the brain and half to the LGN that is located in the right hemisphere. Because the signals from each eye are sorted into different layers, the information from the left and right eyes is kept separated in the LGN.

Title: Perceiving objects and scenes

(5th Week)

Exercise 5.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 104)

'One of the basic ideas behind structuralism was that perceptions are created by combining elements called sensations…The idea that perception is the result of "adding up" sensations was disputed by the Gestalt psychologists, who offered, instead, the idea that the whole differs from the sum of its parts. Phenomena such as apparent motion that is difficult to explain on the basis of sensations gave rise to Gestalt approach to perceptual organization.'

Exercise 5.2

No indicative answers are given to this exercise as the exercise is graded at 3% of the total grade of the course.

Title: Visual attention

(6th Week)

Exercise 6.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 134)

'In everyday life we often have to pay attention to a number of things at once, a situation called divided attention. For example, when driving down the road, you need to simultaneously attend to the other cars around you, traffic signals, and perhaps what the person in the passenger seat is saying, while occasionally glancing up at the rearview mirror. But there are limits to our ability to divide our attention. For example, reading your textbook while driving would most likely end in disaster. Not only divided attention is

something that does occur in our everyday experience, but also selective attention—focusing on specific objects and ignoring others.'

Title: Taking action & Perceiving motion

(7th Week)

Exercise 7.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 168)

'Giacomo Rizzolatti and coworkers were investigating how neurons in the monkey's premotor cortex fired as the monkey performed actions like picking up a toy or a piece of food. Their goal was to determine how neurons fired as the monkey carried out specific actions…they observed something they didn't expect. When one of the experimenters picked up a piece of food while the monkey was watching, neurons in the monkey's cortex fired. What was so unexpected was that the neurons that fired to observing the experimenter pick up the food were the same ones that had fired earlier when the monkey had itself picked up the food. This initial observation, followed by many additional experiments, led to the discovery of mirror neurons— neurons that respond both when a monkey observes someone else (usually the experimenter) grasping an object such as food on a tray and when the monkey itself grasps the food .They are called mirror neurons because the neuron's response to watching the experimenter grasp an object is similar to the response that would occur if the monkey were performing the action.'

Exercise 7.2

No indicative answers are given to this exercise as the exercise is graded at 20% of the total grade of the course.

Title: Perceiving color

(8th Week)

Exercise 8.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 238)

'The trichromatic theory of color vision, which states that color vision depends on the activity of three different receptor mechanisms, was proposed by two eminent 19th century researchers, Thomas Young (1773–1829) and Hermann von Helmholtz (1821–

1894). According to this theory, light of a particular wavelength stimulates the three receptor mechanisms to different degrees, and the pattern of activity in the three mechanisms results in the perception of a color. Each wavelength is therefore represented in the nervous system by its pattern of activity in the three receptor mechanisms. They based their theory on the results of a psychophysical procedure called color matching…where observers adjusted the amounts of three different wavelengths of light mixed together in a "comparison field" until the color of this mixture matched the color of a single wavelength in a "test field." '

Title: Perceiving depth and size

(9th Week)

Exercise 9.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 233)

'Monocular cues work with one eye. They include accommodation, which we have described under oculomotor cues; pictorial cues, which is depth information that can be depicted in a two-dimensional picture; and movement- based cues, which are based on depth information created by movement. Examples of pictorial cues are occlusion, relative heights and size and texture gradients. '

Title: Ear and the Auditory System & Hearing and Listening

(10th Week)

Exercise 10.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 262-265)

'A sound wave can be described by noting its amplitude - the size of the pressure change and its frequency - the number of times per second that the pressure changes repeat. One way to specify a sound's amplitude would be to indicate the difference in pressure between the high and low peaks of the sound wave. The perceptual quality of amplitude is loudness. Frequency is the number of cycles per second the change in pressure repeats and is the physical measure associated with our perception of pitch, with higher frequencies associated with higher pitches.'

Exercise 10.2

No indicative answers are given to this exercise as the exercise is graded at 3% of the total grade of the course**.**

Title: Speech perception

(11th Week)

Exercise 11.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 315)

‘Variability from context: The acoustic signal associated with a phoneme changes depending on its context. This effect of context occurs because of the way speech is produced. The articulators are constantly moving as we talk, so the shape of the vocal tract for a particular phoneme is influenced by the shapes for the phonemes that both precede it and follow it. This overlap between the articulation of neighboring phonemes is called coarticulation.

Variability from different speakers: People say the same words in a variety of different ways. Some people’s voices are high pitched, and some are low
pitched; people speak with accents; some talk extremely rapidly, and others speak extremely slowly. These wide variations in speech mean that for different speakers, a particular phoneme or word can have very different acoustic signals.’

Exercise 11.2

No indicative answers are given to this exercise as the exercise is graded at 20% of the total grade of the course.

Title: The cutaneous senses

(12th Week)

Exercise 12.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 331)

‘There are four types of mechanoreceptors that are located in the epidermis and the dermis. We can distinguish between these receptors by their distinctive structures and by how fibers associated with the receptors respond to stimulation. Two mechanoreceptors, the Merkel receptor and the Meissner corpuscle, are located close to the surface of the skin, near the epidermis. The Merkel receptor fires continuously, as long as the stimulus is on; the Meissner corpuscle fires only when the stimulus is first applied and when it is removed. The type of perception associated with the Merkel receptor is sensing fine details, and with the Meissner corpuscle, controlling handgrip. The other two mechanoreceptors, the Ruffini cylinder and Pacinian corpuscle, are located deeper in the

skin. The Ruffini cylinder responds continuously to stimulation, and the Pacinian corpuscle responds when the stimulus is applied and removed. The Ruffini cylinder is associated with perceiving stretching of the skin, the Pacinian corpuscle with sensing rapid vibrations and fine texture.'

Title: The chemical senses

(13th Week)

Exercise 13.1

Answer: Goldstein, E., B. (2009). Sensation and Perception (p. 365)

'Higher-order processes in odor perception are also illustrated by situations in which people's past experiences or expectations can influence their perception. When an onion smell is labeled "pizza," people perceive it more positively than if it is labeled "body odor" (Herz, 2003), and adding red coloring to white wine causes wine tasters to describe the aroma of the white wine in terms usually associated with red wine (Morrot et al., 2001). Learning can also influence odor perception. Thus, odors that have been paired with sucrose are judged to smell sweeter when they are later presented alone (Stevenson, 2001).'

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC335: Sensation and Perception	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				use of sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Theories of Intelligence

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC260**	**Theories of Intelligence**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: Up to 6	Face to Face:	Web based Teleconferences: Up to 6
Number of Assignments	2		
	Assignments 50%	Final Examination 50%	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Antonios Christou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1st TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

The general objectives of the Psychology Programme are:

- To develop the students' ability to think, write and speak effectively and creatively.
- To develop appreciation and respect for social and moral values, the foundations that support the individual's relationships to others and his/her responsibilities vis-à-vis his/her community and country.
- To provide students with the skills for analytical thinking, decision-making and communication alongside self-reliance, responsibility, integrity and self-knowledge, which will enhance personal happiness and professional development.
- To build a wide range of perception through general training requirements and offer adequate specialization to meet professional requirements.
- To provide students with the basic requirements for progress in their academic and professional career.

The general objectives of the Psychology Programme are:

- To provide robust training in psychology and its various methods.
- To enhance the students' knowledge of contemporary developments in psychology.
- To prepare students for employment in fields that incorporate knowledge of psychology and its methods, for instance applied research, human resources and health services.
- To provide graduates with the basic academic skills and knowledge that will prepare them for postgraduate studies in psychology and relevant branches.

Presentation of the Course through the Study Guide

This Study Guide for the course **"Theories of Intelligence" (PSC260)** is the result of systematic study and assessment of Greek and foreign bibliography. The Guide is revised and annotated yearly based on the changes made to the educational material posted on the platform.

The course **"Theories of Intelligence"** is compulsory and aims to provide students with a general overview of the historical development of the concept of intelligence in Psychology as well as to enhance the students' understanding of research methods and current topics in the measurement of intelligence.

Upon completion of this course, students are expected to:

1. Describe/Define the concept of "Intelligence" and the basic variables it includes.
2. Point out five alternative types of intelligence with relevant examples.
3. Determine basic types of intelligence on the basis of behavioural clues.
4. Describe ways of measuring intelligence.

The Study Guide, a necessary and useful tool for students, especially in cases where the educational material is not developed for open and distance learning, encourages but also facilitates the study and understanding of the topics explored in this Thematic Unit. Further, through self-assessment exercises, it invites and encourage homework, offers incentives for further study and contributes to the development of critical thinking.

The Study Guide is structured per week and topic. It includes a summary and brief introductory remarks, aims and anticipated results, keywords/basic concepts, annotated bibliography, recommended student work time, self-assessment exercises, critical thinking and case studies with indicative answers in the latter part, aimed to offer a better insight of the content, terms and concepts explored in each unit. Aside from individual study, the recommended student work time includes attendance of (tele)conferences and GCM, bibliography search, completion of assignments and weekly exercises etc. Obviously, the study guide does not in the least replace the educational material posted on the platform which students are required to carefully read and assimilate so as to fulfill the requirements of the programme and successfully complete the Thematic Unit.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: What is 'Intelligence'?

The concept, components and forms of Intelligence

(1st Week)

Summary

The aim of the first unit is to define the concept of intelligence and delineate the criteria an ability should meet in order to qualify as an intelligence; also, to specify the distinct types of multiple intelligences and place the different types of intelligence in the context of interdisciplinary treatment in the educational process.

Introductory Remarks

Intelligence is considered one of the basic factors of individual differences. There is no clear definition of intelligence as different approaches offer different perspectives of it. One-factor theories consider intelligence as an unalterable, heritable and fixed scope that may be measured on some scale such as the intelligence quotient. Multiple-factor theories contend that intelligence is not a stable variable but made up of inter-complementary competencies. The most contemporary expression of multiple-factor theories is Gardner's Theory of Multiple Intelligence theory (1983, 1993), according to which intelligence is an amalgam of intellectual capacities that complement one another and only so do they render an individual capable of solving problems and fashioning products. Problem-solving and product fashioning abilities are the criteria used to define intelligence. Lagging behind in one ability does not mean lagging behind in all of them, just as high performance in one ability does not equal generalized high performance in all of them. Of course, it's not all the intellectual capacities of an individual that comprise intelligences. For a mental operation to be classified as distinct intelligence, it must adequately fulfill eight broad epistemological criteria. There are different theoretical frameworks for the definition, approach to and measurement of intelligence which are summarized in this section.

Aim/Objectives

This session aims to cover the definition of intelligence, the criteria a competence must meet in order to be classified as intelligence, the distinct types of intelligence and the different types of intelligence as a framework of interdisciplinary teaching.

Learning Outcomes

Students are expected to:

• Understand the definition of intelligence.
• Learn which criteria a competence should meet in order to qualify as an intelligence.
•Learn to analyze the distinct types of intelligence.

•Be able to determine the types of intelligence as a framework of interdisciplinary teaching.

Keywords

Intelligence	Development	Theory	Introduction		

Annotated Bibliography

- **Basic Material**

Cooper, C.: INDIVIDUAL DIFFERENCES. Arnold, Latest Edition.

Individual Differences by Colin Cooper has been a popular contribution to differential psychology since its first publication in 1997. It is unique in that it fully covers both personality theories and methodological issues pertaining to personality and psychometric tests. This new revised edition is extended to include the most recent developments in the field. There is also a new chapter on emotional intelligence and the big five model of personality and on positive science. Cooper also discusses the influence of new fields such as cognitive epidemiology. A new chapter on practical applications proves that what has been learned may be applied in daily life. Chapter 1: Introduction to individual differences.

- **Supplementary Material**

Gardner, H. Kornhaber, M. L and Wake, W. K.: INTELLIGENCE, MULTIPLE PERSPECTIVES Wadsworth, Latest Edition.

The writers have investigated the major approaches to the development of information since the first days of the scientific study of intelligence. Contemporary studies of intelligence are approached through its philosophical origins, the first endeavours to measure intelligence and the findings of scientific fields from anthropology to computer science and neuroscience. The educational, social and political consequences of research on available information are also discussed.

Self-Assessment Exercises/Activities

Exercise 1.1

There are several cognitive abilities that may be taken into consideration in measuring intelligence. Which criteria should an ability meet so as to qualify as an intelligence? Your answer should not exceed 150 words.

Recommended student work time: 8 hours

TITLE:

Determinants of Intelligence

(2nd Week)

Summary

There are multiple factors impacting the development of intelligence, including biological, environmental and broader social influences. This section revolves around these thematic axes.

Introductory Remarks

A large part of research intended to specify the factors that broadly determine what we call 'brilliance' or high intelligence, agree that there are many such factors – mainly heredity and the social environment during the individual's early years. In other words, intelligence is defined by genetics but determined by the environment. Another interesting view on this question is provided by Bernstein's research on language and its development. According to Bernstein, language development, influenced by the social environment and the structure of family relations, is one of the factors that make up intelligence. This clearly establishes the correlation of intelligence and social environment to language development. Interventions in the way of life through diet and exercise, as well as other factors, are likely to make children readier and abler to face life's challenges. Contemporary psychology acknowledges that intelligence depends on the dynamic and constant interaction of genetics and environment, where the concept of environment includes pregenetic and acquired factors alike. Genetics are construed as 'potential', an individual's potential ability to learn, utilize earlier experiences, solve new problems, adjust to the requirements of his/her social life. Both genes and the environment are believed to play a crucial role in shaping the intelligence quotient, but the extent to which each of these two determinants influences the IQ seems to vary. According to an earlier but as yet undocumented hypothesis of behavioural genetics, genes play a bigger role when one is raised within supportive and enabling environments. But what does contemporary evidence suggest on this topic? This is the question this session endeavours to answer.

Aim/Objectives

This session sets out to define cognition and its correlation to images and concepts, to cover the characteristics of intellectual charisma and mental retardation, as well as their relation to intelligence. Last, it discusses the role of genetics and the environment in determining intelligence.

Learning Outcomes

Students are expected:

- To define cognition and demonstrate how it correlates to images and concepts.
- To identify the characteristics of intellectual charisma and mental retardation, as well as their relation to intelligence.

- To analyze the role of genetics and the environment in determining intelligence.

Keywords

Intelligence	Environment	Heredity	Genetics		

Annotated Bibliography

- **Basic Material**

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- **Supplementary Material**

Gardner, H. Kornhaber, M. L and Wake, W. K.: INTELLIGENCE, MULTIPLE PERSPECTIVES Wadsworth, Latest Edition.

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Self-Assessment Exercises/Activities
Exercise 2.1

Interactive Forum:

Activity:

This week you are invited to participate in an interactive activity. After studying the material of the week on idiosyncrasy and the influence of the environment and of biological determinants, as well as the “Environment or Heredity” file, you are required to answer the following two questions:

1. Do you believe that adherence is primarily determined by heredity or is it influenced by the environment?

2. Why do you believe it is important to solve the so-called nature-nurture debate in Psychology? How would solving it impact on our society?

Please note you are invited to interact with your colleagues in documenting your answer, and not just share a post or give one-word answers.

Your answer should not exceed 150 words.

Recommended student work time: 8 hours

TITLE:

Measuring 'Intelligence' – Problems, Difficulties, Limitations

(3rd Week)

Summary

- How is intelligence measured?

Intelligence tests comprise a series of problems/questions ranked according to difficulty and separated into groups addressed to children of different ages. This session offers a brief historical overview and introduces current practices in this field.

Introductory Remarks

Intelligence tests have been developed in order to measure an individual's ability to deal with artificial problems presented to him/her. The tests merely measure 'performance' in solving such problems without taking into account any constructing processes. The topics examined in the tests cover separate abilities that make up intelligence. Such abilities are: memory, critical thinking, perception of space, verbal competence, mathematical thinking. The test developed by Binet and Simon, in early 20th century France, was standardized by Lewis Terman, professor at Stanford University, USA, and became the first edition of the Stanford-Binet intelligence scale. This particular scale had for years been the most widely used intelligence scale. There is, however, another intelligence scale, the Wechsler Scale (created by David Wechsler), which is even more widely used than the Stanford-Binet Scale. The test results measure the test taker's Mental Age which, when expressed in relation to his/her age, gives the IG – Intelligence Quotient. Therefore, an individual's mental age is the level of his/her mental development based on the test results, whilst the intelligence quotient expresses the individual's rate of mental development independent from his/her biological age. This week's material covers topics around this thematic axis.

Aim/Objectives

This session aims to provide a brief overview of questions about the assessment of intelligence; to refer to advantages and disadvantages of current practices and tools; and to introduce the basic structure of the most widely used tools: WAIS/ WISC.

Learning Outcomes

Students are expected:

1. To be able to make a brief overview of questions about the assessment of intelligence
2. To be able to distinguish between the main advantages and disadvantages of current practices and tools
3. To identify the basic structure of the most widely used tools: WAIS/ WISC

Keywords

Psychometrics	Intelligence	IQ	Measurement		

Annotated Bibliography

- **Basic Material**

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- **Supplementary Material**

Gardner, H. Kornhaber, M. L and Wake, W. K.: INTELLIGENCE, MULTIPLE PERSPECTIVES Wadsworth, Latest Edition.

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Self-Assessment Exercises/Activities

Exercise 3.1

What are the main contemporary hurdles to measuring intelligence? Give examples to document your answer, which should not exceed 150 words.

Recommended student work time: 8 hours

TITLE:

Piaget's Theory on Intelligence and its 4 Stages

(4th Week)

Summary

J. Piaget: One of the most comprehensive, well-structured and potent theories in Psychology because it describes the development of cognitive operations from infancy to adolescence.

Introductory Remarks

According to Piaget, intelligence is a dynamic factor constructed progressively, having heredity at its basis, but at the same time following the course of development determined by the environment. Also, intelligence enables the individual to effectively deal with the requirements of the environment. Given that both humans and the environment keep changing, their interaction must also change constantly; therefore, it must be dynamic. Assimilation and accommodation are the basic mechanisms through which intelligence is constructed. They are biologically predetermined operations that make up the main processes based on which an individual's mental capacity evolves across all stages of development. However, intelligence has a different structure for each distinct stage of development. As the child grows up, the way he/she perceives the world and solves problems facing him/her changes. The experiences received from the environment become assimilated and lead to the conquest of knowledge. Therefore, knowledge derives from the experiences an individual has acquired through his/her inquisitive disposition but also through active participation in the learning process. Knowledge thus acquired is qualitative knowledge which stays with the individual forever. According to J. Piaget's theory of cognitive development, knowledge does not stem only from the environment or from innate structures, but is constructed by the child himself/herself. Children are vibrant, active, inventive. They try to interpret the world around them and in doing so they structure and restructure knowledge in order to better adapt to the environment.

Aim/Objectives

This session aims to introduce students to the constructivist approach, to describe the basic approaches to the theory of the stages and look at the applications of this approach with a critical eye.

Learning Outcomes

Students are expected:

1. To gain a general view of the constructivist approach
2. To identify the basic approaches to the theory of the stages

3. To gain knowledge around the main criticisms and applications of the theory

Keywords

J. Piaget	Stages	Cognitive development	Constructivism		

Annotated Bibliography

- **Basic Material**

Cooper, C.: INDIVIDUAL DIFFERENCES. Arnold, Latest Edition.

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- **Supplementary Material**

Gardner, H. Kornhaber, M. L and Wake, W. K.: INTELLIGENCE, MULTIPLE PERSPECTIVES Wadsworth, Latest Edition.

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Self-Assessment Exercises/Activities
Exercise 4.1

Piaget's theories have had a significant impact on educational theory and practice. Give an example to explain. Your answer should not exceed 150 words.

Recommended student work time: 8 hours

TITLE:

Sternberg's Theory on Intelligence

(5th Week)

Summary

Sternberg (2005) defined intelligence as the ability of an individual to adapt to his/her environment and learn through experience. This session develops around this particular theory and its applications.

Introductory Remarks

Sternberg's triarchic theory places emphasis both on the complexity of love and on its dynamic, evolving quality. Just as individuals and relations change with the passing of time, so too their love changes. For Robert Sternberg, love is more complex than what is suggested by a simple distinction between passion and love. Instead, Sternberg contends that love is made up of three components: intimacy, passion and decision/commitment. Sternberg's triarchic theory (1994; 2003) refers to three operations associated with intelligence in real conditions: a) adjustment of the individual to the environment wherein he/she lives, b) restructuring/adaptation of the environment to the individual and c) selection of new environment, when the first two conditions are not fulfilled. He also proposes three mental abilities that contribute to intelligence: a) the analytical ability, which traces, analyzes, compares, evaluates a given/familiar problem b) the creative ability, activated when the individual is faced with a novel situation or some new/unfamiliar problem and c) the practical ability which includes the different types of problems an individual faces in his/her daily life and the activation of all three operations mentioned above (Sternberg, 2005).

Aim/Objectives

This session aims to introduce students to the triarchic theory, present the main contemporary approaches to the triarchic theory and look at the applications of this approach with a critical eye.

Learning Outcomes

Students are expected:

1. To gain a general view of the triarchic theory
2. To identify the basic approaches to the triarchic theory
3. To gain knowledge around the dominant criticism and applications of the theory

Keywords

Triarchic theory	Sternberg	Development	Intelligence		

Annotated Bibliography

- **Basic Material**

Cooper, C.: INDIVIDUAL DIFFERENCES. Arnold, Latest Edition.

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- **Supplementary Material**

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Self-Assessment Exercises/Activities

Exercise 5.1

Sternberg's triarchic theory refers to three operations associated with intelligence in real conditions. What are these and how do they factor in the understanding of intelligence? Your answer should not exceed 150 words.

Recommended student work time: 8 hours

TITLE:

The theory of multiple intelligences (Gardner)

(6th Week)

Summary

According to Gardner (1983), intelligence is not a centralized structure but rather a multiple concept comprising different modalities. This session analyzes the separate elements that make up this theory.

Introductory Remarks

The theory of multiple intelligence, proposed by Howard Gardner, author of *Frames of Mind: The Theory of Multiple Intelligences*, is a critical stance against the view that we are born with a single intellectual capacity we do not have the power to change. According to this theory, which is based on scientific research carried out across a wide range of disciplines (Psychology, Anthropology, Biology), our intelligence is broken down into nine modalities seated in different areas of the brain. They are equally important, but not equally developed in each person. These nine types of intelligences were proposed following research on the brain, human development, evolution and intercultural comparisons. It is therefore held that intelligence is the product of a long and participatory interaction between nature (biological forces and hereditary predispositions) and nurture (environmental forces and life experiences). Intelligence is biologically created but the extent to which it is developed depends on personal experiences. The more time one spends in using and enhancing intelligence and the better guidance and encouragement he/she receives, the greater the development of a particular area of intelligence. This definition also points out that some of the abilities a person develops in a given culture may differ in terms of value and utility in another culture which perhaps favours the development of different abilities because of the particularity and diversity of its cultural hues.

Aim/Objectives

This session aims to present and critically discuss the main points of Gardner's theory, provide findings that verify attempts to apply the Theory of Multiple Intelligences and suggest ways of further utilization and application.

Learning Outcomes

Students are expected:

a) To know the main points of Gardner's theory and the criticism it has come under

b) To learn about attempts to apply the Theory of Multiple Intelligences

c) To identify suggestions for further utilizing and applying the theory

Keywords

Gardner	Intelligence	Multiple Intelligences	Development		

Annotated Bibliography

- **Basic Material**

Cooper, C.: INDIVIDUAL DIFFERENCES. Arnold, Latest Edition.

Individual Differences by Colin Cooper has been a popular contribution to differential psychology since its first publication in 1997. It is unique in that it fully covers both personality theories and methodological issues pertaining to personality and psychometric tests. This new revised edition is extended to include the most recent developments in the field. There is also a new chapter on emotional intelligence and the big five model of personality and on positive science. Cooper also discusses the influence of new fields such as cognitive epidemiology. A new chapter on practical applications proves that what has been learned may be applied in daily life. Chapter 4: Broad trait theories of personality.

- **Supplementary Material**

Gardner, H. Kornhaber, M. L and Wake, W. K.: INTELLIGENCE, MULTIPLE PERSPECTIVES Wadsworth, Latest Edition.

The writers have investigated the major approaches to the development of information since the first days of the scientific study of intelligence. Contemporary studies of intelligence are approached through the lens of its philosophical origins, the first endeavours to measure intelligence and the findings of scientific fields from anthropology to computer science and neuroscience. The educational, social and political consequences of research on available information are also discussed.

Self-Assessment Exercises/Activities

Exercise 6.1

What was the influence of Gardner's theory on contemporary education? Your answer should not exceed 150 words.

The 1st assignment counts for 20% of the overall grade of the course and will be handed in during the 6th week.

Recommended student work time: 8 hours

TITLE:

The theory of multiple intelligences (Gardner)

(7th Week)

Summary

According to Gardner (1983), intelligence is not a centralized structure but rather a multiple concept comprising different modalities. This session analyzes the separate elements that make up this theory.

Introductory Remarks

The theory of multiple intelligence, proposed by Howard Gardner, author of *Frames of Mind: The Theory of Multiple Intelligences*, is a critical stance against the view that we are born with a single intellectual capacity we do not have the power to change. According to this theory, which is based on scientific research carried out across a wide range of disciplines (Psychology, Anthropology, Biology), our intelligence is broken down into nine modalities seated in different areas of the brain. They are equally important, but not equally developed in each person. These nine types of intelligences were proposed following research on the brain, human development, evolution and intercultural comparisons. It is therefore held that intelligence is the product of a long and participatory interaction between nature (biological forces and hereditary predispositions) and nurture (environmental forces and life experiences). Intelligence is biologically created but the extent to which it is developed depends on personal experiences. The more time one spends in using and enhancing intelligence and the better guidance and encouragement he/she receives, the greater the development of a particular area of intelligence. This definition also points out that some of the abilities a person develops in a given culture may differ in terms of value and utility in another culture which perhaps favours the development of different abilities because of the particularity and diversity of its cultural hues.

Aim/Objectives

This session aims to present and critically discuss the main points of Gardner's theory, provide findings that verify attempts to apply the Theory of Multiple Intelligences and suggest ways of further utilization and application.

Learning Outcomes

Students are expected:

a) To know the main points of Gardner's theory and of the criticism it has come under

b) To learn about the attempts to apply the Theory of Multiple Intelligences

c) To identify suggestions for further utilizing and applying the theory

Keywords

Gardner	Intelligence	Multiple intelligences	Development		

Annotated Bibliography

- **Basic Material**

Cooper, C.: INDIVIDUAL DIFFERENCES. Arnold, Latest Edition.

Individual Differences by Colin Cooper has been a popular contribution to differential psychology since its first publication in 1997. It is unique in that it fully covers both personality theories and methodological issues pertaining to personality and psychometric tests. This new revised edition is extended to include the most recent developments in the field. There is also a new chapter on emotional intelligence and the big five model of personality and on positive science. Cooper also discusses the influence of new fields such as cognitive epidemiology. A new chapter on practical applications proves that what has been learned may be applied in daily life. Chapter 4: Broad trait theories of personality.

- **Supplementary Material**

Gardner, H. Kornhaber, M. L and Wake, W. K.: INTELLIGENCE, MULTIPLE PERSPECTIVES Wadsworth, Latest Edition.

The writers have investigated the major approaches to the development of information since the first days of the scientific study of intelligence. Contemporary studies of intelligence are approached through the lens of its philosophical origins, the first endeavours to measure intelligence and the findings of scientific fields from anthropology to computer science and neuroscience. The educational, social and political consequences of research on available information are also discussed.

Self-Assessment Exercises/Activities

Exercise 7.1

What was the influence of ήταν Gardner's theory on contemporary education? Your answer should not exceed 150 words.

Recommended student work time: 8 hours

TITLE:

Artificial Intelligence

(8th Week)

Summary

The term Artificial Intelligence (AI) refers to the branch of Computer Science dealing with the design and materialization of computer systems simulating elements of human behaviour which imply a minimum of elementary intelligence: learning, adaptability, drawing conclusions, comprehension based on contextual clues, problem solving etc. John McCarthy has defined this particular field as the “science and methodology of creating thinking machines”. This session evolves around this thematic axis.

Introductory Remarks

Artificial Intelligence lies at the juncture of multiple sciences such as Computer Science, Psychology, Philosophy, Neurology, Linguistics and Engineering. It aims to create intelligent behaviour using elements of reasoning, learning and adaptability to the environment and it is usually applied to machines or special-purpose computers. The term ‘Artificial Intelligence’ refers to the branch of Computer Science dealing with the design and materialization of computer systems simulating elements of human behaviour which imply a minimum of elementary intelligence: learning, adaptability, drawing conclusions, comprehension based on contextual clues, problem solving etc. Artificial Intelligence is classified into symbolic artificial intelligence, which endeavours to simulate human intelligence algorithmically, using symbols and “high level” logic rules; and into sub-symbolic Artificial Intelligence which sets out to reproduce human intelligence using elementary numeric models which compose behaviours of inductive reasoning by successively self-organizing simpler structural components (behaviour-based artificial intelligence), simulate real biological processes such as the evolution of the species and the function of the brain (computational intelligence) or comprise an application of statistical methodologies on AI problems.

Aim/Objectives

This session aims to discuss the multidisciplinary nature of Artificial Intelligence, describe relevant Models and approaches and cover contemporary and future applications.

Learning Outcomes

Students are expected:

1. To be able to identify the multidisciplinary nature of Artificial Intelligence
2. To identify the basic Models and approaches to Artificial Intelligence
3. To discuss contemporary and future applications of Artificial Intelligence

Keywords

Artificial Intelligence	Technology	Development			

Annotated Bibliography

- **Supplementary Material**

Gardner, H. Kornhaber, M. L and Wake, W. K.: INTELLIGENCE, MULTIPLE PERSPECTIVES Wadsworth, Latest Edition.

The writers have investigated the major approaches to the development of information since the first days of the scientific study of intelligence. Contemporary studies of intelligence are approached through the lens of its philosophical origins, the first endeavours to measure intelligence and the findings of scientific fields from anthropology to computer science and neuroscience. The educational, social and political consequences of research on available information are also discussed.

Self-Assessment Exercises/Activities

Exercise 8.1

Interactive Forum 2:

Activity:

This week you are invited to participate in an interactive activity. After studying the material of the week on Artificial Intelligence, you are required to answer the following two questions:

1. How do you believe that the science of psychology has contributed to the field of Artificial Intelligence?

2. In what ways do you think science will contribute to the future achievements of Artificial Intelligence?

Please note you are invited to interact with your colleagues in documenting your answer, and not just share a post or give one-word answers

Your answer should not exceed 150 words.

Recommended student work time: 8 hours

TITLE:

Genetic and Environmental influences on intelligence

(9th Week)

Summary

Intelligence is defined by a “dance” where environmental and genetic determinants are equally involved. This session analyzes separate topics from this specific thematic axis.

Introductory Remarks

Whether human intelligence is innate or acquired is a question that was first posed in the 18th century and remains unanswered to this day. To begin with, we know that intelligence is measured by IQ and the g factor. Through the course of time, several theories have contended that intelligence is either influenced solely by heredity, or solely by external factors or by both. Much research and experiments have been carried out on twins adopted by different families, but the findings varied. The results of research studies carried out in different ways enhance either side of the “nurture-nature” debate, just as research on the case of twins has done. Also of note is that “all children since birth have the intellectual background required to successfully complete all education stages including postsecondary education”. So where does intelligence depend on? And how does this influence human lives in the contemporary era? This session focuses on Biological Determinism: Dependence of Intelligence on Genetic Traits; on Environmental Determinism: Dependence on the Environment; and on Cyrill Burt studies: Problems and Restrictions.

Aim/Objectives

This session looks at questions linked to factors affecting development (maturity-environment), the correlation between genotype and phenotype – study techniques, and the nature of the interaction between heredity and the environment.

Learning Outcomes

Students are expected:

1. To acknowledge the contribution of factors affecting development (maturity-environment
2. To identify the nature and contribution of the genotype and the phenotype – through study techniques
3. To identify the nature of the interaction between heredity and the environment in approaching intelligence

Keywords

Intelligence	Genetics	Environment			

Annotated Bibliography

- **Basic Material**

Cooper, C.: INDIVIDUAL DIFFERENCES. Arnold, Latest Edition.

Individual Differences by Colin Cooper has been a popular contribution to differential psychology since its first publication in 1997. It is unique in that it fully covers both personality theories and methodological issues pertaining to personality and psychometric tests. This new revised edition is extended to include the most recent developments in the field. There is also a new chapter on emotional intelligence and the big five model of personality and on positive science. Cooper also discusses the influence of new fields such as cognitive epidemiology. A new chapter on practical applications proves that what has been learned may be applied in daily life. Chapters 7 and 11: Biological, Cognitive and Social Bases of Personality.

- **Supplementary Material**

Gardner, H. Kornhaber, M. L and Wake, W. K.: INTELLIGENCE, MULTIPLE PERSPECTIVES Wadsworth, Latest Edition.

The writers have investigated the major approaches to the development of information since the first days of the scientific study of intelligence. Contemporary studies of intelligence are approached through the lens of its philosophical origins, the first endeavours to measure intelligence and the findings of scientific fields from anthropology to computer science and neuroscience. The educational, social and political consequences of research on available information are also discussed.

Self-Assessment Exercises/Activities

Exercise 9.1

Why should the interaction between genes and the environment be taken into account for the study of intelligence? Use relevant examples to explain. Your answer should not exceed 150 words.

Recommended student work time: 8 hours

TITLE:

The plasticity of intelligence

(10th Week)

Summary

The ongoing aim of research carried out in the Psychological and Brain Sciences is to understand the nature of individual differences in general intelligence and which neurological mechanisms support these differences. This session evolves around this particular thematic axis.

Introductory Remarks

Plasticity pertains to the ability of the brain, of the neural cells and neural networks that comprise it, to transform their structure, their synapses, the way they function, through the influence of endogenous (gene regulation or damages) and exogenous factors (environmental stimuli). High plasticity is a privilege of infancy and childhood, as its mechanisms are used by the developing nervous system for its construction and growth. Experience and interaction with the natural, familial and social environment shape the child's brain and, to a great extent, define the model of brain function in adulthood. The easier the brain forms and reforms its connectivity in response to altering needs, the better it functions. Our brain is modified every day, in terms of both anatomy and function in response to the stimuli it receives from the environment. This simply means that our brain – in spite of what we tend to believe – never stops changing throughout our lives. This ability is called plasticity and it allows us to keep changing its shape just like the brain allows us by way of appropriate stimuli to reshape it and teach it how to learn.

Aims/Objectives

This session aims to cover topics associated with the nature of plasticity and different types of plasticity, the determinants impacting on development and the various developmental paths that relate to plasticity.

Learning Outcomes

Students are expected:

1. To learn the main characteristics of plasticity and distinguish between the various types of plasticity
2. To discuss the different determinants impacting on the development of plasticity
3. To learn the basic processes and individual differences in developmental paths and plasticity

Keywords

Plasticity	Individual differences	Brain			

Annotated Bibliography

- **Basic Material**

Cooper, C.: INDIVIDUAL DIFFERENCES. Arnold, Latest Edition.

Individual Differences by Colin Cooper has been a popular contribution to differential psychology since its first publication in 1997. It is unique in that it fully covers both personality theories and methodological issues pertaining to personality and psychometric tests. This new revised edition is extended to include the most recent developments in the field. There is also a new chapter on emotional intelligence and the big five model of personality and on positive science. Cooper also discusses the influence of new fields such as cognitive epidemiology. A new chapter on practical applications proves that what has been learned may be applied in daily life. Chapters 7 and 11: Biological, Cognitive and Social Bases of Personality.

- **Supplementary Material**

Gardner, H. Kornhaber, M. L and Wake, W. K.: INTELLIGENCE, MULTIPLE PERSPECTIVES Wadsworth, Latest Edition.

The writers have investigated the major approaches to the development of information since the first days of the scientific study of intelligence. Contemporary studies of intelligence are approached through the lens of its philosophical origins, the first endeavours to measure intelligence and the findings of scientific fields from anthropology to computer science and neuroscience. The educational, social and political consequences of research on available information are also discussed.

Self-Assessment Exercises/Activities

Exercise 10.1

How did Darwin's Theory of Evolution influence the approach to the plasticity of intelligence in the contemporary era? Your answer should not exceed 150 words.

Recommended student work time: 8 hours

TITLE:

The plasticity of intelligence

(11th Week)

Summary

The ongoing aim of research carried out in the Psychological and Brain Sciences is to understand the nature of individual differences in general intelligence and which neurological mechanisms support these differences. This session evolves around this particular thematic axis.

Introductory Remarks

Plasticity pertains to the ability of the brain, of the neural cells and neural networks that comprise it, to transform their structure, their synapses, the way they function, through the influence of endogenous (gene regulation or damages) and exogenous factors (environmental stimuli). High plasticity is a privilege of infancy and childhood, as its mechanisms are used by the developing nervous system for its construction and growth. Experience and interaction with the natural, familial and social environment shape the child's brain and, to a great extent, define the model of brain function in adulthood. The easier the brain forms and reforms its connectivity in response to altering needs, the better it functions. Our brain is modified every day, in terms of both anatomy and function in response to the stimuli it receives from the environment. This simply means that our brain – in spite of what we tend to believe – never stops changing throughout our lives. This ability is called plasticity and it allows us to keep changing its shape just like the brain allows us by way of appropriate stimuli to reshape it and teach it how to learn.

Aims/Objectives

This session aims to cover topics associated with the nature of plasticity and different types of plasticity, the factors impacting on development and the various developmental paths that relate to plasticity.

Learning Outcomes

Students are expected:
1. To learn the main characteristics of plasticity and distinguish between the various types of plasticity
2. To discuss the different factors impacting on the development of plasticity
3. To learn the basic processes and individual differences in developmental paths and plasticity

Keywords

Plasticity	Individual differences	Brain			

Annotated Bibliography

- **Basic Material**

Cooper, C.: INDIVIDUAL DIFFERENCES. Arnold, Latest Edition.

Individual Differences by Colin Cooper has been a popular contribution to differential psychology since its first publication in 1997. It is unique in that it fully covers both personality theories and methodological issues pertaining to personality and psychometric tests. This new revised edition is extended to include the most recent developments in the field. There is also a new chapter on emotional intelligence and the big five model of personality and on positive science. Cooper also discusses the influence of new fields such as cognitive epidemiology. A new chapter on practical applications proves that what has been learned may be applied in daily life. Chapters 7 and 11: Biological, Cognitive and Social Bases of Personality.

- **Supplementary Material**

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Self-Assessment Exercises/Activities

Exercise 11.1

What is the effect of honing metacognitive skills during adolescence? What is the contribution of this development in strengthening independent adult lives? Use an example to explain. Your answer should not exceed 150 words.

The 2nd assignment counts for 20% of the overall grade of the course and will be handed in during the 11th week.

Recommended student work time: 8 hours

TITLE:

Metacognition and Ways of Developing Metacognitive Skills/

Contemporary theories of intelligence – The future of intelligence

(12th Week)

Summary

The term ‘metacognition’ was adopted by Flavell during the 1970s in order to explain evolutionary phenomena in the ways in which knowledge is acquired and organized in memory. Today it is of catalytic importance in the areas of development and education. This session focuses on this thematic axis.

Introductory Remarks

A new concept that simply means thinking about your own thinking. It refers to the processes occurring in active memory and encompassing the individual’s awareness of his/her cognitive processes. The term also denotes cognition about cognition: the individual’s knowledge of his/her own thoughts. It includes two sets of abilities:
1. The ability to perceive how much and what we are able to learn: knowledge of Declarative Thinking. 2. The ability to regulate, control and coordinate our cognitive behaviour, e.g. by lowering our reading speed with difficult texts and increasing it with easy texts: knowledge of Procedural Thinking. The term metacognition denotes the awareness of the way in which our thinking functions and the ways in which we process knowledge; the awareness of what we know and what we do not know. It is also the image a person has of himself/herself as a problem solver with his/her weaknesses and strong points.

Aim/Objectives

This session aims to explain the definition of metacognition by providing a theoretical framework, to discuss the importance of metacognition in the educational process, and to describe approaches to the development of metacognitive learning strategies.

Learning Outcomes

Students are expected:
1. To be able to define metacognition and its theoretical framework
2. To identify the importance of metacognition in the educational process and general development
3. To identify current practices of developing metacognitive learning strategies

Keywords

Metacognition	Development	Education			

Annotated Bibliography

- **Basic Material**

Cooper, C.: INDIVIDUAL DIFFERENCES. Arnold, Latest Edition.

Individual Differences by Colin Cooper has been a popular contribution to differential psychology since its first publication in 1997. It is unique in that it fully covers both personality theories and methodological issues pertaining to personality and psychometric tests. This new revised edition is extended to include the most recent developments in the field. There is also a new chapter on emotional intelligence and the big five model of personality and on positive science. Cooper also discusses the influence of new fields such as cognitive epidemiology. A new chapter on practical applications proves that what has been learned may be applied in daily life. Chapters 9 and 10: Cognitive Skills over the Lifespan.

- **Supplementary Material**

Gardner, H. Kornhaber, M. L and Wake, W. K.: INTELLIGENCE, MULTIPLE PERSPECTIVES Wadsworth, Latest Edition.

The writers have investigated the major approaches to the development of information since the first days of the scientific study of intelligence. Contemporary studies of intelligence are approached through the lens of its philosophical origins, the first endeavours to measure intelligence and the findings of scientific fields from anthropology to computer science and neuroscience. The educational, social and political consequences of research on available information are also discussed.

Self-Assessment Exercises/Activities

Exercise 12.1

What is the effect of honing metacognitive skills during adolescence? How does this development contribute to strengthening independent adult lives? Use an example to explain. Your answer should not exceed 150 words.

Recommended student work time: 8 hours

TITLE:

Metacognition and Ways of Developing Metacognitive Skills/

Contemporary theories of intelligence – The future of intelligence

(13th Week)

The term 'metacognition' was adopted by Flavell during the 1970s in order to explain evolutionary phenomena in the ways in which knowledge is acquired and organized in memory. Today it is of catalytic importance in the areas of development and education. This session focuses on this thematic axis.

Introductory Remarks

A new concept that simply means thinking about your own thinking. It refers to the processes occurring in active memory and encompassing the individual's awareness of his/her cognitive processes. The term also denotes cognition about cognition: the individual's knowledge of his/her own thoughts. It includes two sets of abilities:
1. The ability to perceive how much and what we are able to learn: knowledge of Declarative Thinking. 2. The ability to regulate, control and coordinate our cognitive behaviour, e.g. by lowering our reading speed with difficult texts and increasing it with easy texts: knowledge of Procedural Thinking. The term metacognition denotes the awareness of the way in which our thinking functions and the ways in which we process knowledge; the awareness of what we know and what we do not know. It is also the image a person has of himself/herself as a problem solver with his/her weaknesses and strong points.

Aim/Objectives

This session aims to explain the definition of metacognition by providing a theoretical framework, to discuss the importance of metacognition in the educational process, and to describe approaches to the development of metacognitive learning strategies.

Learning Outcomes

Students are expected:
1. To be able to define metacognition and its theoretical framework
2. To identify the importance of metacognition in the educational process and general development
3. To identify current practices of developing metacognitive learning strategies

Keywords

Metacognition	Development	Education			

Annotated Bibliography

- **Basic Material**

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Individual Differences by Colin Cooper has been a popular contribution to differential psychology since its first publication in 1997. It is unique in that it fully covers both personality theories and methodological issues pertaining to personality and psychometric tests. This new revised edition is extended to include the most recent developments in the field. There is also a new chapter on emotional intelligence and the big five model of personality and on positive science. Cooper also discusses the influence of new fields such as cognitive epidemiology. A new chapter on practical applications proves that what has been learned may be applied in daily life. Chapters 9 and 10: Cognitive Skills over the Lifespan.

- **Supplementary Material**

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FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

(1st Week)

Exercise 1.1

There are several cognitive abilities that may be taken into consideration in measuring intelligence. Which criteria should an ability meet so as to qualify as an intelligence? Your answer should not exceed 150 words.

Students are expected to be able to list the separate criteria that an ability should meet in order to qualify as an intelligence: 1. The ability must be supported by an equivalent region of the brain 2. There should be "idiot-savants" excelling at this mental ability 3. There should be a distinct developmental progression of this mental ability and definable products, 4. The ability should have a place in the evolutionary history of the species, 5. The ability should be supported by psychometric findings, 6. The ability should be supported by experimental psychology 7. The ability should be accompanied by a set of skills, and 8. The ability should be susceptible to encoding.

(2nd Week)

Exercise 2.1

Interactive Forum 1:

Students are expected to participate in the interactive activity after studying the material of the week on idiosyncrasy and the influence of the environment and of biological determinants, as well as the "Environment or Heredity" file. After exchanging views, they should conclude that:

1. Adherence is primarily determined by an individual's biological/neurophysiological characteristics which in the context of development interact with idiosyncratic and environmental influences which will determine adherence.

2. It is important to take into consideration the biopsychosocial coefficients of the manifestation and interpretation of every human trait over the lifespan, which will facilitate the identification of behavioural problems early in life and will enhance the possibility of providing personalized support services.

(3rd Week)

Exercise 3.1

Students are expected to list specific problems in measuring intelligence:

A) Test values should not be classified as indexes of innate abilities – the IQ does not indicate an innate and unalterable ability, but it expresses a specific and limited sample of abilities at a given moment; to a great extent it reflects the wealth of the test taker's previous experiences
B) They are focused on the final result rather than the cognitive process that leads to such result
C) Their utility and impartiality in assessing racial and cultural minorities: minorities are at a disadvantageous position when completing such tests because they have less incentives, they do not have adequate practice and they have difficulties in communication

(4th Week)

Exercise 4.1

Piaget's theories have had a significant impact on educational theory and practice. Use an example to explain. Your answer should not exceed 150 words.

Students are expected to be able to write down the applications of Piaget's theory in education:

1. For essential learning to occur, the degree of difficulty of the syllabus given to the student should correspond to the stage of his/her intellectual development.

2. Determining the stage of students along different grades should be a main concern of the authors of Curricula and Textbooks.

3. Teaching during which students remain mere spectators, regardless of how well-organized the syllabus may be, cannot lead to permanent and essential learning.

(5th Week)

Exercise 5.1
Sternberg's triarchic theory refers to three operations associated with intelligence in real conditions. What are these and how do they factor in the understanding of intelligence?

Students are expected to write down the three operations of Sternberg's theory:

Three types of intelligence:

a) analytical: the abilities we use in order to judge, compare, juxtapose

b) creative: the abilities we use in order to create, discover, imagine

c) practical: the ability to implement knowledge

Only analytical intelligence can be measure by tests

(6th Week)

Exercise 6.1
What was the influence of Gardner's theory on contemporary education? Your answer should not exceed 150 words

Gardner contends that MI may be used as teaching content and as a way of communicating such content.
• Curricula should promote development across all sectors and not just in verbal and mathematical skills, as is usually the case.
• Gardner proposes that school should be focused on the child, namely based on the child's needs, interests and skills and that it should include ongoing assessment of the child's skills and aptitudes.
• School instructors should provide children with an environment of several stimuli and provide them with ample room to develop their abilities.

(8th Week)

Exercise 8.1

Title: Interactive Forum 2

Students are expected to participate in the interactive activity, after studying the material on Artificial Intelligence.

After exchanging views, they are expected to conclude that:

1. The science of psychology, through the cognitive revolution and the rapid development of the field of cognitive neuroscience, has contributed to the establishment of the field of Artificial Intelligence
2. The contribution of science to Psychology will take place through a further decoding of the human mind which will favour the development of multipurpose systems of human-machine interaction

(9th Week)

Exercise 9.1
Why should the interaction between genes and the environment be taken into account for the study of intelligence? Use relevant examples to explain. Your answer should not exceed 150 words.

Growth is the result of dynamic interaction between hereditary and environmental determinants, and it is important that they should be studied together for a better understanding of individual differences in cognitive performance.

(10th Week)

Exercise 10.1
How did Darwin's Theory of Evolution influence the approach to the plasticity of intelligence in the contemporary era? Your answer should not exceed 150 words.

According to Darwin's natural selection, it is not the stronger nor the brightest species that survive in nature, but those who better adapt to changes.

(11th Week)

What is the effect of refining metacognitive skills during adolescence? What is the contribution of this development to enhancing independent adult living? Give an example explaining it. Your answer should not exceed 150 words.

The categorization of Gardner and MacIntyre's (1993; 1992) learning factors into cognitive and emotional was used as a guide to identifying linguistic competence and motivation respectively as two determinants of adolescent learning. So, starting with these two factors, we hypothesize that the metacognitive approach can play a positive role in teaching. The main goal of the metacognitive approach is to give the learner greater responsibility for learning by attaining independence, where alone he / she can successfully control his / her learning (Petty, 1998; Claxton, 1999). Research has shown that metacognition can significantly affect students' performance in various learning areas, such as theoretical sciences, reading comprehension, study or examinations (Case and Gunstone, 2002; Thiede et al, 2003; Phakiti, 2003; Peverly et al, 2002 ; Lau and Chan, 2001; Dole et al, 1996). The question, however, is whether metacognition can have the same positive effects on learning. The answer is to explore the concept, because if teachers 'are to achieve such goals, they need psychological knowledge of the metacognitive functions, how they are developed, and how they can be cultivated' (Kuhn, 2003: 259).

(12th Week)

Exercise 12.1
What is the effect of honing metacognitive skills during adolescence? How does this development contribute to strengthening independent adult lives? Use an example to explain. Your answer should not exceed 150 words.

Metacognition refers to the knowledge an individual has of his/her own cognitive functions. What must be examined is “how and under what circumstances an individual collects, coordinates and completes existing knowledge and skills into new functionable arrangements”. For this to happen, the individual must know what is the knowledge he/she already possesses. Therefore, metacognition refers to the knowledge an individual has of his/her own cognitive functions. Different types of metacognition encompass metamemory, metacomprehension, metaattention and metalanguage. It is particularly important that this should be achieved in adolescence, during which the individual is led to independent adulthood.

RUBRICS FOR a. WRITTEN and b. ORAL ASSIGNMENTS:

A. Rubric for Written Assignment:

PSC260	Feedback sheet for Assignment						
Student Registration number							
Assessment Criteria	Excellent 90%+	Very good 89-80%	Good 79-70%	Above average 69-60%	Average 59-50%	Fail 49% - 0	**Given Mark**
1. Use of APA 6th edition guidelines and format	Excellent use of APA style in-text and References.	Minor mistakes in text citations or Reference list.	Major mistakes in text citations or Reference list.	Major mistakes in both text citations and Reference list.	Slight attempt in following the APA style guidelines.	Insufficient use of APA style guidelines.	
2. Structure which flows logically throughout the paper	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Most points have a logical flow and are clearly and succinctly expressed.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. .	The essay's organisation and structure are moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed.	There is some organisation of the material, but the essay lacks a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed.	Hardly ever possible to discern the essay's structure and organisation .	
3. Grammar, Punctuation, Spelling and word limit	No GPS mistakes or very limited may be present.	Minor GPS mistakes are observed.	Some GPS mistakes are clearly observed.	Important GPS mistakes are clearly present.	Slight attempt in GPS.	Insufficient attempt in GPS.	
4. Sufficient number of scientific sources, use of relevant References and Quotations and their proper application throughout the paper (i.e., citations and reference list)	Excellent number of sources. All references are directly relevant to the topic and are excellently used.	Sufficient number of sources. Almost all references are directly relevant to the topic and sufficiently used.	Good number of sources. Some of the references are relevant to the topic and are reasonably used.	More sources could have been used. Much of the references may not be directly relevant to the topic and could have been used more properly.	Limited number of sources used. References are not directly relevant to the topic and not properly used.	Insufficient number of sources. References answer a totally different question to the topic and are inappropriately used.	
5. Originality of the topic	Excellent	Very good	Good	Above average	Average	Insufficient	
6. Cohesive integration of relevant Literature review (e.g., creative use of materials, logical and coherent arguments, main points supported by examples, etc.)	All the material is directly relevant to the title. Evidence of extensive independent reading which is presented in an excellent manner. The review develops excellently throughout the paper using evidence to	Almost all the material is directly relevant to the title. Evidence of good independent reading which is presented in a very clear manner. The review develops very well throughout the	Some of the material is moderately clear and relevant to the title. The review develops moderately well throughout the paper using only some evidence to	Important aspects of the material may not be directly relevant to the title. The review is not inclusive and does not develops thoroughly.	The material is not directly relevant to the title. Little evidence of relevant knowledge.	The review does not follows the given instructions or the material deviates from the title.	

	support arguments.	paper using evidence to support arguments.	support arguments.				
7. Understanding of methodological issues (i.e., enough information provided concerning participants, detailed procedure, clear design, efficient presentation of instruments and Ethical issues reported)	Excellent understanding and presentation of all methodological issues.	Very good understanding and presentation of most methodological issues.	Good understanding and presentation of methodological issues but few omissions observed.	Moderately sufficient understanding and presentation of methodological issues. Several omissions observed.	Only limited understanding of methodological issues with important number omissions observed.	Insufficient understanding and presentation of methodological issues.	
8. Accurate implementation of analysis and interpretation of results findings in discussion, ability to draw reasoned conclusions (based on current research findings and literature) and evidence of critical thinking.	Accurate interpretation of results. Excellent communication of results in the discussion which develops excellently throughout the section. Uses evidence to support arguments and conclusions and critical thinking is excellently used	Very good interpretation and communication of results in the discussion and evidence to support arguments is well used. Critical thinking is well used.	Mostly accurate analysis and/or interpretation of results. Results are moderately well communicated in discussion. Some evidence is used to support arguments. Makes some attempt for critical thinking	Some mistakes in interpretation of results. Although there is some evidence of communication of results, the discussion is not inclusive and does not develop thoroughly. Limited attempt for critical thinking.	Major mistakes in analysis and/or interpretation of results. Little evidence of appropriate communication of results in discussion. Assertions without critical concern for evidence.	Insufficient analysis and interpretation of results. Unclear communication of results, inappropriate discussion and absence of critical thinking.	
9. Understanding the Study's limitations and practical implication of results	Excellent understanding of limitations and links between theory, practice, research and their interplay.	Very good understanding of limitations and appropriate links between theory, practice, research and their interplay.	Good understanding of limitations and some appropriate links between theory, practice, research and their interplay.	Presents little concern for the study's limitations and justification of links between theory, practice, research and their interplay.	Limited attempt to understand limitations and makes only limited or inadequately appropriate links between theory, practice, research and their interplay. May present own views of the material without any attempt to properly justify it.	No evidence of the study's limitations and inadequate links between theory, practice, research and their interplay.	
10. Proposal of new, related studies based on literature and research findings so far.	Excellent proposal of new, related studies based on literature and research findings so far.	Very good suggestions for new, related studies based on literature and research findings so far.	Good suggestions for new, related studies based on literature and research findings so far.	Sufficient suggestions for new, related studies based on literature and research findings so far.	Not very relevant suggestions for new, related studies based on literature and research findings so far.	Failure / lack of any suggestions for further investigations for the topic under study.	

General Comments

Examiner's Signature	**FINAL GRADE**

B. Rubric for Oral Assignment:

Informative Speech Evaluation Form for PSC260

Speaker:……

CONTENT	1	2	3	4	5
Specific and attainable purpose					
Appropriate and interesting topic					
Research of topic					
Variety of data types					
Visual Aids					
Time					
Effective Attention Material					
Purpose and Preview					
Logical arrangement of points					
Sufficient support of points					
Review statement					
Memorable ending material					
Outline					
DELIVERY					
Free / Extemporaneous					
Eye Contact					
Posture					
Gestures					
Facial expression					
Movement					
Vocal variety (rate, volume, and pitch)					
Articulation					
Confidence					
Enthusiasm					

1 = Poor 2 = Adequate 3 = Good 4 = Very good 5 = Excellent

COMMENTS:

Mark : ……

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Psychology of the Family

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC275**	**Psychology of the Family**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	4		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr Eleni Athanasiou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

- To develop the students' capacity to think, write and speak effectively and creatively;
- To develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- To develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- To build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- To provide students with the basic requirements for academic and/or career advancement.

The specific objectives of the Psychology Programme are as follows:

- To provide students with a solid training in psychology and its methods;
- To foster awareness of contemporary developments and issues in psychology;
- To prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- To provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

- **Short description & objectives**

There are many ways to study the family. This course aims at presenting the most useful and interesting approaches to family life. Its main objective is to focus on: a micro approach that emphasizes family processes and the dynamics of family interaction, and a macro approach that views the family as an institution embedded within a social and cultural context. The former approach focuses on the interpersonal interactions among family members, such as communication patterns, conflict resolution, negotiations, and

power dynamics. The latter approach emphasizes the purposes families serve for society, their interactions within the environment, as well as the historical and socio-cultural contexts in which they are embedded.

Upon successful completion of this course, students should be able to:

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Determine current research findings concerning structural and relational diversity in family relationships.
- Identify the social, cultural, and historical trajectories of family development and evolution.
- Identify the processes through which family relationships develop, change, are maintained, and dissolve over time.
- Analyze the mechanisms and processes through which family structure and family wellbeing arise and can contribute to individual wellbeing.
- Improve family skills and enhance family communication processes thereby promoting family wellbeing and healthy family development through time.
- Specify the mechanisms through which family dysfunction leads to various social and mental health issues.

The Study Guide, a necessary and useful tool for students, especially where the educational material is not written using the methodology of open and distance learning, encourages and also facilitates the study and understanding of the topics addressed in the module. Moreover, through the self-assessment exercises, it incites and encourages work at home, offers motivation for further study and contributes to the development of your critical thinking.

The Study Guide is structured per week and per topic. It includes a summary and some very brief introductory remarks, the aim and learning outcomes, key words – basic concepts, annotated bibliography, recommended number of work hours for the student, exercises of self-assessment, critical thinking and case studies, with indicative answers at the end, aiming at a more meaningful understanding of the content, the definitions and the concepts of each section. In addition to the time dedicated to study, the recommended number of work hours per week includes the attendance of the (tele) meetings and Group Consultation Meetings, bibliography search, the drafting of assignments, weekly exercises, etc. Although it goes out without saying, it should be noted that the Study Guide does not in any way substitute the educational material posted on the platform, which students must read carefully and assimilate, in order to be able to satisfy the requirements of the Programme and successfully complete the module.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: Introduction to Family Psychology

(1st Week)

Summary

This first week is an introduction to family psychology. Family Psychology is the scientific field that bridges two areas: family and psychology. Its focus is the application of psychology and psychological methods to the study of families and their evolution, structures, and processes.

Introductory Remarks

Family psychology is a broad and general orientation to psychology that utilizes a systemic epistemology to provide an alternative to the individual focus of many psychological orientations (Nutt & Stanton, 2008).

It is a broader term that recognizes that:

“human behaviour occurs within a contextual matrix of individual, interpersonal, and environmental or macrosystemic factors (Robbins, Mayorga, & Szapocznik, 2003; Stanton, 1999).”

Aims/Objectives

This week aims to study what is family and look at various definitions. Additionally, the purpose and functions of families will be explored. This week the focus is also on the evolution of families throughout the years as well as the diversity and cultural relativism of the term.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Determine current research findings concerning structural and relational diversity in family relationships.
- Identify the social, cultural, and historical trajectories of family development and evolution.

Key Words

Family psychology	Evolution	Diversity	Structures	Processes	Theories

Annotated Bibliography

Basic Sources/Material

Howe, T., R. (2012). Marriages & Families in the 21st Century: A Bioecological Approach. Chichester: Wiley-Balckwell. (Ch. 1)

This chapter answers what is family and looks at the evolution of families as well as their functions, structures, and processes.

Supplementary Sources/Material

Roy, S. (2011). The Psychology of the Family.

https://www.futurehealth.org/articles/The-Psychology-of-Family-by-Saberi-Roy-101118-18.html

This article examines how and why we have families, as well as how family systems have evolved over time based on evolutionary biology, anthropology, history and sociology.

Self-Assessment Exercises/Activities

Exercise 1.1

Take a moment to think about your family. List the family members and reflect. Who is included and who is excluded? What is your own definition about family?

Recommended number of work hours for the student approximately 6 hrs.

TITLE: Gender, ethnicity and the family life cycle

(2nd Week)

Summary

This week emphasis will be on gender and related stereotypes. How do they influence family life and functioning? Culture and ethnicity will also be examined. Finally, the family life cycle theory will be introduced.

Introductory Remarks

The notion of family life cycle suggests the ways families change over time. Families pass through various stages, as members arrive and depart. It can be viewed as a developmental cycle and can be culture specific. Change is a constant, but can affect family functioning and secondary changes/adjustments may be required in order for a family to function at the best of its ability when entering a new phase.

Gender and gender stereotypes are also important when studying or working with families. The way members of a family belonging to a different gender are brought up can affect behaviours, roles, expectations, hierarchy, etc.

Finally, culture and ethnicity are significant within and outside the family. Diversity is the norm and families are also formed and structured according to cultural heritage.

Aims/Objectives

This week aims to explore gender and ethnicity as significant factors when studying and/or working with families. Additionally, the family cycle theory will be explained.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Identify the social, cultural, and historical trajectories of family development and evolution.
- Identify the processes through which family relationships develop, change, are maintained, and dissolve over time.

Key Words

Gender and stereotypes	culture	ethnicity	socialisation	Family life cycle	Secondary changes

Annotated Bibliography

Basic Sources/Material

Goldenberg, I., Stanton, M. and Goldenberg, H. (2017). Family Therapy: An Overview. (Newest edition) Boston: Cengage Learning. (Chapters 1, 2 and 3)

This book examines gender and cultural diversity as significant factors for family functioning, structure, roles and diversity. I also presents the family life cycle perspective.

Self-Assessment Exercises/Activities

Exercise 2.1

Taking into consideration your cultural background, list existing gender stereotypes. What are they? How can they affect individual family members, their roles, and the family as a whole?

Exercise 2.2

Choose to watch some of the suggestions and reflect on how they relate to the material of the week.

-Subject: Woman in the Family- Featured Movies: "Fried Green Tomatoes."

-Subject: LEAVING HOME

https://www.youtube.com/watch?v=nTB61iR6cVQ

-Subject: Homo parenting -Popular Movies: "Right2Love" (Adaia Teruel)

«The kids are all right» (Lisa Cholodenko)

Recommended number of work hours for the student approximately 6 hrs

TITLE: Family as a psychosocial system

(3rd Week)

Summary

The family systems' perspective approaches families as whole entities, within which all parts are interconnected and affect each other. The system is viewed as a whole that is larger than the sum of its parts. Emphasis is on relationships.

Introductory Remarks

Family can be viewed as a system within which all members influence each other in a reciprocal manner. As a result, a change in one person's functionality will influence the rest. The idea of families as systems is elaborated by recognising subsystems at work within the family system. The three most usual subsystems are the couple's/ partners', the parents', and the siblings' subsystems. Therefore, individual behaviours are understood within a web of relationships. Furthermore, the external environment is seen as a greater system within which a family operates. This system also affects the wellbeing of the family and can include the neighbourhood, the workplace, school, community, available services and the legal framework, the political and the financial system.

Homeostasis is introduced as every system's mechanism to remain stable and achieve some equilibrium/ balance in order to survive.

Additionally, cyclic causality, in that all members play a role in the system and they can be part of the problem or part of a solution.

Aims/Objectives

The main aim of this week is to promote an understanding of systems' theory and systemic thinking. Students will explore the systemic perspective by familiarising themselves with the various layers of the system and their interconnectedness.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Identify the processes through which family relationships develop, change, are maintained, and dissolve over time.

Key Words

Family system	rules	subsystems	homeostasis	boundaries	Cyclic causality

Annotated Bibliography

Basic Sources/Material

Goldenberg, I., Stanton, M. and Goldenberg, H. (2017). Family Therapy: An Overview. (Newest edition) Boston: Cengage Learning. (Chapter 4)

This chapter presents systems' theory and the basic systemic thinking.

Self-Assessment Exercises/Activities

Exercise 3.1

Familiarise yourselves with this week's material and then practice the systemic perspective by writing three examples of different ways a family as a whole, a subsystem and/ or an individual member may influence or be influenced.

Exercise 3.2

View the following video and establish links to this week's teachings.

ZOOM Short

https://www.youtube.com/watch?v=Kgi-RCEjOLw

Recommended number of work hours for the student approximately 6 hrs.

TITLE: Psychodynamic approach

(4th Week)

Summary

This week is an introduction to the psychodynamic approach and related concepts that are of use when working with families.

Introductory Remarks

Ackerman's approach introduced the term "intertwined pathology", arguing that the symptom manifested in one member is the result of confusion and distortions throughout the family. The goal of treatment is to retrain members in interpersonal communication, to change communication patterns. The therapist must deal with the essential conflict and strengthen the positive forces while neutralizing the negative ones. He is trying to reach the hidden emotions of the family (fears, despair, suspicion, revenge tendencies of members, etc.).

It also introduces the concept of Ivan Boszormenyi-Nagy's "family accounting book", which consists of a set of "psychological accounts" of an invisible family book that nobody has ever talked about. It contains debts and credits involving more than one generation. An effort is needed to enable the family to recognise their impact on members' behaviour. Liabilities arise and unmanaged accounts cause anxiety, difficulties and imbalances.

Aims/Objectives

The main purpose is to familiarise students with the psychodynamic approach and its related concepts in working with families.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Determine current research findings concerning structural and relational diversity in family relationships.
- Identify the social, cultural, and historical trajectories of family development and evolution.
- Identify the processes through which family relationships develop, change, are maintained, and dissolve over time.

- Analyze the mechanisms and processes through which family structure and family wellbeing arise and can contribute to individual wellbeing.
- Improve family skills and enhance family communication processes thereby promoting family wellbeing and healthy family development through time.
- Specify the mechanisms through which family dysfunction leads to various social and mental health issues.
-

Key Words

Psychodynamic approach	insight	Ackerman	intertwined pathology	intrusions	Family accounting book

Annotated Bibliography

Basic Sources/Material

. Goldenberg, I., Stanton, M. and Goldenberg, H. (2017). Family Therapy: An Overview. (Newest edition) Boston: Cengage Learning. (Chapter 6)

This chapter offers an introduction to the psychodynamic approach.

Supplementary Sources/Material

Self-Assessment Exercises/Activities

Exercise 4.1

According to Framo (1992: 115), "A companion is chosen who will, hopefully, cancel, copy, control, handle, live, or heal, in a binary context, those issues that could not be resolved internally. Consequently, the persons concerned herein, the spouse and children, are in part replacements for old images, incarnations of long buried objects. " Explain.

This exercise is marked 10%

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Cognitive-behavioural approach

(5th Week)

Summary

This week is an introduction to the cognitive-behavioural approach and its main concepts when working with families.

Introductory Remarks

According to the cognitive-behavioural approach, the following applies:

-Every behaviour, whether seen as normal or not, is acquired and maintained in a similar way.

- Behavioural disorders represent patterns of maladjustment.

-Inappropriate behaviour, such as symptoms, is the disorder rather than a manifestation of a deeper disorder.

-It is not essential to find out the exact situation or all of the conditions when the disorder was learned. Instead, the focal point here are the factors that sustain the unwanted behaviour.

- Inappropriate behaviour, being something that the individual has learned, can be eliminated and replaced by new patterns of behaviour.

Finally, Patterson (1976) argues that social learning is the key and that behaviour modification is feasible. Parents and children can change each other's behaviour. Theory holds that both problematic and positive behaviours are learned.

Aims/Objectives

The goal of this week is to help students understand the basics of cognitive-behavioural models. In addition, discuss the different parenting types and techniques of the approach to communication skills training and parenting skills.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Determine current research findings concerning structural and relational diversity in family relationships.

- Identify the social, cultural, and historical trajectories of family development and evolution.
- Identify the processes through which family relationships develop, change, are maintained, and dissolve over time.
- Analyze the mechanisms and processes through which family structure and family wellbeing arise and can contribute to individual wellbeing.
- Improve family skills and enhance family communication processes thereby promoting family wellbeing and healthy family development through time.
- Specify the mechanisms through which family dysfunction leads to various social and mental health issues.
-

Key Words

Cognitive-behavioural approach	Automatic Thoughts	Basic Assumptions	Basic Beliefs	Cost-Reward ratio	Authoritarian, Democratic, Indifferent or Tolerant Parent

Annotated Bibliography

Basic Sources/Material

Goldenberg, I., Stanton, M. and Goldenberg, H. (2017). Family Therapy: An Overview. (Newest edition) Boston: Cengage Learning. (Chapter)

Supplementary Sources/Material

Cognitive Behavioral Parent Programs for the Treatment of Child Disruptive Behavior (2011)

https://www.iu.edu/~mswd/MSW-Direct/Courses/D642/_documents/other/Gavata-et-al-cbt-parent-programs.pdf

Self-Assessment Exercises/Activities

Exercise 5.1

Watch the video that follows. How can you relate its content to this week's material?

https://www.youtube.com/watch?v=5JrtpCM4yMM

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: Intergenerational models

(6th Week)

Summary

This week focuses on presenting the intergenerational approach and teaches the family tree or genogram as useful ways to visualise relationships and dynamics within the family.

Introductory Remarks

Roberto (1998) observed that the family process can be "fed forward" in chronological or spiral ways from emotionally significant events in the lives of grandparents to the lives of children in the here and now. The way family members create attachments, manage intimacy, confront power, or resolve conflicts may reflect older family patterns.

The human family is considered a living system of relationships (biological theory) whose members are not autonomous psychological entities, but are associated with thought, feeling and behaviour with the extended family relationship system.

This theory emphasises how relationship patterns are transmitted across generations and how they influence behaviour and health.

Finally, the creation of a Genogram involves three stages:

1. mapping the family structure,

2. recording family-related information, and

3. depicting family relationships (McGoldrick & Gerson, 2008).

Aims/Objectives

The goal is for students to understand the basic rationale behind intergenerational models and to get to know and apply the genogram and communication profile.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Determine current research findings concerning structural and relational diversity in family relationships.

- Identify the social, cultural, and historical trajectories of family development and evolution.
- Identify the processes through which family relationships develop, change, are maintained, and dissolve over time.
- Analyze the mechanisms and processes through which family structure and family wellbeing arise and can contribute to individual wellbeing.
- Improve family skills and enhance family communication processes thereby promoting family wellbeing and healthy family development through time.
- Specify the mechanisms through which family dysfunction leads to various social and mental health issues.
-

Key Words

Intergenerational models	Family of origin	standards	Bowen	Differentiation of self	Genogram

Annotated Bibliography

Basic Sources/Material

Goldenberg, I., Stanton, M. and Goldenberg, H. (2017). Family Therapy: An Overview. (Newest edition) Boston: Cengage Learning. (Chapter 8)

This chapter makes an introduction to the rationale and basic concepts associated with intergenerational models.

Supplementary Sources/Material

Self-Assessment Exercises/Activities

Exercise 6.1

Use the knowledge of the week to construct the family tree (genogram) of your own or another family you know which depicts the relational framework.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: Structural approach

(7th Week)

Summary

The focus of this week is on the structural approach. The basic concepts associated with this view are presented as well as the most common pathologies.

Introductory Remarks

Structural family therapy is defined as:

"A set of theories and techniques that approach the individual within his or her social context. The cure ... is aimed at changing the organisation of the family. Members' positions ... change according to the transformations that the family structure goes through. This is how the experience of the individual changes. " Salvador Minuchin (1974: 2)

In addition, emphasis is placed on interactive frames and circular causality (Umbarger, 1983).

Aims/Objectives

The purpose is for students to become familiar with basic concepts of the structural approach to working with families. It is also important to be able to identify certain underlying pathologies according to this approach.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Determine current research findings concerning structural and relational diversity in family relationships.
- Identify the social, cultural, and historical trajectories of family development and evolution.
- Identify the processes through which family relationships develop, change, are maintained, and dissolve over time.
- Analyze the mechanisms and processes through which family structure and family wellbeing arise and can contribute to individual wellbeing.
- Improve family skills and enhance family communication processes thereby promoting family wellbeing and healthy family development through time.

- Specify the mechanisms through which family dysfunction leads to various social and mental health issues.

Key Words

Structural approach	Minuchin	boundaries	alliances	triangles	hierarchy

Annotated Bibliography

Basic Sources/Material

Goldenberg, I., Stanton, M. and Goldenberg, H. (2017). Family Therapy: An Overview. (Newest edition) Boston: Cengage Learning. (Chapter 9)

This chapter presents the structural approach to family therapy and analyses the following key concepts: boundaries, alliance, triangles, hierarchy. Frequent pathologies are also presented.

Self-Assessment Exercises/Activities

Exercise 7.1

Applying the theory of the week, present an example that demonstrates circular causality. What does this mean, and what are the implications for individuals, the family and the professional?

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Family communication

(8th Week)

Summary

Communication is an important component that can facilitate the functioning of the family if it favors the creation and maintenance of positive relationships or vice versa. It is an issue that can often be the cause of difficulties / tensions in relationships between family members, but also an area in which there is almost always room for improvement.

This week we will present Satir's work and two theories, Karpman's drama triangle and Sternberg's theory of love. Manipulative behaviour and co-dependent relationships are described in the first theory, whilst the second one attempts to aid an understanding of various types of intimate partner relationships.

Introductory Remarks

Satir emphasised communication as a means of reflecting the feelings of self-esteem of its members. A dysfunctional family is characterised by dysfunctional communication.

Manipulative behaviour and co-dependent relationships are present when examining Karpman's drama triangle. "The term 'co-dependency' is often used casually to describe relationships where a person is needy, or dependent upon, another person. ... In its simplest terms, a co-dependent relationship is when one partner needs the other partner, who in turn, needs to be needed."

Sternberg's theory views love as a synthesis of three components: intimacy, passion, and commitment. Each word is placed on the three corners of a triangle. Different combinations are possible that result in different kind of relationships.

Finally, Marshall Rosenberg, who developed nonviolent communication, focuses on three directions:

1. empathy for ourselves, regarding our awareness of our inner experience and our concern for ourselves (the term is used in conjunction with the English word

"compassion" and is not associated with pity or regret, but refers to our innate ability to we offer from the heart)

2. Empathy for others, is about listening to another person actively / consciously and with humanity

3. Sincere expression, that is, to express ourselves authentically, in a way that inspires others to hear us in humanity.

Aims/Objectives

The main goal this week is to study communication issues. Satir's work is presented, as well as two theories describing companionship and other family relationships, Karpman's dramatic triangle and Sternberg's triangular theory of love. In addition, emphasis is placed on the concept of non-violent communication.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Determine current research findings concerning structural and relational diversity in family relationships.
- Identify the social, cultural, and historical trajectories of family development and evolution.
- Identify the processes through which family relationships develop, change, are maintained, and dissolve over time.

Key Words

Karpman's triangle	Sternberg's theory of love	Manipulative relationships	co-dependency	Satir	Nonviolent communication

Annotated Bibliography

Basic Sources/Material

Goldenberg, I., Stanton, M. and Goldenberg, H. (2017). Family Therapy: An Overview. (Newest edition) Boston: Cengage Learning. (Chapter 7)

The empirical family therapy model is presented and the emphasis is placed on Satir's work and communication within the family.

Sternberg, R. J. (1986). A triangular theory of love. Psychological Review, 93: 119–135.

This article presents Sternberg's theory of love.

http://www.karpmandramatriangle.com/

This website presents Karpman's triangle theory.

Supplementary Sources/Material

Self-Assessment Exercises/Activities

Exercise 8.1

Follow the link below and watch Marshall Rosenberg's video creator of non-violent communication. In the video Marshall asks participants to work on 6 specific steps, do the exercises just like the participants.

https://www.youtube.com/watch?v=RiASewiK0o4

Exercise 8.2

Write a short script in dialogue format using Satir's different types of communication. Maximum 1 page length. Post the script online. Let your fellow students decide which character corresponds to which type. Give the correct answers a week later.

** during week 8 the first main assessed assignment will be submitted that is marked 20%

Instructions for the 1st main assessed exercise

This paper aims to explore the views, perceptions, knowledge of ordinary people (non-psychologists) on issues concerning families.

For this activity you will be divided into groups by the instructor. 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.

Each team will then have to collate the material from each interview and present a complete paper consisting of responses collected by all team members. The students will assume the role to defend their science. That is, through the work, you will have to present scientific evidence on the topics of your questions and you will conclude that the opinions of the interviewees converge or diverge from the science of psychology.

Each team will submit one (1) essay electronically.

The essay is rated at 20% of the total grade. It should not exceed 1500 words and must follow the APA bibliographic rules. The presentation of the work should be in double space, font 12pt. Times New Roman. Marks will be deducted from essays that do not meet these criteria. The cover should include the title of your essay, the names and registration numbers of all involved, the submission date, the course code and the instructor's name. The bibliography must be presented at the end and consist of at least 5 different scientific sources.

Essays must be submitted via Turnitin with a similarity rate below 20%.

The assignment must be delivered on the day specified by the instructor, otherwise 1 mark will be deducted for each day it is not delivered. You can submit your work ONLY ONE WEEK after the deadline. After the end of the specific week, the work will not be corrected.

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: Emotional Intelligence

(9th Week)

Summary

What is emotional intelligence EQ and why do some consider it more important than IQ? This week is the introduction of the theory of emotional intelligence. The material provided includes relevant research findings that highlight the significance of emotional intelligence and the consequences when it is underdeveloped. Research has suggested that emotional intelligence is linked to everything from decision-making to academic achievement.

Introductory Remarks

As Goleman reminds us, emotion is a word rooted in the Latin verb “motere” that is to move, and the prefix e- that suggests moving away, thus proving an inherent capacity of emotions to lead to actions. Emotional intelligence contains amongst others: the ability to motivate oneself, persist in the face of frustrations, control impulse, delay gratification, regulate moods, keep distress from disabling one’s ability to think, empathise and hope. In order to better understand the concept, it breaks down into four main categories. The four main sets of skills are self-awareness, self-regulation, social awareness, and relationship management.

Research evidence suggests that emotional intelligence can be strengthened and supported in everyone. Such findings have practice implications. People with high IQs usually to do well in school, often have higher earnings, and tend to enjoy better general health. However, nowadays specialists admit it is not the only determinate of success in life.

Aims/Objectives

The aim this week is that students gain in-depth understanding of emotional intelligence and its significance when working with children and/or adolescents. Students by the end of the week should be able to demonstrate an ability to understand the theory and relevant research findings as well as their significance for day-to-day practice.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.

- Determine current research findings concerning structural and relational diversity in family relationships.
- Analyze the mechanisms and processes through which family structure and family wellbeing arise and can contribute to individual wellbeing.
- Improve family skills and enhance family communication processes thereby promoting family wellbeing and healthy family development through time.

Key Words

Emotional intelligence	Empathy	Self-awareness.	Self-regulation.	Motivation.	Social skills

Annotated Bibliography

Basic Sources/Material

Goleman, D. (Latest edition) Emotional Intelligence: Why it can matter more than IQ. London: Bloomsbury.

Goleman argues that our view of human intelligence is too narrow and that our emotions play a far greater role in thought, decision-making and individual success than is commonly acknowledged.

Supplementary Sources/Material

Alegre, A. (2011). Parenting Styles and Children's Emotional Intelligence: What do We Know? The Family Journal, 19(1): 56–62.

Parental responsiveness, parental emotion-related coaching, and parental positive demandingness are related to children's higher emotional intelligence, while parental negative demandingness is related to children's lower emotional intelligence. Additionally, social—emotional intervention programs used in schools have succeeded in improving children's emotional skills. Implications for practitioners are discussed.

Self-Assessment Exercises/Activities

Exercise 9.1

Search the university's e-journal database in order to identify and summarise one relevant research paper that demonstrates the results of specific interventions aimed at

nurturing the emotional intelligence of children and/or young people. (Maximum 3 paragraphs, 350 words/per paper)

Exercise 9.2

Upload your summary on the course platform to encourage peer learning by reading and commenting on each other's posts.

**These exercises are marked 5%

Recommended number of work hours for the student

Approximately 10 hours.

TITLE: Families in crisis: Adverse Childhood Experiences

(10th Week)

Summary

Childhood adversity is a common societal problem that plays an important role in shaping risk for mental health problems across the lifespan.

Common forms of adversity include experiences involving harm or threat of harm to the child, such as physical or sexual abuse, domestic violence, or exposure to violence in the community, and experiences that involve deprivation and social disadvantage, such as neglect, the absence or limited availability of a caregiver, poverty and insecure access to food. These types of adverse experiences are common not only in the United States, but in many countries worldwide (Kessler et al., 2010).

Introductory Remarks

Millions of adults across Europe and north America live with a legacy of ACEs according to recent findings. Research indicates that there are significant relationships between ACEs, psychosocial, resources, stressors and wellbeing. Furthermore, adverse childhood experiences are costly… Recent research for Europe estimated the costs at 581 billion dollars (Bellis et al, 2019). Finally, on a positive note, adverse experiences of childhood may be reversed with the help of new positive experiences (Grandall et al, 2019).

Children who experience adversity are more likely to develop mental health problems than children who have never encountered adversity. Common forms of psychopathology in children exposed to adversity include anxiety, depression, aggressive behaviour, post-traumatic stress disorder and substance use problems (Alisic et al., 2014; Carliner et al., 2016; McLaughlin, et al., 2012; McLaughlin, et al., 2013)

(https://www.apa.org/science/about/psa/2017/04/adverse-childhood)

Exposure to childhood adversity is a potent risk factor for the onset of psychopathology. Knowledge about the developmental processes that are altered by adverse childhood experiences, and the degree to which these mechanisms are general or specific, is crucial to developing empirically informed interventions to alleviate the long-term consequences of adverse early environments on children's development.

(https://www.apa.org/science/about/psa/2017/04/adverse-childhood)

Aims/Objectives

This week students learn the concepts of social capital, privilege and Adverse Childhood Experiences (ACEs) and link these to common mental health issues. Research indicates that there are significant relationships between ACEs, psychosocial resources, stressors and wellbeing. The aim is to gain a holistic understanding of the new concepts and be

able to apply these in direct practice and/or when designing interventions. Another aim this week is to look at ways to enhance children and young people's physical and mental health and wellbeing despite adverse childhood experiences.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Determine current research findings concerning structural and relational diversity in family relationships.
- Identify the social, cultural, and historical trajectories of family development and evolution.
- Identify the processes through which family relationships develop, change, are maintained, and dissolve over time.
- Analyze the mechanisms and processes through which family structure and family wellbeing arise and can contribute to individual wellbeing.
- Improve family skills and enhance family communication processes thereby promoting family wellbeing and healthy family development through time.
- Specify the mechanisms through which family dysfunction leads to various social and mental health issues.

Key Words

Adverse Childhood Effects (ACEs)	Social capital	Privilege	Attachment theory	Positive experiences	Stressors

Annotated Bibliography

Basic Sources/Material

Crandall, A., Miller, J. R., Cheung, A., Kirsten Novilla, L., Glade, R., Lelinneth, M., Novilla, B., Magnusson, B.M., Leavitt, B. L., Barnes, M. D., and Hanson, C. L. (2019). ACEs and counter-ACEs: How positive and negative childhood experiences influence adult health. Child Abuse and Neglect, Vol.96.

The findings suggest that counter-ACEs protect against poor adult health and lead to better adult wellness. When ACEs scores are moderate, counter-ACEs largely neutralize the negative effects of ACEs on adult health.

Waite, R. and Ryan, R.A. (2020). Adverse Childhood Experiences. What students and Health Professionals Need to Know. New York: Routledge.

The authors present ACEs from a life course, health development perspective.

Supplementary Sources/Material

-Arditti, J. A. (Ed.) (2014) Family Problems: Stress, Risk and Resilience. Oxford: Wiley Blackwell.

It represents the most up-to-date research into family problems, while presenting contemporary issues such as parental imprisonment, same-sex marriage, health care inequalities and social welfare reform.

-Popular Movies / Books:

1. Divorce- Movie: "Kramer vs. Kramer"

2. The impact of serious illness or death on the family—

Movie: "My Left Foot"

Book: Erik Emmanuel Smith's "Oscar and the Lady in Pink".

3. Alcoholism and Dependency Problems in the Family-Movie: "When a man

Loves a woman "or" Hanna and her sisters”

Book: "Go ask Alice" by Alice X.

4. Book: “A Child Called It” by David Pelzer

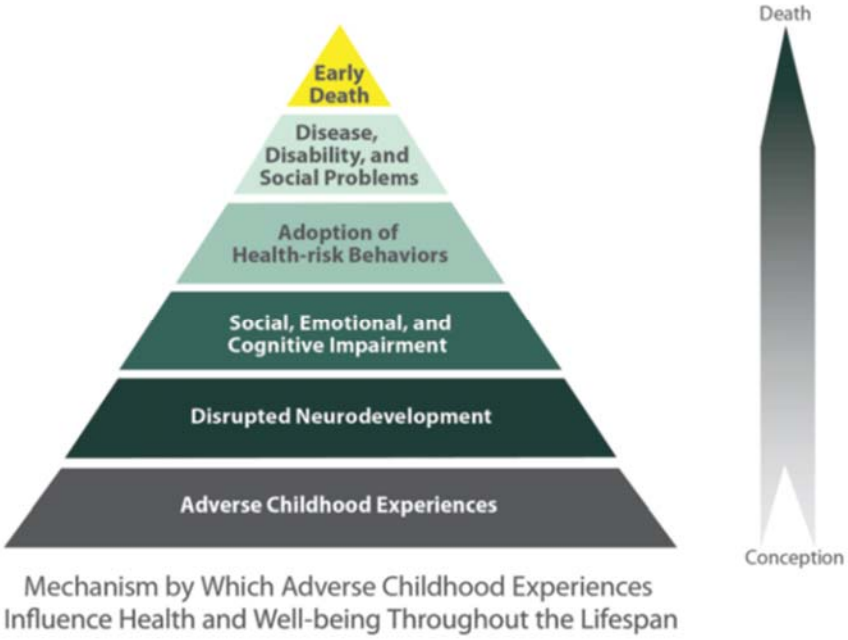
Self-Assessment Exercises/Activities

Exercise 10.1

Interview or review the biography of a person who has overcome ACEs. What are the main protective factors you can identify? Highlight both stressors and resources. (Max. length 2 pages)

Exercise 10.2

How do ACEs affect health and wellbeing through the lifespan? Explain each part of the following diagram. (Max. 2 pages long)



Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Risk and Resilience

(11th Week)

Summary

Risk and resilience are essential concepts when working with children and/ or adolescents in any and every setting. In modern societies, there is a tendency for calculated risk taking. In addition, adolescence is characterised as a period during which taking risks is a typical part of growing up, exploring limits and testing abilities. Risky behaviour can include unprotected sex, alcohol and other drug use, dangerous driving, illegal activities, truancy and fighting, etc. Open conversations, rules, role modelling and monitoring are ways to keep risk-taking teenagers safe.

Introductory Remarks

Resilience is usually defined as the ability to cope and/or adapt. An ability to recover from or adjust easily to misfortune or change. There is also evidence that by supporting and strengthening positive relationships and experiences, preserving significant bonds and creating safe relationships with professionals, carers, etc. can help build resilience. According to research, “resilient children are better prepared and equipped to -resist stress and adversities; -manage change and uncertainty; -and to bounce back/recover faster and in a more thorough way after traumatic experiences or episodes” (Newman and Blackburn, 2002: 12). In addition, resilience has been defined as the ability to know -where, how, and when to activate your strengths in order to make things better for you, -how to access help in that process. (Brigid, 2003)

Over time, practitioners, policymakers, funders, and researchers determined that promoting positive asset building and considering young people, as resources were critical strategies. As a result, the youth development field began examining the role of resiliency — the protective factors in a young person's environment — and how these factors could influence one's ability to overcome adversity. Those factors included, but were not limited to, family support and monitoring; caring adults; positive peer groups; strong sense of self, self-esteem, and future aspirations; and engagement in school and community activities.

Aims/Objectives

This week students explore theory and research related to risk and resilience. The aim is to achieve in-depth understanding and an ability to critically apply the aforementioned concepts as necessary. Another aim this week is to introduce evidence-based practices that minimise risk and/or enhance resilience. A strength-based or assets-based approach is a way to work on understanding the variables that contribute to building resilience.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Determine current research findings concerning structural and relational diversity in family relationships.
- Identify the social, cultural, and historical trajectories of family development and evolution.
- Identify the processes through which family relationships develop, change, are maintained, and dissolve over time.
- Analyze the mechanisms and processes through which family structure and family wellbeing arise and can contribute to individual wellbeing.
- Improve family skills and enhance family communication processes thereby promoting family wellbeing and healthy family development through time.
- Specify the mechanisms through which family dysfunction leads to various social and mental health issues.

Key Words

Risk	Resilience	Deficit cycle	Strength-based approach	Mental health	Positive deviance

Annotated Bibliography

Basic Sources/Material

Corey, K. L.M. (Ed.) (2018) Risk and Resilience in Human Development: A Special Issue of Research in Human Development. Taylor & Francis.

The three empirical papers in this issue represent strong contributions to the growing corpus of research on risk and resilience in human development.

Newman, T. and Blackburn, S. (2002). Transitions in the Lives of Children and Young People: Resilience Factors. Interchange 78.

This report draws upon an extensive review of the international literature on resilience to describe effective strategies in health, education, and social work for helping children to cope with periods of transition through promoting resilience.

Supplementary Sources/Material

Self-Assessment Exercises/Activities

Exercise 11.1

Explain the concepts of risk and resilience to someone in your own environment. Request feedback and critically evaluate your understanding and your performance.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Domestic violence-Children's Rights

(12th Week)

Summary

Children and adolescents are seen as vulnerable members of society that require protection. Cultural, legal and socio-economic circumstances, as well prevalent beliefs, customs and attitudes affect how childhood is viewed and what interventions and services are on offer. Protection is especially needed when the biological family is incapable of safeguarding and protecting them. It is in such instances that the State has a statutory responsibility to intervene to ensure their safety, health and wellbeing.

Introductory Remarks

Physical, sexual, and emotional abuse and/or neglect of children are associated with substantially increased risk for concurrent and subsequent psychopathology and are among the common problems encountered by professionals in various settings. Furthermore, young people who have been involved in the child protection system are at increased risk for mental health events and diagnoses.

When working with children and young people in any and every setting, it is imperative to uphold their rights and protect them. In addition, raising their own awareness about their rights is an empowering practice. As is raising professionals' and the public's awareness. Such practices can significantly contribute to their overall welfare and protection.

According to the law (in all countries where the UN Convention on the Rights of the Child is upheld), the best interest of the child is paramount and should prevail in all decisions made regarding a child's safety and/or wellbeing. However, children's rights continue to be violated all over Europe. Moreover, children are not always recognised as full bearers of human rights. Some progress has been made, partly as a result of the UN Convention on the Rights of the Child (1999). The Council of Europe has also contributed to the protection of children through the case law of the European Court of Human Rights and the European Committee on Social Rights and through the adoption of important standards relating to adoption, child exploitation, juvenile justice or children in institutions.

(For more info see: https://www.coe.int/en/web/commissioner/thematic-work/children-rights)

Aims/Objectives

The main aim this week is to contribute to the students' knowledge and understanding regarding child protection and established links to children's mental health. Students will be encouraged to critically assess the reality for children in their country of origin, as

well as demonstrate an in-depth understanding of the situation in other countries. This class also aims to raise the students' awareness of children's rights and their importance across all work settings. Adopting a rights' perspective when working with children and adolescents is empowering and protective.

Learning Outcomes

Key Words

Domestic violence	abuse	neglect	Children's rights	prevention	attachment

Annotated Bibliography

Basic Sources/Material

Zeanah, C. H., & Humphreys, K. L. (2018). Child Abuse and Neglect. Journal of the American Academy of Child and Adolescent Psychiatry, 57(9), 637–644. doi:10.1016/j.jaac.2018.06.007.

The authors suggest that the more clinicians understand the different cultures of the legal and child protective services systems will help them advocate more effectively for maltreated children's bests interests so that the complexity of their problems is matched by the comprehensiveness of our efforts to minimize their suffering, enhance their development, and promote their competence.

Supplementary Sources/Material

- What is Child Protection?

https://www.unicef.org/protection/files/What_is_Child_Protection.pdf

This site gives information about child protection and contains useful resources.

-Council of Europe Commissioner for Human Rights

https://www.coe.int/en/web/commissioner/thematic-work/children-rights

This link directs you to the page of the Commissioner for Human Rights and more specifically the Children's rights section that includes information on the role of the Commissioner, the agenda, EU stats, country specific information, and many other relevant resources.

-European Network of Ombudspersons for Children (ENOC)

http://enoc.eu/

This link presents the EU Network of Ombudspersons for Children, its role and contribution to various projects. Here you can also find various helpful resources. ENOC is a not-for-profit association of independent children's rights institutions (ICRIs). Its mandate is to facilitate the promotion and protection of the rights of children, as formulated in the UN Convention on the Rights of the Child.

- Using children's rights in mental health policy and practice

http://www.crae.org.uk/media/125976/mentalhealth-briefing-final-digital-version-.pdf

This briefing explores the ways in which a children's rights approach to tackling mental health issues among children can help to address this growing problem.

Self-Assessment Exercises/Activities

Exercise 12.1

Write a short report (Max. 2 pages long) that contains a critical reflection on your understanding of child protection and the reality for children in your country of origin. Does culture play an important role in such matters? Upload this on the course platform to inform your fellow students.

Exercise 12.2

Read and comment on other students' reports on the situation in their own countries. (Minimum two comments on others' reports to be posted online.)

** during week 12 the 2nd main assignment is to be submitted that will be marked 15%

Instructions

Students are required to submit a bibliographic review (individually or in groups of up to 3 persons) during the 12th week. The subject of the study is left to the student's discretion, and it is expected that the students will consult the teacher before proceeding with their study. The project aims to critically read scientific articles and texts that give a comprehensive picture of a topic. The selected theme has to arise from the field of family psychology.

The essay is rated at 15% of the total grade. It should not exceed 1500 words and must follow the APA bibliographic rules. The presentation of the work should be in double space, 12pt font Times New Roman. Marks will be deducted from essays that do not meet these criteria. The cover should include the title of your work or subject, the names and registration numbers of all involved, the submission date, the course code and the instructor's name. The bibliography must be presented at the end and consist of at least 5 different scientific sources.

Essays must be submitted via Turnitin with a similarity rate below 20%.

The assignment must be delivered on the day specified by the instructor, otherwise 1 mark will be deducted for each day that goes by and it is not delivered. You can submit your work ONLY ONE WEEK after the deadline. After the end of the week, the work will not be corrected.

Recommended number of work hours for the student

Approximately 10 hours

TITLE: Looked after children: children's homes-fostering-adoption

(13th Week)

Summary

An estimated eight million children worldwide live in residential institutions and so-called orphanages. One million of these children are believed to live in the European region. More than 80% of these children are not orphans and have at least one living parent. Around the world, children are placed in institutional care because their parents face extreme poverty; because the children have physical and intellectual disabilities; or because they are from socially excluded groups.

Introductory Remarks

Over 80 years of research from across the world, has demonstrated that children are likely to suffer significant harm in institutions, where they are often deprived of appropriate parental care. These experiences may result in life-long physical and psychological harm. Studies highlight issues for children in relation to their ability to form secure attachments conducive to healthy development, due to inadequate emotional and physical contact, limited stimulation and interaction as is the case in many, if not all, institutional settings.

Foster care and adoption are the alternatives to residential care when children or adolescents are unable to live with their biological family. Although there is evidence that suggests these settings can provide better experiences, some concerns remain mainly in relation to poorer outcomes observed when children in care are compared to the general population.

Aims/Objectives

The aim this week is to understand the limitations of institutional care and its adverse effects on children and adolescents. This week students also learn about fostering and adoption. The main aim is to understand established links to mental health issues and identify evidence-based practices that can improve looked after children and young people's outcomes.

Learning Outcomes

- Report the major psychological, socio-psychological, and socio-biological theories of family development.
- Determine current research findings concerning structural and relational diversity in family relationships.

- Identify the social, cultural, and historical trajectories of family development and evolution.
- Identify the processes through which family relationships develop, change, are maintained, and dissolve over time.
- Analyze the mechanisms and processes through which family structure and family wellbeing arise and can contribute to individual wellbeing.
- Improve family skills and enhance family communication processes thereby promoting family wellbeing and healthy family development through time.
- Specify the mechanisms through which family dysfunction leads to various social and mental health issues.

Key Words

Residential care	Deinstitutionalisation	Foster care	Children's rights	Adoption	Attachment theory

Annotated Bibliography

Basic Sources/Material

Dozier M., Zeanah, C.H., Wallin, A.R., Shauffer, C. (2012). Institutional Care for Young Children: Review of Literature and Policy Implications. Soc Issues Policy Rev. 5; 6(1):1-25.

This article discusses why institutional care is at odds with children's needs, and reviews the empirical evidence regarding the effects of institutional care on young children's development. Finally, it suggests alternatives to institutional care, and makes recommendations for changes.

Supplementary Sources/Material

- Council of Europe/Children's Rights/Alternative Care

https://www.coe.int/en/web/children/alternative-care

The council of Europe presents pertinent issues and makes recommendations regarding the care of children outside the home. The site also contains various resources.

- Ending institutionalisation and strengthening family and community based care for children in Europe and beyond.

https://www.openingdoors.eu/wp-content/uploads/2018/07/UNICEF_DI_EU_Messaging-FINAL-13.06.18.pdf

This document was developed by UNICEF with funding support from the Oak Foundation, and in broad consultation and partnership with a range of civil society groups, NGOs and networks which are engaged in advocacy, monitoring, and programme guidance around transitioning from institutional care to community- and family-based care. The effort's aim is ambitious, but simple: Influence policymakers in the European Union to strengthen their commitment to assisting governments' transition from institutional care to community-based care in the next Multi-Annual Financial Framework (2021-2027).

Book: "The Lost Boy: A Foster Child's Search for the Love of a Family" David Pelzer

Self-Assessment Exercises/Activities

Exercise 13.1

Search the university's e-journal database in order to identify and summarise one relevant research paper that demonstrate the results of specific interventions aimed at improving outcomes of children and/or young people in care. (Maximum 3 paragraphs, 350 words/per paper)

Exercise 13.2

Upload this summary on the course platform to provide a peer learning opportunity for your fellow students. Read a least two of their posts and upload a short comment per post.

Recommended number of work hours for the student

Approximately 10 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 27 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Introduction to Families and Family Psychology

(1st Week)

Exercise 1.1

Reflection to reveal the criteria by which you choose to include someone in your family or leave someone out. In addition, reflection on the definition of a family that can serve the different families already encountered in modern society but also clarify the functions a family performs.

Title: Gender, ethnicity and the family life cycle

(2nd Week)

Exercise 2.1

Reflection to consider gender stereotypes and cultural issues. You need to demonstrate an understanding of pertinent issues and their consequences on individual members, their roles, as well as the family as whole. You should also contemplate implications for dual heritage or mixed race families.

Exercise 2.2

Opportunity to identify issues that are included in the material of the week through video watching. The aim is to better understand the issues raised, and to recognise their consequences for families as a whole and for individual members.

Title: Family as a psychosocial system

(3rd Week)

Exercise 3.1

The purpose of this exercise is to highlight the interconnection between family members separately, the subsystems to which they belong, as well as the interaction between the

family as a whole and the wider systems. Students are invited to demonstrate an understanding of the weekly material through application to specific examples.

Exercise 3.2

Opportunity to identify issues that are included in the material of the week through video watching. The aim is to better understand the issues raised, and to recognise their consequences.

Title: Psychodynamic approach

(4th Week)

Exercise 4.1

No indicative answers are provided for this exercise as it is marked with 10% of the overall course grade.

Title: Cognitive-behavioural approach

(5th Week)

Exercise 5.1

Opportunity to identify issues that are included in the material of the week through video watching. The aim is to better understand the issues raised, and to recognise their consequences.

Title: Intergenerational models

(6th Week)

Exercise 6.1

This exercise aims to provide you the opportunity to practice the symbols used in a genogram. Try to include as many relatives as possible in your diagram in order to use as many of the symbols as possible.

Title: Structural approach

(7th Week)

Exercise 7.1

Start by clarifying what is mmeant by circular causality and come up with an example that depicts different family members' contribution to an issue. The idea is to be able to apply the theory and understand the concept of interconnectedness. This exercise encourages the systemic approach by exploring family dysfunction and pathology rather than focusing on one member, the one identified as the client.

Title: Family communication

(8th Week)

Exercise 8.1

The aim is to not only view the relevant video, but also to actively participate in the workshop shown. This way you can better understand and put into practice nonviolent communication.

Exercise 8.2

This is a peer learning, interactive exercise. You use your creativity to come up with the words/attitudes each defensive communication style would be inclined to use as described by Satir. You will then upload your scenario to see if your fellow students can guess the various types correctly. Finally, you have to provide the correct answers a week later.

** during week 8 the first main assessed assignment will be submitted that is marked 20%

Title: Emotional Intelligence

(9th Week)

Exercise 9.1

Exercise 9.2

No indicative answers are provided for these exercises as they are marked with 5% of the overall course grade.

Title: Families in crisis: Adverse Childhood Experiences

(10th Week)

Exercise 10.1

This is an opportunity to locate real life examples of ACEs by interviewing a person or reviewing a biography of a person. Additionally, as we are looking for someone with a positive outcome, i.e. who has overcome ACEs., you need to identify not only the stressors, but also the main protective factors.

Exercise 10.2

The goal of the exercise is to explain the diagram in your own words and as a result, demonstrate a clear understanding of how ACEs can affect individuals across the lifespan and what the likely consequences of such experiences are.

Title: Risk and Resilience

(11th Week)

Exercise 11.1

In this exercise by explaining the week's theory in nonprofessional terms and inviting feedback, you ensure a clear understanding of the material and practice seeking and responding to feedback that will be a significant part of your job as a mental health professional.

Title: Domestic violence-Children's Rights

(12th Week)

Exercise 12.1

Students are asked to write a short report (Max. 2 pages long) that contains a critical reflection on their understanding of child protection and the reality for children in their country of origin. They are also invited to comment on the importance culture can play in such matters (e.g. views of childhood, encouraged practices, etc.). This course work will be uploaded on the platform to inform fellow students and promote peer learning.

Learners will need to search for statistics and other scientific data on child protection and provide a picture of the existing situation.

Exercise 12.2

This exercise also supports peer learning, practices giving and receiving feedback and encourages class participation. After reading their fellow students' posts, they are encouraged to upload minimum two comments. Feedback should ideally highlight positive aspects but also identify any weakness. It could also address the need for more information to be made available.

** during week 12 the 2nd main assignment is to be submitted that will be marked 15%

Title: Looked after children: children's homes-fostering-adoption

(13th Week)

Exercise 13.1

Another search on the university's e-journal database in order to identify and summarise one relevant research paper that demonstrates the results of specific interventions aimed at improving outcomes of children and/or young people in care. (Maximum 3 paragraphs, 350 words/per paper) This is an additional opportunity to enrich the learning experience by making students co-producers of the course material and enhancing peer learning.

Exercise 13.2

This exercise is a follow up from the previous one as students are invited to upload their summary on the course platform to provide a peer learning opportunity for their fellow students. Read a least two other posts and upload a short comment per post.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC275: Psychology of the Family	**Feedback sheet for Assignment**						
Student Registration number							
Assessment Criteria	Excellent 90%+	Very good 89-80%	Good 79-70%	Above average 69-60%	Average 59-50%	Fail 49% - 0	**Given Mark**
1. Use of APA 6th edition guidelines and format	Excellent use of APA style in-text and References.	Minor mistakes in text citations or Reference list.	Major mistakes in text citations or Reference list.	Major mistakes in both text citations and Reference list.	Slight attempt in following the APA style guidelines.	Insufficient use of APA style guidelines.	
2. Structure which flows logically throughout the paper	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Most points have a logical flow and are clearly and succinctly expressed.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. .	The essay's organisation and structure are moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed.	There is some organisation of the material, but the essay lacks a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed.	Hardly ever possible to discern the essay's structure and organisation .	
3. Format, Grammar, Punctuation, Spelling and word limit	No GPS mistakes or very limited may be present.	Minor GPS mistakes are observed.	Some GPS mistakes are clearly observed.	Important GPS mistakes are clearly present.	Slight attempt in GPS.	Insufficient attempt in GPS.	
4. Sufficient number of scientific sources, use of relevant References and their proper application throughout the paper (i.e., citations and reference list)	Excellent number of sources. All references are directly relevant to the topic and are excellently used.	Sufficient number of sources. Almost all references are directly relevant to the topic and sufficiently used.	Good number of sources. Some of the references are relevant to the topic and are reasonably used.	More sources could have been used. Much of the references may not be directly relevant to the topic and could have been used more properly.	Limited number of sources used. References are not directly relevant to the topic and not properly used.	Insufficient number of sources. References answer a totally different question to the topic and are inappropriat ely used.	
5. Originality of approach	Excellent	Very good	Good	Above average	Average	Insufficient	
6. Cohesive integration of relevant literature (e.g., choice of materials, creative use of materials, logical and	All the material is directly relevant to the title. Evidence of extensive independent reading which is presented in an	Almost all the material is directly relevant to the title. Evidence of good independent reading which	Some of the material is moderately clear and relevant to the title. The review develops	Important aspects of the material may not be directly relevant to the title. The review is not inclusive and	The material is not directly relevant to the title. Little evidence of relevant knowledge.	The review does not follows the given instructions or the material deviates	

coherent arguments, main points supported by examples, etc.)	excellent manner. The review develops excellently throughout the paper using evidence to support arguments.	is presented in a very clear manner. The review develops very well throughout the paper using evidence to support arguments.	moderately well throughout the paper using only some evidence to support arguments.	does not develops thoroughly.		from the title.	
7. Communication of research findings in discussion, ability to draw reasoned conclusions (based on current research findings and literature) and evidence of critical thinking	Excellent communication of results in the discussion which develops excellently throughout the section. Uses evidence to support arguments and conclusions and critical thinking is excellently used.	Very good communication of results in the discussion and evidence to support arguments is well used. Critical thinking is well used.	Results are moderately well communicated in discussion. Some evidence is used to support arguments. Makes some attempt for critical thinking.	Although there is some evidence of communication of results, the discussion is not inclusive and does not develop thoroughly. Limited attempt for critical thinking.	Little evidence of appropriate communication of results in discussion. Assertions without critical concern for evidence.	Unclear communication of results, inappropriate discussion and absence of critical thinking.	
8. Understanding the Study's limitations and practical implication of results	Excellent understanding of limitations and links between theory, practice, research and their interplay.	Very good understanding of limitations and appropriate links between theory, practice, research and their interplay.	Good understanding of limitations and some appropriate links between theory, practice, research and their interplay.	Presents little concern for the study's limitations and justification of links between theory, practice, research and their interplay.	Limited attempt to understand limitations and makes only limited or inadequately appropriate links between theory, practice, research and their interplay. May present own views of the material without any attempt to properly justify it.	No evidence of the study's limitations and inadequate links between theory, practice, research and their interplay.	

General Comments

Examiner			**FINAL GRADE**
Name	**Rank**	**Signature**	
1.			
Date			

THE CYPRUS AGENCY OF QUALITY ASSURANCE
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European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Psychopathology II

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC345**	**Psychopathology II**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Number of Assignments	2 Self-assessments / Activities (10%) 2 Assignments (40%)		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr. Constantina Demetriou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- A psychologist is involved in studying, understanding and interpreting mental phenomena and the manifestations of normal or deviating behaviours, not only of individuals but also of social groups. A psychologist is a scientist who engages in predicting, diagnosing and dealing with mental disorders. A psychologist must genuinely respect and essentially care for people, their needs and their peculiarities. S/he must be objective in his/her judgment -bias-free- and have patience, calmness, persuasion and communication skills, in order to be accepted by the people who seek his/her services. Responsibility and confidentiality also pertain to the indispensable personal traits of a psychologist.

General Objectives:

- to develop the students' capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- to develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- to build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- to provide students with the basic requirements for academic and/or career advancement.

Specific Objectives:

- to provide students with a solid training in psychology and its methods;
- to foster awareness of contemporary developments and issues in psychology;
- to prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Learning outcomes:

Upon successful completion of the programme, students will be able to:

- have detailed knowledge and understanding of a range of current models, theories, concepts and research outcomes in key areas of psychology;
- apply a wide range of psychological concepts to understand behaviour in various contexts;
- confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods;
- evaluate information in order to plan and implement investigative and research strategies;
- work independently within a structured context;
- work effectively in a team;
- appreciate the importance of professional development;
- take responsibility for their own learning and self-development;
- demonstrate the ability to comprehend and creatively combine multiple perspectives.

Presentation of the Course through the Study Guide

The course's objective is to provide students with in-depth knowledge on the subject of psychopathology. The series of lectures gives students the opportunity to understand the wide spectrum of mental disorders during adulthood, which are not covered in the Psychopathology I course, but also to learn about psychopathology in children and adolescents. The chapters include discussions on how the symptoms appear, by taking into consideration both genetic and environmental factors, such us heredity, family, social relations, culture etc. The lectures provide an in-depth presentation of the symptomatology, the aetiology and the therapeutic options. At the same time, they present the latest advancements in the research conducted on various disorders, the new research methods and the various research findings.

Recommended student work time

Approximately 3 hours (including the study of the Guide)

THE THEORETICAL BACKGROUND OF PSYCHOPATHOLOGY

(1st Week)

Summary

The most important part of psychopathology is to distinguish normal from abnormal behaviour. This is achieved by making assessments about the conceptual differences, the frequency in their appearance, the dysfunction and the distress they cause. Once this is determined, the psychologist may use various theories to understand why a type of behaviour emerges and how it persists. The main theoretical approaches used are: the biological, the psychodynamic, the behavioural, the cognitive approaches and the attachment theory.

Introductory Remarks

An abnormal behaviour may emerge due to many reasons. For example, a behaviour may be explained through experiences of an insecure attachment bond, through dysfunctional perceptions or/and due to negative thinking. All these causes can be determined through theoretical frameworks, which mainly describe how a person's behaviour or personality develops.

The 1st theoretical approach is the biological approach. First, biological theories analyse the relationship between nature/heredity and environment. Then, they deal with the brain abnormalities in major areas and the functioning of neurons and neurotransmitters. Furthermore, they explain how hormones negatively affect a person's behaviour. Finally, they deal with the role temperament plays.

The 2nd theoretical approach is the psychodynamic approach. Based on Freud's theory, the psychodynamic theory supports that unconscious conflicts in a person's psyche may result from an inner mental conflict during childhood but are externalized and express themselves as a symbolic conflict during adulthood. In addition, it talks about a person's psychosexual development, supporting that each developmental stage evolves around specific psychosexual conflicts which, if unresolved, prevent the person's smooth development. Erikson's theory is also found amongst psychodynamic theories. This theory introduces the socioemotional aims of each developmental stage. These aims, the tension and the failure to achieve them for the completion of each stage, cause the negative behaviour.

The 3rd theoretical approach is the behavioural approach. According to behaviourists, a behaviour, be it normal or abnormal, is developed as a reaction to a predetermined total of learning principles. The behaviour is defined on the basis of external factors, in 3 main ways: operant conditioning, classical conditioning and observational learning. More specifically, the behavioural theories are the theories of Skinner, Pavlov and Bandura.

The 4th theoretical approach is the cognitive approach, which supports that behaviour is a result of the act of thinking. According to Piaget, issues with the syllogistic reasoning ability at certain developmental stages lead to incorrect logic and wrong behaviour. Incorrect thinking results (through cognitive schemas) when a person associates new information to old, without changing his/her level of perception.

The 5th and last theoretical approach is the attachment theory. According to Bowlby, an infant develops an attachment bond with his/her caregover, creating mental representations which determine the way in which s/he will perceive all interpersonal relations s/he will develop later in life. According to Ainsworth, this bond may be either secure or insecure. An insecure attachment bond (ambivalent, avoidant or disorganised) can cause rigidity in social relations and, consequently, the person's social life.

It is important to mention that these theories are only hypotheses which can guide our knowledge of why a deviant behaviour emerges. Our focus on these theories should not be too biased, because this limits our approach to alternative opinions. Another very important point, and the best approach to understanding deviant behaviour, is the multi-systemic approach.

Aims/Objectives

The main objective of this unit is to describe and explain the theoretical approaches explaining the appearance of a behaviour. More specifically, it aims at analysing the biological theories, the psychodynamic theory, the behavioural theories, the cognitive theory and the attachment theory.

Learning Outcomes

After studying this unit, you must be able to:

- Understand, but also assess, the biological theories.
- Understand, but also assess, the psychodynamic approach.
- Understand, but also assess, the behavioural theories.
- Understand, but also assess, the cognitive theory.
- Understand, but also assess, the attachment theory.

Key Words

Neurons	Neurotransmitters	Hormones	Major areas of the brain
Unconscious conflict	Regression	Unconscious motives	Psychosexual development
Operant conditioning	Classical conditioning	Example imitation	Cognitive schemas
Attachment	Secure attachment bond	Insecure attachment bond	Ambivalent attachment
Disorganised attachment	Temperament	Incorrect thinking	Stages of psychosocial development

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 2: Current paradigms in psychopathology.

This chapter makes extensive refence to the various theoretical models which explain deviant behaviour. Furthermore, it presents scientific examples in relation to the approaches of genetics, neuroscience, psychoanalysis and cognitive-behavioural therapy.

Supplementary Sources/Material

- Kramer, G. P., Bernstein, D. A., & Phares, V. (2019). Introduction to Clinical Psychology (8th Edition). Chapter 2: Clinical psychology's past and present.

This chapter makes extensive reference to the various theoretical models which explain the abnormal behaviour. An important part of this chapter is the reference made to the development and evolution of a person's behaviour and personality.

Self-Assessment Exercises/Activities

Exercise 1.1

Assess the theoretical approaches by mentioning an advantage and a disadvantage for each one of them. Your answer must not exceed 300 words.

Recommended number of work hours for the student

Approximately 6 hours

THE BIOPSYCHOSOCIAL APPROACH

(2nd Week)

Summary

The biopsychosocial approach is based on the interaction between biological, psychological and social factors. More specifically, it supports that a system may have independent components at different points; but since each component becomes part of the whole system, it cannot be considered independent. For this reason, a specific effect contributing to a psychopathological situation cannot be examined outside the more generic behavioural setting.

Introductory Remarks

The biopsychosocial model focuses on the causality of a deviant behaviour. It supports that each dimension and/or effect of a behaviour does not function by itself, but is heavily affected by others (psychological, social, biological) and by development. More specifically, it assumes that we have a more generic behavioural setting which is affected by all the systems – biological, behavioural, social, emotional, cognitive and cultural – of a person. Therefore, we essentially talk about an approach which refers to the interaction between genetic and environmental factors.

To be able to explain the genetic-environmental interactions, we must understand 2 models: the diathesis-stress model and the reciprocal gene-environment model. The diathesis-stress model claims that people inherit tendencies of expressing certain characteristics or behaviours which may be activated under stressful circumstances (hereditary tendency = diathesis). This condition makes the person become susceptible to developing a disorder; for this reason, when the right event occurs (a specific stressor), the disorder develops.

The reciprocal gene-environment model supports that generic inheritance increases the probability for a person to experience stressful events in his/her life. For example, a person with a genetic predisposition to haemophobia may have a personality trait (spontaneity) which increases the probability of him/her being involved in small accidents, and, consequently, his/her exposure to blood. Therefore, this model supports that these people have a genetically determined tendency to create risky environmental conditions which will activate the genetic predisposition.

Nevertheless, apart from these two models, emotion also plays an important part in the development of psychopathology. Emotion has three important and overlapping components: behaviour, knowledge and physiology. The component of behaviour focuses on the fixation of an emotion and the way in which we communicate our emotions to other people. The cognitive aspects of the emotion concern the process conducted (assessments, attributions) to understand the facts around us and the world, to

understand the environment which causes us emotions. Finally, the third component, physiology, explains emotions as a function of the brain.

Aims/Objectives

The main objective of this unit is to describe and explain the biopsychosocial approach of psychopathology, and to give directions as to the causality of a behaviour. Furthermore, it analyses the role of emotion in the entire approach.

Learning Outcomes

After studying this unit, you must be able to:

- Understand, but also assess, the biopsychosocial model.
- Understand the contribution of the different aspects of psychopathology.
- Analyse the three components of emotion.
- Understand the relation between emotion and biological, psychological and social factors.

Key Words

Biopsychosocial approach	Biological factors	Psychological dimensions	Social factors	Emotion
Physiology of emotion	Principle of multiple causality	Diathesis	Intensity of behaviour	Interaction between heredity and environment

Annotated Bibliography

Basic Sources/Material

- Barlow, D. H., & Durand, V. M. (2015). Abnormal Psychology: An integrative approach (7th Edition). Chapter 2: An Integrative Approach to Psychopathology.

This chapter makes extensive reference to the biopsychosocial model and explains its composition clearly through a case study. By studying it, one can easily understand its application, provided that s/he understands the case study explained.

Self-Assessment Exercises/Activities

Exercise 2.1

Compare the diathesis-stress model and the reciprocal gene-environment model. You must explain them, assess them and give 2 behavioural examples for each one of them. Your answer must not exceed 500 words.

Recommended number of work hours for the student

Approximately 7 hours

INTELLECTUAL, BEHAVIOURAL AND PERSONALITY ASSESSMENT

(3rd Week)

Summary

Assessment is an important part of psychopathology, because it allows us to collect information and use it to formulate a patient's diagnosis. The assessment must include many aspects of the person's life, environment and skills. The most important are those of intelligence, personality and behaviour. To assess these aspects, various psychometric tests are used. These tests are selected based on the developmental stage of the patient.

Introductory Remarks

An assessment is the process of collecting information to be able to formulate a diagnosis. From the moment we formulate our request, a series of reasonings follows in order to choose the most appropriate assessment method. There exist various methods. Firstly, we have the psychometric tests a psychologist may utilise to assess the mental skills, the personality, as well as the behaviour of a person, in general. Then, we have interviews which may be structured, semi-structured or unstructured, and can provide a more in-depth view so as to assess the behaviour in a more detailed manner. Interviews may also provide information about the causes, as well as the factors which trigger a deviant behaviour. This chapter includes a description of the psychometric tools which measure a person's intelligence, personality and behaviour.

Starting with the assessment of intelligence, the psychologist must assess all elements of intelligence. More specifically, based on the theories of intelligence, the following elements exist: linguistic, thinking, reasoning, logical-mathematical, spatial, physical-kinesthetic, musical, naturalistic, intrapersonal, interpersonal, emotional. Intelligence tests do not take into account all the aspects of the theoretical definitions in one tool. For this reason, clinical interviewing must also be used, since it helps assess the emotional, intrapersonal and interpersonal aspects.

The most well-known intelligence tests used for diagnostic purposes are the Stanford-Binet and the Wechsler intelligence scale. The Stanford-Binet test is divided into 4 sections, verbal reasoning, quantitative reasoning, abstract/visual reasoning and short-term memory, which assess a person's mental functions. Wechsler's scale includes 2 sub-scales: verbal tests and performance tests. Verbal tests measure the way in which a person assesses words, visual stimuli, how s/he resolves issues and his/her general knowledge. The performance tests assess how well a person can code pictures and symbols, how well s/he can compose a shape or do a puzzle.

We then have the assessment of personality. Here, the process aims at analysing the elements which characterise a person. Personality tests are divided into 2 categories: projective and objective methods. The most known personality questionnaire is the Minnesota Multiphasic Personality Inventory which assesses the clinical scales of illness

anxiety disorder, depression, hysteria, psychopathic deviance, masculinity or femininity, paranoia, psychasthenia, schizophrenia, hypomania and introversion. Furthermore, it assesses the content scales of a behaviour which concern anxiety, fear, rage, antisocial practices, obsessions, worries, low self-esteem, social discomfort, family problems and interferences in the professional life.

On the other hand, we have projective method, with the most known being the Rorschach test. It is an unstructured test which includes 10 cards with unclear images made of inkblots. The patient is expected to say what s/he sees in each card. S/he can say whatever s/he wants, based on his/her perception. This test supports that the answers provided by the patient are consistent with his/her unconscious desires, needs, feelings and/or experiences.

Finally, we have the assessment of behaviour. This assessment constitutes a semantic system based on the principles of learning, and incorporates the principles of psychobiology and cognitive psychology. To be able to have a full behavioural assessment, we must determine its functionality, the reference setting where it is externalised, the behaviour's plasticity, its multifactorial, mutual, dynamic and non-linear aetiology. Essentially, a behavioural assessment aims at analysing the thoughts and actions behind it. The most popular method used is that of observation, however there are also some questionnaires, such as BASC and CBCL, that can be used only in children and adolescents.

Aims/Objectives

The main objective of this unit is to describe the 3 main aspects assessed in a patient, ie. his/her personality, intelligence and behaviour. Furthermore, through these descriptions, it provides a good analytical approach as to how these three aspects are used, by presenting specific examples of psychometric testing.

Learning Outcomes

After studying this unit, you must be able to:

- Know what personality and intelligence is.
- Know how to assess personality, intelligence and behaviour.
- Describe various psychometric tests used for their assessment.
- Describe the method of observation used to assess behaviour.

Key Words

Personality	Intelligence	Behaviour	Psychometric test	Projective test
Observation				

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 3: Diagnosis and assessment.

This chapter describes the assessment process in detail and how it can be used to formulate a hypothetical diagnosis. It provides a lot of information about what needs to be included in the collection of information during the assessment.

Supplementary Sources/Material

- Barlow, D. H., & Durand, V. M. (2015). Abnormal Psychology: An integrative approach (7th Edition). Chapter 3: Clinical assessment and diagnosis.

This chapter thoroughly describes the various tools used in the assessment of intelligence, behaviour and personality.

- Kramer, G. P., Bernstein, D. A., & Phares, V. (2019). Introduction to Clinical Psychology (8th Edition). Chapter 5: Testing in clinical psychology.

This chapter provides in depth information about the psychological testing. It gives a good description on how we can use several tests of intellectual abilities, attitudes, interests, values and personality.

Self-Assessment Exercises/Activities

Exercise 3.1

Choose a psychometric tool and assess its reliability and validity based on research conducted by various countries which have used it. Your answer must not exceed 300 words.

Recommended number of work hours for the student

Approximately 7 hours

CLINICAL INTERVIEW AND THE 1ST MEETING

(4th Week)

Summary

How do we approach a person with a mental disorder? What information do we need to collect to be able to say we can help the patient overcome his/her problem? All these are very important questions in the field of psychopathology, because, in order to be able to identify a person's issues and diagnose a disorder, we must examine him/her and collect all the information we need. The clinical examination aims at providing answers to everything that needs to be understood, but also at making a clinical assessment of the psychopathological state of the patient. These assessments can be made in various ways. We already examined some of them in the previous chapter. However, an important clinical assessment process is the clinical interview, and especially the first contact we have with the patient.

Introductory Remarks

How can we determine whether a person suffers from a psychopathological disorder or if it is just a normal person merely suffering from normal stress due to reasonable factors? The two main elements determining the value of a clinical assessment is reliability and validity. Clinical assessment via different processes helps us obtain information in order to understand the individual and help him/her. The best way to achieve this is through clinical interview. Nevertheless, there exist other processes a psychologist may follow, such as a physical examination, observation, psychometric testing, neuropsychological testing. All these combined constitute the patient's clinical examination.

In a few words, a physical examination provides us information about whether organic situations are associated with a specific psychological issue (eg. hyperthyroidism = intense generalised anxiety). Observation may help us assess a person's thoughts, feelings and behaviours in certain situations and settings. Psychometric testing is strictly interwoven with the criteria of each disorder and includes specific tests which determine a person's cognitive, emotional reactions. Neuropsychological testing locates a brain dysfunction. These tests do not show the damage, but its effect.

More emphasis is given to the clinical interview and, especially, to the first one. In general, a clinical interview gives us the opportunity to both observe how a patient feels, moves or reacts to different questions, and to assess the patient's psychopathological behaviours in depth. There exist 3 types of interviewing: the structured interview, where there is a strict structure in place regarding the questions and the development of the conversation; the semi-structured interview which allows the patient to speak freely about matters occupying his/her mind, without deviating from the question's structure; and the unstructured interview, which emphasises the communicational and transactional flow between the therapist and the patient.

At the same time, the 1st meeting with the patient must aim at collecting specific information about his/her current situation and relations with other people. Therefore, it must include a rich and informed history, which will help understand both the aetiology of his/her behaviour as well as the patient's eligibility for therapy. The 1st interview/meeting starts with the question "What brings you here?" and then includes a description of the current situation, of what triggers the situation, a description of the patient's education and professional situation, an analysis of his/her family and social relations, an analysis of his/her developmental, medical, psychiatric and psychotherapeutic history, an analysis of important events in the person's life and, finally, it includes the patient's eligibility for therapy, including its aims and setting.

Furthermore, in the 1st meeting it is important to pay attention to the way we will introduce ourselves, since we want to establish a relationship based on respect and honesty right from the start. For this reason, it is very important to have eye contact, to shake his/her hand and to make an effort to speak in the second person singular.

Aims/Objectives

This unit firstly aims at presenting the content of a patient's clinical examination. It emphasises the importance of a full examination and its complexity. Another aim of this chapter is to refer extensively to clinical interviewing as a means to collect information. Finally, this chapter aims at providing a detailed description of how a 1st meeting with a patient needs to be conducted.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the complexity of a clinical examination.
- Understand the description of the various methods.
- Understand the clinical examination stages.
- Analyse a clinical interview in depth.
- Know what is included in the 1st meeting.

Key Words

Clinical examination	Clinical assessment	Reliability	Validity	Patient's history
Neuropsychological testing	Psychometric testing	Physical examination	Clinical interview	Current situation
Therapy illegibility				

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 3: Diagnosis and assessment.

This chapter describes the assessment process in detail and how it can be used to formulate a hypothetical diagnosis. It provides a lot of information about what needs to be included in the collection of information during the assessment.

Supplementary Sources/Material

- Kramer, G. P., Bernstein, D. A., & Phares, V. (2019). Introduction to Clinical Psychology (8th Edition). Chapter 4: Interviewing and observation in clinical psychology.

This chapter describes the interview process and the relationship between a therapist and a patient. In addition, it gives a very good description of the skills of careful listening, which are very important for a psychologist.

Self-Assessment Exercises/Activities

Exercise 4.1

Describe the structure and the questions that can be used in a semi-structured interview, assessing a patient suffering from depression. Please notice that we are referring the 1st meeting with the client. Your answer must not exceed 600 words.

Exercise 4.2

In your opinion, which are the main areas a psychologist should take into account during a clinical interview? Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 14 hours

SOMATIC SYMPTOMS-RELATED DISORDERS

(5th Week)

Summary

Somatic symptoms disorders (SSD), also known as somatoform disorders, are characterised by intense physical discomfort which cannot be explained by any medical condition. People with somatoform disorders experience intense distress in relation to their physical symptom, resulting in them insisting on receiving a medical opinion, not trusting doctors who cannot find a cause, and, finally, having their everyday lives affected at all levels, since the obsession and discomfort won't leave them at peace.

Introductory Remarks

Their main characteristic is the presence of physical symptoms which suggest a general medical (physical) condition (hence, the term "somatoform"), which, however, cannot be fully explained by any general medical condition, as a result of a substance's action or any other mental disorder (eg. Panic Disorder). Symptoms are either very distressing or result in significant disruption of functioning, as well as excessive and disproportionate thoughts, feelings and behaviours regarding those symptoms.

Psychosomatic responses must be distinguished from psychosomatic disorders, since the former are nothing but temporary natural deteriorations/changes (eg. when someone experiences redness, sweating, diarrhoea or tachycardia etc.) which occur in parts of the body we cannot influence consciously. When one of the parts of our body which presented psychosomatic responses at some point shows a permanent, more severe damage, then we talk about a psychosomatic disorder.

At first, the patient's symptomatology, includes intense pain in an anatomical region which incites the patient to seek help. To the patient, the pain is not fake. On the contrary, it exists and the patient experiences it. Furthermore, an important element we need to look for is the fact that s/he questions his/her diagnoses, s/he persistently seeks care and does not accept the fact that the pain has no physical explanation other than a psychological one.

Several important changes have been made from previous editions of DSM. The DSM-IV disorders of somatization disorder, hypochondriasis, pain disorder, and undifferentiated somatoform disorder have been removed, and many, but not all, of the individuals diagnosed with one of these disorders could now be diagnosed with SSD. The DSM-IV diagnosis of somatization disorder required a specific number of complaints from among four symptom groups. The SSD criteria no longer have such a requirement; however, somatic symptoms must be significantly distressing or disruptive to daily life and must be accompanied by excessive thoughts, feelings, or behaviours. DSM-5 criteria

instead emphasize the degree to which a patient's thoughts, feelings and behaviours about their somatic symptoms are disproportionate or excessive.

The aetiopathogenesis of somatoform disorders is multifactorial. On one hand, we have diathesis (genetic factors); on the other hand, we have a trigger (stress); and, finally, we have prolongation (psychological and social factors). Especially the causes are associated with intense psychodynamic factors, such as an unconscious conflict. Despite this, a common cause among patients with SSD is a person's identification with some family member with the same symptoms.

Regarding the therapeutic plan in this type of cases, we usually follow cognitive-behavioural therapy or psychoanalysis. However, apart from the therapy which will be used, the psychologist will need to work hard in order to minimise the consequences of reinforcing the symptoms, which can be achieved with relaxation and behavioural therapy. Furthermore, an effective technique is distraction. Nevertheless, another important element in all therapies is for the psychologist to acknowledge and accept that the pain these people experience is real, not a product of their imagination.

Aims/Objectives

The main objective of this unit is to present somatic symptom disorders. More specifically, it aims at describing the clinical picture of all types of these disorders, at presenting their symptoms, and at analysing research findings which explain their epidemiology and aetiopathogenesis. Reference is also made to the treatment of somatoform disorders, with the main aim to understand the factors contributing to an efficient intervention.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the clinical picture of somatic symptom disorders.
- Understand their symptoms.
- Analyse their aetiology.
- Describe the main therapeutic interventions.
- Differentiate the diagnosis from other similar disorders.

Key Words

Somatic symptom disorders	Pain	Psychosomatic responses	Somatisation
DSM-5 criteria			

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 8: Dissociative disorders and somatic symptom-related disorders.

From this chapter, you only need to use the section of somatic symptom related disorders. This section provides a good description of DSM-5 criteria, along with scientific findings of aetiology. Finally, it analyses the main objectives of the therapies.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.

DSM-5 provides the criteria and symptoms of somatic symptoms-related disorders.

Self-Assessment Exercises/Activities

Exercise 5.1

Write 3 main symptoms for SSD and give a behavioural example for each one of them. Your answer must not exceed 200 words.

Exercise 5.2

Present the psychodynamic approach to the aetiopathogenesis of this disorder. Your answer must not exceed 300 words.

Recommended number of work hours for the student

Approximately 18 hours

DISSOCIATIVE DISORDERS

(6th Week)

Summary

Dissociative disorders fall under neurosis and are characterised by a person's tendency to dissociate from his/her real identity. They cause a change in the complex functioning of memory, identity and consciousness. They include dissociative identity disorder, dissociative amnesia and depersonalisation/derealisation disorder. They are considered to be severe types of psychopathology. They are treated with a combination of pharmacotherapy and psychotherapy.

Introductory Remarks

Dissociation is a mental process where a person is cut off from his/her reality, thoughts, memories and feelings. Dissociation seems to move continually from the mild, normal form to a defensive process and, finally, to the clinical case of Dissociative Disorders. Dissociation can appear more prominently when a person facing stressful events and at the same time s/he is unable to manage and control. To deal with the traumatic experience, s/he uses all his/her strengths. However, when s/he fails, s/he resorts to dissociation, where memories, thoughts and feelings are "silenced" for him/her to be able to hold on. Therefore, dissociation functions as a defence mechanism, protecting the person from the physical or emotional pain which comes with the traumatic event.

The forms dissociation can take are amnesia (loss of memory), depersonalisation (detachment from the body and feelings, and sometimes from the environment, too) and identity escapism (where a person unintentionally moves from one place to another without remembering how and where s/he moved). When the dissociation is recurring and lasts for a long period of time, it can lead to the appearance of dissociative disorders.

Based on DSM-5, the first dissociative disorder is that of identity. Dissociative identity disorder is characterised by two or more distinct personality states. By fuguing, the person acquires another identity. S/he leave his/her family behind, s/he does not remember his/her past and takes on a whole new identity, usually of a more extrovert, less reserved person. S/he presents himself/herself with a new name and profession and creates new social relations. His/her return to his/her previous identity comes unexpectedly, while the person in question has no recollection at all of the events which occurred during his/her fugue.

The second type is dissociative amnesia. This disorder has to do with the inability to recall important autobiographical information. This information usually concerns a traumatic event where the affected person experienced intense stress. There is also an impairment in the social, professional and personal functioning of the affected person. The beginning and end of the state of amnesia can be sudden.

The third type is depersonalisation/derealisation disorder. Depersonalisation refers to surreal, disconnection or detachment experiences which work independently of a person's thoughts, feelings, sensations and body. The person speaks and expresses himself/herself as if s/e were detached from himself/herself. Derealisation refers to surreal or disconnection experiences in relation to the environment. The person feels that the people and objects s/he feels are not real (they are dreams or visual distortions).

Dissociative disorders are treated with psychotherapy. However, we need to mention that medication is needed in order to relieve certain symptoms, such as amnesia.

Aims/Objectives

This unit aims at analytically approaching dissociative disorders. The main objective is to analyse the symptoms of the three types: dissociative identity disorder, dissociative amnesia and depersonalisation/derealisation disorder. At the same time, it aims at presenting the aetiology and possible therapies used.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the clinical picture of the three types of dissociative disorders.
- Understand their symptoms.
- Analyse their aetiology.
- Describe the main therapeutic interventions.

Key Words

Dissociative disorders	Dissociative identity disorder	Dissociative amnesia	Depersonalisation/derealisation disorder

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 8: Dissociative disorders and somatic symptom-related disorders.

This chapter describes the clinical picture and symptoms of dissociative disorders. Furthermore, it provides a good explanation of their aetiopathogenesis and therapy.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.

DSM-5 provides the criteria and symptoms of dissociative disorders.

Self-Assessment Exercises/Activities

Exercise 6.1

Describe the clinical types of dissociative disorders. Your answer must not exceed 200 words.

Exercise 6.2

Find an article which talks exclusively about the aetiology of one of the 3 types of dissociative disorders and describe the causes it analyses. Your answer must not exceed 300 words.

Submission of assignment

Submission of 1st assignment. This is a group assignment and is titled as “Presentation of the construction and execution of clinical interview carried out in the first meeting of an adult diagnosed with a mental disorder. This must be based on a case study”. The students are expected to submit the 1st assignment of this course on the 6th week. It corresponds to 20% of the overall grade of the course.

Recommended number of work hours for the student

Approximately 17 hours

POST-TRAUMATIC STRESS DISORDER

(7th Week)

Summary

Post-traumatic stress disorder is caused after experiencing a very traumatic incident, which either threatened person's physical integrity or shook his/her emotional world. People suffering from post-traumatic stress disorder (PTSD) often relive the traumatic experience and have flashbacks of the event. They have trouble sleeping and feel detached from reality. With the help of a psychologist, the person who has experienced a trauma or been diagnosed with PTSD can understand his/her experiences and feelings, develop ways to feel safe, learn healthy ways to manage his/her experiences and connect with other resources to receive support.

Introductory Remarks

PTSD is characterised as a psychological state which can express itself in any person who had a direct experience or witnessed situations which either threatened his/her life or that of another person, or which traumatised him/her psychologically. We usually associate this disorder with wars, natural disasters and terrorist attacks, but it can also appear after severe accidents or violent personal attacks, such as rape or abuse.

After the traumatic event, the person has a variety of responses. These responses might be emotional (fear, shock, emotional numbness), mental (confusion, disorientation, difficulty to concentrate), physical (difficulty to sleep, changes in appetite, fatigue), interpersonal (lack of trust, irritation, conflict, isolation, judgmental attitude, tendency to control everything), they might involve detachment, the intrusive revival of the experience, or/and extreme attempts to escape the disturbing memories. All these responses are consistent with the symptoms of PTSD pursuant to DSM-5. The most important symptom is for a person to experience or witness a traumatic, physically threatening event or to learn that a traumatic event happened to a close friend or family member. The fact that the person relives the event does not let him/her move on, since s/he is constantly haunted by the traumatic past.

The first thing to do therapeutically is to make the patient feel safe. Once this is established, we can move on to psychotherapy. The main objectives of psychotherapy are: (1) the dissociation from the physical/visceral memories and the integration of the traumatic experience into the autobiographical, long-term memory; (2) the identification of stimuli provoking fearful reactions and the exposure to them in order to create new associations; (3) changing the meaning of the memory; (4) finding a new meaning to the experience.

The most known psychotherapy is exposure therapy. This therapy helps the patient gradually face whatever s/he has been avoiding in relation to the traumatic event. This

process is called ‘in vivo’ exposure. In PTSD, the main ‘object of fear’ is the memory of the traumatic experience. People with PTSD – consciously or unconsciously – block and avoid these painful memories. Exposure therapy helps them face the memories and process the traumatic experience, while feeling safe. This process is called ‘virtual exposure’. In this way, they manage to deconstruct the memory, by reducing the agony and fear.

Aims/Objectives

The main objective of this unit is to present and analyse post-traumatic stress disorder. More specifically, it aims at creating a detailed picture of the clinical state and symptoms of this disorder, at explaining the risk and protective factors, and at providing in-depth knowledge about its treatment. Furthermore, for students to be able to understand this disorder, the chapter presents the definition of trauma and stress, and how they affect the body.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the symptomatology of post-traumatic stress disorder.
- Understand the effect trauma and stress have on the body.
- Analyse their aetiology.
- Analyse the protective factors.
- Describe the main therapeutic interventions.

Key Words

Trauma	Stress	Struggle / fugue	Post-traumatic stress	Exposure therapy

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 7: Obsessive-compulsive related and trauma related disorders.

You will only need to use the section on post-traumatic stress disorder of this chapter. Remember that this book uses DSM-IV-TR, while in our course we apply DSM-5. In the older version of the DSM, PTSD fell under anxiety disorders, but DSM-5 has now differentiated it. Nevertheless, this chapter makes good reference to its aetiology and treatment.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.

DSM-5 provides the criteria and symptoms of post-traumatic stress disorder.

- Thomas, M., & Drake, M. (2012). Cognitive Behaviour Therapy: Case Studies. London: Sage Publications. Chapter 10: Client Presenting with Post-Traumatic Stress Disorder.

This chapter presents the case study of a person with post-traumatic stress disorder.

Self-Assessment Exercises/Activities

Exercise 7.1

Describe how exposure therapy works on people with PTSD and mention 2 studies which have proven its efficiency. Your answer must not exceed 400 words.

Exercise 7.2

Refer to 2 protective factors which can help a person who has experienced a severe traumatic event not develop PTSD. Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 6 hours

SUBSTANCE-RELATED AND ADDICTIVE DISORDERS

(8th Week)

Summary

There are many people who gain their 'happiness' by escaping negative feelings. To avoid their 'ordeals' they resort to the use of substances. However, the use of substances becomes pathological when causing a maladaptive behaviour at a social level. Substances, and especially alcohol and drugs, cause dependence and addiction. When there is dependence, abuse follows. That's when the person is at risk. The psychologist and mental health professionals must intervene immediately, because the person's life might be at risk from the excessive use. The person needs to follow a rehabilitation program which will be combined with psychotherapies.

Introductory Remarks

When a person goes through problems s/he feels s/he cannot handle, or when s/he is victimised, s/he looks for ways to dissociate from the oppression s/he feels. The most common avoidance method is the use of substances. Through these substances, s/he feels pleasure and thinks s/he pushes his/her negative feelings and pain away. In this way, s/he creates the illusion of control, and, as a result, s/he becomes distracted by his/her need and does not feel guilty about his/her addictive behaviour. However, all this is temporary. Once s/he returns to reality (sobriety), s/he realises that there exist important consequences and that the negative feelings and the pain are there. This realisation makes him/her feel very bad about his/her behaviour, and, as a result, his/her state deteriorates and his/her use is increased. This vicious cycle of dependence is the cause behind a person abusing substances.

DSM-5 defines substance abuse as the body's indulgence as time goes by. The amount of the substance consumption brings reduced results of pleasure or anxiety minimisation which makes a person gradually increase the quantity. Furthermore, dependence is related to the loss of control regarding the quantity and duration of the substance consumption, and the amount of time and energy spent in order to ensure the supply of the substance. DSM-5 defines substance abuse as the excessive consumption of a substance which gradually leads to clinical symptoms or/and a painful situation for the person abusing it. Abuse causes issues with work, as well as criminal involvement.

There are many signs to note in order to identify whether a person is addicted to substances. Starting from the psychological signs, the person isolates himself/herself, s/he has aggressive outbursts, s/he changes friends and gets involved with people who also use substances, and s/he sometimes steals or sells objects to secure his/her dose. With respect to the physical signs, s/he might experience nausea, and his/her sleep pattern and eating habits usually change.

The aetiopathogenesis of substance abuse varies. There exist indications that there might be a hereditary predisposition. Especially in the case of alcoholism, there is a genetic susceptibility in genes related to the development of dopamine receptors. Furthermore, family can also have a negative influence. A strong predictive factor of substance abuse in adolescence is the insecure attachment to the mother. Finally, there are also many social factors which might push a person to substance abuse, such as financial problems and unemployment.

Since addictive behaviour is, by nature, hard to overcome, it is advisable to seek the help of a mental health specialist or a rehabilitation association in order to receive adequate support. It is important to understand the reasons which lead to our dependence, to learn to control our impulse and to deal with problems using other methods. From a psychotherapeutic approach perspective, the person concerned will need to seek both individual therapies (such as psychoanalysis and cognitive-behavioural therapy) and group psychotherapies (such as rehabilitation support groups and skill development groups).

Aims/Objectives

The unit's main objective it for students to understand the meaning of dependence and substance abuse. To learn about psychoactive substances and to understand the cycle of addiction. Furthermore, it aims at presenting empirical research analysing the causes and tackling practices.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the meaning of dependence and abuse.
- Understand the cycle of addiction.
- Analyse the signs of addiction.
- Analyse its aetiopathogenesis.
- Understand the intervention options.
- Determine the points the psychologist will need to focus on for the psychotherapy to be effective.
- Understand the necessity of rehabilitation and substitution therapy.

Key Words

Addiction	Dependence	Abuse	Psychoactive substances	Rehabilitation	Sobriety

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 10: Substance use disorders. This chapter provides a good semantic distinction between dependence and abuse. Furthermore, it describes the epidemiology and symptoms of substance use disorders and provides a lot of information about the causes, therapies and main prevention approaches.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.

DSM-5 provides the criteria and symptoms of alcohol-related disorders and stimulant-related disorders.

Self-Assessment Exercises/Activities

Exercise 8.1

Describe a full rehabilitation program for a person diagnosed with either alcohol-related disorders or stimulant-related disorders. Describe the stages and aims of the programe. Your answer must not exceed 600 words.

Recommended number of work hours for the student

Approximately 10 hours

SEXUAL DYSFUNCTIONS AND PARAPHILIC DISORDERS

(9th Week)

Summary

Sexual behaviour is an important part of a person's personal and social life. When it presents problematic behaviours, then we notice either sexual dysfunctions or paraphilic disorders. Sexual dysfunctions refer to a disorder in the sexual function, therefore the affected person is unhappy and disturbed because s/he cannot be satisfied. On the other hand, paraphilias refer to a disorder in the sexual purpose. The way to tackle these problems depends on the type and aetiopathogenesis of each disorder. Generally, therapeutic choices vary and pharmacotherapy, psychotherapy or, even, surgery can be used.

Introductory Remarks

A person's sexual life and behaviour can directly affect his/her psychology and cause him/her serious issues, such as loss of confidence, severe discomfort or difficulty in fulfilling everyday obligations due to the excessive desire for a type of sexual expression. Based on DSM-5, there exist two categories of problematic behaviours concerning a person's sexual life. On one hand, we have sexual dysfunctions, while, on the other hand, we have paraphilic disorders.

A person's sexual function includes 4 phases: desire, erection, orgasm and ejaculation. When there is a persistent disorder in one of these normal sexual functions, and this causes intense discomfort, then we can say that the person might meet the criteria for a sexual dysfunction diagnosis. This disorder might be lifelong, acquired, general or situational. A basic criterion in diagnosing any sexual dysfunction is that the affected person must have a sexual issue in all, or almost all, cases of sexual activity with his/her partner. DSM-5 refers to 7 sexual dysfunctions: delayed ejaculation, erectile disorder, female orgasmic disorder, premature ejaculation, female sexual interest/arousal disorder and penetration disorder, male hypoactive sexual desire disorder.

The aetiopathogenesis of sexual dysfunctions varies. Certain studies have shown that there might be biological factors (such as a somatic disease, chemotherapy or some medication which negatively affects sexual activity), psychological factors (such as stressful situations, performance anxiety or fear of rejection), social factors (such as living conditions) and various issues which concern a person's lifestyle (such as a bad diet). These disorders are treated using pharmacotherapy (hormones), psychotherapy (sex therapy = psychoeducation, various erotic and sexual exercises, adapted to each given dysfunction, antianxiety support and couple's therapy) and surgery (eg. in cases of pelvic pain, mainly in women with vulvodynia caused by biological factors).

We continue with paraphilic disorders, whose main characteristic is persistent and recurring sexually arousing phantasies, urges or behaviours which concern unusual stimuli. Some examples of such stimuli are when a person is aroused by nonconsenting people or even children, by inanimate objects or/and by suffering and humiliation. The paraphilic stimulus is characterised by exclusivity. More specifically, the affected person cannot be aroused by any other stimulus. Based on DSM-5, there exist 8 paraphilias: exhibitionistic, voyeuristic, fetishistic, transvestic, frotteuristic, sexual sadism, sexual masochism and paedophilic disorders.

The symptoms of paraphilic disorders usually start following a traumatic experience of sexual abuse and substance or alcohol abuse. Furthermore, studies have shown that parents who punish their children by making them wear clothes of the opposite sex might predisposition them to being aroused by wearing clothes of the opposite sex. As far as treatment is concerned, studies have shown that paraphilic disorders can be treated effectively with behavioural therapy, which helps the person detach from specific types of arousal.

After describing the two categories of sexual disorders, we need to note that diagnosing them can be challenging. It is very rare for a person to seek such type of diagnosis, because these people are taken over by the feeling of shame. In addition, people with paraphilic disorders construct their lives in such a way so that they have their sexual stimulus close to them, and, as a result, they do not believe they have a problem.

Aims/Objectives

This unit's aim is to give general information about issues a person can have with his/her sexual activity. More specifically, it aims at analysing sexual dysfunctions and paraphilic disorders. Furthermore, it aims at presenting research findings associated with both the assessment of such cases and the difficulty in diagnosing them. Finally, this chapter analyses the aetiopathogenesis and the therapeutic interventions available.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the importance of a person's sexual life and when it dysfucntions.
- Analyse the issues causing sexual problems in the life of a person.
- Understand sexual dysfunctions and paraphilic disorders based on their symptoms.
- Understand the difficulty in diagnosing them.
- Analyse their aetiopathogenesis.
- Analyse the therapeutic interventions.

Key Words

Sexual activity	Sexual dysfunction	Paraphilia	Paraphilic stimulus	Paraphilic disorder
Delayed ejaculation	Erectile disorder	Female orgasmic disorder	Premature ejaculation	Penetration disorder
Female sexual interest/arousal disorder	Exhibitionistic disorder	Voyeuristic disorder	Fetishistic disorder	Sexual sadism
Sexual masochism	Transvestic disorder	Frotteuristic disorder	Paedophilic disorder	

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 12: Sexual disorders.
This chapter describes in a very easy-to-understand way the norms concerning sexuality, as well as the symptoms, causes and therapy of sexual disorders and paraphilias.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.
DSM-5 provides the criteria and symptoms of sexual dysfunctions and paraphilic disorders.

Self-Assessment Exercises/Activities

Exercise 9.1

Find a published case study of an adult with a sexual dysfunction (any type) and describe the patient's clinical picture, the causes and the therapy followed. Your answer must not exceed 500 words.

Exercise 9.2

Find a published case study of an adult with a paraphilic disorder (any disorder) and describe the patient's clinical picture, the causes and the therapy followed. Your answer must not exceed 500 words.

Recommended number of work hours for the student

Approximately 8 hours

FEEDING AND EATING DISORDERS

(10th Week)

Summary

Feeding and eating disorders are characterised by extreme feelings, thoughts and behaviours relating to food intake, weight and body image. The main feeding and eating disorders are anorexia nervosa, bulimia nervosa and binge eating disorder. These disorders are mainly due to complex factors, such as family problems, problems with social relations and to dysfunctional behaviours related to food. An important cause is the standard of the thin body. The intervention must be immediate and, depending on the symptoms, the affected person must join inpatient programs and receive cognitive-behavioural therapy.

Introductory Remarks

For years, feeding and eating disorders were considered to be neurogenic diseases. The support of psychological theories later led to the use of the term 'nervosa', which determines a persistent eating disorder which has severe negative consequences on a person's physical health and psychosocial functioning. The main feeding and eating disorders are anorexia nervosa, bulimia nervosa and binge eating disorder; however, DSM-5 also mentions Pica and Rumination Disorder.

In the case of anorexia nervosa, the patient maintains a very low weight for their body type, as a result of excessive preoccupation about his/her image and diet. S/he has a distorted perception of his/her body, since s/he is afraid of putting on weight. We must mention that the patient feels the hunger, but does not allows himself/herself to eat, because s/he will gain weight. Under certain circumstances, this disorder might lead the person to death, with a mortality rate in people suffering from anorexia nervosa at approximately 5%-10%. Anorexia nervosa is mainly caused by psychological and environmental factors. Psychological factors refer to obsessive-compulsive tendencies in a person's character which make him/her susceptible to hard diets. Another characteristic is perfectionism. With respect to environmental factors, it is important to emphasise the Western culture which promotes the image of a slim and fit person. The therapy involves hospitalisation and psychotherapy at the same time (cognitive-behavioural therapy) which lasts for years.

In the case of bulimia nervosa, the patient maintains a normal weight or slightly increased weight. The person experiences recurring binge eating episodes, but, because these are accompanied by guilt, s/he uses inappropriate compensatory behaviours in order to avoid gaining weight. The person feels ashamed and tries to hide his/her behaviour from others (either binge eating or causing himself/herself to vomit) and limits his/her social life. This disorder is more common than anorexia. Its most common cause is a person failing to follow a restrictive diet, and as a result, s/he reacts by eating excessively. The main aims

of the bulimia nervosa treatment are to tackle the physical complications (gastrointestinal issues, tooth erosion, etc.), to change the thoughts and beliefs which sustain the bulimic behaviour, and to interrupt the vicious cycle of binge eating-vomiting. As far as the psychological approach is concerned, we use cognitive-behavioural therapy, family and interpersonal therapy.

In the case of binge eating, the main characteristic is compulsive binge eating. Recurrent episode of binge eating is characterized by eating a large amount of food, in a discrete period, compared to normal eating and by lack of control. This episode is also associated by eating rapidly and feeling uncomfortably full. The feeling of hunger stops when a strong feeling of discomfort and self-resentment emerges. The causes of binge eating disorder are not quite clear. Psychological factors concern early bond relationships, the difficulties and dysfunctions in the family, interpersonal relations, and emotional neglect. Social factors concern the value of the slim body. At the same time, parents using food to reward, pacify or entice their children, affect their attitude towards food and its symbolic value. It is treated with a loss of weight and psychotherapy. Psychotherapy focuses on the behavioural responses and mechanisms sustaining it. The method of self-observation is also used very often.

Aims/Objectives

This unit aims at presenting feeding and eating disorders. Despite the fact that it mentions all these disorders, it only analyses anorexia nervosa, bulimia nervosa and binge eating disorder in-depth. It analyses the epidemiology, aetiopathogenesis and therapies of these three disorders. It also focuses on scientific findings and recent bibliography concerning these disorders.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the symptoms and clinical picture of anorexia, bulimia and binge eating.
- Understand when there is comorbidity.
- Analyse their aetiopathogenesis and therapeutic interventions.

Key Words

Anorexia nervosa	Bulimia nervosa	Binge eating disorder	Binge eating episode	Compensatory behaviour

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 11: Eating disorders.
    - This chapter makes a distinction between the different types of feeding and eating disorders. In addition, it describes the symptoms, negative physical impact, risk factors, main causes and treatment methods.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.

DSM-5 provides the criteria and symptoms of eating disorders.

- Thomas, M., & Drake, M. (2012). Cognitive Behaviour Therapy: Case Studies. London: Sage Publications. Chapter 11: Client Presenting with Chronic Bulimia Nervosa. Chapter 12: Client Presenting with Chronic Anorexia Nervosa.

These chapters present the case studies of a person with bulimia nervosa and a person with anorexia nervosa.

Self-Assessment Exercises/Activities

Exercise 10.1

Describe the clinical picture and accompanying characteristics of a patient with anorexia nervosa. Your answer must not exceed 300 words.

Exercise 10.2

Note the main differences between bulimia nervosa and binge eating disorder. Your answer must not exceed 400 words.

Recommended number of work hours for the student

Approximately 8 hours

NEUROCOGNITIVE DISORDERS

(11th Week)

Summary

Neurocognitive disorders are mental disorders caused by neurological conditions, such as Alzheimer's disease, frontotemporal cognitive disorder, cognitive disorder with Lewy bodies, vascular cognitive disorder, traumatic brain injury, HIV infection, Prion disease, Huntington disease and Parkinson's disease. The cognitive functions affected in these cases are the ability to learn, memory, attention, concentration, perception, speech, the executive function and social skills. According to DSM-5, these disorders are divided into major and mild.

Introductory Remarks

The main characteristic of neurological disorders is dementia. This term encompasses the total amount of symptoms indicating a disorder of the cognitive functions which appear in late adulthood. Dementia is a syndrome resulting from a cerebral disease, usually of chronic or progressive nature, in which there is a disorder of multiple upper cortical functions, including memory, thinking, orientation, comprehension, calculation, learning capacity, language and judgment. In the last version of the DSM, the term 'dementia' is limited, while the term 'neurocognitive disorders' is introduced. According to the DSM-5 criteria, a person can be diagnosed with a neurocognitive disorder when one or more cognitive functions underperforms. This disorder can be deemed mild when it involves only a limited impairment of the cognitive functions, or major when it involves a severe dysfunction. The impairment is usually determined based on the extent to which the disorder affects the person's level of independence.

At the same time, we need to note that both in mild and major neurocognitive disorders, the reduction in functionality is enough to catch the attention of people around the patient and make them seek help. The most common early signs are the difficulty to remember recent events and behavioural changes (apathy, self-neglect and limited activity).

The main cause of these disorders is a brain anomaly which limits the person's skills. Therefore, for a person to be diagnosed, his/her symptoms must be associated with a medical condition (which affects the brain) and not with any psychological or stress factor.

In the case of a neurocognitive disorder, the check-up must be carried out by a neuropsychologist and a psychiatrist, who should be specialised in old age. As far as treatments are concerned, apart from medication (which will aim at adjusting brain functions and improving memory), psychotherapy is also required, together with psychosocial support to both the patient and his/her family. The main aim of psychotherapy is to first understand the symptoms and the condition (including the difficulties these people face in their everyday lives). At the same time, a combination of

medication, mobilisation/occupational therapy and psychosocial interventions is required to delay the disease's progression as much as possible and to improve the elder person's quality of life.

Aims/Objectives

The main objective of this unit is to present neurocognitive disorders. It aims at emphasising their clinical picture, causes and best therapy. An important part of this chapter is learning to identify early signs and taking preventive action.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the characteristics of the different neurocognitive disorders.
- Understand their symptoms.
- Identify early signs.
- Analyse their aetiopathogenesis.
- Analyse good ways to prevent and deal with them.

Key Words

Neurocognitive disorder	Dementia	Cognitive functions	Alzheimer's disease	Frontotemporal cognitive disorder
Cognitive disorder with Lewy bodies	Vascular cognitive disorder	Traumatic brain injury	HIV	Prion disease
Huntington disease	Parkinson's disease			

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 14: Late life and neurocognitive disorders.

This chapter deals with dementia and the disorders associated with old age, including their symptoms, aetiology and therapy. Remember that this book uses DSM-IV-TR, while in our course we apply DSM-5. The older version of the DSM talked about dementia, while DSM-5 refers to the term 'neurocognitive disorder'.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.

DSM-5 provides the criteria and symptoms of neurocognitive disorders.

- Sachs-Ericsson, N. (2014). The new DSM-5 diagnosis of mild neurocognitive disorder and its relation to research in mild cognitive impairment. Journal of Aging and Mental Health, 19(1), 2-12.

This article explains the symptoms of mild neurocognitive disorders. It explains the difference between a mild and a major disorder and analyses their impact on a person's quality of life.

- Simpson, J. R. (2014). DSM-5 and neurocognitive disorders. The Journal of American Academy of Psychiatry and the Law, 42(2), 159-164).

This is an excellent article containing all the information we need on neurocognitive disorders. It explains the diagnostic criteria of these disorders, their aetiopathogenesis and their impact on a patient's life.

Self-Assessment Exercises/Activities

Exercise 11.1

Describe how a brain damage can cause a neurocognitive disorder. Your answer must not exceed 200 words.

Recommended number of work hours for the student

Approximately 8 hours

CHILD PSYCHOPATHOLOGY

(12th Week)

Summary

Psychopathology during childhood is a complex and important issue because of the severe consequences they can have later in life. If these disorders are not identified and treated on time, they tend to progress as the child grows up. The most common ones are autism, attention deficit/hyperactivity disorder, oppositional defiant disorder and conduct disorder. Because we are dealing with children, parents are responsible for seeking help. The psychologist, by analysing the child's developmental stage and history, will use appropriate therapeutic strategies and techniques which will cause the symptoms/problematic behaviours' remission or elimination.

Introductory Remarks

Mental health in children and teenagers is a very important part of social and public health. 2 in 10 children approximately present psychopathological problems; this is considered to be a significant percentage. Generally, it is hard to identify signs of psychopathology in children. Normal development varies from child to child, which makes symptoms hard to identify and define. In addition, young children find it hard to express their feelings, another problem occurs in diagnosis. Nevertheless, there are warning signs which can be identified by their close ones (parents and teachers), who will take the child for assessment and treatment. These signs are: limited will, fear, oversensitivity, tension and arguing, difficulty to focus and physical discomfort.

The most common disorders in infants and toddlers are autism, separation anxiety disorder and ADHD, while the most common disorders in childhood are oppositional defiant disorder and conduct disorder. Sometimes they also present specific phobias.

First, separation anxiety disorder is characterised by strong anxiety when a child is separated from people close to it. The child panics and worries about potential risks threatening its family. Then, autism is a disorder divided into three categories: extreme social isolation, a pathological need for similarity and non-communicative speech. These children present difficulties in understanding feelings, they do not share their interests, they have an irregular tone of voice, they use language incorrectly, they avoid eye contact, they follow a strict routine and they have trouble adapting. Then we have attention deficit hyperactivity disorder where children present hyperactive, inattentive and impulsive behaviours which are inconsistent with their developmental stage. Its main characteristics are difficulty to focus and pay attention, difficulty to control impulses and hyperactivity. The child might present the hyperactive type, the impulsive type or the inattentive type. Afterwards, we have oppositional defiant disorder which is a disorder involving mild behavioural problems. The child always wants to have his/her ways, and that is why the child bursts in anger when this is not the case. The child is defiant and refuses to comply

with rules. Of course, during times when the child experiences pleasant activities, s/he is collaborative and obedient. Finally, conduct disorder is a disorder involving severe behavioural problems, with a recurring and persistent type of behaviour which is based on violating the basic rights of others. These children very often use lies to deceive and win others over. They express behaviours which involve stealing and destroying other people's property, they are aggressive, and they avoid their responsibilities.

To diagnose any disorder in children, it is important to make a full assessment which will include clinical interviews with the child and his/her parents, an analysis of the progression setting and an assessment of the child's cognitive and intellectual function. As part of a full assessment, the causes of these behaviours will also need to be analysed. In the research field, there is a tendency to support that these disorders (except separation anxiety disorder) involve biological factors, such as a brain anomaly or a difficult temperament. Furthermore, family factors (parenting style) and the attachment bond also play an important part. Psychotherapy must always be multi-systemic and include cognitive-behavioural therapy, family therapy, the identification of feelings and psychoeducation.

Aims/Objectives

The main objective of this unit is to give the general picture of the childhood disorders. It aims at presenting the clinical picture of the main disorders which appear at this age, at describing the difficulties psychologists who deal with children have to face, and at examining various risk factors. Another objective is to present the intervention options.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the developmental setting of the child to be able to distinguish between normal and abnormal behaviour.
- Identify the symptomatology of the main disorders which appear at these ages.
- Identify any warning signs.
- Understand the difficulties in diagnosing them.
- Understand their aetiopathogenesis.
- Understand the intervention.

Key Words

Separation anxiety disorder	Autism	ADHD	Oppositional defiant disorder	Conduct disorder

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 13: Disorders of childhood
This chapter deals with the issues resulting with respect to the classification of psychopathology in children. Furthermore, it describes the clinical picture, symptoms, aetiology and therapy of ADHD and autism. It provides examples of case studies to better understand the disorders.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.
DSM-5 provides the criteria and symptoms of disorders appears in infancy and childhood.

Self-Assessment Exercises/Activities

Exercise 12.1

Find a case study of a child diagnosed with a disorder and present it in a PowerPoint format. This presentation must not exceed 30 slides.

The activity corresponds to 4% of the overall grade of the course.

Exercise 12.2

Analyze two risk factors which might trigger the development of the symptoms of any disorder. This answer must not exceed 300 words.

The activity corresponds to 6% of the overall grade of the course.

Recommended number of work hours for the student

Approximately 18 hours

ADOLESCENT PSYCHOPATHOLOGY

(13th Week)

Summary

Adolescence is a paradoxical period, where an adolescent turns to his/her friends, but, at the same time, is afraid to distance himself/herself from the safety environment provided by his/her parents. More specifically, during adolescence, teenagers present a high rate of depression, suicide, substance abuse, food intake disorders and anxiety disorders. All these disorders, which primarily emerge during adolescence, are also very likely to progress negatively in adulthood. The best prevention is treating them immediately.

Introductory Remarks

Adolescence is a vulnerable age where, on one hand, processes of growth and improvement prevail (with respect to knowledge, learning and decision-making) and, on the other hand, there appear risk-taking behaviours and frequent exposure to real risk. Because of the way teenagers think (making assumptions, checking assumptions, controlling the cause – result), they function in a very judgmental way and contest everything.

The main characteristics of adolescent psychopathology are strong emotional responses, egocentrism, conflict and a sense of self-efficiency. Teenagers are more sensitive when it comes to their feelings. All these make them very vulnerable to developing psychopathology. The main reasons why a teenager might develop psychopathological symptoms are low confidence levels, low self-esteem, a feeling of shame (they are often ashamed of their image and desires), irritability, de-idolisation of his/her parents combined with a strong need for friendship and a romantic relationship (they adopt their friends' behaviours to fill in the void their parents leave), and a period of shadows (everything seems problematic, and, consequently, this creates tension and melancholy).

At the same time, scientific findings support that one of the main causes of adolescence disorders is the fear for the future, which is born out of social instability and the financial crisis. Furthermore, their environment has changed from being direct to indirect. Due to the numerous technological advancements, they spend unlimited time on the media. This has changed the definition of social relations. Close friendships and good company (few people) have turned into big social networks.

The most common adolescence disorders are anxiety disorder, depression, substance abuse, suicide and food intake disorders. First, anxiety disorders are characterised by severe and persistent anxiety which makes them internalise their feelings. Then, depression during adolescence appears with a prolonged feeling of sadness, excessive worry, strong self-criticism and physical discomfort. Adolescence depression strongly coexists with suicidal ideation. That is why the presence of suicide is prominent at this

age. Then, substance abuse is characterised by a strong dependence on stimulants and alcohol. Finally, we have food intake disorders where girls, mainly, are excessively preoccupied with their body and, as a result, they develop anorexia or bulimia. It is important to mention that psychopathology develops and is regulated in the same way as other developmental areas. Adolescence is the period where psychopathology continues or changes. For example, the roles and responsibilities acquired in adolescence cause severe anxiety and, consequently, people cannot acquire the roles they need in adulthood.

Generally, to deal with adolescence mental disorders we use psychotherapy. The various interventions are family consultation, and personal and group psychotherapy for the adolescent. Furthermore, we apply pharmacotherapy where deemed necessary and, in special cases (eg. suicidability), short hospitalisation or monitoring in adolescent units (eg. units for adolescents with anorexia).

Aims/Objectives

The main objective of this unit is to present adolescent psychopathology. More specifically, it analyses the importance of this age and the complexity of adolescent behaviour. Furthermore, it aims at presenting the main disorders emerging during adolescence, including their symptoms, aetiopathogenesis and interventions. Also, this chapter focuses on the progression of adolescence disorders.

Learning Outcomes

After studying this unit, you must be able to:

- Understand the developmental setting of adolescence and the complexity of a teenager's character and personality.
- Understand the risk factors and causes.
- Identify the main disorders and their symptomatology emerging during adolescence.
- Understand their progression.
- Analyse their aetiopathogenesis.
- Assess the therapeutic interventions.

Key Words

Paradoxical period	Egocentrism	Risk-taking behaviours	Self-efficiency	Developmental psychopathology
Anxiety disorders	Depression	Suicidal ideation	Suicide	Substance abuse
Anorexia	Bulimia			

Annotated Bibliography

For the educational needs of this unit, material from the sources below is used:

Basic Sources/Material

- Kring, A. M., & Johnson, S. L. (2017). Abnormal Psychology: The Science and Treatment of Psychological Disorder (14th Edition). Chapter 13: Disorders of childhood
There is a section in this chapter which is referred to internalizing disorders presented during adolescence.

Supplementary Sources/Material

- American Psychological Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington DC: APA Publications.
DSM-5 provides the criteria and symptoms of disorders appears during adolescence.

Self-Assessment Exercises/Activities

Exercise 13.1

Explain developmental psychopathology and how adolescence mental disorders progress during adulthood. Your answer must not exceed 500 words

Submission of assignment

Submission of 2nd assignment. This assignment must be constructed individually and is titled as “Choose either PTSD or Eating Disorder and critically evaluate 2 assessment tools using for diagnosis and 2 therapeutic interventions”. The students are expected to submit the 2nd assignment of this course which is due in the 13th week. It corresponds to 20% of the overall grade of the course.

Recommended number of work hours for the student

Approximately 20 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

FINAL EXAMINATION

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

The Theoretical Background of Psychopathology

(1st Week)

Exercise 1.1

In this exercise, the student will have to assess all theoretical approaches. More specifically, by the use of background research, s/he will have to document and explain an advantage and a disadvantage of each approach. It is advisable to also provide examples in order to better explain the advantage and disadvantage of each approach.

The Biopsychosocial Approach

(2nd Week)

Exercise 2.1

This answer will need to include a good description of the two models of the biopsychosocial approach: the diathesis-stress model and the reciprocal gene-environment model. These descriptions should clearly refer to the 3 dimensions of the biopsychosocial approach: the biological, psychological and social factors. Furthermore, it should provide two examples of abnormal behaviour which will be explained using the two models.

Intellectual, Behavioural and Personality Assessment

(3rd Week)

Exercise 3.1

This answer must include the choice of a psychometric tool which measures either intelligence, behaviour or personality. The student must describe the tool very briefly and use articles proving its validity and reliability.

Clinical Interview and the 1st Meeting

(4th Week)

Exercise 4.1

This answer must present a semi-structured interview a clinical psychologist intends to follow in order to assess a person suffering from depression. The student will, basically, have to present one-by-one all the questions the therapist will asked, by taking into account the content of the 1st meeting/interview mentioned in this chapter. S/he will have to write down questions about all the parts of the clinical interview.

Exercise 4.2

In this answer, the student will need to assess the skills of a psychologist. Basically, s/he will have to mention the basic principles of a clinical interview, the main issues to be taken into account (both with respect to the communication with the patient and the content of the interview), and, finally, s/he will have to talk about the skills of listening. All these points will need to be included according to the student's judgment. It is essential to argue about the importance of each part.

Somatic Symptom-Related Disorders

(5th Week)

Exercise 5.1

In this answer, the student must use DSM-5 to identify three main symptoms of SSD. Then, s/he will have to present it and provide a behavioural example in order to explain it.

Exercise 5.2

Psychodynamic factors play an important role in assessing the aetiology of somatic symptom disorders. For this reason, the student will have to explain their importance, refer to the primary and secondary benefit which acts as a cause (in combination with the 'benefit'), and also refer to the mental conflict and its general impact.

Dissociative Disorders

(6th Week)

Exercise 6.1

In this answer, the student will need to mention the three types of dissociative disorders. More specifically, s/he will first have to talk about each disorder's symptoms and then briefly present the behaviours of such patients.

Exercise 6.2

In this exercise, the student will need to research his/her references thoroughly and find a recently published article which will refer to the aetiopathogenesis of dissociative disorders S/he needs to assess only one of the three. Then, s/he will need to present the article and describe the causes it analyses so as to explain its aetiology.

Submission of 1st assignment.

This assignment is personal and must be submitted in writing by the end of the 6th week. This assignment will be assessed based on its structure, bibliographical review and the valid content of the sources the student used, the development of a critical approach and the documentation of the references. Furthermore, the correct use of the language, the written speech used, and the proofreading of the assignment will also be assessed. No indicative answer is provided for this assignment, since it corresponds to 20% of the overall grade of the course.

Post-traumatic Stress Disorder

(7th Week)

Exercise 7.1

In this answer, the student will need to describe the basic features of exposure therapy. S/he will need to refer to the way in which this therapy minimises the symptoms of post-traumatic stress disorder. S/he will then have to present 2 scientific articles proving that this therapy is effective, valid and reliable.

Exercise 7.2

In this exercise, the student will need to analyse 2 protective factors which help people who experienced a traumatic event not develop this disorder. S/he will basically have to describe how these factors have a positive impact.

Substance-Related and Addictive Disorder

(8th Week)

Exercise 8.1

In this exercise, the student will need to describe a full rehabilitation program which includes pharmacotherapy, psychotherapy and substitution therapy. S/he will need to talk about the various health professionals working as a team to help these patients. S/he will also need to present both the general and specific aims of such a program, and, finally, a time schedule with the meetings, techniques and guidelines the patient will need to follow. It is advised for the student to talk briefly about the possibility of relapse. The student will need to choose to talk either about stimulants (drugs) or alcohol.

Sexual Dysfunctions and Paraphilic Disorders

(9th Week)

Exercise 9.1

In this exercise, the student will need to find a case study published in a scientific journal, presenting an adult diagnosed with a sexual dysfunction. Then, the student will need to first specify which disorder the patient presents, and then talk about the symptoms (with specific reference to the case in question). Then, s/he will need to mention the cause (which will be identified in the patient's history) and, finally, s/he will have to talk briefly about the therapy followed.

Exercise 9.2

In this exercise, the student will need to find a case study published in a scientific journal, presenting an adult diagnosed with a paraphilic disorder. Then, the student will need to first specify which disorder the patient presents, and then talk about the symptoms (with specific reference to the case in question). Then, s/he will need to mention the cause (which will be identified in the patient's history) and, finally, s/he will have to talk briefly about the therapy followed.

Feeding and Eating Disorders

(10th Week)

Exercise 10.1

In this exercise, the student will first need to describe the symptoms of anorexia nervosa and give behavioural examples. Then, s/he will need to explain how these symptoms negatively affect the person's functionality. Finally, s/he will need to refer to the characteristics accompanying this disorder.

Exercise 10.2

In this exercise, the student will need to describe the main differences between bulimia nervosa and binge eating disorder. More specifically, s/he will have to refer to the symptoms, causes and therapies. The answer must focus on the differences between the two disorders, as opposed to describing them generally.

Neurocognitive Disorders

(11th Week)

Exercise 11.1

In this exercise, the student will need to refer to the bibliography and find articles explaining brain damage and its relation to the neurocognitive disorder. Essentially, s/he will need to explain how the brain is associated with a person's cognitive functions and how a brain damage can cause an impairment in the functioning of a person's cognitive skills, resulting in the development of a neurocognitive disorder. The student must analyse only one type of brain damage and refer to one disease.

Child Psychopathology

(12th Week)

Exercise 12.1

This exercise will have the form of a presentation. It corresponds to 4% of the overall grade and, for this reason, no answer will be provided.

Exercise 12.2

This exercise will have the form of a small essay. It corresponds to 6% of the overall grade and, for this reason, no answer will be provided.

Adolescent Psychopathology

(13th Week)

Exercise 13.1

The student's answer must start with a definition of developmental psychopathology and an explanation of the term. At this point, s/he will need to refer to what this topic examines. In the second part of this exercise, the student will need to talk specifically about the progression of adolescence disorders in adulthood. S/he will have to talk about each disorder individually and explain how they develop in adulthood, if they work as a predictive factor for other disorders and how they affect adulthood.

Submission of 2nd assignment.

This assignment is personal and must be submitted in writing by the end of the 13th week. This assignment will be assessed based on its structure, bibliographical review and the valid content of the sources the student used, the development of a critical approach and the documentation of the references. Furthermore, the correct use of the language, the written speech used and the proofreading of the assignment will also be assessed. No indicative answer is provided for this assignment, since it corresponds to 20% of the overall grade of the course.

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC345: Psychopathology II	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic.	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropri	

				Moderate use of sources in text.	use of sources in text.	ate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justificatio n of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instruction s or the material deviates from the title. Very little or irrelevant knowledge and inadequat e links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: PSYCHOTHERAPEUTIC APPROACHES

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC350**	**Psychotherapeutic Approaches**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Web based Teleconferences: Up to 6
Class Weeks/Exams	14	1	13
Number of Assignments	3 assessed exercises and 2 assignments		
Assessment	Assignments 50% (10% for assessed exercises and 40% for assignments)	Final Examination (50%)	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr. Christina Theodoulidou
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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Introduction

Dear students,

Welcome to the course!

This Study Guide refers to the course titled ‘Psychotherapeutic Approaches’, offered in the context of the Distance Learning programme in Psychology at European University. The Guide is reviewed and complemented on a yearly basis, based on the changes in the educational material posted on the platform.

Its purpose is to guide students and maximise the utility of the educational material posted on the platform. Please use this Guide in your systematic study during the semester. The Guide must be used complementary to the course plan. You will find all the files on the course’s online platform.

The Study Guide is structured per week and per topic and includes a summary and some very brief introductory remarks, the aim and learning outcomes, key words – basic concepts, annotated bibliography, recommended number of work hours for the student, exercises of self-assessment, critical thinking and case studies, with indicative answers at the end, aiming at a more meaningful understanding of the content, the definitions and the concepts of each section.

In addition to the time dedicated to study, the recommended number of work hours per week includes the attendance of the (tele) meetings and Group Consultation Meetings, bibliography search, the drafting of assignments, weekly exercises, etc. Although it goes without saying, it should be noted that the Study Guide does not in any way substitute the educational material posted on the platform, which students must read carefully and assimilate, in order to be able to satisfy the requirements of the Programme and successfully complete the module.

Your active participation in the platform is of critical importance, as it facilitates constructive dialogue, reflection and, ultimately, learning. Through your participation in the various online meetings, you will enrich your knowledge, enhance your critical thinking on course-related issues and, in any event, duly prepare yourselves for the assignment and the final examination.

The aim of the course is to introduce students to the basic concepts and principles of psychotherapy. The course provides students the opportunity to come in contact with the various psychotherapeutic approaches and the methodologies they use, but also their efficacy in general. Moreover, through the introduction of students to the various models and schools of thought, they can make comparisons and therefore gain critical skills to assess the advantages and disadvantages of each approach.

It is expected that, on completion of the course, students will be able to:

1. Identify the main theories in psychotherapy
2. Describe the processes involved in psychotherapy
3. Identify specific psychotherapy issues
4. Summarise the moral and ethical principles of psychotherapy

Do not forget that I am always at your disposal for any queries and clarifications.

Wishing you a good start!

1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

A psychologist is involved in studying, understanding and interpreting mental phenomena and the manifestations of normal or deviating behaviours, not only of individuals but also of social groups. A psychologist is a scientist who engages in predicting, diagnosing and dealing with mental disorders. A psychologist must genuinely respect and essentially care for people, their needs and their peculiarities. He/She must be objective in his/her judgment - bias-free - and have patience, calmness, persuasion and communication skills, in order to be accepted by the people who seek his/her services. Responsibility and confidentiality also pertain to the indispensable personal traits of a psychologist.

GENERAL OBJECTIVES**:**

- To develop the students' capacity to think, write and speak effectively and creatively;
- To develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- To develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- To build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- To provide students with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- To provide students with a solid training in psychology and its methods;
- To foster awareness of contemporary developments and issues in psychology;
- To prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;

- To provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

LEARNING OUTCOMES:

Upon successful completion of the programme, students will be able to:

- Have detailed knowledge and understanding of a range of current models, theories, concepts and research outcomes in key areas of psychology;
- Apply a wide range of psychological concepts to understand behaviour in various contexts;
- Confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods;
- Evaluate information in order to plan and implement investigative and research strategies;
- Work independently within a structured context;
- Work effectively in a team;
- Appreciate the importance of professional development;
- Take responsibility for their own learning and self-development;
- Demonstrate the ability to comprehend and creatively combine multiple perspectives.

Presentation of the Course through the Study Guide

Short description

To introduce students to the basic concepts and principles of psychotherapy. The course provides students the opportunity to come in contact with the various psychotherapeutic approaches and the methodologies they use, but also their efficacy in general. Moreover, through the introduction of students to the various models and schools of thought, they can make comparisons and therefore gain critical skills to assess the advantages and disadvantages of each approach.

Objectives

It is expected that, on completion of the course, students will be able to:

1. Identify the main theories in psychotherapy
2. Describe the processes involved in psychotherapy
3. Identify specific psychotherapy issues
4. Summarise the moral and ethical principles of psychotherapy

Recommended student work time

Approximately 5 hours (including the study of the Guide).

Introduction to Psychotherapeutic Approaches. The Historical Beginnings of Psychotherapy

(1st Week)

Summary

This first lecture introduces students to the world of psychotherapy and describes its history, examining the social conditions through which the various psychotherapeutic approaches have emerged. It introduces a discussion / reflection on the existence of common or, on the contrary, specific, therapeutic factors.

Introductory Remarks

Psychotherapy (individual, group and family / couples) is a practice designed to promote mental health using different methods (Barlow, 2008; Carr, 2009; Hoffman & Weinberger, 2007; Wampold, 2010).

There are many types of psychotherapy, with different processes and philosophy. Some of them constitute evidence-based practice, whilst others are difficult to test in an empirical manner and are based more on theoretical models. Despite the disagreements in bibliography regarding evidence-based practice, the therapeutic relationship appears to be the connecting link, given that its significance is acknowledged by all psychotherapeutic approaches. The therapeutic relationship concerns the relationship between the therapist and the person receiving therapy, which includes both a bond between them and an agreement on the goals and the content of the therapy (Karver, Handelsman, Fields & Bickman, 2006; Lambert, 2004; Norcross, 2011).

Moreover, different views appear to emerge in international bibliography on the therapeutic factors, i.e. the factors that promote the achievement of therapeutic results. On the one hand, the common factors approach refers to the existence of factors that co-exist in all psychotherapeutic approaches. On the other hand, a multitude of studies have attempted to isolate factors that are specific to the different therapy models.

Aims/Objectives

The aim of the course is to familiarise students with the history of psychotherapy and the recognition of the different approaches. The course also aims to activate the critical thinking of students on evidence-based practice in the psychotherapeutic approaches and the factors that bring about therapeutic change.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand what psychotherapy is and identify the different psychotherapeutic approaches
- Know the history of psychotherapy and the social conditions in which the various approaches have emerged
- Develop a critical reflection on the existence of common therapeutic factors in the different psychotherapeutic approaches and/or the existence of specific factors that promote therapeutic change
- Reflect on issues relating to the therapeutic factors in the various approaches from multiple perspectives
- Understand the concept of evidence-based practice and develop a critical perspective on the various issues that arise.

Key Words

History of psychotherapeutic approaches	Evidence-based practice	Common therapeutic factors	Specific factors in psychotherapy

Annotated Bibliography

Basic Sources/Material

Wampold, B. (2015). How important are the common factors in psychotherapy? An update. World Psychiatry, 14, 270-277

An article which discusses the issue of common factors in psychotherapy.

Self-Assessment Exercises/Activities

Exercise 1.1

Are there common therapeutic factors in all psychotherapeutic approaches or, rather, is therapeutic change the result of specific factors associated with certain models? Conduct a bibliography review and state your opinion.

Recommended number of work hours for the student

8 hours.

Person-centered Approach

(2nd Week)

Summary

The lesson begins with a presentation of the main theoretical and philosophical principles on which person-centered therapy is based. Students are introduced to the specific characteristics of the person-centered approach, with a focus on the therapeutic relationship, the therapeutic conditions as determined by Carl Rogers and the ways of achieving therapeutic change.

Introductory Remarks

"Rogers stressed that the complexity of behaviour can only be understood in relation to the whole individual... he embraced a holistic view of personality, the view that man behaves as a single organism and that his purpose cannot be sought by reference to its components" (Hjelle & Ziegler, 1992, p. 497-498). The person-centered approach perceives the individual as a whole and approaches it free of diagnostic and psychological filters. According to this approach, the individual has an inherent tendency for **self-actualisation**, knowledge and acceptance of self, independence, free expression of thoughts and feelings and a sense of fulfilment. However, the environment often establishes conditions of worth, i.e. prerequisites for the acceptance of the individual, which influence his/her self-image and behaviour. The centre of evaluation focuses on others and the individual acquires an external focus of evaluation.

In the person-centered approach, reality is perceived through the fundamental principles of phenomenology and existentialism. It is therefore thought that the subjective perception and sense of reality define a person's behaviour. There is no objective and absolute reality common to all, but the reality of each individual is real for each individual at the given moment.

The client-centered / person-centered approach is a key component of the "third force" of the humanistic psychology movement of the 1950s and 1960s. Person-centered therapy is shaped by phenomenological reflection and highlights the self-perception of the individual and the ability for growth and fulfilment. The therapeutic change relies on the existence of a therapeutic relationship characterised by unconditional acceptance, compatibility and empathy. The above are the basic conditions for the existence of a therapeutic relationship and, ultimately, the achievement of therapeutic change.

Aims/Objectives

The aim of this section is to provide an in-depth understanding of the person-centered approach, with a focus on the theoretical and philosophical foundations, the key role of

the therapeutic relationship and the process of therapeutic change. The objective is to familiarise students, through case studies, with the effect of the conditions of worth on the journey towards self-actualisation and the understanding of the ways in which therapeutic conditions can provide a corrective experience.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Describe the theoretical and philosophical principles of the person-centered approach
- Describe the characteristics of the therapeutic relationship and its place in the person-centered approach
- Understand the concept of phenomenology
- Understand what we mean by conditions of worth and how they prevent self-actualisation
- Describe the therapeutic change in the person-centered approach and the stages it follows.

Key Words

Phenomenology	Self-actualisation	Conditions of worth	Therapeutic conditions	Actualisation

Annotated Bibliography

Basic Sources/Material

Potamianos, G.A. & Anagnostopoulos, F. (2012). Personality: Theories, Clinical Practice and Research. Athens: Papazisis Publications.

Chapter 6 titled “The person-centered approach of C. Rogers” by Poly Iosiphides and Ioulios Iosiphides provides a detailed description of the person-centered approach.

Supplementary Sources/Material

Baldwin, M. (1987). Interview with Carl Rogers On the Use of the Self in Therapy. Journal of Psychotherapy & The Family, 3 (1), 45-52, DOI: 10.1300/J287v03n01_06

It offers a description of the use of self by Carl Rogers himself. This classic article explains in detail the concepts of therapeutic relationship and connection with the client in the person-centered intervention.

Self-Assessment Exercises/Activities

Exercise 2.1

How is reality perceived through the person-centered approach?

Exercise 2.2

How is the therapeutic relationship described in the person-centered approach?

Recommended number of work hours for the student

8 hours.

The Cognitive – Behavioural Approach

(3rd Week)

Summary

In this lesson, students are first introduced to the theoretical foundations of the Cognitive – Behavioural Approach and thereafter to the characteristics of this approach. Issues relating to the therapeutic alliance in the context of the approach are also discussed.

Introductory Remarks

The behavioural roots of the approach place an emphasis on learning processes through classical and operant conditioning, the direct observation of behaviour and the monitoring of behaviour change. The cognitive dimension to this approach was shaped through the emphasis on processes of maladaptive thinking. Cognitive behaviourists are in favour of a purposeful, coherent approach, using various cognitive and behavioural techniques.

Cognitive behavioural therapy is short-term and aims at modifying negative thoughts and replacing them with more realistic ones. It relies on the principle that behaviour and emotion derive from cognition, thought. The therapist focuses on the “here and now” and is actively involved in the treatment. According to this approach, the way we interpret the world determines our emotions. At the same time, behaviour has a strong impact on maintaining / changing our thoughts.

In cognitive behavioural therapy, the present becomes the reference framework for understanding and change. This approach is based on the empirical principle according to which therapies are assessed using scientific data. It is pointed out that this is an evidence-based approach, which is recommended for several disorders and forms part of several clinical guidelines.

The therapeutic relationship is considered to be “necessary but not sufficient”, supporting the key role of the techniques and structured interventions in view of achieving therapeutic change. The relationship is characterised by collaborative empiricism, in other words a spirit of collaboration with the aim of shaping the right conditions for the manner in which the problems of the person receiving therapy have emerged and their causes. The therapist has a direct role to play, providing feedback, encouragement and explanations to the person receiving therapy. This approach employs cognitive and behavioural techniques to achieve clear, realistic and feasible objectives in terms of time.

Aims/Objectives

The aim of this section is to provide an introduction to the theoretical principles of the cognitive – behavioural approach and familiarise students with the therapy model.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Describe the theoretical foundations on which the development of the therapy model was based
- Understand the characteristics of the therapeutic alliance and the ways in which it differs from the therapeutic relationship in other approaches
- Identify the main cognitive and behavioural techniques used in this approach
- Understand the association of thought with emotion and behaviour.

Key Words

Behavioural theory	Cognitive theory	Relation between emotion and behaviour	Therapeutic alliance	Cognitive restructuring	Behavioural / cognitive techniques

Annotated Bibliography

Basic Sources/Material

Charila, N. (2007). The role of the psychotherapeutic relationship in the cognitive-behavioural approach: From the initial phase of the clinical assessment to the final phase of psychotherapeutic change. Tetradia Psychiatrikis, 98, 92-99.

The article addresses the relationship in the context of the cognitive behavioural approach and throughout the therapeutic process.

Papacostas, I. (1994). Cognitive Psychotherapy. Athens: Institute of Research and Behavioural Therapy.

A comprehensive description of cognitive psychotherapy.

Supplementary Sources/Material

Potamianos, G.A. & Anagnostopoulos, F. (2012). Personality: Theories, Clinical Practice and Research. Athens: Papazisis Publications.

This book dedicates three chapters to the description of the behavioural, cognitive and cognitive-behavioural approach. These chapters are: 1. Learning theories: The behavioural approach – Gregoris Potamianos 2. The cognitive approach – Rania Boumi, and 3. The case formulation approach in cognitive-behavioural therapy – Diana charila and associates.

Self-Assessment Exercises/Activities

Exercise 3.1

Assessed: What is your opinion on the use of computer-based cognitive-behavioural therapy for depression?

Recommended number of work hours for the student

10 hours.

Advancements in the Cognitive Approach: Schema Therapy

(4th Week)

Summary

This lesson introduces students to the schema therapy, focusing primarily on the elements that distinguish it from the traditional cognitive-behavioural therapy. The aim is not to provide an in-depth understanding/learning of this specialised model, but a first "contact" with the approach.

Introductory Remarks

The schema therapy was developed by Jeffrey Young (1990, 1999) in response to the deficiencies stated both in clinical practice and in the bibliography regarding cognitive-behavioural therapy, the attachment theory, the Gestalt theory, object relations and constructivist approaches. It is designed to treat various chronic psychological disorders, including personality disorders and other symptoms resistant to change. The approach considers that difficulties originate in childhood and adolescence and combines cognitive, behavioural, interpersonal and experiential techniques.

The concept of the early maladaptive schema (EMS) plays a key role in the approach. It is a broad, pervasive issue or a firmly consolidated pattern, which is key to the sense of self used for attributing meaning. The EMS is made up of memories, body sensations, emotions and cognitive functions. It concerns to the self and the relation of the individual with others. It develops during childhood and evolves throughout a person's lifetime.

Aims/Objectives

The aim is for students to gain a general, introductory understanding of the approach and distinguish it from other approaches. The objective is for students to understand how the theoretical complexity of the model emerges through the use of techniques.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Describe how the schema therapy is distinguished from the classic cognitive-behavioural therapy
- Determine the concept of the early maladaptive schema (EMS)
- State some of the techniques used in this approach
- State the 18 EMS and their five schema domains

- Understand the role of the therapeutic relationship in the context of schema therapy and define how it is distinguished form the therapeutic alliance used in the cognitive-behavioural approach.

Key Words

Early maladaptive schema	Schema domains	Experiential techniques	Therapeutic relationship	Maladaptive schema coping styles	Functioning modes

Annotated Bibliography

Basic Sources/Material

Lesson notes

Given that this is an introductory lesson to the approach, for the purposes of the lesson students can study the notes. If they wish to obtain further information, they can study the supplementary material.

Supplementary Sources/Material

Young, J., Klosko, J., Weishaar, M. (2013). Schema Therapy: A Guide for the Therapist (Edited by Simos, G.). Patakis Publications.

An explanatory guide for those who wish to gain a deeper understanding of the model. Written by the creator of the approach and his associates and translated into Greek.

Self-Assessment Exercises/Activities

Exercise 4.1

How is schema therapy different to the classic cognitive (behavioural) therapy?

Recommended number of work hours for the student

8 hours (because of the assessed exercise).

Psychoanalytic / Psychodynamic Approaches

(5th Week)

Summary

This chapter offers students a brief overview of psychoanalytic theories. However, emphasis is placed on the presentation of psychoanalysis and the psychodynamic approaches as therapy models.

Introductory Remarks

There are different schools under the psychoanalytic umbrella that share several common features, but are also different in terms of their theory and practice. According to them, the individual faces difficulties in his/her relationships because a dysfunctional relationship model from the past is being repeated. Psychoanalytic theories maintain that the individual makes use of specific defence mechanisms in order to obtain relief from conflicts. Awareness and understanding of what takes place in the therapeutic relationship, as well as the understanding of the therapeutic process, are at the focus of psychodynamic psychotherapy. The psychodynamic approach is successfully applied to different groups of clients and is supported by rich bibliography and well-substantiated educational methods.

Psychoanalysis is a long-term therapy with more frequent sessions. On the contrary, a psychodynamic approach can be either long-term or short-term. Great emphasis is based on understanding the relationships of an individual and, in particular, the dynamics that describe such relationships and even the therapeutic relationship.

Aims/Objectives

The aim is to introduce students to the psychoanalytic and psychodynamic approaches and familiarise them with the key concepts that differentiate this approach.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the key concepts of the psychoanalytic / psychodynamic approaches, such as those of context, transference and countertransference
- Recognise the distinction between psychoanalysis and the psychodynamic approaches

- Know the educational and other requirements of the profession of the Psychoanalyst, identifying the differences from the profession of a Psychologist.
- Understand that therapists make “use of their self” to identify aspects of the therapeutic process.

Key Words

Context	Transference	Countertransference	Silence	Interpretation	Free association

Annotated Bibliography

Basic Sources/Material

Sifakaki, G. (2012), The psychoanalytic approach of S. Freud – Georgia Sifakaki. In Personality: Theories, Clinical Practice and Research (edited by Potamianos, G., & Anagnostopoulos, F.). Athens: Papazisis Publications.

This specific chapter describes Freud’s psychoanalytic approach, detailing some of the key theoretical concepts of the approach.

Self-Assessment Exercises/Activities

Exercise 5.1

Describe some of the techniques used in the psychoanalytic approach.

Submission of 1st assignment: Provide a critical analysis and synthesis of two main psychotherapeutic approaches. Individual assignment, 1000 words (+/- 10%)

Recommended number of work hours for the student

20 hours

Existential Psychotherapy

(6th Week)

Summary

This lesson introduces students to the philosophy of existentialism, presenting the main representatives of the movement. It further describes the key areas of focus of existential psychotherapy, instigating a critical discussion on its strengths and disadvantages.

Introductory Remarks

Existential psychotherapy rejects the deterministic view of human nature. Existential therapists stress the individual's freedom to choose what they wish based on their circumstances. The aim of the therapy is to encourage individuals to reflect on life, recognise the spectrum of their alternatives and decide, assuming the responsibility that derives from these choices. Being human entails attributing meaning to our existence. Existential psychotherapy does not offer a specific set of techniques, but can be combined, as a philosophical basis, with other psychotherapeutic approaches offering such types of tools. Based on a personal relationship between the client and the therapist, it sets self-knowledge as its primary value, focusing on issues that are key to human existence. Key issues of focus are the lack of meaning and the universal stress arising from the realisation of death.

Aims/Objectives

The aim is for students to understand the philosophical foundations of existential psychotherapy and how these are involved in the therapeutic process, helping the persons receiving therapy to explore universal existential concerns, such as that of death.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the philosophical foundations of existentialism
- Know the history of existentialism and its main representatives
- Understand the key areas of focus of existential psychotherapy
- Understand the therapeutic process in existential psychotherapy

Key Words

Existential loneliness	Interpersonal isolation	Intrapersonal isolation	Quest of meaning	Awareness of death	Responsibility

Annotated Bibliography

Basic Sources/Material

Giorganta, E. (2001). Existential Psychotherapy. In Contemporary Psychotherapies: From Theory to Practice. Athens: Asimakis Publications.

An easy-to-read chapter on an abstract approach.

Supplementary Sources/Material

Yalom, I. (1980). Existential Psychotherapy. N.Y.: Basic Books.

One of the most classic writings on existential psychotherapy.

Self-Assessment Exercises/Activities

Exercise 6.1

Provide a critical analysis of existential psychotherapy.

Recommended number of work hours for the student

8 hours.

Systemic Approach

(7th Week)

Summary

This chapter introduces students to the key principles of the systemic approach, presenting how it differs from other approaches and how it perceives psychological dysfunction. It also presents the main techniques used in the therapeutic process.

Introductory Remarks

In the systemic approach, the therapist is not interested so much in the **why** of a problematic situation but in explaining **how** the members of a system have reached the situation they are in. Every change in a part of the system causes a change in the system itself and vice versa. The problems arising are not individualised, but are the **symptoms** of a bigger problem relating to the dysfunction of the system itself.

The established perception of problems based on the model of linear causality is abolished and emphasis is placed on the **relations of the parties** that make up the system. The individual can exist only as part of a whole and therefore emphasis is placed on the interpersonal rather than the intrapersonal. According to the systemic approach, the roots of emotional difficulties are traced in the dysfunction of the system (mode of structure and communication). Systemic therapists employ a series of techniques, such as the genogram, role plays, circular questions and the empty chair technique.

Aims/Objectives

The aim is to present the main principles and techniques of systemic psychotherapy, allowing students to understand how the approach to “dysfunctionality” varies in the context of this specific approach.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the main principles of the systemic approach
- Understand the therapeutic objectives of the systemic approach
- Identify the main techniques of the systemic approach
- Describe the therapeutic attitude in the context of the systemic approach.

Key Words

System	homeostasis	Genogram	Circular questions	Empty chair technique	Identified patient

Annotated Bibliography

Basic Sources/Material

Human Relations Exploration Workshop (2009). Systems Approach. Views and applications. Athens: Ellinika Grammata Publications.

This book presents the systemic approach in psychotherapy and describes in detail both the theoretical framework and its practical applications.

Self-Assessment Exercises/Activities

Exercise 7.1

How does the systemic approach address “causality”?

Exercise 7.2

Assessed: Carry out a critical analysis of the systemic approach.

Recommended number of work hours for the student

9 hours.

Ethical Issues in the Psychotherapeutic Process

(8th Week)

Summary

This chapter presents some frequent ethical dilemmas faced by therapists in the context of the psychotherapeutic process and introduces students to the concept of “moral imagination” in resolving the said issues.

Introductory Remarks

Ethics is a critical issue in all health-related professions, and all the more in psychotherapy, which focuses on the more inner, personal and often vulnerable self of the person receiving therapy (Kenneth et al., 2007). In the framework of the psychotherapeutic process, therapists are often faced with complex moral and ethical issues in respect of which they are called to develop “moral imagination” and reflect on the likely risks and benefits of each possible action. Therapists have the obligation to reflect on the benefit of the person receiving therapy and act in accordance with their “duty of care”. A series of codes of ethics have been established to guide and systematise ethical practice. However, clinical reality is often more complex and multifaceted, creating the need for a transition from the formal observance of rules to meaningful moral judgement.

Aims/Objectives

The aim of this lesson is to expose students to the multitude of moral and ethical issues emerging in the psychotherapeutic process and reflect on the possible consequences of bypassing moral / ethical rules.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Understand the key role of moral and ethical issues in the psychotherapeutic process
- Become familiar with the concept of the moral dilemma and the process of making ethical decisions
- Understand the interaction between the institutional – legislative framework and the codes of ethics
- Understand the concept of dual relationships and why they are possibly harmful to the psychotherapeutic process

- Become familiar with the main codes of ethics.

Key Words

Ethics	Dual relationships	Moral imagination	Institutional – legislative framework	Violation of limits	Code of ethics	Moral decision making model

Annotated Bibliography

Basic Sources/Material

Cyprus code of ethics

Greek code of ethics

Study the codes of ethics in order to understand their content on key ethical issues.

Self-Assessment Exercises/Activities

Exercise 8.1

State the possible risks from the existence of a dual relationhip in the therapeutic process.

Recommended number of work hours for the student

8 hours.

Psychotherapeutic Process and Therapeutic Relationship

(9th Week)

Summary

This chapter introduces students to the various stages of the psychotherapeutic process and analyses the ways in which the different approaches address the therapeutic relationship, as well as issues of rupture and restoration.

Introductory Remarks

The therapeutic process refers to the process of emotional processing, in other words to the way in which the person receiving therapy attempts to interpret and understand his/her experience. The psychotherapeutic process goes through a series of stages, from the first contact to termination. Each stage is accompanied by a series of objectives and challenges. At the same time, the therapeutic relationship also goes through a process of construction, which entails the risk of rupture. However, the restoration of ruptures in the therapeutic relationship can lead to remarkable therapeutic outcomes.

Aims/Objectives

The aim of this chapter is to familiarise students with the objectives and challenges involved in the therapeutic process from the beginning until the end, and to provide an understanding on issues relating to ruptures and the restoration of the therapeutic relationship.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Identify the objectives and challenges of the different phases of the psychotherapeutic process
- Become familiar with the different types and roles of the persons receiving therapy
- Describe the risks from possible ruptures in the therapeutic relationship and the benefits from the restoration of such ruptures.

Key Words

Stages / phases of the	Factors of inhibition of	Ruptures in the	Types and roles of persons	Termination of therapy

psychotherapeutic process	therapeutic change	therapeutic relationship	receiving therapy	

Annotated Bibliography

Basic Sources/Material

Karamanolaki, Ch., Michopoulos, G., & Charalambaki, K. (2015). The Therapeutic Relationship: Psychotherapeutic approaches, from the psychoanalytic to the cognitive and systems perspective. Athens: Kastaniotis Publications

This book attempts to describe the concept of the therapeutic relationship from the perspective of the different approaches (psychoanalytic, cognitive-behavioural and systemic).

Self-Assessment Exercises/Activities

Exercise 9.1

Assessed: Provide a critical commentary on how the various psychotherapeutic approaches conceptualise the therapeutic relationship.

Recommended number of work hours for the student

10 hours.

Group Therapy

(10th Week)

Summary

This chapter aims to introduce students to group therapy, providing a summary of the therapeutic factors and dynamics that take place in the context of therapy groups.

Introductory Remarks

According to research data, group therapy is at least as effective as individual therapy. At the same time, it offers a series of advantages compared to individual therapy, such as social learning, social support and the unfolding of many dynamics. There are several and different types of groups, with each type focusing on different objectives and being suitable for different populations. In any case, according to Irvin Yalom, groups are subject to a series of therapeutic factors which are unique to group therapy. On certain conditions, groups can offer a corrective emotional experience, allowing participants to internalise their experience inside the group and build healthier relations in their social life.

Aims/Objectives

The aim is to introduce students to the unique characteristics of group therapy which distinguish it from individual therapy, learn about the therapeutic factors in group therapy and reflect on the dynamics that unfold amongst the members.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Identify the therapeutic factors as described by Irvin Yalom
- Identify the different types of group therapies
- Understand certain key dynamics that may unfold in group therapy.

Key Words

Therapeutic factors	Parataxic distortions	Group dynamics	Corrective emotional experience	Corrective recapitulation of the primary family group	Microcosm

Annotated Bibliography

Basic Sources/Material

Yalom, I. D. (2006). The Theory and Practice of Group Psychotherapy (5th ed.). AGRA Publications.

One of the most classic books on group psychotherapy, which provides a holistic approach to the topic.

Self-Assessment Exercises/Activities

Exercise 10.1

State the therapeutic factors of group therapy according to Irvin Yalom.

Recommended number of work hours for the student

8 hours

Integrative and Eclectic Approaches to Psychotherapy

(11th Week)

Summary

This chapter introduces students to the integrative and eclectic approach to psychotherapy, describing the various types of integration and eclecticism.

Introductory Remarks

Integrative psychotherapy refers to the desire for exploration beyond the boundaries of a specific approach, with the aim of considering what we can learn from other ways of conducting psychotherapy. The ultimate aim is to enhance the efficacy, efficiency and applicability of psychotherapy (Norcross & Goldfried, 2005). In this context, different types of integration are observed, such as technical eclecticism, common factors eclecticism, assimilative integration and theoretical integration. Each type has advantages and weaknesses and is potentially appropriate for different populations.

Aims/Objectives

The aim is to teach students the different types of eclecticism and integration and promote a critical reflection on the possible advantages and weaknesses of each approach.

Learning Outcomes

On completion of the study of this section, you should be able to:

- Describe the various types of eclecticism and integration
- State how eclecticism and integration are distinguished from the isolated approaches
- Develop a critical reflection on issues relating to the integrative and eclectic approach

Key Words

Technical eclecticism	Common factors eclecticism	Assimilative integration	Theoretical integration

Annotated Bibliography

Basic Sources/Material

Nestoros, I. (2012). Integrative Psychotherapy. Athens: Pedio Publications.

It provides an overview of modern international bibliography and presents a series of principles, including both theory and techniques, regarding integrative psychotherapy.

Supplementary Sources/Material

Erskine, R. G. & Moursund, J., P. (2011). Integrative Psychotherapy in Action. London: Karnac Books.

A guide for those who wish to study in depth how the specific approach is applied in practice.

Self-Assessment Exercises/Activities

Exercise 11.1

Reflection exercise: Which model of eclectic or integrative approach do you think you would choose as a therapist practising psychotherapy? Justify your choice.

Submission of 2nd assignment: In the end, Dodo said: “Everybody has won and all must have prizes”. Provide a critical commentary on the Dodo effect: the view that no one psychotherapeutic approach is better than the others, as they all rely on the same factors. Justify your opinion.

Recommended number of work hours for the student

20 hours.

Issues of Research and Effectiveness in Psychotherapy, Education and Supervision

(12th Week)

Summary

This chapter analyses in more detail, issues relating to research and efficacy / effectiveness in psychotherapy. Having introduced the concept of evidence-based therapies in the first lesson, students have the opportunity to study the topic in more depth, developing a critical opinion. The lesson also introduces issues relating to education and supervision.

Introductory Remarks

The increased need to provide short and effective therapies has triggered an emphasis on randomised controlled trials (RCTs), which are currently considered the golden standard in the development of clinical protocols. This is reflected in the example of evidence-based practice (EBP), which underlines the need to provide therapies proven to be effective through rigorous research methods.

The EBP context is in line with the philosophy of the model of the scientist-practitioner, which considers that professionals are active consumers and producers of research and professionals specialised in incorporating research, in the evaluation of their practice and in the improvement of service provision by the scientific community (Newnham & Page, 2010). The philosophy on which EBP is based points out the need for elements of efficacy as the cornerstone of therapeutic interventions (Corrie, 2003).

Whilst EBP is considered the golden standard in the field of research, many concerns have been raised on the generalisation of their findings in clinical practice. Moreover, Western and Morrison (2001) make the distinction between empirically unsupported and empirically untested therapies. Professionals are called to adopt specific therapies whose efficacy has been tested in EBP (Seligman, 1998).

Concluding, the promotion of the movement in favour of evidence-based research presents several advantages, such as providing additional scientific basis as far as the public is concerned, offering systematic therapies and increasing the possibility of providing therapies that will be effective for the persons receiving them. On the other hand, the research designs on which evidence-based practice is based are not suitable for the examination of all the approaches. As a result, several approaches are considered “unsubstantiated” and run the risk of being unfairly characteristed as ‘ineffective’.

Aims/Objectives

The aim of this chapter is mainly to familiarise students with the model of the scientist – professional psychologist and the example of evidence-based therapies, in order to foster the development of critical thinking on epistemological and clinical issues regarding the various psychotherapeutic approaches.

Learning Outcomes

On completion of the study of this section, students should be able to:

- Identify the ways in which the efficacy of the psychotherapeutic interventions is assessed
- Understand the concept of evidence-based psychotherapies
- Develop a multifaceted critical perspective of the movement in favour of providing evidence-based therapies
- Develop their critical thinking on the exclusive use of randomised controlled trials in the creation of clinical guidelines.

Key Words

Evidence-based therapies	Randomised controlled trials	Efficacy / effectiveness of psychotherapy	Scientist – practitioner

Annotated Bibliography

Basic Sources/Material

Kousteni, I. (2012). Psychotherapy and Scientific Research. In Personality: Theories, Clinical Practice and Research (Edited by Potamianos, G., & Anagnostopoulos, F.). Athens: Papazisis Publications.

Kousteni, I (2012). Controlled clinical trial: Assessment of the efficacy of therapeutic interventions. In Personality: Theories, Clinical Practice and Research (Edited by Potamianos, G., & Anagnostopoulos, F.). Athens: Papazisis Publications.

Two chapters by the same author addressing issues of research and research efficacy from a critical perspective.

Supplementary Sources/Material

Corrie, S. (2003). Keynote Paper: Information, innovation and the quest for legitimate knowledge. Counselling Psychology Review, 18 (3), 5-13.

An article offering a critical discussion of the epistemological issues relating to knowledge and research.

Adams, S. (2008). Naughty not NICE: Implications for therapy and services. Clinical Psychology Forum,190, 29-32.

An article offering a critical analysis on the existence of clinical protocols and the consequences of the movement of evidence-based therapies in therapy and service provision.

Self-Assessment Exercises/Activities

Exercise 12.1

Develop a critical reflection on evidence-based therapies. What are the benefits and the possible risks associated with the specific example?

Recommended number of work hours for the student

8 hours.

Revision / Summary / In-depth Study:

(13th Week)

Summary

This section recaps what the students were taught in the previous sections and allows the integration of the information in a single set of knowledge. Students are called to make a comparison between the perspective adopted by the various approaches on key issues such as the therapeutic relationship, the therapeutic attitude and the approach of psychological distress / psychopathology.

Introductory Remarks

A multitude of therapeutic approaches is available, each one of them adopting a different perspective on issues regarding the therapeutic relationship, the therapist's attitude, the autonomy of the person receiving treatment and the roots of psychological distress. Each approach has certain advantages and weaknesses and is suitable for different population groups and difficulties. Choosing the most appropriate approach requires its in-depth understanding and the ability to compare its main principles with those of other approaches.

Aims/Objectives

The aim of this section is to integrate everything that the students have been taught in the previous sections and help them develop the ability to compare the approaches, demonstrating critical thinking.

Learning Outcomes

On completion of this module, students should be able to:

- Integrate information regarding the various approaches
- Compare the perspective adopted by the different approaches on important issues
- Develop their critical view on the advantages and weaknesses of each approach.

Key Words

Therapeutic relationship	Therapeutic attitude	Psychological distress	Critical thinking

Annotated Bibliography

Basic Sources/Material

All the bibliography proposed in the previous sections.

Supplementary Sources/Material

Galán Rodríguez, A. (2018). Struggling with Psychological Treatments Comparation: Looking for Practitioner's Survival. Papeles Del Psicólogo, 39(1), 13–21. https://doi.org/10.23923/pap.psicol2018.2856

An article analysing the issue of comparison of psychological therapies and the possible existence of common therapeutic factors.

Self-Assessment Exercises/Activities

Exercise 13.1

Participation in the online discussion forum on the platform. Students are required to write any questions / reflections acquired during the semester, so that these can be addressed by the lecturer during the final online lecture. This allows all students to benefit from each other's questions and promotes a fruitful discussion on the content of the module.

Recommended number of work hours for the student

10 hours.

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Introduction to Psychotherapeutic Approaches. The Historical Beginnings of Psychotherapy

(1st Week)

Exercise 1.1

Are there common therapeutic factors in all psychotherapeutic approaches or, rather, is therapeutic change the result of specific factors associated with certain models? Conduct a bibliography review and state your opinion.

- Review of bibliography and research and reference to the factors systematically identified as responsible for the therapeutic change
- Reference to the role of the therapeutic relationship supported by bibliography
- Reference to the corrective emotional experience which is potentially identified as a factor in all psychotherapeutic approaches
- Reference to specific factors associated with certain models but not present in other approaches
- Review of bibliography on the role of techniques associated with specific approaches to therapeutic change.

Person-centered Approach

(2nd Week)

Exercise 2.1

How is reality perceived through the person-centered approach?

- Reality is perceived through the fundamental principles of phenomenology and existentialism.
- The above principles oppose the existence of an objective and absolute reality and state that the subjective perception and the subjective feeling of reality guide the individual's behaviour. The reality of each individual is real for that individual at the given moment. The person-centered therapist does not attempt to uncover the facts, but to explore the subjective experience of the person receiving therapy.
- The person-centered therapist attempts to explore and understand how each unique person receiving therapy perceives, undergoes and gives meaning to his experiences.

- Therefore, reality acquires a subjective quality, which is also the only one whose understanding is meaningful.

Exercise 2.2

How is the therapeutic relationship described in the person-centered approach?

- Description of the key role of the therapeutic relationship in the provision of the necessary and sufficient conditions that will allow an individual to accept himself/herself and reach self-actualisation.
- Reference to the 6 necessary and sufficient conditions for the existence of therapeutic relationship (Rogers, 1951, 1959).
- Description of the main conditions (empathy, internal congruence / compatibility and unconditional acceptance) and analysis of their significance in the context of a therapeutic relationship.
- Description of the therapist's attitude.
- Reference to the therapist's strenuous personal growth as a "tool" what will allow him/her to provide the therapeutic conditions for a healthy therapeutic relationship.

Cognitive-Behavioural Approach

(3nd Week)

Exercise 3.1

Assessed: What is your opinion on the use of computer-based cognitive-behavioural therapy for depression?

Advancements in the Cognitive Approach: Schema Therapy

(4th Week)

Exercise 4.1

How is schema therapy different to classical cognitive (behavioural) therapy?

Compared to Beck's initial cognitive therapy model.

- Greater emphasis on the therapeutic relationship
- Greater emphasis on emotion
- Places emphasis on childhood experiences and their role in the future development of psychopathology in adults

- Designed for the treatment of long-term characterological traits rather than acute psychiatric symptoms
- Recognition of the need for “limited reparenting” for partial satisfaction of the needs which were not satisfied in childhood.
- Integrative model, elements from CBT, attachment therapy, Gestalt theory, object relations and constructivist approaches
- Combines cognitive, behavioural, interpersonal and experiential techniques.

Psychoanalytic and Psychodynamic Approaches

(5th Week)

Exercise 5.1

Describe some of the techniques used in the psychoanalytic approach:

In their answer, students are required to describe the following terms:

1. Free association
2. Resistance analysis
3. Use of the relationship and interpretation of transference
4. Interpretation of dreams
5. Use of countertransference
6. Analysis of lapsus linguae

Existential Psychotherapy

(6th Week)

Exercise 6.1

Provide a critical analysis of existential psychotherapy.

- As a therapeutic approach, it presents an advantage in terms of the normalisation of phenomena, which are perceived as “pathological” in the context of other approaches. This may possibly empower the person receiving therapy, allowing a deeper understanding of these emotional experiences.

- Its firm philosophical foundations and the absence of rigid techniques allows its application in a broad range of settings, such as couples, group and family therapy (May & Yalom, n.d.).
- The focus on the universal problems of mankind allows its application in a multitude of “problems”, whilst it can easily be incorporated in many other theoretical orientations and in different cultures (Corey, 2009).
- It could be said that one of the greatest advantages of existential psychotherapy is the therapeutic relationship that is being created.
- The absence of techniques, which makes it very easy to generalise in cultures and individuals, also means that therapists are not provided with a well-developed set of techniques (Corey, 2009).
- The lack of systematisation in practice and the lack of evidence-based research (the abstract, exploratory nature of the therapy means that it is up to the therapist to reflect on the efficacy of the therapeutic process, as there are no systematised, universally used guiding techniques).
- The lack of a set of techniques means that the therapist’s main tool is himself/herself (need for the therapist to invest in personal therapy, to have understood and addressed his/her own existential fears/stress).
- The concepts addressed by existential psychotherapy are considered to be more philosophical, making their application by some therapists difficult (Corey, 2009).
- Education is difficult and requires more than mere knowledge of theory (Van Deurzen, 2002).
- The focus on abstract concepts means that the process and the outcomes of the therapy cannot be easily quantified / measured (Cooper, 2003). As a result, there is a limited body of research on the study of the efficacy of existential psychotherapy (Corey, 2009).

Systemic Approach

(7th Week)

Exercise 7.1

How does the systemic approach address “causality”?

- A change in a sub-area of the system entails changes in another sub-area.
- No change takes place objectively, but is perceived in a different way and characterised as change by several different individuals.
- The systemic theory questions the basic hypothesis that everything has one or more causes. The perception of causality as a linear influencing principle is not acceptable, if social correlations are perceived as systems.

- Retroactivity of the social processes
- Reference to the concept of circular causality → a term introduced by Norbert Wiener. The members of a system interact one on top of the other.
- Reference to the concept of "schema co-development" (Deli, 1986).

Exercise 7.2

Assessed: Carry out a critical analysis of the systemic approach.

Ethical Issues in the Psychotherapeutic Process

(8th Week)

Exercise 8.1

State the possible risks from the existence of a dual relationship in the therapeutic process.

- Definition of multiple relations
- Presentation of legislation and code of ethics on dual relations.
- Likelihood of exploitation of the persons receiving therapy. Clients seeking help are often in crisis or may be particularly vulnerable (Barnett, 1996; Canter, Bennett, Jones, & Nagy, 1994).
- Commentary of the de facto inequality that is inherent in the therapeutic process, with the person receiving therapy revealing himself/herself and being in a vulnerable position.
- A pre-existing relationship "distorts" the objectivity of the therapist whilst exceeding the highly important therapeutic boundaries.
- On the other hand, a relationship arising through the therapeutic relationship is built on an unequal basis, probably between a vulnerable person receiving therapy and his/her fantasy of the therapist, as the latter reveals minimum aspects of his/her social self.
- Often, persons receiving therapy seek the creation of a double relation with the therapist, but this desire is commonly the product of transference that is worth exploring in the context of a clearly defined therapeutic relationship.
- If this desire is realised, then the fantasy becomes a reality, in which case harmful effects are highly probable.

Psychotherapeutic Process and Therapeutic Relationship

(9th Week)

Exercise 9.1

Assessed: Provide a critical commentary on how the various psychotherapeutic approaches address the psychotherapeutic relationship.

Group Therapy

(10th Week)

Exercise 10.1

Describe the therapeutic factors of group therapy according to Irvin Yalom.

According to **Irvin Yalom,** the therapeutic factors are the following:

Universality, Altruism, Instillation of Hope, Imparting Information, Development of Socialising Techniques, Interpersonal Learning, Group Cohesiveness, Catharsis, Existential Factors, Imitative Behaviours, Corrective Recapitulation of the Primary Family Group. In your answer you must explain each term and its significance in group therapy.

Integrative and Eclectic Approach to Psychotherapy

(11th Week)

Exercise 11.1

Reflection exercise: Which model of eclectic or integrative approach do you think you would choose as a therapist practising psychotherapy? Justify your choice.

- Description of the concepts of eclecticism and integration.
- Description of the differences between an eclectic / integrative approach and the exercise of a pure model.
- Presentation of bibliography of evidence-based research in an integrative approach. Comparison with the existence of bibliography on the efficacy of “pure” models.
- Presentation of advantages and possible risks in the use of the eclectic or integrative approach (e.g. lack of sufficient knowledge of the approaches, difficulties in researching and substantiating integrative approaches).
- Reflection on the student’s preferred model and justification of the choice.

Issues of Research and Efficacy / Effectiveness in Psychotherapy, Education and Supervision

(12th Week)

Exercise 12.1

Develop a critical reflection on evidence-based therapies. What are the benefits and the possible risks associated with the specific example?

- Increased need for provision of short and effective therapies
- Emphasis on randomised controlled studies, which are currently considered the golden standard in the development of clinical protocols.
- Evidence-based practice (EBP), which points to the need to provide therapies proven effective through rigorous research methods.
- Discussion on the philosophy of the model of the scientist-professional, which considers professionals as active consumers and producers of research.
- Moral commitment for the application of effective therapies and, more importantly, for minimising bad practice (Corrie, 2003).
- Need to restore faith in the discipline of psychology and eliminate prejudice amongst the public (Corrie, 2003).
- Need to practice in a systematic way and minimise risks for the persons receiving therapy.
- Concerns on the ability to generalise the findings of controlled studies in clinical practice (e.g. issues concerning the selection of participants and exclusion of participants with co-morbidity).
- Issues of internal validity with a possible cost on external validity.
- Distinction between empirically unsupported and empirically untested therapies. The long-term and “less technically specified remedies” (Morrison, Bradley & Western, 2003, page 111) are usually not tested empirically because of the difficulty to maintain experimental control and identify causal relations. This, however, does not decrease their efficacy in clinical practice compared to empirically supported short therapies.

Revision / Synopsis / In-depth Study

(13th Week)

Exercise 13.1

Participation in the online discussion forum on the platform. Students are required to write any questions / reflections acquired during the semester, so that these can be addressed by the lecturer during the final online lecture. This allows all students to benefit from each other's questions and promotes a fruitful discussion on the content of the module.

Essay Feedback form with marking rubric:

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC350: Psychotherapeutic Approaches	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of	More scientific sources were needed and the existing are moderately relevant to the	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-	

	sources in text.		sources in text.	discussed topic. Moderate use of sources in text.	were used. Inadequate use of sources in text.	scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		

THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

European University Cyprus

FORM: 200.1.3

STUDY GUIDE

COURSE: Techniques of Counselling

Course Information

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC355**	**Techniques of Counselling**	
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☐	Elective ☒	
Number of Teleconferences	Total: 7	Face to Face: -	Web based Teleconferences: 7
Number of Assignments	1		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Dr Panagiotis Parpottas
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Program Presentation

- **Short description**

A Bachelor in Psychology equips students with a thorough grounding in both theory and practice. The program focuses on understanding how people think, develop, and interact. Students learn how the brain works, how it changes with age, and how humans perceive and interpret behavior. The program also emphasizes the social aspects of psychology, as well as the qualitative and quantitative skills required for research and practice in the field.

- **Objectives**

General Objectives:

- to develop the student's capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities to community and country;
- to develop the students analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organizations;
- to build breadth of perspective through the general education requirements and provide sufficient specialization to meet basic professional and career requirements;
- to provide the student with the basic requirements for academic and/or career advancement.

Specific Objectives:

- to provide the students with a solid training in psychology and its methods.
- to foster awareness of contemporary developments and issues in psychology.
- to prepare students for careers in fields that utilize knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services.
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines. Such preparation can lead to professions in a wide range of specialized fields, such as, within: mental health, applied research, education, and human resources management.

Learning Outcomes:

Upon successful completion of the program, students will be able to:

- have detailed knowledge and understanding of a range of current models, theories, concepts, research and issues in key areas of Psychology.
- apply a wide range of psychological concepts to understand behavior in various contexts.
- confidently engage in conducting research, including the design and analysis of experiments, questionnaires and of qualitative research methods.
- evaluate information in order to plan and implement investigative and research strategies.
- work independently within a structured context.
- work effectively in a team
- Appreciate the importance of professional development.
- take responsibility for her own learning and self-development
- demonstrate the ability to comprehend and synthesize creatively multiple perspectives

Presentation of the Course through the Study Guide

- **Short description**

The course offers an opportunity to attend an in-depth, applied and advanced exploration of the essential basic skills of counselling and psychotherapy. With lectures and labs, students will learn the methods on how to assess thinking, emotions, communication and behaviour. With the practical applications of the course students will come in touch with the basic counselling skills, will conduct an initial session and recognize the process of building a therapeutic alliance. Students will have an opportunity to practise under supervision.

- **Objectives**

Upon successful completion of this course students should be able to:

1. Comprehend the theory of the basic concepts and principles of counselling skills
2. Understand the phases of therapeutic process
3. Apply the basic counselling skills
4. Demonstrate an adequate level in applying the basic skills during the formation of the therapeutic alliance
5. Develop an application plan of the basic skills for the initial sessions of psychological assessment
6. Evaluate their skills based on supervision feedback

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE:

The Therapeutic Stance (1st teleconference/lecture)

(1st Week)

Summary

The first teleconference/lecture takes place in the current week in which the students will be introduced to the therapeutic process.

Introductory Remarks

The current week's topic introduces students to the concepts and definitions of the basic counselling and psychotherapeutic skills and process. More specifically, a discussion on the use of the psychotherapeutic skills in several psychology, psychotherapy and other mental health approaches takes place. In addition, the therapeutic stance of individuals who offer help (therapists) to individuals in need (patients/clients) is analyzed. Emphasis is given in those therapists' characteristics which define the ''use of self'' as a tool in the therapeutic process. Finally, the ethical dilemmas of the therapeutic process are presented as well as the challenges and solutions that therapists usually reflect upon.

Aims/Objectives

The aim of this lecture is to introduce students to the concept of the basic counselling and therapeutic skills in general so that students will be able to recognize the issues that will be analyzed in the course.

Learning Outcomes

After the first week the students will be able to:

- Formulate the basic questions that will be examined during the semester
- Comprehend all the of the course materials on counselling skills
- Understand the concept of the therapeutic stance

Key Words

Introduction	Course material	Basic skills	Therapeutic stance	Use of self	Reflection

Annotated Bibliography

Basic Sources/Material

Chapters 1-4 and 25-28 Nelson-Jones, R. (2012). Basic Counselling Skills. London: Sage.

The aim of these materials is introductory and focuses on the basic concepts and definitions of Counselling Skills.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of Counselling Skills.

Self-Assessment Exercises/Activities

Exercise 1.1 (Reflective non-assessed exercise): Students must read several sources on the therapeutic process from at least two therapeutic modalities. This exercise must be completed in one week.

Exercise 1.2 (Basic essay – marked with 40% of the final grade): The instructor provides the title for this essay which is marked with 40% of the final grade. The necessary instructions are provided and the essay must be submitted on the 11th week of the semester.

Recommended number of work hours for the student

10 hours.

TITLE:

Assessment Interview (2nd teleconference/lecture)

(2nd Week)

Summary

In the current topic the basic aspects of the assessment interview and the relevant skills used by therapists in the first few sessions.

Introductory Remarks

During the second week, the basic information on the assessment interview will be presented to students. More specifically, the information from the first call until the completion of the client's assessment will be presented and analyzed.

Accordingly, students will be introduced to the basic therapeutic elements of the assessment such as the room arrangements, the therapist's stance as well as the client's fantasies which are brought in the first session. Finally, the basic skills of assessing the client's request and history taking will be presented and analyzed.

Aims/Objectives

The aim of the current module is, students to formulate the first assessment sessions and comprehend the meaning of the assessment process in general by using the appropriate skills.

Learning Outcomes

After the second week, students must be able to:

- Comprehend the basic content of assessment
- Understand how the room arrangement can affect the therapeutic process
- Be able to assess the information from the first call and the client's fantasies which are brought in the first session
- Comprehend the basic skills of assessing the initial request as well as the history taking

Key Words

Room arrangements	Fantasies	Assessment interview	Request	History taking	Techniques

Annotated Bibliography

Basic Sources/Material

Chapter 10-12 Nelson-Jones, R. (2012). Basic Counselling Skills. London: Sage.

The aim of these materials is to present the basic concepts and definitions of the first assessment phase.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is to present the basic concepts and definitions of the first assessment phase.

Self-Assessment Exercises/Activities

Exercise 2.1 (Assessed Activity – marked with 2% of the final grade): Provide a 100-word answer in the forum, on a given topic from the content of the current week. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

The Therapeutic Alliance

(3rd Week)

Summary

In this third week, the Therapeutic Alliance (TA) and its role in the application of the basic skills is being presented.

Introductory Remarks

In this module the different factors that affect the development of the TA are presented and analyzed. Attention is given to the skills which are applied in the TA and which affect the process and outcome of therapy.

Aims/Objectives

The aim of the current module is students to recognize the importance of TA and the relevant skills on its development.

Learning Outcomes

By the end of the third week, students should be able to:

- Comprehend structure of TA
- Analyze the theoretical concepts of TA
- Reflect upon the importance of TA on the process and outcome of therapy
- Recognize the basic skills in developing the TA

Key Words

Structure of TA	Characteristics of TA	Skills	Process and outcome

Annotated Bibliography

Basic Sources/Material

Chapter 5-7 Nelson-Jones, R. (2012). Basic Counselling Skills. London: Sage.

The aim of these materials is introductory and focuses on the basic concepts and skills on using the TA.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and skills in using the TA.

Self-Assessment Exercises/Activities

Exercise 3.1 (Assessed activity – marked with 2% of the final grade): Provide a 100-word answer in the forum, on a given topic from the content of the current week. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Basic Skills (3rd teleconference/lecture)

(4th Week)

Summary

The basic counselling skills will be analyzed through theory and practice.

Introductory Remarks

Students will come in touch with the definitions of the basic counselling skills on a theoretical level. Then the three categories of the basic skills will be presented and applied. Simulation activities will provide the opportunity to students to practice with the skills of monitoring and attending the process, open-ended questions, reflective skills and clarification. These skills will be applied by students in role plays under supervision.

Aims/Objectives

The aim of the current module is to provide to students with the basic counselling skills (monitoring and attending the process, open-ended questions, reflective skills and clarification) and its application on hands-on activities.

Learning Outcomes

After the fourth week, students should be able to:

- Comprehend the concepts of the basic counselling skills
- Understand and apply the basic skills of attending and monitoring the process
- Understand and apply the skills of open-ended questions
- Understand and apply the reflective skills
- Understand and apply clarification skills

Key Words

Concepts of basic skills	Attention and monitor of process	Questions	Reflective skills	Clarification skills

Annotated Bibliography

Basic Sources/Material

Chapter 7-9 Nelson-Jones, R. (2012). Basic Counselling Skills. London: Sage.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the basic counseling skills.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the basic counselling skills.

Self-Assessment Exercises/Activities

Exercise 4.1 (Assessed activity – marked with 2% of the final grade): Provide a 100-word answer in the forum, on a given topic from the content of the current week. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Advanced Skills (4th teleconference/lecture)

(5th Week)

Summary

In the fifth week students will get in touch with the advanced counselling skills which are presented on a theoretical and practical level.

Introductory Remarks

This module focuses on the theoretical principles of the advanced counselling skills and its application in practice. More specifically, the following skills are analyzed: hypotheses, interpretation, clarification, encouragement and support. It is presented how these skills are applied in practice on the assessment phase, in history taking and during the process of therapy in general. At the same time, these skills are discussed in the light of TA and in defining therapeutic goals. Finally, attention is given on challenges accompanying these skills and the therapists' choice of technique is discussed. Simulation activities will provide the opportunity to students to practice and apply the advanced techniques through role plays under supervision.

Aims/Objectives

The aim of the current module is students to come in touch with the basic principles of the advanced techniques and skills and apply these in practice.

Learning Outcomes

After the fifth week, students should be able to:

- Comprehend the basic theoretical concepts of the advanced counselling skills
- Recognize the role of advance skills on the development of TA
- Define the goals of session and therapy
- Apply the skills of making hypotheses
- Apply the skills of Interpretation
- Apply the skills of Clarification
- Apply the skills of encouragement and support

Key Words

Advanced skills	Hypotheses	Interpretation	Clarification	Encouragement	Support

Annotated Bibliography

Basic Sources/Material

Chapter 14-16 Nelson-Jones, R. (2012). Basic Counselling Skills. London: Sage.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the advanced counselling skills.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and definitions of the advanced counselling skills.

Self-Assessment Exercises/Activities

Exercise 5.1 (Assessed activity – marked with 2% of the final grade): Provide a 100-word answer in the forum, on a given topic from the content of the current week. The activity must be completed in one week.

Exercise 5.2 (Non-assessed reflective exercise): Review and reflect upon your efficacy on basic and advanced skills. More specifically, create a list of skills and state which you can easier apply from other.

Recommended number of work hours for the student

15 hours.

TITLE:

Skills from the Insight Therapeutic Approaches (5th teleconference/lecture)

(6th Week)

Summary

The sixth week presents an introduction to the basic skills from the insight therapeutic approaches such as the psychodynamic and person centered approach.

Introductory Remarks

Students will use previous knowledge on basic and advanced counselling skills to comprehend in building their skills on techniques from the insight therapeutic approaches.

The theoretical concepts of psychodynamic and person centered approaches are initially presented. More specifically, the 6 basic conditions of the therapeutic change as well as the techniques of assessment and use of transference and countertransference will be analyzed. As these techniques are very advanced and normally presented in higher levels of training, at this level they will only be presented and applied superficially. The aim is students to get the basic theoretical understanding of these techniques.

Aims/Objectives

The aim of the current module is to introduce students to the techniques from the insight therapeutic approaches such as the psychodynamic and person centered.

Learning Outcomes

After the sixth week, the students should be able to:

- Comprehend the basic theoretical aspects of the techniques from the insight theoretical approaches
- Understand the importance and aims of these techniques
- Critically apply these techniques in practice

Key Words

Insight therapeutic approaches	Person centered	Psychodynamic	6 basic conditions of change	Transference and countertransference

Annotated Bibliography

Basic Sources/Material

Materials will be provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and techniques from the insight therapeutic approaches.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and techniques from the insight therapeutic approaches.

Self-Assessment Exercises/Activities

Exercise 6.1 (Non-assessed reflective activity): Provide your opinion in the forum, concerning a technique (choose one) from an insight therapeutic approach can help a client comprehend a specific difficulty such as ‘‘their difficulty in trusting others’’. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Skills from the Solution Focused Therapeutic Approaches (6th teleconference/lecture)

(7th Week)

Summary

This week's module focuses introduces students to the basic techniques from the solution focused therapeutic approaches such as CBT.

Introductory Remarks

Students will use previous knowledge on basic and advanced counselling skills in building their skills with techniques from the solution focused therapeutic approaches.

The theoretical aspects of skills and techniques from CBT will be presented and analyzed. More specifically, the following techniques will be presented: the diary of negative automatic thoughts (NAT), regulation of breathing and the behavioral experiment. As these techniques are very advanced and normally presented in higher levels of training, at this level they will only be presented and applied superficially. The aim is students to get the basic theoretical understanding of these techniques.

Aims/Objectives

The aim of the current module is to introduce students to the techniques from the solution focused therapeutic approaches such as the cognitive and behavioral.

Learning Outcomes

After the 7th week, students should be able to:

- Recognize the theoretical aspects of the techniques from the solution focused therapies
- Comprehend the importance and aims of the techniques from the two approaches
- Critically apply these techniques

Key Words

Cognitive approach	Behavioral approach	NAT	Regulation of breathing	Behavioral experiment

Annotated Bibliography

Basic Sources/Material

Chapter 17-22 Nelson-Jones, R. (2012). Basic Counselling Skills. London: Sage.

The aim of these materials is introductory and focuses on the basic concepts and techniques from the solution focused therapeutic approaches.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials is introductory and focuses on the basic concepts and techniques from the solution focused therapeutic approaches.

Self-Assessment Exercises/Activities

Exercise 7.1 (Assessed activity – marked with 2% of the final grade): Provide a 100-word answer in the forum, on a given topic from the content of the current week. The activity must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Ending of Sessions

(8th Week)

Summary

The current module focuses on the elements of the ending/closure of sessions. The "ending" will also be presented in the light of the ending the therapeutic process in general.

Introductory Remarks

Students will be able to recognize the way that a session closes. Attention is given to the way the therapists handle the closure of a session and ending therapy in general.

After discussing the definition of the "ending", the stages which goes through will be analyzed. The focus will be on how to get and provide feedback to and from the client. The feedback will be related to the content of the session as well as how the client felt during it. The processes that therapists use to close a session will also be presented.

At the same time, the module focuses on the ending of the therapeutic process and more specifically on the last stages of therapy. All the necessary information and goals on ending therapy will be presented and analyzed. Finally, the relevant skills which are applied in the last session will be presented and role played.

Aims/Objectives

The aim of this module is to bring students in touch with the closure of sessions and ending the process of therapy. The definition and stages of ending will be presented and the relevant skills will be analyzed.

Learning Outcomes

After the 8th week, students should be able to:

- Close a therapy session using the relevant skills
- Define the end of the therapeutic process
- Define the goals of the last phase
- Apply the skills of ending in the last session

Key Words

Session closure	Stages of therapy ending	Ending of the therapeutic process	Final session	Skills on closure and ending

Annotated Bibliography

Basic Sources/Material

Chapter 23-24 Nelson-Jones, R. (2012). Basic Counselling Skills. London: Sage.

The aim of these materials focuses on the closure of a session and the ending of therapy.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials focuses on the closure of a session and the ending of therapy.

Self-Assessment Exercises/Activities

Exercise 8.1 (Non-assessed reflective activity): Read at least one scientific article or a book on the ending of therapy from a specific therapeutic approach stance (e.g., psychodynamic, person centered, CBT). Name in the forum two goals of ending from the source you have read. The exercise must be completed in one week.

Recommended number of work hours for the student

10 hours.

TITLE:

Video Exercise Lab I

(9th Week)

Summary

Students will be divided into couples and practice the skills that have been trained from previous weeks on a given case study.

Introductory Remarks

Students will be divided into couples and will be given a case study on which they will take three different roles that of the therapist, the client and the observer. The client will bring an issue for discussion with the therapist. The therapist will apply some of the learnt skills and the observer will provide feedback.

All students will have the chance to embark on different roles and will get supervision from the course instructor.

Aims/Objectives

The aim of this module is to apply in practice the learnt skills.

Learning Outcomes

After the 9th week, students should be able to:

- Apply the counselling skills
- Receive feedback
- Reflect upon the level of their skills

Key Words

Role plays	Therapist	Client	Observer	Counselling Skills	Supervision

Annotated Bibliography

Basic Sources/Material

Study of all content that has been presented from book chapters and given materials from week 1 until week 8.

The aim of these materials focuses on the application of the counselling skills.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials focuses on the application of the counselling skills.

Self-Assessment Exercises/Activities

Exercise 9.1 (Non-assessed reflective activity): Review and reflect on the skills from role plays.

Recommended number of work hours for the student

10 hours.

TITLE:

Video Exercise Lab II

(10th Week)

Summary

Students will be divided into couples and practice the skills that have been trained from previous weeks on a given case study.

Introductory Remarks

Students will be divided into couples and will be given a case study on which they will take three different roles that of the therapist, the client and the observer. The client will bring an issue for discussion with the therapist. The therapist will apply some of the learnt skills and the observer will provide feedback.

All students will have the chance to embark on different roles and will get supervision from the course instructor.

Aims/Objectives

The aim of this module is to apply in practice the learnt skills.

Learning Outcomes

After the 10th week, students should be able to:

- Apply the counselling skills
- Receive feedback
- Reflect upon the level of their skills

Key Words

Role plays	Therapist	Client	Observer	Counselling Skills	Supervision

Annotated Bibliography

Basic Sources/Material

Study of all content that has been presented from book chapters and given materials from week 1 until week 8.

The aim of these materials focuses on the application of the counselling skills.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials focuses on the application of the counselling skills.

Self-Assessment Exercises/Activities

Exercise 10.1 (Non-assessed reflective activity): Review and reflect on the skills from role plays.

Recommended number of work hours for the student

10 hours.

TITLE:

Video Exercise Lab III

(11th Week)

Summary

Students will be divided into couples and practice the skills that have been trained from previous weeks on a given case study.

Introductory Remarks

Students will be divided into couples and will be given a case study on which they will take three different roles that of the therapist, the client and the observer. The client will bring an issue for discussion with the therapist. The therapist will apply some of the learnt skills and the observer will provide feedback.

All students will have the chance to embark on different roles and will get supervision from the course instructor.

Aims/Objectives

The aim of this module is to apply in practice the learnt skills.

Learning Outcomes

After the 11th week, students should be able to:

- Apply the counselling skills
- Receive feedback
- Reflect upon the level of their skills

Key Words

Role plays	Therapist	Client	Observer	Counselling Skills	Supervision

Annotated Bibliography

Basic Sources/Material

Study of all content that has been presented from book chapters and given materials from week 1 until week 8.

The aim of these materials focuses on the application of the counselling skills.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials focuses on the application of the counselling skills.

Self-Assessment Exercises/Activities

Exercise 11.1 (Non-assessed reflective activity): Review and reflect on the skills from role plays.

Recommended number of work hours for the student

10 hours.

TITLE:

Video Exercise Lab IV

(12th Week)

Summary

Students will be divided into couples and practice the skills that have been trained from previous weeks on a given case study.

Introductory Remarks

Students will be divided into couples and will be given a case study on which they will take three different roles that of the therapist, the client and the observer. The client will bring an issue for discussion with the therapist. The therapist will apply some of the learnt skills and the observer will provide feedback.

All students will have the chance to embark on different roles and will get supervision from the course instructor.

Aims/Objectives

The aim of this module is to apply in practice the learnt skills.

Learning Outcomes

After the 12th week, students should be able to:

- Apply the counselling skills
- Receive feedback
- Reflect upon the level of their skills

Key Words

Role plays	Therapist	Client	Observer	Counselling Skills	Supervision

Annotated Bibliography

Basic Sources/Material

Study of all content that has been presented from book chapters and given materials from week 1 until week 8.

The aim of these materials focuses on the application of the counselling skills.

Supplementary Sources/Material

Notes provided by the instructor.

The aim of these materials focuses on the application of the counselling skills.

Self-Assessment Exercises/Activities

Exercise 12.1 (Non-assessed reflective activity): Review and reflect on the skills from role plays.

Recommended number of work hours for the student

10 hours.

TITLE:

Supervision of Skills' Application (7th teleconference/lecture)

(13th Week)

Summary

In this week students will receive their final supervision from the application of counselling skills in the video exercises. Finally, a review will take place and the final examination content will be announced.

Introductory Remarks

Students will have the opportunity to receive a final feedback on their skills and they will be announced the content of the final examination.

Aims/Objectives

Final supervision of the video exercises and aim to build a self-reflection on the achieved level of the counselling skills. Finally, students will be prepared for the final examination.

Learning Outcomes

- Develop self-reflection on the basic counselling skills
- Comprehend the content of final examination
- Understand the presented techniques and skills
- Further study of the examination content so that students bring questions in the last teleconference

Key Words

Final supervision	Feedback	Final examination	Reading skills	Questions

Annotated Bibliography

Basic Sources/Material

All necessary sources for the final examination from the basic books that will be announced by the instructor from week 1 until week 8.

Supplementary Sources/Material

Notes provided by the instructor.

Self-Assessment Exercises/Activities

Exercise 13.1 (Non-assessed activity): Review the material for the final examination and note your questions to be resolved in another teleconference before the final examination. The activity must be completed in one week.

Recommended number of work hours for the student

15 hours.

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:

FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: The Therapeutic Stance

(1st Week)

Exercise 1.1

In this exercise, students must study several sources to comprehend the therapeutic stance from two therapeutic approaches. All answers could be correct, should students present issues relevant to the therapist's stance in the therapeutic room towards their client. Since therapeutic approaches differ on the way they approach such issues, it seems reasonable students to provide different answers on the therapeutic stance. The most important aspect of this exercise is to present their answer based on two different approaches.

Title: Advanced Counselling Skills

(5th Week)

Exercise 5.2

In this exercise students must reflect on their ability in applying the basic skills. Students must provide with a list with the pros and cons and discuss the challenges on the application of these skills. All answers might be correct should students follow this structure and reflect upon their strengths and weaknesses in each skill.

Title: Skills from the Insight Therapeutic Approaches

(6th Week)

Exercise 6.1

Students must choose a technique from an insight therapeutic approach and discuss how this technique can help a client on the given problem. All answers may be correct should students follow the theory of each technique in relation to the 'trust with important others from the individual's life during childhood and the present'.

Title: Ending of Sessions

(8th Week)

Exercise 8.1

In this exercise students must search at least one scientific article or a book on the ending of the therapeutic process. All answers could be correct, should the article is relevant to 'ending' from a specific therapeutic approach and if two goals of the ending are mentioned in the answer.

Title: Video Exercise Lab I

(9th Week)

Exercise 9.1

This is a self-reflection exercise and no indicative answers can provided. All answers may be correct should students focus on the evaluation of their skills as therapists in the role plays. This exercise must be completed only by students who participated in this week's video exercise lab.

Title: Video Exercise Lab II

(10th Week)

Exercise 10.1

This is a self-reflection exercise and no indicative answers can provided. All answers may be correct should students focus on the evaluation of their skills as therapists in the role plays. This exercise must be completed only by students who participated in this week's video exercise lab.

Title: Video Exercise Lab III

(11th Week)

Exercise 11.1

This is a self-reflection exercise and no indicative answers can provided. All answers may be correct should students focus on the evaluation of their skills as therapists in the role plays. This exercise must be completed only by students who participated in this week's video exercise lab.

Title: Video Exercise Lab IV

(12th Week)

Exercise 12.1

This is a self-reflection exercise and no indicative answers can provided. All answers may be correct should students focus on the evaluation of their skills as therapists in the role plays. This exercise must be completed only by students who participated in this week's video exercise lab.

Title: Review

(13th Week)

Exercise 13.1

Students must create a list with their queries on the course and the course-examination. Their questions must be uploaded on the forum.

Essay Feedback form with marking rubric:

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC355: Techniques of Counselling	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of	More scientific sources were needed and the existing are moderately relevant to the	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-	

	sources in text.		sources in text.	discussed topic. Moderate use of sources in text.	were used. Inadequate use of sources in text.	scientific. Inappropriate use of sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr Panagiotis Parpottas**			**FINAL GRADE**
Signature		**Date**		

Skills Feedback form with marking rubric:

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC355: Techniques of Counselling	**Feedback Form**					
Student's registration number:						
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-
1. Structure & management of Session:						
a. Opens session smoothly and warmly greets client						
b. Keeps the boundaries of time						
c. Structures session by directing client naturally through opening, exploration, deeper understanding; focuses client on essence of assessment issues						
d. Begins work on assessment goals in a timely way						
e. Smoothly and warmly ends the session in a timely way and planning for future sessions or for termination						
2. Vocal tone:						
a. Uses vocal tone that matches the sense of the session and session goals						
b. Vocal tone communicates caring and connection with the client						
3. Rapport/working alliance:						
a. Appropriate pacing and ability to establish and maintain a relationship of trust by consistently engaging in caring manner with client						
b. Demonstration of genuineness and authenticity, warmth and						

acceptance, respect and positive regard, and empathy.						
4. Accurate listening and exploration:						
a. Shows interest and appreciation: Repeats key words and phrases. Uses prompts ('uh huh, okay, right, yes') to let client know s/he is heard. Uses silence helpfully						
b. Paraphrasing: Engages in brief, accurate, and clear rephrasing of what the client has expressed						
c. Reflecting feelings: States succinctly the feeling and the content of the problem faced by the client						
d. Uses Immediacy: Recognizes here-and-now feelings (may be related to the therapeutic relationship), expressed verbally or nonverbally, of the client or the therapist						
e. Summarising: Makes statements at key moments in the session that capture the overall sense of what the client has been expressing						
f. Requesting concrete and specific examples: Asks for concrete and specific instances when clients provide vague generalities						
g. Questioning: Asks open-ended questions that encourage the client to continue talking and to provide information. Uses closed questions judiciously. Uses questions only when needed and does not overuse questions						
5. Empathic understanding:						
a. Accurately understands the client's internal frame of reference						
b. Receives the client's feelings and emotions and accurately reflects them back						

General Comments

Instructor	**Dr Panagiotis Parpottas**			**FINAL GRADE**
Signature		**Date**		

STUDY GUIDE

COURSE: Introduction to Neuropsychology

Institution	**European University Cyprus**		
Programme of Study	**Psychology**		
Course	**PSC225**	**Introduction to Neuropsychology**	
Level	Undergraduate ☒	Postgraduate (master) ☐	
Language of Instruction	English		
Course Type	Compulsory ☒	Elective ☐	
Number of Teleconferences	Total: Up to 6	Face to Face:	Web based Teleconferences: 6
Number of Assignments	2		
Assessment	Assignments 50%	Final Examination 50%	
Number of ECTS Credits	**6**		

Study Guide drafted by:	Thalia Karakatsani
Editing and Final Approval of Study Guide by:	Elenitsa Kitromilides-Nicolaides

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1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- Short description & objectives

GENERAL OBJECTIVES**:**

- to develop the students' capacity to think, write and speak effectively and creatively;
- to develop an appreciation of and respect for social, moral, and ethical values as the foundation of one's relationship to others and one's responsibilities towards his/her community and country;
- to develop the students' analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness which will promote personal achievement and contribution to organisations;
- to build breadth of perspective through the general education requirements and provide sufficient specialisation to meet basic professional and career requirements;
- to provide students with the basic requirements for academic and/or career advancement.

SPECIFIC OBJECTIVES:

- to provide students with a solid training in psychology and its methods;
- to foster awareness of contemporary developments and issues in psychology;
- to prepare students for careers in fields that utilise knowledge of psychology and its methods. Such fields might include: applied research, human resources and health services;
- to provide graduates with a thorough academic basis for advancing to higher level education in psychology and related disciplines.

Presentation of the Course through the Study Guide

Introductory overview of the field of human neuropsychology. Students will work on understanding the CNS anatomy and its study methods. Additionally, they will learn how to evaluate and diagnose the most typical cases. Finally, they will reflect on the role of clinical neuropsychology experts in the broader context of health services.
Specific issues approached:
History of Neuropsychology
CNS cellular organisation and biochemical activity

Functional neuroanatomy
Research methods
Functions of the four lobes of the brain
Laterality
Somatosensory system
Kinetic control and disorders,
Language, memory and amnesia
Visual spatial processes, attention and executive functions
Assessment
Intervention
Professional characteristics of neuropsychologists

GENERAL OBJECTIVES:
The course introduces students to neuropsychology and promotes the knowledge and understanding of research methods as well as assessment, diagnosis and intervention practices.
Upon completion of the study of this module, students should be able to:

- Analyse using critical thinking the historical evolution of concepts and issues in the field of neuropsychology.
- Define the basic principles of brain plasticity and development.
- Explain the relationship between brain function and behaviour emphasising on neuroanatomic systems.
- Use the above skills to interpret specific aspects of standard behaviour (e.g. memory, kinetic control etc.)
- Observe the main research models and clinical practises in neuropsychology using critical thinking.

Recommended number of work hours for the student

Approximately 10 hours (including the study of the Guide)

TITLE: Introduction to Neuropsychology

(1st Week)

Summary

The first chapter aims at defining the concept of neuropsychology. Additionally, it aims at presenting the historical retrospective or neuropsychology and at describing the physiology of the brain.

Introductory Remarks

Neuropsychology is the field of psychology and neurology that studies the structure and function of the brain in relation to human thought and behaviour mechanisms. It relates to the field of cognitive psychology and more generally to the so—called cognitive sciences. Cognitive psychology studies the cognitive mechanisms of five basic brain functions: memory, speech, executive functions, attention and visual-spatial abilities of the brain. A group of experts refer to four functions, including attention to executive processes. Whatever the case, attention is closely associated with the executive functions of the brain as well as with memory. In general, all functions are closely associated and the isolation of a single function only occurs in research experiments. That is, in everyday life, to execute a particular activity, we never use only one of these functions. For example, let us imagine that we have to write down the important appointments we have in the week. In this case, we will use the function of attention as we need to concentrate on this activity by isolating other environmental stimuli that can distract us from executing the task (e.g. someone next to us talking about politics), the function of memory (as we need to remember the appointments – events in order to write them down) and we will also use speech when writing the appointments down. Grosso modo, that is, these brain functions work together to enable us to function in our everyday lives, and therefore damage to one these functions also affects other cognitive functions.

Aims/ Objectives

This module aims at helping students understand the subject of Neuropsychology and its relationship with other sciences. It also aims at presenting historically the approaches of great intellectuals and describing the physiology of the brain.

Learning Outcomes

Upon completion of the study of this module, you should be able to understand the definition of neuropsychology, perceive the historical retrospective and evolution of neuropsychology, understand the relationship between neuropsychology and other sciences and its multidisciplinarity and finally to define the physiology of the brain.

Key Words

Neuropsychology	History of Neuropsychology	Brain			

Annotated Bibliography

- **Basic Sources/ Material**

Martin, G. Neil *Human neuropsychology.* Prentice Hall, Harlow 2006. The1st chapter presents the human brain anatomy.

Supplementary Sources/ Material

• Darby, D, Walsh, K. Neuropsychology. 5th ed. Melbourne: Churchill Livingstone; 2005.

The 1st chapter is introductory and constitutes an introduction to the science of neuropsychology.

•Kolb B., Whishaw I.Q., *Fundamentals of human neuropsychology*, Worth Publishers, 2009

Self-Assessment Exercises/ Activities

Exercise 1.1

Describe the relationship between neuropsychology and other disciplines by discussing with your fellow students. (Word limit: 300 words)

Recommended number of work hours for the student: 10 hours

TITLE: Basic neuroanatomy & basic principles of CNS function

(2nd Week)

Summary

The human brain is composed of a complex connection of neurons that are responsible for the normal functioning of the human body. In this module, we will analyse the biological basis of the brain and the individual neurons as well as the interaction with the environment through sensory organs.

Introductory Remarks

The nervous system together with the endocrine system contribute to maintaining a stable internal environment (homeostasis) by controlling and coordinating the functions of the other systems of the body. The body must understand and react accordingly to changes in the environment. Information on these changes are collected from the receptors and transmitted to the central nervous system. After processing the information, the central nervous system gives the appropriate commands to the muscles and glands. This enables the body to adapt its functions according to the changes in the environment, a prerequisite for its survival. The organs of the nervous system are the brain and the spinal cord, both of which constitute the Central Nervous System (CNS) and the nerves that constitute the Peripheral Nervous System (PNS).

Aims/ Objectives

This course aims at covering the following topics, introducing the brain's nervous system, presenting the brain's biological analysis and introducing the students to the brain's sensory systems.

Learning Outcomes

Students are expected to understand the functioning of the cerebral nervous system. They are also expected to learn the biological basis and analysis of the brain and learn about the brain sensory systems and how this internal communication with the environment is realised through the senses.

Key Words

Brain	Environment	Nervous system	Genetics		

Annotated Bibliography

Supplementary Sources/ Material

- 3. Kolb B., Whishaw I.Q., Fundamentals of human neuropsychology, Worth Publishers, 2009

Self-Assessment Exercises/ Activities

Exercise 2.1

Activity presentation:

This week you are invited to participate in an interactive activity. After studying the weekly material related to the biological structure of the brain and sensory nerves, you are invited to answer the following question:

1. Describe the way in which external sensory stimuli are acquired and the process followed by sensory neurons of the brain for their encoding (Word limit: 300 words)

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

Recommended number of work hours for the student:

10 hours

TITLE: Research Methods in Neuropsychology

(3rd Week)

Summary

Use of neuroimaging methods for brain function research. This module looks into the reasons and ways in which the brain function is examined.

Introductory Remarks

Their goal is to record the electrical activity of brain regions or individual neurons. Sign is the result of measuring a physical quantity that conveys information. Correspondingly, biological signals or biosignals are signals used in the field of biomedical technology and derive as process outputs from biological systems. These signals provide useful information for understanding the function and pathophysiological mechanisms of a normal system. As to their nature, these signals can be divided into: electrical, mechanical, chemical. Electrical signals derive from the electrical activity of neural and muscle cells such as the depolarisation of a neural or muscle membrane. Mechanic signals originate from the mechanical function of cells such as blood pressure in the circulatory system, and chemical signals originate from chemical processes such as the PO2 and PCO2 blood gas pressures.

Aims/ Objectives

This course aims at covering the following topics: The use of brain CT. Students will learn neuroimaging techniques. They will learn how to perform intracranial and transcranial examinations as well as how to perform a neuropsychological test.

Learning Outcomes

Students are expected to be able to understand the different neuroimaging techniques, interpret the findings of neuropsychological tests and finally recognise the importance of brain CT.

Key Words

Neuroimaging	CT	Encephalogram	Evoked Response Potential	Electrodermal activity	Neuropsychological tests

Annotated Bibliography

- Martin, G. Neil *Human neuropsychology.* Prentice Hall, Harlow 2006. The1st chapter presents the human brain anatomy.
- Kolb B., Whishaw I.Q., Fundamentals of human neuropsychology, Worth Publishers, 2009

  The second chapter of the book Fundamentals of human neuropsychology enables the students to learn about the anatomy of the sensory system.

- Morihisa JM (editor): Advances in Brain Imaging (Review of Psychiatry Series, Volume 20, Number 4; Oldham JM and Riba MB, series editors). Washington DC, American Psychiatric Publishing, 2001

Self-Assessment Exercises/ Activities

Exercise 3.1

Activity presentation:

This week you are invited to participate in an interactive activity. After studying the weekly material related to research methodology in neuropsychology, you are invited to answer the following question:

1. Describe a neuroimaging technique (Word limit: 300 words)

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

Recommended number of work hours for the student:

10 hours

TITLE: Frontal lobes and functions

(4th Week)

Summary

This module presents and analyses the functions and disorders of the brain. Then, it presents cognitive tests examining the brain function, while reference is made to specific brain disorders affecting cognitive functions such as the case of schizophrenia.

Introductory Remarks

The frontal lobes contain anatomical regions of great functional significance:

- Precentral gyrus which is the primary motor cortex
- Prefrontal association area which cooperates with the motor cortex to form complex movements and their sequence of execution and in which thought is processed.
- Broca's area where the kinetic centre of speech is found. It is the area controlling the muscles responsible for speech.

Additionally, the frontal lobes control our consciousness with regard to our actions, our judgement of what is happening in our day-to-day activities, our emotional reactions, the language we use and the knowledge of the meaning of the words we choose. Problems observed after damage are loss of motor skills of various body parts, inability to plan, persistence of a single idea or behaviour, mood fluctuations, difficulty in solving problems, and impaired language skills. Patients who have experienced damage in this area also experience personality disorders, as there is loss of spontaneity, apathy and neglect for personal appearance and hygiene, as well as anti-social behaviour. The frontal lobes play a key role in the processing of information and therefore comprehension.

Aims/ Objectives

This course aims at covering the following topics: Analysis of cerebral cortex functions, analysis of cerebral disorders through syndromes and introduction to schizophrenia.

Learning Outcomes

Students are expected to acquire a general knowledge of constructivism, recognise the main approaches to the stages theory and finally acquire knowledge on the main critics and applications of the theory.

Key Words

Attention deficit	Capgras syndrome	Fregoli delusion	Executive functions	Dysexecutive syndrome

Annotated Bibliography

- Martin, G. Neil *Human neuropsychology.* Prentice Hall, Harlow 2006. The1st chapter presents the human brain anatomy.

• Darby, D, Walsh, K. Neuropsychology. 5th ed. Melbourne: Churchill Livingstone; 2005.

- Anderson V., Jacobs R., Anderson P.J., Executive functions and the frontal lobes: a lifespan perspective, Taylor & Francis, 2008

  The article "Executive functions and the frontal lobes: a lifespan perspective" describes the frontal lobes system and their functions.

- Andrews D., Neuropsychology: from theory to practice, Psychology Press 2001
- Godlstein L.H., McNeil J.E., Clinical neuropsychology: a practical guide to assessment and management for clinicians, Wiley, 2004
- Kolb B., Whishaw I.Q., Fundamentals of human neuropsychology, Worth Publishers, 2009

Self-Assessment Exercises/ Activities

Exercise 4.1

Activity presentation:

This week you are invited to participate in an interactive activity. After studying the weekly material related to frontal lobes and their functions, you are invited to answer the following question:

1. Describe how the theoretical basis of neuropsychology can constitute a practical study. (Word limit: 300 words)

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

Recommended number of work hours for the student: 10 hours

TITLE: Temporal and occipital lobes: anatomy and functions

(5th Week)

Summary

This module introduces students to how human behaviour is affected by individual brain dysfunctions.

Introductory Remarks

The temporal lobe of the brain is located in the lateral part of each hemisphere, near the temples. The temporal lobe is responsible for hearing, the perception of complex images, the understanding of speech (left hemisphere) as well as the behaviours responsible for motivation and emotion. Following damage in areas of the temporal lobe, problems related to person identification, word comprehension, selective attention, increase or decrease of sexuality, vertigo, aggressive behaviour, persistent speech (following damage to the right temporal lobe), olfactory and visual hallucinations, feelings of awe and panic are presented. The accompanying kinetic phenomena include repetitive grimacing, chewing movements etc. The occipital lobes are located in the back of the brain and are responsible for vision as the visual cortex is located there. The left hemisphere “sees” the image of the right visual field and the right hemisphere that of the left. If that particular area of the left hemisphere is injured, the right hemisphere assumes the entire field of vision, but not after damage to the corresponding field of the right hemisphere. Damage to occipital lobes can cause problems – in addition to vision problems – such as hallucinations, inability to recognize movements and words as well as drawn objects.

Aims/ Objectives

This course aims at covering the following topics: temporal lobe recognition, behavioural disorders due to brain damage, biological approach of the lobes and brain problems.

Learning Outcomes

Students are expected to acquire general knowledge of temporal lobes, recognise the main behavioural disorders related to specific brain injuries and gain knowledge about specific brain problems.

Key Words

Temporal lobes	Auditory perception	Auditory agnosia	Auditory hallucinations	Occipital lobes	Visual cortex

Annotated Bibliography

- Martin, G. Neil *Human neuropsychology.* Prentice Hall, Harlow 2006. The1st chapter presents the human brain anatomy.
- Darby, D, Walsh, K. Neuropsychology. 5th ed. Melbourne: Churchill Livingstone; 2005.
- Gruter T, Gruter M, Carbon CC (2008) Neural and genetic foundations of face recognition and prosopagnosia. J Neuropsychol, 2(Pt 1):79-97.
- Kolb, B., B. Milner, and L. Taylor. Perception of faces by patients with localized cortical excisions. Canadian Journal f Psychology 37:8–18, 1983.

The article “Perception of faces by patients with localized cortical excisions” describes the connection and function of temporal lobes.

Self-Assessment Exercises/ Activities

Exercise 5.1

Activity presentation:

This week you are invited to participate in an interactive activity. After studying the weekly material related to temporal lobes and their functions, you are invited to answer the following question:

1. Are the temporal lobes responsible for our ability to recognise faces? Discuss. (Word limit: 300 words)

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

Recommended number of work hours for the student:

10 hours

TITLE: Parietal lobes and functions

(6th Week)

Summary

Processing and integration of somatosensory and visual information.
• Studies in humans
• Studies in animals – Difficulty in reproducing the symptomatology observed in humans – less developed parietal lobes.

Introductory Remarks

Parietal lobes (both right and left) of the brain are located in the forward part of the brain extending back to the Rolando fissure and downwards to the temporal lobe. They are responsible for the occurrence of intentional movements, using objects, processing sensory information from across the body. Parietal lobes are also in control of the senses of vision and touch. In case of damage to the parietal lobe, one may find it impossible to name objects, encounter difficulties in reading and solving mathematical problems, demonstrate visual attention concentration weakness and inability to recognise parts of the body or the surrounding area. It has been repeatedly stressed that the parietal lobe cannot be considered as an autonomous anatomical entity. Its boundaries cannot be drawn precisely until after the adoption of conventional and artificial landmarks and borders. The parietal lobe cannot be equated with any closely defined normal function. In other words, the parietal lobe represents a topographical convention empirically placed on the surface of the brain. Its name only serves a descriptive need.

Aims/ Objectives

This course aims at covering the following topics: Viewing disorders after damage to the anterior and posterior parietal region and syndromes.

Learning Outcomes

Students are expected to understand which disorders are due to the dysfunction of the parietal region and to be informed of the existence of various syndromes due to the damage to the parietal region.

Key Words

Parietal lobes	Parietal regions	Gerstmann syndrome	Somatosensory agnosia	Balint syndrome	Spatial neglect syndrome

Annotated Bibliography

- Martin, G. Neil *Human neuropsychology.* Prentice Hall, Harlow 2006. The1st chapter presents the human brain anatomy.
- Darby, D, Walsh, K. Neuropsychology. 5th ed. Melbourne: Churchill Livingstone; 2005.
- Vallar G. (2007), Spatial neglect, Balint-Homes' and Gerstmann's syndrome, and other spatial disorders.CNS Spectr 12(7):527-36.

In Darby D., Walsh K the Gerstmann syndrome is described.

Self-Assessment Exercises/ Activities

Exercise 6.1

Activity presentation:

1. Describe the Gerstmann syndrome (Word limit: 300 words)

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

The 1st assignment counts for 20% of the overall grade of the course and will be handed in during the 6th week.

Recommended number of work hours for the student:

10 hours

TITLE: Cerebral asymmetry and disconnection syndromes

(7th Week)

Summary

- The two brain hemispheres are differentiated in terms of the functions they perform.

Introductory Remarks

Both hemispheres are involved in regulating different behaviours. Despite the fact that the left hemisphere is very important for the production and understanding of language, the right hemisphere also participates in relevant processes. Each hemisphere is organised into two systems: the sensory and the kinetic system. While each hemisphere performs specific functions, both work together in such a way that the so-called two-sided symmetry of the hemispheres is achieved. That is, the sensory system (somatosensory cortex) receives sensory information mainly from the contralateral side of the body and conveys them through the sensory axes to the nuclei of the cranial nerves. Processed information from the kinetic system (motor cortex) is conveyed through the motor axes to the spinal cord and the corresponding specialised muscles of the same contralateral side of the body.

Aims/ Objectives

This module aims at teaching the characteristics of asymmetry and its functions both when it comes to a healthy and unhealthy brain and at teaching disconnection syndromes.

Learning Outcomes

Students are expected to understand the characteristics of asymmetry and its functions both when it comes to a healthy and unhealthy brain and know about disconnection syndromes.

Key Words

Cerebral asymmetry	Temporal area	Disconnection syndromes	Corpus callosum		

Annotated Bibliography

- **Basic Sources/ Material**
- Martin, G. Neil *Human neuropsychology.* Prentice Hall, Harlow 2006. The1st chapter presents the human brain anatomy.

• Darby, D, Walsh, K. Neuropsychology. 5th ed. Melbourne: Churchill Livingstone; 2005.

Chapter 8 CEREBRAL ASYMMETRY describes this module.

Vallar G. (2007), Spatial neglect, Balint-Homes' and Gerstmann's syndrome, and other spatial disorders.CNS Spectr 12(7):527-36.

Self-Assessment Exercises/ Activities

Exercise 7.1

Activity presentation:

1. Mention one disconnection syndrome (Word limit: 300 words)

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

Recommended number of work hours for the student:

10 hours

TITLE: Memory and related disorders

(8th Week)

Summary

In this module, students will be taught the sub-categories of memory, its functions and related disorders.

Introductory Remarks

A first encoding allows information from the outside world to reach our sensory organs. For example, a series of electromagnetic waves in a certain range of frequencies conveys the information that a “lamp is illuminating” to us through air. However, this is not the information that stimulates the corresponding receptors in the retina of the eye, but rather the electromagnetic waves that carry it encoded. And this information does not make any sense except in human consciousness, meaning where its essence is perceived. In sensory organs, the signal passes from the environment to another medium (the human body) and is encoded differently, initially transformed into a chemical or physical stimulus, and then into lines of electrical impulses that travel to the brain and become senses. These electrical impulses are correlated and encoded in the brain in order to obtain understandable forms and give them meaning and concept. The process and result of this last conversion relates, for the first time in the process, to the memory. From the perspective of information processing, there are three basic steps in memory configuration and recovery: Encoding or recording: capturing, processing and combining the information received, Retention/ storing: creation of a permanent record of encoded information and recovery, recovery or memory: recovering the stored information in response to a signal for use in a process or activity.

Aims/ Objectives

This course aims at covering the following topics: Analysis and separation of memory and subcategories and reference to important disorders.

Learning Outcomes

Students are expected to recognise the multidisciplinary nature and each sub-category of memory as well as to identify memory disorders.

Key Words

Memory,	Hippocampus,	Amnesia,	Consolidation,	Multiple traces	Reconsolidation

Annotated Bibliography

Martin, G. Neil *Human neuropsychology.* Prentice Hall, Harlow 2006. The1st chapter presents the human brain anatomy.

Chapter 10 with title “The Dementias” describes memory disorders.

- Darby, D, Walsh, K. Neuropsychology. 5th ed. Melbourne: Churchill Livingstone; 2005.
- Kolb B., Whishaw I.Q., Fundamentals of human neuropsychology, Worth Publishers, 2009
- Emilien G., Durlach C., Antoniadis E., van der Linden M., Maloteaux J.M., Memory: neuropsychological, imaging and psychopharmacological perspectives, Psychology Press, 2004
- Badelley A., Working memory: looking back and looking forward. Nature Reviews Neuroscience 4, 829-839, October 2003.
- Atkinson, R.C.; Shiffrin, R.M. (1968). "Chapter: Human memory: A proposed system and its control processes". In Spence, K.W.; Spence, J.T. The psychology of learning and motivation (Volume 2). New York: Academic Press. pp. 89–195.

Self-Assessment Exercises/ Activities

Exercise 8.1

Interactive forum:

Activity presentation:

1. What are the main categories of memory and how do they relate to encoding information? (Word limit: 200 words)

2. What kind of memory disorders are there? (Word limit: 200 words)

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

Recommended number of work hours for the student: 10 hours

TITLE: Language and related disorders

(9th Week)

Summary

Students will be taught about the communication process, how the human brain encodes information and how the communication process is executed. Students will also be taught about speech and expression disorders.

Introductory Remarks

Speech and writing development disorders constitute an important factor of school difficulty or failure, the treatment of which usually oversteps the narrow framework of school and imposes close cooperation between teachers and specialists (speech therapists, special pedagogues or specialists in general of the mental health of children and adolescents). The autonomous view of language pathology, regardless of the somatic-developmental-neurological "substratum" and its psycho-environmental context, is merely a schematic abstraction, which – despite all its relative usefulness for educational purposes – deprives significant possibilities of understanding the phenomenon, but also of a comprehensive therapeutic approach to address it. Language pathology is therefore a complex phenomenon, requiring a multidisciplinary interdisciplinary approach and close collaboration between mental health educators and specialists (school and medico-pedagogic team). The scope of each partial approach is limited to either "repairing" the symptom, disregarding its role in a more general mental function, or underestimating the pain and complications caused by the symptom itself. "Mechanistic" isolation and symptom management can lead to therapeutic effects on various and possibly serious side effects (e.g. diagnostic obfuscation on a generalised development disorder that will lead to a deficient therapeutic effect). However, each symptom itself may refer to completely different situations. Some of these are merely accidents of a developmental path or evolutionary course, while others are directly linked to living conditions and environmental difficulties, and despite the fact that they pose serious pedagogical problems, they do not constitute an indication of mental pathology. Finally, some other symptoms might constitute signs of psychopathological disorders, often of particular importance. In any case, it is necessary to examine the integrity of the nervous system (aphasia) and the sensory organs of hearing (deafness, hearing loss, hypoacusia) as well as the oral cavity and pharynx (harelip).

Aims/ Objectives

The course aims at covering the following topics: Communication analysis, speech and expression disorders and introduction to and analysis of dyslexia and its categories.

Learning Outcomes

Students are expected to be able to identify the process of communication, distinguish the nature of speech and expression disorders and recognise the nature of dyslexia and its categories.

Key Words

Speech centres	Wernicke-Geschwind model	Speech disorders	Aphasia	Dysphasia	Developmental dyslexia

Annotated Bibliography

- Martin, G. Neil *Human neuropsychology.* Prentice Hall, Harlow 2006. The1st chapter presents the human brain anatomy.

Chapter 8 of the book refers to language disorders.

- Darby, D, Walsh, K. Neuropsychology. 5th ed. Melbourne: Churchill Livingstone; 2005.
- Kolb B., Whishaw I.Q., Fundamentals of human neuropsychology, Worth Publishers, 2009
- Whitworth A., Webster J., Howard D., A Cognitive Neuropsychological Approach to Assessment and Intervention in Aphasia: A Clinician's Guide, Taylor & Francis, 2004
- Godlstein L.H., McNeil J.E., Clinical neuropsychology: a practical guide to assessment and management for clinicians, Wiley, 2004

Self-Assessment Exercises/ Activities

Exercise 9.1

Interactive forum:

Activity presentation:

1. How is an assessment performed and what kind of intervention do you use in patients with aphasia? (Word limit: 300 words)

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

Recommended number of work hours for the student: 10 hours

TITLE: Attention and consciousness

(10th Week)

Summary

The relationship between attention and consciousness seems to be an intimate one. This had led to the assumption that these two phenomena share some attributes or even that they are identical. However, it is widely argued that attention and consciousness are discrete phenomena, with different functions governed by different neuronal mechanisms. The two above considerations raise some questions when it comes to the nature of this relationship.

Introductory Remarks

The issue of consciousness has often attracted attention. In the past, it was merely a field of expression of philosophical reflection. However, recently both psychologists and neuroscientists have began to deal with the so-called problem of the relationship between the mind and the body or, according to Schopenhauer's suggestive phrase "the riddle of the world". More generally, consciousness for an organism is considered to be the analytical ability of the experience. It is the "space" from which dreamlike imagination, intelligence, spirituality etc., derives. Within this space "forms" are shaped such as perceptions, senses and thoughts. Consciousness provides the potential in which experience can be generated. Since we do not accept consciousness in matter, neurons or electrochemical activity, David Chalmers, philosophy professor at Arizona University, has formulated the following question: How does something as immaterial as consciousness arise from something as unconscious as matter? In response to this "tricky question", some suggest that consciousness can also arise from the awareness of the ever smaller, self-similar structures that, when highly organised, form one's consciousness. It is suggested and demonstrated, for example, that some of the brain neurons, individually, have conspicuous awareness since their effect has a macroscopic impact, if not consciousness to its full extent. The missing link still lacks the way in which neuron atoms are connected so that it displays awareness, how awareness is conveyed to individuals from the smallest scales etc.

Aims/ Objectives

The course aims at covering the following topics: Intepreting attention, Hyperactivity analysis and conscious and unconscious.

Learning Outcomes

Students are expected to be able to identify the concepts of attention and consciousness, to distinguish the conscious and unconscious and to understand the concept of hyperactivity and how it is related to attention.

Key Words

Attention	Consciousness	Alertness	Divided attention	Selective attention	Sustained attention

Annotated Bibliography

- Martin, G. Neil *Human neuropsychology.* Prentice Hall, Harlow 2006. The1st chapter presents the human brain anatomy.
- Darby, D, Walsh, K. Neuropsychology. 5th ed. Melbourne: Churchill Livingstone; 2005.
- Kolb B., Whishaw I.Q., Fundamentals of human neuropsychology, Worth Publishers, 2009

  Part IV of the book Fundamentals of human neuropsychology refers to the superior functions of attention and consciousness.

Self-Assessment Exercises/ Activities

Exercise 10.1

Interactive forum:

Activity presentation:

1. Describe alertness (Word limit: 300 words).

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

Recommended number of work hours for the student: 10 hours

TITLE: Neurological disorders

(11th Week)

Summary

The greater the burden of the neurological disorder, the more it contributes to the underlying symptoms and the more dangerous it will be if not taken into account. Below we list the main treatments required while caring for the disorders and possible “pitfalls” encountered depending on the neurological diagnosis. Finally, intercurrent neurological symptoms in frequently encountered disorders as well as potential pitfalls are also reported.

Introductory Remarks

When it comes to neurological diseases (cerebrovascular accidents, ischemic or hemorrhagic) and the early onset of Alzheimer’s and the subsequent Pick’s disease, many hypotheses are made. However, no causal relationship has been found with the aetiopathogenicity that remains unknown, while the treatment of the disease is presently symptomatic and incomplete. With reference to mental disorders, it is considered that the proactive personality in relation to life events and the inability of certain individuals to adapt and cope as well as the history of a mental disorder are associated with menopause. Only vasomotor manifestations are related to biological findings (hormonal changes).

Aims/ Objectives

The course aims at covering the following topics: Interpretation of brain strokes and injuries, brain tumour analysis and myasthenia.

Learning Outcomes

Students are expected to be able to interpret brain strokes and brain injuries, recognise the importance of analysing brain tumours and what functions are burdened by it, as well as to interpret myasthenia.

Key Words

Neurological disorders	Cerebrovascular accident	Cerebral ischaemia	Cerebral hemorrhage	Angiomas	Aneurysms

Annotated Bibliography

- Martin, G. Neil *Human neuropsychology.* Prentice Hall, Harlow 2006. The1st chapter presents the human brain anatomy.
- Darby, D, Walsh, K. Neuropsychology. 5th ed. Melbourne: Churchill Livingstone; 2005.
- Kolb B., Whishaw I.Q., Fundamentals of human neuropsychology, Worth Publishers, 2009

Part V of the book Fundamentals of human neuropsychology explores Plasticity and Disorders and refers to neurological disorders.

- Davis L.E., King M.K., Schulz J.L., Fundamentals of neurologic disease, Demos Medical Publishing, 2005

Self-Assessment Exercises/ Activities
Exercise 11.1

What are the main characteristics of Alzheimer's disease? (Word limit: 300 words)

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

The 2nd assignment counts for 20% of the overall grade of the course and will be handed in during the 11th week.

Recommended number of work hours for the student:

10 hours

TITLE: Plasticity, rehabilitation and recovery of functions

(12th Week)

Summary

Findings suggest that neurons can be generated in the hippocampus both for animals and humans. (Eriksson, 1998. Gould, 1999). Swanson (1982) also argued that a type of memory-related brain plasticity is the long-term ability to regenerate new cells in the hippocampus, where plasticity is expressed at synapses. Hebb (1949) suggested that the stimulation of synapses is the result of learning.

Introductory Remarks

Brain plasticity refers to the ability of the nervous system to change its structure continuously throughout an individual's life, as a reaction to the diversity of the environment. Despite the fact that this term is currently used in psychology and neurosciences it is not easy to define. It is used to refer to changes occurring in different levels in the nervous system: molecular structures, changes in gene expression and behaviour. Neuroplasticity allows neurons to regenerate both anatomically and functionally and to form new synaptic connections. Neural plasticity represents the ability of the brain to recover and restructure. This adaptability to the nervous system allows the brain to recover from disorders or damages and can reduce the consequences of changes caused by diseases such as multiple sclerosis, Parkinson, cognitive impairment, Alzheimer's, dyslexia, ADHD, adult insomnia, child insomnia. The recovery of functions is possible to some extent after damage of the neural system. What is defined as "recovery"? • Full recovery of a function, • Significant improvement of a function and • Any improvement of a function

Aims/ Objectives

The course aims at covering the following topics: Biological analyses and medical solutions for brain and cell damage.

Learning Outcomes

Students are expected to be taught the biological analyses and medical solutions for brain and cell damage.

Key Words

Plasticity	Recovery of functions	Ischemia			

Annotated Bibliography

- Kolb B., Whishaw I.Q., Fundamentals of human neuropsychology, Worth Publishers, 2009

Part V of the book Fundamentals of human neuropsychology in Plasticity and Disorders refers to plasticity and recovery.

- Berlucchi G., Buchtel H.A., Neuronal plasticity: historical roots and evolution of meaning. Exp Brain Res. 2009; 192(3):307-19.
- Nava E., Roder B., Adaptation and maladaptation insights from brain plasticity. Prog Brain Res. 2011;191:177-94.

Self-Assessment Exercises/ Activities

Exercise 12.1

Activity presentation:

1. Describe ischemia (Word limit: 300 words)

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

Recommended number of work hours for the student: 10 hours

TITLE: Neuropsychological assessment

(13th Week)

Summary

Clinical neuropsychology has evolved rapidly in recent years both in Greece and internationally. Contrary to the role previously played in diagnosis, namely in the detection of brain damage, its role today is wider. Its usefulness is found in describing and investigating behaviour patterns and in designing recovery programs. As the role of clinical neuropsychiatric assessment grows, it is becoming increasingly clear that it constitutes an integral part of the day-to-day operation of clinics and hospitals where people with dysfunction or damage of the central nervous system are hospitalised and that it is not limited to neurosurgical, neurological and psychiatric clinics. An increase in scientific interest when it comes to neuropsychology led to a corresponding increase in the zeal of individuals from different disciplines to get involved in clinical assessment.

Introductory Remarks

Neuropsychological Assessment and Cognitive Rehabilitation are related to patients with neurological damage (cerebrovascular accidents, craniocerebral injuries, brain infections such as meningitis, anoxia due to cardiac arrest) and focus on cognitive functions that may be disrupted as a consequence of these conditions. Such functions are location, time and status, attention and concentration, memory, space perception, planning, organization, planning etc. Decline in cognitive functions consequently leads to reducing the autonomy and functionality of the individual, and can be a significant obstacle to the individual's constructive participation in the rehabilitation program and therapies. The aim of the Neuropsychological Assessment is the detailed investigation of cognitive deficits using specialised tests and tools. Based on the results of the assessment, and if appropriate, the patient participates in a Cognitive Rehabilitation program aiming mainly at educating the patient on strategies that will help him/ her tackle these difficulties more effectively and increase functionality in her/ her everyday life. Along with patient education, the neuropsychologist informs, explains and supports relatives when it comes to the importance of these deficits in the patient's daily routine (return to work, ability to drive etc.) thus helping them play a crucial role in cognitive rehabilitation.

Aims/ Objectives

The course aims at covering the following topics: Solving as it relates to neuropsychological assessment, analysing the feasibility of the assessment and assessment through tests, reading and interpreting a diagnosis.

Learning Outcomes

Students are expected to learn about the feasibility of a neuropsychological assessment.

Key Words

Evaluation	Assessment	Data	Observation	Interpretation	Rating

Annotated Bibliography

- Martin, G. Neil *Human neuropsychology.* Prentice Hall, Harlow 2006. The1st chapter presents the human brain anatomy.
- Kolb B., Whishaw I.Q., Fundamentals of human neuropsychology, Worth Publishers, 2009
- Harding L., Beech J.R., Assessment in neuropsychology, Routledge, 2002

Self-Assessment Exercises/ Activities

Exercise 13.1

1. Describe the purposes of neuropsychological assessment. (Word limit: 300 words)

Let me emphasise that you have to interact with your fellow students to present a documented answer and not simply post something or give a one word answer.

Recommended number of work hours for the student: 10 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:
FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: Introduction to Neuropsychology

(1st week)

Exercise 1.1

Relationship of Neuropsychology with other disciplines
•Anatomy

•Biology

•Biophysics

•Pharmacology

•Physiology

•Philosophy

•Neurosurgery

•Psychometry

Title: Basic neuroanatomy and basic principles of CNS function

(2nd week)

Exercise 2.1
The energy of the stimulus turns into nervous signal – Molecular mechanism for the conversion in the membrane of sensory receptors • Conversion of the stimulus is followed by encoding – Energy Dynamics

Title: Research methods in Neuropsychology

(3rd week)

Exercise 3.1

…….. Axial or Computed (CT) tomography
The patient's head is placed in the CT scan
• It has an X-ray transmitter on one side of the head and an X-ray detector on the other side
• A beam of parallel X-rays passes through the patient's head and the amount of radioactivity is calculated by the detector
• Both the transmitter and detector move symmetrically and scan the brain from all angles
• A computer gets this information and with mathematical methods links them to a single image

Title: Frontal lobes and functions

(4th week)

Exercise 4.1

Andrews D., Neuropsychology: from theory to practice, Psychology Press 2001

Title: Temporal and Occipital lobes: anatomy and functions

(5th week)

Exercise 5.1

Kolb, B., B. Milner, and L. Taylor. Perception of faces by patients with localized cortical excisions. Canadian Journal of Psychology 37:8–18, 1983.

Title: Parietal lobes and functions

(6th week)

Exercise 6.1

Dysgraphia/ agraphia: difficulty/loss of ability to communicate through writing

•Dyscalculia/acalculia: difficulty/loss of ability to calculate

•Finger agnosia

•Difficulty in telling right from left

1st Assignment

The 1st assignment counting for 20% of the overall course grade will be handed in during the 6th week. No indicative answers are provided for this exercise since this exercise counts for 20% of the overall course grade.

Title: Cerebral asymmetry and disconnection syndromes

(7th week)

Exercise 7.1

Disconnection syndromes: behavioural symptoms observed after disconnection
– Damages in various parts of the corpus callosum and in various ligaments result in different syndromes

Title: Memory and related disorders

(8th week)

Exercise 8.1 The answers are given during the 8th week lecture

Korsakoff syndrome
•long-term alcohol abuse •clinical features of anterograde amnesia • Obvious difficulty or complete inability to memorise new verbal and non-verbal information • Memory material that appears to have been perceived cannot be recalled after an unusually short period of time – in severe case it may take a few minutes

Title: **Language and related disorders**

(9th week)

This exercise can be answered by critically assessing the study “Whitworth A., Webster J., Howard D., A Cognitive Neuropsychological Approach to Assessment and Intervention in Aphasia: A Clinician's Guide, Taylor & Francis, 2004” that describes specific language disorders

Title: Attention and consciousness

(10th week)

Exercise 10.1
Level of alertness, ability to respond to the environment – Tone characteristics: daily readiness • Deficit: slow response to the environment
stimuli – Phasic characteristics: ability to change the level of alertness in response to warnings or increasing task requirements • Deficit: failure to raise the level of alertness in response to increasing demands

TITLE: Neurological disorders

(11th week)

Exercise 11.1
Alzheimer’s disease, also known as simply Alzheimer’s, is a chronic neurodegenerative disease, which begins slowly and accelerates over the years. Alzheimer’s is non-treatable and fatal, accounting for 60% to 70% of dementia cases. Alzheimer’s disease was originally described by the German psychiatrist and neuropathologist Aloisius Alzheimer in 1906 (hence the name). The most common early symptom of the disease is the difficulty in recalling recent events (loss of short-term memory). As the disease progresses, symptoms may include language problems, orientation (individuals become easily disoriented), mood swings, loss of motivation, self-care and behavioural issues. As the condition of a person worsens, they often leave the family and society. Gradually, body functions are lost, eventually leading to death [10]. Despite the fact that the rate of progression may vary, the average life expectancy after diagnosis is three to nine years. Generally, the disease is found in people over 65, although premature Alzheimer’s can appear much earlier, perhaps even before the age of 50.

2nd Assignment

The 2nd assignment counting for 20% of the overall course grade will be handed in during the 11th week. No indicative answers are provided for this exercise since this exercise counts for 20% of the overall course grade.

Title: Plasticity, rehabilitation and recovery of functions

(12th week)

Exercise 12.1

Changes in the ionic balance of the damaged area
– Changes in pH and cell membrane properties
•They cause a number of pathological events
+
– Release of large amounts of glutamic acid, prolonged opening of calcium channels
• Toxic amounts of calcium enter the cell

Title: Neuropsychological assessment

(13th week)

Exercise 13.1 *Diagnosis*
– Differential diagnosis
– Neuroimaging
– Prognosis

Therapeutic planning & patient care

– Responses as to the capabilities and weaknesses of the patient
– Sequential neuropsychological assessments
– Briefing of patients and their carers

School of Humanities, Social and Education Sciences

Department of Social and Behavioural Sciences

B.Sc. Psychology

PSC225: Introduction to Neuropsychology	**Feedback form**						
Student's Registration number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Acceptable 60-69%	Insufficient 50-59%	Failure 49%-	**Comments**
1. Structure, grammar-punctuation-spelling (GPS), word limit (**10%**)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. APA Style (**10%**)	Excellent use of APA style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	Minor mistakes in text and in reference list.	Major mistakes in text or/and in reference list.	Limited attempt in using the APA style.	Absence of APA style basic rules.	
3. Relevant Sources (**5%**)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of sources in text.	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed topic. Moderate	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific sources were used. Inadequate use of	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific. Inappropriate use of	

				use of sources in text.	sources in text.	sources in text.	
4. Understanding of theory, Links between theory and practice, use of research findings (**60%**)	All the material is directly relevant to the essay title. Evidence of extensive independent reading, which is presented in an excellent manner. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good independent reading, which is presented in a very clear manner. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develops thoroughly . Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follows the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical thinking (**15%**)	Excellently presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

Instructor	**Dr …**			**FINAL GRADE**
Signature		**Date**		