PSYCHOLOGY

ACT
AMERICAN COLLEGE OF THESSALONIKI
A DIVISION OF ANATOLIA COLLEGE
1886

The Open University

Programme Handbook

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. Stamos Karamouzis
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. ACADEMIC CALENDAR

Fall 2018	
September 17 (M)	Study Abroad Housing Opens/ On-campus Housing Opens
September 19–21 (W–F)	Resit Exams for Spring I, Spring II and Summer Terms
September 19-21 (W-F)	New Student Orientation/Study Abroad Orientation/Registration
September 24 (M)	First Day of Classes
September 28 (F)	Last Day for Course Changes
October 25-26 (Th-F)	Fall Break
November 2 (F)	Last Day to Drop a Course
December 7 (F)	Last day of classes
December 10-18 (M-Tu)	Final Exams for all courses *
Spring I 2019	
January 7-8 (M-Tu)	New Student Orientation/Study Abroad Orientation/Registration
January 9 (W)	First Day of Classes
January 15 (Tu)	Last Day for Course Changes
January 30 (W)	3 Hierarch's Day, No Classes
February 4-7 (M-Th)	OU Exam Board
February 14-15 (Th-F)	Fall 2018 Resit Exams, No Classes
February 19 (Tu)	Last Day to Drop a Course
March 11 (M)	Shrove Monday (Kathara Deftera), No Classes
March 25 (M)	Independence Day, No Classes
March 27 (W)	Last Day of Classes
March 28 (Th)	Reading Day
March 29-April 5 (F-F)	Final Exams for all courses
Spring II 2019	
April 10 (W)	First Day of Classes
April 15 (M)	Last Day for Course Changes
April 19 (F)	Last day of Classes before Easter Break
May 6 (M)	Classes resume
May 17 (F)	Last Day to Drop a Course
June 11 (Tu)	Last Day of Classes
June 12 (W)	Reading Day
June 13-14 (Th-F)	Final Exams for all courses
Summer 2019	
June 19 (W)	First Day of Classes
June 20 (Th)	Last Day for Course Changes
June 24-27 (M-Th)	OU Exam Board (tentative)
June 28 (F)	Last Day to Drop a Course
July 2 (Tu - Tentative)	Commencement
July 17 (W)	Last Day of Classes
July 18 (Th)	Reading Day
July 19 (F)	Final Examinations

3. LIST OF PROGRAMME DIRECTOR AND ACADEMIC STAFF

CHAIR

- **Dr.MariaKyriakidou,**
  Professor(InternationalRelations)
  BA,MA History and Archeology, Aristotle University of Thessaloniki;
  MA Anthropology, George Washington University;
  PhD History, King's College London (Reg)
  New Building, First Floor, Office 1; Tel.: +30-2310-398233; Email: markyria@act.edu

ACADEMIC COORDINATOR

- ACT has already publisized a call for a full time position in psychology. The person that will be hired will have both teaching and administrative duties.

ACADEMIC STAFF (ALPHABETICAL ORDER)

- Dr. Maria Bozoudi
  Adjunct Professor (International Relations)
  BA International Politics and Diplomacy, University of Macedonia;
  MA International Affairs, George Washington University; Graduate
  Certificate, International Trade Policy, George Washington University;
  PhD International Organization, University of Macedonia (Adj)

- Dr. Nikolaos Dimitriadis
  AdjunctProfessor (Humanities)
  BA, MPhil, DD Theology, University of Thessaloniki (Adj)

- Ms. NelliFlorentin
  Adjunct Instructor (Psychology)
  BA Psychology, University of Thessaloniki
  Masters of Education and Master of Arts in Psychological Counseling,
  Columbia University (Adj).

- Dr. Joseph Michael Gratale,
  Professor (International Relations)
  BA History, William Paterson College;
  MA Social Sciences/Modern History, Montclair State University;
  PhD American Literature and Culture/American Studies, University of Thessaloniki (Reg)

- Ms. Maria Kalaitzopoulou
  Instructor (Modern Greek)
  BA Byzantine and Modern Greek, University of Thessaloniki;
  MA Education, University of Thessaloniki (Adj)

- Dr. SerapAiseKayetekin,
  Associate Professor (Economics, Social Science)
  BS Economics, Middle East Technical University;
  MS, PhD Economics, University of Massachusetts Amherst (Reg)

- Ms. ParthenopiKirmelidou
  Instructor (ModernGreek)
  BA Medieval and Modern Greek Studies;
  MA Applied Linguistics, Aristotle University of Thessaloniki (Adj)

- Ms. Daphne Lamprou,
  Instructor (ArtHistory)

  BA Art History, University of Akron;
  MA Art History, Kent State University (Adj)

- Dr. Vincent C. Müller,
  Professor (Philosophy)

  BA Philosophy, Phillips University Marburg;
  MA Philosophy, King's College, London;
  PhD Philosophy, University of Hamburg (Reg)

- Dr. LambriniNassis,
  Adjunct Professor (International Relations)
  BA Political Science, Hunter College;
  JD Law, Brooklyn Law School (Adj)

- Dr. Maria Patsarika,
  Adjunct Professor, Honors ProgrammeConvener (Social Sciences)
  BA History, University of Thessaloniki;
  MA Heritage Education and Interpretation, Newcastle University;
  PhD Sociology, University of Sheffield (Adj)

- Dr. Kristi Poppi
  Adjunct Professor (Psychology)

  BSc Psychology, University of Crete;
  MSc (Merit) Child and Adolescent Mental Health,PhD Psychology, CityUniversity,London(Adj.)

- Dr. Maria Psoinos,
  Adjunct Professor (Psychology)
  BA Psychology, University of Thessaloniki;
  MA, PhD Social Psychology, University of Cambridge (Adj)

- Dr. David Wisner,
  Professor (International Relations), Executive Director, Michael and Kitty Dukakis Center for Publicand Humanitarian Service
  BA Philosophy, University of South Florida;
  PhD Modern History, University of Rochester (Reg)

4. LIST OF SUPPORT STAFF

ADMINISTRATIVE OFFICES

Office/Division	Name	Location	Phone No. (2310+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
Administrative Assistant to the VP for Operations	Ms. Lena Markoudi	Stephens Hall, 1st Floor	398278	elmar
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
Admini. Asst. to the VP for Finances & HR/CFO	Ms. Maria Grigoriou	Stephens Hall, 1st Floor	398306	mgrigor
Assistant Accountant	Ms. Eva Montiadou	Stephens Hall, Ground Floor	398219	emont
Human Resources Officer	Ms. Vicky Zaroucha	Stephens Hall, Ground Floor	398246	vickys
Director of College Relations	Ms. Rania Semertzian	Stephens Hall, 2nd Floor	398327	rsemer
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
Student Services Coordinator	Ms. Natalia Alexiou	New Building, Ground Floor	398242	nalexiou
Associate Director of Enrollment Management	Mr. EvripidisKonstantinidis	Bissell Library, 1st Floor	398398	evrikons
Director of Admissions	Ms. RoulaLebetli	Bissell Library, 1st Floor	398239	admissions

Head Registrar	Ms. AntigoniVlachopoulou	New Building, Ground Floor	3982 07	actreg
Administrative Assistant to the Registrar	Ms. Theodora Zafiriou	New Building, Ground Floor	3982 24	actreg
Business Liaison & Career Services Officer	Mr. Dimitris Diamantis	Bissell Library, Ground Floor	3983 37	ddiamantis
Assistant Administrative Officer	Mr. VassilisLoukidis	New Building, Ground Floor	3982 16	vloukid

5. **NAME, POSITION AND INSTITUTION OF THE EXTERNAL EXAMINER(S) INVOLVED IN THE PROGRAMME**

TO BE ANNOUNCED

6. INTRODUCTION TO THE PROGRAMME

ACT's B.Sc. Hons in Psychology is designed to be a novel and contemporary programme up to date to the academic and professional trends. It will be based on prevalent UK and US standards like all other ACT undergraduate programs. It will be characterized by a firm grounding in the disciplinary foundations to the Psychology degree, such as theory, main concepts, methods and debates in psychology. Further requirements will familiarize the students with clinical, developmental, educational, counseling, experimental, social, forensic psychology and neuroscience. They will also comprise practical experience of designing and carrying out psychological research, as well as evaluating and reporting its results. Students will learn to work with data, synthesize hypotheses and use information technology. As a capstone project, students will be required to write a senior thesis spread across two terms. The core programme focus will be complemented by the Psychology (Major) electives students will take in their final two years in residence, which in turns have a theoretical, practical, and professional character.

In order to receive the B.Sc 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.

Degree candidates majoring in Psychology at ACT take modules in all three ACT divisions and other disciplines (i.e., business, English). A note next to each module below will make this synergy obvious.

The Division and the programme is also related to the Michael and Kitty Dukakis Center for Public and Humanitarian Service which offers opportunities for internships and experiential learning, and organizes various events and public service initiatives.

7. PROGRAMME SPECIFICATION

Emphasis will be placed on creative, critical and analytical approaches to learning in the following major areas: knowledge and understanding, cognitive, practical and professional skills.

Finally, the ACT B.Sc. Hons in Psychology will feature a series of inquiries into more fundamental questions: why people do the things they do and how they interact with others. Many junior and senior requirements and electives echo these matters, focusing on themes such as child development, mental and emotional health, adulthood and aging, human interaction, criminal behavior, employment and more.

Key objectives of the B.Sc. 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

- 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

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.

INTENDED LEARNING OUTCOMES

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 and historical 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 collectionand research methods and analytical techniques A5 knowledge of how to develop arguments and solid judgements in the area of psychology	Learning and teaching strategy Engage students in close reading, class discussions and group work as part of the formative assessment;utilise a variety of audiovisual resources (videos, films, new media, websites). Assessment methods Use of a variety of summative and formative types of assessment aiming to enhance reading, writing, and studying skills. The types of formative assessment (short responses, presentations, quizzes, tests, short essays, annotated bibliographies) are designed to better prepare students to have a more effective and satisfactory performance in the various types of summative assessments (tests, quizzes, exams, projects, term papers).

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; demonstrate problem solving techniques 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	Learning and teaching strategy Lectures, student led activities and group work, workshops, discussion groups Assessment methods Exams, tests, quizzes, short essays, book reviews, projects, term papers.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: C1 understanding of tasks relating to the practice of psychology today C2 systematic awareness of authoritative sources and data as they relate to psychology C3 acquaintance with analytical tools for psychological research and the ability to carry out simple experiments C4 an ability to identify personal goals and professional options and reflect on skills and experience.	Learning and teaching strategy Systematic use of information technology; individual and group projects; group discussions; participation in events organised by the College. Assessment methodsMultimedia presentations, web based research and projects, class readings, questionnaire drafting, case studies, lab exercises and simple experiments, research and report writing.

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	<u>Learning and teaching strategy</u> Group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> Group projects, report and project writing, tests and quizzes.

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	<u>Learning and teaching strategy</u> The junior seminars and lectures are meant to engage students in the knowledge process; class discussions and group work; use of audiovisual aid; promotion of individual research in library and web-

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
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 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.	based databases. Assessment methods As students move from level 4 to level 5 they are asked to do more critical and persuasive writing with research components phased in progressively. Further qualitative and quantitative research and analysis skills are taught and assessed through the use of a variety of summative and formative types of assessment in required modules (e.g. Psychology 205, Psychology 206). Assessments will equally aim at enhancing students' writing and critical thinking skills as they explore the breadth and depth of all core areas in Psychology. Formative assessments are designed to better prepare students to have a more effective and satisfactory performance in the various types of summative assessments (exams, projects, research papers, long essays).

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	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups, individual research Assessment exercises in level 5 also focus on, analysis of and responses to, psychological disorders in addition to the theoretical and empirical dimensions of psychology research. <u>Assessment methods</u> Group discussions and activities, evaluation of case studies and related audiovisual material, quizzes, essays,simple experiments,exam.

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	<u>Learning and teaching strategy</u> Continuous engagement with information literacy, individual and group projects, participation in events organised by the College (career week, seminars on CV writing and interview techniques,

3C. Practical and professional skills	
the evaluation, analysis and synthesis of information from scholarly material C3 skills to develop arguments and reflect on the relevant experience. C4 an awareness of relevant, professional ethics C5 an enhanced ability in data collection analysis skills	interaction with practioners in the field etc) Assessment methodsMultimedia presentations, web based research and projects, case studies, lab exercises, research and report writing. Professional skill attainment can be also derived from advanced seminars and guest lectures.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: D1 an ability to apply knowledge to identify and critically analyze problems and psychology issues 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 Group discussions, research tasks, oral presentations, workshops. Assessment methods Group projects and presentations, research paper writing, examinations.

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, development of therapeutic plans and application of basic counselling and therapeutic skills A2 a detailed and extensive understanding of the developments and approaches in the field of psychological research and professional practice. 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	Learning and teaching strategy As students move from level 5 to level 6 they are required to be able to use a variety of summative and formative types of assessment aiming to enhance students' critical thinking abilities in relation to psychological analysis The senior seminars and lectures are meant to engage students in class discussions, debates and group work; use of audiovisual aid; promotion of extensive research in library and web-based databases. The senior thesis aims to allow students to demonstrate mastery of knowledge and critical understanding of the fields of inquiry covered by the BSc Hons in Psychology. They will be able to conduct an original piece of research work in the form of an empirical project. Individual modules explain in detail the array of assessment methods used. Assessment methods Lectures, in class group discussions, experiential activities, presentation of related audiovisual material,

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding
	weekly readings of class textbooks, research papers and examinations. . Students' research skills will be taught and assessed through the required modules at level 6 and of course the culmination of students' work which will be the Senior thesis.

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>
	    Lectures, group work, workshops, invited guest lectures, discussion groups, individual research
	
	<u>Assessment methods</u>
	    Examinations, research projects, senior thesis, long essays.
	    Assessment exercises in level 6 frequently focus on analysis and practical answers to academic concerns in addition to the theoretical and empirical dimensions of social science and psychology research.

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 an ability to develop strategies for current development and future prospects C3 ability to learn from feedback and seek ways to improve performance C4 an ability to carry out an empirical study involving various methods of data collection (experiments, observation, questionnaires, interviews etc), set up a major project and write an argument	<u>Learning and teaching strategy</u> Extensive engagement with information literacy, individual and group projects, continuous engagement in events organised by the College (development of career plan, workshops on problem solving in real-life situations, meeting with professionals in the fields and NGO representatives etc). Placement in internship is really key to the development of the professional skills of the students. <u>Assessment methods</u>Multimedia presentations, web based research and projects, case studies, lab exercises, research and report writing. At this level as well, practical skills formation can be attained through advanced seminars and guest lectures as well as with placement in internships (formative assessment).

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: D1 skills to critically evaluate arguments, abstract concepts and data D2 ability to select and apply more advanced research methods, qualitative and quantitative techniques D3 ability to use planning processes in context and identify alternative strategies D4 Undertake further academic and professional study and training D5 Participate in a multicultural environment and appreciate how others perceive concepts and ideas different from their own	<u>Learning and teaching strategy</u> Lectures, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> Group projects and presentations, research paper and senior thesis research and writing, examinations

PROGRAMME STRUCTURE

<u>**LEVEL 4**</u>

Compulsorymodules	Creditpoints	Optionalmodules	Creditpoints	Ismodule compensatable?	Semesterrunsin

Psychology 120 - Developmental Psychology I (Pre-natal and pre-school years)	15			N/A forall	Fall
Psychology 130 – Cognitive Psychology	15				Spring
Psychology 204 - SocialPsychology					
Psychology 150 - PsychophysiologyofBehaviour	15				Fall
	15				Spring
Psychology 211- History and Philosophy of Psychology					
Psychology 121 - Developmental Psychology II (Child to Adulthood)	15				Fall
	15				Spring
History 201 – Women in Modern Times (IR)					
English 250 – Advanced writing and Professional Communication (English)	15				Fall
	15				Spring

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 (subject to validation)

ProgrammeStructure - LEVEL 5					
Compulsorymodules	Creditpoints	Optionalmodules	Creditpoints	Ismodule compensatable?	Semesterrun sin
Psychology 202 - PersonalityTheories	15	OnePsychologyMajorElective	15 points	N/A forall	Fall
Psychology 221 - Cognitiveneuroscience	15				Spring
Psychology 240 - ForensicPsychology	15				Fall
Psychology 250 – Psychopharmacology	15				Spring
Psychology 218 - ClinicalPsychology I: Psychopathology	15				Fall
Psychology 205- Research methods and Statistics I	15				Spring
Psychology 205- Research					

ProgrammeStructure - LEVEL 5					
Compulsorymodules	Creditp oints	Optionalmodule s	Creditp oints	Ismodule compens atable?	Semes terrun sin
methods and Statistics II	15				Fall Spring

OPTIONAL MODULES LEVEL 5

Psychology 270 - Health, stress and adaptation

Psychology 215 - Positive Psychology

Psychology 255 - Sports Psychology

Management 201 – Organizational Behaviour (Business)

English 350 – Writing for Social Change (English)

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 (subject to validation)

ProgrammeStructure - LEVEL 6					
Compulsorymodules	**Creditp oints**	**Optionalmodu les**	**Credit points**	**Ismodule compens atable?**	**Semes terrun sin**
Psychology 400 - Clinical Psychology II: PsychologicalAssessment	15	FourPsychologyM ajorElectives	60 (15 points each)	N/A forall	Fall
Psychology 305- Counselling andPsychotherapy	15				Spring
Psychology 350 - SeniorThesis I	15				Fall
Psychology 351 - SeniorThesis II	15				Spring
					Major elective s both Fall and Spring

ProgrammeStructure - LEVEL 6					

OPTIONAL MODULES LEVEL 6

Psychology 310 - Organizationalpsychology

Psychology 303 - Educational Psychology

Psychology 320 – Dialectical therapy

Psychology 330 - Psychology of immigration

Psychology 340 - Psychology of addiction

Marketing 330 - Consumer Behaviour (Business)

Communication 227 – Media Theory (English)

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 (subject to validation)

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 Credits

SUGGESTED PROGRAMME OF STUDIES

Annexe 1: Curriculum map

NB All classes are for 15 credits with 150 notational hours

Level 4 requirements

Psychology 120 - Developmental Psychology I (Pre-natal and pre-school years)
 Psychology 130 – Cognitive Psychology
Psychology 204 - Social Psychology
Psychology 150 - Psychophysiology of Behaviour
Psychology 121 - Developmental Psychology II (Child to Adulthood)
History 201 – Women in Modern Times (IR)
English 250 – Advanced writing and Professional Communication (English)
Psychology 211 - History and Philosophy of Psychology

Level 5 requirements

Psychology 202 - Personality Theories
Psychology 205- Research Methods and Statistics I
Psychology 221 - Cognitive neuroscience
Psychology 240 - Forensic Psychology
Psychology 250 – Psychopharmacology
Psychology 218 - Clinical Psychology I: Psychopathology
Psychology 206- Research Methods and Statistics II

One Psychology Elective (optional module; see appended list)

Level 6 requirements

Psychology 400 - Clinical Psychology II: Psychological Assessment
Psychology 305- Counselling and Psychotherapy
Psychology 350 - Senior Thesis I
Psychology 351 - Senior Thesis II
4 Psychology Electives (optional modules; see appended list)

Optional modules (Major electives)

Level 5

Psychology 270 - Health, stress and adaptation
Psychology 215 - Positive Psychology
Psychology 255 - Sports Psychology
Management 201 – Organizational Behaviour (Business)
English 350 – Writing for Social Change (English)

Level 6

Psychology 310 - Organizationalpsychology
Psychology 303 - Educational Psychology
Psychology 320 – Dialecticaltherapy
Psychology 330 - Psychology of immigration
Psychology 340 - Psychology of addiction
Marketing 330 - Consumer Behaviour (Business)

Communication 227 – Media Theory (English)

CURRICULUM MAP

This table indicates which study units assume responsibility for delivering and assessingparticular programme learning outcomes.

Annexe1 - 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	X	X	X	X	X		X	X		X		X	X	X	X		X	X	X			
	Psychology 121	X	X	X	X	X		X	X	X	X		X	X	X			X	X	X			
	Psychology 130	X		X	X			X	X	X				X	X			X	X	X	X		
	Psychology 150	X	X					X	X	X				X	X	X		X	X	X	X		
	English 250			X	X			X	X				X	X		X		X	X	X			
	Psychology 204	X	X					X	X	X	X		X	X		X		X	X				
	History 201			X	X			X	X	X						X		X	X				
	Psychology 211	X	X	X					X	X	X		X	X	X			X	X	X			

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

Level	Study module/unit	A1	A2	A3		B1	B2	B3		C1	C2	C3	C4	C5		D1	D2	D3	D4		
5	**Required modules**																				
	Psychology 202	X		X		X	X	X		X	X	X						X	X		
	Psychology 205	X		X		X	X	X		X	X	X	X	X		X	X	X	X		
	Psychology 218	X	X	X		X		X		X	X		X					X	X		
	Psychology 221	X		X		X	X	X		X	X	X		X		X	X	X	X		
	Psychology 250		X	X		X	X	X		X	X		X			X	X	X	X		
	Psychology 206	X	X	X		X	X	X		X	X	X	X	X		X	X	X	X		
	Psychology 240	X	X	X		X	X	X		X	X		X			X	X	X	X		

	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5
Major Elective Modules																
Psychology 255	X		X		X	X	X	X		X		X		X		
Psychology 270	X	X	X		X		X		X	X			X	X	X	
Psychology 215	X	X	X		X	X	X		X	X	X	X	X	X	X	
English 350	X	X			X	X		X	X			X		X	X	
Management 201	X	X			X	X	X		X			X			X	

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)

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5
6	**Required modules**																
	Psychology 305	X	X	X	X	X		X	X	X	X			X		X	X
	Psychology 350	X	X	X		X	X	X	X	X	X	X	X	X	X	X	
	Psychology 351	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
	Psychology 400	X	X	X	X	X		X	X	X	X		X	X	X	X	
	Major Elective modules																
	Psychology 303	X	X	X	X	X		X	X	X	X		X	X	X	X	X
	Psychology 310	X	X	X		X		X	X	X	X		X	X			X
	Psychology 320	X	X	X	X	X		X	X	X	X		X	X	X	X	X
	Psychology 330	X	X	X		X		X	X		X		X	X	X		X
	Psychology 340	X	X			X		X	X	X	X		X		X		X
	Communication 227		X		X		X		X	X			X			X	
	Marketing 330		X	X	X	X		X		X			X	X			

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 (subject to validation)

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 Credits

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	150		

Rationale for the module and its links with other modules
The study of human development is the study of progression and change. This course 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 pre-natal period and early childhood. However, later periods of development will be addressed in Developmental Psychology II.

Aims of the module
This module will develop the students' understanding and knowledge of prenatal development and development in the pre-school years. The goal is to provide students with an understanding of human psychological development from pregnancy and birth (early experiences) through early childhood. Theory and research will be presented in areas such as biological, motor, cognitive, emotional, and social domains from the prenatal period through early childhood.

4. Pre-requisite modules or specified entry requirements
Intro to psychology Psychology 101

Indicative content.
During this course development in the physical, cognitive, emotional, and social domains during the early years will be analyzed and an emphasis will be given to the complex interchanges between heredity and environment. One of the aims is to help students connect their learning to their personal areas of interest, and to discuss about issues in regards to the needs and concerns of young children. Whilst taking into account the complexities of child development, along with the changing field of child development the students will become acquainted with a multitude of theories and research-based, real-world examples, in order to strengthen the connections among developmental domains of theory and research with applications **Topics to be explored:** Major theories of development, Prenatal influences on development, Transition to parenthood, Physical development, Cognitive development, Social development, Emotional development, Atypical development, Infant observation

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	150		

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

This course 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. Pre-requisite modules or specified entry requirements

Psychology 120

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

1. Factual information			
Module title	Psychology 130 Cognitive Psychology		
Module tutor	NelliFlorentin	**Level**	4
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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. Pre-requisite modules or specified entry requirements
N/A

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

1. Factual information			
Module title	Psychology 150 - Psychophysiology of Behaviour		
Module tutor	TBA	**Level**	4
Module type	Taught: Lecture/guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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

4. Pre-requisite modules or specified entry requirements

Psychology 101- Introduction to Psychology

Indicative content.

Indicative topics to be explored:

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.

1. Factual information			
Module title	Psychology 202 Personality Theories		
Module tutor	NelliFlorentin	**Level**	5
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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. Pre-requisite modules or specified entry requirements

Psychology 101 Introduction to Psychology

Indicative content.

This module will help students to deepen their knowledge regarding the formation of human personality and its impact on several areas of life. Also, the course intends to cover the main theoretical approaches, their strengths and limitations as well as their application to the explanation of psychopathology and problematic behaviour. As nowadays, in the field of psychology, a lot of researchers and professionals suggest an eclectic approach, students need to be acquainted with the various theoretical schools and be able to apply basic theoretical information to real-life examples in practice. Focus will be also given to relevant issues, such as the genes and environment debate, gender differences and cultural perspectives so that students develop a holistic approach to the understanding of human personality.
Topics: history and methodology of personality, nature of personality, main theoretical approaches (psychodynamic, behavioural, cognitive, humanistic, biological), cultural and gender issues

1. Factual information			
Module title	Psychology 204- Social Psychology		
Module tutor	Dr Maria Psoinos	**Level**	4
Module type	Taught: Lecture/guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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 presenting the above key areas. The students will also learn about the related field of Community Psychology and how its main principles and research findings apply to contemporary communities. 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. Pre-requisite modules or specified entry requirements

Psychology 101- Introduction to Psychology

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, Community psychology, Ethics and Methodologies in social psychological research.

1. Factual information			
Module title	Psychology 205- Research Methods and Statistics I		
Module tutor	Maria Psoinos	**Level**	5
Module type	Taught	**Credit value**	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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, taxonomy, theme, 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. Pre-requisite modules or specified entry requirements

Psychology 101

Indicative content

Empiricism in Psychology

-Research paradigms (positivism, constructivism, critical theory, participatory inquiry paradigm)
-Principles and Aims of research in Psychology (replicability, validity, reliability, descriptive exploration, correlation, causality)
- Main steps of the research process (identifying variables, hypothesis formulation, sampling, choice of methodology and method, ethical considerations)
- Methodologies in Psychological research: experimental studies, ethnographies, participant observation studies, interview studies, focus groups, historical studies, case studies, historiography, ethnomethodology, narrative studies, action research projects, participatory action research, evaluation studies
-Methods in Psychological research: experiments, neuroimaging, surveys, interviews, observation, archival research
- Research designs in Psychology : Cross-sectional study, longitudinal, retrospective-prospective cohort study -Ethics in Psychology research
-Qualitative analysis (codes, taxonomies, themes, theory) - Descriptive statistics (frequency distributions, measures of central tendency, measures of variability)

1. Factual information

Module title	Psychology 206-Research Methods and Statistics II		
Module tutor	Dr Maria Psoinos	**Level**	5
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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 critical understanding of the research process in Psychology and build a solid abilit evaluate methodological issues in specific Psychology research studies.

In this module the students advance their knowledge of qualitative data analysis (mainly typological analysis, thematic analysis and discourse analysis) and of quantitative data analysis by learning about inferential statistics and in particular estimation of parameters ar hypothesis testing and significance. Finally, the students acquire the knowledge and skills t 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 rang methodological issues in Psychology research. Also they will acquire further knowledg qualitative data analysis and will advance their statistical literacy (at the level of infere statistics) through practical classes that will allow the learnt concepts and analytic techni to be practiced, both by hand and through using a computer and the relevant software. Fir the module will provide them with the skills to design and carry out a small-scale orig research study in their Psychology topic of interest.

4. Pre-requisite modules or specified entry requirements

Psychology 101- Introduction to Psychology
Psychology 205- Research Methods and Statistics I

8. Indicative content.

-*Research in Psychology: its purposes and processes*
-*Reviewing research paradigms, methodologies, methods and research designs*
-*Ethics in Psychology research*
-*Critically evaluating strengths and weaknesses of different methodologies and methods*
-Inferential statistics (point estimators, confidence intervals and hypothesis testing

-Qualitative data analysis (typological analysis, thematic analysis, discourse analysis)

-Quality-criteria of a research project: validity/transferability, reliability/dependability, objec generalisability/local-groundedness

-How to effectively evaluate/critique one's own and others' quality of empirical research

-Reflecting on the value of Psychology research

Factual information

Module title	Psychology 211 - History and Philosophy of Psychology		
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	150		

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 ethics of practicing 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. 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 psychiatrists 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.

4. Pre-requisite modules or specified entry requirements

N/A

Indicative content.

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

<u>Topics to be explored:</u> relationship between psychology and philosophy, historical development of psychology, philosophical presuppositions that underlie different approaches to psychology, different schools of thought, comparisons and critiques, the concept of behavior, mental processes and the concept of cognition, mental Illness, ethics.

1. Factual information

Module title	Psychology 218- Clinical Psychology I: Psychopathology		
Module tutor	NelliFlorentin	**Level**	5
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to face		
Notional learning hours	150		

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 analyze 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 of the various psychological disorders.

4. Pre-requisite modules or specified entry requirements

Developmental Psychology I and II (Psychology 120 and 121)

Indicative content.

This module will help students gain a thorough and critical understanding of clinical issues and specifically, mental health and illness, definition of psychopathology, diagnosis and various factors that should be taken into account in the process of identifying several psychological disorders. As mental health professionals need to be aware of all the important issues and ethics in the clinical field, students need to be acquainted with the main psychological disorders and critically apply theoretical information to case studies and real life examples from professional practice. Therefore, focus will be given to assessment, causation, risk factors and effects of the main psychological disorders but also students will be introduced to the basic principles of treatment and prevention strategies. Moreover, they will be acquainted with issues of stigma and social exclusion so that they are aware of diversity issues and their implication on clinical practice.

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

1. Factual information

Module title	Psychology 221 - Cognitive neuroscience		
Module tutor	TBA	Level	5
Module type	Taught: Lecture/guided discussion	Credit value	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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 most recent advances, and a critical assessment of the literature in the field of cognitive neuroscience. Cognitive neuroscience is a rich field that draws on many disciplines from biology, chemistry, psychology, computer science, engineering, mathematics, philosophy and beyond. The objective is to provide a basic background and conceptual knowledge and illustrate the concepts and knowledge that structure the scientific study of cognitive neuroscience. It is associated with modules such as the one on Cognition: Human Learning and Memory and on Psychophysiology of behaviour.

3. Aims of the module

The course addresses questions on how does our brain give rise to our abilities to perceive, act and think. It is a survey of the basic facts, empirical evidence, theories and methods of study in cognitive neuroscience and assist students in exploring how cognition is instantiated in neural activity. Indicative themes are: perceptual and motor processes, decision making, learning and memory, attention, reward processing, reinforcement learning, sensory inference and cognitive control.

4. Pre-requisite modules or specified entry requirements

Psychology 130 and Psychology 150

Indicative content.

> During this course we will explore topics such as methods and models in cognitive neuroscience, perception, memory, learning, consciousness. The themes under discussion during the term are:
>
> History and principles of neuroscience
> Methods of cognitive neuroscience
> Emotions
> Attention and neglect
> Reading, spelling, word production
> Numerical Cognition, music
> Visual Sensation & Perception
> Neuroimaging approaches
> Motor Systems, Motor Control & Computations
> Disorders of the nervous system
> Consciousness

1. Factual information			
Module title	Psychology 240 – Forensic Psychology		
Module tutor	TBA	**Level**	5
Module type	taught	**Credit value**	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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

This is a level 5 compulsory 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 (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, Psychology 101- Introduction to Psychology and Psychology 204- Social Psychology), as well as in level 5 (Psychology 218-Clinical Psychology I: 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. Pre-requisite modules or specified entry requirements

Psychology 101- Introduction to Psychology
Psychology 130- Cognitive Psychology

8. Indicative content.

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 Psychology 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

1. Factual information			
Module title	Psychology 250 – Psychopharmacology		
Module tutor	TBA	Level	5
Module type	Taught: Lecture/guided discussion	Credit value	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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.
4. Pre-requisite modules or specified entry requirements
Psychology 130

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

1. Factual information

Module title	Psychology 255: Sports Psychology		
Module tutor	TBC	**Level**	5
Module type	taught	**Credit value**	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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, Psychology 270).

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.

4. Pre-requisite modules or specified entry requirements

Psychology 101

Indicative content.

Topic 1 – Personality and sports
Topic 2 – Learning and Motivation
Topic 3 – Arousal, Anxiety, and Stress
 Topic 4 – Group cohesion, leadership, competition and communication
Topic 5 – Goal setting and feedback
Topic 6 – Athletic injuries, burnout and psychology
Topic 7 – Gender, Race, and Stereotypes
Topic 8 – Exercise and Wellbeing

1. Factual information			
Module title	Psychology 270 Health, Stress and Adaptation		
Module tutor	NelliFlorentin	**Level**	5
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to face		
Notional learning hours	150		

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

This is a level 5 optional module for Psychology majors in which students are given the opportunity to develop knowledge and skills regarding stress and coping research. This module requires knowledge of theoretical information taught in the foundation year. Prerequisites: Psychophysiology of Behaviour, Developmental Psychology I & II

3. Aims of the module

This module will present a comprehensive approach to the subject of stress and its effects on health and disease. Moreover, the course aims at the development of a better understanding of stress management techniques and their application not just to individuals but also to several fields, such as clinical, health, organizational, etc.

4. Pre-requisite modules or specified entry requirements

Psychophysiology of Behaviour (Psychology 150)
Developmental Psychology I and II (Psychology 120 and 121)

Indicative content.

This module will help students gain a thorough and critical understanding of issues regarding stress, its role in adaptation and its effects on health and disease. As stress plays an important role in all aspects of humans' life, students will be given the chance to better understand its manifestations influence on brain, the main mental processes, such as learning, memory, information processing, etc, human behaviour and mood. Focus will also be given on moderating factors, coping skills and prevention strategies applied to individuals as well as to various groups and communities.
Topics: definitions of stress, responses to stress (physiological, emotional, behavioural), impact on health and well being, coping skills, moderating factors, stress management, prevention strategies.

1. Factual information			
Module title	Psychology 303 - Educational Psychology		
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	150		

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 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 & interventions will also be explored.

4. Pre-requisite modules or specified entry requirements

Psychology 101: Introduction to psychology, Psychology 120: Developmental psychology I and Psychology 121: Developmental psychology II

Indicative content.

Applications of research on child development, on learning and cognition, on motivation, and on instruction, assessment and individual educational planning.

Topics to be explored: 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	NelliFlorentin	**Level**	6
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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 field (Social Science 399: Service Learning Practicum).

4. Pre-requisite modules or specified entry requirements

Psychology 202: Personality Theories &Psychology 218: Clinical Psychology I: Psychopathology

Indicative content.

This module will help students to further deepen their knowledge regarding the prevalent counselling theories psychotherapy research and critically evaluate them and apply related theory to case studies from professiona acquainted with the interview process, the therapeutic process and relationship, the counselling skills and the and practical basis. Focus will be given to diversity issues in counselling, such as ethnicity, social class, age, g Moreover, the emphasis of this course on experiential learning and personal awareness and development will comprehend the role of the psychologist in the counselling field and apply the knowledge and skills to their pr Topics: basic counselling skills, counselling relationship, ethical issues, main theoretical approaches, empirical intervention, diversity issues

1. Factual information

Module title	Psychology 310 Organizational Psychology		
Module tutor	Dr Maria Psoinos	**Level**	5
Module type	Lecture- guided discussion	**Credit value**	15
Mode of delivery	100% face-to face		
Notional learning hours	150		

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 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. Pre-requisite modules or specified entry requirements

Psychology 101- Introduction to Psychology
Psychology 202- Personality Theories

Indicative content.

Background/History of Organisational Psychology
Aims and Topics of Study/Practice in Organisational Psychology
Structures and Cultures of Organisations
Personality, Motivation and Performance in Organisations
Leadership
Social Psychological Processes within organizations (social comparison, categorization/bias, persuasion, interpersonal affiliation, conflict), Learning, Training and Development of Employees
Workplace health and wellbeing
Psychometric assessment in Organisational Settings
Conducting research in Organisational Settings

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	150		

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: Clinical Psychology I: 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. Pre-requisite modules or specified entry requirements

Psychology 202 - Personality Theories and Psychology 218 - Clinical Psychology I: Psychopathology

8. 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

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	150		

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. 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. Pre-requisite modules or specified entry requirements

Psychology 101- Introduction to Psychology
Psychology 204- Social Psychology

Indicative content.

<u>Topics to be explored</u>:
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 and social care needs of immigrants and refugees

1. Factual information			
Module title	Psychology 340 - Psychology of addiction		
Module tutor	TBA	**Level**	6
Module type	taught	**Credit value**	15
Mode of delivery	100% face-to-face		
Notional learning hours	150		

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. Pre-requisite modules or specified entry requirements

Psychology 130, psychology 150

Indicative content.

Themes

1. Understandingaddiction-Personalitytraits
2. Families, friendsandtheircharacteristics
3. Anatomyandneurobiologyofdependence
4. Substances (includingalcohol)
5. Other addictions: gambling, internet, eating disorders
6. Interventionstrategies
7. Treatmenttechniques
8. The limitations of addiction research and their impact on treatment techniques

1. Factual information			
Moduletitle	Psychology 350: SENIOR THESIS I	**Level**	6
Moduletutor	TBA	**Creditvalue**	15
Moduletype	Research + trainingsessions	**Notionallearninghours**	150

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. Aimsofthemodule

- 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. Pre-requisite modules or specified entry requirements

Indicativecontent.

In the first semester of their final year, the students write the **3,000-word draft** of their senior thesis which is submitted at the end of the academic year.

Three sessions in the Library:

- 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)
  - academichonesty

One session on advance writing:

- Harvard style referencing
- plagiarism

One session on Literature Review:

- Literature review
- Submission of the thesis draft: **by the end of the term.**

1. Factualinformation			
Moduletitle	Psychology 351: SENIOR THESIS II	**Level**	6
Moduletutor	Variousadvisors	**Creditvalue**	15
Moduletype	Research	**Notionallearninghours**	150

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 in 8,000 words.

3. Aimsofthemodule

- 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. Pre-requisite modules or specified entry requirements

Pol 350

Indicativecontent.

Students, having already submitted a 3,000 word draft of their thesis at the conclusion of the Fall semester, will work toward completing the full 8,000 word thesis in a date to be announced shortly.

Coordinated meetings with the advisors and 2nd readers will assist the students in this endeavor.

The advisor(s) reserve the right to orally ask clarification questions to the students about their thesis, if need be, and in a case-by-case basis.

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.

- Submission of the thesis: **by the end of the spring terms.**

1. Factual information

Module title	Psychology 400 – Clinical Psychology II: PsychologicalAssessment		
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	150		

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

The aim of this module is to introduce students to the theory and practice of clinical psychology, addressing the history of psychological assessment, along with the concepts, theories, and methods regarding psychological testing and measurement. The focus will be on different types of psychological tests and on areas such as psychometric principles (e.g., validity and reliability). A psychological assessment is when a psychologist uses specific tools to learn more about another person, in order to offer a diagnosis or to learn more about their functioning. This module is also related to Clinical Psychology I, Psychology 205 and 206 - Research methods and Statistics I and II

3. Aims of the module

This module provides students with an opportunity to develop further their knowledge and skills in the areas of observation, measurement and psychometric assessment, including the use of formal psychological tests. Also, the aim is to explore the theory and application of psychological tests as measures of personality, intellectual functioning, attitudes etc. and learn how to use certain types of tests, their advantages and disadvantages, and test reliability and validity. Additionally, students will gain insight into the appropriate use of tests, tests construction, administration of tests and interpretation of test results.

4. Pre-requisite modules or specified entry requirements

PSY 218, Psychology 205 and 206

8. Indicative content.

This module will explore different methods of observation, measurement and psychometric

assessment, including the use of formal psychological tests and treatment planning.

Topics to be explored: Psychological testing and assessment, Historical, cultural and legal/ethical considerations, Clinical Psychology, Research in Psychological Assessment, Intervention planning, Intelligence and its measurement, Tests of intelligence, Statistics refresher; reliability and validity, Tests and testing, Personality assessment overview and methods, Clinical and counseling assessments, Preschool and educational assessment, Childhood development and testing, Neuropsychology

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 from there 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 (2310 398338).

9. **PPORTUNITIESFORPERSONALDEVELOPMENTPLANNING**

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.

GRADUATE EDUCATION COUNSELING

ACT's Graduate Education Office (GEO) guides students in their further educational progress. Graduates are assisted throughout the process of selecting appropriate programs and applying to ACT's or other postgraduate programs in numerous ways such as: website addresses for research into colleges / universities suited to their needs and qualifications, assistance with the writing of personal statements (in collaboration with the Writing Center) and coordination of recommendation letters prepared by faculty members. The GEO offers two workshops every fall semester, one for students interested in studying in the US, the other targeted towards studying in the United Kingdom.

Students should visit the Graduate Education Advisors early in their academic career (1st and 2nd year) and not necessarily wait until their 3rd or 4th year, when the reality of postgraduate education is right around the corner.

INTERNSHIPS

All students majoring in Psychology are required to do an Internship in Level 6 (Service Learning Practicum) by registering for the non - OU validated module Social Science 399: Service learning Practicum (English) during the final year of the programme. The internship module is a requirement for graduation and placement will be either on campus(i.e. The Dukakis Center) or locally (international public agencies, international organizations, and NGOs), depending on their career interests.Such type of activities and internships are part of our efforts to increase students' employability.An internship will give students a chance to transition from students to professionals and gain direct experience that will help them decide what direction they would like their career to take. Gaining direct experience will also

contribute to further development of the students' skills in various areas and to an advancement of their ability to build professional relationships and to provide direct services. Also, an internship might help students enrich their CV and it is a way to show to future employers that they have the ability to apply theory into practice.

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. **FACILITIESANDSERVICES**

BISSELL LIBRARY - GENERAL INFORMATION

The Bissell Library offers a collection of about 26,400 books in print, over 126,000 of electronic books and hundreds of videos, DVDs, and CD-ROMS. 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 over 42,000 full-text scholarly journals, magazines, and newspapers.

The Bissell Library offers, to currently enrolled students, on site and remote access to over 20 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.

In order to maximize the value of our collections and increase the ease of their use, a new service has been introduced. 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. There are over 20 high-speed servers present in the network infrastructure and there are approximately 100 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 Compton Hall basement. 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 New Building (ACT main classroom building) 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

On-campus 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. They are fully furnished and on-campus students have free access to internet, the gym, and also to basketball, football and tennis courts. There is an on-campus dining room where students can have warm meals and the Bissell library is in close proximity to the housing. 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.

14. DETERMINATION OF RESULTS

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

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 resitwill 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 honoursclassification 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.

15. ASSESSMENTANDPROGRESSIONREGULATIONS

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.
- Compensation, the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.

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

Unless otherwise stated in the approved programme specification, compensation will be applied when the following conditions are met. For more information, visit http://www.act.edu/misc/OU_Regulations_16.pdf

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, compensation 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.

16. DISSERTATIONSANDPROJECTS

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 , for example how to evaluate resources, or how to study more effectively can come very handy at the literature review stage.   This collection is housed in the Learning Hub (Writing Centre)

- 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, which is currently under heavy revision (the new site will be in place from the 1st of Sept.), 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 OU Harvard referencing style (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.

SupportServices:

- The Learning Hub, former Writing Centre, 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, maths, reading, or just refining those digital skills. Consultation is offered on one to one basis on prearranged meetings, or drop in sessions, as well as via e-mail. From the beginning of the new academic year Learning Hub will have its own website providing access 24/7, to wide variety of targeted information and resources on Study skills, English Language, IT skills, Personal development skills and Science & Technology.

- 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 project. This come as a continuation of previous Information literacy teaching offered in the previous years of study. These sessions include: techniques on how to locate formal and informal information sources on subjects, evaluation of resources, plagiarism and paraphrasing, and referencing.

- 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.

17.   OTHER INSTITUTIONAL POLICIES AND REGULATIONS

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.

For more information, visit http://www.act.edu/misc/OU_Regulations_16.pdf

18.   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.

19.   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.

Ashcraft Donna2015**.** *Personality Theories Workbook***,** Ashcraft Donna**,** Sta**n**ford, CT, USA**.**

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*, 3rd ed., 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. Cutting   2018**.***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***,** 7th edition**,**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.

Schatzberg, A.F., Cole, J.O. &DeBattista, C. 2015.*Manual of Clinical Psychopharmacology*, 8th Edition, Washington, DC: American Psychiatric Publishing.

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

Stenberg, R.J. and K. Stenberg 2017.*CognitivePsychology*, Cengage Learning.

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.

Weiten, W. 2009. *Psychology Applied to Modern Life: Adjustment in the 21st century,* 9th edition, Wadsworth Cengage Learning, Belmont, CA.

Woolfolk, Anita 2014. Educational Psychology, Pearson.