PSYCHOLOGY

Programe Handbook

2023/2024

1. WELCOME AND INTRODUCTION

WELCOME!
Dear Student,

This Handbook is intended to provide a concise reference and guide for all ACT students. Included herein are brief statements of College policies applicable to and of interest to all College constituencies.

This guide is intended to address some of the common academic and student life questions and concerns that are likely to arise during your years at ACT. Its purpose is not merely to lay out the policies of academic life, but also to point out ways of thinking about your education. Planning carefully and looking ahead will enable you to maximize your opportunities at the College. Knowing when and where to find guidance and counsel is important in ensuring that your educational choices are well considered and make sense in the context of your larger academic goals.

We do assume, however, that you will seek out the help you need. This guide has been designed to help you do just that. Please read it, keep it, and use it as a reference throughout your academic career.

Other channels of communication at ACT are provided by:

- Viewbook/Catalogue of Study (annual publication consisting of the analytical programs of study, course offerings and course descriptions)
- The Student Bulletin (weekly during the semester)

With best regards,

Dr. StamosKaramouzis
ACT Provost

A BRIEF INTRODUCTION TO ACT

The American College of Thessaloniki (ACT, founded in 1981 as two-year, Associate-degree granting institution) is the tertiary-level division of Anatolia, a private, non-profit educational institution founded in 1886. It is incorporated in, and chartered by the Commonwealth of Massachusetts, and it is fully accredited by the New England Association of Schools and Colleges (NEASC) through its Commission on Institutes of Higher Education. In inspiration, mission, governance, and programs, ACT resembles the traditional New England colleges upon which it has been modeled.

Founded by American Protestant missionaries, Anatolia was originally located in Asia Minor and evolved from a seminary in Constantinople, which began in 1840. The school was closed during the Greek-Turkish War of 1919-1922 and ceased to have a viable mission in Asia Minor when Turkey's minority communities were uprooted under the peace treaties concluding the war. In 1924, Anatolia relocated to Thessaloniki, where the greatest part of the refugee influx from Asia Minor had settled. In the mid-1930s, the school moved to its present location on a forty-five acre campus a few miles from the center of the city.

ACT moved to a four-year college in 1989 and currently offers Bachelor's degrees in the areas of Business, Technology, English and International Relations. Since 2002, ACT also established a graduate programmein Business (MBA) with concentrations in key disciplines such as Marketing, Management, Entrepreneurship, and Banking & Finance. The MBA programmeis designed to accommodate both business graduates as well as graduates from other disciplines and can be completed on full-time or part-time basis within one or two years. Starting with the entering class of Fall2008 three of ACT's undergraduate degree programs (Business, International Relations and Business & Computing) were validated by the University of Wales. In September 2013, ACT entered a new validation agreement for all its undergraduate programs with one of the top British Universities, the British Open University.

In recent years, ACT has received grants from a number of foundations, notably among which are the Anagnos Foundation, the Andrew Mellon Foundation, the Cleveland H. Dodge Foundation, the N. Demos Foundation, the Minneapolis Foundation, the Pappas Foundation, (US), the J. F. Costopoulos Foundation, and the Stavros S. Niarchos Foundation (Greece). These grants, contributions by many individual donors in Greece and in the US, and most particularly the extraordinary contributions of Mr. George Bissell, Chair of the Board of Trustees, have made possible the creation of a world-class campus and of the Bissell Library, a state of the art facility unique in SE Europe.

2. LIST OF PROGRAMME DIRECTOR AND ACADEMIC STAFF

CHAIR

Dr. Maria Kyriakidou

Professor (InternationalRelations)

BA,MA History and Archeology, Aristotle University of Thessaloniki; MA Anthropology, George Washington University; PhD History, King's College London (Reg)

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PSYCHOLOGY COORDINATOR

Dr. Aimiliza Stefanidou

Associate Professor

AA Liberal Arts, American College of Thessaloniki (ACT); BS Psychology, American International College, MS Mental Health Counseling & Education, Suffolk University; PhD in smoking cessation, Department of Medicine, Democritus University of Thrace, Greece (Reg)

Stavros Costantinidis Hall, First floor, Office 3; Tel.: +30-2310-398450; Email: stefanid@act.edu

ACADEMIC STAFF (ALPHABETICAL ORDER)

Dr. Christina Chatzidimitriou

BSc Psychology, Aristotle University of Thessaloniki; MSc Social and Clinical Psychology, Aristotle University of Thessaloniki; MSc in Child and Adolescent Psychiatry, University Rene-Descartes; PhD in child psychiatry, Department of Medicine, Aristotle University of Thessaloniki (Adj)

Ms. Galini Demirtzoglou

BA Preschool Education, BA Psychology, Aristotle University of Thessaloniki;MA Special Education, PhD Candidate, Aristotle University of Thessaloniki (Adj)

Ms. Despina Dimopoulou

BSc Psychology, University of Humberside and Lincolnshire; MBA with Human Resource Management direction, University of Lincoln (Adj)

Dr. Lorena Georgiadou

BSc Psychology, Aristotle University of Thessaloniki; MSc in Counselling Studies; PhD in Counseling and Psychotherapy, The University of Edinburgh (Adj)

Dr. Apostolos Kaliampos

BSc Psychology, Aristotle University of Thessaloniki; MA Social and Clinical Psychology, Aristotle University of Thessaloniki; PhD Social and Clinical Psychology, Aristotle University of Thessaloniki (Adj)

Ms. Anastasia Panidou

BA Psychology, Aristotle University of Thessaloniki; MSc Child and Adolescent Psychology, Leiden University (Adj)

Dr. Theodora Panou

BS Psychology, Aristotle University of Thessaloniki; MS, PhD in Neuroscience, University of Crete, Department of Medicine (Adj)

Dr. Nikolaos Petridis

BSc in Economic science, Department of Economics, University of Macedonia; MSc in Economic Management – International and European Economics, Department of Economics, Aristotle University of Thessaloniki; PhD Applied Statistics, Department of Economics, Aristotle University of Thessaloniki (Adj)

Dr. Kristi Poppi

BSc Psychology, University of Crete; MSc (Merit) Child and Adolescent Mental Health; PhD Psychology, City University, London (Reg)

Dr. Maria Psoinos

BA Psychology, University of Thessaloniki; MA, PhD Social Psychology, University of Cambridge (Reg)

3. LIST OF SUPPORT STAFF

ADMINISTRATIVE OFFICES

Office/Division	Name	Location	Tel No.	e-mail (name@act.edu)
President	Dr. Panayiotis Vlachos	Stephens Hall, 1st Floor	398204	pvla
Executive Assistant to the President	Ms. Elena Charalambides	Stephens Hall, 1st Floor	398204	elenacha
Vice-President for Operations & Planning	Mr. IoannisTsorbatzoglou	Stephens Hall, 1st Floor	398326	yatso
Vice President for Institutional Advancement	Mr. Peter Chresanthakes	Stephens Hall, 1st Floor	398265	peter
Vice President for Finances & HR/CFO	Mr. PavlosFloros	Stephens Hall, 1st Floor	398214	pfloros
Assistant Accountant	Ms. Eva Montiadou	Stephens Hall, Ground Floor	398219	emont
Alumni and Public Relations Officer	Ms. Marina Charitopoulou	Stephens Hall, 2nd Floor	398220	mcharito
Director of Marketing	Mr. Theodore Papanestoros	Stephens Hall, 1st Floor	398385	theodore
Director of International Programs	Ms. Heather Funk	New Building, Ground Floor	398215	heather
Study Abroad Coordinator	Ms. Miranda Margariti	New Building, Ground Floor	398205	mmargari
Director of Admissions	Ms. RoulaLebetli	Bissell Library, 1st Floor	398239	admissions
Head Registrar	Ms. AntigoniVlachopoulou	New Building, Ground Floor	398207	actreg
Administrative Assistant to the Registrar	Ms. Theodora Zafiriou	New Building, Ground Floor	398224	actreg
Business Liaison & Career Services Officer	Mr. Dimitris Diamantis	Bissell Library, Ground Floor	398337	ddiamantis
Assistant Administrative Officer	Mr. VassilisLoukidis	New Building, Ground Floor	398216	vloukid

4. NAME, POSITION AND INSTITUTION OF THE EXTERNAL EXAMINERS INVOLVED IN THE PROGRAMME

Dr. Stephane De Brito, University of Birmingham

Dr. Annita Ventouris, University of Hertfordshire

5. INTRODUCTION TO THE PROGRAMME

The BSc Hons Psychology is a degree programme within the Division of Humanities and Social Sciences which was validated by Open University and was launched in Fall 2018. Psychology, as one of the most popular subjects suits the Humanities and Social Science Division's scope and ACT's mission to provide a Liberal Arts Education, while complementing ACT Home Institution's (Anatolia) emphasis on the study of Psychology. The program has been designed to provide a broad contemporary education and students can attain both breadth and depth in the Graduate Basis for Chartered Membership (GBC) curriculum areas that supports them in making individual applications for the graduate basis for chartered BPS membership. The BSc Hons Psychology has also been designed to offer students the opportunity to follow their own interests through a range of optional modules and equip them with an impressive range of transferrable skills which will enable them to consider a variety of employment and further study opportunities relevant to a wide range of careers in subject specific areas and in the broader sector.

In order to receive the BSc degree, the student must have fulfilled all the GER and major requirements and have completed at least 121 US credit hours with an overall G.P.A of 2.0 or better. All Psychology students take a two-semester sequence Senior Thesis I and II course. According to NEASC Standards, students must complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the institution awarding the degree. As a consequence, all candidates for an ACT degree must have been in residence at the College during the last two semesters of full time instruction, assuming availability and equivalency of transferable courses.

6. PROGRAMME SPECIFICATION

The program is designed to provide students with a solid grounding in the core aspects of the discipline in addition to providing exposure to more specialist areas within psychology. The course structure ensures that core aspects of psychology are covered (e.g. Biological psychology, Cognitive psychology, Developmental psychology, Social psychology, Personality and Individual Differences, Historical and Philosophical Issues in Psychology, and Research Methods), culminating in the completion of an independent empirical research project.

The aims and of the objectives of the BSc Hons in Psychology are to:

- provide students with fundamental knowledge of the key concepts, theories and a deep understanding of all core areas in psychology
- enhance students' aptitude for independent and cooperative work and encourage them to develop a capacity and enthusiasm for self-directed learning
- provide students with a range of qualitative and quantitative research skills in the field of Psychology
- develop diverse conceptual, analytical, critical thinking and communication skills for academic, professional purposes and self-development

- increase students' employment prospects in increasingly dynamic and multicultural social and working environments

Students majoring in psychology may take modules in all three ACT divisions. A note next to each module below will make this synergy obvious. Depending on their professional pathway and career interests, students may choose to do an internship through Practicum 300, an elective module at Level 6 (common for all programs),

The programme in Psychology is validated by Open University: under this scheme, 24 are out of the 40 courses required for a Bachelor's degree are validated by Open University. Students must necessarily take the fourth year courses at ACT. Successful students will receive a Bachelor's degree from Open University in addition to the ACT degree for a single course of studies by meeting the following common set of requirements (in addition to meeting General Education Requirements)—courses highlighted in bold are validated by Open University.

PROGRAMME OF STUDY AND INTENDED LEARNING OUTCOMES

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Psychology 120: Developmental Psychology I (Pre-natal and pre-school years)	15	**One** Psychology Major Elective	15	N/A for all	TBC for all
Psychology 121: Developmental Psychology II (Child to Adulthood)	15				
Psychology 130: Cognitive Psychology	15				
Psychology 150: Psychophysiology of Behaviour	15				
Psychology 211: Historical, Philosophical & Research Foundations of Psychology (revised title)	15				
Psychology 204: Social Psychology	15				
History 201: Women in Modern Times (Politics & International Relations)	15				

Optional modules, Level 4

Psychology 170: Personal development & Employability-new

English 250: Advanced writing and Professional Communication (cross listed with the English program)

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: A1 awareness of the main concepts and theories in Psychology A2 understanding of the intellectual, historical, and research foundations of psychology as a field of academic inquiry A3 knowledge of contemporary theoretical approaches to psychology and social sciences at large A4 awareness of relevant data collection and research methods and analytical techniques A5 knowledge of how to develop arguments and solid judgements in the area of psychology	Learning and teaching strategy Interactive lectures, seminars, tutorials, workshops, group work. Assessment methods Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals), and group project work (e.g. oral and poster presentations).

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: B1 skills for the gathering and evaluation of data in the area of psychology B2 an ability to systematically understand psychology-related concepts as they developed through time B3 familiarity with some of the routine material in the subject matter B4 an ability to conceptualize and interpret current theories and models in the area of psychology by synthesizing information and diverse evidence in papers	<u>Learning and teaching strategy</u> Interactive lectures, seminars, tutorials, workshops, group work <u>Assessment methods</u> Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals), and group project work (e.g. oral and poster presentations).

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: C1 ability to write essays and research papers/projects that make use of academic sources and referencing skills appropriate to the discipline of psychology	<u>Learning and teaching strategy</u> Systematic use of information technology, individual and group projects, group discussions, participation in confernces and events on and off campus

3C. Practical and professional skills	
C2 ability to demonstrate oral and written communication skills through appropiate argumentation and use of evidence C3 acquaintance with the research tools for psychological research and the ability to design small research projects following the ethical guidelines in human research C4 ability to work independently and in teams, demonstrating time management and organizational skills	Assessment methods Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals), and group project work (e.g. oral and poster presentations).

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: D1 a mastery of practical tasks involving time management, prioritization, and decision-making D2 an ability to communicate effectively information, ideas and concepts relevant to Psychology D3 an ability to work in a group and in a collaborative environment D4 an ability to use and apply basic information technology skills	Learning and teaching strategy Interactive lectures, seminars, tutorials, workshops, group work Assessment methods

3D. Key/transferable skills	
	Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals), and group project work (e.g. oral and poster presentations).

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in Foundations in Psychology 120 credits at Level 4 or transfer to BSc Hons Psychology

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Psychology 202: Personality Theories	15	**Two** Psychology Major Electives	30	N/A for all	TBC for all
Psychology 205: Research Methods and Statistics	15				
Psychology 206: Research Methods and Qualitative Analysis	15				
Psychology 218 : Clinical Psychology I: Psychopathology	15				
Psychology 221: Neuropsychology (revised title)	15				
Psychology 250: Psychopharmacology	15				

Optional modules, Level 5

Psychology 200: Adulthood & Aging-new

Psychology 215: Positive Psychology

Psychology 240: Forensic Psychology

Psychology 255-Sports Psychology

Management 307: Negotiation and Conflict Resolution (cross listed with the Business programme)

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: A1 Broad knowledge and understanding of the main theoretical approaches to various areas in psychology and psychology-related research methods explaining, among others, the formation of personality, cognitive processes and brain functioning. A2 Comparative knowledge of approaches to mental disorders and therapeutic interventions including, cognitive neuroscience, theories of behaviour, the development of work-based skills, major historical and theoretical issues in psychology along with different approaches to mental health	Learning and teaching strategy

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
A3 familiarity with and understanding of key areas in Psychology including a thorough understanding of research methods (both qualitative and quantitative) and of how to obtain and analyse evidence.	Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question,evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS.Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken (Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized. Assessment methods

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
	Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: B1 skills for gathering, evaluation and critically analysis of information about the human mind and behaviour, cognition and learning and psychopathology B2 competence in the appropriate methods of data collection according to theories and concepts B3 an ability to apply a conceptual understanding of various areas in the field of Psychology to create and sustain arguments and to solve problems	Learning and teaching strategy

3B. Cognitive skills	
	Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question,evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS.Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken (Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized. <u>Assessment methods</u> Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: C1 an ability to understand the implications of psychological theories on research and professional practice C2 an ability to identify appropriate criteria for the evaluation, analysis and synthesis of information from scholarly material C3 skills to develop arguments and reflect on the relevant experience. C4 Apply ethical decision making, respecting codes of ethical conduct, in the planning and execution of psychological research C5 an enhanced ability in data collection analysis skills	<u>Learning and teaching strategy</u> Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question,evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS.Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken (Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized. <u>Assessment methods</u>

3C. Practical and professional skills	
	Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: D1 Employ multiple perspectives to investigate psychological problems and to create connections to aspects of everyday experience D2 an ability to use a range of digital practices and IT tools D3 an ability to develop a formal plan of complex, collaborative tasks D4 an ability to accurately communicate information, arguments and ideas in a range of contexts related to psychology.	Learning and teaching strategy

3D. Key/transferable skills	
	Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question,evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS.Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken (Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized. <u>Assessment methods</u> Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in Foundations in Psychology 240 credits (120 at Level 4, 120 at Level 5) or transfer to BSc Hons Psychology

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Psychology 305: Counselling and Psychotherapy	15	**Four** Psychology Major Electives	60	N/A for all	TBC for all
Psychology 350: Senior Thesis I	15				
Psychology 351: Senior Thesis II	15				
Psychology 400: Clinical Psychology II: Psychological Assessment	15				

Optional modules, Level 6

Practicum 300-new

Psychology 310: Organizational psychology

Psychology 303 : Educational Psychology : Inclusive & Special Education (revised title)

Psychology 320: Dialectical therapy

Psychology 330: Psychology of immigration

Psychology 340: Psychology of addiction

Psychology 360: Advanced Applied Statistics for Psychologists

Psychology 370: Psychology of Trauma-new

Management 310 : Human Resource Management for Growth (cross listed with the Business programme)

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: A1 a systematic and comparative knowledge of theoretical approaches in the field of psychology including psychological assessment,	Learning and teaching strategy

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
development of therapeutic plans and application of basic counselling and therapeutic skills A2 design and carry out an independent empirical research project, after IRB approval and under supervision A3 an ability to recognize the potential limits of knowledge in the broader area of psychology. A4 an ability to understand various theoretical constructs, processes and techniques that underlie different intervention approaches	Interactive lectures, role-playing exercises, guest speakers, internship site visits, workshops, SPSS tutorials and generic tutorials in research methods, data collection/analysis, and interpretation, one-to-one discussions with the academic supervisor individual supervision regarding the senior thesis project. The senior thesis project aims to allow students to demonstrate mastery of knowledge and critical understanding of the fields of inquiry covered by the BSc Hons in Psychology. Assessment methods Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: B1 skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources (academic, professional etc) B2 competence in the choice and use of complex and specialized material for advanced writing on a major empirical project B3 an ability to apply underlying concepts in different contexts	<u>Learning and teaching strategy</u> Interactive lectures, role-playing exercises, guest speakers, internship site visits, workshops, SPSS tutorials and generic tutorials in research methods, data collection/analysis, and interpretation, one-to-one discussions with the academic supervisor individual supervision regarding the senior thesis project. <u>Assessment methods</u> Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: C1 further development of critical thinking, enhanced reflective skills and of counselling and therapeutic skills C2 synthesise distinctive contributions of psychology to real-life issues, by making connections and evidenced-based recommendations within and beyond the discipline C3 ability to learn from feedback and seek ways to improve performance C4 ability to produce a substantial piece of original or empirical research work including study design, data collection, analysis and reporting	<u>Learning and teaching strategy</u> Interactive lectures, role-playing exercises, guest speakers, internship site visits, workshops, SPSS tutorials and generic tutorials in research methods, data collection/analysis, and interpretation, one-to-one discussions with the academic supervisor individual supervision regarding the senior thesis project. Extensive engagement with information literacy, continuous engagement in conferences on and off campus, internship opportunities. Placement in internship is really key to the development of the professional skills of the psychology students. <u>Assessment methods</u> Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: D1 apply a critical understanding of essential concepts, principles and research in psychology, and critically evaluate the results using structured arguments based in empirical evidence D2 ability to select and apply research methods D3 Undertake further academic and professional study and training D4 Participate in a multicultural environment and appreciate how others perceive concepts and ideas different from their own D5 Ability to work in flexible, creative and independent ways, showing self-discipline awareness of relevant ethical considerations, self-direction and reflectivity.	<u>Learning and teaching strategy</u> Interactive lectures, role-playing exercises, guest speakers, internship site visits, workshops, SPSS tutorials and generic tutorials in research methods, data collection/analysis, and interpretation, one-to-one discussions with the academic supervisor individual supervision regarding the senior thesis project. <u>Assessment methods</u> Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).

Exit Award:

Students who complete 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6 <u>excluding the two Senior Thesis (I and II) modules</u> are entitled to receive a BSc Ordinary in Foundations in Psychology

Or transfer to BSc Hons Psychology

Students who complete 360 credits (120 at Level 4, 120 at Level 5, 120 at Level 6 <u>including the two Senior Thesis (I and II) modules</u> are entitled to receive a BSc Hons Psychology 360 Credit

SUGGESTED PROGRAMME OF STUDIES (GER MEANS GENERAL EDUCATION REQUIREMENT)

Annexe 1: Curriculum map
NB All classes are for 15 credits with 150 notational hours

Year One (GER and Level 4)
English 101 – Composition I (GER)
English 102 - Composition II (GER)CS 101– Introduction to Computing (GER)
Psychology 101 – Introduction to Psychology (GER)
History 120 – The Modern World (GER)
Politics 101 – Contemporary Politics (GER)
Math 100 – Mathematics for Decision Making (GER)
Philosophy 101 – Introduction to Philosophy and Critical Reasoning (GER)
Psychology 120 - Developmental Psychology I (Pre-natal and pre-school years) (OU)
Psychology 130 - Cognitive Psychology (OU)
Year Two (GER and level 4 (cont).
English 203 –Advanced College English Skills (GER)
English 120, Art 120 or Art 121, or Music 120 (GER)
Psychology 204 - Social Psychology (OU)
Science (Biology 101 or Biology 112) (GER)
Psychology 121 - Developmental Psychology II (Child to Adulthood) (OU)
Psychology 150 - Psychophysiology of Behavior (OU)
History 201 – Women in Modern Times (IR) (OU)
Psychology 211- Historical, Philosophical & Research Foundations of Psychology (OU)
Science or CS or Math GER (One course from: Math 101, 115, 120, Statistics 205, Computer Science 105, 107, 151 or Anatomy and Physiology 115) or Ecology 110 or Nutrition 130) (GER)

One Psychology Elective (level 4; see appended list) (OU)

Year Three (Level 5)
Psychology 202 - Personality Theories (OU)
Psychology 205 - Research methods and Statistics I (OU)
Psychology 221 - Neuropsychology (OU)
Economics 101 – Introduction Macroeconomics (GER) or Economics 102 – Introduction Microeconomics (GER)
Psychology 206 - Research methods and Statistics II (OU)
Psychology 250 – Psychopharmacology (OU)
Psychology 218 - Clinical Psychology I: Psychopathology (OU)

Two Psychology Electives (level 5; see appended list) (OU)
Philosophy 203 - Ethics (GER)

Year Four (Level 6)
Psychology 400 - Clinical Psychology II: Psychological Assessment (OU)
Psychology 305- Counselling and Psychotherapy (OU)
Psychology Elective (level 6; see appended list) (OU)
Psychology Elective (level 6; see appended list) (OU)
Psychology 350 - Senior Thesis I (OU)
Psychology 351 - Senior Thesis II (OU)
Four Psychology Electives (level 6; see appended list) (OU)

2 Free electives

Optional module (Major electives) ***Level 4*** *may be selected from among the following:*

Psychology 170-Personal Development & Employability

English 250 – Advanced writing and Professional Communication (English) (OU)

Optional modules (Major electives) ***Level 5*** *may be selected from among the following:*

Psychology 200-Adulthood & Aging
Psychology 215 - Positive Psychology

Psychology 240-Forensic Psychology

Psychology 255-Sports Psychology

Management 307-Negotiation and Conflict Resolution (Business) (OU)

Optional modules (Major electives) ***Level 6*** *may be selected from among the following:*

Practicum 300 (common to all programs)

Psychology 310 –Organizational psychology
Psychology 303 - Educational Psychology: Inclusive & Special Education
Psychology 320 – Dialectical therapy
Psychology 330 - Psychology of immigration
Psychology 340 - Psychology of addiction

Psychology 360-Advanced Applied Statistics for Psychologists

Psychology 370-Psychology of Trauma
Management 310- Human Resource Management & Growth (Business) (OU)

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Psychology 120: Developmental Psychology I (Pre-natal and pre-school years)	x			x	x		x		x	x	x		x	x	x		
	Psychology 121: Developmental Psychology II (Child to Adulthood)	x			x	x		x		x	x	x		x	x	x		
	Psychology 130: Cognitive Psychology	x		x				x	x				x		x	x		
	Psychology 150: Psychophysiology of Behaviour	x		x				x	x				x	x	x	x		
	Psychology 211: Historical, Philosophical & Research Foundations of Psychology	x	x	x			x	x	x	x	x		x		x	x		x
	Psychology 204: Social Psychology	x		x				x	x		x	x			x	x		
	History 201: Women in Modern Times (Politics & International Relations)			x	x		x	x	x		x	x			x	x		
	ELECTIVE MODULES																	

	Psychology 170: Personal development & Employability	x	x	x			x		x			x			x	x		
	English 250: Advanced writing and Professional Communication (English)			x	x		x	x	x		x	x			x	x		

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	C5	D1	D2	D3	D4
5	Psychology 202: Personality Theories	x	x			x	x	x	x	x						
	Psychology 205: Research Methods and Statistics	x		x	x	x		x			x	x		x	x	
	Psychology 206: Research Methods and Qualitative Analysis	x		x	x	x		x			x	x		x	x	
	Psychology 218 : Clinical Psychology I: Psychopathology	x	x				x	x				x			x	x
	Psychology 221: Neuropsychology	x					x	x	x				x	x		
	Psychology 250: Psychopharmacology		x		x		x		x	x			x		x	
	ELECTIVE MODULES															
	Psychology 200: Adulthood & Aging	x		x				x		x			x		x	x
	Psychology 215: Positive Psychology	x	x					x		x	x		x		x	
	Psychology 240: Forensic Psychology	x	x					x			x		x		x	
	Psychology 255 : Sports Psychology	x		x		x	x	x	x		x		x		x	
	Management 310 : Human Resource Management for Growth (Business)					x			x	x		x		x	x	

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5
6	Psychology 305: Counselling and Psychotherapy	x		x	x	x		x	x	x	x		x		x	x	x
	Psychology 350: Senior Thesis I		x			x	x	x		x		x	x	x			x
	Psychology 351: Senior Thesis II		x			x	x	x		x		x	x	x			x
	Psychology 400 : Clinical Psychology II: Psychological Assessment	x			x			x	x	x	x		x			x	x
	ELECTIVE MODULES																
	Psychology 303: Educational Psychology: Inclusive & Special Education	x		x	x	x		x	x	x	x		x		x	x	x
	Psychology 310: Organizational psychology	x			x	x		x		x	x		x		x		x
	Psychology 320: Dialectical Therapy	x		x	x	x		x	x	x	x		x		x	x	x
	Psychology 330: Psychology of Immigration	x		x	x	x		x	x	x	x		x		x	x	x
	Psychology 340: Psychology of addiction	x				x		x	x	x	x		x		x		x
	Psychology 360: Advanced Applied Statistics for Psychologists		x	x		x	x	x		x		x	x	x			
	Psychology 370: Psychology of Trauma	x				x		x	x	x	x		x		x		x

	Practicum 300 (common to all programmes)	x		x				x		x					x	x	x
	Management 310 – Human Resource Management & Growth				x	x	x	x			x	x				x	x

7. MODULE SPECIFICATIONS

Module specification

1. Factual information			
Module title	Psychology 120 - Developmental Psychology I		
Module tutor	Dr. Kristi Poppi	**Level**	4
Module type	Taught: Lecture/guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours

Learning and teaching

Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, workshops, and tutorials.	44	11
Independent study:	Completion of day-to-day homework	106	12

		Preparation for submitting assessments			
	Total:		150	12	

2. Rationale for the module and its links with other modules
The study of human development is the study of progression and change. This required module is designed to introduce students to the study of developmental psychology and provide an overview of the major theories and topics in developmental psychology. The emphasis is on the prenatal period, early childhood, and school age children. However, later periods of development will be addressed in Developmental Psychology II.

3. Aims of the module
This module will develop the students' understanding and knowledge of human development across the lifespan with the focus on the period of prenatal period, early childhood, and school age children. The goal for the students is to understand and explain major human developmental theories, to explore the continuity and change in a person's life, to appreciate the biopsychosocial approach in human development, and become developmentally sensitive in their professional practice.

4. Indicative content
During this course development in the physical, cognitive, emotional, and social domains during the early years will be analyzed through the biopsychosocial framework that emphasizes that development cannot be understood by examining the biological, psychological and social forces in isolation since all forces are mutually interactive. **<u>Major areas to be explored</u>:** Prenatal development (infancy and early childhood), Typical and Atypical development, and School-Age Children. Note: later periods of development will be addressed in PSY 121: Developmental Psychology II.

Module specification

1. Factual information				
Module title	Psychology 121 - Developmental Psychology II			
Module tutor	Dr. Kristi Poppi	**Level**	4	
Module type	Taught: Lecture/guided discussion	**Credit value**	15	
Mode of delivery	100% face-to-face			
Notional learning hours	**Learning and teaching**			
	Type of learning activity	**Comprises**	**Hours**	**Weeks**

Timetabled contact:	Face to face delivery to include lectures, workshops, and tutorials.	44	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments	106	12
Total:		150	12

2. Rationale for the module and its links with other modules

This required module will focus on research and applications in the field of human development. Human development is the study of how people change and remain the same across the lifespan. The aim is to provide a review of the progression through the initial developmental stages (prenatal development and early years) that was taught to the students in Developmental I and to further expand their knowledge of understanding on human development from school years through adulthood. Areas such as biological, motor, cognitive, emotional, and social domains will be covered and these processes will be described within a theoretical and empirical framework.

3. Aims of the module
This module will develop further the students' understanding and knowledge of development in the school years through adulthood. The goal is to expose students to the major theories of human development, and to introduce them to some applications of developmental psychology. One of the aims of this module is to teach students the constructs and theories related to developmental psychology but also help them get in touch with themselves and their own developmental challenges. Also, another goal of this course is to help students determine whether they prefer to work with children or adults in the future.

4. Indicative content.
During this course we will focus on various phases of the lifespan and theories of human development. One of the aims is to identify important characteristics of human development across the lifespan, to understand the fundamental concepts and primary research methods of developmental psychology, and to demonstrate how findings from developmental psychology can be used to solve practical problems, especially in parenting and families. The focus of the course will mainly be on development from middle childhood to older adults from different perspectives, including biological, cognitive and socio-emotional aspects. Genetic, environmental, gender and cross- cultural contributions to development will also be examined. The course further covers different research perspectives and study methods within the field of developmental psychology. **Topics to be explored:** Theory and research in human development, Foundations of development, Physical development, Cognitive development, Social development, Emotional development, Atypical development, Social influences, Cultural influences, Biology and environment, Late life

Module specification

1. Factual information			
Module title	Psychology 130 Cognitive Psychology		
Module tutor	Ms. Demirtzoglou Galini	**Level**	4
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours

Learning and teaching

Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, workshops, and tutorials.	44	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments	106	12

	Total:	150	12

2. Rationale for the module and its links with other modules
This is a level 4 module required for all Psychology majors in which students are given the opportunity to be introduced to the field of cognitive psychology, to better understand the mechanisms of the human mind and develop basic knowledge regarding human learning and memory.

3. Aims of the module
This module will present and cover the basic mental processes, such as attention, sensation, perception, language and memory. Also, its aim is to familiarise students with the implications of them on human behaviour, thinking and decision making processes.

4. Indicative Content

This module will help students to acquire knowledge regarding core issues, theories and experimental findings in cognitive psychology. The course intends to cover the main topics of the field of cognitive psychology as the main mental processes play a key role in human behaviour, thinking and decision- making process. Nowadays, as the information people encounter and the situations, they immerse themselves in are diverse, the understanding of the working process of language, perception, learning, memory, etc is necessary. Focus will also be given to the progression of the cognitive field and the investigation of real-world issues through controlled laboratory scientific experimentation. Topics: methods of cognitive psychology, brain and cognition, perception, attention, memory, language, reasoning and problem solving, creativity

Module specification

<table>
<tr><td colspan="4">1. Factual information</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>Module title</td><td colspan="3">Psychology 150 - Psychophysiology of Behaviour</td></tr>
<tr><td>Module tutor</td><td>Dr. Theodora Panou</td><td>Level</td><td>4</td></tr>
<tr><td>Module type</td><td>Taught: Lecture/guided discussion</td><td>Credit value</td><td>15</td></tr>
<tr><td>Mode of delivery</td><td colspan="3">100% face-to-face</td></tr>
<tr><td>Notional learning hours</td><td colspan="3">Learning and teaching
<table>
<tr><th>Type of learning activity</th><th>Comprises</th><th>Hours</th><th>Weeks</th></tr>
<tr><td>Timetabled contact:</td><td>Face to face delivery to include lectures,</td><td>42</td><td>11</td></tr>
</table></td></tr>
</table>

		guest speakers and tutorials.		
	Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12
		Total:	150	12

2. Rationale for the module and its links with other modules
This is a level 4 requirement which will provide an overview of the principles, theory, and applications of psychophysiological assessment and students will become familiar with current psychophysiological research findings. It is concerned with the biological bases of behaviour and it can offer an understanding of psychophysiological aspects of behavior, emotions, and cognition to your foundation of knowledge and skills. Some of the major topics covered in detail will be addressed in other modules such as Psychology 130 and Psychology 221.

3. Aims of the module
The aim of this module is to provide an introduction to major psychophysiological measures, and help students understand what psychophysiologists do, how they think about psychology and behaviour. It will provide an introduction to theory and research in major areas of human psychophysiology

3. Aims of the module
with emphasis to the major methodological principles in human psychophysiology as well as to the study of behaviour and psychopathology.

4. Indicative content.
<u>Indicative topics to be explored</u>: Actions and interactions of the nervous system, endocrine, skeletomotor, muscular, cardiovascular and respiratory, reproductive and digestive systems. Human brain and its connecting structures, neuropathology, normal and abnormal psychological functioning. Effects of psychotropic drugs on the nervous system. The physiology of emotion, motivation, learning and memory, and psychopathology. Approaches to neuropsychological assessment and effects on behaviour.

Module specification

1. Factual information			
Module title	Psychology 170-Personal Development and Employability		
Module tutor	Ms. Despoina Dimopoulou	**Level**	4
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to face		

Notional learning hours	

Learning and teaching

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	44	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	106	12
	Total:	150	12

2. Rationale for the module and its links with other modules

This is a Level 4 optional module which will introduce employability and personal development planning, familiarise students with the resources available to assist their career development, and help them to review their own personal profile and produce a good CV. It links with all subject areas.

3. Aims of the module

The key aims of the module are to improve awareness of post BSc Psychology career pathways and to improve students' abilities to reflect on, and present, the skills, attributes and experience gained from a Psychology degree and how this can support them achieve graduate employment. Students will develop their self-awareness and gain an enhanced understanding of what motivates them in the workplace. Students will learn about options available to psychology graduates and approaches to independently researching career possibilities. Students will also build their appreciation of how to navigate the graduate recruitment process, gaining practical experience of how to market themselves in written app

4. Indicative content

Values, beliefs, behaviours and competencies

Personal branding, marketability and employability, including the significance of appro promotion/positioning of personal achievements

Curriculum vitae writing and enhancement,

Interview technique and assessment centre activities

Career options and Networking

Career diagnosis, planning and development

Professional identity and Personality profiling

Leadership competence

Team working and dynamics

Module specification

1. Factual information			
Module title	Psychology 200-Adulthood and Aging		
Module tutor	Dr. Kristi Poppi	**Level**	5
Module type	Taught: Lecture/guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours

Learning and teaching

Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, workshops, and tutorials.	44	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments	106	12
	Total:	150	12

2. Rationale for the module and its links with other modules
This is an elective module in level 5. This module will develop further the students' understanding and knowledge of development during adulthood (as learnt in psy121). One of the main objectives of this module is to provide a critical analysis of the methods and theories that have been applied to the study of healthy and positive human ageing. More specifically it aims at familiarizing students with basic developmental aspects of aging, theoretical perspectives, and research. Students are provided an accurate overview of the psychological changes that people experience as they grow older. This includes identifying specific types of psychological changes and examining the dynamic forces that underlie and produce change.

3. Aims of the module
The goal of this module is to provide a critical analysis of the methods and theories that have been applied to the study of human ageing from a psychological perspective through the study of major theories of aging, changes in physical and mental health, personal transitions, and social relationships, as well as death and dying. By the end of the course, students will have learned about the adult development of important human abilities such as memory, learning, and intelligence; how to relate these developments to societal conditions and expectations; and how to begin to appreciate the differences between normal and pathological change during mature life.

4. Indicative content
Topics to be explored: cognitive development (e.g.,memory, wisdom); well-being (e.g., life satisfaction, happiness) ; adjusting to death, dying, and bereavement; demography of aging (e.g., mortality and general health status); family relationships and social support (e.g.,

grandparenthood, caregiving); marital status and family structure (e.g., widowhood, re-marriage); work status (eg., employment, unemployment, retirement); and other social issues

Module specification

1. Factual information			
Module title	Psychology 202- Personality Theories		
Module tutors	Despoina Dimopoulou Aimiliza Stefanidou	**Level**	5
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours

Learning and teaching

Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11
Independent study:	Completion of day-to-day homework	108	12

		Preparation for submitting assessments Study for Exams			
		Total:	150	12	

2. Rationale for the module and its links with other modules
This is a level 5 module required for all Psychology majors in which students are given the opportunity to develop and deepen their knowledge regarding the basic personality theories. This module requires knowledge of theoretical information taught in the foundation year. Prerequisite: Introduction to Psychology 101

3. Aims of the module
This module will present and analyze the basic principles and the prominent theorists of each theoretical approach regarding the formation of human personality. Also, the module aims at the comparative analysis of the various theoretical approaches and their application to the understanding of human psychopathology and problematic behaviour.
4. Indicative content.
Topics to be explored: history and methodology of personality, nature of personality, main theoretical approaches (psychodynamic, behavioural, cognitive, humanistic, biological),gender issues Introduction, methodology of personality Psychoanalysis :Sigmund Freud Psychoanalysis: Carl Jung Human relation school: Maslow, Rogers Adler, Sallivan, Fromm, Horney Anna Freud, Erik Erikson Albert Bandura , Rotter

3. Aims of the module
Cattel, Eysenk Personality disorders

Module specification

1. Factual information					
Module title	Psychology 204- Social Psychology				
Module tutors	Ms Despoina Dimopoulou Dr Maria Psoinos			**Level**	4
Module type	100% face to face			**Credit value**	15
Notional learning hours	**Learning and teaching**				
	Type of learning activity	**Comprises**	**Hours**	**Weeks**	
	Timetabled contact:	Face to face delivery to include lectures,	42	11	

		guest speakers and tutorials.			
	Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12	
		Total:	150	12	

2. Rationale for the module and its links with other modules

Social Psychology can be defined as the scientific study of how people think about, influence and relate to one another. This module is designed to introduce students to the essential principles, theories and research findings of Social Psychology. The module will encourage students to explore and understand the applicability of concepts and theories in Social Psychology to the way people think about, influence and interact with one another. Some of the major topics covered in detail (social thinking and social influence) will be addressed in Psychology 130 and Psychology 101.

3. Aims of the module

The aim of this module is to develop student's knowledge and understanding of key areas in Social Psychology such as: social thinking (which includes the topics of the self-concept; self-serving bias; stereotypes and prejudice), social influence (which includes the topics of persuasion; health and well-being in today's societies) and social relations (looking at the topics of aggression, discrimination, liking and helping). Biological, cognitive, emotional and socio-cultural aspects will be discussed while

3. Aims of the module
presenting the above key areas. Finally, research related issues such as ethics and methodologies in Social Psychological research will be covered. By presenting the main concepts, theories, research methods and key studies in Social Psychology, the course aims to help students evaluate the usefulness of the above in today's societies as well as recognise the limits of generalising social psychological research to all gender/ethnic/cultural/age groups.

4. Indicative content.
Topics to be explored: History of Social Psychology, Definitions, concepts and main objects of study in Social Psychology, The Self in a Social World (self-concept, self-esteem, self- efficacy), Self-serving bias, Group-serving bias, Stereotypes and Prejudice, Aggression and Discrimination, Liking and Helping others, Social Influence and the Persuasion process, Health and Well-being in today's societies, Ethics and Methodologies in social psychological research.

The Open University

Module specification

1. **1. Factual information**

Module title	Psychology 205 –Research Methods and Statistics		
Module tutors	Dr Maria Psoinos Dr. Nikolaos Petridis	Level	5
Module type	Taught: Lecture/guided discussion / laboratory components	Credit value	15
Mode of delivery	100% face-to-face		

Notional learning hours

Learning and teaching			
Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12
Total:		150	12

2. Rationale for the module and its links with other modules
This is a required level 5 module in which students are given the opportunity to develop an understanding of the research process and familiarize themselves with main paradigms and key methodologies and methods in Psychology research. The module helps students understand the strengths and limitations of different research paradigms, various research methodologies and methods in Psychology. Also in this module the students learn a) about the main qualitative-research concepts (code, theme, pattern, theory) and b) about key statistics-related concepts (populations, samples, variables). They are introduced respectively to qualitative data analysis, mainly thematic analysis and also to quantitative data analysis and in particular, descriptive statistics where they learn about identification of variables, frequency distributions, measures of central tendency and variability.

3. Aims of the module
This module aims to introduce students to key principles, concepts, steps, and methodologies in Psychology research. Students will learn why Psychology is an empirical science and how empirical research can be designed step-by-step in Psychology. Also students will acquire statistical literacy (at the level of descriptive statistics) through practical classes that will allow the learnt concepts and analytic techniques to be practiced, both by hand and through using a computer and the relevant software.

4. Indicative content.
-Introduction to Statistics -Sampling Techniques – Random vs Non – Random methods - Frequency Distributions -Descriptive Statistics – Central Tendency Measures, Variability measures

4. Indicative content.
- Z – scores, location of scores and Standardized Distribution -Probability, Sets and Operations -Probability and Sampled: The distribution of Sample Means -Introduction to Hypothesis Testing -Introduction to the t – statistic -T – test for 2 Independent Samples -Analysis of Variance -Pearson Correlation and Chi – Square contingency tables -Quality criteria in Research in Psychology: validity, reliability, replicability, generalizability Introduction to Research Ethics Qualitative analysis (codes, themes, patterns, theory)

1. Factual information			
Module title	Psychology 206-Research Methods and Qualitative Analysis		
Module tutors	Module Leader: Dr Maria Psoinos Module Tutor: Dr. Nikolaos Petridis	**Level**	5
Module type **Mode of delivery**	Lecture-Guided discussion 100% face-to-face	**Credit value**	15

Notional learning hours

Learning and teaching			
Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12
	Total:	150	12

2. Rationale for the module and its links with other modules
This is a required level 5 module in which students are given the opportunity to develop their critical understanding of the research process in Psychology and build a solid ability to evaluate methodological issues in specific Psychology research studies and carry out a research study themselves. In this module the students advance their knowledge of qualitative data analysis (mainly thematic analysis, narrative analysis and discourse analysis) and of critically evaluating the quality criteria of research studies (in terms of validity/transferability, reliability/dependability, objectivity/reflexivity, truth/credibility, generalisability/local-groundedness). Finally, the students acquire the knowledge and skills to design and conduct a piece of small-scale original research.This module provides valuable preparation for final year thesis.

3. Aims of the module
Through this module the students will learn to critically discuss and evaluate a range of methodological issues in Psychology research. Also they will acquire further knowledge in qualitative data analysis through practical classes that will allow the learnt concepts and analytic techniques to be practiced. Finally, the module will provide them with the skills to design and carry out a small-scale original research study in their Psychology topic of interest.
4. Indicative Content
Research in Psychology: its purposes and processes *-Reviewing research paradigms, methodologies, and methods* *-Ethics in Psychology research. How to complete IRB forms.* *-Critically evaluating strengths and weaknesses of different methodologies and methods*

3. Aims of the module
- -Qualitative data analysis (thematic analysis, narrative analysis, discourse analysis). Revision of quantitative (statistical) data analysis -Quality-criteria of a research project: validity/transferability, reliability/dependability, objectivity/reflexivity, truth/credibility, generalisability/local-groundedness -How to effectively evaluate/critique one's own and others' quality of empirical research -Dissemination of research findings -Reflecting on the value of Psychology research

Module specification

1. Factual information			
Module title	Psychology 211 – Historical, Philosophical and Research Foundations of Psychology		
Module tutors	Dr. Maria Psoinos, Dr Nikos Petridis	**Level**	4
Module type	Taught: Lecture/guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		
Notional learning hours	**Learning and teaching**		

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12
	Total:	150	12

2. Rationale for the module and its links with other modules

In this required level 4 module, students will deal with reflective topics, such as the history of psychology, philosophy (of science) and philosophy of psychology. They will also explore the research foundations (including research ethics) of psychology. This will involve looking at the professionalism of a psychologist and the role of expertise. You will also deal with ethical questions and problems psychologists face in their profession as practitioners. It is associated with Psychology 101 and other modules such as Psychology 204 and Psychology 205.

3. Aims of the module

This module aims to introduce students to major conceptual and historical paradigms and models in psychology, the history of psychology as a science, the social and cultural construction of psychology, the most interesting developments in the history and concepts of science and to the concept of the self or mind. They will learn about the philosophical origins of psychology, introspection, behaviourism, psychodynamic theory, evolutionary psychology, developmental psychology, cognitive psychology and neuroscience and they will be re-introduced to major figures in the history of psychology, including Wundt, Pavlov, Skinner, Piaget and Freud etc. The ways in which psychologists and have investigated human nature will be examined, and major controversies in the field along with basic philosophical assumptions made in the sciences of human nature will be explored.

In addition students will be introduced to the fundamental principles of research methodology in Psychology such as different research designs, sampling techniques as well as basics of descriptive statistics.

4. Indicative content.

The aim of this module is to introduce the critical issues inherent to psychology and its philosophical underpinnings as a dis the research foundations of the discipline of psychology and explore how these have been developing as the discipline mat will develop students' awareness of how different theories about the social world and human behaviour have an impact on it can achieve.

Topics to be explored: relationship between psychology and philosophy, historical development of psychology, philos underlie different approaches to psychology, different schools of thought, comparisons and critiques, the concept of behavi concept of cognition, mental Illness, ethics in research and in practice.

Identification, analysis of various research designs, basic descriptive statistics , sampling techniques

Module specification

<table>
<tr><th colspan="4">1. Factual information</th></tr>
<tr><td>Module title</td><td colspan="3">Psychology 215 – Positive Psychology</td></tr>
<tr><td>Module tutor</td><td>Dr Aimiliza Stefanidou</td><td>Level</td><td>5</td></tr>
<tr><td>Module type</td><td>Taught: Lecture/guided discussion</td><td>Credit value</td><td>15</td></tr>
<tr><td>Mode of delivery</td><td colspan="3">100% face-to-face</td></tr>
<tr><td>Notional learning hours</td><td colspan="3">
<table>
<tr><th colspan="4">Learning and teaching</th></tr>
<tr><th>Type of learning activity</th><th>Comprises</th><th>Hours</th><th>Weeks</th></tr>
<tr><td>Timetabled contact:</td><td>Face to face delivery to include lectures, guest speakers and tutorials.</td><td>42</td><td>11</td></tr>
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	Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12
		Total:	150	12

2. Rationale for the module and its links with other modules

This is a level 5 elective module which provides students with the opportunity to learn about Positive Psychology, the scientific study of the strengths that enable individuals and communities to thrive. Positive Psychology is a recent subfield of Psychology that in the past two decades has been increasingly gaining research and practice interest from psychologists all over the world but experts from other scientific areas too (e.g. neurobiologists, educators, health and social care professionals). The module covers the history, basic principles and objects of study of Positive Psychology. Various findings related to positive states such as happiness, creativity, well-being, optimism, altruism are discussed and their implications in real life are examined. This module is related to other modules in level 4 (Psychology 150- Psychophysiology of Behaviour and Psychology 204- Social Psychology), as well as in level 5 (Psychology 202-Personality theories).

3. Aims of the module

This module will present the origins, the history and the important scholars in the field of Positive Psychology. It will then cover some of the areas of positive human experience such as intrinsic motivation, optimism, gratitude, creativity, love,

3. Aims of the module
hope, forgiveness. These will be approached both from an individual but also social/community-level point of view. Psychophysiological aspects of positive human experience will also be discussed. Through this module the students will learn about the origins, principles and main topics of research and practice in Positive Psychology. They will be able to understand the differences between Positive Psychology and other major Psychology fields such as Psychopathology and Personality Psychology. Finally, they will be able to reflect on their own subjective positive experiences but also make recommendations on how to improve the well-being of various groups and communities.

4. Indicative content.
Topics to be explored: Introduction to Positive Psychology Understanding Emotions Happiness and Subjective Well-being Across Nations Flow, Optimism, Hope Resilience, Post-Traumatic Growth, Positive Ageing Physical Activity and Positive Psychology Positive Psychological Interventions Application of Positive Psychology to various contexts and institutions

Module specification

1. Factual information	
Module title	Psychology 218- Clinical Psychology I: Psychopathology

Module tutor	Dr. Christina Chatzidimitriou	**Level**	5
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to face		

Notional learning hours

Learning and teaching

Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, workshops, and tutorials.	44	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments	106	12
	Total:	150	12

2. Rationale for the module and its links with other modules

This is a level 5 module required for all Psychology majors in which students are given the opportunity to develop knowledge and skills regarding psychological disorders. This module requires knowledge of theoretical information taught in the foundation year. Prerequisites: Developmental Psychology I&II

3. Aims of the module
This module will present and analyse the basic concepts related to psychopathology and the psychological disorders. Moreover, the module aims at the comprehensive understanding and evaluation of mental illness and the presentation of the causation and the symptoms and treatment of the various psychological disorders.

4. Indicative content.
Topics: models that explain abnormal behaviour, main classification systems, main categories of disorders (anxiety, mood, schizophrenic, eating, personality, childhood), issues of stigma and social exclusion

Module specification

1. Factual information			
Module title	Psychology 221 - Neuropsychology		
Module tutor	TBA	Level	5
Module type	Taught: Lecture/guided discussion	Credit value	15
Mode of delivery	100% face-to-face		
Notional learning hours	**Learning and teaching**		

Type of learning activity	**Comprises**	**Hours**	**Weeks**

	Timetabled contact:	Face to face delivery to include lectures, workshops, and tutorials.	44	11
	Independent study:	Completion of day-to-day homework Preparation for submitting assessments	106	12
		Total:	150	12

2. Rationale for the module and its links with other modules

This is a level 5 requirement which aims to enable the students have a good grasp of the mostrecent advances, and a critical assessment of the literature in the field of neuropsychology. The focus is on particular neuropsychological conditions and cognitive dysfunctions that are the result of known structural brain damages. With respect to brain damage, the focus is on assessment and treatment methods. All these factors are studied in their single and combined effect on normal neurocognitive outcome as well as on mild to severe cognitive dysfunction in adult. For that purpose, a broad range of research methods is overviewed and explained, including longitudinal, interventional, experimental, patient-related, psychophysiological, and neuroimaging techniques. Discussed syndromes and disturbances: neglect syndrome, apraxia, aphasia, dementia, epilepsy, disturbance of visual processes, memory disorders and disorders of attention and executive functions.

3. Aims of the module
Neuropsychology course performs fundamental and applied research on brain-cognition-behaviour relationships. It employs an integrative approach in which brain function, behavioural outcome and the effect of interventions are investigated.

4. Indicative content
The themes under discussion during the term will include: The brain; Learning and Memory; Emotions and Decision Making; Social Behavior; Consciousness; Disorders of the Nervous System; Syndromes and disturbances; Neuropsychological assessment, interpretation of the results, and interventions.

Module specification

1. Factual information			
Module title	Psychology 240 – Forensic Psychology		
Module tutor	Dr. Apostolos Kaliampos	**Level**	5
Module type	Taught: Lecture/guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours	Learning and teaching			
	Type of learning activity	**Comprises**	**Hours**	**Weeks**
	Timetabled contact:	Face to face delivery to include lectures, workshops, and tutorials.	44	11
	Independent study:	Completion of day-to-day homework Preparation for submitting assessments	106	12
		Total:	150	12

2. Rationale for the module and its links with other modules
This is a level 5 elective module which provides students with the opportunity to learn about Forensic Psychology, a recent subfield of Psychology which emphasizes the application of research and practice in other areas of psychology (e.g., cognitive psychology, social psychology) to the legal arena. The module covers the history, basic principles and objects of study of Forensic Psychology. Some important thematic areas are introduced such as the forensic cognition

2. Rationale for the module and its links with other modules
(how offenders think), psychology of criminal behaviour and victimology, the role of psychology in police and legal processes, assessment and treatment of offenders in forensic settings. This module is related to other modules in level 4 (Psychology 130- Cognitive Psychology, Psychology 101- Introduction to Psychology and Psychology 204- Social Psychology), as well as in level 5 (Psychology 218-Psychopathology).

3. Aims of the module
Through this module the students will learn about the origins, principles and main topics of research and practice in Forensic Psychology. They will be able to: understand the theoretical and knowledge base of various topics of forensic psychology; understand the differences and similarities between Forensic Psychology and other contributing Psychology fields such as Biological Psychology, Cognitive Psychology, Development and Social Psychology; learn about various research methods and techniques to be applied to specific research problems in forensic psychology; and reflect on their own cognitive processes, emotions and ethical considerations that are important in the learning and application of forensic psychology in individuals and communities.

4. Indicative content.
Topics to be explored: Origins of Forensic Psychology and definitions of main fields of study/research/practice Main theories in the field The contributions of Biological, Cognitive, Developmental, Social and various Forensic Psychology topics Learning how offenders and victims think Psychopathology and its relationship to offending Psychology of law and justice: actions of police, suspects, witnesses and courts The psychosocial impact of crime Assessment and treatment of offenders in forensic settings Socio-cultural and ethical issues in research and practice in Forensic Psychology

Module specification

1. **Factual information**			
Module title	Psychology 250 – Psychopharmacology		
Module tutor	Dr. Theodora Panou	Level	5
Module type	Taught: Lecture/guided discussion	Credit value	15
Mode of delivery	100% face-to-face		

Notional learning hours

Learning and teaching

Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11
Independent study:	Completion of day-to-day homework	108	12

	Preparation for submitting assessments Study for Exams		
Total:		150	12

2. Rationale for the module and its links with other modules

This is a level 5 requirement which covers the basic principles of psychopharmacology. The module investigates the questions what drugs are and how they influence psychological phenomena. Diverse types of drug use and abuse are explored. It is related to other modules in level 4 (e.g. Psychology 130) as well as in level 6 (e.g. Psychology 340 - Psychology of addiction).

3. **Aims of the module**

The course addresses questions on how and why drugs are used for treatment for psychopathological conditions, which are the mechanisms of addiction, what is tolerance and abuse. It also address the main and side effects of psychoactive drugs and how these are associated to effects on perception, emotion and behaviour.

3. **Aims of the module**
4. **Indicative content.**
During this course we will explore the history of various drugs, their effects on health, and their psychopharmacological actions. The themes under discussion during the term are: Basic pharmacology Pharmacokinetics Pharmacodynamics Overview of Neurophysiology Substance Abuse Issues Drug treatment of anxiety and sleep disorders Drugs for Depression Drugs for Bipolar Disorder Treatment of psychotic disorders Drugs for Parkinson's Disease Integration of Drugs and Therapy

Module specification

1. Factual information			
Module title	Psychology 255: Sports Psychology		
Module tutor	Staff	**Level**	5
Module type	Taught: Lecture/guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours

Learning and teaching			
Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11
Independent study:	Completion of day-to-day homework	108	12

	Preparation for submitting assessments Study for Exams		
Total:	150	12	

2. Rationale for the module and its links with other modules

This a level 5 Psychology elective module in which students are given the opportunity to further their knowledge of how individuals behave in sport and exercise as well as behavior patterns in sports and exercise settings. This module relates specifically to modules taught in level 4 (e.g. Psychology 101) as well as to modules taught in later semesters (such as Psychology 202).

3. Aims of the module

The module aims to introduce students to the study of people and their behaviour in exercise contexts and provide an overview of the history, current status and future directions of this ever-growing field of study. Students shall identify and be able to critically apply principles and guidelines to enhance performance, help adults and children benefit from sport and exercises and cope with stress, anxiety, and arousal issues.

1. Factual information			
Course title	PRACTICUM 300 | Practicum		
Course tutor	TBC	**Credits**	15
Course type	Practicum/Placement module	**Notional Learning hours**	150
Mode of delivery	Student placement and lectures/guided discussion		

Notional learning hours	Learning and teaching				[Br lea
	Type of learning activity	**Comprises**	**Hours**	**Weeks**	
	Timetabled in class contact:	Face to face delivery to include lectures, guest speakers and tutorials.	10	12	
	Supported open learning:	Completion of networking activities throughout the module.	20	12	
	Independent study/Placement hours:	Placement/Site experience, network activities, external visits. Online resources will be available to support independent learning.	120	12	
		Total:	150	12	

Module Specification

2. Rationale for the module and its links with other modules
This is a level 6 major elective module which enables students to immerse themselves in real-life contexts, collaborate with community partners and mentors, and better understand the requirements of the community engagement and professional work, where relevant. There is a focus on reflexivity, problem-solving, communication skills development, critical thinking and writing.

3. Aims of the course
The module aims to offer students experiential and service-learning experiences which bring together knowledge acquired in various modules in their field of academic studies and its applications in diverse research and practice-based environments, such as the professional setting, education, not-for-profit, and the arts sector. As such, this placement module prepares students for further independent work and gives them hands-on experience of various professional fields, better equipping them for the job market.
4. Indicative content, learning activities and interactions
The module is a combination of classroom sessions and fieldwork / site placement. Students' projects depend on the nature of their placements. To start with, they fill in a skills and interests questionnaire, which helps to identify placements of relevance and interest out of the options available. This will be followed by interviews / informal discussions with organization staff where required. During the first couple of weeks students will be acquainted with their placement sites and participate in a series of workshops and lectures delivered by the tutor and/or guest speakers on a variety of issues related to the practice of their subject area: from skills development (e.g. time management skills, team building, professional communication, adaptability and readiness at the workplace) to ethical issues in work, research and principles in community participation. In the remainder of the term students will work on their placement projects. Location and schedules will be agreed jointly with their allocated mentors. The key principle underlying students' activities is the co-construction of knowledge through student-mentor-tutor collaboration. Such a participatory approach enables a shared, co-experienced understanding of the issues explored. Whilst the allocated mentors will support and guide students throughout, the latter are expected to demonstrate independent thinking, use of own initiative and responsiveness to the needs of the community / organization, so that they produce a piece of work that benefits them and falls within the aims and learning outcomes of their programme. Further information about the placements, including ethical and academic considerations, is available on moodle / ACTivity and the module handbook.

Module specification

1. Factual information			
Module title	Psychology 303 - Educational Psychology : Inclusive and Special Education		
Module tutor	Ms. Galini Demirtzoglou	**Level**	6
Module type	Taught: Lecture/guided discussion	**Credit value**	15
Mode of delivery	100% in-person		

Notional learning hours

Learning and teaching

Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11

	Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12
		Total:	150	12

2. Rationale for the module and its links with other modules

This is an elective module in level 6. It aims to provide a descriptive and critical overview of the practice of educational psychology and to highlight some of the key debates. The effectiveness of more general pre-school interventions will also be considered. The module relates to the two required modules on developmental psychology at level 4 as well as with other modules in level 5 such as Psychology 202: Personality Theories.

3. Aims of the module

This module aims to provide students with an understanding of a range of issues where psychological concepts, theories and methods have been applied in an educational context. We will look both at research in educational psychology and the educational policies that this research informs. Issues of relevance along the different tiers of education will be considered. The nature of early education will be addressed as well, with policy and research concerning contemporary debates such as

3. Aims of the module
the significance of play; the concept of learning readiness and the age at which children should begin formal education. Pre-school interventions and a range of special needs/developmental disorders and interventions will also be explored, emphasizing to the concept of inclusive education.

4. Indicative content.
Applications of research on child development, on learning and cognition, on motivation, and on instruction, assessment and individual educational planning. **<u>Topics to be explored</u>:** Introduction to the field of educational psychology, research and theory in educational psychology, theories of development applied to educational psychology, individual differences, diversity in today's classrooms, cognitive development, bullying, the role of educational psychologists, educational psychology applied to real world settings, learner differences and learning needs, language development, early intervention, classroom assessment.

1. Factual information			
Module title	Psychology 305 - Counselling and Psychotherapy		
Module tutor	Dr. Christina Chatzidimitriou	**Level**	6
Module type	Lecture – guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours	Learning and teaching			
	Type of learning activity	**Comprises**	**Hours**	**Weeks**
	Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11
	Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12
		Total:	150	12

2. Rationale for the module and its links with other modules
This is a level 6 module required for all Psychology majors in which students are given the opportunity to further develop their knowledge regarding psychotherapeutic approaches and acquire the basic counselling skills. This module requires knowledge of theoretical information and skills developed in the former years.

3. Aims of the module
This module will present the main theories of counselling, the basic counselling skills and the key points of the counselling relationship. Moreover, the module aims at the better understanding of the role of the psychotherapist and the development and application of the counseling skills in the clinical fiel

4. Indicative content.
This module will help students to further deepen their knowledge regarding the prevalent counselling theories, approac research and critically evaluate them and apply related theory to case studies from professional practice. They will also interview process, the therapeutic process and relationship, the counselling skills and the ethical issues on both theoret will be given to diversity issues in counselling, such as ethnicity, social class, age, gender, sexual orientation, etc. Moreov on experiential learning and personal awareness and development will facilitate students to better comprehend the rol counselling field and apply the knowledge and skills to their practicum. Topics: basic counselling skills, counselling relationship, ethical issues, main theoretical approaches, empirical research intervention, diversity issues

Module specification

1. Factual information			
Module title	Psychology 310: Organizational Psychology		
Module tutor	Ms. Despoina Dimopoulou	**Level**	6
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to face		
Notional learning hours	**Learning and teaching**		

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12
	Total:	150	12

2. Rationale for the module and its links with other modules

This is a level 6 optional module which provides 1) knowledge with regards to different organizational processes at the micro (individual), meso (group) and macro (systemic) level in their local and global contexts and 2) an understanding on how these processes shape the utilisation of human capital as well as organisational effectiveness.
This module draws on theories, concepts and methods used in Psychology (mainly information related to personality, development, motivation, physiology of behaviour and wellbeing) and Social Psychology (information related to social thinking, social influence and interactions), therefore it

2. Rationale for the module and its links with other modules
has links with Psychology 101 (Introduction to Psychology), Psychology 202 (Personality Theories) and Psychology 204 (Social Psychology).

3. Aims of the module
Through this module the students will understand in depth the influence and interaction between organisations and the groups and the individuals who lead and work within them and will learn to analyse how these processes shape outcomes related to the use of human capital and to organisational effectiveness. The students will also learn to critically reflect on the roles, behaviours, interactions and outcomes they have had or will have themselves while participating in organisations or institutions. This module will start by presenting the history of organisational psychology and the topics of study and practice for organisational psychologists and will then discuss different structures and cultures of organisations. It will continue by covering various processes unfolding between organisations, groups and individuals (such as leadership, motivation for work, resistance to change, persuasion, team-working, problem solving, conflict/collaboration) and also examine how these processes shape various outcomes related to the performance and wellbeing of groups and individuals and the operation and growth of institutions. Research designs and methodologies in organisational psychology will also be covered.

4. Indicative content.
Topics to be explored: 1.Introduction/ Foundations of Work and Organizational Psychology 2 Individual differences at work 3 Attitudes and behaviour in organizations 4 Motivation at work 5 Recruitment and selection 6 Learning, training and development 7 Performance management

4. Indicative content.
8.Safety, stress and health at work 9. Organizations: Strategy and structure 10 Leadership in organizations 11.Teams and teamwork

Module specification

1. Factual information			
Module title	Psychology 320 – Dialectical therapy		
Module tutor	Dr. Kristi Poppi	**Level**	6
Module type	Taught: Lecture/guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours

Learning and teaching			
Type of learning activity	**Comprises**	**Hours**	**Weeks**

Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12
	Total:	150	12

2. Rationale for the module and its links with other modules

This is an elective module in level 6. Students will be introduced to theoretical concepts and processes, which underpin behavioral therapies and an emphasis will be given on the use of Dialectical Behavior Therapy (DBT). Students will be provided with an understanding of assessment, case formulation, therapeutic approaches and techniques. The module relates to two required modules in level 5 (Psychology 202: Personality Theories and Psychology 218: Psychopathology) and to modules in level 6 such as Psychology 305- Counselling and Psychotherapy.

3. Aims of the module
The aim of the module is to introduce the fundamental concepts and methods of behavioral therapy and to provide a basic introduction to DBT formulation, and treatment planning. The module also provides an overview of behavioral techniques and will familiarize students with the general theoretical context, as well as the main therapeutic principles within each theoretical approach. The module will also consider the applications and empirical based evidence for the success of each approach.

4. Indicative content.
The module is designed to explore how certain approaches in psychotherapy can be employed to provide an insight into mental health problems, drawing on many theories and therapeutic practices to provide a better understanding. The module focuses on dialectical behavior therapy. Topics to be explored: Behavioral therapy, development of CBT, development of DBT, individual psychotherapy and group skills, mindfulness, emotion regulation, client motivation, psychopathology, Interpersonal effectiveness skills, Distress tolerance skills, treatment effectiveness

Module specification

1. Factual information	
Module title	Psychology 330-Psychology of immigration

Module tutor	Dr Maria Psoinos	**Level**	6
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact:	Face to face delivery to include seminars, guest speakers and tutorials.	42	11
Independent study:	Completion of day-to-day homework Review of case studies, preparation for submitting assessments, study for exams	108	12
	Total:	150	12

2. Rationale for the module and its links with other modules

This is a level 6 optional module in which students are given the opportunity to learn about the psychological experience of immigration in different socio-political and cultural contexts, develop their knowledge with regards to health, and psychosocial issues that may emerge at different stages of the immigration experience (e.g. during the pre-departure or during acculturation process) and understand what is needed for the provision of health, mental health and social care services to immigrant populations of various ages and backgrounds.

2. Rationale for the module and its links with other modules
Some of the subjects covered (social interactions and majority/minority influence, psychopathology, counselling) will have been addressed in detail in Psychology 204, Psychology 218, and Psychology 305 respectively.

3. Aims of the module
This module will present demographics/diversity of immigrant populations, motivating factors for migrating, and the myths/stereotypes around immigrants' characteristics and behaviours. It will then discuss the psychological experience of immigration in different contexts, as well as health, psychosocial well-being and psychopathology issues that may emerge and the services that need to be provided for addressing immigrants' diverse health, mental health and social care needs. Through this module the students will gain in depth understanding of the characteristics, experiences and needs of immigrant populations and will learn to make recommendations to improve practice and policy affecting immigrants of all ages and backgrounds.

4. Indicative content.
Topics to be explored: Demographics/diversity of immigrants Different motivations for immigrating Stages of immigration (pre-departure, journey, resettlement) and psychological experiences Theories of Psychological Acculturation and Adaptation Risk and Protective factors for immigrants' and refugees' health and well-being Health and mental health issues in immigrant and refugee populations Psychosocial issues in immigrant and native-born populations Services for health, mental health, housing, employment-related and education-related needs of immigrants and refugees

Module specification

1. Factual information			
Module title	Psychology 340 - Psychology of addiction		
Module tutor	Dr. Aimiliza Stefanidou	**Level**	6
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% Face to face		

Notional learning hours

Learning and teaching			
Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, workshops, and tutorials.	44	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments	106	12

Total:	150	12

2. Rationale for the module and its links with other modules
This is a fourth year elective module (Level 6) for students majoring in Psychology. Students are given the opportunity to develop their understanding of psychological and biological aspects of substance misuse and addiction as well as the potential treatment methods. Other non-substance addictions are also discussed such as gambling, internet addition etc.

3. Aims of the module
The module aims to teach students how to assess and diagnose substance use disorders and in short to provide an overview of the psychosocial and neurobiological bases of addiction, the factors that affect addictive behaviour and also how to describe and analyze appropriate therapeutic interventions.

4. Indicative content.
The aim of the module is to provide students with an overview of psychosocial and biological bases of addiction, diagnosis, and treatment. **Themes** Why People Use and Abuse Drugs and Alcohol Drug-Specific Information

4. Indicative content.
Assessment: Substance Abuse, Dependence, Addiction Families, friends and their characteristics Other addictions: gambling, internet, eating disorders, etc. Intervention strategies Treatment techniques and prevention Recovery and Relapse Prevention (RP) The limitations of addiction research and their impact on treatment techniques

Module specification

1. Factual information	
Module title	Psychology 350 Senior Thesis I

Module tutor	Dr. Aimiliza Stefanidou	**Level**	6
Module type	Workshops, training sessions, tutorials	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours

Learning and teaching

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact:	Face to face delivery to include seminars and workshops, individual tutorials with advisors	40	11
Independent study:	Research Preparation for submitting assessments	110	12
	Total:	150	12

2. Rationale for the module and its links with other modules

This is a required module for psychology majors. It constitutes the first term of a year-long research project, at the end of which the students are required to submit an 8,000-word thesis. In the Fall Term, they submit a 3000-word draft of the thesis, with main emphasis being the literature review.

3. Aims of the module
▪ Advance the students' ability to find and formulate a relevant research problem. ▪ Advance the students' ability to gather the resources relevant to the research topic. ▪ Advance the students' skills to think critically through different perspectives on a given issue. ▪ Advance the students' ability to make an analytical and sustained argument on a given issue. ▪ Students are expected to collect and analyse data and the module encourages, in general, skills of independent research at an undergraduate level.

4. Indicative content.
In the first semester of their final year, the students write the **3,000-word draft** (+/-10%) of their senior thesis which is submitted at the end of the academic year. Training sessions: • IRB application forms • Literature review • thesis requirements for Bissell Library internal repository • controlled language: principles and practice in database searching • formulating a research question: guidelines (presentation) • narrowing a topic: guidelines (presentation), examples & class exercise • scholarly articles (presentation & class exercise) • advanced database searching: principles, practice and class exercise • website evaluation (PowerPoint) followed by class exercise and homework exercise (with individual brief student presentations to be given in a subsequent session) • APA style referencing, 7th edition • Plagiarism Note: Students need to submit their draft proposals for **IRB approval** prior to submitting the particular assessment!!!

Module specification

1. Factual information			
Module title	Psychology 351 Senior Thesis II		
Module tutor	Dr. Aimiliza Stefanidou, Dr. Kristi Poppi, Dr. Maria Psoinos et al	**Level**	6
Module type	Research, tutorials	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours

Learning and teaching

Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face to include training sessions and individual tutorials.	30	11
Independent study:	Research and drafting of thesis, preparation of oral presentation	120+	12
	Total:	150+	12

2. Rationale for the module and its links with other modules
This is the second part of a module in which the students are required to write an 8,000-word thesis. It is a fundamental component of the Psychology curriculum in which the students display their ability of formulating a research question which they research and write a detailed analysis of their original research.

3. Aims of the module
▪ Advance the students' ability to find and formulate a relevant research problem. ▪ Advance the students' ability to gather the resources relevant to the research topic. ▪ Advance the students' skills to think critically through different perspectives on a given issue. ▪ Advance the students' ability to make an analytical and sustained argument on a given issue. ▪ Students are expected to collect and analyse data and the module encourages, in general, skills of independent research at an undergraduate level.
4. Indicative content
Students who have submitted a 3,000 word draft of their thesis (PSY 350) will now work toward completing the full 8,000 (+/-10%) word senior thesis project due May 31st. Before submission, the students will have to present their thesis to the group of thesis students and advisors for about 20-30 minutes. Power point slides will be collected for second and external marking purposes. Coordinated meetings with the supervisors will assist the students in this endeavor. Supervisors and 2nd markers reserve the right to orally ask clarification questions to the students about their thesis, if need be, and in a case-by-case basis.

Module specification

1. **Factual information**			
Module title	PSY 360: Advanced Applied Statistics for Psychologists		
Module tutor	Dr. Nikolaos Petridis	Level	6
Module type	Taught: Lecture/guided discussion / laboratory components	Credit value	15
Mode of delivery	100% face-to-face		

Notional learning hours

Learning and teaching

Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include teaching activities, lab exercises, formative assessments	40	11
Independent study:	Preparation for submitting assessments & studying for exams	110	12

	Total:	150	12	

2. Rationale for the module and its links with other modules
This is a level 6 elective module in which students are given the opportunity to develop an understanding of the research process and familiarize themselves with main paradigms and advanced statistical methodologies in Psychology research. The module helps students understand the strengths and limitations of different research paradigms, various research methodologies and methods in Psychology, as well as apply advanced statistical techniques. Also in this module the students learn: a) about the main descriptive statistics techniques, b) inferential statistics techniques, c) non – parametric tests, d) correlational analysis and e) high order (factorial) AN.O.VA statistical methods. Students are also given the opportunity to analyze the aforementioned methods using SPSS, using Psychology examples and data.

3. Aims of the module
This module aims to introduce students to key principles, concepts, steps, and methodologies in Psychology research. Students will learn why Psychology is an empirical science and how empirical research can be designed step-by-step in Psychology. Also students will acquire statistical literacy (at the level of advanced statistics) through practical classes that will allow the learnt concepts and

3. Aims of the module
analytic techniques to be practiced, both by hand and through using a computer and the relevant software (SPSS)

4. Indicative content.
- A review of basic statistics (e.g. chi – square, One and two independent t – test, Dependent samples and two dependent t – test etc.) - Validity and reliability of tools – Cronbach's alpha - Non – parametric correlation and statistical techniques (Spearman, Mann – Whitney, Wilcoxon, Kruskal – Wallis and Friedman) - Multiple linear regression - Factorial AN.O.VA (high order AN.O.VA with interactions) for independent and dependent samples - Multiple AN.O.VA (MA.NO.VA) - Analysis of Covariance (AN.CO.VA) - Dimension reduction statistical techniques (Factor Analysis). The above indicative content is followed by SPSS lab.

Module specification

1. Factual information			
Module title	Psychology 370 - Psychology of Trauma		
Module tutor	Dr. Aimiliza Stefanidou	**Level**	6
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% Face to face		

Notional learning hours

Learning and teaching

Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include lectures, workshops, and tutorials.	44	11
Independent study:	Completion of day-to-day homework Preparation for submitting assessments	106	12
	Total:	150	12

2. Rationale for the module and its links with other modules
This is a fourth year elective module (Level 6) for students majoring in Psychology. This module is intended for psychology majors who are interested in pursuing graduate studies in the field of clinical/counselling psychology.

3. Aims of the module
This module is designed to facilitate students' knowledge and insight into specific traumatic experiences such as sexual abuse, physical torture, emotional neglect, domestic violence, terrorism, natural disasters, and experience of micro aggression/marginalization, human trafficking /servitude and others. Note to the students: This module is not purely academic, so it is very possible that you, someone you know, or any of your classmates have survived very significant crises or traumas in their lives. Some of the lectures, media presentations, and guest speakers may have a strong emotional impact on you, so it is recommend that all students seek out some form of support during this module; a list of support services on and off campus will be provided prior to class.

4. Indicative content.
The topics covered in this module are unequivocally sensitive. Readings, lectures, and films will include discussions of sexual violence, domestic violence, child abuse, combat, and other forms of interpersonal violence. Indicative themes: Introduction to the psychology of Trauma; understanding trauma and PTSD Identifying Traumatic Events and Traumatic Responses Theories Explaining Trauma Symptoms Vicarious Traumatization, Compassion Fatigue and Posttraumatic Growth Interventions and evidence-based practices to treat trauma

Module specification

1. **Factual information**			
Module title	Psychology 400 – Clinical Psychology II: Psychological Assessment		
Module tutor	Dr. Christina Chatzidimitriou	Level	6
Module type	Taught: Lecture/guided discussion	Credit value	15
Mode of delivery	100% face to face		

Notional learning hours

Type of learning activity	**Comprises**	**Hours**	**Weeks**
Timetabled contact:	Face to face delivery to include seminars, guest speakers and tutorials.	42	11
Independent study:	Completion of day-to-day homework Review of case studies, preparation for submitting assessments, study for exams	108	12

	Total:	150	12	

2. Rationale for the module and its links with other modules
The aim of this module is to introduce students to theory and practice of clinical psychology and specifically of psychological assessment and testing. The focus will be on clinical assessment as well as on different types of psychological tests. The main theories, concepts and methods (interview, tests) regarding psychological assessment and testing will be presented. This module is also directly related to Personality theories, Clinical Psychology I, as well as Research Methods and Statistics I and II.

3. Aims of the module
This module aims to introduce students to the principles and practice of psychological assessment. The aim of the course is to familiarize the students with the objectives and methodology of clinical assessment as well as with the theory and applications of psychological tests as measures of intellectual functioning, personality, attitudes etc. Clinical interviewing and basic interview techniques will be presented. Furthermore students will gain insight into the psychometric theory, the appropriate use of tests, test administration, scoring and interpretation. Legal, ethical and cultural issues will be addressed throughout the course.

4. Indicative content.
This module will explore different methods of psychological assessment and testing including clinical interviewing and the use of formal, widely used, norm-referenced psychological tests. Topics to be explored: Psychological assessment, clinical interviewing, psychological testing and measurement, psychometric theory, Test administration, scoring and interpretation. Communication of test results.

4. Indicative content.
Intelligence overview and its measurement. Personality overview and its measurement. Assessment methods and test for infants, children and adolescents. Testing in mental health settings. Testing in educational settings. Neuropsychological testing. Historical background. Ethical and cultural considerations. Controversies associated with psychological testing and measurement.

8. STUDENT SUPPORT, GUIDANCE AND ADVICE

ACADEMIC ADVISING AND MENTORING

During the first 2 weeks of classes, students will be assigned the faculty member who will be their Academic Advisor for their first year at ACT and, in most cases, until graduation. The Academic Advisor helps students to plan their overall programmeof studies, as well as to select courses each semester. Advisors also provide information about ACT academic and support services, assist students in addressing problems in particular courses within a given semester, and offer ongoing advice concerning the students' long-term academic and career goals.

Students with weak English language competency, as well as those on academic probation with a low GPA (less than 1.5), are assigned faculty mentors who follow the students' progress throughout the semester by meeting frequently with the students, follow their progress in classwork by maintaining a line of communication with the students' instructors and by compiling reports on the students' progress.

THE LEARNING HUB

ACT's Learning Hub is located on the upper floor of the Library. Students are invited to meet with the tutors and receive assistance with their English language and Mathematics needs. The Admissions and the Enrollment department offices are also located on the upper floor of the Library. Prospective students may obtain fromthere all the necessary information concerning their studies and financial support.

HEALTH SERVICES

The resident Anatolia High School nurse accepts student emergency visits as well as regular appointments in her office located on campus. The Anatolia/ACT is also within easy access to both a private clinic and several hospitals, all of which provide emergency services. A resident doctor at ACT is available to students on campus during the doctor's office hours.

COUNSELING SERVICES

Since 2009, ACT has contracted a counseling psychologist to provide individualized support and community-wide wellness initiatives to support the mental health of the ACT community, and to encourage the development of personal wellness practices. Individual counseling appointments are available in person at the ACT Counseling Office and via online platforms.

Private sessions focus on providing ACT students a safe and supportive environment in which they receive the appropriate guidance in order to cope with the stressors and challenges of college life. The service is also available for faculty and staff. The Counselor also maintains an up to date list of multilingual mental health professionals in Thessaloniki that is available for individuals who are seeking specialized or long-term care. The wellness initiatives, such as workshops, newsletters, interactive stations or other action, encourage wellbeing by increasing the community's knowledge about mental health, helping individuals learn new practices that lead to achieving a higher level of satisfaction in life and act as a form of preventative care. Additionally, the initiatives act as a bridge between the counselor and individuals who would not otherwise reach out for individual sessions due to stigmas associated with therapy, creating an environment of trust that helps the individuals make an appointment when they need support.

9. OPPORTUNITIES FOR PERSONAL DEVELOPMENT PLANNING

CAREER SERVICES AND GUIDANCE

The Career Office equips students with the tools and know-how to successfully kickstart their careers. Specifically, we provide hands-on training on interviewing, resume & cover letter writing. The above are subsidized by guest lectures, which help students get an insight in their field of interest, and company visits, which give students the opportunity to meet company representatives and conduct informational interviews. The office also provides individual consultations in any career related issue including job search tactics, career planning, resume preparation and mock interviews. Apart from this preparation stage, the career office offers internship and job opportunities, both in Greece and abroad, accessible to all students via the Career Office's job board (jobs.act.edu).

In addition, the Career Office also organizes the annual Career Week, a week-long event with lectures, company presentations, on-campus recruiting, networking opportunities and hands-on workshops.

The Office also serves as Liaison with the Business Community, and works actively with Industry and Academia to identify placement opportunities and keep students informed of local and regional trends. Leading representatives from the private and public sectors visit ACT regularly as guest speakers in classes and events, reinforcing ACT's strong ties with companies, institutions and organizations throughout the local, national and international business environment.

INTERNSHIPS

The Career Office gives special emphasis to students' internships, both with local and international organizations. Every semester there is a visiting program with local organizations with internship opportunities, all relevant to the academic programmes and focusing on enhancing in-class learning. Apart from the on-campus recruiting, we coordinate a series of internship opportunities with organizations located in other cities or even abroad, either with on-site placement or remote work. The school's Job Board and Facebook Career Group help disseminate the internship opportunities, while the Career Workshops (resume writing, cover letter preparation, mock interviews) prepare students for claiming those opportunities.

10. OPPORTUNITIES AND SUPPORT FOR STUDY ABROAD

ACT STUDENTS STUDYING IN THE US

ACT has signed a number of study abroad exchange agreements with partner colleges and universities that enable students to spend a semester studying in the US. Through these agreements, ACT students may spend a semester, normally in their second or third year of study, at a college in the US, and upon return to ACT receive full transfer credit for all courses successfully completed while abroad. Agreements with partner schools allow ACT students to enroll at collaborating institutions while continuing to be enrolled at the home school and pay tuition and fees at ACT. Students are encouraged to look into study abroad opportunities early in their academic career with the director of the I.P.O. Good academic standing is a pre-requisite for considering such a possibility.

11. WORKPLACEMENTINFORMATION

The programme require students to undertake an internship through the service learning/practicum course as explained above which is comprised of a combination of theoretical sessions and real-life case study projects, students will be able to make visible connections between community service, their own learning, personal and professional development, values and practices.

A number of opportunities for personal development are available to Psychology majors on demand and on a voluntary basis within the program, ranging from opportunities for joining extracurricular activities and clubs on campus, serving on the Student Government Association, engaging in Service Learning, acquiring information literacy and CV writing skills to building professional expertise through a term's Internship training in their senior year, thus enhancing self-reflection, personal and professional responsibility, learning how to meet deadlines and working with others, etc.

In addition, through ACT's Careers Office, targeted Psychology-specific workshops, practice visits and presentations further enhance opportunities for personal development. Other opportunities for short term internships have also been introduced. Here are some concrete examples:

- Resume, cover letter and interview workshops
- Private consultations for preparing individual students' resumes & cover letters.
- Mock interviews - private advising on interviewing
- Job board which renews weekly and includes - among others - internship and entry level opportunities for psychology majors.

- Guest lectures of professionals in the field

12. FACILITIES AND SERVICES

BISSELL LIBRARY - GENERAL INFORMATION

The Bissell Library offers a vast collection of books in print, electronic books, videos, and DVDs. Already one of the largest English language libraries in Greece, its collection is rapidly growing into a space designed to accommodate the institution's needs for years to come. The collection includes subscriptions to periodicals in hard copy as well as access to numerous full-text scholarly journals, magazines, and newspapers.

The Bissell Library offers, to currently enrolled students, on site and remote access to research databases to support inquiry and research. Business databases include Ebsco's Business Source Elite, Regional Business News, Hoover's, and ProQuest ABI Inform Global. Databases for research include: Academic Search Premier, E-books collection, Encyclopaedia Britannica, ERIC, GreenFILE, Columbia International Affairs Online (CIAO), JSTOR, Oxford English Dictionary and Oxford Music Online. We also subscribe to the Ebsco A-Z service, providing listing of all the electronic resources accessible from the library. The EBSCO Discovery Service TM brings together the most comprehensive content providing to users an easy, yet powerful means of accessing all of the library's information resources through a single search.

The Bissell Library shares an integrated library management system with the Socrates Eleftheriades and Olga Mavrophidou-Eleftheriades Library of Anatolia College. Access to both collections is available through the web-based library catalog. Library users can search the catalog, databases or the Internet through public access terminals available on both floors of the library. Network ports are available for laptops and the entire building is Wi-Fi enabled.

COMPUTING SERVICES & NETWORKING FACILITIES

ACT has state of the art computer infrastructure and facilities. All computer facilities are connected to a high-speed campus network, which is based on fiber optic cables connecting all buildings. In addition a large high speed wireless network access (WI-FI) covers large areas of the campus giving students the ability to use the school's resources or access the internet on their laptop.

The computer facilities include the Stavros S. Niarchos Technology Center in Bissell Library and a number of other computer laboratories located in various buildings. Many high-speed servers are present in the network infrastructure, along with Intel® Core™ latest technology workstations, connected to the Internet, available to students in multiple laboratories.

The laboratories are used both as general access and instructional computer labs. They are equipped with data projectors and black and white or color laser printers. All stations are networked with full Internet Access and run the latest software such as MS office, Oracle, Power-builder, Visible Analyst, Java, Visual Basic, 3-D Max, Adobe Photoshop, Adobe CS Production Studio Premium, Macromedia Studio, Macromedia Authorware, PanaView Image Assembler, Mathematica Player, Minitab, MathCad, Daedalus, etc.

SCIENCE LABORATORIES

All science courses are accompanied by laboratory work. The purpose of the laboratories offered is to expose students to hands-on experience regarding concepts and principles learned in classroom. The College's new Science Facilities are located in the ground floor of Constantinidis Hall. The facilities include three laboratories (Biology/Ecology, Physics, Chemistry) covering a total area of 300 square meters.

FOOD SERVICES

The ACT Cafe, rented on a contract to a professional food service provider, is also located in the Constantinidis Hall and operates weekdays from 10:00 - 18:30 (Fall – Spring semesters) and 11:00 - 14:00 (Summer term—hours flexible) when classes are in session. The cafe offers an assortment of cold and hot sandwiches, coffee, salads and beverages.

HOUSING

ACT housing is available on a first come, first served basis and priority is always given to freshmen. Apartments are all shared and have both single and double rooms, common area, kitchen and bathroom. All interested students must complete a Housing Application in order to be considered for on-campus housing.

The Student Services Coordinator will assist students in locating off-campus housing in local residential areas. A list of trusted real estate agencies and property owners who speak English will be made available for interested students. ACT does not have any official relationship with housing agencies and does not endorse any specific agency. With all off-campus housing, students are responsible for personally contracting with the landlord but ACT will provide guidance and assistance. Regular announcements about available flats around the city are made on the ACT housing Facebook group. Students can also refer to this Facebook group in order to find roommates or shared housing.

13. **DETERMINATION OF RESULTS** (https://www.act.edu/images/act/Student-Services/OU_Regulations.pdf)

MINIMUM REQUIREMENTS FOR PASS

To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

The minimum aggregate pass marks for The Open University validated awards are:

- 40% for undergraduate programmes
- 50% for postgraduate programmes

These minima apply to assessments, modules, stages and qualifications.

DETERMINING MODULE OUTCOMES

The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification and published in the Programme Handbook.

A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.

In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.

Where a student is registered only for a module (rather than a qualification) the resit will apply.

BACHELOR HONOURS DEGREE CLASSIFICATION

Classification of bachelor degrees will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Honours degrees are classified as:

- First class — Aggregate mark of 70% or above
- Upper Second class — Aggregate mark between 60% and 69%
- Lower Second class — Aggregate mark between 50% and 59%
- Third class — Aggregate mark between 40% and 49%

Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

All awards recommended by ACT's Examination Boards are ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). Results will not be issued to students until they have been ratified by MRAQCP, and formal notice has been received that they can be released.

14. ASSESSMENT AND PROGRESSION REGULATIONS

SUBMISSION OF ASSESSED WORK

Work submitted for a summative assessment component cannot be amended after submission, or re submitted.

Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalized in line with the following tariff:

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

ASSESSMENT SCORES

All undergraduate assessment will be marked on a percentage scale of 0-100.

% ScaleScore	Performance Standard
70+	Excellentpass
60-69	VeryGoodpass
50-59	GoodPass
40-49	Pass
0-39	Fail

The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.

Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

DETERMINING PROGRESSION AND QUALIFICATION OUTCOMES

The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

Pathways through any programmes offered by partner institutions may require students to complete prerequisite or co-requisite modules.

STAGE REQUIREMENTS

Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

In order to complete and pass a stage of a programme, a student must acquire the total credit set out in the programme specification at the approved qualification level for the award, or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances (see Section F).

The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

Where a student fails a module, the following may apply in the first instance:

- Resit, a second attempt at an assessment component following a failure at first attempt.

RESIT PROVISION

Resit provision is subject to all the following conditions:

- The maximum number of retakes allowed in a programme leading to an Open University award is 10.
- A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
- A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.

COMPENSATION

N/A

OPTIONS FOR THE REPEAT OF STUDY

If, having exhausted all permitted resit and compensation opportunities, a student is still unable to pass, the Board of Examiners may, at its discretion, permit one of the following repeat options:

Partial repeat as fully registered student:

- The student is not permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,
- The student has full access to all facilities and support for the modules and/or components being repeated,
- The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
- The student retains the marks for the modules and/or components already passed,
- No further resit opportunities are permitted.

Partial repeat for assessment only:

- That access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

Full repeat:

- This is only permitted where the student has extenuating circumstances;
- The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,
- The student has full access to all facilities and support,
- The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

Where resit and repeat opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in Section 20 below.

Exam Boards will look at individual cases where stages have not been completed and advise on progression.

15. DISSERTATIONS AND PROJECTS

HOW THE BISSELL LIBRARY SUPPORTS STUDENTS WITH THEIR THESES

The Bissell library in its effort to compliment and facilitate the educational process and the curriculum, always strives to provide the best services possible safeguarding that all students across all Divisions receive the same learning experience and support, as well as fair access to all available resources and services. More specifically when it comes to the writing up stage of their theses, the Bissell Library provides the following Resources and Support Services.

Resources :

- A collection of thesis writing books, academic writing and general study skills. This collection is housed in the Learning Hub
- Subject guides corresponding to the Divisions also provide a thematic information gateway of trustworthy information resources (e-journals, databases, etc.) to assist students in their quest for information gathering for their theses.
- The website of the Library, attempts to familiarize and provide introductory guidance on how to use various online tools such as Zotero, EasyBib and Diigo, which can become indispensable tools when it comes managing information and bookmarks, and citing resources.
- Guides have been composed to assist students with the APA referencing style, 7th ed. (mandatory for psychology students) available on the library website.
- The Library in conjunction with all Divisions has streamlined the procedure of gathering all theses so as to develop in the near future an Institutional Repository. In the meantime students can drop in any time and can have access to study good examples of theses on site.
- Last but not list a plethora of printed material in a variety of subjects is also available to students.
- The students are able to ask for Interlibrary loans of journal articles we do not have online access to. The service is provided by the British Library. They are also able to suggest books relevant to their research to the library to buy.

Support Services:

- The Learning Hub strives to help students to become strong, independent learners through a variety of services. The assistance stretches through all stages of the learning process whether it is revising thesis writing, math, reading, or just refining those digital skills (SPSS tutorials are the recent addition to the services of the learning hub). Consultation is offered on one to one basis on prearranged meetings, or drop in sessions, as well as via e-mail.
- The allocation of two Academic Liaison Librarians as well as Division Academic staff reps allow for better communication among students, academic staff and the Library. This helps students and academic staff to convey in a more efficient manner their needs to the Library.
- Information Literacy lessons conducted by the Academic Liaison Librarians offer students a reminder of research, evaluation and referencing skills to support them in their projects.
- Finally the Academic Liaison Librarians provide one to one support on how to search, evaluate and locate materials and referencing, either in drop in sessions or after appointments.

16. OTHER INSTITUTIONAL POLICIES AND REGULATIONS https://www.act.edu/images/act/Student-Services/OU_Regulations.pdf

ACADEMIC MISCONDUCT

Academic misconduct is defined as any improper activity or behavior by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. In investigating and dealing with cases of suspected misconduct, partner institutions will follow the policies and processes approved at Institutional approval or review.

The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

- Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorized use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Note: Where a student has an acknowledged learning disability, a proof-reader may be used to ensure that the student's meaning is not misunderstood as a result of the quality and standard of writing, unless a partner institution policy specifically prohibits this. Where permitted, a proof-reader may identify spelling and basic grammatical errors. Inaccuracies in academic content should not be corrected nor should the structure of the piece of work be changed.

- Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorized another to use their work, in part or whole, and to submit it as their own.

Note: legitimate input from tutors or approved readers or scribes is not considered to be collusion.

- Misconduct in examinations (including in-class tests).
- Processes for dealing with Academic misconduct and the penalties

ACADEMIC OFFENCES

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating impersonation, use of inadmissible material and disruptive behavior. Responsibility for reviewing breaches of academic integrity is held by the college's Academic Standards and Performance Committee (AS & PC).

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the AS&PC. If a member of the Committee originates the charge, then that member will be excluded from the decision-making process, and any other process related to the case.

On receipt of the allegation of a breach of academic integrity, the Chair of the AS&PC must inform the Chair of the Board of Examiners that is responsible for the assessment of the course(s) that are affected by the alleged offence. The Board should then suspend its decisions on the candidate's grade(s) until the facts have been established.

The AS&PC will either itself investigate the charge or establish from its own membership a panel to conduct the investigation. In establishing whether a breach of academic integrity has occurred, the Committee (or panel) should consider oral and/or written evidence supplied by the individual(s) making the charge and the alleged offender. The alleged offender shall have the right to appear before the Committee (or panel).

Once the AS&PC has considered the allegation and reached a conclusion on whether an offence has occurred, it should issue a report with a recommendation regarding the outcome for the student to the Chair of the relevant Board of Examiners. If it has been established that an offence has occurred, the Board will judge the significance of the misdemeanor and exercise its discretion as appropriate to the case. If it is established

that a student has attempted to gain an unfair advantage, the examiners shall be given the authority to rule that the student has failed part or all of the assessments, and the authority to determine whether or not the student should be permitted to be reassessed.

Independently on the assessment decisions made by the Board of Examiners, the AS&PC is empowered to consider a wider range of sanctions that might be applied when a student is found guilty of a breach of academic integrity. The following list of sanctions is indicative and can be imposed by majority vote of the Committee:

- Admonishment Letter (or Letter of Warning): The student is advised in writing that her/his behavior violates rules of academic and/or personal integrity and that a recurrence will lead to more serious sanctions. The Committee will deliberate on whether the letter should or should not appear in the student's file permanently or for a lesser period of time.
- First Offense File: The student's name and a description of the offense is filed in a shared electronic folder, accessible by the Provost, department chairs and area coordinators. Second offenses automatically result in a hearing.
- Disciplinary Probation: The student is advised in writing that his/her behavior violates rules on academic and/or personal integrity and is given a probationary period (to be decided upon by the Committee) to show by good behavior that a more stringent penalty should not be imposed. During the period of the probation, the student is required to terminate association with all extra-curricular activities and resign from any student office.
- Suspension: The student's relationship with the College will be discontinued until the end of the semester or term. The student will forfeit any fees involved with the College.
- Dismissal: The student's relationship with the College will be terminated indefinitely. The right to apply for re-admission shall be denied.

Within five working days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of the Committee. The appeal is addressed first to the AS&PC. If the Committee does not deem any change to the decision is warranted subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final.

EXTENUATING CIRCUMSTANCES

The Open University recognizes that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment. In such cases the partner institution's extenuating circumstances procedures will be applied, as approved in institutional review.

A student who is prevented from attending or completing a formal assessment component or who feels that their performance would be (or has been) seriously impaired by extenuating circumstances, may submit a deferral request. Further information is available from the partner institution.

MITIGATING CIRCUMSTANCES

The following regulations distinguish between factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline, and those which have not impaired the student's ability to attend for examination or meet a deadline for the submission of work but which may have affected his or her performance. In all cases, it is the responsibility of the student to ensure the timely disclosure of any factors or circumstances which may affect the assessment of his or her learning and responsibility for the consideration of these factors and circumstances will lie with the AS&PC.

Students whose circumstances may affect (or may have affected) their ability to meet a program's assessment requirements must submit a completed Mitigating Circumstances Extension Form together with verifiable documentation to the Registrar's Office. This form can be completed electronically or in person and may, if necessary, be signed retrospectively.

In the case of factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline:

- the AS&PC will consider the evidence submitted by the student;
- if the mitigating circumstances are accepted by the Committee it will determine the extension to be granted to the student or, in the case of examinations, the date on which the student shall be assessed; in such cases the grades will not be capped at 40%.
- the Chair of the Board of Examiners, the Registrar and the appropriate department head/area coordinator will be informed of the Committee's decision.
- The student will have the right to apply for a further extension, or for a rescheduling of an examination, if the mitigating circumstances persist.

In the case of factors or circumstances having prevented a student from attending for examination or meeting a deadline for the submission of work but which may have affected his or her performance:

- the AS&PC will review the evidence submitted by the student and make a recommendation for consideration by the appropriate Board of Examiners;
- the Board of Examiners is responsible for considering that action that it should take in the light of the recommendations of the AS&PC;
- the actions available to the Board of Examiners include: the deferral of an assessment to a later date; compensation for the failure in a course; agreement that the student should either retake the course or be reassessed with the grade achieved being recorded in the student's transcript and therefore contributing to the classification of the award; and, exceptionally a decision that the student be assigned a higher grade for the course or courses on which his or her performance has been affected.

Students are responsible for ensuring that the partner institution is notified of any extenuating circumstances at the time they occur and for supplying supporting documentation by the published deadline.

If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days.

Medical evidence submitted in support of a claim for extenuating circumstances should be provided by a qualified medical practitioner.

The partner institution will verify the authenticity of any evidence submitted.

Upon receipt of recommendations from the panel or body responsible for investigating extenuating circumstances, the Board of Examiners, or its subsidiary board, will decide whether to:

- provide a student with the opportunity to take the affected assessment(s) as if for the first time i.e. a 'sit' or 'submit', allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap;
- waive late submission penalties;
- determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;
- note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.

The Board of Examiners, depending on the circumstances, may exercise discretion in deciding on the particular form any reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.

The module marks released following the meeting of the Board of Examiners should clearly identify results where extenuation has been considered and applied.

If a student fails, without good cause, to provide the responsible body with information about extenuating circumstances within the timescales specified in the partner institution policy, the responsible body has authority to reject the request on those grounds.

17. STUDENT PARTICIPATION AND EVALUATION

STUDENT PARTICIPATION

A member of the Student Government Association (SGA) must be present at all meetings of the Academic Standards and Performance Committee (ASPC) of the college, and participate in the discussions and voting for all cases examined. Furthermore, there are scheduled weekly meetings between the Assistant Dean and the SGA, where students present their views on the operation and development of the College In addition, ACT regularly invites students to Academic Council meetings, where they can express their views and opinions to the top-level administration. The SGA is also involved in co-organizing major on-campus events.

MODULE EVALUATION

Module evaluation is conducted through the student evaluation forms. These forms measure the teaching quality and assessment methods, learning materials, delivery methods, course objectives, thought-provoking activities, comprehension of the subject matter, grading, degree of intellectual challenge and stimulation and draw comparisons with other courses.

The collection of student feedback is made at the office of the Assistant Dean, who has the general overview of the procedure. Then, modules are classified according to the programme they belong, and the feedback is sent to the corresponding department head. The results are also forwarded to the individual instructors. The outcomes of module evaluations are discussed between the Assistant Dean and the department heads, and also in the departmental meetings of all divisions. In all these meetings, measures that need to be taken to improve student experience in future offerings of the modules are discussed.

COLLEGE-WIDE FEEDBACK

At the college level, ACT is administering another survey to measure both educational and other aspects of student life and behaviors. The survey, named College Student Experiences and Learning Outcomes (CSELOA) is aiming at measuring self-perceptions of students and has two parts. The first part measures student learning outcomes and the second measures student behaviors and experiences. The questionnaire includes a diverse spectrum of variables relating to academics, faculty, student services, student-to-student and student-to--faculty interactions, sense of community, use of campus facilities, academic skills, communication, after-college preparation for graduate studies or work, and off campus study and life behaviors.

18. GENERAL READING LIST (NOT MODULE SPECIFIC), INCLUDING ELECTRONIC RESOURCES

American Psychiatric Association 2013. *Diagnostic and Statistical Manual of Mental DisordersDSM-5*, American Psychiatric Association, Washington, DC, USA.

Andreassi, John L. 2006. *Psychophysiology: Human Behavior and Physiological Response*, 5th edition, Psychology Press.

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Berk, L & Meyers, A. 2016. *Infants and Children: Prenatal through Middle Childhood*, 8th ed., Pearson.

Carlson, Neil R. & Birkett, Melissa A.2017. *Physiology of Behavior*, 11th Edition, Pearson.

Cohen, Ronald Jay &Swerdlik, Mark 2018. Psychological Testing and Assessment, 9th Edition, McGraw Hill Education.

Compton, W.C. & Hoffman, E. 2012*Positive Psychology: The Science of Happiness and Flourishing*, Wadsworth, Cengage Learning, Belmont, CA, USA.

Corey, Gerald 2017. Theory and Practice of Counselling and Psychotherapy, Cengage Learning, Boston, MA, USA.

Craighead Edward, Miklowitz David J. and Craighead Linda W.2017. *Psychopathology:History, Diagnosis and Empirical Foundations*, Wiley, Hoboken, NJ, USA.

Davis, Paul, Patton, Robert and Jackson, Sue (eds). 2017. *Addiction: Psychology and Treatment*, Wiley-Blackwell.

Dowling, S., & Rothstein, A. 1989. *The significance of infant observational research for clinical work with children, adolescents, and adults*. Madison, Conn: International Universities Press.

Eagleman,David &Downar,Jonathan2015. *Brain and Behavior: A Cognitive Neuroscience Perspective,* Oxford University Press.

Eghigian, G., Ed 2010. *From madness to mental health: Psychiatric disorder and its treatment in Western civilization*, New Brunswick, NJ, Rutgers University Press.

Engler Barbara2014**.** *Personality Theories***,** Jon-David Hague**,** Belmont, CA, USA**.**

Erickson, Carlton K. 2007. *The Science of Addiction: From Neurobiology to Treatment*, Norton Professional Books.

Fertman, C. I. and Allensworth, D. D. 2017. Health Promotion Programs, John Wiley & Sons, Inc, San Francisco, CA, USA.

Feldman, R.S. 2012. *Child Development*, New York: Pearson Education. Publication Manual of the American Psychological Association, 6th ed., APA Press.

Harrington**,** R. 2013**.** *Stress, Health & Well-Being: Thriving in the 21st Century***,** Cengage Learning**,** Belmont, CA, USA**.**

Huppert, F. A. & Cooper, C.L.2014**.** Interventions *and Policies to enhance Wellbeing***,** Wiley Blackwell**,** West Sussex, UK**.**

Ingleby, D. (Ed.) 2005. Forced Migration and Mental Health: Rethinking the Care of Refugees and Displaced Persons, Springer,New York, USA.

Kolb, B., &Whisaw, I. Q. 2009**.** *Fundamentals of human neuropsychology*, 6th ed.New York: Worth.

Kozlowski, S. (Ed.) 2012. *The Oxford Handbook of Organisational Psychology*, Oxford University Press, Oxford, UK.

Lanyon, R. I. & Goodstein, L. D. 1997. *Personality assessment*, 3rded., John Wiley & Sons.

Leahey, T. H. 2013. *A history of psychology: From antiquity to modernity. (7th ed.),* Boston: Pearson.

Maddux James E. and Winstead Barbara A.2015**.** *Psychopathology: Foundations for a Contemporary Understanding***,** Routledge**,** New York, NY, USA**.**

McBride**,** D. M. and J. C. Cutting2018**.***Cognitive Psychology: Theory, Process and Methodology,* SAGE Publications**.**

Miller, Alec L., Dexter-Mazza, Elizabeth T., Murphy, Heather E., Mazza, James J., Rathus, Jill H. 2016. *DBT® Skills in Schools: Skills Training for Emotional Problem Solving for Adolescents*, Guilford.

Myers, D.G.2015**.** *Exploring Social Psychology***,** 7thedition**,**McGraw-Hill**,** NY**.**

Purves, Dale, Cabeza, Roberto, Huettel, Scott A., LaBar, Kevin S., Platt, Michael L. and Woldorff, Marty G. 2013.*Principles of Cognitive Neuroscience*, 2nd Edition, Sinauer Associates, Inc.

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Schultz, Duane P., Schultz, Sydney Ellen2004. *A History of Modern Psychology*, 8th ed., Thomson Wadsworth, Belmont, CA.

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Stern, D. 1985. *The interpersonal world of the infant: A view from psychoanalysis and development psychology*. Basic Books.

Thomas, F. & Gideon, J. 2013. *Migration, Health and Inequality*, Zed Books Ltd., London, UK & New York, USA.

Weinberg, R.S., & Gould, D. 2015. *Foundations of Sport and Exercise Psychology*. (6th edition). Human Kinetics Press: Champagne, IL.

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Woolfolk, Anita 2014. Educational Psychology, Pearson.