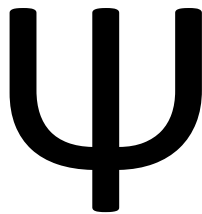




UNIVERSITY *of* NICOSIA

School of Humanities and Social Sciences  
Department of Social Sciences

Master of Science in  
Clinical Psychology



**Student Handbook**

2025-2026

## Table of Contents

INTRODUCTION.....	3
PROGRAM OBJECTIVES.....	3
LEARNING OUTCOMES.....	4
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
<b>APPENDICES</b>	
A. Course Descriptions.....	16
B. Faculty Profiles.....	21
<b>SUPPLEMENTARY DOCUMENTS</b>	
1. Competency Benchmarks in Professional Psychology	
2. Department of Social Sciences Ethical Principles of Psychologists and Code of Conduct	
3. Clinical Practicum Handbook	

## **INTRODUCTION**

The Master of Science program in Clinical Psychology follows the scientist-practitioner model of training in professional psychology which integrates clinical practice, academic coursework and research training into a coherent curriculum with the main objective of preparing graduates for professional practice and doctoral-level study in Cyprus, Europe and beyond, while respecting diversity and upholding the highest ethical standards.

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 in the private and the public sectors.

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 8 - 15 students).
- contemporary lab facilities (including access to the latest versions of the most widely used software and digital technology).
- 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 private and the public sectors.

### **Program Objectives**

Graduates of the program will be able to:

- Critically analyze and synthesize theoretical perspectives from foundational and contemporary schools of thought in clinical psychology.
- Apply knowledge and clinical skills across contexts such as clinical interviewing, assessment, psychotherapy and psychometric methods in diverse treatment settings.
- Practice ethically and professionally guided by the Ethical Principles of Psychologists, the Department's Code of Conduct and relevant legislation, demonstrating respect for diversity.
- Design and evaluate research adopting a scientific approach, and examine evidence and evaluate findings to inform practice.
- Engage in reflective and lifelong learning through supervision and ongoing education.

More specifically, graduates will be able to:

- Apply diagnostic frameworks and distinguish key diagnostic criteria from DSM-5 and ICD-11 for common mental disorders.
- Administer, score and interpret standardized psychometric instruments for clinical diagnosis.
- Adhere to ethical and legal standards.
- Demonstrate cultural competence by integrating considerations of culture, gender, sexual orientation, ethnicity, race, age and disability into assessment and intervention.
- Present clinical and research data effectively by preparing and delivering clear written clinical reports and oral presentations of case formulations and research findings.

### **Learning Outcomes**

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 Principles of Psychologists and Code of Conduct of the Department of Social Sciences.
- 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 in the private and public sectors.
- 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.

## **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 asked to officially acknowledge the limitations that this may carry during the Clinical Practicum phase of the program, including limited training opportunities and a delay in the accumulation of the required number of clinical practicum hours.

## **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.

	<b>ECTS</b>
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
<b>ECTS Section Total</b>	<b>127.5</b>

### Special Requirements

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

	<b>ECTS</b>
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)
<b>ECTS Section Total</b>	<b>67.5</b>
<b>ECTS Total</b>	<b>180</b>

\*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 by signing the student's Thesis Registration Form. 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**

Clinical Practicum is designed on the basis of the department's Competency Benchmarks in Professional Psychology, the attainment of which is assessed prior to beginning practicum, during practicum and upon completion of practicum (See Supplementary Document "Competency Benchmarks in Professional Psychology").

### **Clinical Practicum Handbook**

All policies and procedures of the Clinical Practicum phase are described in detail in the Clinical Practicum Handbook (updated annually).

### **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. A student may undergo a Practicum Readiness Evaluation a maximum of two times. Failure to achieve satisfactory performance in the Practicum Readiness Evaluation after the second attempt will result in the student's dismissal from the program.

In order to be eligible to undergo a Practicum Readiness Evaluation, students must make satisfactory academic progress. Satisfactory academic progress in postgraduate applied psychology programs requires 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 becoming eligible to undergo a Practicum Readiness Evaluation.

Students who achieve a satisfactory performance in the Practicum Readiness Evaluation are deemed ready to begin their practicum and can register for PSYC-711 (typically in the second semester of their second year), followed by PSYC-712 and PSYC-714 (typically in the 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.

Students whose native language is not Greek sign an official statement at the time of admission to the program, acknowledging that, in the case they will be unable to conduct therapy in Greek by the time they begin their practicum, this will carry limitations during the Clinical Practicum phase of the program, including limited placement opportunities and a delay in the accumulation of the required number of clinical practicum hours.

## **Clinical Practicum Phase**

In partial fulfillment of the requirements for the Master of Science in Clinical Psychology students must complete at least 1000 hours of supervised 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 registered professionals. 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, for students who choose to complete 1500 clinical hours, III). Students and supervisors are encouraged to exchange feedback as well as communicate feedback to the Practicum Coordinator at regular intervals. Students' practicum progress is evaluated formally twice a year as part of Practicum Progress Evaluations. Where necessary, additional interim Practicum Progress Evaluations may also be carried out. Practicum progress is reviewed by the Program and Practicum Coordinators and may be deemed to be "satisfactory" or "unsatisfactory." If the Practicum Progress Evaluation is unsatisfactory, 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 and progress 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.

## **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 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 clinical supervisors that indicate satisfactory performance). When students are placed on Probation, formal Interim Progress Evaluations may take place more frequently to closely monitor student progress. Students who fail to demonstrate adequate improvement by the end of the probation

period may receive a failing grade (F) in Clinical Practicum I or II, or exceptionally renew the probation period, depending on the circumstances. In any of the above cases and, depending on the severity of the trainee's reason for failure, the Department Council has the right to call for a trainee's dismissal from the program. Students may register to undertake Clinical Practicum I and/or II a maximum of two times.

Satisfactory fulfilment of the practicum requirement is contingent upon a variety of factors, including:

- Satisfactory completion of the Clinical Practicum Seminars.
- Satisfactory evaluations by individual clinical supervisors.
- Satisfactory evaluation by the practicum seminar facilitator.
- Satisfactory evaluation by the practicum coordinator.
- Satisfactory completion of all the required documents for client records
- Satisfactory completion of required practicum documents
- Demonstrated ethical and professional conduct (please refer to the Code of Ethics of the Department of Social Sciences).
- Compliance with the terms outlined in the Statement for Supervised Practicum (included in the Clinical Practicum Handbook).

Violations of the Department of Social Sciences Ethical Principles of Psychologists and Code of Conduct and the University Internal Regulations may automatically lead to dismissal from the program at any time (see Supplementary Document "Social Sciences Ethical Principles of Psychologists and Code of Conduct").

### **Examination of Professional Readiness**

In order to complete Clinical Practicum II (for trainees who 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 is held individually for each trainee following completion of all 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 (see Supplementary Document "Competency Benchmarks in Professional Psychology"). Trainees are expected to apply for their EPR within 1 month of completing their clinical practicum hours.

The EPR 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. Failure to achieve satisfactory performance in the Examination for Professional Readiness after the second attempt will result in the student's dismissal from the program.

Grades for Clinical Practicum I, II and III (if applicable) will be **deferred** until the entire practicum process is completed and until successful completion of the EPR.

## 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 Supplementary Documents). 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	22-842211
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	22-842220
Xanthi Michael, MSc Clinical Practicum Coordinator	michael.x@unic.ac.cy	22-795105
Ioulia Papageorgi, PhD	papageorgi.i@unic.ac.cy	22-842239
Stella Petronda, PsyD Head practicum coordinator	petronda.s@unic.ac.cy	22-795102
Stavroula Soukara, PhD	soukara.s@unic.ac.cy	22-842250
Mark Sullman, PhD	sullman.m@unic.ac.cy	22-842223
Alexia Zalaf, PhD	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-605; Pre- or Corequisite: PSYC-640)

**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-605 PSYC-640)

**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. (Pre- or Corequisites: PSYC-505, PSYC-605, PSYC-640)

**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, Successful completion of the Practicum Readiness Evaluation; Pre-or Corequisites: PSYC-611, PSYC-612, PSYC-620, PSYC-621, PSYC-675, PSYC-676, PSYC-511, PSYC-512)

**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 MEMBERS**

### **Marios Adonis (Head of Department)**

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 Ph.D. in Clinical Health Psychology from the Ferkauf Graduate School of Psychology & the Albert Einstein College of Medicine of Yeshiva University. He has served for two terms as a board member of the Cyprus Mental Health Commission and the Cyprus AntiDrug Council. He has also served as the National Delegate for the Republic of Cyprus at the United Nations Office on Drugs and Crime, and as the Substitute Member at the Management Board of the European Monitoring Center for Drugs and Drug Addiction. Dr. Adonis has 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.

### **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**

Dr. Marios Constantinou graduated from the University at Albany, SUNY, in 2004 with a doctorate in Clinical Psychology. He specialized in Clinical and Forensic Neuropsychology. He is a professor at the University of Nicosia. Dr. Marios Constantinou's research interests are in Pediatric neuropsychology, Forensic Psychology, and Neuropsychological Assessment. Most notable involvement in research projects are Neuropsychological Assessment of Tobacco Users, Neuropsychological Functioning of Neurodevelopmental Disorders, and Malingering in Neuropsychological Assessments. Apart from research he is involved in teaching, student supervision (practica and theses), and clinical practice.

### **Nuno Ferreira**

Dr. Ferreira is a Professor of Clinical Health Psychology at the University of Nicosia. He holds a Licenciature in Clinical Psychology from the University of Portugal, and a PhD in Clinical Psychology from the University of Edinburgh. After the completion of his PhD he worked at the University of Edinburgh as a Senior Teaching Fellow in Clinical and Health Psychology of post-graduate courses (MSc and Doctoral) offered by the Department of Clinical and Health Psychology. Between 2006 and 2007 he has also worked in several services across Edinburgh in clinical capacities. He was involved in a number of researches. In 2004 he participated in a research project investigating Emotion and Emotional Regulation in Post-Traumatic Stress Disorder at the University of Edinburgh. During his PhD, he did a research on "The use of Acceptance and Commitment Therapy for Irritable Bowel Syndrome".

### **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 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, while she was also elected as a Board member for Cyprus Psychological Association. She has served as 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 (2018-2021). 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 is a Professor of Child Psychopathology at the University of Nicosia, Cyprus. She obtained her undergraduate degree from Aristotelian University (1994, Greece), her MSc from Essex University (2000, UK), and her PhD from Strathclyde University (2003, Glasgow, UK). She held a research post-doc position at the University of Strathclyde before joining the University of Nicosia in September 2004. She is a Chartered Psychologist (CPsychol) of the British Psychological Association. She is an editorial board member of the *Encyclopaedia of Child Behavior and Development*, and an editorial/advisory board member and ad hoc reviewer of several well-established psychology Journals. She is the author of over 50 scholarly publications in the area of Development and Psychopathology.

**Yianna Ioannou (Program Coordinator)**

Dr Yianna Ioannou is a registered Clinical Psychologist and is currently an Associate 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 City University of New York and holds Bachelor degrees in both Psychology and Comparative Literature from Rutgers University. She is former co-chair of the International Relations Committee of the Society of Psychoanalysis and Psychoanalytic Psychology (Division 39) of the American Psychological Association. 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 youth mental health, psychoanalytic theory and practice, cumulative and complex trauma, psychotherapy process research and clinical supervision. Dr Ioannou is also in private practice in Nicosia, Cyprus.

**Maria Koushiou**

Dr Koushiou has joined the University of Nicosia in 2017 and she currently holds the position of Assistant Professor. Her research focuses on studying emotional regulation processes in children, adolescents and youth populations in risk for mental health issues such as eating disorders, mood and anxiety related problems. A second line of research that she has developed through her post-doctoral project (which was financed by the European Regional Development Fund and the Republic of Cyprus) is the study of the relation between developmental and social-emotional problems in healthy children and pediatric populations in their early years. She is trained in Cognitive Behavioral therapy and in Acceptance and Commitment therapy (ACT) which she incorporates in both her research and clinical work. As a clinician she has previously worked with unaccompanied refugee minors at the Humanitarian Organization "Hope for Children" CRC Policy Center as well as at the Educational Psychology Services of the Ministry of Education and Culture, at the Social Welfare Services, and at the Centre for Therapy, Training and Research (KESY) of the University of Nicosia. She is a member of the Cyprus Psychologists' Association and represents the association at the European Federation of Psychologists' Associations Board of Ethnic and Cultural Diversity.



**Xanthi Michael (Clinical Practicum Coordinator)**

Xanthi Michael is a registered Clinical Psychologist with academic training from the University of Crete (BSc Psychology) and postgraduate specialization in Clinical Psychology from the University of Nicosia. She has worked in various clinical settings, including the Youth Board Organization Cyprus, the Medical School of St George's University of London at the University of Nicosia, and private practice. Xanthi also served as Head of Counselling Services at the Association for the Prevention and Handling of Violence in the Family (SPAVO), supporting victims of domestic violence and delivering trainings on domestic and gender-based violence. Currently, she is the Practicum Coordinator for the MSc Clinical Psychology program at the University of Nicosia. She is a certified ANAD instructor and is committed to training frontline professionals. Passionate about ongoing learning, Xanthi regularly attends seminars and workshops to stay updated in the field of Psychology and enhance her professional skills.

**Ioulia Papageorgi**

Ioulia Papageorgi is a Professor in the Department of Social Sciences at the University of Nicosia and the Associate Dean of the School of Humanities and Social Sciences. She is a Fellow of the Higher Education Academy (FHEA), a Chartered Psychologist (CPsychol) and an Associate Fellow of the British Psychological Society (AFBPsS). 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). Additionally, she currently serves on the Cyprus National Bioethics Committee (President of the Review Bioethics Committee for Biomedical Research). Her research interests include music performance anxiety, the development of expertise, the association between music training, cognitive and socioemotional development, psychometric testing, and teaching and learning in psychology. She has authored multiple publications in peer-reviewed journals and several book chapters. Ioulia has co-edited three books in the areas of psychology of music performance, psychometrics and educational psychology. She is currently co-editing a book on cognitive development (in Greek) to be published in 2024 by Pedio Publishers. She is also co-authoring a book on integrative psychotherapy approaches for the treatment of music performance anxiety (in English) to be published in 2025 by Routledge.

**Stella Petronda (Head Practicum Coordinator)**

Dr. Stella Petronda is a part-time lecturer and the Director/Head Practicum Coordinator of the Center for Therapy, Training and Research (KESY), of 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 been a visiting academic to Cyprus Police Academy for a number of years, and has served as an external advisor to the Cyprus Committee on Missing Persons. Dr Soukara is also a member at the Council of Crime Prevention and Civil Protection Centre / Ministry of Justice and Public Order in Cyprus. 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 has worked for a number of years 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 three 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 change. He has authored over 240 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. He is also interested in social media and health.

### **Alexia Zalaf**

Dr Alexia Zalaf is Associate Professor 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

criminology. Dr Zalaf is actively involved in research on animal welfare, domestic violence and children's rights. She is currently a member of an award-winning team developing a tool to support child victims of sexual abuse for their court appearance.