



Bsc (Hons) in PSYCHOLOGY

In partnership with:



1. WELCOME AND INTRODUCTION

WELCOME!

Dear Student,

This Handbook is intended to provide a concise reference and guide for all Anatolia American University ULE (AAU) students. Included herein are brief statements of the university's policies applicable to and of interest to all university 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 AAU. 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 university. 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.

With best regards,

Dr. Stamos Karamouzis

AAU Provost

2. LIST OF PROGRAMME DIRECTOR AND ACADEMIC STAFF

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Dr. Kristi Poppi, Assistant Professor

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

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

Dr. Gareth Roderique-Davies, University of South Wales

Dr. Maria Tsapalou, University of Bristol

5. INTRODUCTION TO THE PROGRAMME

The BSc Hons Psychology is a degree programme within the School of Humanities and Social Sciences. The program has been designed to provide a broad contemporary education and students can attain both breadth and depth in the Graduate Basis for Chartered Membership (GBC) curriculum areas that supports them in making individual applications for the graduate basis for chartered BPS membership. The BSc Hons Psychology has also been designed to offer students the opportunity to follow their own interests through a range of optional modules and equip them with an impressive range of transferrable skills which will enable them to consider a variety of employment and further study opportunities relevant to a wide range of careers in subject specific areas and in the broader sector.

6. PROGRAMME SPECIFICATION

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

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

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

- develop diverse conceptual, analytical, critical thinking and communication skills for academic, professional purposes and self-development
- increase students' employment prospects in increasingly dynamic and multicultural social and working environments

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

The Psychology curriculum consists of four course levels: Enhancement, Level 4, Level 5 and Level 6. To obtain the degree, students are required to complete 40 courses, including enhancement courses and free electives. During the final three (3) academic terms, students may participate in the Internship Course (PRAC 300). The undergraduate thesis is completed during the final year of study.

PROGRAMME OF STUDY AND INTENDED LEARNING OUTCOMES

• Enhancement modules

These modules ensure that students receive a well-rounded, skills-based education and may also include modules that enhance knowledge and skills in their subject area. Employers look for candidates who can analyze information, collaborate and adapt. The Enhancement modules equip students with highly desirable skills that maximize their learning experience and enhance both personal and professional growth, preparing them to navigate an ever-changing world. As part of their co-curricular studies, students are expected to master foundational skills that:

• Develop Critical Skills

The Enhancement module build essential skills like critical thinking, communication, problem-solving, and analytical reasoning.

• Encourage Interdisciplinary Thinking

By taking modules in sciences, humanities, and social sciences, students learn how different fields connect, making them more adaptable and innovative thinkers.

• Boost Career Readiness

Employers look for well-rounded candidates who can analyze information, collaborate, and adapt—skills reinforced through general education modules.

- **Promote Lifelong Learning**

These modules expose students to new subjects they might not have explored otherwise, helping them become more curious and engaged learners.

Enhancement modules

Indicative list (not limited to) of the Enhancement modules, including free electives:

- English 101 Composition I
- English 120 Introduction to Literature
- Biology 112 Principles of Biology
- Nutrition 130 Fundamentals of Human Nutrition
- Music 120 Traditional and Contemporary Greek Music
- Art 120 Art Appreciation: Principles of Design
- Philosophy 203 Ethics
- Statistics 205 Introductory Statistics
- Ecology 110 Ecological Principles
- Art 130 Introduction to Photography, from the analog to digital era
- Computer Science 108 Digital Tools for the Humanities

Programme Structure – Enhancement modules

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Politics 101: Contemporary Politics	15			N/A for all	Spring
History 120: The Modern World	15				Spring
English 102: Composition II	15				Fall
Computer Science 101: Digital Literacy	15				Spring
English 204: Business/Professional Communication	15				Spring
Mathematics 100: Mathematics for Decision Making	15				Fall
Philosophy 101: Introduction to Philosophy and Critical Reasoning	15				Fall
Psychology 101: Introduction to Psychology	15				Fall

Intended learning outcomes for Enhancement modules are listed below:

Learning Outcomes

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: A1 an awareness of foundational concepts, key theories, and terminology in relevant subject areas (including mathematics, digital technologies, humanities, and social sciences). A2 an understanding of how people think, learn and behave, and how societies organize and govern themselves.	<u>Learning and teaching strategy</u> Engage students in close reading, class discussions and group work; utilize a variety of audiovisual resources (videos, films, new media, websites). <u>Assessment methods</u> ● Written exams and quizzes on core subject matter. ● Short-answer or essay assignments evaluating conceptual understanding. ● Reading comprehension tests.
3B. Cognitive Skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will be able to: B1 Interpret information, data and arguments critically, drawing on both quantitative and qualitative reasoning. B2 Evaluate different perspectives, theories, or solutions and make informed judgements.	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups <u>Assessment methods</u> ● Analytical essays and case study write-ups. ● Comparative reviews of scholarly texts. ● Structured debates or panel discussions.
3C. Practical and professional skills	

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: C1 skills to assess and use a basic set of digital tools (e.g., word processing, spreadsheets, research databases) for academic, research, or professional projects. C2 skills to follow discipline-specific procedures (e.g., mathematical modeling, experimental methods, information retrieval) and apply them in practical contexts. C3 an ability to produce well-organized, professional-quality communications (written, oral, visual).	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, participation in events organized by the School. <u>Assessment methods</u> ● Computer-based assignments, simulations, or projects. ● Oral presentations and role-play scenarios. ● Business communications such as memos, reports, or emails.
<u>3D. Key/transferable skills</u>	
Learning outcomes:	Learning and teaching strategy/ assessment methods

Upon completion of the level, students will be able to:

D1. Plan and review study plans while collaborating effectively in diverse teams, showing adaptability and interpersonal communication.

D2. Comprehend and communicate ideas clearly in both writing and speaking, tailoring language for academic, professional, and interdisciplinary audiences.

D3. Demonstrate an understanding of the role of professional bodies and lifelong learning strategies, self-reflection, and adaptability to new challenges.

Learning and teaching strategy

Systematic use of information literacy, group discussions, research tasks, oral presentations, workshops.

Assessment methods

- Group projects and/or peer evaluations.
- Reflective journals and portfolios documenting skill development.
- Presentations targeting diverse audiences.
- Feedback from team-based activities or collaborative assignments.

Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Psychology 120: Developmental Psychology I (Pre-natal and pre-school years)	15	One Psychology Major Elective	15	N/A for all	TBC for all
Psychology 121: Developmental Psychology II (Child to Adulthood)	15				

Psychology 130: Cognitive Psychology	15				
Psychology 150: Psychophysiology of Behaviour	15				
PSY 211: Historical, Philosophical & Research Foundations of Psychology	15				
Psychology 204: Social Psychology	15				
History 201: Women in Modern Times (Politics & International Relations)	15				

Optional modules, Level 4

Psychology 170: Personal development & Employability

English 250: Advanced writing and Professional Communication (English)

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods

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

Upon completion of the level, students will demonstrate: B1 skills for the gathering and evaluation of data in the area of psychology B2 an ability to systematically understand psychology-related concepts as they developed through time B3 familiarity with some of the routine material in the subject matter B4 an ability to conceptualize and interpret current theories and models in the area of psychology by synthesizing information and diverse evidence in papers	<u>Learning and teaching strategy</u> Interactive lectures, seminars, tutorials, workshops, group work <u>Assessment methods</u> Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals), and group project work (e.g. oral and poster presentations).
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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: C1 ability to write essays and research papers/projects that make use of academic sources and referencing skills appropriate to the discipline of psychology	<u>Learning and teaching strategy</u> Systematic use of information technology, individual and group projects, group discussions, participation in conferences and events on and off campus

3C. Practical and professional skills

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

	(usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals), and group project work (e.g. oral and poster presentations).
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<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Psychology 202: Personality Theories	15	Two Psychology Major Electives	30	N/A for all	TBC for all
Psychology 205: Research Methods and Statistics	15				
Psychology 206: Research Methods and Qualitative Analysis	15				
Psychology 218: Clinical Psychology I: Psychopathology	15				

Psychology 221: Neuropsychology	15				
Psychology 250: Psychopharmacology	15				

Optional modules, Level 5

Psychology 200: Adulthood & Aging-new

Psychology 215: Positive Psychology

Psychology 240: Forensic Psychology

Psychology 255: Sport Psychology

Management 210: Human Resource Management for Growth (cross listed with the Business programme)

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

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods

Upon completion of the level, students will demonstrate: A1 Broad knowledge and understanding of the main theoretical approaches to various areas in psychology and psychology-related research methods explaining, among others, the formation of personality, cognitive processes and brain functioning. A2 Comparative knowledge of approaches to mental disorders and therapeutic interventions including, cognitive neuroscience, theories of behaviour, the development of work-based skills, major historical and theoretical issues in psychology along with different approaches to mental health 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 analyze evidence.	<u>Learning and teaching strategy</u> Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question, evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS. Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken (Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized. Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).
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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> Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question, evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS. Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken (Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized. <u>Assessment methods</u> Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).
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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

Upon completion of the level, students will demonstrate: C1 an ability to understand the implications of psychological theories on research and professional practice C2 an ability to identify appropriate criteria for the evaluation, analysis and synthesis of information from scholarly material C3 skills to develop arguments and reflect on the relevant experience. C4 Apply ethical decision making, respecting codes of ethical conduct, in the planning and execution of psychological research C5 an enhanced ability in data collection analysis skills	<u>Learning and teaching strategy</u> Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question, evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS. Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken (Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized. Assessment methods
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3C. Practical and professional skills	
	Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: D1 Employ multiple perspectives to investigate psychological problems and to create connections to aspects of everyday experience D2 an ability to use a range of digital practices and IT tools D3 an ability to develop a formal plan of complex, collaborative tasks D4 an ability to accurately communicate information, arguments and ideas in a range of contexts related to psychology.	<u>Learning and teaching strategy</u> Interactive lectures, tutorials, workshops, lab activities, guest speakers, internship site visits, role-playing exercises, discussions of case studies and/or research articles via participation in small group seminars. Students will learn in class and tutorials how to plan and conduct a search for literature relevant to the research question, evaluate and critically review that literature, and cite references to that literature correctly. Students will familiarize themselves with the basic process of the manipulation and interpretation of statistical data using SPSS. Emphasis will be given when collecting and analyzing primary data that all ethical research considerations are undertaken (Institutional Review Board-IRB approval for all research projects involving human participants is mandatory). The importance of conducting research in line with ethical principles, such as the BPS Code of Ethics will be further emphasized. <u>Assessment methods</u> Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. oral presentation, essays, lab work, report writing, reflection journals, case studies), and group project work (e.g. oral and poster presentations).

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

Optional modules, Level 6

Practicum 300

Psychology 310: Organizational psychology

Psychology 303: Educational Psychology: Inclusive & Special Education

Psychology 320: Dialectical therapy

Psychology 330: Psychology of immigration

Psychology 340: Psychology of addiction

Psychology 360: Advanced Applied Statistics for Psychologists

Psychology 370: Psychology of Trauma

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
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	<u>Learning and teaching strategy</u> Interactive lectures, role-playing exercises, guest speakers, internship site visits, workshops, SPSS tutorials and generic tutorials in research methods, data collection/analysis, and interpretation, one-to-one discussions with the academic supervisor individual supervision regarding the senior thesis project. The senior thesis project aims to allow students to demonstrate mastery of knowledge and critical understanding of the fields of inquiry covered by the BSc Hons in Psychology.

<u>Learning Outcomes – LEVEL 6</u>
3A. Knowledge and understanding

A2 design and carry out an independent empirical research project 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	<u>Assessment methods</u> Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: B1 skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources (academic, professional etc.) B2 competence in the choice and use of complex and specialized material for advanced writing on a major empirical project B3 an ability to apply underlying concepts in different contexts	<u>Learning and teaching strategy</u> Interactive lectures, role-playing exercises, guest speakers, internship site visits, workshops, SPSS tutorials and generic tutorials in research methods, data collection/analysis, and interpretation, one-to-one discussions with the academic supervisor individual supervision regarding the senior thesis project. <u>Assessment methods</u> Throughout the Programme we use a combination of formative and summative assessment to promote learning and evaluate whether learning outcomes have been achieved. Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).

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

3D. Key/transferable skills

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

Annex 1 - Curriculum map

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

Level	Study module/unit	A1	A2					B1	B2							C1	C2	C3					D1	D2	D3		
Enhancement modules	Politics 101	x	x					x	x							x	x	x					x	x	x		
	CS 101	x														x	x	x					x	x	x		
	History 120	x	x					x	x							x	x	x					x	x	x		
	English 102	x							x								x	x					x	x	x		

	English 204	x	x					x								x	x				x	x				
	Math 100	x	x												x	x	x				x	x	x			
	Philosophy 101	x	x					x	x							x	x				x	x	x			
	Psychology 101	x	x					x								x	x				x	x	x			

Level	Study module/unit	Programme outcomes																																			
		A 1	A 2	A 3	A 4	A 5				B 1	B 2	B 3	B 4						C 1	C 2	C 3	C 4						D 1	D 2	D 3	D 4						
4	Psychology 120 - Developmental Psychology I (Pre-natal and pre-school years)	X	X	X	X	X				X	X		X						X	X	X	X							X	X	X						
	Psychology 121- Developmental Psychology II (Child to Adulthood)	X	X	X	X	X				X	X	X	X						X	X	X								X	X	X						
	Psychology 130 - Cognitive Psychology	X		X	X					X	X	X							X	X									X	X	X	X					
	Psychology 150-Physiology of Behavior	X		X	X					X	X	X							X	X									X	X	X	X					
	Psychology 204 - Social Psychology	X	X							X	X	X	X						X	X		X							X	X							
	History 201- Women in Modern Times			X	X					X	X	X										X							X	X							
	Psychology 211 – Historical, Philosophical & Research Foundations of Psychology	X	X	X	X	X					X	X	X						X	X	X								X	X	X						
	Major Elective modules																																				
	English 250 – Advanced writing and Professional Communication			X	X					X	X								X	X		X							X	X	X						
	Psychology 170-Personal Development & Employability				X	X			X		X	X							X	X	X							X	X	X							

Level	Study module/unit	Programme outcomes																																
		A 1	A 2	A 3						B 1	B 2	B 3						C 1	C 2	C 3	C 4	C 5						D 1	D 2	D 3	D 4			
5	Required modules																																	
	Psychology 202 - Personality Theories	X		X						X	X	X						X	X	X										X	X			
	Psychology 205 – Research Methods and Statistics	X		X						X	X	X						X	X	X	X	X						X	X	X	X			
	Psychology 218 - Clinical Psychology I: Psychopathology	X	X	X						X		X						X	X			X								X	X			
	Psychology 221 - Neuropsychology	X		X						X	X	X						X	X	X		X						X	X	X	X			
	Psychology 250 – Psychopharmacology		X	X						X	X	X						X	X		X							X	X	X	X			
	Psychology 206 –Research Methods and Qualitative Analysis	X	X	X						X	X	X						X	X	X	X	X					X	X	X	X				
	Major Elective Modules																																	
	Psychology 200-Adulthood & Aging	X	X	X						X		X						X	X		X									X	X			
	Psychology 240-Forensic Psychology	X	X	X						X	X	X						X	X		X							X	X	X	X			
	Psychology 255 - Sports Psychology	X		X						X	X	X						X		X								X		X				
	Psychology 215 - Positive Psychology	X	X	X						X	X	X						X	X	X							X	X	X	X				
	Management 307- Negotiation and Conflict Resolution		X							X	X	X							X										X	X				
	Management 210 – Human Resource Management & Growth		X							X	X	X							X										X	X				

Level	Study module/unit	Programme outcomes																																	
		A 1	A 2	A 3	A 4						B 1	B 2	B 3						C 1	C 2	C 3	C 4						D 1	D 2	D 3	D 4	D 5			
6	Required modules																																		
	Psychology 305 - Counselling and Psychotherapy	X	X	X	X						X		X							X	X	X								X		X	X		
	Psychology 350 - Senior Thesis I	X	X	X							X	X	X							X	X	X	X						X	X	X	X			
	Psychology 351 - Senior Thesis II	X	X	X							X	X	X							X	X	X	X						X	X	X	X	X		
	Psychology 400 - Clinical Psychology II: Psychological Assessment	X	X	X	X						X		X							X	X	X							X	X	X	X			
	Major Elective modules																																		
	Practicum 300	X		X	X								X							X	X	X							X		X	X	X		
	Psychology 303 - Educational Psychology: Inclusive & Special Education	X	X	X	X						X		X							X	X	X							X	X	X	X	X		
	Psychology 310 - Organizational psychology	X	X	X							X		X							X	X	X							X	X			X		
	Psychology 320 – Dialectical therapy	X	X	X	X						X		X							X	X	X							X	X	X	X	X		
	Psychology 330 - Psychology of immigration	X	X	X							X		X							X		X							X	X	X		X		
	Psychology 360-Advanced Applied Statistics for Psychologists	X	X	X								X	X							X	X	X	X						X	X	X	X	X		
	Psychology 340 - Psychology of addiction	X	X								X		X							X	X	X							X		X		X		
	Psychology 370-Psychology of Trauma	X	X								X		X							X	X	X							X		X		X		

7. MODULE SPECIFICATIONS

1. Factual information				
Module title	COMPUTER SCIENCE 101 – Digital Literacy	Level 3		Enhancement
Module tutor	Dr. Victoratos	Credit value		15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours		150
Type of learning activity	Comprises	Hours	Weeks	
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11	
Timetabled contact	Tutorials and office hours	11	11	
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12	
Total:		150	12	
2. Rationale for the module and its links with other modules				
The module serves as an introductory course to digital literacy, both on a theoretical and a practical level. The course focuses on general purpose computing and collaborative office productivity, networks and the Internet, data / information management and social media.				

The module reflects the liberal arts focus of ACT, one that intends to produce capable, skilled and informed graduates who will be successful both professionally and also as citizens of the society.

Under the umbrella of Computer Science, students are exposed to:

- computer architecture and security basics
- networking and communication
- fundamental principles of operating systems architecture, organization and human-computer interaction,
- office automation and productivity tools
- cloud computing and collaboration
- information management, social media and professional practices,

Of key importance is concurrently learning to identify and ~~exploit~~ utilize them for everyday business tasks.

On a practical level, students learn how to use:

- Operating Systems (proprietary and FOSS) and collaborative cloud-based office productivity software;
- how to publish and present their work using computing and mobile / smart devices and the internet;
- how to use web 2.0 tools for content creation and delivery (collaborative wikis, blogs, newsgroups, social media platforms);
- how to create and manage their personal digital identity;
- how to organize and process data;
- how to search for and critically evaluate information which is available on the world wide web and scientific literature databases;
- how to plan collaborative projects using modern web-based tools.

Students are also exposed to technical writing, collaborative information- and communication-supported projects, as well as effective public speaking skills and methodologies.

3. Aims of the module

The CS101 module aims to build the competencies required for active participation in an information-driven society and workforce. This includes knowledge, skills and behaviors involving the effective use of digital devices such as smartphones, tablets, laptops, and desktop PCs for communication, expression, collaboration and advocacy. Both theoretical and practical skills will be developed, including analytical skills, critical judgment of quality, availability and reliability of information, reading and understanding charts, task planning and time organization, data processing and presentation, as well as facilitation of telecommunication. Ultimately, the module aims at instructing students to become autonomous, sophisticated computer users, advancing beyond basic computing skills.

4. Pre-requisite modules or specified entry requirements	
It is expected that participating students are already familiar in using digital devices such as personal computers, smartphones, tablets, laptops, etc, have already had some exposure to either the Android / iOS, or MS Windows operating systems, as well as some experience with the basics of office productivity software.	
Indicative content	
	– Introduction to computer science, Computer architecture and security basics, Networks and the Internet (week 1, 2)
	– The Microsoft Windows / and GNU Linux operating systems, file management and organization (week 2, 3)
	– Word processing and collaborative reviewing of large documents: Microsoft Word (weeks 3, 4)
	– Technical writing, scientific literature databases, publication impact metrics (week 4)
	– Review and midterm examination (week 5)
	– Final Projects Assignment (week 5)
	– Spreadsheet data management and visualization: Microsoft Excel (weeks 6, 7)
	– Optimizing public presentation impact: Microsoft PowerPoint (week 7, 8)
	– Collaborative cloud-based office automation, online cloud docs, spreadsheets, calendars, forms and file sharing (week 9, 10)
	– Cloud Computing, collaborative cloud-based tools, wikis, blogs, web content creation and delivery (week 10, 11)
	– Review for final examination, project presentations (week 11)
Final examination (week 12)	

1. Factual information								
Module title	English 102 Composition Writing II	Level 3		Enhancement				
Module tutor	Dr. Filio Chasioti	Credit value		15				
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours		150				
					Type of learning activity	Comprises	Hours	Weeks
					Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
					Timetabled contact	Tutorials and office hours	11	11
					Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
					Total:		150	12
2. Rationale for the module and its links with other modules								
English 102 is designed to further critical reading and writing whilst emphasizing critical inquiry and research. In the first part of the course, students engage in reflective writing, conduct primary research and learn how to produce research-								

based writing in formats appropriate to content, purpose, genre and audience. Working as researchers, class members will locate, read, evaluate, analyze, and synthesize appropriate sources as they develop and refine their research projects. To this end, research is emphasized as the path of inquiry not just information that comes from the library but also through observations, interviews and personal experience. In the second half of the course, students will be introduced to the mode of argumentation and argumentative strategies whilst demonstrating critical thinking and logical reasoning. In this part of the course, students are encouraged to take a stance on issues of public concern, so as to begin to view themselves as engaged citizens.

3. Aims of the module

Students in English 102 will develop writing and critical thinking abilities requisite to planning, elaborating and completing research papers. By the end of the course, students will be able to identify valid issues for research purposes and employ research methods to locate and record accurate, valid information relevant to an academic research project. In addition to developing common academic writing practices such as summarizing and paraphrasing, students will be able to judge the value of information including distinguishing between primary and secondary sources.

4. Pre-requisite modules or specified entry requirements

NA

Indicative content

English 102 is designed to improve academic writing and extend critical thinking skills developed in English 101. Students are requested to work as researchers and learn how to create logical arguments and write persuasively about an issue not only for their class members, but also for audiences beyond the classroom setting. It is assumed that all students will invest substantial time on self-study and language improvement. Course readings/sample research projects are provided to generate topics and to study as models for structure and style in composition.

1. Factual information

Module title	ENGLISH 204 Business/Professional Communication	Level 3	Enhancement

Module tutor	Dr. Ian Kehoe	Credit value	15				
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150				
				Type of learning activity	Comprises	Hours	Weeks
				Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
				Timetabled contact	Tutorials and office hours	11	11
				Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
				Total:		150	12
2. Rationale for the module and its links with other modules							
This is a required module for all students. Students are given the opportunity to acquire essential professional communication skills, both oral and written in order for them to communicate effectively in their major field of study as well as preparing them for communication in the business world.							
3. Aims of the module							
This module aims to help students with professional writing and oral communication skills, guiding them through the principles of business and professional communication. Basic principles of email writing in various forms (e.g. to persuade, to complain, to instruct) as well as focus on business reports and proposals are covered. Students are							

encouraged to participate in class activities in order which further their spoken language abilities as well as to present an individual oral presentation on a subject of their choice.
4. Pre-requisite modules or specified entry requirements
English 102
Indicative content
The module focuses on professional reading writing and speaking skills and provides instruction in drafting and revising various forms of business and professional communication such as emails, proposals and reports. Through class discussions and other oral activities, students will have the opportunity to enhance their public speaking skills. The course covers all fundamental principles of professional writing, including a focus on appropriate grammar, mechanics and usage. Module readings/samples of professional writing are provided to generate topics and to study as models for structure and style in professional writing.

1. Factual information					
Module title	History 120: The Modern World		Level 3		Enhancement
Module tutor	Dr. Christos Aliprantis		Credit value		15
Module type	Required. Face to face Lecture/guided discussion		Notional learning hours		150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		

Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12	
Total:		150	12	
2. Rationale for the module and its links with other modules				
This Module is part of the Humanities and Fine Arts Enhancement Requirements required for all students. It introduces students to major global historical developments from the 16 th century to the present, allowing them to acquire a broad understanding of the shaping of the modern world.				
3. Aims of the module				
This course sets out to explore and investigate a wide range of developments relating to modern global history. The course begins in the 1500s with the growing interaction among the world's peoples, and concludes in the early twenty-first century with today's highly integrated, but also uneven and divided world. In the main, we will consider the contributions of various individuals, societies, cultures, and communities to what is a seemingly endless flow of 'stories' and narratives. We will focus on an array of topics and themes such as: social change and revolution; patterns of cultural development and cross-cultural exchange; intellectual thought and systems of knowledge; forms of political organization and the politics of power; aspects of economic relations and technological advances; as well as issues related to war, justice, and peace. In order to constructively engage with such material this course will embrace a cross-disciplinary approach, embracing a range of domains from the social sciences and humanities. Alongside analyses of written texts, we will also consider various visual forms and media including photography, film, documentary, painting/sculpture, and architecture in order to locate different perspectives and responses to what constitutes the global historical experience.				
4. Pre-requisite modules or specified entry requirements				
No				
Indicative content				
<u>week 1</u> Change in history: how is the contemporary world different from the one 500 years ago? Columbus and the "discovery" of the Americas. Slavery in the New World.				
<u>week 2</u>				

The fall of the Byzantine Empire, and the rise of the Ottoman Empire. Muslims, Christians, and Jews in the Ottoman Empire

The Reformation and Counter-Reformation in Europe. The Thirty Years War (1618-48) and the birth of the modern states system

week 3

The Age of Absolutism. The Scientific Revolution and the Enlightenment. 18th century Europe and the French Revolution (I)

The French revolution (II). Napoleon; and the Napoleonic wars. The Congress of Vienna (1815) (I)

week 4

The Industrial Revolution. Europe and the World in the Age of Revolutions (1815-1848)

The Congress of Vienna (1815) (II); Europe and the World in the Age of Revolutions and Empires (1815-1914)

(deadline to submit writing assignment; by Sunday, 23:59)

week 5

“New Imperialism” and colonialism in Africa and Asia

Interstate rivalries in Europe, 1870-1914; the First World War (1914-18)

week 6

The “Greater War” (1918-23); peace at the end of WWI (1918-19); **1st short in-class test**

week 7

The Russian Revolution of 1917; the rise of communism; and the Russian civil war

Europe and the world in the interwar era: the “roaring ‘20s”; and the rise of totalitarianism: Fascism; Nazism; Stalinism

Week 8

The Second World War and its origins; genocide; and the Holocaust

The postwar world: The origins of the Cold War in Europe and the world

Week 9

Decolonization and the Cold War in the Third World

Postwar culture in the West: Sex, drugs and rock’n’roll; socialist societies (1950s-1980s)

Week 10

The late phase and end of the Cold War; global (dis)order in the 1990s and after 9/11

Class presentations

Week 11

Class presentations

Course overview and revision; **2nd short in-class test**

1. Factual information

Module title	Math 100 Mathematics for Decision Making	Level 3	Enhancement
Module tutor	Dr. Kanakoglou	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

The rationale of this module is to introduce students to selected areas of mathematics in familiar settings, with the goal of developing conceptual and problem-solving skills. The course includes a study of mathematical concepts selected from statistics, graph theory, planning and scheduling techniques, probability, and other.

The main objective of this course is to demonstrate that good decision-making techniques can be based on mathematical concepts. This course will develop the capacity to engage in logical thinking and to read critically the technical information with which our contemporary society abounds.

3. Aims of the module

The course aims to equip students with the quantitative reasoning, analytical thinking, and problem-solving skills necessary to make decisions in real-world contexts. By applying mathematical concepts such as probability, statistics and optimization, students will learn how to analyze data and develop strategic solutions to complex problems.

4. Pre-requisite modules or specified entry requirements

It is expected that participating students are already familiar with university math. The course requires basic math techniques. No prerequisite modules are needed.

Indicative content

- **Part I: Descriptive Statistics**
 - Exploring Data Distributions
 - Exploring Data Relationships
- **Part II: Graph Theory**
 - Urban Services
 - Business Efficiency
 - Planning and Scheduling
- **Part III: Probability – The Mathematics of Chance**
 - Set Theory
 - Counting principles Probability

1. Factual information

Module title	PHILOSOPHY 101- Introduction to Philosophy and Critical Thinking	Level 3	Enhancement
Module tutor	Dr. Ian Kehoe	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12
2. Rationale for the module and its links with other modules			
The rationale of this module is to equip the students with the ability to see the fundamental questions that motivate the different disciplines in both social and positive sciences.			
3. Aims of the module			
The purpose of this module is to introduce students to the essential questions of philosophy and the varied ways in which philosophers have posed and answered these questions. They will be familiarized with asking questions about the fundamental dimensions of being and reality; questioning aspects of existence that we take for granted, While the course focused on the Western philosophical traditions, the class also introduces the ideas from the non-Western traditions such as Hinduism and Buddhism.			
4. Pre-requisite modules or specified entry requirements			
N/A			
Indicative content			

- 1. Introduction: What is philosophy? Subfields of philosophy. Open and closed questions.
- 2. Epistemology: How is knowledge possible? Belief, science and truth. The Skeptic's challenge.
- 3. Mind and Body: How are they related? Can computers think?
- 4. Self: What is the self? Consciousness and the subconscious. The question of personal identity.
- 5. Freedom and determinism: To what extent are we free? Reasons and causes.
- 6. God: Arguments for and against God's existence.
- 7. Essence and existence. Objective values and relativism.
- 8. The meaning of life.

1. Factual information					
Module title		POLITICS 101 Contemporary politics		Level 3	Enhancement
Module tutor		Dr. Pavlos Koktsidis		Credit value	15
Module type		Required. Face to face Lecture/guided discussion		Notional learning hours	150
Type of learning activity		Comprises	Hours	Weeks	
Timetabled contact		Face to face delivery to include lectures, guided discussions and guest speakers	44	11	
Timetabled contact		Tutorials and office hours	11	11	

Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

The purpose of this module is to help students discard the negative baggage they carry with them instinctively about politics in order to examine somewhat more objectively the main issues and branches of the academic discipline commonly called political science.

3. Aims of the module

Politics is one of the richest fields of human inquiry, made all the more essential in that just about everything we do in this life can be interpreted to have a political sense. This course is concerned with contemporary politics on two distinct levels. First, it deals with those activities and issues of importance to anyone who is a member of a modern liberal democratic polity -- rights and responsibilities, voting and political participation, power, authority, and legitimacy, ideology and culture -- in short, political socialization and citizenship. Second, it examines how polities govern themselves and relate with other polities, through a study of the branches of government, of political parties and interest groups, and of different actors in international relations.

4. Pre-requisite modules or specified entry requirements

No

Indicative content

The course begins by recapitulating the work, methods and subfields of political science, major political ideologies, the concept of political culture, political communication and the processes of political socialization. The Course then moves on to consider the parameters of political participation, the individual and the citizen in the political process, to the understanding of political groups (interest groups, political parties) as well as international politics and conflict resolution. It then considers lawmaking and the division of power, government at work, executives and bureaucrats, public policy and policy formation and the notion of justice and legal cultures. It finally discusses different types of local, regional, provincial and federal governments, international government, the contemporary international system as well as political and economic globalization and the prospects for global democracy.

Indicative readings from the textbook (see below):

Chapter 1 Politics, Setting the stage, pages 7-21
 Chapter 3 The modern State, pages 65-77
 Chapter 8 Political Culture and Political Socialization, pages 198-209
 Chapter 11 Political Parties, pages 263-273
 Chapter 12 Interest groups, pages 295-303
 Chapter 14 Parliamentary government pages 327-339
 Chapter 15 Presidential government pages 350-363

And readings uploaded on Moodle.

1. 1. Factual information				
Module title	PSY 101: Introduction to Psychology		Level 3	
Module tutor	Dr. Kristi Poppi		Credit value	
Module type	Required. Face to face Lecture/guided discussion		Notional learning hours	
			150	
Type of learning activity	Comprises	Hours	Weeks	
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11	
Timetabled contact	Tutorials and office hours	11	11	
Independent study	Completion of regular homework	95	12	

	Preparation for submitting assessments Study for Exams		
Total:		150	12

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

This is a required introductory level for both psychology and non-psychology majors.

3. Aims of the module

This module aims at providing a comprehensive introduction to the essential principles of the academic discipline of psychology by addressing such important topics as the history and evolution of psychology, biological basis of behaviour, memory and intelligence, personality, mental disorders and treatment, stress, coping and health and finally research methods and ethics in psychology. For each of the above topics the major theoretical approaches, research findings, and historical and contemporary trends in the science of psychology will be presented and explained. Students are encouraged to assess the contribution and applicability of psychological research to daily life through class discussions, presentations and written assignments.

4. Pre-requisite modules or specified entry requirements

N/A

Indicative content

- Introduction to the science of Psychology
- Psychology Research
- Biology and Behavior-The Brain
- Developmental psychology
- Sensation, perception, consciousness
- Learning & memory
- Decision Making, I Cognition, Language, & Intelligence
- Emotion & Motivation Culture
- Social psychology
- Personality

- Psychological Measurement
- Psychological Disorders & Therapies
- Psychological Health Positive Psychology
- Other areas of Psychology Current and future issues in Psychology

Factual information								
Module title	Psychology 120 Developmental Psychology I							
Module tutor	Dr. Kristi Poppi	Level	4					
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15					
Notional learning hours	150							
					Type of learning activity	Comprises	Hours	Weeks
					Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
					Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework	95	12					

	Preparation for submitting assessments Study for Exams		
Total:		150	12

Rationale for the module and its links with other modules

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

Aims of the module

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

Indicative content

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

Factual information			
Module title	Psychology 121 Developmental Psychology II		
Module tutor	Dr. Kristi Poppi	Level	4
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15
Notional learning hours	150		

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

Rationale for the module and its links with other modules

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

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 module is to help students determine whether they prefer to work with children or adults in the future.

Indicative content

During this module 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 module 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 module 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

Factual information								
Module title	Psychology 130 Cognitive Psychology							
Module tutor	Dr. Anastasia Chalkia	Level	4					
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15					
Notional learning hours	150							
					Type of learning activity	Comprises	Hours	Weeks
					Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
					Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments	95	12					

	Study for Exams		
Total:		150	12
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.			
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 familiarize students with the implications of them on human behaviour, thinking and decision making processes.			
Indicative content			
This module will help students to acquire knowledge regarding core issues, theories and experimental findings in cognitive psychology. The module 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.			
Factual information			
Module title	Psychology 150 Psychophysiology of Behaviour		
Module tutor	Dr. Anastasia Chalkia	Level	4
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15
Notional learning hours	150		

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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.

Aims of the module

The aim of this module is to provide an introduction to major psychophysiological measures, and help students understand what psychophysiologicalists 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.

Indicative content

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.

Factual information							
Module title	Psychology 170 Personal Development and Employability						
Module tutor	Dr. Kristi Poppi	Level	4				
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15				
Notional learning hours	150						
				Type of learning activity	Comprises	Hours	Weeks
				Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
				Timetabled contact	Tutorials and office hours	11	11
				Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
				Total:		150	12
Rationale for the module and its links with other modules							
This is a Level 4 optional module which will introduce employability and personal development planning, familiarize students with the resources available to assist their career development, and help them to review their own personal profile and produce a good CV. It links with all subject areas.							

Aims of the module	
The key aims of the module are to improve awareness of post BSc Psychology career pathways and to improve students' abilities to reflect on, and present, the skills, attributes and experience gained from a Psychology degree and how this can support them achieve graduate employment. Students will develop their self-awareness and gain an enhanced understanding of what motivates them in the workplace. Students will learn about options available to psychology graduates and approaches to independently researching career possibilities. Students will also build their appreciation of how to navigate the graduate recruitment process, gaining practical experience of how to market themselves in written applications and in interviews.	
Indicative content	
Values, beliefs, behaviours and competencies Personal branding, marketability and employability, including the significance of appropriate work experience (paid or unpaid) and promotion/positioning of personal achievements Curriculum vitae writing and enhancement, Interview technique and assessment centre activities Career options and Networking Career diagnosis, planning and development Professional identity and Personality profiling Leadership competence Team working and dynamics	

Factual information						
Module title	Psychology 200 Adulthood and Aging					
Module tutor	Dr. Anastasia Chalkia	Level	4			
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15			
Notional learning hours	150					
Type of learning activity	Comprises				Hours	Weeks
Timetabled contact	Face to face delivery to include lectures,				44	11

	guided discussions and guest speakers		
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

Rationale for the module and its links with other modules

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

Aims of the module

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

Indicative content

The aim of this module is to offer students an overview of the aging process from a psychological perspective. The focus will be on various topics, such as major theories of aging, stereotypes about aging and older adults, changes in physical and mental health, cognition, personal transitions in later life, social relationships and sexuality during later life, and death/ dying. Real life examples and scientific data will be integrated into a greater picture of what it is like to be an older adult in the 21st century. Topics to be explored: cognitive development (e.g. memory, wisdom); well-being (e.g., life satisfaction, happiness); adjusting to death, dying, and bereavement; demography of aging (e.g.,

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

Factual information								
Module title	Psychology 202 Personality Theories							
Module tutor	Dr. Kristi Poppi	Level	4					
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15					
Notional learning hours	150							
					Type of learning activity	Comprises	Hours	Weeks
					Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
					Timetabled contact	Tutorials and office hours	11	11
					Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
					Total:		150	12
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.

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.

Indicative content

history and methodology of personality, nature of personality, main theoretical approaches (psychodynamic, behavioural, cognitive, humanistic, biological)
gender issues, personality disorders and treatment

Factual information								
Module title	Psychology 204 Social Psychology							
Module tutor	Dr. Christina Chatzidimitriou	Level	4					
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15					
Notional learning hours	150							
					Type of learning activity	Comprises	Hours	Weeks
					Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11					

Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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.

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. 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 module aims to help students evaluate the usefulness of the above in today's societies as well as recognize the limits of generalizing social psychological research to all gender/ethnic/cultural/age groups.

Indicative content

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

Factual information

Module title	Psychology 205 Research Methods and Statistics						
Module tutor	Dr. Anastasia Chalkia	Level	5				
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15				
Notional learning hours	150						
				Type of learning activity	Comprises	Hours	Weeks
				Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
				Timetabled contact	Tutorials and office hours	11	11
				Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
				Total:		150	12
Rationale for the module and its links with other modules							
This is a required level 5 module in which students are given the opportunity to develop an understanding of the research process and familiarize themselves with main paradigms and key methodologies and methods in Psychology research. The module helps students understand the strengths and limitations of different research paradigms, various research methodologies and methods in Psychology. Also, in this module the students learn a) about the main qualitative-research concepts (code, theme, pattern, theory) and b) about key statistics-related concepts (populations,							

samples, variables). They are introduced respectively to qualitative data analysis, mainly thematic analysis and also to quantitative data analysis and in particular, descriptive statistics where they learn about identification of variables, frequency distributions, measures of central tendency and variability.

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.

Indicative content

- Introduction to Statistics
- Sampling Techniques – Random vs Non – Random methods
- Frequency Distributions
- Descriptive Statistics – Central Tendency Measures, Variability measures
- Z – scores, location of scores and Standardized Distribution
- Probability, Sets and Operations
- Probability and Sampled: The distribution of Sample Means
- Introduction to Hypothesis Testing
- Introduction to the t – statistic
- T – test for 2 Independent Samples
- Analysis of Variance
- Pearson Correlation and Chi – Square contingency tables

Factual information				
Module title	Psychology 206 Research Methods and Qualitative Analysis			
Module tutor	Dr. Christina Chatzidimitriou	Level	5	
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15	
Notional learning hours	150			
Type of learning activity	Comprises			

Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12
Rationale for the module and its links with other modules This is a required level 5 module in which students are given the opportunity to develop their critical understanding of the research process in Psychology and build a solid ability to evaluate methodological issues in specific Psychology research studies and carry out a research study themselves. In this module the students advance their knowledge of qualitative data analysis (mainly thematic analysis, narrative analysis and discourse analysis) and of critically evaluating the quality criteria of research studies (in terms of validity/transferability, reliability/dependability, objectivity/reflexivity, truth/credibility, generalizability/local-groundedness). Finally, the students acquire the knowledge and skills to design and conduct a piece of small-scale original research. This module provides valuable preparation for final year thesis. It is associated with Psychology 101 and other modules that include introduction to research methods such as Psychology 211 and Psychology 205.			
Aims of the module Through this module the students will learn to critically discuss and evaluate a range of methodological issues in Psychology research. Also, they will acquire further knowledge in qualitative data analysis through practical classes that will allow the learnt concepts and analytic techniques to be practiced. Finally, the module will provide them with the skills to design and carry out a small-scale original qualitative research study in their Psychology topic of interest following the IRB process.			
Indicative content -Research in Psychology: its purposes and processes -Reviewing research paradigms, methodologies, and methods -Ethics in Psychology research. How to complete IRB forms.			

- Critically evaluating strengths and weaknesses of different methodologies and methods
- Qualitative data analysis (thematic analysis, narrative analysis, discourse analysis).
- Quality-criteria of a research project: validity/transferability, reliability/dependability, objectivity/reflexivity, truth/credibility, generalizability/local-groundedness
- How to effectively evaluate/critique one's own and others' quality of empirical research
- Dissemination of research findings
- Reflecting on the value of qualitative Psychology research

Factual information								
Module title	Psychology 211 Historical, Philosophical and Research Foundations of Psychology							
Module tutor	Dr. Christina Chatzidimitriou	Level	4					
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15					
Notional learning hours	150							
					Type of learning activity	Comprises	Hours	Weeks
					Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
					Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12					

Total:	150	12
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 science and the scientific revolution, and the historical and philosophical progression of Psychology. They will also explore the research foundations (including research ethics principles and IRB processes) of Psychology. This will involve looking at the professionalism of a psychologist and the role of expertise. They will also deal with ethical questions and problems psychologists face in their profession as researchers and practitioners. It is associated with Psychology 101 and other modules that focus on research methods and statistics such as Psychology 205 and Psychology 206.		
Aims of the module		
This module aims to introduce students to the history and philosophy of Psychology as a science, major research and historical paradigms in Psychology, research ethics principles and the social and cultural construction of the discipline and practice of Psychology. The students will learn about the philosophical origins of Psychology, and key concepts such as introspection, and will re-introduced to schools such as Behaviourism, Psychoanalysis, Evolutionary Psychology, Developmental Psychology, Cognitive Psychology and Neuroscience as well as major figures in the history of Psychology, including Wundt, Pavlov, Skinner, Piaget and Freud etc. The ontological and epistemological ways in which psychologists have investigated human nature will be examined, and major conflicts (such as those existing in the Open Science movement) and recent debates (such as the replication crisis) in the field will be explored. In addition, students will be introduced to the basics of research methodology in Psychology such as identification of different types of variables, research designs, IRB processes, sampling techniques as well as basic terms of descriptive statistics (such as central tendency and variability measures) via a first acquaintance with SPSS		
Indicative content		
-relationship between Psychology and Philosophy -philosophical presuppositions that underlie different approaches to Psychology -historical development of Psychology - different schools in Psychology and their key representatives -major conflicts and recent debates - research ethics principles and IRB processes -identification of various types of variables -introduction to research designs and sampling techniques -introduction to basic descriptive statistics and SPSS		

Factual information			
Module title	Psychology 215 Positive Psychology		
Module tutor	TBA	Level	5

Module type	100% Face-to-face, Lecture/guided discussion			Credit value	15																							
Notional learning hours	150																											
<table><tr><td colspan="4"></td></tr><tr><td>Type of learning activity</td><td>Comprises</td><td>Hours</td><td>Weeks</td></tr><tr><td>Timetabled contact</td><td>Face to face delivery to include lectures, guided discussions and guest speakers</td><td>44</td><td>11</td></tr><tr><td>Timetabled contact</td><td>Tutorials and office hours</td><td>11</td><td>11</td></tr><tr><td>Independent study</td><td>Completion of regular homework Preparation for submitting assessments Study for Exams</td><td>95</td><td>12</td></tr><tr><td colspan="2">Total:</td><td>150</td><td>12</td></tr></table>									Type of learning activity	Comprises	Hours	Weeks	Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11	Timetabled contact	Tutorials and office hours	11	11	Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12	Total:		150	12
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					Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12																				
					Total:		150	12																				
Rationale for the module and its links with other modules																												
This is a level 5 elective module which provides students with the opportunity to learn about Positive Psychology, the scientific study of the strengths that enable individuals and communities to thrive. Positive Psychology is a recent subfield of Psychology that in the past two decades has been increasingly gaining research and practice interest from psychologists all over the world but experts from other scientific areas too (e.g. neurobiologists, educators, health and social care professionals). The module covers the history, basic principles and objects of study of Positive Psychology. Various findings related to positive states such as happiness, creativity, well-being, optimism, altruism are discussed and their implications in real life are examined. This module is related to other modules in level 4 (Psychology 150- Psychophysiology of Behaviour and Psychology 204- Social Psychology), as well as in level 5 (Psychology 202-Personality theories).																												

Aims of the module
This module will present the origins, the history and the important scholars in the field of Positive Psychology. It will then cover some of the areas of positive human experience such as intrinsic motivation, optimism, gratitude, creativity, love, hope, forgiveness. These will be approached both from an individual but also social/community-level point of view. Psychophysiological aspects of positive human experience will also be discussed. Through this module the students will learn about the origins, principles and main topics of research and practice in Positive Psychology. They will be able to understand the differences between Positive Psychology and other major Psychology fields such as Psychopathology and Personality Psychology. Finally, they will be able to reflect on their own subjective positive experiences but also make recommendations on how to improve the well-being of various groups and communities.
Indicative content
Introduction to Positive Psychology Understanding Emotions Happiness and Subjective Well-being Across Nations Flow, Optimism, Hope Resilience, Post-Traumatic Growth, Positive Ageing Physical Activity and Positive Psychology Positive Psychological Interventions Application of Positive Psychology to various contexts and institutions

Factual information				
Module title	Psychology 218 Clinical Psychology I: Psychopathology			
Module tutor	Dr. Christina Chatzidimitriou	Level	5	
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15	
Notional learning hours	150			
Type of learning activity	Comprises			
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11	

Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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.

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 and treatment of the various psychological disorders.

Indicative content

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

Factual information			
Module title	Psychology 221 Neuropsychology		
Module tutor	Dr. Panagiota Koutsimani	Level	5
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15
Notional learning hours	150		

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

Aims of the module

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

Indicative content

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

Factual information								
Module title	Psychology 240 Forensic Psychology							
Module tutor	Dr. Christina Chatzidimitriou	Level	5					
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15					
Notional learning hours	150							
					Type of learning activity	Comprises	Hours	Weeks
					Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
					Timetabled contact	Tutorials and office hours	11	11
					Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
					Total:		150	12
Rationale for the module and its links with other modules								
This is a level 5 elective module which provides students with the opportunity to learn about Forensic Psychology, a recent subfield of Psychology which emphasizes the application of research and practice in other areas of psychology								

(e.g., cognitive psychology, social psychology) to the legal arena. The module covers the history, basic principles and objects of study of Forensic Psychology. Some important thematic areas are introduced such as the forensic cognition (how offenders think), psychology of criminal behaviour and victimology, the role of psychology in police and legal processes, assessment and treatment of offenders in forensic settings. This module is related to other modules in level 4 (Psychology 130- Cognitive Psychology, Psychology 101- Introduction to Psychology and Psychology 204- Social Psychology), as well as in level 5 (Psychology 218-Psychopathology).

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.

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 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

Factual information			
Module title	Psychology 250 Psychopharmacology		
Module tutor	Dr. Panagiota Koutsimani	Level	5
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15
Notional learning hours	150		

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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.

Aims of the module

The module 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 addresses the main and side effects of psychoactive drugs and how these are associated to effects on perception, emotion and behaviour.

Indicative content

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
 Integration of Drugs and Therapy

Factual information								
Module title	Psychology 255 Sports Psychology							
Module tutor	Dr. Panagiota Koutsimani	Level	5					
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15					
Notional learning hours	150							
					Type of learning activity	Comprises	Hours	Weeks
					Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
					Timetabled contact	Tutorials and office hours	11	11
					Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
					Total:		150	12
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.

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.

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
 Topic 9 – Aggression, stereotypes
 Topic 10- Coaching

Factual information				
Module title	Practicum 300			
Module tutor	Dr. Christina Chatzidimitriou	Level	6	
Module type	Student placement and lectures/guided discussion	Credit value	15	
Notional learning hours	150			
	Learning and teaching			
	Type of learning activity	Comprises	Hours	

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

Rationale for the module and its links with other modules

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

Aims of the module

The module aims to offer students experiential and service-learning experiences which bring together knowledge acquired in various modules in their field of academic studies and its applications in diverse research and practice-based environments, such as the professional setting, education, not-for-profit, and the arts sector. As such, this placement module prepares students for further independent work and gives them hands-on experience of various professional fields, better equipping them for the job market.

Indicative content

The module is a combination of classroom sessions and fieldwork / site placement. Students' projects depend on the nature of their placements. To start with, they fill in a skills and interests questionnaire, which helps to identify placements of relevance and interest out of the options available. This will be followed by interviews /

informal discussions with organization staff where required. During the first couple of weeks students will be acquainted with their placement sites and participate in a series of workshops and lectures delivered by the tutor and/or guest speakers on a variety of issues related to the practice of their subject area: from skills development (e.g. time management skills, team building, professional communication, adaptability and readiness at the workplace) to ethical issues in work, research and principles in community participation. In the remainder of the term students will work on their placement projects. Location and schedules will be agreed jointly with their allocated mentors. The key principle underlying students' activities is the co-construction of knowledge through student-mentor-tutor collaboration. Such a participatory approach enables a shared, co-experienced understanding of the issues explored. Whilst the allocated mentors will support and guide students throughout, the latter are expected to demonstrate independent thinking, use of own initiative and responsiveness to the needs of the community / organization, so that they produce a piece of work that benefits them and falls within the aims and learning outcomes of their programme.

Factual information							
Module title	Psychology 303 Educational Psychology: Inclusive and Special Education						
Module tutor	Dr. Kristi Poppi	Level	6				
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15				
Notional learning hours	150						
				Type of learning activity	Comprises	Hours	Weeks
				Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
				Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework	95	12				

	Preparation for submitting assessments Study for Exams		
Total:		150	12

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.

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 and interventions will also be explored, emphasizing to the concept of inclusive education.

Indicative content

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.

Factual information			
Module title	Psychology 305 Counselling and Psychotherapy		
Module tutor	Dr. Christina Chatzidimitriou	Level	6
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15
Notional learning hours	150		

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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.

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

Indicative content

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

Factual information							
Module title	Psychology 310 Organizational Psychology						
Module tutor	Dr. Kristi Poppi	Level	6				
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15				
Notional learning hours	150						
				Type of learning activity	Comprises	Hours	Weeks
				Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
				Timetabled contact	Tutorials and office hours	11	11
				Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
				Total:		150	12
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 utilization of human capital as well as organizational 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).

Aims of the module

Through this module the students will understand in depth the influence and interaction between organizations and the groups and the individuals who lead and work within them and will learn to analyze how these processes shape outcomes related to the use of human capital and to organizational 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 organizations or institutions.

This module will start by presenting the history of organizational psychology and the topics of study and practice for organizational psychologists and will then discuss different structures and cultures of organizations. It will continue by covering various processes unfolding between organizations, 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 organizational psychology will also be covered.

Indicative content

Introduction/ Foundations of Work and Organizational Psychology

Individual differences at work

Attitudes and behaviour in organizations

Motivation at work

Recruitment and selection

Learning, training and development

Performance management

Safety, stress and health at work

Organizations: Strategy and structure

Leadership in organizations

Teams and teamwork

Factual information

Module title	Psychology 320 Dialectical Behavior Therapy		
Module tutor	Dr. Kristi Poppi	Level	6

Module type	100% Face-to-face, Lecture/guided discussion			Credit value	15			
Notional learning hours	150							
					Type of learning activity	Comprises	Hours	Weeks
					Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
					Timetabled contact	Tutorials and office hours	11	11
					Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
					Total:		150	12
					Rationale for the module and its links with other modules			
This is an elective module in level 6. Students will be introduced to theoretical concepts and processes, which underpin behavioral therapies and an emphasis will be given on the use of Dialectical Behavior Therapy (DBT). Students will be provided with an understanding of assessment, case formulation, therapeutic approaches and techniques. The module relates to two required modules in level 5 (Psychology 202: Personality Theories and Psychology 218: Psychopathology) and to modules in level 6 such as Psychology 305- Counselling and Psychotherapy.								
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.

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.

Factual information				
Module title	Psychology 330 Psychology of immigration			
Module tutor	Dr. Anastasia Chalkia	Level	6	
Module type	100% Face-to-face, Lecture/guided discussion	Credit value	15	
Notional learning hours	150			
Type of learning activity	Comprises	Hours	Weeks	
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11	
Timetabled contact	Tutorials and office hours	11	11	
Independent study	Completion of regular homework	95	12	

	Preparation for submitting assessments Study for Exams		
Total:		150	12

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.

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.

Indicative content

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

Factual information	
Module title	Psychology 340 Psychology of Addiction

Module tutor	Dr. Panagiota Koutsimani			Level	6
Module type	100% Face-to-face, Lecture/guided discussion			Credit value	15
Notional learning hours	150				
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12		
Total:		150	12		
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 addiction etc					
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.					
Indicative content					

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

Factual information							
Module title	Psychology 400 – Clinical Psychology II: Psychological Assessment						
Module tutor	Dr. Christina Chatzidimitriou	Level	6				
Module type	Taught: Lecture/guided discussion	Credit value	15				
Mode of delivery	100% face to face						
				Notional learning hours			
				Type of learning activity	Comprises	Hours	Weeks
				Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
				Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments	95	12				

	Study for Exams		
Total:		150	12
Rationale for the module and its links with other modules			
The aim of this module is to introduce students to theory and practice of clinical psychology and specifically of psychological assessment and testing. The focus will be on clinical assessment as well as on different types of psychological tests. The main theories, concepts and methods (interview, tests) regarding psychological assessment and testing will be presented. This module is also directly related to Personality theories, Clinical Psychology I, as well as Research Methods and Statistics I and II.			

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

Factual information				
Module title	Psychology 350 Senior Thesis I			
Module tutor	Various advisors		Level	6
Module type	100% Face-to-face Workshops, training sessions, tutorials		Credit value	15
Notional learning hours	150			
Type of learning activity	Comprises	Hours	Weeks	
Timetabled contact:	Face to face delivery to include seminars	40	11	

	and workshops, individual tutorials with advisors			
Independent study:	Research Preparation for submitting assessments	110	12	
Total:		150	12	

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.

Aims of the module

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

Indicative content

• IRB application forms • Literature review • thesis requirements for Bissell Library internal repository • controlled language: principles and practice in database searching • formulating a research question: guidelines (presentation) • narrowing a topic: guidelines (presentation), examples & class exercise • scholarly articles (presentation & class exercise) • advanced database searching: principles, practice and class exercise • website evaluation (PowerPoint) followed by class exercise and homework exercise (with individual brief student presentations to be given in a subsequent session) • APA style referencing, 7th edition • Plagiarism

Factual information

Module title	Psychology 351 Senior Thesis II		
Module tutor	Various Advisors	Level	6
Module type	100% Face-to-face Workshops, training sessions, tutorials	Credit value	15

Notional learning hours	150		
Type of learning activity	Comprises	Hours	Weeks
Timetabled contact:	Face to face delivery to include seminars and workshops, individual tutorials with advisors	40	11
Independent study:	Research Preparation for submitting assessments	110	12
Total:		150	12
This is the second part of a module in which the students are required to write an 8,000-word thesis. It is a fundamental component of the Psychology curriculum in which the students display their ability of formulating a research question which they research and write a detailed analysis of their original research.			
Aims of the module			
Advance the students' ability to find and formulate a relevant research problem. ☐ Advance the students' ability to gather the resources relevant to the research topic. ☐ Advance the students' skills to think critically through different perspectives on a given issue. ☐ Advance the students' ability to make an analytical and sustained argument on a given issue. ☐ Students are expected to collect and analyze data and the module encourages, in general, skills of independent research at an undergraduate level.			
Indicative content			
Students who have submitted a 3,000-word draft of their thesis (PSY 350) will now work toward completing the full 8,000 (+/-10%) word senior thesis project due May 31st. Before submission, the students will have to present their thesis to the group of thesis students and advisors for about 20-30 minutes. Power point slides will be collected for second and external marking purposes. Coordinated meetings with the supervisors will assist the students in this endeavor. Supervisors and 2nd markers reserve the right to orally ask clarification questions to the students about their thesis, if need be, and in a case-by-case basis.			
Factual information			

Module title	Psychology 360 Advanced Applied Statistics for Psychologists						
Module tutor	Dr. Anastasia Chalkia	Level	6				
Module type	100% Face-to-face Workshops, training sessions, tutorials	Credit value	15				
Notional learning hours	150						
				Type of learning activity	Comprises	Hours	Weeks
				Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
				Timetabled contact	Tutorials and office hours	11	11
				Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
				Total:		150	12
Rationale for the module and its links with other modules							
This is a level 6 elective module in which students are given the opportunity to develop an understanding of the research process and familiarize themselves with main paradigms and advanced statistical methodologies in Psychology research. The module helps students understand the strengths and limitations of different research paradigms, various research methodologies and methods in Psychology, as well as apply advanced statistical techniques. Also, in this module the students learn: a) about the main descriptive statistics techniques, b) inferential statistics techniques, c) non – parametric tests, d) correlational analysis and e) high order (factorial)							

AN.O.VA statistical methods. Students are also given the opportunity to analyze the aforementioned methods using SPSS, using Psychology examples and data.

Aims of the module

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

Indicative content

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

Factual information				
Module title		Psychology 370 Psychology of Trauma		
Module tutor		Dr. Christina Chatzidimitriou	Level	6
Module type		100% Face-to-face Workshops, training sessions, tutorials	Credit value	15
Notional learning hours		150		
Type of learning activity	Comprises	Hours	Weeks	
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11	
Timetabled contact	Tutorials and office hours	11	11	

Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

Rationale for the module and its links with other modules

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

Aims of the module

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

Indicative content

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

STUDENT SUPPORT, GUIDANCE AND ADVICE

ACADEMIC ADVISING AND MENTORING

During the first 2 weeks of classes, students will be assigned the faculty member who will be their Academic Advisor for their first year at AAU and, in most cases, until graduation. The Academic Advisor helps students to plan their overall program of studies, as well as to select courses each semester. Advisors also provide information about AAU 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.

THE LEARNING HUB

The Learning Hub strives to help students to become strong, independent learners through a variety of services. AAU'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, mathematics and science needs. Consultation is offered on one to one basis on prearranged meetings, or drop in sessions, as well as via e-mail.

OPPORTUNITIES FOR PERSONAL DEVELOPMENT PLANNING

CAREER SERVICES AND GUIDANCE

The Career Services Office maintains strong connections with local businesses to:

- Provide students with internship and employment opportunities.
- Facilitate students' transition into the workforce after graduation.

Career Services organizes annual Career Fairs featuring businesses and non-governmental organizations (NGOs) from Greece and abroad.

The Career Services Office supports students and alumni in all stages of job searching, including:

- Resume preparation

- Writing cover letters
- Job market insights (e.g., available positions, company policies, hiring processes, salaries, etc.)
- Interview techniques

Career advisors offer one-on-one sessions to:

- Guide students on career planning and job market trends.
- Help students prepare effectively for job applications and interviews.

Additionally, Career Services meets with company representatives to:

- Identify business needs.
- Match students' skills and interests with job opportunities.

INTERNSHIPS

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

FACILITIES AND SERVICES

BISSELL LIBRARY - GENERAL INFORMATION

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

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

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

COMPUTING SERVICES & NETWORKING FACILITIES

AAU 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.

Many high-speed servers are present in the network infrastructure, along with Intel® Core™ latest technology workstations, connected to the Internet, available to students in multiple laboratories.

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

SCIENCE LABORATORIES

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

DINING SERVICES

The AAU Dining Hall operates under an annual renewable contract with a professional catering service.

Operating hours:

- Monday – Friday: 10:00 AM - 6:00 PM during the academic year.

- Reduced hours during the summer term.

The Dining Hall offers:

- Two or more daily meal options.
- Coffee, pies, sandwiches, salads, and beverages.

Interested students may purchase meal cards.

HOUSING

The Housing Office assists students in finding housing in the city and surrounding areas.

A limited number of AAU-owned apartments are available for students, and interested applicants must submit a housing application.

DETERMINATION OF RESULTS

MINIMUM REQUIREMENTS FOR PASS

To obtain an Open University award student 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

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

DETERMINING MODULE OUTCOMES

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

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

In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook. Where a student is registered only for a module (rather than a qualification) the resit will apply.

BACHELOR HONOURS DEGREE CLASSIFICATION

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

Honours degrees are classified as:

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

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

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

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

ASSESSMENT AND PROGRESSION REGULATIONS AND SUBMISSION OF MARKS.

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.

Academic staff must submit their marks and feedback within 3 working days from the day the assessment was submitted.

ASSESSMENT SCORES

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

Grade Description	UK points
Excellent	70-100
Very Good (high)	65-69
Very Good (low)	60-64
Good (high)	55-59
Good (low)	50-54
Satisfactory (high)	45-49
Satisfactory (low)	40-44

Fail	0-39
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The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.

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

DETERMINING PROGRESSION AND QUALIFICATION OUTCOMES

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

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

STAGE REQUIREMENTS

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

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

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

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

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

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

RESIT PROVISION

Resit provision is subject to all the following conditions:

- The maximum number of retakes allowed in a programme leading to an Open University award is 10.

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

DISSERTATIONS AND PROJECTS

HOW THE BISSELL LIBRARY SUPPORTS STUDENTS WITH THEIR THESES

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

Resources:

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

Support Services:

- The allocation of two Academic Liaison Librarians as well as School 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. 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.

OTHER INSTITUTIONAL POLICIES AND REGULATIONS (LINK TO OU REGULATIONS)

ACADEMIC MISCONDUCT

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.

Responsibilities

Students

Students are responsible for upholding academic integrity and reporting any instances of academic misconduct. They must familiarize themselves with the institution's Academic Misconduct Policy and adhere to it.

Faculty and Staff

Faculty and staff are responsible for preventing, detecting, and addressing academic misconduct. They are expected to educate students on academic integrity, report any suspected cases, and follow the procedures outlined in this policy.

Procedures Reporting Suspected Misconduct

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. Anyone who suspects academic misconduct must report it to the appropriate academic authority (Department Chair, Associate Deans) and provide evidence. In case of plagiarism, it should also be reported to the student electronically through the AAU's ERP system. In this way, students are immediately notified. Students may also report academic misconduct by another student to the faculty or staff member responsible for the course.

Investigation

Upon receiving a report of academic misconduct, the academic authority shall forward the case to the Academic Standards and Performance Committee (ASPC). 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.

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 to the AS&PC.

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.

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.

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 University, and participate in the discussions and voting for all cases examined. Furthermore, there are scheduled weekly meetings between the Associate Dean of Students and the SGA, where students present their views on the operation and development of the University. In addition, AAU may invite 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 Associate Dean of Students, who has the general overview of the procedure. Then, modules are classified according to the programme they belong to, 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 Associate Dean for Academics and the department heads, and also in the departmental meetings of all schools. In all these meetings, measures that need to be taken to improve student experience in future offerings of the modules are discussed.