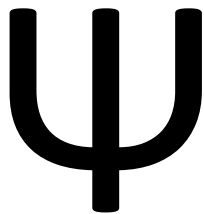




UNIVERSITY *of* NICOSIA

School of Humanities and Social Sciences
Department of Social Sciences

Master of Science in
Clinical Psychology



Student Handbook

September 2022

Table of Contents

INTRODUCTION.....	3
ADMISSION REQUIREMENTS.....	5
THE PROGRAM.....	6
ECTS CREDITS.....	6
ACADEMIC PATHWAY.....	7
ABOUT THE MAJOR SPECIAL REQUIREMENTS.....	8
Thesis.....	8
Clinical Practicum.....	9
GRADING SYSTEM.....	12
ACADEMIC PROBATION.....	13
INTELLECTUAL INTEGRITY.....	13
CORE VALUES.....	13
PROGRAM FACULTY.....	15
APPENDICES	
A. Course Descriptions.....	16
B. Faculty Profiles.....	21
C. Departmental Ethics Code.....	28

INTRODUCTION

The Master of Science degree program in Clinical Psychology is comprised of a scientist-practitioner curriculum. The program integrates the clinical, academic, and research components of clinical psychology into a coherent training experience that prepares students for careers as professional psychologists in Cyprus and other European countries. Program students also develop a foundation of academic and research skills which can prepare students for subsequent doctoral study.

The three years of study and training provided by the MSc Clinical Psychology program have been carefully designed to ensure that committed, diligent, successful students will:

- learn to critically analyze and synthesize information from the different schools of thought in Clinical Psychology using a variety of resources so that their training will constitute the basis for their development as lifelong learners and self-reflective practitioners.
- develop knowledge and skills in therapeutic relationships as derived from a variety of psychotherapeutic approaches and which can be effectively applied in varying treatment contexts.
- develop high ethical standards consistent with future roles as professional and responsible clinicians, and as informed by the ethical codes and standards of the Cyprus Psychologists' Association, the European Federation for Psychologists' Association (EFPA), the British Psychological Society (BPS), and the American Psychological Association (APA) Code of Conduct.
- value and appreciate the diversity represented by individuals of differing cultures, gender, ethnicity, races, religions, ages, physical/mental status, and other groups.
- adopt a scientific approach to addressing questions relevant to Clinical Psychology and develop proficiency in organizing research protocols and procedures.
- develop proficiency in presenting scientific data in written and in oral form.
- gain experience with a range of clinical populations through participation in supervised clinical training experiences both in the State and in the Private Sector.
- develop skills in the selection, application, and interpretation of clinical and psychometric assessment methods as well as being able to assess the efficacy of their clinical practice.

In addition to providing students with a high quality training experience, the MSc Clinical Psychology program is also designed to:

- comply with the current legislation for professional psychologists in Cyprus.
- comply with the requirements for the EuroPsy as set by the European Federation of Psychologists Associations (EFPA) (when students choose to complete 1500 hours of clinical training).
- enable its graduates to work as fully trained clinical psychologists both in the State and in the Private Sector.

It should also be noted that the MSc Clinical Psychology program at The University of Nicosia has several features which compose its special character. These include:

- qualified faculty from a variety of academic backgrounds with significant involvement in clinical practice, psychological research, and teaching.
- a diverse international student population.
- small classes (typically of 5 - 15 students).
- contemporary lab facilities (including access to the latest versions of the most widely used software).
- rich library resources (including on-line literature search, printed and on-line versions of hundreds of professional journals, and thousands of books).
- opportunities for research and other related activities within the academic environment of the University of Nicosia.
- relationships with clinical service providers from both the State and the Private Sector.

ADMISSION REQUIREMENTS

The program admits students in the Fall semester of each academic year. Admission to the program requires meeting the minimum admission criteria as described below:

- A bachelor's degree in Psychology from a recognized university (i.e. American, European or another recognized equivalent qualification) with a GPA of at least 3.0 or a Second Class Upper Division Honors (British Degrees) or 7.5 (Greek Degrees).
- Proficiency in the English Language. Students can demonstrate proficiency in the English language if their first degree was completed in English or with a valid minimum TOEFL score of 550 paper-based or 213 computer-based, or GCSE O-Level with a grade of "C" or higher, or IELTS with a score of 6.5 or higher, or score placement at the ENGL-100 level of the University of Nicosia Placement Test.

In addition to the above, candidates are also evaluated for admission on the basis of previous clinical and research experience, any other postgraduate qualifications in the area of Psychology, academic references and a personal statement.

If applicants satisfy the above requirements, they are invited for a personal interview, on the basis of which acceptance to the program is determined.

Once admitted, students whose native language is not Greek will be required to demonstrate proficiency in the Greek language at the B1 level (as per the Common European Framework of Reference for Languages) before advancing to the Clinical Practicum Seminar (in the Spring semester of their second year).

THE PROGRAM

The Master of Science degree program in Clinical Psychology is designed to produce competent clinicians who are able to think critically about issues, are wise consumers of research, and are able to apply their skills in a variety of settings. To achieve these goals in a manner consistent with EuroPsy standards and current legislation for professional psychologists in Cyprus, the faculty adopted a curriculum that requires a minimum of 180 ECTS credits.

ECTS CREDITS

ECTS credits are based on expected learning outcomes and the workload students need to achieve them.

Learning outcomes describe what a learner is expected to know, understand or be able to do after successful completion of a process of learning. They relate to level descriptors in national, sectoral and European qualifications frameworks.

Workload indicates the time an average student needs to complete all learning activities (such as lectures, seminars, projects, practical work, exams, self study, etc.) required to achieve the expected learning outcomes.

60 ECTS credits are attached to the learning outcomes and the associated workload of a full time year of formal learning (academic year). Normally, student workload ranges from 1500 to 1800 hours for an academic year, and one credit corresponds to 25 to 30 hours of work.

ACADEMIC PATHWAY*

Major Requirements

Students complete each of the following 15 courses.

	ECTS
PSYC-505 Adult Psychopathology	7.5
PSYC-510 Child Psychopathology	7.5
PSYC-511 Advanced Statistics & Research Methods I	7.5
PSYC-512 Advanced Statistics & Research Methods II	7.5
PSYC-520 Advanced Theories & Models of Psychotherapy I	7.5
PSYC-521 Advanced Theories & Models of Psychotherapy II	7.5
PSYC-530 Psychopharmacology	7.5
PSYC-535 Multicultural Issues and Diversity	7.5
PSYC-605 Assessment and Clinical Skills I: Adults	7.5
PSYC-610 Assessment and Clinical Skills II: Children	7.5
PSYC-611 Clinical Psychometric Assessment I	7.5
PSYC-612 Clinical Psychometric Assessment II	7.5
PSYC-620 Psychological Interventions I: Dynamic Approaches	7.5
PSYC-621 Psychological Interventions II: CBT Approaches	7.5
PSYC-640 Professional Issues & Ethics in Clinical Psychology	7.5
PSYC-675 Group Therapy	7.5
PSYC-676 Child Therapy	7.5
ECTS Section Total	127.5

Special Requirements

Students complete each of the following courses with an optional clinical practicum course.

	ECTS
PSYC-696 Thesis I	7.5
PSYC-697 Thesis II	7.5
PSYC-711 Practicum Seminar I	7.5
PSYC-712 Practicum Seminar II	7.5
PSYC-713 Practicum Seminar III	7.5
PSYC-714 Clinical Practicum I	7.5
PSYC-715 Clinical Practicum II	7.5
PSYC-716 Clinical Practicum III (Optional)	(15)
ECTS Section Total	67.5
ECTS Total	180

*Note: Course Descriptions are provided in Appendix A.

ABOUT THE MAJOR SPECIAL REQUIREMENTS

THESIS

In partial fulfillment of the requirements for the Master of Science in Clinical Psychology, each student is required to complete a thesis. The thesis topic must be approved by a thesis advisor. The thesis must follow a Journal Article Style Format; that is, students are expected to carry out a project and author a journal-style manuscript with the potential to submit it for publication. Students are expected to develop, design and pursue an original research project in the broader field of Clinical Psychology, under the supervision of a faculty member. Students have the option of carrying out empirical research or original bibliographical research and systematic reviews. The length of the thesis will depend on the kind of work involved and the nature of the subject. The thesis must conform to the APA-style or, if it will be submitted for publication to a pre-selected journal, to the style and guidelines determined by the journal.

Students are encouraged to select a topic and a thesis advisor during the second semester of their second year. The thesis is the result of a full year of intensive work. Typically, students register for Thesis I (PSYC-696) in the first semester of their third year and for Thesis II (PSYC-697) in their last semester. In order to register for Thesis I and II, all students must complete the Thesis Registration Form, signed by their thesis advisor and the program coordinator. While registered for PSYC-696, students attend a thesis seminar over the course of which they receive support in writing up their proposal (typically reflecting the literature review and methodology sections). Upon approval of the thesis proposal by the advisor, students carrying out non-bibliographical empirical research must also request approval by the Departmental Research Ethics Committee and (if applicable) the National Bioethics Committee. Only if a project proposal is approved by the thesis advisor and, where necessary, by the REC and NBC committees, may the student proceed with the project. The final project is evaluated independently by the thesis advisor and a second reader.

Students wishing to obtain the EuroPsy qualification upon completion of the program must write a thesis that conforms to EuroPsy regulations. Students are responsible for making sure that their chosen topic and methodology conforms to the EuroPsy regulations. The EuroPsy regulations can be found here: <https://www.europsy.eu/quality-and-standards/regulations>.

CLINICAL PRACTICUM

Practicum Readiness Evaluation

Prior to beginning their second semester of the second year, students undergo a Practicum Readiness Evaluation to assess whether they are ready to advance to the Clinical Practicum phase.

The Practicum Readiness Evaluation consists in a personal interview and oral examination assessing critical and clinical thinking, communication and interpersonal skills, independent thinking and problem-solving abilities, and ethics and professional conduct. The PRE may result in a grade of Pass, Pass on Probation, or Fail. Students who fail the PRE receive detailed feedback and may undergo the PRE again at a later stage. Students who Pass on Probation receive feedback on areas that require improvement and may advance to Clinical Practicum with the provision of necessary resources to enhance their progress. Failure to show improvement by the end of the first practicum phase may result in a grade of Fail for PSYC-714: Clinical Practicum I, and the student will have to complete an additional number of Clinical Practicum hours. A student may undergo a Practicum Readiness Evaluation a maximum of three times. Failure to achieve satisfactory performance in the Practicum Readiness Evaluation after the third attempt will result in the student's dismissal from the program.

In order to be eligible to undergo a Practicum Readiness Evaluation, students must: (a) demonstrate competence in the Greek language at the B1 level, and (b) make satisfactory academic progress. Satisfactory academic progress requires a minimum GPA of 2.0 and grades of C or higher in all courses. If in one or more courses, the grade obtained is below C, the particular course or courses will have to be repeated before proceeding with the Practicum.

Students who achieve a satisfactory performance in the Practicum Readiness Evaluation are deemed ready to begin their practicum and can register for PSYC-711 in the second semester of their second year, followed by PSYC-712 and PSYC-714 in their first semester of their third year. Students have the option to complete an additional 500 practicum hours by registering for PSYC-716 upon successful completion of PSYC-714 and PSYC-715.

Clinical Practicum

In partial fulfillment of the requirements for the Master of Science in Clinical Psychology students must complete at least 1000 hours of clinical practice. Students who successfully complete the Practicum Readiness Evaluation and advance to Clinical Practicum complete their supervised clinical practice at various mental health and social service sites as well as at the Center for Therapy, Training and Research (KESY), the training mental health clinic of the University of Nicosia, where students of the program have the opportunity to provide a range of psychological services to the University community and to the general public. Administratively, clinical practicum is overseen by the Practicum Coordinator of the program. During their practicum, students are called Clinical Psychology Trainees and work under the supervision of qualified supervisors. They also participate in a weekly practicum

seminar where they are expected to engage in personal and professional development, as well as in peer supervision.

Over the course of their clinical practicum, students' performance and professional development is being formally evaluated by clinical supervisors. Formal evaluations are completed for each student by all supervisors at the end of each Clinical Practicum phase (I, II, and III for students who choose to complete 1500 clinical hours). Students and supervisors are encouraged to exchange feedback as well as communicate feedback to the Practicum Coordinator at regular intervals. If evaluations reflect poor performance and serious concerns, a student may be placed on Clinical Practicum Probation, with the aim of providing the student with the necessary time and resources to make satisfactory progress. Clinical performance is based on multiple factors including assessment and clinical skills, as well as ethical and professional behavior. Additional information regarding the policies and procedures concerning Clinical Practicum are outlined in the Clinical Practicum Handbook, which is made available to students once they advance to Clinical Practicum.

Clinical Practicum Probation

Students whose progress needs to be monitored closely are placed on clinical practicum probation with the aim of providing them with the necessary time and resources to make satisfactory progress. Students may be placed on clinical practicum probation if there are concerns about their ability to meet clinical practicum learning objectives as indicated by (a) their performance on the Practicum Readiness Examination, (b) their performance during Practicum Seminars I, II or III, and/or (c) clinical practicum evaluations (by clinical supervisors, seminar facilitators and/or clinical practicum coordinators).

If trainees fail a practicum seminar (I, II or III) then they are automatically placed on Clinical Practicum probation and have to re-take the specific seminar that they failed. A second consecutive failure of the same practicum seminar will automatically lead to Clinical Practicum failure and dismissal from the program.

If trainees are placed on clinical practicum probation they must be given specific terms and goals to meet to end their probation period (e.g. evaluations from supervisors that indicate satisfactory performance). If trainees fail to attain satisfactory performance after a year of being on probation, then they will receive a grade of F (Fail) for Clinical Practicum (I and/or II and/or III). If a student fails clinical practicum after a period of being on probation for at least one semester, then the department council has the right to call for a student's dismissal from the program.

Examination of Professional Readiness

In order to complete Clinical Practicum II (for trainees who choose to complete 1000 hours) or Clinical Practicum III (for trainees who choose to complete 1500 hours), trainees must also successfully complete the Examination of Professional Readiness (EPR).

The EPR will be held individually for each trainee following completion of the Clinical Practicum requirements. The EPR aims to comprehensively assess each trainee's

competence and readiness for entry into practice as an independent professional clinical psychologist.

The Examination may result in a grade of Fail, Pass, or Pass with Distinction. A grade of Fail will result in the opportunity to repeat the examination one more time. If a trainee fails to pass the examination a second time, s/he will be required to repeat Clinical Practicum II and repeat the examination upon completion of the additional practicum hours. Failure to obtain a passing grade on the EPR after repeating Clinical Practicum II will automatically lead to dismissal from the program. Grades for Clinical Practicum I: PSYC-714, II: PSYC-715, and III: PSYC-716 (if applicable) will be **deferred** until the entire practicum process is completed and upon successful completion of the EPR (except for when a student must receive a grade of F for Clinical Practicum I, II, or III prior to the completion of all practicum activities).

GRADING SYSTEM

With the exception of the clinical practicum sequence and practicum seminars, which are graded on a pass / fail basis, all MSc Clinical Psychology courses are graded by the instructor on a numerical ratio scale from 0-100 based on predetermined weights of the various graded components of the course. The score of each student is then converted to an ordinal letter scale (ranging from A (excellent) to F (fail)). This is the grade that students receive on their transcript. For purposes of calculating a grade point average (GPA) the letter scale is transformed into grade points on a scale ranging from 0.0 to 4.0, as follows:

Letter Grade	Number Grade	GPA points	
A	93-100	4.0	Excellent
A-	90-92	3.7	
B+	87-89	3.3	Good
B	83-86	3.0	
B-	80-82	2.7	
C+	77-79	2.3	Acceptable
C	73-76	2.0	
C-	70-72	1.7	Failure
D+	67-69	1.3	
D	63-66	1.0	
D-	60-62	0.7	
F	0-59	0.0	

A minimum Cumulative Grade Point Average of 2.0/4.0 is required for graduation.

Other grading policies:

- P (Pass): The grade of "P" (Pass) (awarded for practical courses that are not examined by a written final exam and for practicum work) is not used in computing a student's grade point average (GPA or CPA), but the credits earned are included in the earned hours.
- I (Incomplete): Incomplete work (grade "I") must be made up in one month after the end of the semester or else the faculty member will record zero marks in that particular exam or area of work.
- W (Withdrawal): A "W" is given for a course from which the student withdrew (WS) or was administratively withdrawn (WA). "Ws" & "Fs" will be shown on final reports but only "Fs" will appear on official transcripts.
- DE (Deferred): A grade may be deferred (DE) when the faculty member concerned has certain doubts regarding the student's work or if the work to be completed will be submitted after a period of one month.
- Students must have a grade of C or higher in all courses before proceeding with their Practicum. If in one or more courses the grade obtained is below C, the particular course or courses will have to be repeated before proceeding with the Practicum. Under special circumstances, where the course will not be offered by the department, the course may be taken as an Independent Study.

ACADEMIC PROBATION

At the end of each academic semester, students with a Cumulative Point Average (CPA) below what is required for good academic standing will be placed on academic probation. Students may also be placed on academic probation because of excessive course withdrawals (Ws).

All students who are placed on academic probation will receive a letter informing them of their status and will be encouraged to increase their CPA. Students who are on a probationary status will not be allowed to advance to clinical practicum. Students who fail to achieve good academic standing by the end of the probation period may be dismissed from the program.

INTELLECTUAL INTEGRITY

Intellectual integrity is one of the ideals for which the University stands. Students are expected to adhere to high standards of intellectual integrity and honesty. Cheating and plagiarism are contrary to the ideals of the University. Cheating is defined as dishonesty of any kind in connection with assignments and examinations. It applies to both giving and receiving unauthorized help. Plagiarism is defined as presenting the work of someone else as one's own. Cheating and plagiarism will be treated as a disciplinary offence in addition to failure in that particular assignment or examination.

CORE VALUES

The faculty of the MSc Clinical Psychology program have adopted a set of core values which are integrated into the MSc program and curriculum. These values represent strongly held beliefs and ideals which the faculty strive to embody in their teaching and in the learning environment of the program. It is important that prospective and current students have access to the faculty's shared aspirations:

Mutual Respect and Responsibility

We believe that students and faculty deserve to be treated with respect and dignity and that fundamental rights of privacy should be honored within the limitations of providing responsible training.

We believe that it is important to recognize and respect the personal goals of students and faculty while ensuring that we provide a quality education and educational experiences.

Integrity

We believe in the importance of accurately and honestly representing the program to students, the public, and the profession; and in carrying out our obligations responsibly.

We believe in the importance of open and honest communication of viewpoints, careful and nonjudgmental listening to others, and constructively responding to questions.

Flexibility and Innovation

We embrace flexibility, innovation, and change as basic requisites of creativity, productivity and success. We believe in fostering an environment where students and faculty can explore new ways of being and doing.

Equal Opportunities

We are committed to providing equal opportunities to all students. We are committed to operating and functioning in such a way that no discrimination occurs regarding the admission, advising, and assessment of students. We are also committed to treating all individuals with respect and embrace differences in regards to gender, race, sexuality, age, nationality, ethnicity, religion, special needs, social and economic background, marital status, and political and social beliefs.

Service to Others

We believe that it is our duty to benefit students and our society through our training programs and community projects.

We believe that it is incumbent upon us to be responsible stewards in overseeing the utilization and management of programmatic, departmental, university, and community resources. We are committed to the conscientious use of human and financial resources as part of our service to society and the profession.

Professionalism and Ethics

We believe that faculty should demonstrate professionalism and ethical behavior in their position as role models, mentors, and educators. It is equally important for students to act in a professional and ethical manner in their dealings with peers, professors, and the public, and abide by the code of ethics of the Department of Social Sciences (see Appendix C). Ethics code violations at any stage of a students' tenure in the program may result in institutional disciplinary action.

Dedication to Excellence and Continuous Quality Improvement

We believe in the importance of continuously striving for excellence in courses, educational programs, and training experiences that we develop and offer.

DEPARTMENT FACULTY

The following is a list of the faculty members who have important roles in the MSc Clinical Psychology program (an academic profile of each faculty member can be found in Appendix B). You may contact them by paying a personal visit to their office, or by telephone or e-mail.

Faculty	E-mail	Telephone
Marios Adonis, PhD Head of the Department	adonis.m@unic.ac.cy	22-842204
Andreas Anastasiou, PhD	anastasiou.a@unic.ac.cy	22-842205
Menelaos Apostolou, PhD	apostolou.m@unic.ac.cy	22-842206
Marios Constantinou, PhD	constantinou.m@unic.ac.cy	22-842215
Nuno Ferreira, PhD	ferreira.n@unic.ac.cy	
Polyxeni Georgiadou, PhD	georgiadou.x@unic.ac.cy	22-842220
Xenia Hadjicharalambous, PhD	hadjicharalambous.x@unic.ac.cy	22-842221
Yianna Ioannou, PhD Program Coordinator	ioannou.yi@unic.ac.cy	22-795104
Maria Koushiou, PhD	Koushiou.m@unic.ac.cy	
Ioulia Papageorgi, PhD	papageorgi.i@unic.ac.cy	22-842239
Stella Petronda, PsyD Clinical Practicum Coordinator	petronda.s@unic.ac.cy	22-795102
Stavroula Soukara, PhD	soukara.s@unic.ac.cy	22-842250
Mark Sullman	sullman.m@unic.ac.cy	22-842223
Alexia Zalaf	zalaf.a@unic.ac.cy	22-842200

Appendix A : Course Descriptions

Course Descriptions

PSYC-505 ADULT PSYCHOPATHOLOGY (7.5 ECTS). This module covers the major problem areas of psychopathology such as anxiety, affective, psychotic, personality and eating disorders as well as aggression and neuropsychological impairment. It examines key sources of influence from developmental psychopathology perspective namely interpersonal processes, biological, personal and contextual factors.

PSYC-510 CHILD PSYCHOPATHOLOGY (7.5 ECTS). This module covers central issues relevant to work with children and adolescents including the major areas of child psychopathology and how they linked to biological, developmental, environmental social and family factors. These will be examined within the context of four broad subheadings: developmental disorders, pre-school problems, Child abuse and neglect and adolescence.

PSYC-511 ADVANCED STATISTICS AND RESEARCH METHODS I (7.5 ECTS). This is the first of two courses titled research methods. In this first course students are taken through basic to more advanced principles of statistics which psychologists use to analyse data giving emphasis to training in the usage of computerized statistical packages.

PSYC-512 ADVANCED STATISTICS AND RESEARCH METHODS II (7.5 ECTS). In this second course of research methods in psychology provides students with conceptual and practical skills needed to formulate research hypotheses, design, carry out, interpret and evaluate applied psychology research. Attention is paid to the application of statistical methods and techniques. (Prerequisites: PSYC-511)

PSYC-520 ADVANCED THEORIES AND MODELS OF PSYCHOTHERAPY I (7.5 ECTS). This is the first of a two-semester course. The first half of the course will focus on psychoanalytic and psychodynamic theories of psychotherapy. The course will cover the origins of psychoanalytic thinking as well as contemporary psychoanalytic theory.

PSYC-521 ADVANCED THEORIES AND MODELS OF PSYCHOTHERAPY II (7.5 ECTS). This is the second of a two-semester course. Continuing from the previous semester, this semester will cover the behavioral and cognitive-behavioral theoretical models of psychotherapy. Attention will be paid to the implications of these theoretical models for clinical assessment and treatment.

PSYC-530 PSYCHOPHARMACOLOGY (7.5 ECTS). This course will examine how drugs interact with the brain to exert their behavioral effects and explain the use of drugs as tools to understand relationships between brain and behavior. It will cover the major themes in Psychopharmacology including the rationale and mechanisms of pharmacological approaches to the major psychiatric and neurological disorders.

PSYC-535 MULTICULTURAL ISSUES AND DIVERSITY (7.5 ECTS). The purpose of this course is to enhance the awareness of students to the multicultural reality of Europe and how this new reality prevents them from identifying and approaching individuals in single cultural categories. Moreover this course would prepare students to their professional disposition to

acknowledge, appreciate, and understand cultural diversity and train them in the application of their clinical skills within this framework.

PSYC-605 ASSESSMENT AND CLINICAL SKILLS I: ADULTS (7.5 ECTS). This course focuses on assessment skills relevant to adult clinical psychology. It will introduce students to clinical interviewing and will train them to techniques of engaging the client/patient, forming a working alliance, history taking, use of psychological inventories, case formulation and report writing. (Prerequisites: PSYC-505, PSYC-520, PSYC-521; Pre- or corequisite: PSYC-640)

PSYC-610 ASSESSMENT AND CLINICAL SKILLS II: CHILDREN (7.5 ECTS). This course focuses on assessment skills relevant to child clinical psychology. It will introduce students to techniques of establishing rapport with children and working with parents, interviewing, history taking, use of psychological inventories, case formulation and report writing. (Prerequisites: PSYC-510; Pre- or corequisite: PSYC-640)

PSYC-611 CLINICAL PSYCHOMETRIC ASSESSMENT I (7.5 ECTS). This is the first of two courses in psychometric assessment aiming to introduce and train students on the administration and use of cognitive tests in clinical practice. Emphasis is also given on the communication of results via Clinical Psychology Reports. (Prerequisites: PSYC-505, PSYC-510, PSYC-511, PSYC-512; Pre- or Corequisite: PSYC-605, PSYC-610, PSYC-640)

PSYC-612 CLINICAL PSYCHOMETRIC ASSESSMENT II (7.5 ECTS). This is the second of two courses in psychometric assessment aiming to introduce and train students on the administration and use of personality tests and emotional functioning assessments, in clinical practice. Emphasis is also given on the communication of results via Clinical Psychology Reports. (Prerequisites: PSYC-505, PSYC-510, PSYC-511, PSYC-512, PSYC-611; Pre- or Corequisite: PSYC-605, PSYC-610, PSYC-640)

PSYC-620 PSYCHOLOGICAL INTERVENTIONS I: DYNAMIC APPROACHES (7.5 ECTS). The initial main aim of this present course is to introduce students to the rationale of the Psychodynamic approach and how it is applied for the treatment of psychiatric and psychological difficulties and disorders such as anxiety, affective, personality and psychotic disorders. Throughout the course students will be trained on techniques that can be used in clinical settings within the psychodynamic framework. (Prerequisites: PSYC-505, PSYC-520, PSYC-640; Pre- or Corequisite: PSYC-605)

PSYC-621 PSYCHOLOGICAL INTERVENTIONS II: CBT APPROACHES (7.5 ECTS). The initial main aim of this present course is to introduce students to the rationale of the Cognitive Behavioral approach and how it is applied for the treatment of psychiatric and psychological difficulties and disorders such as anxiety, affective, personality and psychotic disorders. Throughout the course students will be trained on techniques that can be used in clinical settings within the CBT framework. (Prerequisites: PSYC-505, PSYC-521, PSYC-640; Pre- or Corequisite: PSYC-605)

PSYC-640 PROFESSIONAL ISSUES AND ETHICS (7.5 ECTS). The purpose of this course is to provide students with a broad overview and general understanding of the many ethical questions and dilemmas that clinical psychologists encounter in their everyday practice,

research, and teaching. Specifically, the course is designed to familiarize the student with the role of ethical behavior and decision making in the field of psychology. A variety of ethical issues will be covered, including, professional competence, confidentiality, client rights, managed care, and other topics.

PSYC-675 GROUP THERAPY (7.5 ECTS). This course introduces students to principles and practices of conducting therapeutic groups. It covers various theoretical models of group psychotherapy and seeks to cultivate skills in facilitating groups through in-class group experiences and analysis of group dynamics through various seminars and role plays. (Prerequisites: PSYC-505, PSYC-640; Pre- or Corequisites: PSYC-605)

PSYC-676 CHILD THERAPY (7.5 ECTS). This course introduces students to theories and methods of child psychotherapy. The main aim of the course is to explore various ways of working with children and their parents by taking into account their environment and the various systems with which they interact, such as their families and schools. (Prerequisites: PSYC-510, PSYC-610, PSYC-640)

PSYC-696 THESIS I (7.5 ECTS). This is the first of a two-semester course sequence, during which students develop and pursue a research idea with the help of a thesis advisor. Students conduct bibliographical and/or empirical research and write up an original piece of psychological research relevant to the field of Clinical Psychology. (Prerequisites: PSYC-511, PSYC-512)

PSYC-697 THESIS II (7.5 ECTS). This is the second of a two-semester course sequence, during which students develop and pursue a research idea with the help of a thesis advisor. Students conduct bibliographical and/or empirical research and write up an original piece of psychological research relevant to the field of Clinical Psychology. (Prerequisites: PSYC-511, PSYC-512, PSYC-696)

PSYC-711 CLINICAL PRACTICUM SEMINAR I (7.5 ECTS). This is the first of a three-semester sequence of clinical practicum seminars. The seminars aim towards introducing students to clinical practical training and orienting them to the role of clinical psychology trainee. The seminars also function as a forum for peer supervision as students are asked to present their clinical cases and discuss ongoing concerns and difficulties that arise in the context of their clinical work. Finally, the clinical practicum seminars include group exercises and activities geared towards enhancing personal and professional development. (Prerequisites: PSYC-505, PSYC-510, PSYC-520, PSYC-521, PSYC-605, PSYC-610; PSYC-640 Pre-or Corequisites: PSYC-611, PSYC-612, PSYC-620, PSYC-621, PSYC-675, PSYC-676)

PSYC-712 CLINICAL PRACTICUM SEMINAR II (7.5 ECTS). This is the second of a three-semester sequence of clinical practicum seminars. The seminars aim towards introducing students to clinical practical training and orienting them to the role of clinical psychology trainee. The seminars also function as a forum for peer supervision as students are asked to present their clinical cases and discuss ongoing concerns and difficulties that arise in the context of their clinical work. Finally, the clinical practicum seminars include group exercises

and activities geared towards enhancing personal and professional development. (Prerequisites: PSYC-711. Co-requisites: PSYC-714)

PSYC-713 CLINICAL PRACTICUM SEMINAR III (7.5 ECTS). This is the third of a three-semester sequence of clinical practicum seminars. The seminars aim towards introducing students to clinical practical training and orienting them to the role of clinical psychology trainee. The seminars also function as a forum for peer supervision as students are asked to present their clinical cases and discuss ongoing concerns and difficulties that arise in the context of their clinical work. Finally, the clinical practicum seminars include group exercises and activities geared towards enhancing personal and professional development. (Prerequisites: PSYC-712, PSYC-714. Co-requisites: PSYC-715)

PSYC-714 CLINICAL PRACTICUM I (7.5 ECTS). This is the first of a two-semester sequence (with an optional third semester) and it consists primarily of supervised clinical practice at various training sites. Over the course of their clinical practicum, students are engaged in the direct provision of psychological services, including crisis intervention, assessment and psychotherapy. (Prerequisites: PSYC-711. Co-requisites: PSYC-712)

PSYC-715 CLINICAL PRACTICUM II (7.5 ECTS). This is the second of a two-semester sequence (with an optional third semester) and it consists primarily of supervised clinical practice at various training sites. Over the course of their clinical practicum, students are engaged in the direct provision of psychological services, including crisis intervention, assessment and psychotherapy. (Prerequisites: PSYC-712. Co-requisites: PSYC-713)

PSYC-716 CLINICAL PRACTICUM III (15 ECTS). This is an optional semester of supervised clinical practice for students who wish to complete an additional 500 hours of practical training. Over the course of their clinical practicum, students are engaged in the direct provision of psychological services, including crisis intervention, assessment and psychotherapy. (Prerequisites: PSYC-713, PSYC-715)

APPENDIX B: FACULTY PROFILES

FACULTY PROFILES

Marios Adonis

Dr. Marios Adonis is an associate professor of clinical health psychology and is currently the Head of the Social Sciences Department at the University of Nicosia. He holds a Bachelor's in Psychology from Florida International University (USA), a Masters in Psychology from Adelphi University (USA), a Masters in Health Psychology from the Ferkauf Graduate School of Psychology of Yeshiva University (USA), and a PhD in Clinical Health Psychology from the Ferkauf Graduate School of Psychology & the Albert Einstein College of Medicine of Yeshiva University. During his clinical training among other hospitals, he has worked at Mount Sinai Hospital of the Mount Sinai School of Medicine (NY, USA) and at Columbia-Presbyterian Hospital of Columbia University (NY, USA). He is a board member of the Cyprus Mental Health Commission and of the Disciplinary Committee of the Cyprus Psychologists' Registration Council. He has served two terms on the executive council of the Cyprus Anti-Drug Council, a term as the National Delegate for the Republic of Cyprus at the United Nations Office on Drugs and Crime, and was the Substitute Member at the Management Board of the European Monitoring Center for Drugs and Drug Addiction for five years. Dr Adonis has also served as the vice president of the Cyprus Psychologists Association for two terms, served a term on the board of the Cyprus Psychologists Registration Council, and represented Cyprus in the Standing Committee on Ethics of the European Federation of Psychological Associations for two terms. He also works as a Clinician and is the Clinical supervisor for a substance dependence rehabilitation center in Cyprus. His research interests include psychosocial and cultural factors in cardiovascular, physical, and mental health, positive psychology, stress, and trauma.

Andreas Anastasiou

Dr. Anastasiou received his Ph.D. from the University of Pittsburgh in the United States. Following the completion of his studies he taught at Mary Baldwin College in the state of Virginia for eleven years and eventually became head of the Psychology Department. He has also worked as a clinician in several settings including a Veteran's Affairs hospital where he treated United States veterans primarily suffering from Post Traumatic Stress Disorder and Schizophrenia. Most of his research has focused on the relationship between empathy and conflict resolution and he has presented his work both nationally and internationally. He has also conducted conflict resolution workshops and was invited by AMIDEAST, a Washington D.C.-based organization to conduct mediation between Greek-Cypriot and Turkish Cypriot students residing in the United States. In addition, he has been a frequent guest on the local ABC TV station commenting on several psychological topics especially on issues of conflict and its resolution. He was also invited to be a member of the Cyprus-Portland group comprising of Greek and Turkish- Cypriot academics, politicians, journalists, and activists who worked on the Cyprus conflict. Dr. Anastasiou repatriated a few years ago with his family.

Menelaos Apostolou

Menelaos Apostolou was born in Athens, Greece. He moved to the United Kingdom to study at the University of Lancaster and later pursued post-graduate studies at the University of

Warwick. During his Ph.D. research he conducted original work in the area of parent-offspring conflict over mating. After completing his studies he moved to Cyprus where he is now an Assistant Professor in Psychology at the University of Nicosia. The focus of his research is the use of evolutionary theory in understanding human behavior, an endeavor known as evolutionary psychology. Apart from psychology he has made contributions in other fields, including family science, evolutionary theory, anthropology and behavioral economics.

Marios Constantinou

Professor Dr Marios Constantinou graduated from the University at Albany, State University of New York, with a PhD in Clinical Psychology and specialization in clinical and forensic pediatric neuropsychology. He has been a faculty member at the University of Nicosia since 2004. There he served as the Dean of Humanities, Social Sciences, and Law from 2012 to 2016. He has been a member or chair of several EU committees involved with the rights of children and adults with disabilities, neuropsychology, learning disabilities, and other related areas. His research interests revolve around pediatric neurodevelopmental disorders and their assessment and treatment and forensic neuropsychology. He directed the initial development of a national neurodevelopmental center for autism and other disorders and the development of a national disability plan in Cyprus in 2016. In the same year he represented Cyprus to the U.N. for the implementation of the Rights of People with Disabilities in Cyprus. In the last few years, he is also being involved in the psychometric assessment of public employees. Apart from more than 100 presentations as a speaker or an invited or keynote speaker, he published more than 40 scientific documents and two books, one of which, "Neuropsychology and Learning Disorders", has been the main book in several classes teaching neuropsychology and/or learning disabilities courses in Greek Universities. Professor Dr Constantinou is an active clinician, whose expertise is often requested, outside of Cyprus, in Europe and the USA.

Nuno Ferreira

Dr. Ferreira is a Professor of Clinical Health Psychology at the University of Nicosia. He holds a Licenciature in Clinical Psychology from ISPA, Portugal, and a PhD in Clinical and Health Psychology from the University of Edinburgh. After the completion of his PhD, he worked at the University of Edinburgh as a Lecturer and Senior Teaching Fellow of post-graduate courses (MSc and Doctoral) offered by the Department of Clinical and Health Psychology. Between 2006 and 2007 he also worked in several services across Edinburgh in clinical capacities. He has been involved in several research projects and has published extensively in the areas of General Mental Health Disorders and Psychological Adjustment to Chronic Illness. Dr. Ferreira is interested in the use and development of Third Wave Cognitive Behavioural approaches and in particular, the applications of Acceptance and Commitment Therapy (ACT) for long-term or chronic health conditions (e.g. Chronic Pain, Diabetes, Asthma). More specifically, he is interested in developing intervention models based on ACT across all populations and age groups (but especially in pediatric setting). He is also interested in Contextual Psychology basic research, such as the study of the impact of concepts like values, acceptance/ avoidance, cognitive fusion and mindfulness on psychosocial and physical outcomes. Furthermore, he is also interested in research in the areas of emotion, emotion regulation, alexithymia, PTSD, eating disorders, burnout and e-learning.

Polyxeni Georgiadou

Dr. Polyxeni Georgiadou is a registered Counseling Psychologist and an Associate Professor of Counseling Psychology at the Department of Social Sciences, University of Nicosia. She is currently the Program Coordinator of the MSc program in Counseling Psychology. She holds a Bachelor degree in Psychology from the University of Crete, Greece, a Master's degree (M.Ed.) in Counseling Psychology from the Department of Educational and Counseling Psychology, at McGill University in Montreal, Canada, and a PhD in Counseling Psychology from the same department at McGill University. She is a member of different professional organizations and has participated in a number of organizing and scientific committees for a number of conferences in Cyprus and Greece, while she was also a member of the Research Ethics Committee at the University of Nicosia. She is a member of different professional associations in Cyprus and Greece and acted as co-coordinator of the Division of Positive Psychology of the Hellenic Psychological Society during the years 2011-2016, as well as a co-founding member of the Hellenic Association of Positive Psychology. At present, she is the Associate Editor of the European Journal of Counseling Psychology, and a member of "The Review Bioethics Committee For Biomedical Research On Human Beings And Their Biological Substances And The Clinical Trials On Medicinal Products Of Human Use" of the Cyprus National Bioethics Committee. Dr Georgiadou's research interests are in the area of counsellor/psychotherapist's training, supervision, psychotherapy variables, and positive psychology. She also works as a Clinician and as a Clinical supervisor for students in Masters and PhD programs.

Xenia Hadjicharalambous

Dr Xenia Anastassiou-Hadjicharalambous, CPsychol, is an Associate Professor of Child Psychopathology at the University of Nicosia, Cyprus. She is a Chartered Psychologist of the British Psychological Society, a member of the Society of Clinical Child and Adolescent Psychology and the Society of Pediatric Psychology of the American Psychological Association, and a member of the European Brief Therapy Association. Dr Anastassiou-Hadjicharalambous obtained her undergraduate degree from Aristotle University (1994, Greece), her MSc from Essex University (2000, UK), and her PhD from Glasgow Strathclyde University (2003, Glasgow, UK). She held a research post-doc position at the University of Strathclyde (Glasgow) before joining the University of Nicosia (Cyprus) in September 2004. Her prime research interests focus on (a) Empathy and emotion processing in conduct-disordered children high versus low on psychopathic features (callous-unemotional traits);(b) strengths-based prevention and resilience-building in children at risk for psychopathological symptomatology (e.g. Conduct-Disorder, Anxiety, Depressive, Trauma and Stressor-Related symptomatology). Dr. Anastassiou-Hadjicharalambous is an editorial/advisory board member and ad hoc reviewer of several well-established psychology Journals.

Yianna Ioannou

Dr Yianna Ioannou is a registered Clinical Psychologist and is currently an Assistant Professor of Clinical Psychology and the Program Coordinator of the MSc Program in Clinical Psychology at the University of Nicosia. She is also a Clinical Supervisor at the Center for Therapy, Training and Research (KESY). Dr Ioannou received her PhD in Clinical Psychology from the Graduate Center of the City University of New York and holds Bachelor degrees in

both Psychology and Comparative Literature from Rutgers University, New Jersey. She is currently the co-chair of the International Relations Committee of the Division of Psychoanalysis of the American Psychological Association. She is also the National Representative for Cyprus on the Management Committee of the COST Action TREATME, a European network on individualized psychotherapy treatment of young people with mental disorders. In the past, she served as a member of the Cyprus Board for the Registration of Psychologists, as an Executive Board Member of the Cyprus Psychologists Association and as a Member of the Board of Professional Development of the European Federation of Psychologists Associations (EFPA). Her academic and research interests include psychoanalytic theory and practice, the intersection between psychology and the humanities, cumulative and complex trauma, severe psychopathology, psychotherapy process and outcome research and clinical supervision. As part of the COST Action TREATME, she is currently working on a research project to identify mediators of outcome in youth psychotherapy. Dr Ioannou was a 2017 Teacher in the Teachers' Academy of the American Psychoanalytic Association. Her article "Psychoanalysis, Time and the Crisis of Truth" (2016, *Psychoanalytic Psychology*) was a 2017 Nominee for the Gradiva Award of the National Association for the Advancement of Psychoanalysis (United States). Dr Ioannou is also in private practice in Nicosia, Cyprus.

Maria Koushiou

Dr. Maria Koushiou is a Licensed Clinical and School Psychologist. After graduating from the University of Cyprus' doctoral program in Clinical Psychology, she has worked as an associate lecturer at the University of Central Lancashire (Cyprus Campus) where her academic caseload included undergraduate courses in Health Psychology and Applied Psychology.

Dr. Koushiou has an active interest in the area of Eating Disorders (ED) and their associations with emotion regulation processes. Her past research has focused on examining the emotional experience (subjective and physiological reactions) of females in high ED risk. Her plans are to continue her research in the area of emotion regulation in children and adolescents with Eating and Anxiety disorders as well as with chronic health conditions such as congenital heart disease. As a practitioner, she has worked at the Humanitarian Organization "Hope for Children" CRC Policy Center where she provided clinical services to children and families and participated in the preparation and implementation of national and European programs on the protection of children's rights. Dr. Koushiou has also worked at the Educational Psychology Services of the Ministry of Education and Culture and at the Social Welfare Services. She was an associate School Psychologist at the Cyprus Youth Organization and at the Centre for Therapy, Training and Research (KESY) of the University of Nicosia.

Ioulia Papageorgi

Ioulia Papageorgi is an Associate Professor in the Department of Social Sciences at the University of Nicosia. She is a Fellow of the Higher Education Academy (FHEA), a Chartered Psychologist (CPsychol) and an Associate Fellow of the British Psychological Society (AFBPsS). Ioulia has served on the board of Cyprus Psychologists' Association (2015-2017 as Vice-President; 2013-2015 as Treasurer). She is also the Convenor of the Board of Educational Affairs of the European Federation of Psychologists' Associations (EFPA), and is an elected member of the Committee of Society for Education, Music and Psychology Research (SEMPRE) (2014-date). Additionally, she currently serves on the Cyprus National Bioethics

Committee as a member of the Review Bioethics Committee for Biomedical Research (2018-2021). She previously held the position of Lecturer and Coordinating Research Officer at UCL Institute of Education, University of London (2006-2011), and of Associate Lecturer at the Open University (UK) (2009-2011). Her research interests focus on test anxiety, psychometric testing, the psychology of performance, the development of expertise and the association between music training and cognitive development in children. She has presented her work in many international conferences and has several publications in a peer-reviewed journals and books. Her first book focused on the development of advanced expertise in musical performance [Papageorgi and Welch (2014) (Eds.). *Advanced Musical Performance: Investigations in Higher Education Learning*. SEMPRE Studies in the Psychology of Music. Aldershot: Ashgate Press].

Stella Petronda

Dr. Stella Petronda is a part-time lecturer and the practicum coordinator of the MSc Program in Clinical Psychology, at the University of Nicosia. She is a licensed Clinical Psychologist (USA, Cyprus) and she is a member of APA and of the Lacan Clinical Forum (USA-Canada). In addition, she works overseas as a consultant to organizations and groups with the goal of promoting leadership, authority and creativity. She holds a Bachelor degree in Psychology from the University of Rochester (USA) and a Doctorate degree of Psychology (Psy.D) from the George Washington University (USA). She has also completed her post-doctorate fellowship at the Austen Riggs Center, where she worked with treatment resistant patients, conducting psychodynamic/psychoanalytic therapy (group, family and individual) as well as psychological assessments. During her graduate studies she did an externship in a juvenile forensic jail setting where she worked further in acquiring psychological assessment skills, which she continued to pursue for the remaining of her time in her doctorate internship training at the Montreal General Hospital (Canada) and her post-doctorate training at the Austen Riggs Center. Her research interests include subjects such as attachment, trauma, eating disorders, severe psychopathology and the use of psychological assessment instruments such as the Rorschach, T.A.T, and D.A.P to measure psychopathology and treatment process/outcome.

Stavroula Soukara

Dr Stavroula Soukara is Associate Professor of Forensic Psychology and the programme coordinator of MSc in Criminology at the University of Nicosia. She has also been a visiting academic to Cyprus Police Academy for a number of years. Dr Soukara serves as an external advisor to the Cyprus Committee on Missing Persons and she has also been appointed a member to the Council of Crime Prevention and Civil Protection Centre at the Ministry of Justice and Public Order in Cyprus, as well as an expert on the list of CEPOL's database (European Police College). She received her BA (Hons) in Psychology from Sussex University (UK), her MSc in Criminal Justice Studies, her PGDip in Psychological Research Methods and her PhD in Forensic Psychology from Portsmouth University (UK). Dr Soukara cooperated for a number of years with British Police and her findings/recommendations are being used for advanced training and educational purposes by British police officers. She worked for 4 years as a full time academic at Hellenic Police Academy and Hellenic National Security School, where she offered expert advice and training as well as being a member of both their educational council and their thesis examination committee. Dr Soukara has published her work in various peer-reviewed journals and presented at a number of conferences

worldwide; one of her publications was included in 2010 as the representative bibliography at the FBI Academy. She is a member of the International Investigative Interviewing Research Group, the European Association of Psychology and Law, and the American Psychology and Law Society. Her research interests focus mainly on false confessions and miscarriages of justice, suspect and witness investigative interviewing, as well as the detection of lies and deceit.

Mark Sullman

Professor Mark Sullman has an MSc in Industrial/Organisational psychology and a PhD from Massey University in New Zealand. He has more than 20 years of research and consultancy experience and has provided consultancy for a number of multinational companies. He is on the Editorial Advisory Board for Transportation Research Part F (Traffic Psychology and Behaviour) and regularly reviews articles for several other international journals. In 2010 he was appointed the European representative for Division 13 of the International Association of Applied Psychology (IAAP) and in 2017 received an international award for his work with behaviour has been on the Scientific Advisory board for many international conferences. He has authored over 100 journal articles, 24 book chapters, and more than 150 conference papers and industry reports. These articles almost all fit into one of the following three areas of applied psychology: social psychology, traffic psychology and industrial and organizational psychology.

Alexia Zalaf

Dr Alexia Zalaf is a lecturer of Criminology at the University of Nicosia. She holds a BSc in Psychology from the University of Sussex, UK and a MSc in Forensic Psychology from the University of Kent at Canterbury, UK. She completed her PhD in Psychology from the University of Leicester. Following the completion of her PhD, she joined research teams working with the Domestic Violence and Child Abuse Office of the Cyprus Police and the Association for the Prevention and Handling of Family Violence. Since 2014, she has been actively engaged in teaching and research in the field of forensic psychology and was a member of the teaching staff on the MSc Forensic Psychology course at the University of Central Lancashire (Cyprus campus). Dr Zalaf maintains her links with the Association for the Prevention and Handling of Family Violence and is actively involved in the promotion of domestic violence issues throughout Cyprus.

APPENDIX C: DEPARTMENTAL ETHICS CODE