

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Honours) – Psychology BA – Psychology Diploma in Higher Education - Psychology Certificate in Higher Education - Psychology
Teaching Institution	The American College of Greece
Awarding Institution	The Open University (OU)
Date of latest OU validation	Fall 2010
Next revalidation	
Credit points for the award	BA (Honours) – Psychology: 360
UCAS Code	
Programme start date	
Underpinning QAA subject benchmark(s)	Psychology
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	The programme is conferring eligibility for the Graduate Basis for Chartered membership (GBC) of the British Psychological Society (BPS), provided the minimum standard of qualification is in the midrange of the lower second classification.
Duration of the programme for each mode of study (P/T, FT,DL)	FT – 3 years
Dual accreditation (if applicable)	New England Association of Schools & Colleges (NEASC) Accredited
Date of production/revision of this specification	JULY, 2015

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

In congruence with the mission of the College, the mission of the Psychology Department is to provide students with a broad knowledge base of the fundamental theoretical principles and research skills in the field, to cultivate their critical thinking, and prepare them so as to be able to pursue successfully graduate studies in psychology or related fields.

Educational Aims and Objectives

The overall goals of the Psychology Programme are to:

- a) enhance the breadth of knowledge, of theory content, practice and research of Psychology,
- b) provide opportunities for students to develop analytical, critical evaluation and problem solving skills for assessing psychological issues and evaluating research findings,
- c) develop skills specific to the science of psychology,
- d) increase professional ethical awareness,
- e) maintain a high quality standard in Psychology and prepare students to pursue graduate studies.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits (1 US credit= 5 UK credits) and consisting of:

- The Liberal Education curriculum, with 43 US credits (please *Liberal Education* mission, competencies and learning outcomes at the end of this section)
- Concentration, 70 US credits
- Free electives, 8 US credits

Liberal Education (distributive requirements) 43

Core modules

Academic Writing 6
Integrated Academic Writing, Research and Ethics. 3
Public speaking or professional communication or equivalent. 3
Mathematics (basic statistics, college algebra, OR higher) 3
Introduction to information systems or equivalent computer literacy course. 3
Any Natural Sciences course with a lab 4
(selected from: biology, chemistry, environmental studies, geology, oceanography, physical science and physics)

Liberal Education Electives	
One course in Natural Sciences (without a Lab)	3
One course in Fine and Performing Arts.	3
Three courses in Social and Behavioural Sciences	9
(Selected from at least two of the following: anthropology, economics, political science, psychology, sociology)	
Two courses in Humanities	6
(Selected from at least two of the following: archaeology, art history, history, literature, classical literature, music, philosophy, theatre history)	

LIBERAL EDUCATION-MISSION

A vital component of the undergraduate experience, the Liberal Education program prepares students to become globally engaged twenty-first century citizens with the intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy

- 1.1 Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
- 1.2 Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
- 1.3 Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
- 1.4 Demonstrate a mastery of the basic skills in information technology.

2. Social Responsibility and Civic Engagement

- 2.1 Discuss issues of identity and inclusion.
- 2.2 Explain different dimensions of sustainability and how it relates to one's discipline.
- 2.3 Discuss ways of responsible civic engagement.
- 2.4 Engage in activities that serve the needs of the local and global community.
- 2.5 Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

3. Cultural and Global Perspectives

- 3.1 Discuss world history or sociocultural traditions from different perspectives.
- 3.2 Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
- 3.3 Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
- 3.4 Discuss issues of cultural diversity.

4. Ethics and Values

- 4.1 Explain the importance of values in our venture to understand the world.
- 4.2 Identify ethical issues in different contexts, especially in one's major course of study.
- 4.3 Discuss ideologies and ethical principles upheld by different cultures and cocultures.
- 4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression

- 5.1 Discuss the main themes, symbols, and means of expression in various art forms.
- 5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
- 5.3 Reflect on the outcomes of an artistic work.
- 5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6 Scientific and Quantitative Literacy

- 6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
- 6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.
- 6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
- 6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7 Integration

- 7.1 Synthesize concepts learned in the Liberal Education program with major concepts in one's academic major.
- 7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Psychology Programme, students will be able to: A1. Demonstrate knowledge of the historical, cultural and philosophical contexts of the emergence and development of psychology	A1. <u>Where it is taught:</u> [Please note that this learning outcome is covered by a number of modules since historical concepts constitute an integral part of every psychology area] Students have 5 (five) modules: PS 1000 Psychology as a Natural Science– (Level 4), PS 1001 Psychology as a Social Science (Level 4) and PS 2010 History of Psychology (level 4) PS 3012 Theories of Personality (Level 5) and PS 3026 Social Psychology(Level 5) ➤ PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE – LEVEL 4 Overview of psychology as a natural science. Foundations and contemporary perspectives in psychology, research methods and ethical principles, biological foundations of behavior, perceptual and sensory systems, states of consciousness, learning and memory, thought and language processes, motivation and emotion. <u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching strategy of the College, the following tools are used: ➤ Lectures and class discussions ➤ Relevant educational films

- Office hours
- Use of Blackboard site

ASSESSMENT:

In-class, 1-hour, "diagnostic" test – formative	0%	Multiple choices & short answer questions
In-class 1-hour midterm examination – summative	40%	Multiple choices & short answer questions
In-class final examination (2-hours) – summative	60%	Multiple choices & short answer questions

The formative “diagnostic” accesses aims to prepare students for the examinations.
 The midterm examination tests Learning Outcomes 1, 2, 3 and 4 with emphasis on 1, 3 and 4.
 The final examination tests Learning Outcomes 1, 2, 3, 4 and 5 with emphasis on 2 and 5.

- **PS 1001 PSYCHOLOGY AS A SOCIAL SCIENCE** – Level 4:
 Overview of the field of psychology as a social science with emphasis on: theoretical perspectives and research methods, life-span development, mental abilities, personality theory and assessment, stress and coping, psychological disorders and treatment, social behaviour.

Learning and Teaching Strategy: In congruence with the Learning and Teaching strategy of the College, the following tools are used:

- Lectures and class discussions
- Relevant educational films
- Office hours
- Use of Blackboard site

ASSESSMENT:

	In-class, 1-hour, "diagnostic" test – formative	0%	Multiple choices & short answer questions
	In-class 1-hour midterm examination – summative	40%	Multiple choices & short answer questions
	In-class final examination (2-hours) – summative	60%	Multiple choices & short answer questions
	<p>The formative “diagnostic” test aims to prepare students for the examinations. The midterm examination assesses Learning Outcomes 1, 2, 3 and 4 with an emphasis on 1 and 3. The final examination assesses Learning Outcomes 1, 2, 3, 4 and 5 with an emphasis on 2, 4 and 5.</p> <p>➤ PS 2010 HISTORY OF PSYCHOLOGY - Level 4:</p> <p>This course reviews the advancement of psychological thought, inquiry and practice, by engaging students with the historical development of contemporary paradigms. Ever-increasing specialization in the field can make it challenging to discern the common roots from which the field of psychology has evolved. The course examines the “shared past”, which will provide a context for understanding the intellectual history of psychology and how it developed into the discipline we know today.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Lectures, discussions and in-class activities ➤ Relevant educational films ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>		
	In class and take home practical exercises	0%	Short answers Essay questions

	formative		
	Theoretical Report summative	40%	Students present a contemporary topic of interest in Psychology (such as addictions, bullying or eating disorders) from the standpoint of major contributors in historical schools of thought. The report is in the form of Role Play " <i>I am Freud, and this is how I view the issue of...</i> " (1000 words).
	Final Examination (2-hours)- summative	60%	Essay questions (Choice: 2 out of 3)
	<p>The formative test aims to prepare students for the examinations. The theoretical report assesses Learning Outcome 3. The final exam assesses Learning Outcomes 1, 2, & 4.</p> <p>➤ PS 3012 Theories of Personality (Level 5)</p> <p>Historical and theoretical examination of the concept of personality. Scientific conceptualization of human behaviour and critical evaluation and comparison of personality theories, with respect to comprehensiveness, empirical validity and applied value. Applications of principles of personality development to contemporary society.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, discussions, in-class activities, and case study discussions. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>		
	Analytical reaction papers- formative	0%	Reflection and personal reaction to each personality theory, relevance to current social

		issues and events
	Critical review paper– summative	40% Critical appraisal of literature on a selected personality theory or trait (2,500-3,000 words)
	In-class final examination (2-hour, comprehensive) - summative	60% Essay questions (choice: 3 out of 5)
<p>The formative assessment relates to learning outcomes 1 The Paper Assignment tests learning outcomes 1, 4, 5. The final examination tests learning outcomes 2, 3, 5 with an emphasis on 2 & 3.</p> <p>➤ PS 3026 Social Psychology (Level 5) Systematic analysis and evaluation of theoretical constructs, principles and research in relation to the social psychological nature and causes of behaviour. Theoretical explanations and research findings are discussed within the context of the social world. Topics include an introduction to the history of social psychology, social perception-including impression formation and attribution theories, attitude formation, and persuasion, group processes-including group performance and group decision making, leadership theories, conformity, compliance and obedience.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class. ➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. ➤ Office hours ➤ Blackboard site <p>ASSESSMENT:</p>		

A2. Demonstrate an understanding of findings and debates related to the biological basis of behavior in humans and/or animals.	In- class Non Formally Assessed Practical – Formative	0%	Problems/essay questions (choice 3 out of 5)
	Critical Review Paper - Summative	40%	Critical appraisal of literature on a selected topic (2,500 - 3,000 words).
	In-class final examination (2 hours, comprehensive) - Summative	60%	Essay questions (Choice: 3 out of 5)
	<p>The formative test aims to prepare students for the examinations. The critical review paper assesses Learning Outcomes 1, 2, and 5 The Final Examination assesses Learning Outcomes 3, 4, 5, 6 and 7.</p> <p>A2. <u>Where it is taught:</u> Students have 5 (five) modules: PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE (Level 4), PS 2010 HISTORY OF PSYCHOLOGY (LEVEL 4), PS 2207 DEVELOPMENTAL PSYCHOLOGY: EARLY YEARS (LEVEL 4), PS 3130 BIOPSYCHOLOGY (Level 5) and PS 4251 ABNORMAL PSYCHOLOGY (LEVEL 6)</p> <p>➤ PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE (Level 4) Overview of psychology as a natural science. Foundations and contemporary perspectives in psychology, research methods and ethical principles, biological foundations of behavior, perceptual and sensory systems, states of consciousness, learning and memory, thought and language processes, motivation and emotion.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Lectures and class discussions ➤ Relevant educational films ➤ Office hours ➤ Use of Blackboard site 		

ASSESSMENT:

In-class, 1-hour, "diagnostic" test – formative	0%	Multiple choices & short answer questions
In-class 1-hour midterm examination – summative	40%	Multiple choices & short answer questions
In-class final examination (2-hours) – summative	60%	Multiple choices & short answer questions

The formative “diagnostic” accesses aims to prepare students for the examinations.
The midterm examination tests Learning Outcomes 1, 2, 3 and 4 with emphasis on 1, 3 and 4.
The final examination tests Learning Outcomes 1, 2, 3, 4 and 5 with emphasis on 2 and 5.

➤ **PS 2010 HISTORY OF PSYCHOLOGY - LEVEL 4:**

This course reviews the advancement of psychological thought, inquiry and practice, by engaging students with the historical development of contemporary paradigms. Ever-increasing specialization in the field can make it challenging to discern the common roots from which the field of psychology has evolved. The course examines the “shared past”, which will provide a context for understanding the intellectual history of psychology and how it developed into the discipline we know today.

Learning and Teaching Strategy: In congruence with the Learning and Teaching strategy of the College, the following tools are used:

- Lectures, discussions and in-class activities
- Relevant educational films
- Office hours
- Use of Blackboard site

ASSESSMENT:

In class and take home	0%	Short answers
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	practical exercises formative		Essay questions
	Theoretical Report summative	40%	Students present a contemporary topic of interest in Psychology (such as addictions, bullying or eating disorders) from the standpoint of major contributors in historical schools of thought. The report is in the form of Role Play “ <i>I am Freud, and this is how I view the issue of...</i> ” (1000 words).
	Final Examination (2-hours)- summative	60%	Essay questions (Choice: 2 out of 3)
<p>The formative test aims to prepare students for the examinations. The theoretical report assesses Learning Outcome 3. The final exam assesses Learning Outcomes 1, 2, & 4.</p> <p>➤ PS 2207 DEVELOPMENTAL PSYCHOLOGY: PRRSCHOOL YEARS (Level 4) Theoretical approaches and methodological issues, biocultural foundations of development, prenatal development and birth, physical, cognitive and socioemotional development in infancy and early childhood. Emphasis on ecological and contextual perspective on development and on the practical implications of developmental science.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ The course will consist of lectures with multimedia, and in-class discussion of documentary-style video footage and out-of class assignments. ➤ Students are expected to sign in at Textbook’s web site on the first day of classes and make full use of its features. ➤ Secondary and primary sources in developmental psychology will be selected and assigned for in-class discussion. ➤ Practical exercises from textbook and interactive activities from multimedia resources will help 			

	<p>student connect material to real-life situations and problems with defined guidelines. The following resources will be used for such activities</p> <ul style="list-style-type: none"> ➤ (1) Downey, J. A., Garry, S.E., and McDevitt, T.M. (2004). Observing Children and Adolescents: Guided interactive practice in Understanding Development. Version 1.0 (CD-ROM). Upper Saddle River, NJ: Prentice Hall. ➤ (2) Welch, K. (2004). Development: Journey through childhood and adolescence (CD-ROM). Boston: Pearson Education, Inc. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p> <table border="1"> <tr> <td>Practical exercises – formative</td> <td>0%</td> <td>short application exercises, in class discussion of video extracts, postings on Blogs</td> </tr> <tr> <td>One mid-term exam (1 hour)- Summative</td> <td>40%</td> <td>Short essay questions (Choice: 2 out of 3)</td> </tr> <tr> <td>Portfolio-Summative</td> <td>60%</td> <td>Varied assignments (e.g. developmental diary, short documentary report, practical brochure, summary report) Assignments will vary in nature and length.</td> </tr> </table> <p>The formative assessments aim to enrich the students learning experience and enable them to achieve the learning outcomes .</p> <p>The mid-term exam assesses Learning outcomes: 1, 2, 3, 4, 6, in the context of prenatal development and infancy.</p> <p>The portfolio assesses Learning outcomes: 1, 2, 3, 5, 6, in the context of late infancy and preschool years.</p> <ul style="list-style-type: none"> ➤ PS 3130 BIOPSYCHOLOGY (Level 5) <p>An introduction to the nature and role of the biological processes that underlie our thoughts, feelings, and behaviours. Topics covered will include function of the nervous system, neuroanatomy, and the</p>	Practical exercises – formative	0%	short application exercises, in class discussion of video extracts, postings on Blogs	One mid-term exam (1 hour)- Summative	40%	Short essay questions (Choice: 2 out of 3)	Portfolio- Summative	60%	Varied assignments (e.g. developmental diary, short documentary report, practical brochure, summary report) Assignments will vary in nature and length.
Practical exercises – formative	0%	short application exercises, in class discussion of video extracts, postings on Blogs								
One mid-term exam (1 hour)- Summative	40%	Short essay questions (Choice: 2 out of 3)								
Portfolio- Summative	60%	Varied assignments (e.g. developmental diary, short documentary report, practical brochure, summary report) Assignments will vary in nature and length.								

physiological basis of learning, memory, language, senses, mood disorders, emotion and stress.

Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used:

- Classes consisted of lectures and class discussions.
- Office hours
- Use of Blackboard site

ASSESSMENT:

In class “diagnostic” test (formative)	0%	Short answer questions (Choice: 4 out of 6)
In-class midterm examination (1 hour) (summative)	40%	Short Essay questions (Choice: 3 of 5)
In-class final examination (2 hours) (summative)	60%	Essay question (Choice: 3 of 5)

The formative test aims to prepare the students for the midterm and final examinations.

The midterm examination tests Learning Outcomes 1 and 2.

The final examination tests Learning Outcomes 3 and 4.

➤ **PS 4251 ABNORMAL PSYCHOLOGY-LEVEL 6**

Theories of and research in the study of psychopathological development. A scientist-practitioner approach to the study of a variety of psychological disorders, including anxiety, affective and personality disorders. Assessment and treatment approaches.

<p>A3. Demonstrate detailed knowledge and critically evaluate a range of research paradigms, research methods, measurement techniques and data analyses</p>	<p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, discussions, in-class activities, and case study discussions. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>		
	<p>Case assessment and diagnosis- formative</p>	<p>0%</p>	<p>Phenomenological written case reports to enhance differential diagnosis skills and understanding of the abnormal experience and symptomatology</p>
	<p>Critical Review Paper–summative</p>	<p>50%</p>	<p>Critical review on recent empirical finding on controversial diagnostic and treatment issues of psychopathology (3,000 words).</p>
	<p>In-class final examination (2-hour, comprehensive) – summative</p>	<p>50%</p>	<p>Essay questions (choice: 3 out of 5)</p>
	<p>The formative assessment relates to learning outcomes 1, 3, 4, 6, The paper assignment assesses learning outcomes 1, 2, 3, 5 The final exam assesses learning outcomes 1-6, with emphasis on 4 & 6</p> <p>A3. <u>Where it is taught:</u> Students have 8 (eight) modules: PS 2047 ANALYSIS OF BEHAVIOURAL DATA (Level 4), PS 22XX PSYCHOLOGISTS AS RESEARCHERS (Level 4), PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5), PS 3032 TESTING & ASSESSMENT (Level 5), PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY, PS 4239 COGNITION (Level 6), PS 44XX FINAL YEAR PROJECT I (Level 6) and PS 4535 FINAL YEAR PROJECT II</p>		

(Level 6),

➤ **PS 2047 ANALYSIS OF BEHAVIOURAL DATA-LEVEL 4**

A comprehensive coverage of fundamental aspects in probability and statistics. Analysis of behavioral data with graphs, descriptive and inferential statistics. Interpretation of research findings from graphs, parametric and non-parametric tests. The use of SPSS statistical software constitutes an integral part of teaching and learning. Laboratory sessions complement the lectures.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- The course is delivered through lectures and practical workshops where SPSS will be a teaching aid as well as a medium for solving problems.
- Lab component, an integral part of the course, is designed to give students hands-on experience with statistical package and data analysis (SPSS and Excel). Lab assignments will be given each period to be completed during the lab session. This will allow students to assimilate and consolidate material covered in lectures.
- Office hours
- Use of Blackboard site

ASSESSMENT:

Weekly Lab Assignments – Formative	0%	Analyzing a set of data and interpreting findings
In-class midterm examination (1 hour) - Summative	40%	Problems (25 multiple choices) Short answer questions (Choice: 2 out of 4)
Final examination (2 hours, comprehensive) – Summative	60%	Problems (50 multiple choices) Short answer questions (Choice: 4 out of 6)

The formative lab assignments aim to prepare students for the final examination.

The midterm examination tests Learning Outcomes 1, 2, and 4.

The final examination tests Learning Outcomes 1, 2, 3, 4, 5 and 6 (main emphasis is given on learning

outcomes 3, 5 and 6).

➤ **PS 22XX PSYCHOLOGISTS AS RESEARCHERS** (Level 4)

The course aims to introduce students to psychological research by reviewing samples of key studies in the discipline, becoming familiar to research conducted within the Psychology Department and gaining experiential knowledge acting as human participants. Students will be encouraged to evaluate psychological claims in everyday life against research evidence, and address the practical and ethical aspects of the research activity.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the College, the following tools are used

- Lectures
- Invited speakers
- Research seminars
- In-classroom exercises
- Field trips
- Office hours
- Use of Blackboard site

ASSESSMENT

In classroom and take-away activities Formative	0%	Visits to Psychology Laboratories within and outside the Department , group in- class activities, attendance to research seminars and follow-up discussion.
Portfolio (Summative)	100%	Two self-reflective reports following participation in THREE research studies and one Field-trip/invited speaker report.

	<p>In-classroom and take-away exercises (formative) help students to master all learning outcomes Portfolio assesses learning outcomes 1, 2, 3, 4</p> <p>➤ PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5) Systematic presentation and evaluation of research methods, designs and tools in psychological science. A variety of research methods for data collection, (observation, interview, and experiment) as well as qualitative (interpretative phenomenological analysis, grounded theory) and quantitative data analysis (descriptive and inferential) are covered. Logic of scientific thinking, ethical dimension and dilemmas of research process, use of computerized database searches and statistical program for data analysis, writing research reports. Laboratory sessions complement the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ The course is divided into two parts, lectures (3 hours per week) and practical lab sessions 3 hours per week). Core content is covered in lectures and skills associated with the core content are developed in lab classes with practical demonstrations and critical discussions of exercises and assignments.➤ Students will prepare drafts of their research proposal for peer review and feedback. They will conduct a survey, observation or mixed method research study based on their proposal. Students will collect and analyse data using appropriate methods, and submit a written report of their small-scale research with APA format including expanded literature review, method, results discussion and references. A journal will be kept documenting the stages and allowing students' reflection on the process.➤ Weekly, thorough individual and/or group feedback to Laboratory assignments.➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>Weekly Laboratory Exercises and research proposal-formative</td><td>0%</td><td>1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods,</td></tr></table>	Weekly Laboratory Exercises and research proposal- formative	0%	1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods,
Weekly Laboratory Exercises and research proposal- formative	0%	1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods,		

			development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings. 2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals
	ONE research paper– summative	50%	Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)
	Portfolio– summative	50%	1. One in-class critique of an empirical study 2.Variety of practical assignments on qualitative and quantitative methodologies (e.g. summary report, peer-reviewed exercise, reflective journal)
<p>The formative laboratory exercises aim to help student clarify and prepare them for their research proposal and their research project.</p> <p>The research paper assesses Learning outcomes: 1, 2, 3</p> <p>The portfolio assesses Learning outcomes: 4, 5, 6</p> <p>➤ PS 3032 TESTING & ASSESSMENT (Level 5)</p> <p>Comprehensive knowledge of the theory and practice of psychological testing and assessment. Statistical analysis and in-depth understanding of the psychometric properties of tests. Evaluation of achievement, intelligence, cognitive, neuropsychological and personality tests. Application of testing and assessment in various applied settings. Laboratory practice sessions complements the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p>			

- Class lectures will consist of demonstrations of the material presented, videos, discussions, group and individual work, role play examples
- Interactive learning (class discussions, group and individual work) and practical hands-on problems solved in class and Blackboard.
- Use of the one-way mirror to demonstrate administration of tests.
- Blackboard site
- Office hours

ASSESSMENT:

Weekly class and home exercises- formative	0%	Hands-on application of the material presented in class
One research paper - summative	40%	Validation study of the psychometric properties of an existing instrument (brief description, data analyses and/or collection, interpretation and conclusions); 2,500 to 3,000 words.
In-class final examination (2-hour, comprehensive) - summative	60%	Essay questions (Choice: 3 out of 5)

The formative *lab exercises* aim to prepare students for the summative assessments.

The research paper assesses Learning Outcomes 4 and 5

The final examination assesses Learning Outcomes 1, 2, 3, 4 with emphasis on 1, 2 & 3.

➤ **PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY-LEVEL 5**

This course introduces students to experimental methodology, advanced statistical analysis, interpretation and presentation of data, writing of experimental reports. In addition students go through the research process following ethical principles of research. Laboratory sessions complement the lectures.

	<p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures and critical discussions of published research.➤ Individual designing of experiments using appropriate software, conducting the experiments using human participants, analyzing obtained data and writing of experimental reports. Practical laboratory exercises using SPSS.➤ Individual tutorial time, supervising all steps of the research paper.➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>Laboratory Exercises – formative</td><td>0%</td><td>Hands on application exercises of the material presented in class.</td></tr><tr><td>Portfolio-summative</td><td>50%</td><td><ul style="list-style-type: none">• Short experimental report• Peer review exercise</td></tr><tr><td>One research paper–summative</td><td>50%</td><td>literature review/design/ participants’ recruitment/analysis and presentation of results (2,500 to 3,000 words).</td></tr></table> <p>The formative laboratory exercises aim to prepare students for the summative assessments. The research paper assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 1, 4, 5. The portfolio assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 2, 3.</p> <p>➤ PS 4239 COGNITION-LEVEL 6</p> <p>This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes. Topics to be covered include attention, perception, multiple memory</p>	Laboratory Exercises – formative	0%	Hands on application exercises of the material presented in class.	Portfolio- summative	50%	<ul style="list-style-type: none">• Short experimental report• Peer review exercise	One research paper– summative	50%	literature review/design/ participants’ recruitment/analysis and presentation of results (2,500 to 3,000 words).
Laboratory Exercises – formative	0%	Hands on application exercises of the material presented in class.								
Portfolio- summative	50%	<ul style="list-style-type: none">• Short experimental report• Peer review exercise								
One research paper– summative	50%	literature review/design/ participants’ recruitment/analysis and presentation of results (2,500 to 3,000 words).								

	<p>systems, encoding and retrieval processes, the role of knowledge, language, problem-solving and reasoning.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures and critical discussions of the assigned supplemental articles➤ Individual tutorial time➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>Two in class “diagnostic” tests (formative)</td><td>0%</td><td>Short answer questions</td></tr><tr><td>One 24h midterm exam (summative)</td><td>40%</td><td>One long essay (1000 words)</td></tr><tr><td>Portfolio of critical assignments (summative)</td><td>60%</td><td>a. A power-point presentation. b. One critical review essay question assessing application of knowledge covered (1400 words).</td></tr></table> <p>The Midterm exam assesses Learning Outcomes 1 and 2. The Portfolio assesses Learning Outcomes 3, 4, 5 and 6.</p> <p>➤ PS 44XX FINAL YEAR PROJECT I -LEVEL 6</p> <p>A comprehensive coverage of the procedure required for the development of a thorough research proposal. Components of this procedure are the following: (a) identification of the research problem;</p>	Two in class “diagnostic” tests (formative)	0%	Short answer questions	One 24h midterm exam (summative)	40%	One long essay (1000 words)	Portfolio of critical assignments (summative)	60%	a. A power-point presentation. b. One critical review essay question assessing application of knowledge covered (1400 words).
Two in class “diagnostic” tests (formative)	0%	Short answer questions								
One 24h midterm exam (summative)	40%	One long essay (1000 words)								
Portfolio of critical assignments (summative)	60%	a. A power-point presentation. b. One critical review essay question assessing application of knowledge covered (1400 words).								

(b) literature review and background to the research problem; (c) objectives of the research project; (d) research design; (e) significance of the research; (f) feasibility of the research; (g) ethics

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Supervision: Over the course of the preparation of the research proposal the students will receive individual tutorial time (supervision sessions) with their supervisor. This is something that is flexible and that will vary depending on the nature of the project. As a guide, they can expect up to 4 hours of supervision time (in the form of individual meetings and online support) during the semester.
- Use of Blackboard site, where the instructor will post relevant materials.

ASSESSMENT:

Research proposal for the dissertation (summative)	100%	Short literature review, hypothesis, methodology, expected results (2,500 words)
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The research proposal assesses learning outcomes 1-5

➤ **PS 4535 FINAL YEAR PROJECT II-LEVEL 6**

This course offers graduating psychology students the opportunity to conduct an extended piece of empirical research in an area and topic of their interest. Students select an original project topic involving literature research and extensive reading, planning, conducting, data analysis and producing a written research report to publication standards.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Individual supervision of each research project: Students will receive individual supervision sessions with their instructor which can vary depending on the nature of the project. Students can expect up to 6 hours of supervision time (in the form of individual meetings and online

A4. Apply research protocols and measurement techniques to a variety of psychology topics	support) during the semester.		
	➤ Office hours		
	➤ Use of Blackboard site		
	ASSESSMENT:		
	One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).
	The formative laboratory assignments aim to prepare students for the research paper.		
	The research project assesses Learning Outcomes 1-4.		
	A4.		
	<u>Where it is taught:</u>		

Students have 6 (six) modules: PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE (Level 5), PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5), PS 3032 TESTING & ASSESSMENT (Level 5), PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY (Level 5), PS 4535 FINAL YEAR PROJECT I (Level 6) AND PS 44XX FINAL YEAR PROJECT II (Level 6)

➤ PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE-LEVEL 5
Integrated presentation of theory and research, focusing on physical, cognitive, and socioemotional development from the age of six through adolescence.

<u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:
➤ Classes consist of lectures and discussions on selected readings
➤ Interactive group workshops on topics being taught

	<ul style="list-style-type: none">➤ In-class critical discussions of published articles➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table border="1"><tr><td>In-class Practical Exercises – formative</td><td>0%</td><td>Application exercises on selected topics</td></tr><tr><td>Practical Assignment (1,800 words) – summative</td><td>40%</td><td>Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results</td></tr><tr><td>In-class Final Examination (2 hours) – summative</td><td>60%</td><td>Essay questions (Choice: 3 out of 5)</td></tr></table> <p>The formative test aims to prepare students for the examination. The practical assignment assesses Learning Outcome 7. The final examination assesses Learning Outcomes 1 to 6.</p> <p>➤ PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5)</p> <p>Systematic presentation and evaluation of research methods, designs and tools in psychological science. A variety of research methods for data collection, (observation, interview, and experiment) as well as qualitative (interpretative phenomenological analysis, grounded theory) and quantitative data analysis (descriptive and inferential) are covered. Logic of scientific thinking, ethical dimension and dilemmas of research process, use of computerized database searches and statistical program for data analysis, writing research reports. Laboratory sessions complement the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <p>➤ The course is divided into two parts, lectures (3 hours per week) and practical lab sessions 3 hours</p>	In-class Practical Exercises – formative	0%	Application exercises on selected topics	Practical Assignment (1,800 words) – summative	40%	Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results	In-class Final Examination (2 hours) – summative	60%	Essay questions (Choice: 3 out of 5)
In-class Practical Exercises – formative	0%	Application exercises on selected topics								
Practical Assignment (1,800 words) – summative	40%	Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results								
In-class Final Examination (2 hours) – summative	60%	Essay questions (Choice: 3 out of 5)								

	<p>per week).Core content is covered in lectures and skills associated with the core content are developed in lab classes with practical demonstrations and critical discussions of exercises and assignments.</p> <ul style="list-style-type: none">➤ Students will prepare drafts of their research proposal for peer review and feedback. They will conduct a survey, observation or mixed method research study based on their proposal. Students will collect and analyse data using appropriate methods, and submit a written report of their small-scale research with APA format including expanded literature review, method, results discussion and references. A journal will be kept documenting the stages and allowing students' reflection on the process.➤ Weekly, thorough individual and/or group feedback to Laboratory assignments.➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>Weekly Laboratory Exercises and research proposal-formative</td><td>0%</td><td>1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings. 2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals</td></tr><tr><td>ONE research paper– summative</td><td>50%</td><td>Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)</td></tr></table>	Weekly Laboratory Exercises and research proposal- formative	0%	1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings. 2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals	ONE research paper– summative	50%	Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)
Weekly Laboratory Exercises and research proposal- formative	0%	1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings. 2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals					
ONE research paper– summative	50%	Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)					

	Portfolio– summative	50%	1. One in-class critique of an empirical study 2.Variety of practical assignments on qualitative and quantitative methodologies (e.g. summary report, peer-reviewed exercise, reflective journal)
	<p>The formative laboratory exercises aim to help student clarify and prepare them for their research proposal and their research project.</p> <p>The research paper assesses Learning outcomes: 1, 2, 3</p> <p>The portfolio assesses Learning outcomes: 4, 5, 6</p> <p>➤ PS 3032 TESTING & ASSESSMENT (Level 5)</p> <p>Comprehensive knowledge of the theory and practice of psychological testing and assessment. Statistical analysis and in-depth understanding of the psychometric properties of tests. Evaluation of achievement, intelligence, cognitive, neuropsychological and personality tests. Application of testing and assessment in various applied settings. Laboratory practice sessions complements the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures will consist of demonstrations of the material presented, videos, discussions, group and individual work, role play examples ➤ Interactive learning (class discussions, group and individual work) and practical hands-on problems solved in class and Blackboard. ➤ Use of the one-way mirror to demonstrate administration of tests. ➤ Blackboard site ➤ Office hours <p>ASSESSMENT:</p>		
	Weekly class and home exercises- formative	0%	Hands-on application of the material

			presented in class
	One research paper - summative	40%	Validation study of the psychometric properties of an existing instrument (brief description, data analyses and/or collection, interpretation and conclusions); 2,500 to 3,000 words.
	In-class final examination (2-hour, comprehensive) - summative	60%	Essay questions (Choice: 3 out of 5)

The formative *lab exercises* aim to prepare students for the summative assessments.
The research paper assesses Learning Outcomes 4 and 5
The final examination assesses Learning Outcomes 1, 2, 3, 4 with emphasis on 1, 2 & 3.

➤ **PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY-LEVEL 5**

This course introduces students to experimental methodology, advanced statistical analysis, interpretation and presentation of data, writing of experimental reports. In addition students go through the research process following ethical principles of research. Laboratory sessions complement the lectures.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures and critical discussions of published research.
- Individual designing of experiments using appropriate software, conducting the experiments using human participants, analyzing obtained data and writing of experimental reports. Practical laboratory exercises using SPSS.
- Individual tutorial time, supervising all steps of the research paper.
- Office hours
- Use of Blackboard site

ASSESSMENT:

	Laboratory Exercises – formative	0%	Hands on application exercises of the material presented in class.
	Portfolio- summative	50%	<ul style="list-style-type: none"> • Short experimental report • Peer review exercise
	One research paper– summative	50%	literature review/design/ participants' recruitment/analysis and presentation of results (2,500 to 3,000 words).

The formative laboratory exercises aim to prepare students for the summative assessments. The research paper assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 1, 4, 5. The portfolio assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 2, 3.

➤ **PS 44XX FINAL YEAR PROJECT I -LEVEL 6**

A comprehensive coverage of the procedure required for the development of a thorough research proposal. Components of this procedure are the following: (a) identification of the research problem; (b) literature review and background to the research problem; (c) objectives of the research project; (d) research design; (e) significance of the research; (f) feasibility of the research; (g) ethics

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

➤ Supervision: Over the course of the preparation of the research proposal the students will receive individual tutorial time (supervision sessions) with their supervisor. This is something that is flexible and that will vary depending on the nature of the project. As a guide, they can expect up to 4 hours of supervision time (in the form of individual meetings and online support) during the semester.

➤ Use of Blackboard site, where the instructor will post relevant materials.

ASSESSMENT:

Research proposal for the dissertation (summative)	100%	Short literature review, hypothesis, methodology, expected results (2,500 words)
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The research proposal assesses learning outcomes 1-5

➤ **PS 4535 FINAL YEAR PROJECT II-LEVEL 6**

This course offers graduating psychology students the opportunity to conduct an extended piece of empirical research in an area and topic of their interest. Students select an original project topic involving literature research and extensive reading, planning, conducting, data analysis and producing a written research report to publication standards.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Individual supervision of each research project: Students will receive individual supervision sessions with their instructor which can vary depending on the nature of the project. Students can expect up to 6 hours of supervision time (in the form of individual meetings and online support) during the semester.
- Office hours
- Use of Blackboard site

ASSESSMENT:

One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).

The formative laboratory assignments aim to prepare students for the research paper.

A5. Demonstrate knowledge of basic qualitative approaches in psychological research	<p>The research project assesses Learning Outcomes 1-4.</p> <p>A5.</p> <p><u>Where it is taught:</u></p> <p>Students have nine (6) modules and one (1) group of optional modules : PS 2010 HISTORY OF PSYCHOLOGY (LEVEL 4), PS 2257 DIVERSITY AND SOCIAL INTERACTION (Level 4), PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE (Level 5), PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5), PS 44XX FINAL YEAR PROJECT I (Level 6), PS 4535 FINAL YEAR PROJECT II (Level 6), and PSYCHOLOGY OPTION GROUP B (PS 4224 INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY, PS 4249 FORENSIC PSYCHOLOGY, PS 4221 EDUCATIONAL PSYCHOLOGY, PS 4219 HEALTH PSYCHOLOGY- Level 6)</p> <p>➤ PS 2010 HISTORY OF PSYCHOLOGY - LEVEL 4:</p> <p>This course reviews the advancement of psychological thought, inquiry and practice, by engaging students with the historical development of contemporary paradigms. Ever-increasing specialization in the field can make it challenging to discern the common roots from which the field of psychology has evolved. The course examines the “shared past”, which will provide a context for understanding the intellectual history of psychology and how it developed into the discipline we know today.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching strategy of the College, the following tools are used:</p> <ul style="list-style-type: none">➤ Lectures, discussions and in-class activities➤ Relevant educational films➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>In class and take home practical exercises</td><td>0%</td><td>Short answers Essay questions</td></tr></table>	In class and take home practical exercises	0%	Short answers Essay questions
In class and take home practical exercises	0%	Short answers Essay questions		

	formative		
	Theoretical Report summative	40%	Students present a contemporary topic of interest in Psychology (such as addictions, bullying or eating disorders) from the standpoint of major contributors in historical schools of thought. The report is in the form of Role Play " <i>I am Freud, and this is how I view the issue of...</i> " (1000 words).
	Final Examination (2-hours)- summative	60%	Essay questions (Choice: 2 out of 3)
<p>The formative test aims to prepare students for the examinations. The theoretical report assesses Learning Outcome 3. The final exam assesses Learning Outcomes 1, 2, & 4.</p> <p>➤ PS 2257 DIVERSITY AND SOCIAL INTERACTION (Level 4)</p> <p>This course studies the Psychology of Diversity and social interaction in contemporary times. A comprehensive coverage of basic theories and current research on Diversity is presented, explaining how and why a broad range of social differences influence attitudes, behavior, experiences and social interactions. The origins and forms of stereotypes and prejudice are examined, implications of stigma and social inequalities are discussed, in addition to addressing a variety of preventative and interventions strategies at the individual and societal level.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, video presentations and demonstration of the material presented. ➤ In class discussions of case studies and best practices when working with diversity issues. ➤ Use of Blackboard site ➤ Office hours 			

	ASSESSMENT						
	Class participation – Summative	0%	Participation in class discussions (related to thematic issues) experiential exercises/ self- reflection exercises.				
	Midterm Exam (1 hour) Summative	40%	Short essay questions (2 out of 3)				
	Final Exam (2 hours) Summative	60%	Essay questions (2 out of 3)				
<p>The formative assignments are aimed to enrich the students learning experience and enable them to understand the material in an in-depth and critical manner.</p> <p>Class participation assesses the learning outcomes 1, 2 & 3</p> <p>The Midterm exam assesses learning outcomes 1 & 2</p> <p>The Final exam assesses learning objectives 1,3,4,5 & 6, with an emphasis on 3,4,5,& 6.</p> <p>➤ PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE-LEVEL 5</p> <p>Integrated presentation of theory and research, focusing on physical, cognitive, and socioemotional development from the age of six through adolescence.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures and discussions on selected readings ➤ Interactive group workshops on topics being taught ➤ In-class critical discussions of published articles ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p> <table border="1"> <tr> <td>In-class formative</td> <td>Practical Exercises –</td> <td>0%</td> <td>Application exercises on selected topics</td> </tr> </table>				In-class formative	Practical Exercises –	0%	Application exercises on selected topics
In-class formative	Practical Exercises –	0%	Application exercises on selected topics				

	Practical Assignment (1,800 words) – summative	40%	Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results
	In-class Final Examination (2 hours) – summative	60%	Essay questions (Choice: 3 out of 5)
<p>The formative test aims to prepare students for the examination. The practical assignment assesses Learning Outcome 7. The final examination assesses Learning Outcomes 1 to 6.</p> <p>➤ PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5) Systematic presentation and evaluation of research methods, designs and tools in psychological science. A variety of research methods for data collection, (observation, interview, and experiment) as well as qualitative (interpretative phenomenological analysis, grounded theory) and quantitative data analysis (descriptive and inferential) are covered. Logic of scientific thinking, ethical dimension and dilemmas of research process, use of computerized database searches and statistical program for data analysis, writing research reports. Laboratory sessions complement the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <p>➤ The course is divided into two parts, lectures (3 hours per week) and practical lab sessions 3 hours per week).Core content is covered in lectures and skills associated with the core content are developed in lab classes with practical demonstrations and critical discussions of exercises and assignments.</p> <p>➤ Students will prepare drafts of their research proposal for peer review and feedback. They will conduct a survey, observation or mixed method research study based on their proposal. Students will collect and analyse data using appropriate methods, and submit a written report of their small-scale research with APA format including expanded literature review, method, results discussion</p>			

	<p>and references. A journal will be kept documenting the stages and allowing students' reflection on the process.</p> <ul style="list-style-type: none">➤ Weekly, thorough individual and/or group feedback to Laboratory assignments.➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>Weekly Laboratory Exercises and research proposal-formative</td><td>0%</td><td>1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings. 2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals</td></tr><tr><td>ONE research paper– summative</td><td>50%</td><td>Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)</td></tr><tr><td>Portfolio– summative</td><td>50%</td><td>1. One in-class critique of an empirical study 2.Variety of practical assignments on qualitative and quantitative methodologies (e.g. summary report, peer-reviewed exercise, reflective journal)</td></tr></table>	Weekly Laboratory Exercises and research proposal- formative	0%	1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings. 2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals	ONE research paper– summative	50%	Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)	Portfolio– summative	50%	1. One in-class critique of an empirical study 2.Variety of practical assignments on qualitative and quantitative methodologies (e.g. summary report, peer-reviewed exercise, reflective journal)
Weekly Laboratory Exercises and research proposal- formative	0%	1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings. 2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals								
ONE research paper– summative	50%	Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)								
Portfolio– summative	50%	1. One in-class critique of an empirical study 2.Variety of practical assignments on qualitative and quantitative methodologies (e.g. summary report, peer-reviewed exercise, reflective journal)								
	<p>The formative laboratory exercises aim to help student clarify and prepare them for their research proposal and their research project.</p> <p>The research paper assesses Learning outcomes: 1, 2, 3</p> <p>The portfolio assesses Learning outcomes: 4, 5, 6</p>									

➤ **PS 44XX FINAL YEAR PROJECT I -LEVEL 6**

A comprehensive coverage of the procedure required for the development of a thorough research proposal. Components of this procedure are the following: (a) identification of the research problem; (b) literature review and background to the research problem; (c) objectives of the research project; (d) research design; (e) significance of the research; (f) feasibility of the research; (g) ethics

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Supervision: Over the course of the preparation of the research proposal the students will receive individual tutorial time (supervision sessions) with their supervisor. This is something that is flexible and that will vary depending on the nature of the project. As a guide, they can expect up to 4 hours of supervision time (in the form of individual meetings and online support) during the semester.
- Use of Blackboard site, where the instructor will post relevant materials.

ASSESSMENT:

Research proposal for the dissertation (summative)	100%	Short literature review, hypothesis, methodology, expected results (2,500 words)
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The research proposal assesses learning outcomes 1-5

➤ **PS 4535 FINAL YEAR PROJECT II-LEVEL 6**

This course offers graduating psychology students the opportunity to conduct an extended piece of empirical research in an area and topic of their interest. Students select an original project topic involving literature research and extensive reading, planning, conducting, data analysis and producing a written research report to publication standards.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Individual supervision of each research project: Students will receive individual supervision sessions with their instructor which can vary depending on the nature of the project. Students can expect up to 6 hours of supervision time (in the form of individual meetings and online support) during the semester.
- Office hours
- Use of Blackboard site

ASSESSMENT:

One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).

The formative laboratory assignments aim to prepare students for the research paper.
The research project assesses Learning Outcomes 1-4.

PSYCHOLOGY OPTION GROUP B:

➤ **PS 4219 HEALTH PSYCHOLOGY -LEVEL 6**

This module offers a critical understanding of the role of behaviour in health and illness utilizing both quantitative and qualitative research findings. Current issues in health promotion and illness prevention, with emphasis on an integrated holistic approach. Stress and physical illness, hospitalisation, doctor-patient relationship, biopsychosocial aspects of pain, chronic illness, death and dying,

Learning and Teaching Strategy:

- Class lectures and discussions
- In-class experiential exercises
- Office hours
- Use of Blackboard Site

ASSESSMENT:

Class participation- formative	0%	Participation in weekly exercises in class
Portfolio- summative	60%	1. Self-reflective health status diary 2. Qualitative research position paper
In-class final examination (2 hour, comprehensive) – summative	40%	Essay questions (choice: 3 out of 5)

The formative test aims to prepare students for the final examination.

The portfolio assesses Learning outcome 1, 2, 3, 5 & 6.

The final examination tests Learning Outcomes 1, 4, and 5 with an emphasis on 4.

➤ **PS 4221 EDUCATIONAL PSYCHOLOGY -LEVEL 6**

Application of psychological and educational methods and principles to the behavior of teachers and students in school settings. Student characteristics, learning and motivation, teaching methods and practices, and assessment.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the College, the following tools are used:

- Classes consist of lectures, discussions
- Interactive group workshops on topics being taught
- In class critical discussions of published articles
- Use of Blackboard site
- Office hours

ASSESSMENT:

In-class practical exercises – formative	0%	Application exercises on selected topics
Group Project– summative	60%	Intervention program on a selected topic in

		educational psychology, including literature review / program design / implications (3000 words)
	In-class final examination (2 hours) – summative	40% Essay questions (Choice: 3 out of 5)
<p>The formative exercises relate to Learning Outcomes 1-5 and aim to enrich students' learning. The group project assesses Learning Outcomes 3, 4, and 5, with an emphasis on application of concepts and theories.</p> <p>The final examination assesses Learning Outcomes 1 to 5.</p> <p>➤ PS 4224 INDUSTRIAL/ORGANISATIONAL PSYCHOLOGY-LEVEL 6</p> <p>A systematic analysis of the science of people at work: Topics include, but not exclusively, jobs requirement, selection and assessment, and the overall interface between the organization and its people. Personnel selection, evaluation and, training methods are assessed, whilst the roles of Job Satisfaction, Motivation at work and Productivity in changing economic times are explored. Working conditions & job design factors are evaluated in the context of the psychological work contract and the Long Work Hours Culture. Organizational behavior and stress management issues covered.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class. ➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. ➤ Office hours ➤ Blackboard Site <p>ASSESSMENT:</p>		

In-class practical exercises - formative	0%	Review, analysis and discussion of case studies
Group project- summative	60%	Critical review of literature, data collection, analysis and discussion.
In-class final examination (2 hours, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)

The formative assessment aims to prepare students for the summative assessments.
The Group project assesses Learning Outcomes 3 & 5
The Final Examination assesses Learning Outcomes 1, 2, 4, and 6.

➤ **PS 4249 FORENSIC PSYCHOLOGY -LEVEL 6**
A systematic examination of the applications of psychology to legal issues including criminal profiling, insanity defence, competency to stand trial, commitment to and release from mental institutions, jury selection, eyewitness testimony, expert witness testimony as well as child custody disputes.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures, discussions, in-class activities, and case study discussions.
- Office hours
- Use of Blackboard site

ASSESSMENT:

In-class practical exercises - formative	0%	Review, analysis and discussion of case studies
Case analysis and preparation of Amicus Brief - summative	60%	Describe a legal case and synthesize evidence to defend a particular party with convincing arguments (3,000 words).
In-class final examination (2 hours,	40%	Essay questions (choice: 3 out of 5)

A6. Explain and distinguish between the major theoretical approaches to the developmental aspects of psychology	comprehensive) - summative		
	<p>The formative assessment relates to learning outcomes 1, 4-7 The case analysis assesses learning outcomes 3, 6, 7 and 8. The final exam assesses learning outcomes 1-5.</p>		
	<p>A6. <u>Where it is taught:</u> Students have three (3) modules: PS1001 PSYCHOLOGY AS A SOCIAL SCIENCE (Level 4) , PS 2207 DEVELOPMENTAL PSYCHOLOGY: PRRSCHOOL YEARS (Level 4), PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE(Level 5)</p> <p>➤ PS 1001 PSYCHOLOGY AS A SOCIAL SCIENCE – Level 4: Overview of the field of psychology as a social science with emphasis on: theoretical perspectives and research methods, life-span development, mental abilities, personality theory and assessment, stress and coping, psychological disorders and treatment, social behaviour.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Lectures and class discussions ➤ Relevant educational films ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>		
	In-class, 1-hour, "diagnostic" test – formative	0%	Multiple choices & short answer questions
	In-class 1-hour midterm	40%	Multiple choices & short answer questions

	examination – summative		
	In-class final examination (2-hours) – summative	60%	Multiple choices & short answer questions
<p>The formative “diagnostic” test aims to prepare students for the examinations. The midterm examination assesses Learning Outcomes 1, 2, 3 and 4 with an emphasis on 1 and 3. The final examination assesses Learning Outcomes 1, 2, 3, 4 and 5 with an emphasis on 2, 4 and 5.</p> <p>➤ PS 2207 DEVELOPMENTAL PSYCHOLOGY: PRRSCHOOL YEARS (Level 4) Theoretical approaches and methodological issues, biocultural foundations of development, prenatal development and birth, physical, cognitive and socioemotional development in infancy and early childhood. Emphasis on ecological and contextual perspective on development and on the practical implications of developmental science.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ The course will consist of lectures with multimedia, and in-class discussion of documentary-style video footage and out-of class assignments. ➤ Students are expected to sign in at Textbook’s web site on the first day of classes and make full use of its features. ➤ Secondary and primary sources in developmental psychology will be selected and assigned for in-class discussion. ➤ Practical exercises from textbook and interactive activities from multimedia resources will help student connect material to real-life situations and problems with defined guidelines. The following resources will be used for such activities ➤ (1) Downey, J. A., Garry, S.E., and McDevitt, T.M. (2004). Observing Children and Adolescents: Guided interactive practice in Understanding Development. Version 1.0 (CD-ROM). Upper Saddle River, NJ: Prentice Hall. ➤ (2) Welch, K. (2004). Development: Journey through childhood and adolescence (CD-ROM). Boston: Pearson Education, Inc. 			

	<ul style="list-style-type: none">➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>Practical exercises – formative</td><td>0%</td><td>short application exercises, in class discussion of video extracts, postings on Blogs</td></tr><tr><td>One mid-term exam (1 hour)- Summative</td><td>40%</td><td>Short essay questions (Choice: 2 out of 3)</td></tr><tr><td>Portfolio-Summative</td><td>60%</td><td>Varied assignments (e.g. developmental diary, short documentary report, practical brochure, summary report) Assignments will vary in nature and length.</td></tr></table> <p>The formative assessments aim to enrich the students learning experience and enable them to achieve the learning outcomes .</p> <p>The mid-term exam assesses Learning outcomes: 1, 2, 3, 4, 6, in the context of prenatal development and infancy.</p> <p>The portfolio assesses Learning outcomes: 1, 2, 3, 5, 6, in the context of late infancy and preschool years.</p> <p>➤ PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE-LEVEL 5</p> <p>Integrated presentation of theory and research, focusing on physical, cognitive, and socioemotional development from the age of six through adolescence.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures and discussions on selected readings➤ Interactive group workshops on topics being taught➤ In-class critical discussions of published articles➤ Office hours	Practical exercises – formative	0%	short application exercises, in class discussion of video extracts, postings on Blogs	One mid-term exam (1 hour)- Summative	40%	Short essay questions (Choice: 2 out of 3)	Portfolio- Summative	60%	Varied assignments (e.g. developmental diary, short documentary report, practical brochure, summary report) Assignments will vary in nature and length.
Practical exercises – formative	0%	short application exercises, in class discussion of video extracts, postings on Blogs								
One mid-term exam (1 hour)- Summative	40%	Short essay questions (Choice: 2 out of 3)								
Portfolio- Summative	60%	Varied assignments (e.g. developmental diary, short documentary report, practical brochure, summary report) Assignments will vary in nature and length.								

A7. Demonstrate knowledge and understanding of the major theoretical approaches in cognitive psychology, as well as evaluate the findings and debates in the specific areas.	➤ Use of Blackboard site									
	ASSESSMENT:									
	<table><tr><td>In-class Practical Exercises – formative</td><td>0%</td><td>Application exercises on selected topics</td></tr><tr><td>Practical Assignment (1,800 words) – summative</td><td>40%</td><td>Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results</td></tr><tr><td>In-class Final Examination (2 hours) – summative</td><td>60%</td><td>Essay questions (Choice: 3 out of 5)</td></tr></table>	In-class Practical Exercises – formative	0%	Application exercises on selected topics	Practical Assignment (1,800 words) – summative	40%	Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results	In-class Final Examination (2 hours) – summative	60%	Essay questions (Choice: 3 out of 5)
	In-class Practical Exercises – formative	0%	Application exercises on selected topics							
	Practical Assignment (1,800 words) – summative	40%	Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results							
In-class Final Examination (2 hours) – summative	60%	Essay questions (Choice: 3 out of 5)								
The formative test aims to prepare students for the examination. The practical assignment assesses Learning Outcome 7. The final examination assesses Learning Outcomes 1 to 6.										
A7. <u>Where it is taught:</u> Students have four (4) modules: PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE (Level 4) PS 2236 HUMAN LEARNING & MEMORY (Level 4), PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY (Level 5), PS 4239 COGNITION (Level 6) ➤ PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE – LEVEL 4 Overview of psychology as a natural science. Foundations and contemporary perspectives in psychology research methods and ethical principles, biological foundations of behavior, perceptual and sensory systems, states of consciousness, learning and memory, thought and language processes, motivation and emotion. Learning and Teaching Strategy: In congruence with the Learning and Teaching strategy of the College,										

the following tools are used:

- Lectures and class discussions
- Relevant educational films
- Office hours
- Use of Blackboard site

ASSESSMENT:

In-class, 1-hour, "diagnostic" test – formative	0%	Multiple choices & short answer questions
In-class 1-hour midterm examination – summative	40%	Multiple choices & short answer questions
In-class final examination (2-hours) – summative	60%	Multiple choices & short answer questions

The formative “diagnostic” accesses aims to prepare students for the examinations.

The midterm examination tests Learning Outcomes 1, 2, 3 and 4 with emphasis on 1, 3 and 4.

The final examination tests Learning Outcomes 1, 2, 3, 4 and 5 with emphasis on 2 and 5.

➤ **PS 2236 HUMAN LEARNING AND MEMORY-LEVEL 4**

This course is an empirical and theoretical examination of the processes of learning and memory. For learning the focus is on habituation, classical and operant conditioning, and behaviorist approaches. Although most of the research findings come from animal experiments, the relevance of these findings and concepts to understanding human behavior are discussed. For memory the focus is primarily on human memory. Students are introduced to the empirical and theoretical examination of the process of memory, regarding the mechanisms of acquiring, storing and retrieving information.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Lectures, discussions, and in-class activities.

	<div>➤ Relevant educational films</div> <div>➤ Office hours</div> <div>➤ Use of Blackboard site</div> <div>ASSESSMENT:</div> <table><tr><td>Quizzes, practical exercises, short videos and demonstrations – Formative</td><td>0%</td><td></td></tr><tr><td>Portfolio assessment Summative</td><td>50%</td><td>1. One in-class written assignment, discussing a given scenario 2. One practical report. Indicative topics of practical report: Virtual Learning experiment, Experiment participation, Article Review, Classical or Operant Conditioning principles in real life</td></tr><tr><td>Final Examination (2-hours)- summative</td><td>50%</td><td>Essay questions (Choice: 2 out of 3); Memory component</td></tr></table> <div>The formative test aims to prepare students for the portfolio assessment and the final exam. The portfolio assesses Learning Outcomes 1 and 2. The final exam assesses Learning Outcomes 3, 4, and 5.</div> <div>➤ PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY-LEVEL 5</div> <div>This course introduces students to experimental methodology, advanced statistical analysis, interpretation and presentation of data, writing of experimental reports. In addition students go through the research process following ethical principles of research. Laboratory sessions complement the lectures.</div> <div>Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the</div>	Quizzes, practical exercises, short videos and demonstrations – Formative	0%		Portfolio assessment Summative	50%	1. One in-class written assignment, discussing a given scenario 2. One practical report. Indicative topics of practical report: Virtual Learning experiment, Experiment participation, Article Review, Classical or Operant Conditioning principles in real life	Final Examination (2-hours)- summative	50%	Essay questions (Choice: 2 out of 3); Memory component
Quizzes, practical exercises, short videos and demonstrations – Formative	0%									
Portfolio assessment Summative	50%	1. One in-class written assignment, discussing a given scenario 2. One practical report. Indicative topics of practical report: Virtual Learning experiment, Experiment participation, Article Review, Classical or Operant Conditioning principles in real life								
Final Examination (2-hours)- summative	50%	Essay questions (Choice: 2 out of 3); Memory component								

	<p>following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures and critical discussions of published research. ➤ Individual designing of experiments using appropriate software, conducting the experiments using human participants, analyzing obtained data and writing of experimental reports. Practical laboratory exercises using SPSS. ➤ Individual tutorial time, supervising all steps of the research paper. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p> <table border="1"> <tr> <td>Laboratory Exercises – formative</td><td>0%</td><td>Hands on application exercises of the material presented in class.</td></tr> <tr> <td>Portfolio-summative</td><td>50%</td><td> <ul style="list-style-type: none"> • Short experimental report • Peer review exercise </td></tr> <tr> <td>One research paper–summative</td><td>50%</td><td>literature review/design/ participants' recruitment/analysis and presentation of results (2,500 to 3,000 words).</td></tr> </table> <p>The formative laboratory exercises aim to prepare students for the summative assessments. The research paper assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 1, 4, 5. The portfolio assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 2, 3.</p> <p>➤ PS 4239 COGNITION-LEVEL 6</p> <p>This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes. Topics to be covered include attention, perception, multiple memory systems, encoding and retrieval processes, the role of knowledge, language, problem-solving and</p>		Laboratory Exercises – formative	0%	Hands on application exercises of the material presented in class.	Portfolio- summative	50%	<ul style="list-style-type: none"> • Short experimental report • Peer review exercise 	One research paper– summative	50%	literature review/design/ participants' recruitment/analysis and presentation of results (2,500 to 3,000 words).
Laboratory Exercises – formative	0%	Hands on application exercises of the material presented in class.									
Portfolio- summative	50%	<ul style="list-style-type: none"> • Short experimental report • Peer review exercise 									
One research paper– summative	50%	literature review/design/ participants' recruitment/analysis and presentation of results (2,500 to 3,000 words).									

A8. Demonstrate in-depth knowledge of Personality and/or Psychopathology, and an awareness of the conditional nature of knowledge and its dependence upon a variety of contexts and frameworks.	reasoning.								
	<u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:								
	<ul style="list-style-type: none">➤ Classes consist of lectures and critical discussions of the assigned supplemental articles➤ Individual tutorial time➤ Office hours➤ Use of Blackboard site								
	ASSESSMENT:								
	<table><tr><td>Two in class “diagnostic” tests (formative)</td><td>0%</td><td>Short answer questions</td></tr><tr><td>One 24h midterm exam (summative)</td><td>40%</td><td>One long essay (1000 words)</td></tr><tr><td>Portfolio of critical assignments (summative)</td><td>60%</td><td>c. A power-point presentation. d. One critical review essay question assessing application of knowledge covered (1400 words).</td></tr></table>	Two in class “diagnostic” tests (formative)	0%	Short answer questions	One 24h midterm exam (summative)	40%	One long essay (1000 words)	Portfolio of critical assignments (summative)	60%
Two in class “diagnostic” tests (formative)	0%	Short answer questions							
One 24h midterm exam (summative)	40%	One long essay (1000 words)							
Portfolio of critical assignments (summative)	60%	c. A power-point presentation. d. One critical review essay question assessing application of knowledge covered (1400 words).							
	The Midterm exam assesses Learning Outcomes 1 and 2. The Portfolio assesses Learning Outcomes 3, 4, 5 and 6.								
	A8. <u>Where it is taught:</u> Students have three (3) modules and one (1) group (A) of optional modules: PS1001 PSYCHOLOGY AS A SOCIAL SCIENCE (level 4), PS 3012 THEORIES OF PERSONALITY (Level 5), PS 4251 ABNORMAL PSYCHOLOGY (Level 6) and Group A of optional modules at Level 6 (PS 4152 SCHOOLS OF								

PSYCHOTHERAPY, PS INTRODUCTION TO COUNSELING, PS4244 PSYCHOLOGY OF ADDICTION AND PS 4343 CHILDHOOD AND ADOLESCENCE PSYCHOPATHOLOGY)

➤ **PS 1001 PSYCHOLOGY AS A SOCIAL SCIENCE** – Level 4:

Overview of the field of psychology as a social science with emphasis on: theoretical perspectives and research methods, life-span development, mental abilities, personality theory and assessment, stress and coping, psychological disorders and treatment, social behaviour.

Learning and Teaching Strategy: In congruence with the Learning and Teaching strategy of the College, the following tools are used:

- Lectures and class discussions
- Relevant educational films
- Office hours
- Use of Blackboard site

ASSESSMENT:

In-class, 1-hour, "diagnostic" test – formative	0%	Multiple choices & short answer questions
In-class 1-hour midterm examination – summative	40%	Multiple choices & short answer questions
In-class final examination (2-hours) – summative	60%	Multiple choices & short answer questions

The formative “diagnostic” test aims to prepare students for the examinations.

The midterm examination assesses Learning Outcomes 1, 2, 3 and 4 with an emphasis on 1 and 3.

The final examination assesses Learning Outcomes 1, 2, 3, 4 and 5 with an emphasis on 2, 4 and 5.

➤ **PS 3012 Theories of Personality-LEVEL 5**

Historical and theoretical examination of the concept of personality. Scientific conceptualization of human behaviour and critical evaluation and comparison of personality theories, with respect to comprehensiveness, empirical validity and applied value. Applications of principles of personality development to contemporary society.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures, discussions, in-class activities, and case study discussions.
- Office hours
- Use of Blackboard site

ASSESSMENT:

Analytical reaction papers- formative	0%	Reflection and personal reaction to each personality theory, relevance to current social issues and events
Critical review paper– summative	40%	Critical appraisal of literature on a selected personality theory or trait (2,500-3,000 words)
In-class final examination (2-hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)

The formative assessment relates to learning outcomes 1
The Paper Assignment tests learning outcomes 1, 4, 5.
The final examination tests learning outcomes 2, 3, 5 with an emphasis on 2 & 3.

➤ **PS 4251 ABNORMAL PSYCHOLOGY-LEVEL 6**

Theories of and research in the study of psychopathological development. A scientist-practitioner

	<p>approach to the study of a variety of psychological disorders, including anxiety, affective and personality disorders. Assessment and treatment approaches.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, discussions, in-class activities, and case study discussions.➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>Case assessment and diagnosis- formative</td><td>0%</td><td>Phenomenological written case reports to enhance differential diagnosis skills and understanding of the abnormal experience and symptomatology</td></tr><tr><td>Critical Review Paper–summative</td><td>50%</td><td>Critical review on recent empirical finding on controversial diagnostic and treatment issues of psychopathology (3,000 words).</td></tr><tr><td>In-class final examination (2-hour, comprehensive) – summative</td><td>50%</td><td>Essay questions (choice: 3 out of 5)</td></tr></table> <p>The formative assessment relates to learning outcomes 1, 3, 4, 6, The paper assignment assesses learning outcomes 1, 2, 3, 5 The final exam assesses learning outcomes 1-6, with emphasis on 4 & 6</p> <p>PSYCHOLOGY OPTION GROUP A</p> <ul style="list-style-type: none">➤ PS 4152 SCHOOLS OF PSYCHOTHERAPY-LEVEL 6 <p>Examination of contemporary psychotherapies. Basic and advanced principles and techniques in psychoanalytic/psychodynamic, humanistic, existential, behavioral, cognitive, rational-emotive, group, and family therapies. Critical evaluation of current therapy process and outcome research and on the process</p>	Case assessment and diagnosis- formative	0%	Phenomenological written case reports to enhance differential diagnosis skills and understanding of the abnormal experience and symptomatology	Critical Review Paper– summative	50%	Critical review on recent empirical finding on controversial diagnostic and treatment issues of psychopathology (3,000 words).	In-class final examination (2-hour, comprehensive) – summative	50%	Essay questions (choice: 3 out of 5)
Case assessment and diagnosis- formative	0%	Phenomenological written case reports to enhance differential diagnosis skills and understanding of the abnormal experience and symptomatology								
Critical Review Paper– summative	50%	Critical review on recent empirical finding on controversial diagnostic and treatment issues of psychopathology (3,000 words).								
In-class final examination (2-hour, comprehensive) – summative	50%	Essay questions (choice: 3 out of 5)								

and effectiveness of psychotherapy.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures, video and audio presentations, and in-class demonstrations
- In class discussions of case studies
- Role play exercises and experiential examples
- Individual or group discussions of course material
- Use of Blackboard site
- Office hours

ASSESSMENT:

Class participation- formative	0%	Participation in weekly exercises in class
Critical Essay - summative	40%	On a critical question on the material covered given to students 48 hours prior to the day of submission (2,000 words)
In-class final examination (2 hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)

The formative exercises aim to prepare students for the exams and enhance their learning experience.

The critical essay assesses learning outcome 2.

The final examination assesses learning outcome 1, 3, and 4.

➤ **PS 4154 INTRODUCTION TO COUNSELING PSYCHOLOGY -LEVEL 6**

This course is designed to provide the student with an overview of the field of counseling psychology. The course utilizes a scientist/practitioner approach to familiarize students with the assumptions, theories, strategies, applications, and ethical and legal considerations related to counseling psychology. This course is not designed to teach students how to conduct psychotherapy.

	<p><u>Learning and Teaching Strategy:</u> Lectures, class experiential activities, group discussions, a portfolio and a term paper.</p>		
	<p>ASSESSMENT:</p>		
	Formative Assessment	0%	Video class discussions and reflections
	Portfolio- Summative	60%	<p>The Portfolio assessment includes two types of assignments:</p> <p>Personal Beliefs Statement (1500 words). This statement outlines students' motivations for choosing the counseling psychology field.</p> <p>Self-Reflection Papers on different topics presented in class.</p>
	Critical Review Paper- Summative	40%	Students will write a critical review paper of the empirical evidence on one of the following topics: Personal Therapy, Online Counseling, Mandated Counseling. As these topics are still debates in counseling psychology students will need to draw their conclusions based on existing empirical evidence (2,500 to 3000 words).
<p>Formative assessments enrich students' learning experiences Portfolio assesses the Learning Outcomes 1, 2, 6, 7.</p>			

	<p>Critical Review Paper assesses Learning Outcomes 2, 3, 4, 5 with an emphasis on 3, 4, 5.</p> <p>➤ PS 4244 PSYCHOLOGY OF ADDICTION-LEVEL 6</p> <p>The course aims at providing a model for understanding the psychological and biological aspects of addiction and addictive behaviors. It covers, the neurobiological mechanisms associated with consciousness altering substances, the social, cultural and psychological perspectives on addictive behaviours. Students will be familiarized with diagnostic criteria for alcohol and substance use disorders utilizing the Diagnostic and Statistical Manual Fifth Addition (DSM-5) as well as to more continuum models of assessing addictions, The course focuses also on other non substance related forms of addiction, like gambling, sex addiction, internet addiction and the addictive features of feeding and eating disorders Other factors that may contribute to the development of addictive behaviors, like personality traits or family characteristics, are also examined.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, class discussions, video presentations, and demonstrations of the material presented➤ In class discussions of case studies and relevant articles➤ Use of Blackboard site➤ Office hours <p>ASSESSMENT:</p> <table><tr><td>Informal report -formative</td><td>0%</td><td>Small group informal report on other addictive behaviors, i.e. gambling, food, work, internet and leading discussion on similarities and differences with drug addiction.</td></tr><tr><td>Critical review paper–summative</td><td>50%</td><td>Critical review on recent biological and</td></tr></table>	Informal report - formative	0%	Small group informal report on other addictive behaviors, i.e. gambling, food, work, internet and leading discussion on similarities and differences with drug addiction.	Critical review paper– summative	50%	Critical review on recent biological and
Informal report - formative	0%	Small group informal report on other addictive behaviors, i.e. gambling, food, work, internet and leading discussion on similarities and differences with drug addiction.					
Critical review paper– summative	50%	Critical review on recent biological and					

		psycho-social research on controversial medical, social, and ethical issues related to drug addiction. (3,000 words).						
	In-class final examination (2 hours) - summative	50% Essay questions (choice: 3 out of 5)						
<p>The critical review paper assesses learning outcomes 1, 2, 6 and 7. The final exam assesses learning outcomes 2, 3, 4, 5 and 6 with an emphasis on 3, 4 and 5.</p> <p>➤ PS 4343 CHILDHOOD & ADOLESCENCE PSYCHOPATHOLOGY -LEVEL 6 Comprehensive and critical evaluation of theories and research on the etiology of different types of psychopathology in infancy, childhood, and adolescence. Applications of psychometric tests and assessment, and evidence-based treatment and prevention programs.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, class discussions, video presentations, and demonstrations of the material presented ➤ In class discussions of case studies and recent articles ➤ Role play exercises and examples are employed to facilitate active learning ➤ Individual or group presentation of a paper ➤ Use of Blackboard site ➤ Office hours <p>ASSESSMENT:</p> <table border="1"> <tr> <td>Class participation-formative</td><td>0%</td><td>Participation in weekly exercises in class</td></tr> <tr> <td>Group project -summative</td><td>60%</td><td>Critical literature review of treatment effectiveness and group presentation</td></tr> </table>			Class participation- formative	0%	Participation in weekly exercises in class	Group project - summative	60%	Critical literature review of treatment effectiveness and group presentation
Class participation- formative	0%	Participation in weekly exercises in class						
Group project - summative	60%	Critical literature review of treatment effectiveness and group presentation						

A9. Demonstrate detailed knowledge and understanding of findings and debates in individual and social differences in psychology	In-class final examination (2 hour, comprehensive) - summative			40%	Essay questions (choice: 3 out of 5)
	<p>The formative exercises will enrich the students learning experience and enable them to understand the material at a more in-depth manner.</p> <p>The group project assesses learning objective 4 and 5.</p> <p>The final exam assesses learning objectives 1, 2, 3, and 5.</p> <p>A9.</p> <p><u>Where it is taught:</u></p> <p>Students have three (3) modules: PS1001 PSYCHOLOGY AS A SOCIAL SCIENCE (Level 4), PS 2257 DIVERSITY AND SOCIAL INTERACTION (Level 4), PS 3012 THEORIES OF PERSONALITY (Level 5), PS 3026 SOCIAL PSYCHOLOGY (Level 5) and PS 3032 TESTING & ASSESSMENT (Level 5).</p> <p>➤ PS 1001 PSYCHOLOGY AS A SOCIAL SCIENCE – Level 4:</p> <p>Overview of the field of psychology as a social science with emphasis on: theoretical perspectives and research methods, life-span development, mental abilities, personality theory and assessment, stress and coping, psychological disorders and treatment, social behaviour.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Lectures and class discussions ➤ Relevant educational films ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>				
	In-class, 1-hour, "diagnostic" test –			0%	Multiple choices & short answer questions

	formative		
	In-class 1-hour midterm examination – summative	40%	Multiple choices & short answer questions
	In-class final examination (2-hours) – summative	60%	Multiple choices & short answer questions
<p>The formative “diagnostic” test aims to prepare students for the examinations. The midterm examination assesses Learning Outcomes 1, 2, 3 and 4 with an emphasis on 1 and 3. The final examination assesses Learning Outcomes 1, 2, 3, 4 and 5 with an emphasis on 2, 4 and 5.</p> <p>➤ PS 2257 DIVERSITY AND SOCIAL INTERACTION (Level 4)</p> <p>This course studies the Psychology of Diversity and social interaction in contemporary times. A comprehensive coverage of basic theories and current research on Diversity is presented, explaining how and why a broad range of social differences influence attitudes, behavior, experiences and social interactions. The origins and forms of stereotypes and prejudice are examined, implications of stigma and social inequalities are discussed, in addition to addressing a variety of preventative and interventions strategies at the individual and societal level.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, video presentations and demonstration of the material presented. ➤ In class discussions of case studies and best practices when working with diversity issues. ➤ Use of Blackboard site ➤ Office hours <p>ASSESSMENT</p> <hr/> <p>Class participation – Summative 0% Participation in class discussions (related to thematic issues) experiential exercises/ self- reflection exercises.</p>			

	Midterm Exam (1 hour)	40%	Short essay questions (2 out of 3)						
	Summative								
	Final Exam (2 hours)	60%	Essay questions (2 out of 3)						
	Summative								
<p>The formative assignments are aimed to enrich the students learning experience and enable them to understand the material in an in-depth and critical manner.</p> <p>Class participation assesses the learning outcomes 1, 2 & 3</p> <p>The Midterm exam assesses learning outcomes 1 & 2</p> <p>The Final exam assesses learning objectives 1,3,4,5 & 6, with an emphasis on 3,4,5,& 6.</p> <p>➤ PS 3012 Theories of Personality-LEVEL 5</p> <p>Historical and theoretical examination of the concept of personality. Scientific conceptualization of human behaviour and critical evaluation and comparison of personality theories, with respect to comprehensiveness, empirical validity and applied value. Applications of principles of personality development to contemporary society.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, discussions, in-class activities, and case study discussions.➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>Analytical reaction papers- formative</td><td>0%</td><td>Reflection and personal reaction to each personality theory, relevance to current social issues and events</td></tr><tr><td>Critical review paper–summative</td><td>40%</td><td>Critical appraisal of literature on a</td></tr></table>				Analytical reaction papers- formative	0%	Reflection and personal reaction to each personality theory, relevance to current social issues and events	Critical review paper– summative	40%	Critical appraisal of literature on a
Analytical reaction papers- formative	0%	Reflection and personal reaction to each personality theory, relevance to current social issues and events							
Critical review paper– summative	40%	Critical appraisal of literature on a							

			selected personality theory or trait (2,500-3,000 words)
	In-class final examination (2-hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)
<p>The formative assessment relates to learning outcomes 1 The Paper Assignment tests learning outcomes 1, 4, 5. The final examination tests learning outcomes 2, 3, 5 with an emphasis on 2 & 3.</p> <p>➤ PS 3026 Social Psychology -LEVEL 5 Systematic analysis and evaluation of theoretical constructs, principles and research in relation to the social psychological nature and causes of behaviour. Theoretical explanations and research findings are discussed within the context of the social world. Topics include an introduction to the history of social psychology, social perception-including impression formation and attribution theories, attitude formation, and persuasion, group processes-including group performance and group decision making, leadership theories, conformity, compliance and obedience.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class. ➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. ➤ Office hours ➤ Blackboard site <p>ASSESSMENT:</p>			
	In- class Non Formally Assessed	0%	Problems/essay questions (choice 3 out of 5)

	Practical – Formative		
	Critical Review Paper - Summative	40%	Critical appraisal of literature on a selected topic (2,500 - 3,000 words).
	In-class final examination (2 hours, comprehensive) - Summative	60%	Essay questions (Choice: 3 out of 5)
<p>The formative test aims to prepare students for the examinations. The critical review paper assesses Learning Outcomes 1, 2, and 5 The Final Examination assesses Learning Outcomes 3, 4, 5, 6 and 7.</p> <p>➤ PS 3032 TESTING & ASSESSMENT-LEVEL 5 Comprehensive knowledge of the theory and practice of psychological testing and assessment. Statistical analysis and in-depth understanding of the psychometric properties of tests. Evaluation of achievement, intelligence, cognitive, neuropsychological and personality tests. Application of testing and assessment in various applied settings. Laboratory practice sessions complements the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures will consist of demonstrations of the material presented, videos, discussions, group and individual work, role play examples ➤ Interactive learning (class discussions, group and individual work) and practical hands-on problems solved in class and Blackboard. ➤ Use of the one-way mirror to demonstrate administration of tests. ➤ Blackboard site ➤ Office hours <p>ASSESSMENT:</p>			
	Weekly class and home exercises- formative	0%	Hands-on application of the material presented in class

A10. Gain conceptual understanding and detailed knowledge of theory and research in several specialized areas of Psychology.	One research paper - summative	40%	Validation study of the psychometric properties of an existing instrument (brief description, data analyses and/or collection, interpretation and conclusions); 2,500 to 3,000 words.
	In-class final examination (2-hour, comprehensive) - summative	60%	Essay questions (Choice: 3 out of 5)
	<p>The formative <i>lab exercises</i> aim to prepare students for the summative assessments. The research paper assesses Learning Outcomes 4 and 5 The final examination assesses Learning Outcomes 1, 2, 3, 4 with emphasis on 1, 2 & 3.</p> <p>A10. <u>Where it is taught:</u> Students have twelve (12) modules from three groups of optional modules at Level 6 to select four (4): PSYCHOLOGY OPTION GROUP A (PS 4152 SCHOOLS OF PSYCHOTHERAPY, PS 4154 INTRODUCTION TO COUNSELING PSYCHOLOGY, PS 4244 PSYCHOLOGY OF ADDICTION, and PS 4343 CHILDHOOD & ADOLESCENCE PSYCHOPATHOLOGY). PSYCHOLOGY OPTION GROUP B (PS 4219 HEALTH PSYCHOLOGY, PS 4221 EDUCATIONAL PSYCHOLOGY, PS 4224 INDUSTRIAL /ORGANISATIONAL PSYCHOLOGY and PS 4249 FORENSIC PSYCHOLOGY). PSYCHOLOGY OPTION GROUP C (PS 4213 PSYCHOLOGY OF LANGUAGE, PS STRESS AND COPING, PS 43XX SOCIAL COGNITION , PS 43XX HOT TOPICS IN HUMAN NEUROPSYCHOLOGY) & ONE FROM ANY GROUP (A, B or C).</p> <p>PSYCHOLOGY OPTION GROUP A</p> <p>➤ PS 4152 SCHOOLS OF PSYCHOTHERAPY-LEVEL 6 Examination of contemporary psychotherapies. Basic and advanced principles and techniques in psychoanalytic/psychodynamic, humanistic, existential, behavioral, cognitive, rational-emotive, group, and</p>		

family therapies. Critical evaluation of current therapy process and outcome research and on the process and effectiveness of psychotherapy.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures, video and audio presentations, and in-class demonstrations
- In class discussions of case studies
- Role play exercises and experiential examples
- Individual or group discussions of course material
- Use of Blackboard site
- Office hours

ASSESSMENT:

Class participation- formative	0%	Participation in weekly exercises in class
Critical Essay - summative	40%	On a critical question on the material covered given to students 48 hours prior to the day of submission (2,000 words)
In-class final examination (2 hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)

The formative exercises aim to prepare students for the exams and enhance their learning experience.

The critical essay assesses learning outcome 2.

The final examination assesses learning outcome 1, 3, and 4.

➤ **PS 4154 INTRODUCTION TO COUNSELING PSYCHOLOGY -LEVEL 6**

This course is designed to provide the student with an overview of the field of counseling psychology.

The course utilizes a scientist/practitioner approach to familiarize students with the assumptions, theories, strategies, applications, and ethical and legal considerations related to counseling psychology. This course is not designed to teach students how to conduct psychotherapy.

	<p><u>Learning and Teaching Strategy:</u> Lectures, class experiential activities, group discussions, a portfolio and a term paper.</p>		
	<p>ASSESSMENT:</p>		
	Formative Assessment	0%	Video class discussions and reflections
	Portfolio- Summative	60%	<p>The Portfolio assessment includes two types of assignments:</p> <p>Personal Beliefs Statement (1500 words). This statement outlines students' motivations for choosing the counseling psychology field.</p> <p>Self-Reflection Papers on different topics presented in class.</p>
	Critical Review Paper- Summative	40%	Students will write a critical review paper of the empirical evidence on one of the following topics: Personal Therapy, Online Counseling, Mandated Counseling. As these topics are still debates in counseling psychology students will need to draw their conclusions based on existing empirical evidence (2,500 to 3000 words).
Formative assessments enrich students' learning experiences			

	<p>Portfolio assesses the Learning Outcomes 1, 2, 6, 7. Critical Review Paper assesses Learning Outcomes 2, 3, 4, 5 with an emphasis on 3, 4, 5.</p> <p>➤ PS 4244 PSYCHOLOGY OF ADDICTION-LEVEL 6</p> <p>The course aims at providing a model for understanding the psychological and biological aspects of addiction and addictive behaviors. It covers, the neurobiological mechanisms associated with consciousness altering substances, the social, cultural and psychological perspectives on addictive behaviours. Students will be familiarized with diagnostic criteria for alcohol and substance use disorders utilizing the Diagnostic and Statistical Manual Fifth Addition (DSM-5) as well as to more continuum models of assessing addictions, The course focuses also on other non substance related forms of addiction, like gambling, sex addiction, internet addiction and the addictive features of feeding and eating disorders Other factors that may contribute to the development of addictive behaviors, like personality traits or family characteristics, are also examined.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, class discussions, video presentations, and demonstrations of the material presented➤ In class discussions of case studies and relevant articles➤ Use of Blackboard site➤ Office hours <p>ASSESSMENT:</p> <table><tr><td>Informal report -formative</td><td>0%</td><td>Small group informal report on other addictive behaviors, i.e. gambling, food, work, internet and leading discussion on similarities and differences with drug addiction.</td></tr></table>	Informal report - formative	0%	Small group informal report on other addictive behaviors, i.e. gambling, food, work, internet and leading discussion on similarities and differences with drug addiction.
Informal report - formative	0%	Small group informal report on other addictive behaviors, i.e. gambling, food, work, internet and leading discussion on similarities and differences with drug addiction.		

Critical review paper— summative	50%	Critical review on recent biological and psycho-social research on controversial medical, social, and ethical issues related to drug addiction. (3,000 words).
In-class final examination (2 hours) - summative	50%	Essay questions (choice: 3 out of 5)

The critical review paper assesses learning outcomes 1, 2, 6 and 7.
The final exam assesses learning outcomes 2, 3, 4, 5 and 6 with an emphasis on 3, 4 and 5.

➤ **PS 4343 CHILDHOOD & ADOLESCENCE PSYCHOPATHOLOGY -LEVEL 6**
Comprehensive and critical evaluation of theories and research on the etiology of different types of psychopathology in infancy, childhood, and adolescence. Applications of psychometric tests and assessment, and evidence-based treatment and prevention programs.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the College, the following tools are used:

- Classes consist of lectures, class discussions, video presentations, and demonstrations of the material presented
- In class discussions of case studies and recent articles
- Role play exercises and examples are employed to facilitate active learning
- Individual or group presentation of a paper
- Use of Blackboard site
- Office hours

ASSESSMENT:

Class participation- formative	0%	Participation in weekly exercises in class
Group project - summative	60%	Critical literature review of treatment

		effectiveness and group presentation									
	In-class final examination (2 hour, comprehensive) - summative	40% Essay questions (choice: 3 out of 5)									
<p>The formative exercises will enrich the students learning experience and enable them to understand the material at a more in-depth manner.</p> <p>The group project assesses learning objective 4 and 5.</p> <p>The final exam assesses learning objectives 1, 2, 3, and 5.</p> <p>PSYCHOLOGY OPTION GROUP B</p> <p>➤ PS 4219 HEALTH PSYCHOLOGY -LEVEL 6</p> <p>This module offers a critical understanding of the role of behaviour in health and illness utilizing both quantitative and qualitative research findings. Current issues in health promotion and illness prevention, with emphasis on an integrated holistic approach. Stress and physical illness, hospitalisation, doctor-patient relationship, biopsychosocial aspects of pain, chronic illness, death and dying,</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ Class lectures and discussions ➤ In-class experiential exercises ➤ Office hours ➤ Use of Blackboard Site <p>ASSESSMENT:</p> <table border="1"> <tr> <td>Class participation-formative</td><td>0%</td><td>Participation in weekly exercises in class</td></tr> <tr> <td>Portfolio-summative</td><td>60%</td><td>3. Self-reflective health status diary 4. Qualitative research position paper</td></tr> <tr> <td>In-class final examination (2 hour, comprehensive) –summative</td><td>40%</td><td>Essay questions (choice: 3 out of 5)</td></tr> </table>			Class participation- formative	0%	Participation in weekly exercises in class	Portfolio- summative	60%	3. Self-reflective health status diary 4. Qualitative research position paper	In-class final examination (2 hour, comprehensive) – summative	40%	Essay questions (choice: 3 out of 5)
Class participation- formative	0%	Participation in weekly exercises in class									
Portfolio- summative	60%	3. Self-reflective health status diary 4. Qualitative research position paper									
In-class final examination (2 hour, comprehensive) – summative	40%	Essay questions (choice: 3 out of 5)									

The formative test aims to prepare students for the final examination.
 The portfolio assesses Learning outcome 1, 2, 3, 5 & 6.
 The final examination tests Learning Outcomes 1, 4, and 5 with an emphasis on 4.

➤ **PS 4221 EDUCATIONAL PSYCHOLOGY -LEVEL 6**

Application of psychological and educational methods and principles to the behavior of teachers and students in school settings. Student characteristics, learning and motivation, teaching methods and practices, and assessment.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the College, the following tools are used:

- Classes consist of lectures, discussions
- Interactive group workshops on topics being taught
- In class critical discussions of published articles
- Use of Blackboard site
- Office hours

ASSESSMENT:

In-class practical exercises – formative	0%	Application exercises on selected topics
Group Project– summative	60%	Intervention program on a selected topic in educational psychology, including literature review / program design / implications (3000 words)
In-class final examination (2 hours) – summative	40%	Essay questions (Choice: 3 out of 5)

The formative exercises relate to Learning Outcomes 1-5 and aim to enrich students' learning.

	<p>The group project assesses Learning Outcomes 3, 4, and 5, with an emphasis on application of concepts and theories.</p> <p>The final examination assesses Learning Outcomes 1 to 5.</p> <p>➤ PS 4224 INDUSTRIAL/ORGANISATIONAL PSYCHOLOGY-LEVEL 6</p> <p>A systematic analysis of the science of people at work: Topics include, but not exclusively, jobs requirement, selection and assessment, and the overall interface between the organization and its people. Personnel selection, evaluation and, training methods are assessed, whilst the roles of Job Satisfaction, Motivation at work and Productivity in changing economic times are explored. Working conditions & job design factors are evaluated in the context of the psychological work contract and the Long Work Hours Culture. Organizational behavior and stress management issues covered.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class.➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.➤ Office hours➤ Blackboard Site <p>ASSESSMENT:</p> <table><tr><td>In-class practical exercises - formative</td><td>0%</td><td>Review, analysis and discussion of case studies</td></tr><tr><td>Group project- summative</td><td>60%</td><td>Critical review of literature, data collection, analysis and discussion.</td></tr><tr><td>In-class final examination (2 hours, comprehensive) -summative</td><td>40%</td><td>Essay questions (choice: 3 out of 5)</td></tr></table>	In-class practical exercises - formative	0%	Review, analysis and discussion of case studies	Group project- summative	60%	Critical review of literature, data collection, analysis and discussion.	In-class final examination (2 hours, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)
In-class practical exercises - formative	0%	Review, analysis and discussion of case studies								
Group project- summative	60%	Critical review of literature, data collection, analysis and discussion.								
In-class final examination (2 hours, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)								

	<p>The formative assessment aims to prepare students for the summative assessments. The Group project assesses Learning Outcomes 3 & 5 The Final Examination assesses Learning Outcomes 1, 2, 4, and 6.</p> <p>➤ PS 4249 FORENSIC PSYCHOLOGY -LEVEL 6 A systematic examination of the applications of psychology to legal issues including criminal profiling, insanity defence, competency to stand trial, commitment to and release from mental institutions, jury selection, eyewitness testimony, expert witness testimony as well as child custody disputes.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, discussions, in-class activities, and case study discussions.➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>In-class practical exercises - formative</td><td>0%</td><td>Review, analysis and discussion of case studies</td></tr><tr><td>Case analysis and preparation of Amicus Brief - summative</td><td>60%</td><td>Describe a legal case and synthesize evidence to defend a particular party with convincing arguments (3,000 words).</td></tr><tr><td>In-class final examination (2 hours, comprehensive) -summative</td><td>40%</td><td>Essay questions (choice: 3 out of 5)</td></tr></table> <p>The formative assessment relates to learning outcomes 1, 4-7 The case analysis assesses learning outcomes 3, 6, 7 and 8. The final exam assesses learning outcomes 1-5.</p>	In-class practical exercises - formative	0%	Review, analysis and discussion of case studies	Case analysis and preparation of Amicus Brief - summative	60%	Describe a legal case and synthesize evidence to defend a particular party with convincing arguments (3,000 words).	In-class final examination (2 hours, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)
In-class practical exercises - formative	0%	Review, analysis and discussion of case studies								
Case analysis and preparation of Amicus Brief - summative	60%	Describe a legal case and synthesize evidence to defend a particular party with convincing arguments (3,000 words).								
In-class final examination (2 hours, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)								

PSYCHOLOGY OPTION GROUP C:**➤ PS 4213 PSYCHOLOGY OF LANGUAGE-LEVEL 6**

This course will provide an introduction to Psycholinguistics. It will cover a broad range of topics from this constantly growing applied field, including the origin and biological foundations of language, as well as the different components of language (morphology, phonology, syntax and semantics). Processes involved in-sentence comprehension language production and new approaches to the study of language disorders will also be covered.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures and critical discussions of published research.
- Office hours
- Use of Blackboard site.

ASSESSMENT:

In class diagnostic tests (formative)	0%	The tests will be comprised of 3 short questions out of 4, 100 word each.
In-class Oral Presentation (summative)	40%	Submission of a printed copy of the PowerPoint presentation
In-class final examination (2 hours, comprehensive) (summative)	60%	Essay questions (choice: 3 out of 5)

The formative assessments aim to prepare the students for their final examination.

The Oral Presentation assesses Learning Outcome: 5

The final examination assesses Learning Outcomes: 1, 2,3, & 4.

➤ **PS 4223 STRESS AND COPING -LEVEL 6**

Integrative approach to the scientific study of the causes, symptoms and consequences of stress. Theoretical and practical concepts to the study of stress are examined, with an outlook to stress management techniques. Success and failing of coping mechanisms are referred to. Adjustments in the areas of interpersonal relationships, school and college life and in the workplace are examined.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class.
- Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- Office hours
- Full use of the library is mandatory for further reading.

ASSESSMENT:

In class Practical exercises– formative	0%	Case Studies/ Class Discussion on a Thematic Issue/Discussion Forum on Blackboard.
Individual Project - Summative	50%	choice 1 out of 2 thematic subjects (3,000 words)
In-class final examination (2 hours, comprehensive) - Summative	50%	Essay questions (choice 3 out of 5)

The formative assessment aims to prepare students for the examinations.

The Individual Project assesses learning outcomes 1 and 5.

The Final Examination assesses learning outcomes 1,2,3,4,5 and 6.

➤ **PS 43XX SOCIAL COGNITION -LEVEL 6**

	<p>Integration of two major fields of psychology, social and cognitive psychology. Critical analysis of theories, methods and practical applications centered on how people think about themselves and make sense of their social environment. Emphasis on the cognitive processes as well as on the shared and interactive nature of people’s perceptions and experiences in contemporary, everyday contexts.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Lectures in combination with group discussions➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>In-class assignments-Formative</td><td>0%</td><td>Essay questions and discussion, practical exercises</td></tr><tr><td>Critical review paper-Summative</td><td>50%</td><td>A critical discussion and evaluation of theoretical and methodological approaches to the study of a key topic of social cognition (3,000 words)</td></tr><tr><td>In-class Final examination (2 hours) - Summative</td><td>50%</td><td>Essay questions (3 out of 5)</td></tr></table> <p>The formative assessments aim to prepare students for the summative assessments. The critical review paper assesses learning outcomes 2 and 4. The Final Examination assesses learning outcomes 1, 2 and 3 with emphasis on 1 and 3.</p> <p>➤ PS 43XX HOT TOPICS IN HUMAN NEUROPSYCHOLOGY -LEVEL 6 Neuropsychology is a field of study that endeavors to define the relationship between brain processes and aspects of human psychological functioning. Historically, the main source of data in neuropsychology has been the study of behavior after brain damage or the presence of</p>	In-class assignments- Formative	0%	Essay questions and discussion, practical exercises	Critical review paper- Summative	50%	A critical discussion and evaluation of theoretical and methodological approaches to the study of a key topic of social cognition (3,000 words)	In-class Final examination (2 hours) - Summative	50%	Essay questions (3 out of 5)
In-class assignments- Formative	0%	Essay questions and discussion, practical exercises								
Critical review paper- Summative	50%	A critical discussion and evaluation of theoretical and methodological approaches to the study of a key topic of social cognition (3,000 words)								
In-class Final examination (2 hours) - Summative	50%	Essay questions (3 out of 5)								

	<p>neurodegenerative disorder. The power of a neuropsychological approach is revealed not only into the difficulties experienced by people with brain damage, but into psychological disorders as diverse as learning disabilities, depression, schizophrenia, and personality disorders.</p> <p><u>Learning and Teaching Strategy:</u> The course will be taught in a seminar format:</p> <ul style="list-style-type: none">➤ Classes consist mainly of critical class discussions of assigned readings.➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>In-class discussion activities (formative)</td><td>0%</td><td>Active class engagement during the weekly meetings</td></tr><tr><td>Clinical case report (summative)</td><td>40%</td><td>Students are required to write a “reaction” report to a clinical case, relevant to a neurocognitive domain (1200 words).</td></tr><tr><td>Critical Review Paper (summative)</td><td>60%</td><td>Students select a disorder/disease and focus on the etiology, symptomatology, assessment and treatment. Students have to review the scientific literature which informs the current knowledge of the chosen subject area (3000 words).</td></tr></table> <p>Formative assessments prepare students for the summative assessments The clinical case report assesses Learning Outcome 2 The Final paper covers Learning Outcomes: 1, 3, 4, 5</p>	In-class discussion activities (formative)	0%	Active class engagement during the weekly meetings	Clinical case report (summative)	40%	Students are required to write a “reaction” report to a clinical case, relevant to a neurocognitive domain (1200 words).	Critical Review Paper (summative)	60%	Students select a disorder/disease and focus on the etiology, symptomatology, assessment and treatment. Students have to review the scientific literature which informs the current knowledge of the chosen subject area (3000 words).
In-class discussion activities (formative)	0%	Active class engagement during the weekly meetings								
Clinical case report (summative)	40%	Students are required to write a “reaction” report to a clinical case, relevant to a neurocognitive domain (1200 words).								
Critical Review Paper (summative)	60%	Students select a disorder/disease and focus on the etiology, symptomatology, assessment and treatment. Students have to review the scientific literature which informs the current knowledge of the chosen subject area (3000 words).								

<p>A11. Consolidate and further their understanding of specialized/core domains in psychology, such as:</p> <ul style="list-style-type: none"> a. cognitive psychology b. psychopathology c. applied areas of psychology 	<p>A11.</p> <p><u>Where it is taught:</u></p> <p>Students have twelve (12) modules from three groups of optional modules at Level 6 to select four (4): PSYCHOLOGY OPTION GROUP A (PS 4152 SCHOOLS OF PSYCHOTHERAPY, PS 4154 INTRODUCTION TO COUNSELING PSYCHOLOGY, PS 4244 PSYCHOLOGY OF ADDICTION, and PS 4343 CHILDHOOD & ADOLESCENCE PSYCHOPATHOLOGY). PSYCHOLOGY OPTION GROUP B (PS 4219 HEALTH PSYCHOLOGY, PS 4221 EDUCATIONAL PSYCHOLOGY, PS 4224 INDUSTRIAL /ORGANISATIONAL PSYCHOLOGY and PS 4249 FORENSIC PSYCHOLOGY). PSYCHOLOGY OPTION GROUP C (PS 4213 PSYCHOLOGY OF LANGUAGE, PS 4223 STRESS AND COPING, PS 43XX SOCIAL COGNITION , PS 43XX HOT TOPICS IN HUMAN NEUROPSYCHOLOGY) & ONE FROM ANY GROUP (A, B or C).</p> <p>PSYCHOLOGY OPTION GROUP A</p> <ul style="list-style-type: none"> ➤ PS 4152 SCHOOLS OF PSYCHOTHERAPY-LEVEL 6 <p>Examination of contemporary psychotherapies. Basic and advanced principles and techniques in psychoanalytic/psychodynamic, humanistic, existential, behavioral, cognitive, rational-emotive, group, and family therapies. Critical evaluation of current therapy process and outcome research and on the process and effectiveness of psychotherapy.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, video and audio presentations, and in-class demonstrations ➤ In class discussions of case studies ➤ Role play exercises and experiential examples ➤ Individual or group discussions of course material ➤ Use of Blackboard site ➤ Office hours <p>ASSESSMENT:</p>
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	Class participation- formative	0%	Participation in weekly exercises in class
	Critical Essay - summative	40%	On a critical question on the material covered given to students 48 hours prior to the day of submission (2,000 words)
	In-class final examination (2 hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)

The formative exercises aim to prepare students for the exams and enhance their learning experience. The critical essay assesses learning outcome 2. The final examination assesses learning outcome 1, 3, and 4.

➤ **PS 4154 INTRODUCTION TO COUNSELING PSYCHOLOGY -LEVEL 6**

This course is designed to provide the student with an overview of the field of counseling psychology. The course utilizes a scientist/practitioner approach to familiarize students with the assumptions, theories, strategies, applications, and ethical and legal considerations related to counseling psychology. This course is not designed to teach students how to conduct psychotherapy.

Learning and Teaching Strategy:
Lectures, class experiential activities, group discussions, a portfolio and a term paper.

ASSESSMENT:

Formative Assessment	0%	Video class discussions and reflections
Portfolio- Summative	60%	<p>The Portfolio assessment includes two types of assignments:</p> <p>Personal Beliefs Statement (1500 words). This statement outlines students' motivations for choosing the counseling</p>

			psychology field. Self-Reflection Papers on different topics presented in class.
	Critical Review Paper- Summative	40%	Students will write a critical review paper of the empirical evidence on one of the following topics: Personal Therapy, Online Counseling, Mandated Counseling. As these topics are still debates in counseling psychology students will need to draw their conclusions based on existing empirical evidence (2,500 to 3000 words).
<p>Formative assessments enrich students' learning experiences Portfolio assesses the Learning Outcomes 1, 2, 6, 7. Critical Review Paper assesses Learning Outcomes 2, 3, 4, 5 with an emphasis on 3, 4, 5.</p> <p>➤ PS 4244 PSYCHOLOGY OF ADDICTION-LEVEL 6 The course aims at providing a model for understanding the psychological and biological aspects of addiction and addictive behaviors. It covers, the neurobiological mechanisms associated with consciousness altering substances, the social, cultural and psychological perspectives on addictive behaviours. Students will be familiarized with diagnostic criteria for alcohol and substance use disorders utilizing the Diagnostic and Statistical Manual Fifth Addition (DSM-5) as well as to more continuum models of assessing addictions, The course focuses also on other non substance related forms of addiction, like gambling, sex addiction, internet addiction and the addictive features of feeding and eating disorders Other factors that may contribute to the development of addictive behaviors, like personality traits or family characteristics, are also examined.</p>			

	<p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, class discussions, video presentations, and demonstrations of the material presented➤ In class discussions of case studies and relevant articles➤ Use of Blackboard site➤ Office hours <p>ASSESSMENT:</p> <table><tr><td>Informal report -formative</td><td>0%</td><td>Small group informal report on other addictive behaviors, i.e. gambling, food, work, internet and leading discussion on similarities and differences with drug addiction.</td></tr><tr><td>Critical review paper–summative</td><td>50%</td><td>Critical review on recent biological and psycho-social research on controversial medical, social, and ethical issues related to drug addiction. (3,000 words).</td></tr><tr><td>In-class final examination (2 hours) - summative</td><td>50%</td><td>Essay questions (choice: 3 out of 5)</td></tr></table> <p>The critical review paper assesses learning outcomes 1, 2, 6 and 7. The final exam assesses learning outcomes 2, 3, 4, 5 and 6 with an emphasis on 3, 4 and 5.</p> <p>➤ PS 4343 CHILDHOOD & ADOLESCENCE PSYCHOPATHOLOGY -LEVEL 6 Comprehensive and critical evaluation of theories and research on the etiology of different types of psychopathology in infancy, childhood, and adolescence. Applications of psychometric tests and assessment, and evidence-based treatment and prevention programs.</p>	Informal report - formative	0%	Small group informal report on other addictive behaviors, i.e. gambling, food, work, internet and leading discussion on similarities and differences with drug addiction.	Critical review paper– summative	50%	Critical review on recent biological and psycho-social research on controversial medical, social, and ethical issues related to drug addiction. (3,000 words).	In-class final examination (2 hours) - summative	50%	Essay questions (choice: 3 out of 5)
Informal report - formative	0%	Small group informal report on other addictive behaviors, i.e. gambling, food, work, internet and leading discussion on similarities and differences with drug addiction.								
Critical review paper– summative	50%	Critical review on recent biological and psycho-social research on controversial medical, social, and ethical issues related to drug addiction. (3,000 words).								
In-class final examination (2 hours) - summative	50%	Essay questions (choice: 3 out of 5)								

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the College, the following tools are used:

- Classes consist of lectures, class discussions, video presentations, and demonstrations of the material presented
- In class discussions of case studies and recent articles
- Role play exercises and examples are employed to facilitate active learning
- Individual or group presentation of a paper
- Use of Blackboard site
- Office hours

ASSESSMENT:

Class participation- formative	0%	Participation in weekly exercises in class
Group project - summative	60%	Critical literature review of treatment effectiveness and group presentation
In-class final examination (2 hour, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)

The formative exercises will enrich the students learning experience and enable them to understand the material at a more in-depth manner.

The group project assesses learning objective 4 and 5.

The final exam assesses learning objectives 1, 2, 3, and 5.

PSYCHOLOGY OPTION GROUP B

- **PS 4219 HEALTH PSYCHOLOGY -LEVEL 6**

This module offers a critical understanding of the role of behaviour in health and illness utilizing both quantitative and qualitative research findings. Current issues in health promotion and illness prevention, with emphasis on an integrated holistic approach. Stress and physical illness, hospitalisation, doctor-

patient relationship, biopsychosocial aspects of pain, chronic illness, death and dying,

Learning and Teaching Strategy:

- Class lectures and discussions
- In-class experiential exercises
- Office hours
- Use of Blackboard Site

ASSESSMENT:

Class participation- formative	0%	Participation in weekly exercises in class
Portfolio- summative	60%	5. Self-reflective health status diary 6. Qualitative research position paper
In-class final examination (2 hour, comprehensive) – summative	40%	Essay questions (choice: 3 out of 5)

The formative test aims to prepare students for the final examination.

The portfolio assesses Learning outcome 1, 2, 3, 5 & 6.

The final examination tests Learning Outcomes 1, 4, and 5 with an emphasis on 4.

➤ **PS 4221 EDUCATIONAL PSYCHOLOGY -LEVEL 6**

Application of psychological and educational methods and principles to the behavior of teachers and students in school settings. Student characteristics, learning and motivation, teaching methods and practices, and assessment.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the College, the following tools are used:

- Classes consist of lectures, discussions
- Interactive group workshops on topics being taught
- In class critical discussions of published articles

- Use of Blackboard site
- Office hours

ASSESSMENT:

In-class practical exercises – formative	0%	Application exercises on selected topics
Group Project– summative	60%	Intervention program on a selected topic in educational psychology, including literature review / program design / implications (3000 words)
In-class final examination (2 hours) – summative	40%	Essay questions (Choice: 3 out of 5)

The formative exercises relate to Learning Outcomes 1-5 and aim to enrich students' learning.

The group project assesses Learning Outcomes 3, 4, and 5, with an emphasis on application of concepts and theories.

The final examination assesses Learning Outcomes 1 to 5.

➤ **PS 4224 INDUSTRIAL/ORGANISATIONAL PSYCHOLOGY-LEVEL 6**

A systematic analysis of the science of people at work: Topics include, but not exclusively, jobs requirement, selection and assessment, and the overall interface between the organization and its people. Personnel selection, evaluation and, training methods are assessed, whilst the roles of Job Satisfaction, Motivation at work and Productivity in changing economic times are explored. Working conditions & job design factors are evaluated in the context of the psychological work contract and the Long Work Hours Culture. Organizational behavior and stress management issues covered.

Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used:

- Class lectures, interactive learning (class discussions, group work) video presentations, and

	<div>practical problems solved in class.</div> <div><div>➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.</div><div>➤ Office hours</div><div>➤ Blackboard Site</div></div> <div>ASSESSMENT:</div> <table><tr><td>In-class practical exercises - formative</td><td>0%</td><td>Review, analysis and discussion of case studies</td></tr><tr><td>Group project- summative</td><td>60%</td><td>Critical review of literature, data collection, analysis and discussion.</td></tr><tr><td>In-class final examination (2 hours, comprehensive) -summative</td><td>40%</td><td>Essay questions (choice: 3 out of 5)</td></tr></table> <div>The formative assessment aims to prepare students for the summative assessments. The Group project assesses Learning Outcomes 3 & 5 The Final Examination assesses Learning Outcomes 1, 2, 4, and 6.</div> <div><div>➤ PS 4249 FORENSIC PSYCHOLOGY -LEVEL 6</div><div>A systematic examination of the applications of psychology to legal issues including criminal profiling, insanity defence, competency to stand trial, commitment to and release from mental institutions, jury selection, eyewitness testimony, expert witness testimony as well as child custody disputes.</div></div> <div><div>Learning and Teaching Strategy:</div><div>In congruence with teaching and learning strategy of the college, the following tools are used:</div><div><div>➤ Classes consist of lectures, discussions, in-class activities, and case study discussions.</div><div>➤ Office hours</div><div>➤ Use of Blackboard site</div></div></div>	In-class practical exercises - formative	0%	Review, analysis and discussion of case studies	Group project- summative	60%	Critical review of literature, data collection, analysis and discussion.	In-class final examination (2 hours, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)
In-class practical exercises - formative	0%	Review, analysis and discussion of case studies								
Group project- summative	60%	Critical review of literature, data collection, analysis and discussion.								
In-class final examination (2 hours, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)								

ASSESSMENT:

In-class practical exercises - formative	0%	Review, analysis and discussion of case studies
Case analysis and preparation of Amicus Brief - summative	60%	Describe a legal case and synthesize evidence to defend a particular party with convincing arguments (3,000 words).
In-class final examination (2 hours, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)

The formative assessment relates to learning outcomes 1, 4-7
The case analysis assesses learning outcomes 3, 6, 7 and 8.
The final exam assesses learning outcomes 1-5.

PSYCHOLOGY OPTION GROUP C:

➤ **PS 4213 PSYCHOLOGY OF LANGUAGE-LEVEL 6**

This course will provide an introduction to Psycholinguistics. It will cover a broad range of topics from this constantly growing applied field, including the origin and biological foundations of language, as well as the different components of language (morphology, phonology, syntax and semantics). Processes involved in-sentence comprehension language production and new approaches to the study of language disorders will also be covered.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures and critical discussions of published research.
- Office hours
- Use of Blackboard site.

ASSESSMENT:

In class diagnostic tests (formative)	0%	The tests will be comprised of 3 short questions out of 4, 100 word each.
In-class Oral Presentation (summative)	40%	Submission of a printed copy of the PowerPoint presentation
In-class final examination (2 hours, comprehensive) (summative)	60%	Essay questions (choice: 3 out of 5)

The formative assessments aim to prepare the students for their final examination.

The Oral Presentation assesses Learning Outcome: 5

The final examination assesses Learning Outcomes: 1, 2,3, & 4.

➤ **PS 4223 STRESS AND COPING -LEVEL 6**

Integrative approach to the scientific study of the causes, symptoms and consequences of stress.

Theoretical and practical concepts to the study of stress are examined, with an outlook to stress management techniques. Success and failing of coping mechanisms are referred to. Adjustments in the areas of interpersonal relationships, school and college life and in the workplace are examined.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class.
- Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- Office hours
- Full use of the library is mandatory for further reading.

ASSESSMENT:

In class Practical exercises– formative	0%	Case Studies/ Class Discussion on a Thematic Issue/Discussion Forum on Blackboard.
Individual Project - Summative	50%	choice 1 out of 2 thematic subjects (3,000 words)
In-class final examination (2 hours, comprehensive) - Summative	50%	Essay questions (choice 3 out of 5)

The formative assessment aims to prepare students for the examinations.

The Individual Project assesses learning outcomes 1 and 5.

The Final Examination assesses learning outcomes 1,2,3,4,5 and 6.

➤ **PS 43XX SOCIAL COGNITION -LEVEL 6**

Integration of two major fields of psychology, social and cognitive psychology. Critical analysis of theories, methods and practical applications centered on how people think about themselves and make sense of their social environment. Emphasis on the cognitive processes as well as on the shared and interactive nature of people's perceptions and experiences in contemporary, everyday contexts.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Lectures in combination with group discussions
- Office hours
- Use of Blackboard site

ASSESSMENT:

In-class assignments- Formative	0%	Essay questions and discussion, practical exercises
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	Critical review paper– Summative	50%	A critical discussion and evaluation of theoretical and methodological approaches to the study of a key topic of social cognition (3,000 words)
	In-class Final examination (2 hours) - Summative	50%	Essay questions (3 out of 5)
<p>The formative assessments aim to prepare students for the summative assessments. The critical review paper assesses learning outcomes 2 and 4. The Final Examination assesses learning outcomes 1, 2 and 3 with emphasis on 1 and 3.</p> <p>➤ PS 43XX HOT TOPICS IN HUMAN NEUROPSYCHOLOGY -LEVEL 6 Neuropsychology is a field of study that endeavors to define the relationship between brain processes and aspects of human psychological functioning. Historically, the main source of data in neuropsychology has been the study of behavior after brain damage or the presence of neurodegenerative disorder. The power of a neuropsychological approach is revealed not only into the difficulties experienced by people with brain damage, but into psychological disorders as diverse as learning disabilities, depression, schizophrenia, and personality disorders.</p> <p><u>Learning and Teaching Strategy:</u> The course will be taught in a seminar format:</p> <ul style="list-style-type: none"> ➤ Classes consist mainly of critical class discussions of assigned readings. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>			
	In-class discussion activities (formative)	0%	Active class engagement during the weekly meetings

	Clinical case report (summative)	40%	Students are required to write a “reaction” report to a clinical case, relevant to a neurocognitive domain (1200 words).
	Critical Review Paper (summative)	60%	Students select a disorder/disease and focus on the etiology, symptomatology, assessment and treatment. Students have to review the scientific literature which informs the current knowledge of the chosen subject area (3000 words).
Formative assessments prepare students for the summative assessments The clinical case report assesses Learning Outcome 2 The Final paper covers Learning Outcomes: 1, 3, 4, 5			

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1. Formulate, explore and evaluate research questions	B1: <u>Where it is taught:</u> Students have six (6) modules: PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE (LEVEL 5), PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5), PS 3032 TESTING & ASSESSMENT (Level 5), PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY (Level 5), PS 44XX FINAL YEAR PROJECT I (Level 6), PS 4535 FINAL YEAR PROJECT II (Level 6) ➤ PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE-LEVEL 5 Integrated presentation of theory and research, focusing on physical, cognitive, and socioemotional

3B. Cognitive skills

development from the age of six through adolescence.

Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used:

- Classes consist of lectures and discussions on selected readings
- Interactive group workshops on topics being taught
- In-class critical discussions of published articles
- Office hours
- Use of Blackboard site

ASSESSMENT:

In-class Practical Exercises – formative	0%	Application exercises on selected topics
Practical Assignment (1,800 words) – summative	40%	Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results
In-class Final Examination (2 hours) – summative	60%	Essay questions (Choice: 3 out of 5)

The formative test aims to prepare students for the examination.

The practical assignment assesses Learning Outcome 7.

The final examination assesses Learning Outcomes 1 to 6.

➤ **PS 3018 RESEARCH METHODS IN PSYCHOLOGY-LEVEL 5**

Systematic presentation and evaluation of research methods, designs and tools in psychological science. A variety of research methods for data collection, (observation, interview, and experiment) as well as qualitative (interpretative phenomenological analysis, grounded theory) and quantitative data analysis

3B. Cognitive skills			
	<p>(descriptive and inferential) are covered. Logic of scientific thinking, ethical dimension and dilemmas of research process, use of computerized database searches and statistical program for data analysis, writing research reports. Laboratory sessions complement the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ The course is divided into two parts, lectures (3 hours per week) and practical lab sessions 3 hours per week).Core content is covered in lectures and skills associated with the core content are developed in lab classes with practical demonstrations and critical discussions of exercises and assignments. ➤ Students will prepare drafts of their research proposal for peer review and feedback. They will conduct a survey, observation or mixed method research study based on their proposal. Students' will collect and analyse data using appropriate methods, and submit a written report of their small-scale research with APA format including expanded literature review, method, results discussion and references. A journal will be kept documenting the stages and allowing students reflection on the process. ➤ Weekly, thorough individual and/or group feedback to Laboratory assignments. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>		
	Weekly Laboratory Exercises and research proposal- formative	0%	<p>1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings.</p> <p>2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals</p>

3B. Cognitive skills			
	ONE research paper– summative	50%	Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)
	Portfolio– summative	50%	1. One in-class critique of an empirical study 2.Variety of practical assignments on qualitative and quantitative methodologies (e.g.summary report, peer-reviewed exercise, reflective journal)
<p>The formative laboratory exercises aim to help student clarify and prepare them for their research proposal and their research project.</p> <p>The research paper assesses Learning outcomes: 1, 2, 3</p> <p>The portfolio assesses Learning outcomes: 4, 5, 6</p> <p>➤ PS 3032 TESTING & ASSESSMENT-LEVEL 5</p> <p>Comprehensive knowledge of the theory and practice of psychological testing and assessment. Statistical analysis and in-depth understanding of the psychometric properties of tests. Evaluation of achievement, intelligence, cognitive, neuropsychological and personality tests. Application of testing and assessment in various applied settings. Laboratory practice sessions complements the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures will consist of demonstrations of the material presented, videos, discussions, group and individual work, role play examples ➤ Interactive learning (class discussions, group and individual work) and practical hands-on problems solved in class and Blackboard. ➤ Use of the one-way mirror to demonstrate administration of tests. ➤ Blackboard site ➤ Office hours 			

3B. Cognitive skills

ASSESSMENT:

Weekly class and home exercises- formative	0%	Hands-on application of the material presented in class
One research paper - summative	40%	Validation study of the psychometric properties of an existing instrument (brief description, data analyses and/or collection, interpretation and conclusions); 2,500 to 3,000 words.
In-class final examination (2-hour, comprehensive) - summative	60%	Essay questions (Choice: 3 out of 5)

The formative *lab exercises* aim to prepare students for the summative assessments.

The research paper assesses Learning Outcomes 4 and 5

The final examination assesses Learning Outcomes 1, 2, 3, 4 with emphasis on 1, 2 & 3.

➤ **PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY-LEVEL 5**

This course introduces students to experimental methodology, advanced statistical analysis, interpretation and presentation of data, writing of experimental reports. In addition students go through the research process following ethical principles of research. Laboratory sessions complement the lectures.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures and critical discussions of published research.
- Individual designing of experiments using appropriate software, conducting the experiments using human participants, analyzing obtained data and writing of experimental reports. Practical laboratory exercises using SPSS.
- Individual tutorial time, supervising all steps of the research paper.
- Office hours

3B. Cognitive skills			
	➤ Use of Blackboard site		
	ASSESSMENT:		
	Laboratory Exercises – formative	0%	Hands on application exercises of the material presented in class.
	Portfolio- summative	50%	<ul style="list-style-type: none"> • Short experimental report • Peer review exercise
	One research paper– summative	50%	literature review/design/ participants' recruitment/analysis and presentation of results (2,500 to 3,000 words).
<p>The formative laboratory exercises aim to prepare students for the summative assessments. The research paper assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 1, 4, 5. The portfolio assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 2, 3.</p>			
<p>➤ PS 44XX FINAL YEAR PROJECT I -LEVEL 6</p> <p>A comprehensive coverage of the procedure required for the development of a thorough research proposal. Components of this procedure are the following: (a) identification of the research problem; (b) literature review and background to the research problem; (c) objectives of the research project; (d) research design; (e) significance of the research; (f) feasibility of the research; (g) ethics</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p>			
<p>➤ Supervision: Over the course of the preparation of the research proposal the students will receive individual tutorial time (supervision sessions) with their supervisor. This is something that is flexible and that will vary depending on the nature of the project. As a guide, they can expect up</p>			

3B. Cognitive skills				
	<p>to 4 hours of supervision time (in the form of individual meetings and online support) during the semester.</p> <ul style="list-style-type: none"> ➤ Use of Blackboard site, where the instructor will post relevant materials. 			
	<p>ASSESSMENT:</p> <table border="1"> <tr> <td>Research proposal for the dissertation (summative)</td><td>100%</td><td>Short literature review, hypothesis, methodology, expected results (2,500 words)</td></tr> </table> <p>The research proposal assesses learning outcomes 1-5</p> <p>➤ PS 4535 FINAL YEAR PROJECT II-LEVEL 6</p> <p>This course offers graduating psychology students the opportunity to conduct an extended piece of empirical research in an area and topic of their interest. Students select an original project topic involving literature research and extensive reading, planning, conducting, data analysis and producing a written research report to publication standards.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Individual supervision of each research project: Students will receive individual supervision sessions with their instructor which can vary depending on the nature of the project. Students can expect up to 6 hours of supervision time (in the form of individual meetings and online support) during the semester. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>		Research proposal for the dissertation (summative)	100%
Research proposal for the dissertation (summative)	100%	Short literature review, hypothesis, methodology, expected results (2,500 words)		

3B. Cognitive skills			
	One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).
B2. Identify and evaluate general patterns in human behavior, psychological functioning and experience.	<p>The formative laboratory assignments aim to prepare students for the research paper. The research project assesses Learning Outcomes 1-4</p>		
	<p>B2: <u>Where it is taught:</u> Students have nine (9) modules: PS 2207 DEVELOPMENTAL PSYCHOLOGY: PRRSCHOOL YEARS (Level 4), PS 2236 HUMAN LEARNING & MEMORY (Level 4), PS 2257 DIVERSITY AND SOCIAL INTERACTION (Level 4), PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE PSYCH. (Level 5), PS 3012 THEORIES OF PERSONALITY (Level 5), PS 3026 SOCIAL PSYCHOLOGY (Level 5), PS 3130 BIOPSYCHOLOGY (Level 5), PS 4239 COGNITION (Level 6), PS 4251 ABNORMAL PSYCHOLOGY (Level 6)</p> <p>➤ PS 2207 DEVELOPMENTAL PSYCHOLOGY: PRRSCHOOL YEARS-LEVEL 4 Theoretical approaches and methodological issues, biocultural foundations of development, prenatal development and birth, physical, cognitive and socioemotional development in infancy and early childhood. Emphasis on ecological and contextual perspective on development and on the practical implications of developmental science.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ The course will consist of lectures with multimedia, and in-class discussion of documentary-style video footage and out-of class assignments. ➤ Students are expected to sign in at Textbook's web site on the first day of classes and make full use of its features. 		

3B. Cognitive skills

- Secondary and primary sources in developmental psychology will be selected and assigned for in-class discussion.
- Practical exercises from textbook and interactive activities from multimedia resources will help student connect material to real-life situations and problems with defined guidelines. The following resources will be used for such activities
- (1) Downey, J. A., Garry, S.E., and McDevitt, T.M. (2004). Observing Children and Adolescents: Guided interactive practice in Understanding Development. Version 1.0 (CD-ROM). Upper Saddle River, NJ: Prentice Hall.
- (2) Welch, K. (2004). Development: Journey through childhood and adolescence (CD-ROM). Boston: Pearson Education, Inc.
- Office hours
- Use of Blackboard site

ASSESSMENT:

Practical exercises – formative	0%	short application exercises, in class discussion of video extracts, postings on Blogs
One mid-term exam (1 hour)- Summative	40%	Short essay questions (Choice: 2 out of 3)
Portfolio- Summative	60%	Varied assignments (e.g. developmental diary, short documentary report, practical brochure, summary report) Assignments will vary in nature and length.

The formative assessments aim to enrich the students learning experience and enable them to achieve the learning outcomes .

The mid-term exam assesses Learning outcomes: 1, 2, 3, 4, 6, in the context of prenatal development and infancy.

The portfolio assesses Learning outcomes: 1, 2, 3, 5, 6, in the context of late infancy and preschool years.

3B. Cognitive skills

➤ PS 2236 HUMAN LEARNING AND MEMORY-LEVEL 4

This course is an empirical and theoretical examination of the processes of learning and memory. For learning the focus is on habituation, classical and operant conditioning, and behaviorist approaches. Although most of the research findings come from animal experiments, the relevance of these findings and concepts to understanding human behavior are discussed. For memory the focus is primarily on human memory. Students are introduced to the empirical and theoretical examination of the process of memory, regarding the mechanisms of acquiring, storing and retrieving information.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Lectures, discussions, and in-class activities.
- Relevant educational films
- Office hours
- Use of Blackboard site

ASSESSMENT:

Quizzes, practical exercises, short videos and demonstrations – Formative	0%	
Portfolio assessment Summative	50%	1. One in-class written assignment, discussing a given scenario 2. One practical report. Indicative topics of practical report: Virtual Learning experiment, Experiment participation, Article Review, Classical or Operant Conditioning principles in real life

3B. Cognitive skills								
	Final Examination (2-hours)- summative	50% Essay questions (Choice: 2 out of 3); Memory component						
<p>The formative test aims to prepare students for the portfolio assessment and the final exam. The portfolio assesses Learning Outcomes 1 and 2. The final exam assesses Learning Outcomes 3, 4, and 5.</p> <p>➤ PS 2257 DIVERSITY AND SOCIAL INTERACTION (Level 4)</p> <p>This course studies the Psychology of Diversity and social interaction in contemporary times. A comprehensive coverage of basic theories and current research on Diversity is presented, explaining how and why a broad range of social differences influence attitudes, behavior, experiences and social interactions. The origins and forms of stereotypes and prejudice are examined, implications of stigma and social inequalities are discussed, in addition to addressing a variety of preventative and interventions strategies at the individual and societal level.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, video presentations and demonstration of the material presented. ➤ In class discussions of case studies and best practices when working with diversity issues. ➤ Use of Blackboard site ➤ Office hours <p>ASSESSMENT</p> <hr/> <table> <tr> <td>Class participation – Summative</td><td>0%</td><td>Participation in class discussions (related to thematic issues) experiential exercises/ self- reflection exercises.</td></tr> <tr> <td>Midterm Exam (1 hour)</td><td>40%</td><td>Short essay questions (2 out of 3)</td></tr> </table>			Class participation – Summative	0%	Participation in class discussions (related to thematic issues) experiential exercises/ self- reflection exercises.	Midterm Exam (1 hour)	40%	Short essay questions (2 out of 3)
Class participation – Summative	0%	Participation in class discussions (related to thematic issues) experiential exercises/ self- reflection exercises.						
Midterm Exam (1 hour)	40%	Short essay questions (2 out of 3)						

3B. Cognitive skills							
	Summative						
	Final Exam (2 hours)	60% Essay questions (2 out of 3)					
	Summative						
	<p>The formative assignments are aimed to enrich the students learning experience and enable them to understand the material in an in-depth and critical manner.</p> <p>Class participation assesses the learning outcomes 1, 2 & 3</p> <p>The Midterm exam assesses learning outcomes 1 & 2</p> <p>The Final exam assesses learning objectives 1,3,4,5 & 6, with an emphasis on 3,4,5,& 6.</p> <p>➤ PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE-LEVEL 5</p> <p>Integrated presentation of theory and research, focusing on physical, cognitive, and socioemotional development from the age of six through adolescence.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures and discussions on selected readings ➤ Interactive group workshops on topics being taught ➤ In-class critical discussions of published articles ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p> <table border="1"> <tr> <td>In-class Practical Exercises – formative</td><td>0%</td><td>Application exercises on selected topics</td></tr> <tr> <td>Practical Assignment (1,800 words) – summative</td><td>40%</td><td>Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing</td></tr> </table>		In-class Practical Exercises – formative	0%	Application exercises on selected topics	Practical Assignment (1,800 words) – summative	40%
In-class Practical Exercises – formative	0%	Application exercises on selected topics					
Practical Assignment (1,800 words) – summative	40%	Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing					

3B. Cognitive skills										
				results						
	In-class Final Examination (2 hours) – summative	60%	Essay questions (Choice: 3 out of 5)							
<p>The formative test aims to prepare students for the examination. The practical assignment assesses Learning Outcome 7. The final examination assesses Learning Outcomes 1 to 6.</p> <p>➤ PS 3012 Theories of Personality-LEVEL 5</p> <p>Historical and theoretical examination of the concept of personality. Scientific conceptualization of human behaviour and critical evaluation and comparison of personality theories, with respect to comprehensiveness, empirical validity and applied value. Applications of principles of personality development to contemporary society.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, discussions, in-class activities, and case study discussions.➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>Analytical reaction papers- formative</td><td>0%</td><td>Reflection and personal reaction to each personality theory, relevance to current social issues and events</td></tr><tr><td>Critical review paper–summative</td><td>40%</td><td>Critical appraisal of literature on a selected personality theory or trait (2,500-3,000</td></tr></table>					Analytical reaction papers- formative	0%	Reflection and personal reaction to each personality theory, relevance to current social issues and events	Critical review paper– summative	40%	Critical appraisal of literature on a selected personality theory or trait (2,500-3,000
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Critical review paper– summative	40%	Critical appraisal of literature on a selected personality theory or trait (2,500-3,000								

3B. Cognitive skills			
			words)
	In-class final examination (2-hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)
<p>The formative assessment relates to learning outcomes 1 The Paper Assignment tests learning outcomes 1, 4, 5. The final examination tests learning outcomes 2, 3, 5 with an emphasis on 2 & 3.</p> <p>➤ PS 3026 Social Psychology -LEVEL 5 Systematic analysis and evaluation of theoretical constructs, principles and research in relation to the social psychological nature and causes of behaviour. Theoretical explanations and research findings are discussed within the context of the social world. Topics include an introduction to the history of social psychology, social perception-including impression formation and attribution theories, attitude formation, and persuasion, group processes-including group performance and group decision making, leadership theories, conformity, compliance and obedience.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class. ➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. ➤ Office hours ➤ Blackboard site <p>ASSESSMENT:</p>			

3B. Cognitive skills					
	In- class Non Formally Assessed Practical – Formative	0%	Problems/essay questions (choice 3 out of 5)		
	Critical Review Paper - Summative	40%	Critical appraisal of literature on a selected topic (2,500 - 3,000 words).		
	In-class final examination (2 hours, comprehensive) - Summative	60%	Essay questions (Choice: 3 out of 5)		
	<p>The formative test aims to prepare students for the examinations. The critical review paper assesses Learning Outcomes 1, 2, and 5 The Final Examination assesses Learning Outcomes 3, 4, 5, 6 and 7.</p> <p>➤ PS 3130 BIOPSYCHOLOGY (Level 5) An introduction to the nature and role of the biological processes that underlie our thoughts, feelings, and behaviours. Topics covered will include function of the nervous system, neuroanatomy, and the physiological basis of learning, memory, language, senses, mood disorders, emotion and stress.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consisted of lectures and class discussions.➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>In class “diagnostic” test (formative)</td><td>0%</td><td>Short answer questions (Choice: 4 out of 6)</td></tr></table>			In class “diagnostic” test (formative)	0%
In class “diagnostic” test (formative)	0%	Short answer questions (Choice: 4 out of 6)			

3B. Cognitive skills			
	In-class midterm examination (1 hour) (summative)	40%	Short Essay questions (Choice: 3 of 5)
	In-class final examination (2 hours) (summative)	60%	Essay question (Choice: 3 of 5)
<p>The formative test aims to prepare the students for the midterm and final examinations. The midterm examination tests Learning Outcomes 1 and 2. The final examination tests Learning Outcomes 3 and 4.</p> <p>➤ PS 4239 COGNITION-LEVEL 6</p> <p>This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes. Topics to be covered include attention, perception, multiple memory systems, encoding and retrieval processes, the role of knowledge, language, problem-solving and reasoning.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures and critical discussions of the assigned supplemental articles ➤ Individual tutorial time ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>			

3B. Cognitive skills			
	Two in class “diagnostic” tests (formative)	0%	Short answer questions
	One 24h midterm exam (summative)	40%	One long essay (1000 words)
	Portfolio of critical assignments (summative)	60%	e. A power-point presentation. f. One critical review essay question assessing application of knowledge covered (1400 words).
	<p>The Midterm exam assesses Learning Outcomes 1 and 2. The Portfolio assesses Learning Outcomes 3, 4, 5 and 6.</p> <p>➤ PS 4251 ABNORMAL PSYCHOLOGY-LEVEL 6</p> <p>Theories of and research in the study of psychopathological development. A scientist-practitioner approach to the study of a variety of psychological disorders, including anxiety, affective and personality disorders. Assessment and treatment approaches.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, discussions, in-class activities, and case study discussions. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>		
	Case assessment and diagnosis- formative	0%	Phenomenological written case reports to

3B. Cognitive skills			
			enhance differential diagnosis skills and understanding of the abnormal experience and symptomatology
	Critical Review Paper– summative	50%	Critical review on recent empirical finding on controversial diagnostic and treatment issues of psychopathology (3,000 words).
	In-class final examination (2-hour, comprehensive) – summative	50%	Essay questions (choice: 3 out of 5)
<p>The formative assessment relates to learning outcomes 1, 3, 4, 6, The paper assignment assesses learning outcomes 1, 2, 3, 5 The final exam assesses learning outcomes 1-6, with emphasis on 4 & 6</p>			

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. Reason statistically and demonstrate competence in a range of statistical methods and design, using software packages when appropriate	<p>C1: <u>Where it is taught:</u> Students have six (6) modules: PS 2047 ANALYSIS OF BEHAVIOURAL DATA (Level 4), PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5), PS 3032 TESTING & ASSESSMENT (Level 5), PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY (Level 5), Ps 44XX FINAL YEAR PROJECT I (Level 6), PS 4535 FINAL YEAR PROJECT II (Level 6)</p> <p>➤ PS 2047 ANALYSIS OF BEHAVIOURAL DATA-LEVEL 4 A comprehensive coverage of fundamental aspects in probability and statistics. Analysis of behavioral data with graphs, descriptive and inferential statistics. Interpretation of research findings from graphs, parametric and non-parametric tests. The use of SPSS statistical software constitutes an integral part of</p>

3C. Practical and professional skills

teaching and learning. Laboratory sessions complement the lectures.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- The course is delivered through lectures and practical workshops where SPSS will be a teaching aid as well as a medium for solving problems.
- Lab component, an integral part of the course, is designed to give students hands-on experience with statistical package and data analysis (SPSS and Excel). Lab assignments will be given each period to be completed during the lab session. This will allow students to assimilate and consolidate material covered in lectures.
- Office hours
- Use of Blackboard site

ASSESSMENT:

Weekly Lab Assignments – Formative	0%	Analyzing a set of data and interpreting findings
In-class midterm examination (1 hour) - Summative	40%	Problems (25 multiple choices) Short answer questions (Choice: 2 out of 4)
Final examination (2 hours, comprehensive) – Summative	60%	Problems (50 multiple choices) Short answer questions (Choice: 4 out of 6)

The formative lab assignments aim to prepare students for the final examination.

The midterm examination tests Learning Outcomes 1, 2, and 4.

The final examination tests Learning Outcomes 1, 2, 3, 4, 5 and 6 (main emphasis is given on learning outcomes 3, 5 and 6).

3C. Practical and professional skills	
	<p>➤ PS 3018 RESEARCH METHODS IN PSYCHOLOGY-LEVEL 5</p> <p>Systematic presentation and evaluation of research methods, designs and tools in psychological science. A variety of research methods for data collection, (observation, interview, and experiment) as well as qualitative (interpretative phenomenological analysis, grounded theory) and quantitative data analysis (descriptive and inferential) are covered. Logic of scientific thinking, ethical dimension and dilemmas of research process, use of computerized database searches and statistical program for data analysis, writing research reports. Laboratory sessions complement the lectures.</p> <p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ The course is divided into two parts, lectures (3 hours per week) and practical lab sessions 3 hours per week). Core content is covered in lectures and skills associated with the core content are developed in lab classes with practical demonstrations and critical discussions of exercises and assignments. ➤ Students will prepare drafts of their research proposal for peer review and feedback. They will conduct a survey, observation or mixed method research study based on their proposal. Students' will collect and analyse data using appropriate methods, and submit a written report of their small-scale research with APA format including expanded literature review, method, results discussion and references. A journal will be kept documenting the stages and allowing students' reflection on the process. ➤ Weekly, thorough individual and/or group feedback to Laboratory assignments. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>

3C. Practical and professional skills			
	Weekly Laboratory Exercises and research proposal- formative	0%	1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings. 2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals
	ONE research paper– summative	50%	Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)
	Portfolio– summative	50%	1. One in-class critique of an empirical study 2.Variety of practical assignments on qualitative and quantitative methodologies (e.g. summary report, peer-reviewed exercise, reflective journal)
<p>The formative laboratory exercises aim to help student clarify and prepare them for their research proposal and their research project.</p> <p>The research paper assesses Learning outcomes: 1, 2, 3</p> <p>The portfolio assesses Learning outcomes: 4, 5, 6</p> <p>➤ PS 3032 TESTING & ASSESSMENT-LEVEL 5</p> <p>Comprehensive knowledge of the theory and practice of psychological testing and assessment. Statistical analysis and in-depth understanding of the psychometric properties of tests. Evaluation of achievement, intelligence, cognitive, neuropsychological and personality tests. Application of testing and assessment in various applied settings. Laboratory practice sessions complements the lectures.</p>			

3C. Practical and professional skills			
	<u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:		
	➤ Class lectures will consist of demonstrations of the material presented, videos, discussions, group and individual work, role play examples		
	➤ Interactive learning (class discussions, group and individual work) and practical hands-on problems solved in class and Blackboard.		
	➤ Use of the one-way mirror to demonstrate administration of tests.		
	➤ Blackboard site		
		➤ Office hours	
ASSESSMENT:			

3C. Practical and professional skills		
	process following ethical principles of research. Laboratory sessions complement the lectures.	
	<p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures and critical discussions of published research. ➤ Individual designing of experiments using appropriate software, conducting the experiments using human participants, analyzing obtained data and writing of experimental reports. Practical laboratory exercises using SPSS. ➤ Individual tutorial time, supervising all steps of the research paper. ➤ Office hours ➤ Use of Blackboard site 	
	ASSESSMENT:	
	Laboratory Exercises – formative	0% Hands on application exercises of the material presented in class.
	Portfolio- summative	50% <ul style="list-style-type: none"> • Short experimental report • Peer review exercise
	One research paper– summative	50% literature review/design/ participants' recruitment/analysis and presentation of results (2,500 to 3,000 words).
<p>The formative laboratory exercises aim to prepare students for the summative assessments. The research paper assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 1, 4, 5. The portfolio assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 2, 3.</p>		
➤ PS 44XX FINAL YEAR PROJECT I -LEVEL 6		

3C. Practical and professional skills					
	<p>A comprehensive coverage of the procedure required for the development of a thorough research proposal. Components of this procedure are the following: (a) identification of the research problem; (b) literature review and background to the research problem; (c) objectives of the research project; (d) research design; (e) significance of the research; (f) feasibility of the research; (g) ethics</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Supervision: Over the course of the preparation of the research proposal the students will receive individual tutorial time (supervision sessions) with their supervisor. This is something that is flexible and that will vary depending on the nature of the project. As a guide, they can expect up to 4 hours of supervision time (in the form of individual meetings and online support) during the semester. ➤ Use of Blackboard site, where the instructor will post relevant materials. <p>ASSESSMENT:</p> <table border="1"> <tr> <td>Research proposal for the dissertation (summative)</td><td>100%</td><td>Short literature review, hypothesis, methodology, expected results (2,500 words)</td></tr> </table> <p>The research proposal assesses learning outcomes 1-5</p> <p>➤ PS 4535 FINAL YEAR PROJECT II-LEVEL 6</p> <p>This course offers graduating psychology students the opportunity to conduct an extended piece of empirical research in an area and topic of their interest. Students select an original project topic involving literature research and extensive reading, planning, conducting, data analysis and producing a written research report to publication standards.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the</p>		Research proposal for the dissertation (summative)	100%	Short literature review, hypothesis, methodology, expected results (2,500 words)
Research proposal for the dissertation (summative)	100%	Short literature review, hypothesis, methodology, expected results (2,500 words)			

3C. Practical and professional skills		
C2. Demonstrate competence in research skills and scientific writing by carrying out empirical studies involving a variety of methods (experiments, observation, psychometric techniques, questionnaires & interviews) and preparing scientific reports.	following tools are used:	
	<div>➤ Individual supervision of each research project: Students will receive individual supervision sessions with their instructor which can vary depending on the nature of the project. Students can expect up to 6 hours of supervision time (in the form of individual meetings and online support) during the semester.</div>	
	<div>➤ Office hours</div>	
	<div>➤ Use of Blackboard site</div>	
	ASSESSMENT:	
One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).
The formative laboratory assignments aim to prepare students for the research paper. The research project assesses Learning Outcomes 1-4		
C2:		
<u>Where it is taught:</u>		
Students have six (6) modules: PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE PSYCH. (Level 5), PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5), PS 3032 TESTING & ASSESSMENT (Level 5), PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY (Level 5), Ps 44XX FINAL YEAR PROJECT I (Level 6), PS 4535 FINAL YEAR PROJECT II (Level 6)		
<div>➤ PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE-LEVEL 5</div>		
Integrated presentation of theory and research, focusing on physical, cognitive, and socioemotional		

3C. Practical and professional skills

development from the age of six through adolescence.

Learning and Teaching Strategy:

In congruence with the learning and teaching strategy of the college, the following tools are used:

➤ Classes consist of lectures and discussions on selected readings

➤ Interactive group workshops on topics being taught

➤ In-class critical discussions of published articles

➤ Office hours

➤ Use of Blackboard site

ASSESSMENT:

In-class Practical Exercises – formative	0%	Application exercises on selected topics
Practical Assignment (1,800 words) – summative	40%	Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results
In-class Final Examination (2 hours) – summative	60%	Essay questions (Choice: 3 out of 5)

The formative test aims to prepare students for the examination.

The practical assignment assesses Learning Outcome 7.

The final examination assesses Learning Outcomes 1 to 6.

➤ PS 3018 RESEARCH METHODS IN PSYCHOLOGY-LEVEL 5

Systematic presentation and evaluation of research methods, designs and tools in psychological science. A variety of research methods for data collection, (observation, interview, and experiment) as well as qualitative (interpretative phenomenological analysis, grounded theory) and quantitative data analysis

3C. Practical and professional skills			
	<p>(descriptive and inferential) are covered. Logic of scientific thinking, ethical dimension and dilemmas of research process, use of computerized database searches and statistical program for data analysis, writing research reports. Laboratory sessions complement the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ The course is divided into two parts, lectures (3 hours per week) and practical lab sessions 3 hours per week). Core content is covered in lectures and skills associated with the core content are developed in lab classes with practical demonstrations and critical discussions of exercises and assignments. ➤ Students will prepare drafts of their research proposal for peer review and feedback. They will conduct a survey, observation or mixed method research study based on their proposal. Students' will collect and analyse data using appropriate methods, and submit a written report of their small-scale research with APA format including expanded literature review, method, results discussion and references. A journal will be kept documenting the stages and allowing students' reflection on the process. ➤ Weekly, thorough individual and/or group feedback to Laboratory assignments. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>		
	Weekly Laboratory Exercises and research proposal- formative	0%	<p>1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings.</p> <p>2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals</p>

3C. Practical and professional skills			
	ONE research paper– summative	50%	Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)
	Portfolio– summative	50%	1. One in-class critique of an empirical study 2.Variety of practical assignments on qualitative and quantitative methodologies (e.g. summary report, peer-reviewed exercise, reflective journal)
<p>The formative laboratory exercises aim to help student clarify and prepare them for their research proposal and their research project.</p> <p>The research paper assesses Learning outcomes: 1, 2, 3</p> <p>The portfolio assesses Learning outcomes: 4, 5, 6</p> <p>➤ PS 3032 TESTING & ASSESSMENT-LEVEL 5</p> <p>Comprehensive knowledge of the theory and practice of psychological testing and assessment. Statistical analysis and in-depth understanding of the psychometric properties of tests. Evaluation of achievement, intelligence, cognitive, neuropsychological and personality tests. Application of testing and assessment in various applied settings. Laboratory practice sessions complements the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures will consist of demonstrations of the material presented, videos, discussions, group and individual work, role play examples ➤ Interactive learning (class discussions, group and individual work) and practical hands-on problems solved in class and Blackboard. ➤ Use of the one-way mirror to demonstrate administration of tests. ➤ Blackboard site ➤ Office hours 			

3C. Practical and professional skills		
	ASSESSMENT:	
	Weekly class and home exercises- formative	0% Hands-on application of the material presented in class
	One research paper - summative	40% Validation study of the psychometric properties of an existing instrument (brief description, data analyses and/or collection, interpretation and conclusions); 2,500 to 3,000 words.
	In-class final examination (2-hour, comprehensive) - summative	60% Essay questions (Choice: 3 out of 5)
	<p>The formative <i>lab exercises</i> aim to prepare students for the summative assessments. The research paper assesses Learning Outcomes 4 and 5 The final examination assesses Learning Outcomes 1, 2, 3, 4 with emphasis on 1, 2 & 3.</p> <p>➤ PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY-LEVEL 5 This course introduces students to experimental methodology, advanced statistical analysis, interpretation and presentation of data, writing of experimental reports. In addition students go through the research process following ethical principles of research. Laboratory sessions complement the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures and critical discussions of published research. ➤ Individual designing of experiments using appropriate software, conducting the experiments using human participants, analyzing obtained data and writing of experimental reports. Practical laboratory exercises using SPSS. ➤ Individual tutorial time, supervising all steps of the research paper. ➤ Office hours 	

3C. Practical and professional skills		
	➤ Use of Blackboard site	
	ASSESSMENT:	
	Laboratory Exercises – formative	0% Hands on application exercises of the material presented in class.
	Portfolio- summative	50% <ul style="list-style-type: none"> • Short experimental report • Peer review exercise
	One research paper– summative	50% literature review/design/ participants' recruitment/analysis and presentation of results (2,500 to 3,000 words).
<p>The formative laboratory exercises aim to prepare students for the summative assessments. The research paper assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 1, 4, 5. The portfolio assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 2, 3.</p>		
➤ PS 44XX FINAL YEAR PROJECT I -LEVEL 6		
A comprehensive coverage of the procedure required for the development of a thorough research proposal. Components of this procedure are the following: (a) identification of the research problem; (b) literature review and background to the research problem; (c) objectives of the research project; (d) research design; (e) significance of the research; (f) feasibility of the research; (g) ethics		
<u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:		
➤ Supervision: Over the course of the preparation of the research proposal the students will receive individual tutorial time (supervision sessions) with their supervisor. This is something that is flexible and that will vary depending on the nature of the project. As a guide, they can expect up		

3C. Practical and professional skills				
	<p>to 4 hours of supervision time (in the form of individual meetings and online support) during the semester.</p> <ul style="list-style-type: none"> ➤ Use of Blackboard site, where the instructor will post relevant materials. 			
	<p>ASSESSMENT:</p> <table border="1"> <tr> <td>Research proposal for the dissertation (summative)</td><td>100%</td><td>Short literature review, hypothesis, methodology, expected results (2,500 words)</td></tr> </table> <p>The research proposal assesses learning outcomes 1-5</p> <ul style="list-style-type: none"> ➤ PS 4535 FINAL YEAR PROJECT II-LEVEL 6 <p>This course offers graduating psychology students the opportunity to conduct an extended piece of empirical research in an area and topic of their interest. Students select an original project topic involving literature research and extensive reading, planning, conducting, data analysis and producing a written research report to publication standards.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Individual supervision of each research project: Students will receive individual supervision sessions with their instructor which can vary depending on the nature of the project. Students can expect up to 6 hours of supervision time (in the form of individual meetings and online support) during the semester. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>		Research proposal for the dissertation (summative)	100%
Research proposal for the dissertation (summative)	100%	Short literature review, hypothesis, methodology, expected results (2,500 words)		

3C. Practical and professional skills			
C3. Design, carry out, analyze and communicate a piece of original empirical research project under appropriate supervision			
	One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).
<p>The formative laboratory assignments aim to prepare students for the research paper. The research project assesses Learning Outcomes 1-4</p> <p>C3: <u>Where it is taught:</u> Students have two (2) module: PS 44XX FINAL YEAR PROJECT I (Level 6) and PS 4535 FINAL YEAR PROJECT II (Level 6)</p> <p>➤ PS 44XX FINAL YEAR PROJECT I -LEVEL 6 A comprehensive coverage of the procedure required for the development of a thorough research proposal. Components of this procedure are the following: (a) identification of the research problem; (b) literature review and background to the research problem; (c) objectives of the research project; (d) research design; (e) significance of the research; (f) feasibility of the research; (g) ethics</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <p>➤ Supervision: Over the course of the preparation of the research proposal the students will receive individual tutorial time (supervision sessions) with their supervisor. This is something that is flexible and that will vary depending on the nature of the project. As a guide, they can expect up to 4 hours of supervision time (in the form of individual meetings and online support) during the semester.</p> <p>➤ Use of Blackboard site, where the instructor will post relevant materials.</p>			

3C. Practical and professional skills		
	ASSESSMENT:	
	Research proposal for the dissertation (summative)	100% Short literature review, hypothesis, methodology, expected results (2,500 words)
	The research proposal assesses learning outcomes 1-5	
	<p>➤ PS 4535 FINAL YEAR PROJECT II-LEVEL 6</p> <p>This course offers graduating psychology students the opportunity to conduct an extended piece of empirical research in an area and topic of their interest. Students select an original project topic involving literature research and extensive reading, planning, conducting, data analysis and producing a written research report to publication standards.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Individual supervision of each research project: Students will receive individual supervision sessions with their instructor which can vary depending on the nature of the project. Students can expect up to 6 hours of supervision time (in the form of individual meetings and online support) during the semester. ➤ Office hours ➤ Use of Blackboard site 	
	ASSESSMENT:	
	One independent extensive research project - summative	100% Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).

3C. Practical and professional skills	
C4. Demonstrate an understating of the ethical issues relevant to psychological research and practice.	<p>The formative laboratory assignments aim to prepare students for the research paper. The research project assesses Learning Outcomes 1-4</p> <p>C4: <u>Where it is taught:</u> Students have twelve (12) modules and one (1) group (A) of optional modules : PS 2207 DEVELOPMENTAL PSYCHOLOGY: PRESCHOOL YEARS, PS 2257 DIVERSITY AND SOCIAL INTERACTION (level 4), PS 22XX PSYCHOLOGISTS AS RESEARCHERS (Level 4), PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE PSYCH. (Level5), PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5), PS 3026 SOCIAL PSYCHOLOGY (Level 5), PS 3032 TESTING & ASSESSMENT (Level 5), PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY (Level 5), PS 4239 COGNITION (Level 6), PS 4251 ABNORMAL PSYCHOLOGY (Level 6), PS 44XX FINAL YEAR PROJECT I (Level 6), PS 4535 FINAL YEAR PROJECT II (Level 6), and Group A of optional modules at Level 6 (PS 4152 SCHOOLS OF PSYCHOTHERAPY, PS INTRODUCTION TO COUNSELING, PS4244 PSYCHOLOGY OF ADDICTION AND PS 4343 CHILDHOOD AND ADOLESCENCE PSYCHOPATHOLOGY)</p> <p>➤ PS 2207 DEVELOPMENTAL PSYCHOLOGY: PRRSCHOOL YEARS-LEVEL 4 Theoretical approaches and methodological issues, biocultural foundations of development, prenatal development and birth, physical, cognitive and socioemotional development in infancy and early childhood. Emphasis on ecological and contextual perspective on development and on the practical implications of developmental science.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ The course will consist of lectures with multimedia, and in-class discussion of documentary-style video footage and out-of class assignments. ➤ Students are expected to sign in at Textbook's web site on the first day of classes and make full use of its features.

3C. Practical and professional skills		
	<ul style="list-style-type: none">➤ Secondary and primary sources in developmental psychology will be selected and assigned for in-class discussion.➤ Practical exercises from textbook and interactive activities from multimedia resources will help student connect material to real-life situations and problems with defined guidelines. The following resources will be used for such activities➤ (1) Downey, J. A., Garry, S.E., and McDevitt, T.M. (2004). Observing Children and Adolescents: Guided interactive practice in Understanding Development. Version 1.0 (CD-ROM). Upper Saddle River, NJ: Prentice Hall.➤ (2) Welch, K. (2004). Development: Journey through childhood and adolescence (CD-ROM). Boston: Pearson Education, Inc.➤ Office hours➤ Use of Blackboard site	
	ASSESMENT:	
	Practical exercises – formative	0% short application exercises, in class discussion of video extracts, postings on Blogs
	One mid-term exam (1 hour)- Summative	40% Short essay questions (Choice: 2 out of 3)
	Portfolio- Summative	60% Varied assignments (e.g. developmental diary, short documentary report, practical brochure, summary report) Assignments will vary in nature and length.
	<p>The formative assessments aim to enrich the students learning experience and enable them to achieve the learning outcomes .</p> <p>The mid-term exam assesses Learning outcomes: 1, 2, 3, 4, 6, in the context of prenatal development and infancy.</p> <p>The portfolio assesses Learning outcomes: 1, 2, 3, 5, 6, in the context of late infancy and preschool years.</p>	

3C. Practical and professional skills											
	<p>➤ PS 2257 DIVERSITY AND SOCIAL INTERACTION (Level 4)</p> <p>This course studies the Psychology of Diversity and social interaction in contemporary times. A comprehensive coverage of basic theories and current research on Diversity is presented, explaining how and why a broad range of social differences influence attitudes, behavior, experiences and social interactions. The origins and forms of stereotypes and prejudice are examined, implications of stigma and social inequalities are discussed, in addition to addressing a variety of preventative and interventions strategies at the individual and societal level.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, video presentations and demonstration of the material presented. ➤ In class discussions of case studies and best practices when working with diversity issues. ➤ Use of Blackboard site ➤ Office hours <p>ASSESSMENT</p> <hr/> <table> <tr> <td>Class participation – Summative</td><td>0%</td><td>Participation in class discussions (related to thematic issues) experiential exercises/ self- reflection exercises.</td></tr> <tr> <td>Midterm Exam (1 hour) Summative</td><td>40%</td><td>Short essay questions (2 out of 3)</td></tr> <tr> <td>Final Exam (2 hours) Summative</td><td>60%</td><td>Essay questions (2 out of 3)</td></tr> </table> <hr/> <p>The formative assignments are aimed to enrich the students learning experience and enable them to understand the material in an in-depth and critical manner. Class participation assesses the learning outcomes 1, 2 & 3</p>		Class participation – Summative	0%	Participation in class discussions (related to thematic issues) experiential exercises/ self- reflection exercises.	Midterm Exam (1 hour) Summative	40%	Short essay questions (2 out of 3)	Final Exam (2 hours) Summative	60%	Essay questions (2 out of 3)
Class participation – Summative	0%	Participation in class discussions (related to thematic issues) experiential exercises/ self- reflection exercises.									
Midterm Exam (1 hour) Summative	40%	Short essay questions (2 out of 3)									
Final Exam (2 hours) Summative	60%	Essay questions (2 out of 3)									

3C. Practical and professional skills							
	The Midterm exam assesses learning outcomes 1 & 2 The Final exam assesses learning objectives 1,3,4,5 & 6, with an emphasis on 3,4,5,& 6.						
	<p>➤ PS 22XX PSYCHOLOGISTS AS RESEARCHERS (Level 4)</p> <p>The course aims to introduce students to psychological research by reviewing samples of key studies in the discipline, becoming familiar to research conducted within the Psychology Department and gaining experiential knowledge acting as human participants. Students will be encourage to evaluate psychological claims in everyday life against research evidence, and address the practical and ethical aspects of the research activity.</p>						
	<p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the College, the following tools are used</p> <ul style="list-style-type: none">➤ Lectures➤ Invited speakers➤ Research seminars➤ In-classroom exercises➤ Field trips➤ Office hours➤ Use of Blackboard site						
	<p>ASSESSMENT</p> <table><tr><td>In classroom and take-away activities Formative</td><td>0%</td><td>Visits to Psychology Laboratories within and outside the Department , group in- class activities, attendance to research seminars and follow-up discussion.</td></tr><tr><td>Portfolio (Summative)</td><td>100%</td><td>Two self-reflective reports following participation in THREE research studies and one Field-trip/invited</td></tr></table>		In classroom and take-away activities Formative	0%	Visits to Psychology Laboratories within and outside the Department , group in- class activities, attendance to research seminars and follow-up discussion.	Portfolio (Summative)	100%
In classroom and take-away activities Formative	0%	Visits to Psychology Laboratories within and outside the Department , group in- class activities, attendance to research seminars and follow-up discussion.					
Portfolio (Summative)	100%	Two self-reflective reports following participation in THREE research studies and one Field-trip/invited					

3C. Practical and professional skills													
			speaker report.										
	In-classroom and take-away exercises (formative) help students to master all learning outcomes Portfolio assesses learning outcomes 1, 2, 3, 4												
	<p>➤ PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE-LEVEL 5 Integrated presentation of theory and research, focusing on physical, cognitive, and socioemotional development from the age of six through adolescence.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures and discussions on selected readings➤ Interactive group workshops on topics being taught➤ In-class critical discussions of published articles➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>In-class Practical Exercises – formative</td><td>0%</td><td>Application exercises on selected topics</td></tr><tr><td>Practical Assignment (1,800 words) – summative</td><td>40%</td><td>Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results</td></tr><tr><td>In-class Final Examination (2 hours) – summative</td><td>60%</td><td>Essay questions (Choice: 3 out of 5)</td></tr></table>				In-class Practical Exercises – formative	0%	Application exercises on selected topics	Practical Assignment (1,800 words) – summative	40%	Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results	In-class Final Examination (2 hours) – summative	60%	Essay questions (Choice: 3 out of 5)
	In-class Practical Exercises – formative	0%	Application exercises on selected topics										
	Practical Assignment (1,800 words) – summative	40%	Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results										
In-class Final Examination (2 hours) – summative	60%	Essay questions (Choice: 3 out of 5)											

3C. Practical and professional skills	
	<p>The formative test aims to prepare students for the examination. The practical assignment assesses Learning Outcome 7. The final examination assesses Learning Outcomes 1 to 6.</p> <p>➤ PS 3018 RESEARCH METHODS IN PSYCHOLOGY-LEVEL 5 Systematic presentation and evaluation of research methods, designs and tools in psychological science. A variety of research methods for data collection, (observation, interview, and experiment) as well as qualitative (interpretative phenomenological analysis, grounded theory) and quantitative data analysis (descriptive and inferential) are covered. Logic of scientific thinking, ethical dimension and dilemmas of research process, use of computerized database searches and statistical program for data analysis, writing research reports. Laboratory sessions complement the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ The course is divided into two parts, lectures (3 hours per week) and practical lab sessions 3 hours per week). Core content is covered in lectures and skills associated with the core content are developed in lab classes with practical demonstrations and critical discussions of exercises and assignments. ➤ Students will prepare drafts of their research proposal for peer review and feedback. They will conduct a survey, observation or mixed method research study based on their proposal. Students' will collect and analyse data using appropriate methods, and submit a written report of their small-scale research with APA format including expanded literature review, method, results discussion and references. A journal will be kept documenting the stages and allowing students' reflection on the process. ➤ Weekly, thorough individual and/or group feedback to Laboratory assignments. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>

3C. Practical and professional skills			
	Weekly Laboratory Exercises and research proposal- formative	0%	1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings. 2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals
	ONE research paper– summative	50%	Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)
	Portfolio– summative	50%	1. One in-class critique of an empirical study 2.Variety of practical assignments on qualitative and quantitative methodologies (e.g. summary report, peer-reviewed exercise, reflective journal)
<p>The formative laboratory exercises aim to help student clarify and prepare them for their research proposal and their research project.</p> <p>The research paper assesses Learning outcomes: 1, 2, 3</p> <p>The portfolio assesses Learning outcomes: 4, 5, 6</p> <p>➤ PS 3026 Social Psychology -LEVEL 5</p> <p>Systematic analysis and evaluation of theoretical constructs, principles and research in relation to the social psychological nature and causes of behaviour. Theoretical explanations and research findings are discussed within the context of the social world. Topics include an introduction to the history of social psychology, social perception-including impression formation and attribution theories, attitude formation, and persuasion, group processes-including group performance and group decision making, leadership</p>			

3C. Practical and professional skills											
	<p>theories, conformity, compliance and obedience.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class.➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.➤ Office hours➤ Blackboard site <p>ASSESSMENT:</p> <table><tr><td>In- class Non Formally Assessed Practical – Formative</td><td>0%</td><td>Problems/essay questions (choice 3 out of 5)</td></tr><tr><td>Critical Review Paper - Summative</td><td>40%</td><td>Critical appraisal of literature on a selected topic (2,500 - 3,000 words).</td></tr><tr><td>In-class final examination (2 hours, comprehensive) - Summative</td><td>60%</td><td>Essay questions (Choice: 3 out of 5)</td></tr></table> <p>The formative test aims to prepare students for the examinations. The critical review paper assesses Learning Outcomes 1, 2, and 5 The Final Examination assesses Learning Outcomes 3, 4, 5, 6 and 7.</p> <p>➤ PS 3032 TESTING & ASSESSMENT-LEVEL 5 Comprehensive knowledge of the theory and practice of psychological testing and assessment. Statistical analysis and in-depth understanding of the psychometric properties of tests. Evaluation of achievement, intelligence, cognitive, neuropsychological and personality tests. Application of testing and assessment in</p>		In- class Non Formally Assessed Practical – Formative	0%	Problems/essay questions (choice 3 out of 5)	Critical Review Paper - Summative	40%	Critical appraisal of literature on a selected topic (2,500 - 3,000 words).	In-class final examination (2 hours, comprehensive) - Summative	60%	Essay questions (Choice: 3 out of 5)
In- class Non Formally Assessed Practical – Formative	0%	Problems/essay questions (choice 3 out of 5)									
Critical Review Paper - Summative	40%	Critical appraisal of literature on a selected topic (2,500 - 3,000 words).									
In-class final examination (2 hours, comprehensive) - Summative	60%	Essay questions (Choice: 3 out of 5)									

3C. Practical and professional skills

various applied settings. Laboratory practice sessions complements the lectures.

Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used:

- Class lectures will consist of demonstrations of the material presented, videos, discussions, group and individual work, role play examples
- Interactive learning (class discussions, group and individual work) and practical hands-on problems solved in class and Blackboard.
- Use of the one-way mirror to demonstrate administration of tests.
- Blackboard site
- Office hours

ASSESSMENT:

Weekly class and home exercises- formative	0%	Hands-on application of the material presented in class
One research paper - summative	40%	Validation study of the psychometric properties of an existing instrument (brief description, data analyses and/or collection, interpretation and conclusions); 2,500 to 3,000 words.
In-class final examination (2-hour, comprehensive) - summative	60%	Essay questions (Choice: 3 out of 5)

The formative *lab exercises* aim to prepare students for the summative assessments.

The research paper assesses Learning Outcomes 4 and 5

The final examination assesses Learning Outcomes 1, 2, 3, 4 with emphasis on 1, 2 & 3.

3C. Practical and professional skills

➤ PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY-LEVEL 5

This course introduces students to experimental methodology, advanced statistical analysis, interpretation and presentation of data, writing of experimental reports. In addition students go through the research process following ethical principles of research. Laboratory sessions complement the lectures.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures and critical discussions of published research.
- Individual designing of experiments using appropriate software, conducting the experiments using human participants, analyzing obtained data and writing of experimental reports. Practical laboratory exercises using SPSS.
- Individual tutorial time, supervising all steps of the research paper.
- Office hours
- Use of Blackboard site

ASSESSMENT:

Laboratory Exercises – formative	0%	Hands on application exercises of the material presented in class.
Portfolio- summative	50%	<ul style="list-style-type: none"> • Short experimental report • Peer review exercise
One research paper– summative	50%	literature review/design/ participants' recruitment/analysis and presentation of results (2,500 to 3,000 words).

The formative laboratory exercises aim to prepare students for the summative assessments.

3C. Practical and professional skills								
	<p>The research paper assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 1, 4, 5. The portfolio assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 2, 3.</p> <p>➤ PS 4239 COGNITION-LEVEL 6</p> <p>This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes. Topics to be covered include attention, perception, multiple memory systems, encoding and retrieval processes, the role of knowledge, language, problem-solving and reasoning.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures and critical discussions of the assigned supplemental articles➤ Individual tutorial time➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td>Two in class “diagnostic” tests (formative)</td><td>0%</td><td>Short answer questions</td></tr><tr><td>One 24h midterm exam (summative)</td><td>40%</td><td>One long essay (1000 words)</td></tr></table>		Two in class “diagnostic” tests (formative)	0%	Short answer questions	One 24h midterm exam (summative)	40%	One long essay (1000 words)
Two in class “diagnostic” tests (formative)	0%	Short answer questions						
One 24h midterm exam (summative)	40%	One long essay (1000 words)						

3C. Practical and professional skills			
	Portfolio of critical assignments (summative)	60%	a. A power-point presentation. b. One critical review essay question assessing application of knowledge covered (1400 words).
	<p>The Midterm exam assesses Learning Outcomes 1 and 2. The Portfolio assesses Learning Outcomes 3, 4, 5 and 6.</p> <p>➤ PS 4251 ABNORMAL PSYCHOLOGY-LEVEL 6</p> <p>Theories of and research in the study of psychopathological development. A scientist-practitioner approach to the study of a variety of psychological disorders, including anxiety, affective and personality disorders. Assessment and treatment approaches.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, discussions, in-class activities, and case study discussions. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p>		
	Case assessment and diagnosis- formative	0%	Phenomenological written case reports to enhance differential diagnosis skills and understanding of the abnormal experience and symptomatology
	Critical Review Paper– summative	50%	Critical review on recent empirical finding on controversial diagnostic and treatment

3C. Practical and professional skills			
			issues of psychopathology (3,000 words).
	In-class final examination (2-hour, comprehensive) – summative	50%	Essay questions (choice: 3 out of 5)
	<p>The formative assessment relates to learning outcomes 1, 3, 4, 6, The paper assignment assesses learning outcomes 1, 2, 3, 5 The final exam assesses learning outcomes 1-6, with emphasis on 4 & 6</p> <p>➤ PS 44XX FINAL YEAR PROJECT I -LEVEL 6 A comprehensive coverage of the procedure required for the development of a thorough research proposal. Components of this procedure are the following: (a) identification of the research problem; (b) literature review and background to the research problem; (c) objectives of the research project; (d) research design; (e) significance of the research; (f) feasibility of the research; (g) ethics</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <p>➤ Supervision: Over the course of the preparation of the research proposal the students will receive individual tutorial time (supervision sessions) with their supervisor. This is something that is flexible and that will vary depending on the nature of the project. As a guide, they can expect up to 4 hours of supervision time (in the form of individual meetings and online support) during the semester.</p> <p>➤ Use of Blackboard site, where the instructor will post relevant materials.</p> <p>ASSESSMENT:</p>		
	Research proposal for the dissertation (summative)	100%	Short literature review, hypothesis, methodology, expected results (2,500 words)

3C. Practical and professional skills								
	The research proposal assesses learning outcomes 1-5							
	<p>➤ PS 4535 FINAL YEAR PROJECT II-LEVEL 6</p> <p>This course offers graduating psychology students the opportunity to conduct an extended piece of empirical research in an area and topic of their interest. Students select an original project topic involving literature research and extensive reading, planning, conducting, data analysis and producing a written research report to publication standards.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Individual supervision of each research project: Students will receive individual supervision sessions with their instructor which can vary depending on the nature of the project. Students can expect up to 6 hours of supervision time (in the form of individual meetings and online support) during the semester.➤ Office hours➤ Use of Blackboard site <p>ASSESSMENT:</p> <table><tr><td></td><td></td><td></td></tr><tr><td>One independent extensive research project - summative</td><td>100%</td><td>Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).</td></tr></table>					One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).
	One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).					
	The formative laboratory assignments aim to prepare students for the research paper.							
The research project assesses Learning Outcomes 1-4								

3C. Practical and professional skills											
	<p>PSYCHOLOGY OPTION GROUP A</p> <p>➤ PS 4152 SCHOOLS OF PSYCHOTHERAPY-LEVEL 6</p> <p>Examination of contemporary psychotherapies. Basic and advanced principles and techniques in psychoanalytic/psychodynamic, humanistic, existential, behavioral, cognitive, rational-emotive, group, and family therapies. Critical evaluation of current therapy process and outcome research and on the process and effectiveness of psychotherapy.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, video and audio presentations, and in-class demonstrations➤ In class discussions of case studies➤ Role play exercises and experiential examples➤ Individual or group discussions of course material➤ Use of Blackboard site➤ Office hours <p>ASSESSMENT:</p> <table><tr><td>Class participation-formative</td><td>0%</td><td>Participation in weekly exercises in class</td></tr><tr><td>Critical Essay -summative</td><td>40%</td><td>On a critical question on the material covered given to students 48 hours prior to the day of submission (2,000 words)</td></tr><tr><td>In-class final examination (2 hour, comprehensive) -summative</td><td>60%</td><td>Essay questions (choice: 3 out of 5)</td></tr></table> <p>The formative exercises aim to prepare students for the exams and enhance their learning experience. The critical essay assesses learning outcome 2. The final examination assesses learning outcome 1, 3, and 4.</p>		Class participation- formative	0%	Participation in weekly exercises in class	Critical Essay - summative	40%	On a critical question on the material covered given to students 48 hours prior to the day of submission (2,000 words)	In-class final examination (2 hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)
Class participation- formative	0%	Participation in weekly exercises in class									
Critical Essay - summative	40%	On a critical question on the material covered given to students 48 hours prior to the day of submission (2,000 words)									
In-class final examination (2 hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)									

3C. Practical and professional skills		
	<p>➤ PS 4154 INTRODUCTION TO COUNSELING PSYCHOLOGY -LEVEL 6</p> <p>This course is designed to provide the student with an overview of the field of counseling psychology. The course utilizes a scientist/practitioner approach to familiarize students with the assumptions, theories, strategies, applications, and ethical and legal considerations related to counseling psychology. This course is not designed to teach students how to conduct psychotherapy.</p> <p><u>Learning and Teaching Strategy:</u> Lectures, class experiential activities, group discussions, a portfolio and a term paper.</p> <p>ASSESSMENT:</p>	
	Formative Assessment	0%
	Portfolio- Summative	60%
	Critical Review Paper- Summative	40%
		<p>Video class discussions and reflections</p> <p>The Portfolio assessment includes two types of assignments:</p> <p>Personal Beliefs Statement (1500 words). This statement outlines students' motivations for choosing the counseling psychology field.</p> <p>Self-Reflection Papers on different topics presented in class.</p> <p>Students will write a critical review paper of the empirical evidence on one of the following topics: Personal Therapy, Online Counseling, Mandated Counseling. As these topics are still debates in counseling</p>

3C. Practical and professional skills			
			psychology students will need to draw their conclusions based on existing empirical evidence (2,500 to 3000 words).
	<p>Formative assessments enrich students' learning experiences Portfolio assesses the Learning Outcomes 1, 2, 6, 7. Critical Review Paper assesses Learning Outcomes 2, 3, 4, 5 with an emphasis on 3, 4, 5.</p> <p>➤ PS 4244 PSYCHOLOGY OF ADDICTION-LEVEL 6 The course aims at providing a model for understanding the psychological and biological aspects of addiction and addictive behaviors. It covers, the neurobiological mechanisms associated with consciousness altering substances, the social, cultural and psychological perspectives on addictive behaviours. Students will be familiarized with diagnostic criteria for alcohol and substance use disorders utilizing the Diagnostic and Statistical Manual Fifth Addition (DSM-5) as well as to more continuum models of assessing addictions, The course focuses also on other non substance related forms of addiction, like gambling, sex addiction, internet addiction and the addictive features of feeding and eating disorders. Other factors that may contribute to the development of addictive behaviors, like personality traits or family characteristics, are also examined.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, class discussions, video presentations, and demonstrations of the material presented ➤ In class discussions of case studies and relevant articles ➤ Use of Blackboard site ➤ Office hours 		

3C. Practical and professional skills		
	ASSESSMENT:	
	Informal report - formative	0% Small group informal report on other addictive behaviors, i.e. gambling, food, work, internet and leading discussion on similarities and differences with drug addiction.
	Critical review paper– summative	50% Critical review on recent biological and psycho-social research on controversial medical, social, and ethical issues related to drug addiction. (3,000 words).
	In-class final examination (2 hours) - summative	50% Essay questions (choice: 3 out of 5)
	<p>The critical review paper assesses learning outcomes 1, 2, 6 and 7. The final exam assesses learning outcomes 2, 3, 4, 5 and 6 with an emphasis on 3, 4 and 5.</p> <p>➤ PS 4343 CHILDHOOD & ADOLESCENCE PSYCHOPATHOLOGY -LEVEL 6 Comprehensive and critical evaluation of theories and research on the etiology of different types of psychopathology in infancy, childhood, and adolescence. Applications of psychometric tests and assessment, and evidence-based treatment and prevention programs.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the College, the following tools are used:</p> <p>➤ Classes consist of lectures, class discussions, video presentations, and demonstrations of the material presented</p> <p>➤ In class discussions of case studies and recent articles</p>	

3C. Practical and professional skills											
	<ul style="list-style-type: none">➤ Role play exercises and examples are employed to facilitate active learning➤ Individual or group presentation of a paper➤ Use of Blackboard site➤ Office hours										
	<p>ASSESSMENT:</p> <table><tr><td>Class participation-formative</td><td>0%</td><td>Participation in weekly exercises in class</td></tr><tr><td>Group project -summative</td><td>60%</td><td>Critical literature review of treatment effectiveness and group presentation</td></tr><tr><td>In-class final examination (2 hour, comprehensive) -summative</td><td>40%</td><td>Essay questions (choice: 3 out of 5)</td></tr></table>	Class participation- formative	0%	Participation in weekly exercises in class	Group project - summative	60%	Critical literature review of treatment effectiveness and group presentation	In-class final examination (2 hour, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)	
Class participation- formative	0%	Participation in weekly exercises in class									
Group project - summative	60%	Critical literature review of treatment effectiveness and group presentation									
In-class final examination (2 hour, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)									
	<p>The formative exercises will enrich the students learning experience and enable them to understand the material at a more in-depth manner.</p> <p>The group project assesses learning objective 4 and 5.</p> <p>The final exam assesses learning objectives 1, 2, 3, and 5.</p>										

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. Demonstrate a measure of knowledge in an array of different sciences, thus becoming broadly informed citizens and professionals	D1: <u>Where it is taught:</u> Students have two (2) module: PS 2010 HISTORY OF PSYCHOLOGY (Level 4), PS 2257 DIVERSITY AND SOCIAL INTERACTION (level 4).

3D. Key/transferable skills

➤ PS 2010 HISTORY OF PSYCHOLOGY - LEVEL 4:

This course reviews the advancement of psychological thought, inquiry and practice, by engaging students with the historical development of contemporary paradigms. Ever-increasing specialization in the field can make it challenging to discern the common roots from which the field of psychology has evolved. The course examines the “shared past”, which will provide a context for understanding the intellectual history of psychology and how it developed into the discipline we know today.

Learning and Teaching Strategy: In congruence with the Learning and Teaching strategy of the College, the following tools are used:

- Lectures, discussions and in-class activities
- Relevant educational films
- Office hours
- Use of Blackboard site

ASSESSMENT:

In class and take home practical exercises formative	0%	Short answers Essay questions
Theoretical Report summative	40%	Students present a contemporary topic of interest in Psychology (such as addictions, bullying or eating disorders) from the standpoint of major contributors in historical schools of thought. The report is in the form of Role Play “ <i>I am Freud, and this is how I view the issue of...</i> ” (1000 words).
Final Examination (2-hours)- summative	60%	Essay questions (Choice: 2 out of 3)

The formative test aims to prepare students for the examinations.

3D. Key/transferable skills										
	<p>The theoretical report assesses Learning Outcome 3. The final exam assesses Learning Outcomes 1, 2, & 4.</p>									
	<p>➤ PS 2257 DIVERSITY AND SOCIAL INTERACTION (LEVEL 4)</p> <p>This course studies the Psychology of Diversity and social interaction in contemporary times. A comprehensive coverage of basic theories and current research on Diversity is presented, explaining how and why a broad range of social differences influence attitudes, behavior, experiences and social interactions. The origins and forms of stereotypes and prejudice are examined, implications of stigma and social inequalities are discussed, in addition to addressing a variety of preventative and interventions strategies at the individual and societal level.</p>									
	<p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p>									
	<p>➤ Classes consist of lectures, video presentations and demonstration of the material presented. ➤ In class discussions of case studies and best practices when working with diversity issues. ➤ Use of Blackboard site ➤ Office hours</p>									
	<p>ASSESSMENT</p> <hr/> <table> <tr> <td>Class participation – Summative</td><td>0%</td><td>Participation in class discussions (related to thematic issues) experiential exercises/ self- reflection exercises.</td></tr> <tr> <td>Midterm Exam (1 hour) Summative</td><td>40%</td><td>Short essay questions (2 out of 3)</td></tr> <tr> <td>Final Exam (2 hours) Summative</td><td>60%</td><td>Essay questions (2 out of 3)</td></tr> </table> <hr/> <p>The formative assignments are aimed to enrich the students learning experience and enable them to</p>		Class participation – Summative	0%	Participation in class discussions (related to thematic issues) experiential exercises/ self- reflection exercises.	Midterm Exam (1 hour) Summative	40%	Short essay questions (2 out of 3)	Final Exam (2 hours) Summative	60%
Class participation – Summative	0%	Participation in class discussions (related to thematic issues) experiential exercises/ self- reflection exercises.								
Midterm Exam (1 hour) Summative	40%	Short essay questions (2 out of 3)								
Final Exam (2 hours) Summative	60%	Essay questions (2 out of 3)								

3D. Key/transferable skills	
D2. Use computing and information processing skills: Use of the Internet and the Web, use of computer application packages, use of library data bases	<p>understand the material in an in-depth and critical manner. Class participation assesses the learning outcomes 1, 2 & 3 The Midterm exam assesses learning outcomes 1 & 2 The Final exam assesses learning objectives 1,3,4,5 & 6, with an emphasis on 3,4,5,& 6.</p> <p>D2: <u>Where it is taught:</u> Students have thirteen (13) modules and four (4) groups of optional modules: PS 2010 HISTORY OF PSYCHOLOGY (Level 4), PS 2047 ANALYSIS OF BEHAVIOURAL DATA (Level 4), PS 2236 HUMAN LEARNING & MEMORY (Level 4), PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE PSYCHOPATHOLOGY (Level 5), PS 3012 THEORIES OF PERSONALITY (Level 5), PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5), PS 3026 SOCIAL PSYCHOLOGY (Level 5), PS 3032 TESTING & ASSESSMENT (Level 5), PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY (Level 5), PS 4239 COGNITION (Level 6), PS 4251 ABNORMAL PSYCHOLOGY (Level 6), PS 44XX FINAL YEAR PROJECT I (Level 6), PS 4535 FINAL YEAR PROJECT II (Level 6), PSYCHOLOGY OPTION GROUP A (Level 6), PSYCHOLOGY OPTION GROUP B (Level 6), PSYCHOLOGY OPTION GROUP C (Level 6), PSYCHOLOGY OPTION FROM ANY OF THE GROUPS A, B OR C (Level 6)</p> <p>➤ PS 2010 HISTORY OF PSYCHOLOGY - LEVEL 4: This course reviews the advancement of psychological thought, inquiry and practice, by engaging students with the historical development of contemporary paradigms. Ever-increasing specialization in the field can make it challenging to discern the common roots from which the field of psychology has evolved. The course examines the “shared past”, which will provide a context for understanding the intellectual history of psychology and how it developed into the discipline we know today.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching strategy of the College, the following tools are used: ➤ Lectures, discussions and in-class activities</p>

3D. Key/transferable skills		
	<ul style="list-style-type: none"> ➤ Relevant educational films ➤ Office hours ➤ Use of Blackboard site 	
	ASSESSMENT:	
	In class and take home practical exercises formative	0% Short answers Essay questions
	Theoretical Report summative	40% Students present a contemporary topic of interest in Psychology (such as addictions, bullying or eating disorders) from the standpoint of major contributors in historical schools of thought. The report is in the form of Role Play " <i>I am Freud, and this is how I view the issue of...</i> " (1000 words).
	Final Examination (2-hours)- summative	60% Essay questions (Choice: 2 out of 3)
<p>The formative test aims to prepare students for the examinations. The theoretical report assesses Learning Outcome 3. The final exam assesses Learning Outcomes 1, 2, & 4.</p> <p>➤ PS 2047 ANALYSIS OF BEHAVIOURAL DATA-LEVEL 4 A comprehensive coverage of fundamental aspects in probability and statistics. Analysis of behavioral data with graphs, descriptive and inferential statistics. Interpretation of research findings from graphs, parametric and non-parametric tests. The use of SPSS statistical software constitutes an integral part of teaching and learning. Laboratory sessions complement the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the</p>		

3D. Key/transferable skills

following tools are used:

- The course is delivered through lectures and practical workshops where SPSS will be a teaching aid as well as a medium for solving problems.
- Lab component, an integral part of the course, is designed to give students hands-on experience with statistical package and data analysis (SPSS and Excel). Lab assignments will be given each period to be completed during the lab session. This will allow students to assimilate and consolidate material covered in lectures.
- Office hours
- Use of Blackboard site

ASSESSMENT:

Weekly Lab Assignments – Formative	0%	Analyzing a set of data and interpreting findings
In-class midterm examination (1 hour) - Summative	40%	Problems (25 multiple choices) Short answer questions (Choice: 2 out of 4)
Final examination (2 hours, comprehensive) – Summative	60%	Problems (50 multiple choices) Short answer questions (Choice: 4 out of 6)

The formative lab assignments aim to prepare students for the final examination.

The midterm examination tests Learning Outcomes 1, 2, and 4.

The final examination tests Learning Outcomes 1, 2, 3, 4, 5 and 6 (main emphasis is given on learning outcomes 3, 5 and 6).

➤ PS 2236 HUMAN LEARNING AND MEMORY-LEVEL 4

This course is an empirical and theoretical examination of the processes of learning and memory. For learning the focus is on habituation, classical and operant conditioning, and behaviorist approaches. Although most of the research findings come from animal experiments, the relevance of these findings and

3D. Key/transferable skills

concepts to understanding human behavior are discussed. For memory the focus is primarily on human memory. Students are introduced to the empirical and theoretical examination of the process of memory, regarding the mechanisms of acquiring, storing and retrieving information.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Lectures, discussions, and in-class activities.
- Relevant educational films
- Office hours
- Use of Blackboard site

ASSESSMENT:

Quizzes, practical exercises, short videos and demonstrations – Formative	0%	
Portfolio assessment Summative	50%	1. One in-class written assignment, discussing a given scenario 2. One practical report. Indicative topics of practical report: Virtual Learning experiment, Experiment participation, Article Review, Classical or Operant Conditioning principles in real life
Final Examination (2-hours)- summative	50%	Essay questions (Choice: 2 out of 3); Memory component

The formative test aims to prepare students for the portfolio assessment and the final exam. The portfolio assesses Learning Outcomes 1 and 2.

3D. Key/transferable skills

The final exam assesses Learning Outcomes 3, 4, and 5.

➤ **PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD & ADOLESCENCE-LEVEL 5**

Integrated presentation of theory and research, focusing on physical, cognitive, and socioemotional development from the age of six through adolescence.

Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used:

- Classes consist of lectures and discussions on selected readings
- Interactive group workshops on topics being taught
- In-class critical discussions of published articles
- Office hours
- Use of Blackboard site

ASSESSMENT:

In-class Practical Exercises – formative	0%	Application exercises on selected topics
Practical Assignment (1,800 words) – summative	40%	Literature review / gathering data conducting structured or semi-structured interviews/ summarizing and discussing results
In-class Final Examination (2 hours) – summative	60%	Essay questions (Choice: 3 out of 5)

The formative test aims to prepare students for the examination.

The practical assignment assesses Learning Outcome 7.

The final examination assesses Learning Outcomes 1 to 6.

3D. Key/transferable skills

➤ PS 3012 Theories of Personality-LEVEL 5

Historical and theoretical examination of the concept of personality. Scientific conceptualization of human behaviour and critical evaluation and comparison of personality theories, with respect to comprehensiveness, empirical validity and applied value. Applications of principles of personality development to contemporary society.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures, discussions, in-class activities, and case study discussions.
- Office hours
- Use of Blackboard site

ASSESSMENT:

Analytical reaction papers- formative	0%	Reflection and personal reaction to each personality theory, relevance to current social issues and events
Critical review paper– summative	40%	Critical appraisal of literature on a selected personality theory or trait (2,500-3,000 words)
In-class final examination (2-hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)

The formative assessment relates to learning outcomes 1

The Paper Assignment tests learning outcomes 1, 4, 5.

The final examination tests learning outcomes 2, 3, 5 with an emphasis on 2 & 3.

3D. Key/transferable skills					
	<p>➤ PS 3018 RESEARCH METHODS IN PSYCHOLOGY-LEVEL 5</p> <p>Systematic presentation and evaluation of research methods, designs and tools in psychological science. A variety of research methods for data collection, (observation, interview, and experiment) as well as qualitative (interpretative phenomenological analysis, grounded theory) and quantitative data analysis (descriptive and inferential) are covered. Logic of scientific thinking, ethical dimension and dilemmas of research process, use of computerized database searches and statistical program for data analysis, writing research reports. Laboratory sessions complement the lectures.</p> <p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ The course is divided into two parts, lectures (3 hours per week) and practical lab sessions 3 hours per week).Core content is covered in lectures and skills associated with the core content are developed in lab classes with practical demonstrations and critical discussions of exercises and assignments. ➤ Students will prepare drafts of their research proposal for peer review and feedback. They will conduct a survey, observation or mixed method research study based on their proposal. Students will collect and analyse data using appropriate methods, and submit a written report of their small-scale research with APA format including expanded literature review, method, results discussion and references. A journal will be kept documenting the stages and allowing students reflection on the process. ➤ Weakly, thorough individual and/or group feedback to Laboratory assignments. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p> <table border="1"> <tr> <td>Weekly Laboratory Exercises and research proposal-formative</td><td>0%</td><td>1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles,</td></tr> </table>	Weekly Laboratory Exercises and research proposal- formative	0%	1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles,	
Weekly Laboratory Exercises and research proposal- formative	0%	1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles,			

3D. Key/transferable skills			
			analyzes of data, and interpretation of findings. 2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals
	ONE research paper– summative	50%	Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)
	Portfolio– summative	50%	1. One in-class critique of an empirical study 2.Variety of practical assignments on qualitative and quantitative methodologies (e.g.summary report, peer-reviewed exercise, reflective journal)
<p>The formative laboratory exercises aim to help student clarify and prepare them for their research proposal and their research project. The research paper assesses Learning outcomes: 1, 2, 3 The portfolio assesses Learning outcomes: 4, 5, 6</p> <p>➤ PS 3026 Social Psychology -LEVEL 5 Systematic analysis and evaluation of theoretical constructs, principles and research in relation to the social psychological nature and causes of behaviour. Theoretical explanations and research findings are discussed within the context of the social world. Topics include an introduction to the history of social psychology, social perception-including impression formation and attribution theories, attitude formation, and persuasion, group processes-including group performance and group decision making, leadership theories, conformity, compliance and obedience.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <p>➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class.</p>			

3D. Key/transferable skills											
	<ul style="list-style-type: none"> ➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. ➤ Office hours ➤ Blackboard site <p>ASSESSMENT:</p> <table> <tr> <td>In- class Non Formally Assessed Practical – Formative</td><td>0%</td><td>Problems/essay questions (choice 3 out of 5)</td></tr> <tr> <td>Critical Review Paper - Summative</td><td>40%</td><td>Critical appraisal of literature on a selected topic (2,500 - 3,000 words).</td></tr> <tr> <td>In-class final examination (2 hours, comprehensive) - Summative</td><td>60%</td><td>Essay questions (Choice: 3 out of 5)</td></tr> </table> <p>The formative test aims to prepare students for the examinations. The critical review paper assesses Learning Outcomes 1, 2, and 5 The Final Examination assesses Learning Outcomes 3, 4, 5, 6 and 7.</p> <p>➤ PS 3032 TESTING & ASSESSMENT-LEVEL 5 Comprehensive knowledge of the theory and practice of psychological testing and assessment. Statistical analysis and in-depth understanding of the psychometric properties of tests. Evaluation of achievement, intelligence, cognitive, neuropsychological and personality tests. Application of testing and assessment in various applied settings. Laboratory practice sessions complements the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures will consist of demonstrations of the material presented, videos, discussions, group and individual work, role play examples 	In- class Non Formally Assessed Practical – Formative	0%	Problems/essay questions (choice 3 out of 5)	Critical Review Paper - Summative	40%	Critical appraisal of literature on a selected topic (2,500 - 3,000 words).	In-class final examination (2 hours, comprehensive) - Summative	60%	Essay questions (Choice: 3 out of 5)	
In- class Non Formally Assessed Practical – Formative	0%	Problems/essay questions (choice 3 out of 5)									
Critical Review Paper - Summative	40%	Critical appraisal of literature on a selected topic (2,500 - 3,000 words).									
In-class final examination (2 hours, comprehensive) - Summative	60%	Essay questions (Choice: 3 out of 5)									

3D. Key/transferable skills

- Interactive learning (class discussions, group and individual work) and practical hands-on problems solved in class and Blackboard.
- Use of the one-way mirror to demonstrate administration of tests.
- Blackboard site
- Office hours

ASSESSMENT:

Weekly class and home exercises- formative	0%	Hands-on application of the material presented in class
One research paper - summative	40%	Validation study of the psychometric properties of an existing instrument (brief description, data analyses and/or collection, interpretation and conclusions); 2,500 to 3,000 words.
In-class final examination (2-hour, comprehensive) - summative	60%	Essay questions (Choice: 3 out of 5)

The formative *lab exercises* aim to prepare students for the summative assessments.

The research paper assesses Learning Outcomes 4 and 5

The final examination assesses Learning Outcomes 1, 2, 3, 4 with emphasis on 1, 2 & 3.

➤ PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY-LEVEL 5

This course introduces students to experimental methodology, advanced statistical analysis, interpretation and presentation of data, writing of experimental reports. In addition students go through the research process following ethical principles of research. Laboratory sessions complement the lectures.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

3D. Key/transferable skills		
	<ul style="list-style-type: none"> ➤ Classes consist of lectures and critical discussions of published research. ➤ Individual designing of experiments using appropriate software, conducting the experiments using human participants, analyzing obtained data and writing of experimental reports. Practical laboratory exercises using SPSS. ➤ Individual tutorial time, supervising all steps of the research paper. ➤ Office hours ➤ Use of Blackboard site 	
	ASSESSMENT:	
	Laboratory Exercises – formative	0% Hands on application exercises of the material presented in class.
	Portfolio- summative	50% <ul style="list-style-type: none"> • Short experimental report • Peer review exercise
	One research paper– summative	50% literature review/design/ participants' recruitment/analysis and presentation of results (2,500 to 3,000 words).
<p>The formative laboratory exercises aim to prepare students for the summative assessments. The research paper assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 1, 4, 5. The portfolio assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 2, 3.</p> <p>➤ PS 4239 COGNITION-LEVEL 6</p> <p>This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes. Topics to be covered include attention, perception, multiple memory systems, encoding and retrieval processes, the role of knowledge, language, problem-solving and reasoning.</p>		

3D. Key/transferable skills

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures and critical discussions of the assigned supplemental articles
- Individual tutorial time
- Office hours
- Use of Blackboard site

ASSESSMENT:

Two in class “diagnostic” tests (formative)	0%	Short answer questions
One 24h midterm exam (summative)	40%	One long essay (1000 words)
Portfolio of critical assignments (summative)	60%	g. A power-point presentation. h. One critical review essay question assessing application of knowledge covered (1400 words).

The Midterm exam assesses Learning Outcomes 1 and 2.

The Portfolio assesses Learning Outcomes 3, 4, 5 and 6.

➤ PS 4251 ABNORMAL PSYCHOLOGY-LEVEL 6

Theories of and research in the study of psychopathological development. A scientist-practitioner approach to the study of a variety of psychological disorders, including anxiety, affective and personality disorders.

3D. Key/transferable skills

Assessment and treatment approaches.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures, discussions, in-class activities, and case study discussions.
- Office hours
- Use of Blackboard site

ASSESSMENT:

Case assessment and diagnosis- formative	0%	Phenomenological written case reports to enhance differential diagnosis skills and understanding of the abnormal experience and symptomatology
Critical Review Paper– summative	50%	Critical review on recent empirical finding on controversial diagnostic and treatment issues of psychopathology (3,000 words).
In-class final examination (2-hour, comprehensive) – summative	50%	Essay questions (choice: 3 out of 5)

The formative assessment relates to learning outcomes 1, 3, 4, 6,

The paper assignment assesses learning outcomes 1, 2, 3, 5

The final exam assesses learning outcomes 1-6, with emphasis on 4 & 6

➤ PS 44XX FINAL YEAR PROJECT I -LEVEL 6

A comprehensive coverage of the procedure required for the development of a thorough research proposal. Components of this procedure are the following: (a) identification of the research problem; (b) literature review and background to the research problem; (c) objectives of the research project; (d) research design; (e) significance of the research; (f) feasibility of the research; (g) ethics

3D. Key/transferable skills

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Supervision: Over the course of the preparation of the research proposal the students will receive individual tutorial time (supervision sessions) with their supervisor. This is something that is flexible and that will vary depending on the nature of the project. As a guide, they can expect up to 4 hours of supervision time (in the form of individual meetings and online support) during the semester.
- Use of Blackboard site, where the instructor will post relevant materials.

ASSESSMENT:

Research proposal for the dissertation (summative)	100%	Short literature review, hypothesis, methodology, expected results (2,500 words)
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The research proposal assesses learning outcomes 1-5

➤ PS 4535 FINAL YEAR PROJECT II-LEVEL 6

This course offers graduating psychology students the opportunity to conduct an extended piece of empirical research in an area and topic of their interest. Students select an original project topic involving literature research and extensive reading, planning, conducting, data analysis and producing a written research report to publication standards.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Individual supervision of each research project: Students will receive individual supervision sessions with their instructor which can vary depending on the nature of the project. Students can expect up to 6 hours of supervision time (in the form of individual meetings and online support)

3D. Key/transferable skills								
	<p>during the semester.</p> <ul style="list-style-type: none"> ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p> <table border="1"> <tr> <td></td><td></td><td></td></tr> <tr> <td>One independent extensive research project - summative</td><td>100%</td><td>Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).</td></tr> </table> <p>The formative laboratory assignments aim to prepare students for the research paper. The research project assesses Learning Outcomes 1-4.</p> <p>PSYCHOLOGY OPTION GROUP A</p> <ul style="list-style-type: none"> ➤ PS 4152 SCHOOLS OF PSYCHOTHERAPY-LEVEL 6 <p>Examination of contemporary psychotherapies. Basic and advanced principles and techniques in psychoanalytic/psychodynamic, humanistic, existential, behavioral, cognitive, rational-emotive, group, and family therapies. Critical evaluation of current therapy process and outcome research and on the process and effectiveness of psychotherapy.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, video and audio presentations, and in-class demonstrations ➤ In class discussions of case studies ➤ Role play exercises and experiential examples ➤ Individual or group discussions of course material 					One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).
One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).						

3D. Key/transferable skills														
	<ul style="list-style-type: none"> ➤ Use of Blackboard site ➤ Office hours <p>ASSESSMENT:</p> <table> <tr> <td>Class participation-formative</td><td>0%</td><td>Participation in weekly exercises in class</td></tr> <tr> <td>Critical Essay -summative</td><td>40%</td><td>On a critical question on the material covered given to students 48 hours prior to the day of submission (2,000 words)</td></tr> <tr> <td>In-class final examination (2 hour, comprehensive) -summative</td><td>60%</td><td>Essay questions (choice: 3 out of 5)</td></tr> </table> <p>The formative exercises aim to prepare students for the exams and enhance their learning experience. The critical essay assesses learning outcome 2. The final examination assesses learning outcome 1, 3, and 4.</p> <p>➤ PS 4154 INTRODUCTION TO COUNSELING PSYCHOLOGY -LEVEL 6 This course is designed to provide the student with an overview of the field of counseling psychology. The course utilizes a scientist/practitioner approach to familiarize students with the assumptions, theories, strategies, applications, and ethical and legal considerations related to counseling psychology. This course is not designed to teach students how to conduct psychotherapy.</p> <p><u>Learning and Teaching Strategy:</u> Lectures, class experiential activities, group discussions, a portfolio and a term paper.</p> <p>ASSESSMENT:</p> <table> <tr> <td>Formative Assessment</td><td>0%</td><td>Video class discussions and reflections</td></tr> </table>		Class participation- formative	0%	Participation in weekly exercises in class	Critical Essay - summative	40%	On a critical question on the material covered given to students 48 hours prior to the day of submission (2,000 words)	In-class final examination (2 hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)	Formative Assessment	0%	Video class discussions and reflections
Class participation- formative	0%	Participation in weekly exercises in class												
Critical Essay - summative	40%	On a critical question on the material covered given to students 48 hours prior to the day of submission (2,000 words)												
In-class final examination (2 hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)												
Formative Assessment	0%	Video class discussions and reflections												

3D. Key/transferable skills			
	Portfolio- Summative	60%	<p>The Portfolio assessment includes two types of assignments:</p> <p>Personal Beliefs Statement (1500 words). This statement outlines students' motivations for choosing the counseling psychology field.</p> <p>Self-Reflection Papers on different topics presented in class.</p>
	Critical Review Paper- Summative	40%	<p>Students will write a critical review paper of the empirical evidence on one of the following topics: Personal Therapy, Online Counseling, Mandated Counseling. As these topics are still debates in counseling psychology students will need to draw their conclusions based on existing empirical evidence (2,500 to 3000 words).</p>
<p>Formative assessments enrich students' learning experiences Portfolio assesses the Learning Outcomes 1, 2, 6, 7. Critical Review Paper assesses Learning Outcomes 2, 3, 4, 5 with an emphasis on 3, 4, 5.</p> <p>➤ PS 4244 PSYCHOLOGY OF ADDICTION-LEVEL 6 The course aims at providing a model for understanding the psychological and biological aspects of</p>			

3D. Key/transferable skills

addiction and addictive behaviors. It covers, the neurobiological mechanisms associated with consciousness altering substances, the social, cultural and psychological perspectives on addictive behaviours. Students will be familiarized with diagnostic criteria for alcohol and substance use disorders utilizing the Diagnostic and Statistical Manual Fifth Addition (DSM-5) as well as to more continuum models of assessing addictions, The course focuses also on other non substance related forms of addiction, like gambling, sex addiction, internet addiction and the addictive features of feeding and eating disorders. Other factors that may contribute to the development of addictive behaviors, like personality traits or family characteristics, are also examined.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures, class discussions, video presentations, and demonstrations of the material presented
- In class discussions of case studies and relevant articles
- Use of Blackboard site
- Office hours

ASSESSMENT:

Informal report - formative	0%	Small group informal report on other addictive behaviors, i.e. gambling, food, work, internet and leading discussion on similarities and differences with drug addiction.
Critical review paper— summative	50%	Critical review on recent biological and psycho-social research on controversial medical, social, and ethical issues related to drug addiction. (3,000 words).

3D. Key/transferable skills												
	In-class final examination (2 hours) - summative	50%	Essay questions (choice: 3 out of 5)									
	The critical review paper assesses learning outcomes 1, 2, 6 and 7. The final exam assesses learning outcomes 2, 3, 4, 5 and 6 with an emphasis on 3, 4 and 5.											
	<p>➤ PS 4343 CHILDHOOD & ADOLESCENCE PSYCHOPATHOLOGY -LEVEL 6 Comprehensive and critical evaluation of theories and research on the etiology of different types of psychopathology in infancy, childhood, and adolescence. Applications of psychometric tests and assessment, and evidence-based treatment and prevention programs.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the College, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, class discussions, video presentations, and demonstrations of the material presented➤ In class discussions of case studies and recent articles➤ Role play exercises and examples are employed to facilitate active learning➤ Individual or group presentation of a paper➤ Use of Blackboard site➤ Office hours <p>ASSESSMENT:</p> <table><tr><td>Class participation-formative</td><td>0%</td><td>Participation in weekly exercises in class</td></tr><tr><td>Group project -summative</td><td>60%</td><td>Critical literature review of treatment effectiveness and group presentation</td></tr><tr><td>In-class final examination (2 hour,</td><td>40%</td><td>Essay questions (choice: 3 out of 5)</td></tr></table>			Class participation- formative	0%	Participation in weekly exercises in class	Group project - summative	60%	Critical literature review of treatment effectiveness and group presentation	In-class final examination (2 hour,	40%	Essay questions (choice: 3 out of 5)
	Class participation- formative	0%	Participation in weekly exercises in class									
	Group project - summative	60%	Critical literature review of treatment effectiveness and group presentation									
In-class final examination (2 hour,	40%	Essay questions (choice: 3 out of 5)										

3D. Key/transferable skills			
	comprehensive) - summative		
	The formative exercises will enrich the students learning experience and enable them to understand the material at a more in-depth manner.		
	The group project assesses learning objective 4 and 5.		
	The final exam assesses learning objectives 1, 2, 3, and 5.		
	PSYCHOLOGY OPTION GROUP B		
	➤ PS 4219 HEALTH PSYCHOLOGY -LEVEL 6		
	This module offers a critical understanding of the role of behaviour in health and illness utilizing both quantitative and qualitative research findings. Current issues in health promotion and illness prevention, with emphasis on an integrated holistic approach. Stress and physical illness, hospitalisation, doctor-patient relationship, biopsychosocial aspects of pain, chronic illness, death and dying,		
	<u>Learning and Teaching Strategy:</u>		
	➤ Class lectures and discussions		
	➤ In-class experiential exercises		
	➤ Office hours		
	➤ Use of Blackboard Site		
	ASSESSMENT:		
	Class participation- formative	0%	Participation in weekly exercises in class
	Portfolio- summative	60%	7. Self-reflective health status diary 8. Qualitative research position paper
	In-class final examination (2 hour, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)

3D. Key/transferable skills

The formative test aims to prepare students for the final examination.
The portfolio assesses Learning outcome 1, 2, 3, 5 & 6.
The final examination tests Learning Outcomes 1, 4, and 5 with an emphasis on 4.

➤ **PS 4221 EDUCATIONAL PSYCHOLOGY -LEVEL 6**

Application of psychological and educational methods and principles to the behavior of teachers and students in school settings. Student characteristics, learning and motivation, teaching methods and practices, and assessment.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the College, the following tools are used:

- Classes consist of lectures, discussions
- Interactive group workshops on topics being taught
- In class critical discussions of published articles
- Use of Blackboard site
- Office hours

ASSESSMENT:

In-class practical exercises – formative	0%	Application exercises on selected topics
Group Project– summative	60%	Intervention program on a selected topic in educational psychology, including literature review / program design / implications (3000 words)
In-class final examination (2 hours) – summative	40%	Essay questions (Choice: 3 out of 5)

The formative exercises relate to Learning Outcomes 1-5 and aim to enrich students' learning.

3D. Key/transferable skills											
	The group project assesses Learning Outcomes 3, 4, and 5, with an emphasis on application of concepts and theories.										
	The final examination assesses Learning Outcomes 1 to 5.										
	<p>➤ PS 4224 INDUSTRIAL/ORGANISATIONAL PSYCHOLOGY-LEVEL 6</p> <p>A systematic analysis of the science of people at work: Topics include, but not exclusively, jobs requirement, selection and assessment, and the overall interface between the organization and its people. Personnel selection, evaluation and, training methods are assessed, whilst the roles of Job Satisfaction, Motivation at work and Productivity in changing economic times are explored. Working conditions & job design factors are evaluated in the context of the psychological work contract and the Long Work Hours Culture. Organizational behavior and stress management issues covered.</p>										
	<p><u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <p>➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class.</p> <p>➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.</p> <p>➤ Office hours</p> <p>➤ Blackboard Site</p>										
	<p>ASSESSMENT:</p> <table><tr><td>In-class practical exercises - formative</td><td>0%</td><td>Review, analysis and discussion of case studies</td></tr><tr><td>Group project- summative</td><td>60%</td><td>Critical review of literature, data collection, analysis and discussion.</td></tr><tr><td>In-class final examination (2 hours, comprehensive) -summative</td><td>40%</td><td>Essay questions (choice: 3 out of 5)</td></tr></table>			In-class practical exercises - formative	0%	Review, analysis and discussion of case studies	Group project- summative	60%	Critical review of literature, data collection, analysis and discussion.	In-class final examination (2 hours, comprehensive) - summative	40%
In-class practical exercises - formative	0%	Review, analysis and discussion of case studies									
Group project- summative	60%	Critical review of literature, data collection, analysis and discussion.									
In-class final examination (2 hours, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)									

3D. Key/transferable skills

The formative assessment aims to prepare students for the summative assessments.

The Group project assesses Learning Outcomes 3 & 5

The Final Examination assesses Learning Outcomes 1, 2, 4, and 6.

➤ **PS 4249 FORENSIC PSYCHOLOGY -LEVEL 6**

A systematic examination of the applications of psychology to legal issues including criminal profiling, insanity defence, competency to stand trial, commitment to and release from mental institutions, jury selection, eyewitness testimony, expert witness testimony as well as child custody disputes.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures, discussions, in-class activities, and case study discussions.
- Office hours
- Use of Blackboard site

ASSESSMENT:

In-class practical exercises - formative	0%	Review, analysis and discussion of case studies
Case analysis and preparation of Amicus Brief - summative	60%	Describe a legal case and synthesize evidence to defend a particular party with convincing arguments (3,000 words).
In-class final examination (2 hours, comprehensive) - summative	40%	Essay questions (choice: 3 out of 5)

The formative assessment relates to learning outcomes 1, 4-7

The case analysis assesses learning outcomes 3, 6, 7 and 8.

The final exam assesses learning outcomes 1-5.

3D. Key/transferable skills

PSYCHOLOGY OPTION GROUP C:

➤ PS 4213 PSYCHOLOGY OF LANGUAGE-LEVEL 6

This course will provide an introduction to Psycholinguistics. It will cover a broad range of topics from this constantly growing applied field, including the origin and biological foundations of language, as well as the different components of language (morphology, phonology, syntax and semantics). Processes involved in sentence comprehension language production and new approaches to the study of language disorders will also be covered.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures and critical discussions of published research.
- Office hours
- Use of Blackboard site.

ASSESSMENT:

In class diagnostic tests (formative)	0%	The tests will be comprised of 3 short questions out of 4, 100 word each.
In-class Oral Presentation (summative)	40%	Submission of a printed copy of the PowerPoint presentation
In-class final examination (2 hours, comprehensive) (summative)	60%	Essay questions (choice: 3 out of 5)

3D. Key/transferable skills

The formative assessments aim to prepare the students for their final examination.

The Oral Presentation assesses Learning Outcome: 5

The final examination assesses Learning Outcomes: 1, 2,3, & 4.

➤ **PS 4223 STRESS AND COPING -LEVEL 6**

Integrative approach to the scientific study of the causes, symptoms and consequences of stress.

Theoretical and practical concepts to the study of stress are examined, with an outlook to stress management techniques. Success and failing of coping mechanisms are referred to. Adjustments in the areas of interpersonal relationships, school and college life and in the workplace are examined.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class.
- Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- Office hours
- Full use of the library is mandatory for further reading.

ASSESSMENT:

In class Practical exercises– formative	0%	Case Studies/ Class Discussion on a Thematic Issue/Discussion Forum on Blackboard.
Individual Project - Summative	50%	choice 1 out of 2 thematic subjects (3,000 words)
In-class final examination (2 hours, comprehensive) - Summative	50%	Essay questions (choice 3 out of 5)

3D. Key/transferable skills

The formative assessment aims to prepare students for the examinations.
The Individual Project assesses learning outcomes 1 and 5.
The Final Examination assesses learning outcomes 1,2,3,4,5 and 6.

➤ **PS 43XX SOCIAL COGNITION -LEVEL 6**

Integration of two major fields of psychology, social and cognitive psychology. Critical analysis of theories, methods and practical applications centered on how people think about themselves and make sense of their social environment. Emphasis on the cognitive processes as well as on the shared and interactive nature of people's perceptions and experiences in contemporary, everyday contexts.

Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used:

- Lectures in combination with group discussions
- Office hours
- Use of Blackboard site

ASSESSMENT:

In-class assignments- Formative	0%	Essay questions and discussion, practical exercises
Critical review paper- Summative	50%	A critical discussion and evaluation of theoretical and methodological approaches to the study of a key topic of social cognition (3,000 words)
In-class Final examination (2 hours) - Summative	50%	Essay questions (3 out of 5)

The formative assessments aim to prepare students for the summative assessments.
The critical review paper assesses learning outcomes 2 and 4.
The Final Examination assesses learning outcomes 1, 2 and 3 with emphasis on 1 and 3.

3D. Key/transferable skills

➤ PS 43XX HOT TOPICS IN HUMAN NEUROPSYCHOLOGY -LEVEL 6

Neuropsychology is a field of study that endeavors to define the relationship between brain processes and aspects of human psychological functioning. Historically, the main source of data in neuropsychology has been the study of behavior after brain damage or the presence of neurodegenerative disorder. The power of a neuropsychological approach is revealed not only into the difficulties experienced by people with brain damage, but into psychological disorders as diverse as learning disabilities, depression, schizophrenia, and personality disorders.

Learning and Teaching Strategy: The course will be taught in a seminar format:

- Classes consist mainly of critical class discussions of assigned readings.
- Office hours
- Use of Blackboard site

ASSESSMENT:

In-class discussion activities (formative)	0%	Active class engagement during the weekly meetings
Clinical case report (summative)	40%	Students are required to write a “reaction” report to a clinical case, relevant to a neurocognitive domain (1200 words).
Critical Review Paper (summative)	60%	Students select a disorder/disease and focus on the etiology, symptomatology, assessment and treatment. Students have to review the scientific literature which informs the current knowledge of the chosen subject area (3000 words).

3D. Key/transferable skills	
D3. Reflect and be critical of own and/or group work and progress, evaluate strengths and weaknesses and be able to undertake self-directed and/or group study to meet desired objectives	<p>Formative assessments prepare students for the summative assessments The clinical case report assesses Learning Outcome 2 The Final paper covers Learning Outcomes: 1, 3, 4, 5</p> <p>D3 <u>Where it is taught:</u> Students have four (4) modules: PS 3018 RESEARCH METHODS IN PSYCHOLOGY (Level 5), PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY (Level 5), PS 44XX FINAL YEAR PROJECT I (Level 6), PS 4535 FINAL YEAR PROJECT II (Level 6).</p> <p>➤ PS 3018 RESEARCH METHODS IN PSYCHOLOGY-LEVEL 5 Systematic presentation and evaluation of research methods, designs and tools in psychological science. A variety of research methods for data collection, (observation, interview, and experiment) as well as qualitative (interpretative phenomenological analysis, grounded theory) and quantitative data analysis (descriptive and inferential) are covered. Logic of scientific thinking, ethical dimension and dilemmas of research process, use of computerized database searches and statistical program for data analysis, writing research reports. Laboratory sessions complement the lectures.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ The course is divided into two parts, lectures (3 hours per week) and practical lab sessions 3 hours per week). Core content is covered in lectures and skills associated with the core content are developed in lab classes with practical demonstrations and critical discussions of exercises and assignments. ➤ Students will prepare drafts of their research proposal for peer review and feedback. They will conduct a survey, observation or mixed method research study based on their proposal. Students' will collect and analyse data using appropriate methods, and submit a written report of their small-scale research with APA format including expanded literature review, method, results discussion and references. A journal will be kept documenting the stages and allowing students' reflection on the process.

3D. Key/transferable skills		
	<ul style="list-style-type: none"> ➤ Weekly, thorough individual and/or group feedback to Laboratory assignments. ➤ Office hours ➤ Use of Blackboard site 	
	ASSESSMENT:	
	Weekly Laboratory Exercises and research proposal- formative	0% 1. Laboratory work: Classification of methodological approaches/goals, matching goals to methods, development of operational definitions for psychological concepts, formulation of empirical and exploratory questions, critical evaluation of published articles, analyzes of data, and interpretation of findings. 2. Formative feedback, and peer reviews during assessment workshops and exercises; reflective journals
	ONE research paper– summative	50% Paper with APA format including abstract, literature review, method, results, discussion, references and appendices (2,500 words to 3,000 words)
	Portfolio– summative	50% 1. One in-class critique of an empirical study 2. Variety of practical assignments on qualitative and quantitative methodologies (e.g. summary report, peer-reviewed exercise, reflective journal)
<p>The formative laboratory exercises aim to help student clarify and prepare them for their research proposal and their research project.</p> <p>The research paper assesses Learning outcomes: 1, 2, 3</p> <p>The portfolio assesses Learning outcomes: 4, 5, 6</p>		

3D. Key/transferable skills

➤ PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY-LEVEL 5

This course introduces students to experimental methodology, advanced statistical analysis, interpretation and presentation of data, writing of experimental reports. In addition students go through the research process following ethical principles of research. Laboratory sessions complement the lectures.

Learning and Teaching Strategy: In congruence with teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures and critical discussions of published research.
- Individual designing of experiments using appropriate software, conducting the experiments using human participants, analyzing obtained data and writing of experimental reports. Practical laboratory exercises using SPSS.
- Individual tutorial time, supervising all steps of the research paper.
- Office hours
- Use of Blackboard site

ASSESSMENT:

Laboratory Exercises – formative	0%	Hands on application exercises of the material presented in class.
Portfolio- summative	50%	<ul style="list-style-type: none"> • Short experimental report • Peer review exercise
One research paper– summative	50%	literature review/design/ participants' recruitment/analysis and presentation of results (2,500 to 3,000 words).

The formative laboratory exercises aim to prepare students for the summative assessments.
The research paper assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 1, 4, 5.

3D. Key/transferable skills			
	The portfolio assesses Learning Outcomes 1, 2, 3, 4, 5, with emphasis on 2, 3.		
	<p>➤ PS 44XX FINAL YEAR PROJECT I -LEVEL 6</p> <p>A comprehensive coverage of the procedure required for the development of a thorough research proposal. Components of this procedure are the following: (a) identification of the research problem; (b) literature review and background to the research problem; (c) objectives of the research project; (d) research design; (e) significance of the research; (f) feasibility of the research; (g) ethics</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <p>➤ Supervision: Over the course of the preparation of the research proposal the students will receive individual tutorial time (supervision sessions) with their supervisor. This is something that is flexible and that will vary depending on the nature of the project. As a guide, they can expect up to 4 hours of supervision time (in the form of individual meetings and online support) during the semester.</p> <p>➤ Use of Blackboard site, where the instructor will post relevant materials.</p>		
	ASSESSMENT:		
	Research proposal for the dissertation (summative)	100%	Short literature review, hypothesis, methodology, expected results (2,500 words)
	The research proposal assesses learning outcomes 1-5		
<p>➤ PS 4535 FINAL YEAR PROJECT II-LEVEL 6</p> <p>This course offers graduating psychology students the opportunity to conduct an extended piece of empirical research in an area and topic of their interest Students select an original project topic involving</p>			

3D. Key/transferable skills								
	<p>literature research and extensive reading, planning, conducting, data analysis and producing a written research report to publication standards.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Individual supervision of each research project: Students will receive individual supervision sessions with their instructor which can vary depending on the nature of the project. Students can expect up to 6 hours of supervision time (in the form of individual meetings and online support) during the semester. ➤ Office hours ➤ Use of Blackboard site <p>ASSESSMENT:</p> <table border="1"> <tr> <td></td><td></td><td></td></tr> <tr> <td>One independent extensive research project - summative</td><td>100%</td><td>Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).</td></tr> </table> <p>The formative laboratory assignments aim to prepare students for the research paper. The research project assesses Learning Outcomes 1-4</p>					One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).
One independent extensive research project - summative	100%	Literature review, design, recruit participants, analysis of results. Preparation of written project (7,000 words).						

4. Programme Structure

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE	15		
PS 1001 PSYCHOLOGY AS A SOCIAL SCIENCE	15		
PS 2047 ANALYSIS OF BEHAVIOURAL DATA	20		
PS 2257 DIVERSITY AND SOCIAL INTERACTION	15		
PS 2207 DEVELOPMENTAL PSYCHOLOGY: PRESCHOOL YEARS	15		
PS 2210 HISTORY OF PSYCHOLOGY	15		
PS 2236 HUMAN LEARNING & MEMORY	15		
PS 22XX PSYCHOLOGISTS AS RESEARCHERS	10		
TOTAL	120		

Exit Award: Certificate of Higher Education in Psychology, 120

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
PS 3130 BIOPSYCHOLOGY	15		
PS 3018 RESEARCH METHODS IN PSYCHOLOGY	20		
PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE	15		
PS 3012 THEORIES OF PERSONALITY	15		
PS 3032 TESTING AND ASSESSMENT	20		
PS 3026 SOCIAL PSYCHOLOGY	15		
PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY	20		
TOTAL	120		

Exit award : Diploma of Higher Education in Psychology, 240 credits

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional modules	Credit points
PS 44XX FINAL YEAR PROJECT I	10	<u>GROUP A: ONE OUT OF THE FOUR FOLLOWING COURSES IN CLINICAL/COUNSELLING AREAS OF PSYCHOLOGY</u> PS 4152 SCHOOLS OF PSYCHOTHERAPY PS 4154 INTRODUCTION TO COUNSELLING PSYCHOLOGY PS 4244 PSYCHOLOGY OF ADDICTION PS 4343 CHILDHOOD & ADOLESCENCE PSYCHOPATHOLOGY	15
PS 4535 FINAL YEAR PROJECT II	20		
PS 4239 COGNITION	15		
PS 4251 ABNORMAL PSYCHOLOGY	15		
		<u>GROUP B: ONE OUT OF THE FOUR FOLLOWING COURSES IN THE APPLIED AREAS OF PSYCHOLOGY</u> PS 4224 INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY PS 4249 FORENSIC PSYCHOLOGY PS 4221 EDUCATIONAL PSYCHOLOGY PS 4219 HEALTH PSYCHOLOGY	15
		<u>GROUP C: ONE OUT OF THE FOLLOWING COURSES IN CORE DOMAINS</u> PS 4213 PSYCHOLOGY OF LANGUAGE PS 4223 STRESS AND COPING PS 43XX SOCIAL COGNITION PS 43XX HOT TOPICS IN HUMAN NEUROPSYCHOLOGY	15
		ONE FROM ANY GROUP (A, B or C)	15
SUBTOTAL	60	SUBTOTAL	60
TOTAL	120		

Exit award: BA(Honours) in Psychology, 360 credit

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

N/A

6. Support for students and their learning

Academic Advising

Responsible for coordinating all aspects of the undergraduate advising process, the Academic Advising Office aids students in choosing and completing their academic programs. The advising staff provides academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their major they participate in an advising program that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters.

International students have an additional non-academic international student advisor who assists them in their efforts to adjust to the new culture and supports them in obtaining any student visas and residence permits required by Greek law.

Student success is measured through academic performance and other methods of instructor evaluation. At-risk populations are rigorously supervised by the Academic Advising Office.

Student Orientation

Organized and coordinated by the Office of Student Affairs, the New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/DEREE degrees), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular programming. Various sources of information are employed to help the student make a smooth transition to the College environment. Among these are orientation folders containing material on available services, information sessions with administrators and student Orientation Leaders, activity fair, and stands that promote student organizations. A parent orientation session is held as part of the orientation program. The Validation Office and the Registrar offer presentations on the OU award and its academic policies at Student Orientation.

The **Student Academic Support Services (SASS)** is open daily and offers academic assistance to all DERE-ACG students through individual learning facilitation sessions and/or

workshops. SASS learning facilitators are peers who assist students in improving and strengthening academic study skills.

The **Office of Student Affairs** is dedicated to promoting student development and continually improving the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values, such as presentations, lectures, excursions, debates, theatrical plays, blood drives, happenings and events. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. All the student groups have an advisor, or coach, who is knowledgeable in the subject area, monitors their activity, attends their general assemblies and supports the group during the year.

The **Student Association** maintains bridges of communication between the students and the administration. Members of the Student Association participate in academic committees where they contribute their input.

The **Student Success Center** supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Student Success Center aims to create the optimum conditions so that students can follow the path to academic success. The SSC web page has been set up to reflect the one-stop concept of the Center and includes information from different departments. It may be accessed from the “Quick Links” on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information.

Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counseling from the Educational Psychologist on campus.

The **Office of Career Services** offers centralized, comprehensive and coordinated career development, through appointments, sessions and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. In the past three years the Office has expanded the quality of the services offered by acquiring a Career Services Manager tool, Goinglobal, as well as the handling of the international internship positions and the work study positions, transforming it thus into a hub for career-related issues. The Office moved dynamically to the era of social media utilizing Facebook and LinkedIn. The variety of programs and services offered to students and alumni include: counseling sessions about career advising and graduate studies advising; an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major; Goinglobal, a tool offering job openings abroad; skills workshops about job search

and job interview techniques; Career networking events; JobBank offering part-time and full-time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship program.

7. Criteria for admission

Admission requirements are not major specific. The College has a general admissions policy based on the American system of higher education. Admissions criteria are specified in the College catalogue and are in accordance to the QAA Quality Code Part B: Assuring and enhancing academic quality Chapter B2: Recruitment, Selection and Admission to higher education.

Upon admission, students register for a BA in Combined Studies and may transfer to the OU programme up until completion of Level 4.

In relation to the recruitment strategy, the Admissions Office organizes 5 promotional “Discover DERE Day” recruitment events per academic year, where members of the faculty provide brochures and information about the programme. During that event, faculty and the admissions team are also provided with the opportunity to communicate the aim and educational objectives of School of Business programmes. The Admissions Office also produces print / marketing material for specific programmes with the direct aim to promote them to target audiences through all types and methods of Above the Line and Below the Line Advertising. More specifically, the Admissions Office promotes the programme by:

- Participating in Education Fairs and third party events with an Admissions Booth including brochures/banners.
- Coordinating school visits and presentations on the specific programme to all target audiences (school pupils, parents, teachers, principals, career advisers, other public university students with the intention to study in parallel with our Education Institution).
- Organizing focused events across the country to attract candidates from other provinces into the main city campus to study.
- Running direct mailing campaigns (via post and electronic) including Degree Course information.
- Conducting one-on-one info sessions with pupils and parents.

The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major’s programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20 and 13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfill the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to DERE:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English language placement (see section “English Language Requirements”). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students’ performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section “Academic Probation”).

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counselor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College’s English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater
Michigan State University Certificate of Language Proficiency (MSU-CELP)
Michigan Proficiency Certificate
Cambridge Proficiency Certificate
Cambridge Advanced English (CAE) with Grade A only
International Baccalaureate Certificate*
International Baccalaureate Diploma
IELTS: (academic) 6.5 or above
SAT: 450 or above
ACT: 18 or above
TOEFL (paper based): 567 or above
TOEFL (computer based): 227 or above
TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater

Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or program.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program.

8. Language of study

The language of instruction is English.

9. Information about assessment regulations

The assessment methods for each module are included in the module syllabus and made known to the student through:

- a) the course information packet which is given to all students on the first day of classes and
- b) postings on Blackboard.

The programme uses a variety of summative assessments which directly connect to the Learning Outcomes and measure the mastery of students' knowledge and understanding, cognitive, creative as well as technical and practical skills. Mark schemes are used for each type of summative assessment which comprise a number of criteria for testing the degree to which the students have achieved these outcomes. There are usually two summative assessments per semester/session module: a midterm and a final, each contributing a percentage toward the overall grade in the module. A sample of the assessments is second marked and this sample is reviewed by the External Examiner. Grades are ratified by the Board of Examiners. Several courses also include formative assessments which do not contribute to the mark of the module but provide valuable opportunities for learning and offering feedback to students.

Summative assessments include:

- Individual projects.
- Team projects.
- Research papers.
- In-class examinations.

- In-class presentations.
- Critical review papers.
- Portfolios

Formative assessments include:

- In class presentations.
- In class discussion.
- In class and out of class practice exam tests and quizzes.
- Self-assessments and peer review exercises.
- Lab assignments.
- Summary reports.
- Internet/database searches.

Assessment Procedure (Regulatory Framework)

6.1 Although courses may employ assessment instruments which perform only a diagnostic or formative function, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a course.

6.2 The assessment of a student's academic performance requires a judgment of the quality of his or her work. In all cases, this assessment must be governed by criteria which are explicit and communicated to students.

6.3 Faculty develop rubrics for the assessment of students, and department head ensures that these rubrics are consistent with the program specification and other documentation approved at validation.

6.4 Second Marking

All assessed work submitted for credit in programs leading to Open University validated awards are subject to the policy of second marking. This policy extends to all modes of assessment. In implementing the College's policy on second marking, the following procedure is adopted:

6.4.1 The first marker provides the rubric for the assessment of the course (6.3, above), the grade assigned to each item of assessed work and a brief justification for this grade.

6.4.2 Second markers are selected by the department head from the first marker's department, and s/he should be familiar with the course content. The second marker examines a minimum sample of 25% of completed assessments. In all cases the sample is not lower than five.

6.4.3 The sample of work for second marking is generated automatically by the online grading system. This sample comprises all items that have been assigned an A grade or a grade below C (40%), and a representative selection of the remaining items of assessed work. The sample includes work that will be sent to external examiners (thereby providing them with evidence that second marking has been carried out).

6.4.4 The mark should be agreed between the original instructor and the second marker. In cases where it is not possible to reach agreement, a third internal marker is appointed by the department head or area coordinator. All items of assessment for that course are re-marked if the third marker recommends a significant change in the grade assigned to any item of

assessed work. In this event, the entire cohort is subject to the process of re-marking.

6.4.5 The second (or, in the event of a disagreement, the third) marker prepares a brief report during the marking process to be sent to the external examiner for that course. This report should explain the basis upon which the assessed work was graded and the procedure adopted for the second (and where relevant the third) marking; provide an analysis of the distribution of marks between students and modes of assessment; identify any issues that were encountered in the assessment problems; and make recommendations for the future assessment of the course.

6.4.6 All decisions on grades remain provisional until they have been confirmed at the relevant Board of Examiners.

6.5 *External Examiners*

The University is responsible for the appointment of external examiners. Their role is to ensure that justice is done to the individual student and that the standard of the University's validated awards is maintained.

6.5.1 The specific responsibilities of external examiners include:

- the impartial assessment of students comparing their performance with that of their peers undertaking comparable programs of higher education elsewhere and in the light of subject benchmarks and qualification descriptors;
- approving the form and content of proposed examination papers, coursework, assessment rubrics and other assessments that count towards the award, including the approval of alternative assessments and adjustments made for students with declared disability or special needs;
- advising on any proposed changes to the approved assessment regulations or assessment strategy which will directly affect students currently on the program;
- ensuring that assessment criteria are correctly interpreted and that there is parity of assessment across the cohort;
- moderating the marks awarded by internal examiners;
- meeting students and, where appropriate, conducting *viva voce* examinations;
- ensuring that the assessments are conducted in accordance with the approved program regulations;
- attending the meetings of the board of examiners at which decisions on recommendations for award are made and ensuring that those recommendations have been reached by means in accordance with the University's requirements and normal practice in UK higher education.
- Enhancement-led reporting to the College including student performance and academic standards, appropriateness of curriculum content/teaching and learning strategies as well as on the effectiveness of the assessments and any lessons to be drawn from them
- reporting to the Open University on the required report proforma and any matters of serious concern arising from the assessments which put at risk the standard of the University's award.

6.5.2 Once the process of second marking has been completed (6.4, above), the summative work completed by a sample of students on each course is sent to the relevant external examiners. This sample will comprise all items that have been assigned an A or F (all work above 70% and below 40%) grade and a representative selection from items receiving intermediate grades.

6.5.2.1 The size of the samples will be agreed with the external examiners, and they will

include items that have been second marked (6.4.3, above).

6.5.2.2 Samples of assessed work completed in the Summer Session II and Fall Semester will be available for External Examiners to review on campus in the Fall; samples of work completed in the Spring Semester and Summer Session I will be available for External Examiners to review on campus in the Summer.

6.5.2.3 Any amendments to the marks of the sample as a result of external moderation must be applied to the rest of the cohort.

6.5.2.4 The Validation Office will receive the external examiners' reports and forward them for consideration by Boards of Examiners, Program Committees, and the Registrar's Office. The Open University also receives copies of response to External Examiners reports.

6.6 Boards of Examiners

Boards of Examiners carry full responsibility for the assessment of students in accordance with the College's regulations and for recommending the conferment of an Open University award to students who have fulfilled the objectives of the approved program of study and achieved the standard required for the award.

6.6.1 A Board is established for each program or cluster of programs that leads to Open University awards. The responsibilities of a Board of Examiners are to:

- approve (or establish arrangements for the approval of) assessment tasks, examination papers and project titles both for the initial assessment of students and any subsequent reassessments;
- ensure that assessment tasks, examination papers and project titles are moderated by appropriate external examiners; confirm the grades assigned to students majoring in the relevant discipline or clusters of disciplines in accordance with the College's regulations;
- recommend the conferment of awards to students who have fulfilled the objectives of an approved program of study and achieved the standard required for the award;
- review the progress of students, ensuring that they achieve the required learning outcomes and taking into account the recommendations of the Committee of Academic Standards and Policies on students with mitigating circumstances;
- determine the form of assessment that should be offered to those students who have failed or have been unable to take the assessment for acceptable reasons;
- receive and approve recommendations from the Committee on Disability and Learning Differences for the assessment of students with special requirements; monitor the forms and conduct of assessment and patterns of student achievement on the programs for which it is responsible;
- act in accordance with the outcome of any appeals made through the Appeals Procedure.

6.6.2 The membership of Boards of Examiners shall comprise a representative for each course contributing to the program(s) for which it is responsible, the external examiner(s), and the relevant department head(s) or area coordinator(s). The chairs of Boards (who will normally be department heads or area coordinators with responsibility for programs other than those which fall within the remit of the Board) will be appointed by the Academic Council. Students are not members of Boards of Examiners.

6.6.3 External examiners must be present at meetings of the Board of Examiners which have been convened for the purpose of assessing students for an award or recommending the conferment of an award upon a student (6.6.1 (c) and (d) in the Board's terms of reference). All

decisions on grades remain provisional until they have been ratified at a meeting of the Board attended by the relevant external examiner(s).

More information on Assessment, Progression and Awards is provided under section 7 in the Regulatory Framework (APPENDIX).

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Course Evaluation for each module (through *CourseEval*). This is submitted anonymously by students in all modules. The completed evaluation forms are processed by the Registrar's office. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the course evaluations is also considered.
- At the end of each academic year faculty members and instructors submit a Faculty Activity Report (FAR) to their respective academic Dean. In the FAR faculty summarize their teaching and professional activities for the academic year as well as define their goals and aspirations for the next academic year. The FAR also includes a self-evaluation section.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Department Heads, Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the **Faculty Resource Network (FRN)** at

New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the **Global Liberal Arts Alliance (GLAA)**, an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership.

GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's **Teaching and Learning Center (TLC)** focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University Community.
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centered practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all DEREI instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme outcomes																	
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	C1	C2	C3	C4	D1
4	PS 1000 PSYCHOLOGY AS A NATURAL SCIENCE	✓	✓					✓											
	PS1001 PSYCHOLOGY AS A SOCIAL SCIENCE	✓					✓		✓	✓									
	PS 2010 HISTORY OF PSYCHOLOGY	✓	✓			✓												✓	✓
	PS 2047 ANALYSIS OF BEHAVIOURAL DATA			✓											✓				✓
	PS 2207 DVLPMTNL PSYCHOLOGY: PRRSCHOOL YEARS		✓				✓							✓				✓	
	PS 2236 HUMAN LEARNING & MEMORY							✓						✓					✓
	PS 2257 DIVERSITY AND SOCIAL INTERACTION					✓				✓				✓				✓	✓
	PS 22XX PSYCHOLOGISTS AS RESEARCHERS			✓														✓	

Level	Study module/unit	Programme outcomes																	
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	C1	C2	C3	C4	D1
5	PS 3008 DVLOPMNTL PSYCHOLOGY: CHILHOOD & ADOLESCENCE				✓	✓	✓						✓	✓		✓		✓	✓
	PS 3012 THEORIES OF PERSONALITY	✓							✓	✓				✓					✓
	PS 3018 RESEARCH METHODS IN PSYCHOLOGY			✓	✓	✓							✓		✓	✓		✓	✓
	PS 3026 SOCIAL PSYCHOLOGY	✓								✓				✓				✓	✓
	PS 3032 TESTING & ASSESSMENT			✓	✓					✓			✓		✓	✓		✓	✓
	PS 3130 BIOPSYCHOLOGY		✓										✓	✓					
	PS 3134 EXPERIMENTAL COGNITIVE PSYCHOLOGY			✓	✓			✓					✓		✓	✓		✓	✓

Level	Study module/unit	Programme outcomes																	
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	C1	C2	C3	C4	D1
6	PS 4239 COGNITION			✓				✓						✓				✓	✓
	PS 4251 ABNORMAL PSYCHOLOGY		✓						✓					✓				✓	✓
	PS 44XX FINAL YEAR PROJECT I			✓	✓	✓							✓		✓	✓	✓	✓	✓
	PS 4535 FINAL YEAR PROJECT II			✓	✓	✓							✓		✓	✓	✓	✓	✓
	PSYCHOLOGY OPTION GROUP A								✓		✓	✓						✓	✓
	PSYCHOLOGY OPTION GROUP B					✓					✓	✓							✓
	PSYCHOLOGY OPTION GROUP C										✓	✓							✓
	PSYCHOLOGY OPTION (ANY OF THE GROUPS A, B OR C)										✓	✓							✓

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

PSYCHOLOGY

EXIT AWARDS

Certificate in Higher Education - Psychology

Diploma in Higher Education - Psychology

BA - Psychology

ACG-DEREE

PSYCHOLOGY EXIT AWARDS

I. Certificate of Higher Education in Psychology

In accordance with the framework for higher education qualifications, upon completion of level 4 (120 credits), the holder of a Certificate of Higher Education in Psychology will be able to: i) demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends, ii) identify and explain basic concepts, theory and research represented in developmental and cognitive psychology, iii) identify variations in behavior related to sociocultural differences, iv) understand the role of biological systems in psychological experience, v) demonstrate an ability to carry out quantitative analysis of data, summarize the results and specify the limitations of such analyses, vi) demonstrate basic understanding and familiarity of different research techniques, , vii) develop an understanding of the ethical standards in psychological science and practice. viii) recognize psychology's role in the development of scientific inquiry.

Specifically, holders of the Certificate of Higher Education in Psychology will be able to demonstrate knowledge and understanding of:

- Core domains and historical perspectives in psychology (PS 1000, PS 1001, PS 2010)
- Variability and diversity of psychological functioning (PS 2257)
- The role of biological systems in psychological experience (PS 1000, PS 2207)
- Basic tools in statistics (PS 2047)
- Developmental and cognitive processes (PS 1000, PS 1001, PS 2207, PS 2236)
- The research conducted within the Department (PS 22XX)
- The nature and principles of qualitative inquiry (PS 2010, PS 2257).

In addition, they will have the following cognitive skills:

- Reason scientifically and describe the relationship between theory and evidence (PS 2257, PS 2207, PS 2236)
- Reason statistically (PS 2047).

And the following practical/professional and key/transferable skills:

- Understand numerical, statistical and other forms of data (PS 2047)
- Describe relevant ethical principles (PS 22XX, PS 2207, PS 2257, PS)
- Understand psychology in scientific context (PS 2010, PS 2257).

II. Diploma of Higher Education in Psychology

Upon completion of levels 4 and 5 (240 credits), students will be able to i) demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends, ii) demonstrate detailed knowledge of the major findings and debates in developmental and cognitive processes, as well as personality, biopsychology, and individual and social differences, iii) identify variations in behavior related to sociocultural differences, iv) recognize psychology's role in the development of scientific inquiry by identifying the connection of psychology with other disciplines, v) critically evaluate a range of research paradigms, research methods and measurement techniques, including psychometrics and qualitative methods, vi) reason scientifically and criticizing the relationship between theory and evidence, vii) develop an understanding of the ethical standards in psychological science and practice, viii) employing small scale research under supervision using a broad range of techniques through practical activities

Specifically, holders of the Diploma of Higher Education in Psychology will be able to demonstrate detailed knowledge and critical understanding of

- Core domains and historical perspectives in psychology (PS 1000, PS 1001, PS 2010, PS 3012, PS 3026)
- Variability and diversity of psychological functioning (PS 2257, PS 3012)
- Advanced tools in statistics (PS 2047, PS 3018, PS 3032, PS 3134)
- Psychology in scientific context (PS 2010, PS 2257)

- Cognitive processes (PS 1000, PS 2236, PS 3134)
- Developmental processes (PS 1001, PS 2207, PS 3008)
- Personality, individual and social differences (PS 1001, PS 3012, PS 3026, PS 3032)
- The role of biological systems in psychological experience (PS 1000, PS 2207, PS 3130)
- Processes of designing, organizing and analyzing quantitative data (PS 2047, PS 3018, PS 3032, PS 3134)
- The nature, principles and methods of qualitative inquiry (PS 2010, PS 2257, PS 3008, PS 3018)

In addition, they will have the following cognitive skills:

- Select and apply general research strategies to address appropriate kinds of research questions (PS 3018, PS 3134, PS 3008, PS 3032,)
- Reason scientifically and criticize the relationship between theory and evidence (PS 2257, PS 2207, PS 2236, PS 3008, PS 3012, PS 3018, PS 3026, PS 3032, PS 3130, PS 3134)
- Reason statistically and detect meaningful patterns of behavior and experience (PS 2047, PS 3018, PS 3032, PS 3134)

and the following practical/professional and key/transferable skills:

- Assessing numerical, statistical or other forms of data (PS 2047, PS 3008, PS 3018, PS 3032, PS 3134)
- Explaining conceptual ideas and research findings (PS 3018, PS 3032, PS 3134, PS 3008, PS 3026)
- Describe and apply relevant ethical principles (PS 22XX, PS 2207, PS 2257, , PS 3032, PS 3018, PS 3008, PS 3026, PS 3134)

III. BA in Psychology

Upon completion of 300 credits, students will be able to i) demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends, ii) demonstrate detailed knowledge of the major findings and debates in developmental, cognitive processes, personality, biopsychology, individual and social differences, and psychopathology,, iii) identify variations in behavior related to sociocultural differences, iv) recognize psychology's role in the development of scientific inquiry by identifying the connection of psychology with other disciplines, , v) critically evaluate a range of research paradigms, research methods and measurement techniques, including psychometrics and qualitative methods, vi) reason scientifically and criticizing the relationship between theory and evidence, vii) employing small scale research under supervision using a broad range of techniques through practical activities, viii) develop an understanding of the ethical standards in psychological science and practice, ix) reflect and be critical of own work and progress, evaluate strengths and weaknesses and be able to undertake self-directed study to meet desired objectives, x) gain conceptual understanding and detailed knowledge of theory and research in specialized areas of psychology.

Specifically, holders of the ordinary BA in Psychology will be able to demonstrate detailed knowledge and critical understanding of

- Core domains and historical perspectives in psychology (PS 1000, PS 1001, PS 2010, PS 3012, PS 3026).
- Psychology in scientific context (PS 2010, PS 2257).
- Advanced tools in statistics (PS 2047, PS 3018, PS 3032, PS 3134)
- Variability and diversity of psychological functioning (PS 2257, PS 3012)
- Cognitive processes (PS 1000, PS 2236, PS 4239)
- Developmental processes (PS 1001, PS 2207, PS 3308)
- Personality, individual and social differences, as well as psychopathology (PS 1001, PS 3012, PS 3026, PS 3032, PS 4251)
- The role of biological systems in psychological experience (BI 1000, PS 2207, PS 3130, PS 4251)
- Processes of designing, organizing and analyzing quantitative data (PS 2047, PS 3018, PS 3032, PS 3134)
- The nature, principles and methods of qualitative inquiry (PS 2010, PS 2257, PS 3008, PS 3018, Options in Group B (PS 4224, PS 4249, PS 4221, PS 4219)

In addition, they will have the following cognitive skills:

- Select and apply general research strategies to address appropriate kinds of research questions (PS 3018, PS 3134, PS 3008, PS 3032).

- Reason scientifically and criticize the relationship between theory and evidence (PS 2257, PS 2207, PS 2236, PS 3008, PS 3012, PS 3032, PS 3130, PS 3134, PS 3026, PS 4239, PS 4251).
- Reason statistically and detect meaningful patterns of behavior and experience (PS 2047, PS 3018, PS 3032, PS 3134)

and the following key/transferable skills:

- Assessing numerical, statistical or other forms of data (PS 2047, PS 3018, PS 3032, PS 3134)
- Explaining conceptual ideas and research (PS 3018, PS 3032, PS 3134, PS 3008, PS 3026, PS 4239, PS 4251, Options Group A, Group B)
- Describe, apply and evaluate policies and procedures related to ethical principles in psychology research and practice (PS 22XX, PS 2207, PS 2257, , PS 3032, PS 3018, PS 3008, PS 3134, PS 3026, PS 4251, Options Group A)

CERTIFICATE OF HIGHER EDUCATION IN PSYCHOLOGY (120 CREDITS)

Compulsory Modules:

PS 1000 Psychology as a Natural Science (Level 4) – 15 credits
PS 1001 Psychology as a Social Science (Level 4) – 15 credits
PS 2010 History of Psychology (Level 4) – 15 credits
PS 2047 Analysis of Behavioral Data (Level 4) – 20 credits
PS 2207 Developmental Psychology: Preschool Years (Level 4) – 15 credits
PS 2236 Human Learning & Memory (Level 4) – 15 credits
PS 2257 Diversity Issues in Psychology (Level 4) – 15 credits
PS 22XX Psychologists as Researchers (Level 4) – 10 credits

DIPLOMA OF HIGHER EDUCATION IN PSYCHOLOGY (240 CREDITS)

Compulsory Modules:

PS 1000 Psychology as a Natural Science (Level 4) – 15 credits
PS 1001 Psychology as a Social Science (Level 4) – 15 credits
PS 2010 History of Psychology (Level 4) – 15 credits
PS 2047 Analysis of Behavioral Data (Level 4) – 20 credits
PS 2207 Developmental Psychology: Preschool Years (Level 4) – 15 credits
PS 2236 Human Learning & Memory (Level 4) – 15 credits
PS 2257 Diversity Issues in Psychology (Level 4) – 15 credits
PS 22XX Psychologists as Researchers (Level 4) – 10 credits
PS 3008 Developmental Psychology: Childhood & Adolescence (Level 5) – 15 credits
PS 3012 Theories of Personality (Level 5) – 15 credits
PS 3018 Research Methods in Psychology (Level 5) – 20 credits
PS 3026 Social Psychology (Level 5) – 15 credits
PS 3032 Testing & Assessment (Level 5) - 20 credits
PS 3130 Biopsychology (Level 5) – 15 credits
PS 3134 Experimental Cognitive Psychology (Level 5) – 20 credits

BA IN PSYCHOLOGY (300 CREDITS)**Compulsory Modules:**

PS 1000 Psychology as a Natural Science (Level 4) – 15 credits
PS 1001 Psychology as a Social Science (Level 4) – 15 credits
PS 2010 History of Psychology (Level 4) – 15 credits
PS 2047 Analysis of Behavioral Data (Level 4) – 20credits
PS 2207 Developmental Psychology: Preschool Years (Level 4) – 15 credits
PS 2236 Human Learning & Memory (Level 4) – 15 credits
PS 2257 Diversity Issues in Psychology (Level 4) – 15 credits
PS 22XX Psychologists as Researchers (Level 4) – 10 credits
PS 3008 Developmental Psychology: Childhood & Adolescence (Level 5) – 15 credits
PS 3012 Theories of Personality (Level 5) – 15 credits
PS 3018 Research Methods in Psychology (Level 5) – 20 credits
PS 3026 Social Psychology (Level 5) – 15 credits
PS 3032 Testing & Assessment (Level 5) - 20 credits
PS 3130 Biopsychology (Level 5) – 15 credits
PS 3134 Experimental Cognitive Psychology (Level 5) – 20 credits
PS 4239 Cognition (Level 6) – 15 credits
PS 4251 Abnormal Psychology (Level 6) – 15 credits

Optional Modules:

Psychology Option Group A (Level 6) – 15 credits

Psychology Option Group B (Level 6) – 15 credits

Group A	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 4152	Schools of Psychotherapy	Spring
PS 4154	Introduction to Counseling	Fall
PS 4244	Psychology of Addiction	Fall
PS 4343	Childhood and Adolescence Psychopathology	Spring
Group B	PSYCHOLOGY OPTIONS – LEVEL 6	
PS 4224	Industrial and Organizational Psychology	Fall
PS 4249	Forensic Psychology	Spring
PS 4221	Educational Psychology	Fall
PS 4219	Health Psychology	Spring