UNIVERSITY of NICOSIA

PhD in Psychology

Department of Social Sciences

School of Humanities and Social Sciences

HANDBOOK OF REGULATIONS
AND PROCEDURES

September 2025

HANDBOOK OF REGULATIONS AND PROCEDURES

This handbook contains the regulations and procedures relating to the PhD in Psychology at the University of Nicosia. This Handbook is revised on a regular basis. Students should ensure that they are using the most up to date version. If you have any questions in relation to the program, please do not hesitate to contact the Department of Psychology.

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PROGRAM DESCRIPTION

The PhD Program requires the completion of at least 180 ECTS, allocated to the preparation of the research proposal, the main study(ies), data analysis and the writing of the thesis. The program has been structured into six (6) distinct phases (semesters), each consisting of 30 ECTS (see Program Structure and Course Allocation to Semesters below).

CANDIDATES SHOULD NOTE THAT THIS PROGRAM DOES NOT LEAD TO ANY FORM OF APPLIED PSYCHOLOGY REGISTRATION WITH THE MINISTRY OF HEALTH IN CYPRUS

Duration of Study

The minimum duration for completing the Doctoral Degree in Psychology is three (3) years and the maximum is eight (8) years.

Program Objectives

The aim of the PhD program in Psychology is to train the next generation of researchers in the field of Psychology. The program focuses on developing the skills necessary for graduates to become independent researchers at post-doctoral level. The program comprises several areas of specialization; however, candidates will have to propose projects within the specialist areas within the supervisor's fields of expertise.

Doctoral students are expected to design and execute an independent original research project and produce a Thesis. Through their research project students are expected to evidence an original contribution to knowledge, develop or apply innovative research or intervention methods, and as a result advance scientific knowledge in an area of Psychology.

Specific aims of the program are to:

a) Develop students' in depth understanding and critical analysis of current literature and research methodology in the field of Psychology.

b) Enhance students' research skills and facilitate the development of expertise relevant to their research specialization area.

c) Educate students in how to disseminate research findings, through publishing in academic journals and/or presenting their work in academic conferences and seminars.

d) Prepare students to conduct high quality and internationally recognized independent research.

Program Learning Outcomes

By the end of the period of doctoral study, students are expected to:

1. Demonstrate a systematic understanding of a specific field of Psychology and mastery of the skills and methods of research associated with that field

2. Demonstrate the ability to conceive, design, implement and adapt a substantial process of research with scholarly and ethical integrity

3. Have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication

4. Be capable of critical analysis, evaluation and construction of new and complex ideas

5. Be capable to communicate with their peers, the larger scholarly community and with society in general about their areas of expertise, through, for example, conferences presentations, seminars, lectures, research articles

6. Be able to promote, within academic and professional contexts, technological, social or cultural advancement in the field of Psychology.

Program Structure

The program consists of 180 ECTS which correspond to the following courses:

Course code	Course Title	ECTS
PSY-703	Advanced Statistics and Research Methods I	7.5
PSY-704	Advanced Statistics and Research Methods II	7.5
PSY-706	Dissertation I (Literature Review)	22.5
PSY-707	Dissertation II (Final Proposal)	22.5
PSY-711	Dissertation III (Data Collection I)	30
PSY-712	Dissertation IV (Data Collection II)	30
PSY-716	Dissertation V (Write-up)	30
PSY-717	Dissertation VI (Write-up & Defense)	30

Semester Breakdown:

The courses are distributed into semesters as follows:

SEMESTER	ECTS
Semester 1	
PSY-703 Advanced Statistics and Research Methods I	7.5
PSY-706 Dissertation I (Literature Review)	22.5
Semester 2	
PSY-704 Advanced Statistics and Research Methods II	7.5
PSY-707 Dissertation II (Final Proposal)	22.5
Semester 3	
PSY-711 Dissertation III (Data Collection I)	30
Semester 4	
PSY-712 Dissertation IV (Data Collection II)	30
Semester 5	
PSY-716 Dissertation V (Write-up)	30
Semester 6	
PSY-717 Dissertation VI (Write-up & Viva)	30

Note : The titles between brackets are a suggestion of the activities that the student will be expected to engage with at each semester not the descriptor of the course.

ADMISSIONS CRITERIA

Stage 1 – Written application

Candidates need to provide with their application:

(1) An accredited Bachelors degree*

(2) An accredited Masters degree*

(3) Initial Research Proposal (Information on how to prepare the proposal available on the “Regulations for application proposal” document)

(4) Statement of Purpose: Applicants are required to submit a comprehensive letter outlining their academic and individual competencies and state why they believe they are suitable for admission to the Program. The statement should not be more than one page long (Times New Roman 12, single spaced)

(5) Letters of Recommendation: Applicants must obtain two recommendation letters from individuals who have known the applicant in an educational and/or professional environment. At least one of the recommendation letters must be from an academic institution where the applicant has studied previously.

(6) English Language Proficiency: TOEFL (paper based test 600, computer based test 250, internet based test 100) or IELTS 6.5. For students who graduated from an English speaking University, English language is not a requirement.

(7) Application form: Applicants must submit an application form for admission and enrolment to the program. The application form requests general information about the applicant, their qualifications, relevant experience.

*At least one of the previous degrees (Bachelors or Masters) must be in Psychology from a recognized institution.

Deadlines: 30th May for Fall Semester start
30th November for Spring Semester start

Applications submitted after the deadline (late) will not be assessed and only be considered at the next deadline

Criteria of assessment include:

1. Minimum Entry requirements
2. Quality of the research proposal
3. Quality and appropriateness of the recommendation letters
4. Fit of the proposed project with current supervisor research areas (note that applications that fall outside the areas of expertise of the supervisory team will not be considered)

Stage 2 – Interview

The Department Postgraduate Programs Committee (DPPC) and the Director of Doctoral Programs will assess all written applications and invite for an oral interview only those applicants who pass the first stage of assessment. The interview will assess the candidate's abilities in critical thinking, scientific communication, fit of the proposed project with the department's lines of research and supervisory match and availability. If the candidate is successful at interview level, an invitation letter to join the program will be sent within two weeks of the interview date.

Interview dates*:

2nd and 3rd week of January (for Spring Semester start)

1st and 2nd Week of July (for Fall Semester start)

*these are only provisional timings. These can be changed depending on staff's availability at the time.

SUPERVISION AND PROGRESS

Supervisory Team

The Supervisory Team is a three-member committee appointed by the Department Postgraduate Programs Committee (DPPC). The DPPC, in consultation with the student, first appoints the student's Main Supervisor, hereafter referred to as the Main Supervisor, and then the other two supervisors following the recommendation of the Main Supervisor. The supervisory team is chaired by the Main Supervisor. The Main Supervisor and at least one other member of the committee are usually faculty members of the Department or School. The other member of the committee may be a faculty member from another Department or another University/Research Institute. At the point of the establishment of the supervisory team a DSO1 (registration) form will be completed.
No member of the Supervisory team should have a close personal relationship with the student.

The Supervisory Team is responsible for:

a.Helping the student feel at home in a Department/Research Unit or School, and in the University

b. Approving the student's final research proposal

c. Providing general guidance on such matters as: the nature of research; academic standards; planning; literature and other sources; methods and techniques

d. Assisting the student in navigating through official procedures, and ensuring that deadlines are met

e.Maintaining regular (and frequent) formal contact with the student; where the student has not been in contact with the Supervisory Team for some time, it is the Supervisory Team's responsibility to make contact with the student

f. Keeping proper records of all the meetings held between the doctoral student & the Supervisory Team (completion of the DSO4 form)

g. Being accessible to give the student informal & formal advice

h. Obtaining progress reports and other written work, and promptly providing constructive criticism

i. Arranging any training or formal instruction which the student requires, including research and personal skills

j. Ensuring that the student is aware of when s/he is making inadequate progress or other impediments to the successful completion of research within the required duration

k. Ensuring that the student enrolls with the University on an annual basis

l. Ensuring that the student makes a positive contribution through his/her work within the University and through the choice of area of study, research methods and analysis, to promoting diversity and equal opportunities within the University and the community

Guidelines for Progress

The following guidelines apply to all research postgraduates:

a. Students where possible are encouraged to discuss with their supervisor the work involved before initial registration

b. By the end of the first year, PhD students are expected to have written a draft literature review and to have successfully defended their research proposal (for more information see Research Proposal section)

c. Supervisors should expect to meet their PhD students sufficiently often to ensure progress is being achieved. An explicit agreement concerning the frequency and duration of supervisory meetings should be made at the beginning of each academic year. A minimum of 2 meetings per semester should be registered.

d. A record of dates of meetings, will be kept by the Main Supervisor. These records need to be consulted and considered during the Annual Progress Meeting of the doctoral student. It is also recommended that students should keep their own records too.

Progress Committee

Progress will be reviewed annually by the Department Postgraduate Programs Committee (DPPC). This Committee will review the progress of all research students in the Department, and monitor the progress and quality of training offered to the student.

The DPPC's will base its decision to continue the students registration depending on:

a. The written reports submitted by the Supervisory Team, including the reports of the student and Main Supervisor

b. The completion of required work by the student, which will be received, approved and notified by the Supervisory Team

i. the Annual Report

ii. the timetable

iii. the Thesis plan

c. The Thesis Research Proposal as approved by the supervisory team (for 1st year progression)

d. The annual report by the supervisory team (for 2nd year or interim year progression)

e. A report regarding whether the student has reached a satisfactory level for the thesis' submission (for final year progression)

The DPPC's decision for the yearly progress assessment will be one of the following four options (DSO5 and 6 forms should be completed at this stage):

a. the student is allowed to proceed

b. the student's work (so far completed) is subject to a further review at a specified date if appropriate

c. the student's studies be discontinued

d. a decision may be deferred until a later meeting, at which time the student will be requested to provide further evidence of progress, as specified by the DPPC

Problems with Supervision

Students who have problems regarding their supervisory arrangements are encouraged to try to reconcile these with their supervisors where possible. However, they are free to discuss their problems with the DPPC's coordinator. In exceptional circumstances the Vice Rector for Faculty and Research may request that a Special Supervisory Team be convened to address the problem. Students are also free to contact the Vice Rector for Faculty and Research. These discussions should remain confidential if the student so wishes.

Problems with Progress

Any one of the appointed three supervisors may raise concerns about the lack of progress or any other matter at the first available Supervisory Team meeting. In the case of acute and severe problems, both the DPPC's coordinator and the Vice Rector for Faculty and Research should be notified immediately in writing. Any other problems with progress should be communicated through the Supervisory Team to the DPPC Progress Committee.

Where a Supervisory Committee intends to recommend to the DPPC that a student's doctorate studies are to be discontinued, the student must have an opportunity to discuss the situation with the DPPC and may request a review of the recommendation. In such cases the DPPC's Coordinator together with the Vice Rector for Faculty and Research will establish a Review Committee comprising the Vice Rector for Faculty & Research (as Chair), the Head of Department and the DPPC. The Review Committee may consult such persons, and take such advice as it thinks fit.

All decisions of the Review Committee should be notified to the student and the supervisor in writing, together with a statement of any conditions that are attached to the decision and the rights of appeal that exist.

Thesis research proposal report (1st year progression)

By the end of the first year, students are required to present a Thesis research proposal that will inform the remainder of their studies. The thesis research proposal will consist of a research proposal report and a presentation to the supervisory team. The report will have two distinct parts. Part I will be the proposal for a systematic review. This will have to conform with the guidelines set our by the Centre for Research Dissemination and will provide the template for the registration of the systematic review in PROSPERO (https://www.crd.york.ac.uk/prospero/). The template for the systematic review proposal is available from Moodle.

The second part of the report will be the research proposal for the empirical studies. If there is more than one independent study, they need to be combined in the thesis empirical research proposal form (do not submit an independent form for each study). The empirical research proposal form will follow a template (available from Moodle) and will be 5000 words in length maximum (excluding references).

Second and third year reports

The student should provide a report for their second and third year progression. The report for second year should highlight what steps from the proposed timetable have been completed and what still needs to be completed. A plan should be drawn towards the completion of the necessary steps.

The third year report should focus on whether the Thesis is ready to be submitted. If the thesis at that point is still far from being ready for submission the student should highlight what steps still need to be completed and propose a remedial timetable for completion, with a new proposed submission date. The student should also highlight valid reasons for the delay. Acceptable reasons include: Significant illness period that impaired the progression of thesis, delays with data collection that were out of the students control (e.g. delay in ethical approval, delay in reaching minimum sample size). Being overwhelmed with other work commitments does not count as a valid reason. Students should plan for these commitments if they have them, or if these commitments become too large an interruption of studies should be considered.

RESEARCH ENVIRONMENT AND ETHICS

Research Skills

A key aim of the PhD in Psychology is to facilitate the development of transferable research competencies which trainees will be able to use in practice beyond the program. These include systematically searching for research literature, academic writing, project management, collaboration, critical appraisal and presentation skills. Throughout the program, students receive project supervision from an academic supervisory committee, who provide assistance with the particular requirements of each thesis. Given the idiosyncratic properties of each thesis project, individual supervisors are likely to emphasize some more specific skills as well (e.g. research methodologies, data analysis). PhD students will also need to complete two core courses (PSY-703 and PSY-704) dedicated to advanced research skills and statistics. Students will also have the possibility of auditing courses from other departments that have relevance to their studies as long as the supervisor and the course leader have authorized it.

Further to this there is a series of research skills seminars provided free of charge by the University. These seminars can be completed throughout the duration of the 3 years of study (or time equivalent when studying part-time) and will be audited via the annual progression report. Example title of seminars available are:

- Conducting a Literature Search Using UNIC Library Resources
- Ethics in Research and Publishing
- Publishing – Why, Where and How
- Research Collaborations, Proposals and Associated Funding
- Research Opportunities, Collaborations and Practical Grant Writing Tips
- Introduction to the Code of Practice and Regulations for Doctoral Programmes
- Project Management and Time Management
- Writing a PhD Thesis
- Preparation for the PhD Viva

Research Culture

The University of Nicosia has a strong research culture, with many departments holding regular research seminars. Seminars which may be of interest to trainees are held within our own School of Humanities and Social Science and within the Department of Social Sciences. The academic team specializes in particular areas of research, which facilitate and benefit from research projects undertaken by students. These research areas involve collaborations between different Institutions and organizations, and members of the academic team. Further information about the research areas can be found at the end of this Handbook.

Applying for Ethical Approval

It is a requirement of the University that all research projects seek and acquire appropriate ethical approval. You must not start data collection until ethical approval has been granted. Depending on the complexity of the project Ethical approval will need to be provided from either the University of Nicosia - University Research Ethics Committee or from the National Bioethics Committee (http://www.bioethics.gov.cy/moh/cnbc/cnbc.nsf/index_en/index_en?OpenDocument).

Guidelines for the Ethical Dissemination of Research Work

The Program Team strongly encourages the submission of thesis projects for publication in appropriate peer reviewed academic journals. However, it is important that explicit consent is sought from research participants for this prior to the study taking place. It is the student's responsibility to ensure that research participants are able to give informed consent and that this is fully documented

Data protection and Storage of Anonymized Research Data

Throughout this section on storage of anonymized data, the term 'partially anonymized' is used to refer to data where all personal information has been removed, but where information that would enable such data to be associated with personal data is still

available. The term ‘anonymized’ is used to refer to data in which it would no longer be possible to identify individuals.

Personal data and associated partially anonymized research data should be kept separately at all stages of a study. Once personal data is no longer needed for the purpose for which it was collected, it should normally be destroyed as outlined within the associated ethics application. The remaining partially anonymized data should then become anonymous. This document outlines proposals for storage of such anonymous research data once the associated personal data has been destroyed.

Reasons for Retaining Anonymized Research Data

To ensure that data is available to address reviewer requirements or other queries in relation to published work. The publication date of studies can be years after the formal end of the study. Some journals explicitly require that raw data is retained and available for inspection. To enable the data to be optimally utilised by meta-analyses or other studies, which may bring additional societal benefit. In some cases existing data may avoid the need for data to be collected again.

Retention of Data

The movement towards greater retention of research data is reflected in requirements from funding bodies for retention. The Program Team has agreed the following actions. A data management plan should be discussed and agreed early in the project planning stage. This should include the clear separation of personal data and partially anonymised research data, a plan for deletion of the personal data and a plan for the retention and review of anonymised research data. Projects should normally retain anonymised research data for 10 years from the end of the project, with a review then and every subsequent 5 years to determine whether data should continue to be retained or whether it should be securely deleted. Data should be collected and stored in a well labelled and indexed manner which ensures that others could review the data. The PhD Student and the main Academic Supervisor should check the anonymised data to ensure that it has been fully anonymised and suitably indexed. The main supervisor and the head of the DPPC will be the named custodians for all anonymised research data. Arrangements

should be agreed for the appropriate secure storage of this data within both the University of Nicosia. All members of the immediate research team (i.e. student and all Academic Supervisors) should have access to the final dataset. The research team should agree early in the project a process for any subsequent requests to use the data. If the trainee wishes that the anonymous dataset be available for analysis by others in the future, the possible further use of data must be made clear in the information sheet and consent form.

Further Guidelines on how to manage different types of data can be found in the MANTRA free online course from the University of Edinburgh:

https://mantra.edina.ac.uk/

Scientific or Ethical Misconduct in Research

Faculty members and students are expected to display/practice/follow utmost professional integrity when undertaking research, both in their practice and publications. Any scientific or ethical misconduct in research is unacceptable and should be brought to the Senate's Faculty or Student Disciplinary Committee.

Examples of unacceptable conduct, whether based upon deliberate, reckless or negligent behaviour are given below:

a. failure to obtain appropriate permission to conduct research

b. unethical behaviour in the conduct of research and the subsequent writing up of the Thesis

c. cheating, plagiarism, or dishonest use of unacknowledged sources

d. misquotation or misrepresentation of other authors

e. attempting, planning or conspiring to be involved in research misconduct

f. inciting others to be involved in research misconduct

g. unauthorised use of information which was acquired confidentially

h. deviation from good research practice, in particular where this results in risk of harm to humans, animals or the environment

i. fabrication, falsification or corruption of research data

j. distortion of research outcomes (e.g. manipulation or omission of data that do not fit expected results)

k. dishonest misinterpretation of results

l. publication of data known or believed to be false or misleading

m. fraud or other misuse of research funds or research equipment

n. collusion in or concealment of research misconduct by others

THESIS

Thesis Description

The thesis is expected to have an in-depth introductory chapter in which the main constructs of the research are to be defined and where the rationale for the research project will have to be defined. Following this chapter, the thesis will comprise of a portfolio of 3 scientific articles formatted for submission in a peer-reviewed journal. The articles should include one systematic review and two empirical research articles. At the end of the thesis a conclusion chapter integrating the findings from the papers in light of the introduction should be produced. The Thesis has to be written in ENGLISH.

The systematic review and the two research articles should be connected by an overarching conceptual link (e.g. if your empirical research is on depression then your systematic review should focus on depression as well).

The length and format of each article will depend on the journal chosen (i.e. If you chose "Clinical Psychology Review" as your journal for the systematic review the article should be formatted according to that journal's specifications). The formatting guidelines for each journal should be added to the thesis appendices. The journal chosen for each article should be noted in the title page of each individual article.

There is no lower limit of words for the thesis, and the upper limit is of 80.000 words (excluding references and appendices)

Thesis Learning outcomes

On completion of the thesis students should be able to:

1. Under supervision, exercise a high level of autonomy and initiative in developing, designing and conducting a clinically relevant research project leading to a systematic review and two empirical research articles.

2. Demonstrate an ability to critically evaluate applied psychological research.

3. Recognise ethical issues and apply for and obtain appropriate ethical approval.

4. Demonstrate originality and creativity in the development and application of new knowledge, understanding and practices.

5. Be capable of communicating research findings in a journal at the standard expected of academic peer-reviewed work.

The thesis project targets the following competencies:

Academic Competence - Knowledge development, knowledge application, knowledge transfer

Clinical / Professional / Practitioner Competence - Theory-practice links, communication, evaluation and research, personal and professional development

Research Competence - Analytical thinking, ethical practice, organizational ability, data preparation and management, research reporting

Guidance and feedback

Submission dates for draft papers or sections of papers should be agreed with Academic Supervisors early in the thesis process. Academic Supervisors will then monitor adherence with these agreed dates and provide guidance and feedback tailored to your project. However ultimately it is the trainee's doctoral project and he or she is responsible for its management. The portfolio represents a whole body of work and is assessed as such.

Thesis structure

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Thesis Portfolio initial pages

The thesis must contain the following pages prior to the portfolio or articles, which are to be bound in the submitted thesis, not enclosed as separate loose sheets:
Title Page - The thesis should have a title page which includes the thesis title, author's name, the name of degree (i.e. Phd in Psychology), The University of Nicosia, and the month and year of presentation (e.g. Dec 2018).

Declaration of Own Work - The thesis must include a completed and signed declaration of own work form. Copies of this are available via the website.

Dedication / Acknowledgements - The thesis may contain a dedication and/or an acknowledgements page. These are optional.

Table of Contents - An accurate Table of Contents will assist readers when navigating the thesis. MS Word can prepare a Table of Contents which will update itself when page numbers change.

Abstract - Although placed at the start, abstracts are invariably written at the end and are essentially a brief summary of your study and its findings. Portfolio format thesis projects will have four separate abstracts in total. The main one provides an abstract for the entire thesis (i.e. for the systematic review and the two empirical projects). There will then be an abstract for the systematic review at the start of the systematic review chapter and an abstract for the empirical journal articles at the start of each empirical journal article chapter. The main abstract will have a maximum of 500 words. The individual chapters abstracts should conform to the formatting guidelines of the journal they are to be submitted to.

Thesis Chapters:

Introduction

The introductory chapter should present in depth the main constructs that are going to be investigated in the thesis. For example, if you thesis focuses on depression, there should be an account of the definition, prevalence, historical roots and current theories of depression. This chapter should also portray a clear rationale for the studies to be presented and identify the gaps in the literature. The Introduction chapter should finish with a set of research questions and a comment on how each of the following article chapters will address these questions.

Systematic Review

A systematic review enables a literature to be carefully reviewed and critically evaluated, using criteria which reduce the potential for bias and thus increase confidence in the review's conclusions and recommendations. Such systematic reviews bring the same level of scientific rigor to reviewing research evidence as should be employed in generating research evidence. There is a growing literature of published systematic reviews and it is recommended that you read through a few reviews to get an overview of the typical formats and styles. There is no single standard template for systematic reviews, though there are general guidelines and factors that can increase the strength of such reviews. It is recommended that you discuss the review question(s), search

criteria and potential quality criteria with your Academic Supervisor. The systematic review will be in the anticipated area of the thesis project and should be publishable once completed, so that the work undertaken can inform others. The systematic review should be written in the format of an appropriate peer reviewed journal (i.e. one that accepts systematic reviews), adhering to the journal's author guidelines and including these in the appendix. The only exception is that we recommend that tables, figures etc. be inserted alongside corresponding text for the thesis, whereas journals often ask that they be appended or submitted separately. There will be some variation depending on the topic of the review and the guidelines for the selected journal. However, guidelines for peer reviewed journals or other means of dissemination usually enable the review to cover the following areas:

a. An appropriate, clear and focused area or question/objective for the review;
b. A clear description of the search strategy (this will include searches of databases, including clear descriptions of search terms used and the time-frame);
c. Clear and appropriate inclusion and exclusion criterion for identified studies;
d. Critical appraisal of the studies included in the review;
e. A synthesis of the findings from the individual studies, taking into account 'weighting' of their value based on the stated quality criteria;
f. Conclusions and recommendations based upon the evidence reviewed.

Students should consult the book "Doing a Systematic Review: A Student's Guide", by Boland & Cherry (available from the library) for more information on how to conduct a systematic review.

All systematic reviews must be registered in the PROSPERO website (link below). This website keeps a record of on-going systematic reviews across the world and it is an attempt to avoid duplication of work by separate research groups. The student should check if the proposed systematic review question has been registered in PROSPERO.

https://www.crd.york.ac.uk/prospero/

The systematic review should also be novel and up to date. It is possible to revisit a previously reviewed topic in the literature. However, the rationale for this exception should be along the lines of:

1. The existing review is outdated (usually 5 years or older)
2. The existing review was limited in it's scope
3. The existing review shows some methodological deficiencies that will be significantly improved upon by the proposed review

Empirical Research Articles

The empirical research project should be presented in the format required for submission to two or more peer reviewed journal articles. The only exception is that we recommend that tables and figures be inserted in the text for the thesis, whereas journals often ask that they be appended or submitted separately. Students are advised to seek advice from their supervisors regarding the results that would be most suitable for publication and the journals that might be considered. The most relevant journals may be those in which related articles have been published.

The journal's own guidelines for authors will usually be available via the journal's website. These should be followed carefully, paying due attention to formatting, referencing style, and word length. The author guidelines for the selected journal should be included in the appendix of the thesis. Subject to the approval of supervisors, work can be submitted for publication prior to submission of the thesis or the viva.

A typical quantitative methods paper should include sections on participants, measures, procedure, ethics and statistical analysis, including power analysis. The section on measures should provide evidence that the measures are valid and reliable tools suitable for use with the type of population that your study is based upon. If your analyses involve subscales, then the psychometrics for these subscales should be outlined.

A qualitative methods section should include detailed information on the interviews, the selection of participants, the qualitative method adopted (e.g. grounded theory), the transcribing process, and the steps taken to enhance the quality of the analysis. Where relevant, it is recommended that a software package is used to assist with the process

and to provide an audit trail for this analysis. If an interview schedule is used, this should be outlined and a copy included in the appendix. A page or two of unidentifiable transcript should be included in the appendix to demonstrate the style and steps of analysis undertaken. The methods section should include a statement about ethical approval.

The discussion section is where you interpret your findings in the light of your hypotheses and the previous literature, explaining possible meanings and implications etc. Discuss the methodological constraints and limitations of your study and temper your conclusions accordingly. Do also modestly highlight strengths of your study. The discussion is an appropriate place to mention these briefly, though keep the general focus upon the current findings. It is often worthwhile to include a short paragraph at the end of the discussion, which briefly summarises key findings and recommendations.

Conclusion

This chapter should provide a summary of the main findings of the article chapters and integrate those finding under the light of the Introduction chapter. Clear links should be made regarding the contribution of the findings to the field of study, and reccomendations for future research should be made.

References and Appendices for the Thesis

Correct use of referencing allows you to credit your sources and facilitates those reading your work to consult them. Appropriate referencing also allows you to illustrate awareness of the key texts in your field and your ability to use these to further advance your arguments. References for the systematic review and the journal articles should follow the format of the selected peer reviewed journal(s) and be placed immediately following the systematic review / journal article. A separate, full reference list should be provided at the end of the thesis (i.e. this includes all references within the thesis). The referencing style for this final list should be consistent (using American Psychological Association style). Whichever method you use to ‘store’ references, keep it up-to-date throughout the project to avoid difficulties at the end.

If there are several appendices, label each appendix separately and include a Table of Appendices. Ensure that appendices are easy to navigate and contain only clearly relevant material. It is inadvisable to present large amounts of data or SPSS output. If you include any measures, please ensure that you have suitable consent from the copyright holder. In most cases such measures will not be included in the final published thesis, though it may be possible to include them in the soft-bound version submitted for examination. Please note that consent to include the measure in the final published thesis is separate from consent to use the measure for data collection. Any measure should be assumed to be protected by copyright unless there is clear evidence to the contrary. If you are unable to include measures in the soft-bound thesis submitted for examination, ensure that they are suitably described with references provided and bring copies to your viva. The appendix must contain evidence of ethical approval, and the most up to date protocol for the study, either the version submitted to the relevant ethics committee or the original thesis proposal form.

Presentation of the Thesis

In order to have a genuine impact, others need to understand and be convinced of your findings. Successful and influential pieces of research achieve this status not only by (usually) having excellent content, but by thoughtful presentation and communication of this material. Consequently, a reasonable well-presented study may produce a better thesis than an excellent study which is poorly presented. Although you should be thinking of the presentation (not just the content) throughout the thesis, it is essential to allow time to polish up the presentation at the end. Keep paragraphs in reader-friendly ‘bite-sized’ chunks. Try to avoid ‘list-like’ paragraphs, in which sentences have an ‘and another thing is’ feel about them. Whilst this might be present initially whilst gathering all of the relevant pieces of information together, once you’ve done this ensure that you integrate the information to form cohesive paragraphs. Remove any superfluous text (e.g. any excessive repetition, information that is not required). Ask others to read through sections of your thesis, asking for constructive feedback rather than reassurance.

Word Count

The thesis should be no longer than 80,000 words. The word count includes everything in the main body of the text: quotations, citations, tables, formulae, etc. The references sections are part of the appendix and are not included in the word count. Likewise, any other material included in the appendices is not counted towards the word count.

An exception to the stated word count may be considered if the Academic Supervisor agrees that the word limit needs to be exceeded in order to adequately communicate the material. In such circumstances, the supervisor should request a concession to exceed the word count from the Vice-Rector for Research well in advance of submission. Should a student submit a project that exceeds the specified word count that has not been subject to a previously agreed exemption, the examiners may ask that the thesis be shortened as a required change.

SUBMISSION OF THE THESIS

A Doctoral student would be unwise to submit the Thesis for examination against the advice of the Supervisory Team, but it is the student's right to do so if s/he so wishes.

Students should not assume that a Supervisor's agreement to the submission of their Thesis guarantees the award of the degree. Students must be aware that the function of the Examination Committee is to make an independent academic judgment and that their opinion may vary from that of the Supervisory Team.

The submission of the Thesis may not take place earlier than the end of the 3 years after the enrolment of the student on the Doctoral Degree programme. The Thesis must conform to the length and formatting requirements specified by the Department.

Examination Committee

The Examination Committee is responsible for conducting the Doctoral Thesis Defence and Examination and assessing the student in relation to the award of the Doctoral Degree.

The Examination Committee consists of one external examiner (from another University/Research Institute) and one independent internal examiner (who has not supervised or assisted the student during his/her studies). Independence also implies independence of the supervisory team in all respects relating to both the specific program of work and any close personal relationships with the Supervisory Team. The examiners who must be expert in the fields of the student's Thesis are appointed by the Department Postgraduate Programs Committee considering the recommendation of the student's Main Supervisor. The external examiner is responsible for ensuring that the academic standards of the research degrees awarded by the University are comparable with those at similar institutions.

The two member Examination Committee is chaired by an Independent Chair (usually the DPPC's Coordinator) who is responsible for chairing the oral examination and ensuring that the associated administration of the examination is completed satisfactorily. The Chair does not examine the Thesis and has no voting rights. Both examiners and the Chair should not have any conflict of interest.

Where the student is a faculty member or an administrative staff of the University then a second external examiner will be appointed (preferably holding the rank of Professor or Associate Professor).

At least one of the examiners should have experience of examining doctorate degree students. An examiner with no previous doctorate degree examination experience will only be approved if s/he has experience of supervising a degree student, attended a workshop on the examination of doctoral degrees and acted as an observer in an examination. The Independent Chair could be one of the Vice Rectors of the University.

Doctoral Degree Thesis Defense

The Thesis defense includes the following stages:

a. presentation of the Thesis in the form of a public lecture

b. oral examination (viva) of the student by the Examination Committee (members of the Supervisory Team, Doctorate Degree students, Research Advisors can attend the oral examination as observers only with the consent of the student)

c. private deliberation of the Examination Committee and decision on the outcome of the exam

d. writing a detailed report substantiating the decision and the recommended outcome of the examination

The possible outcomes of the examination are given in the next Section.

The oral examination (viva) is used to assess both the written submission and the candidate. It serves a number of different functions, such as:

a. providing the student with the opportunity to defend the Thesis through high level debate with experts in the subject

b. giving the examiners the opportunity to explore any doubts they may have about the material presented in the Thesis

c. determining that the candidate is indeed the author of the written materials submitted

d. enabling the examiners to check that the candidate has a thorough understanding of the theoretical framework, issues, methods and statistical analysis involved

Prior to the Thesis defense the following arrangements need to take place:

a. Once the Thesis is submitted and the Examination Committee has been appointed, the Independent Chair of the Examination Committee sends the Thesis and the Regulations and Code of Practice for Postgraduate Programs to the two examiners

b. The date of the Thesis defense is set after consultation with the examiners and the student; the date should be within 3 months from the date that the Thesis was sent to the examiners

c. Each examiner is asked to write an independent preliminary report on the Thesis and submit it to the Chair at least ten days before the Thesis defense. Typically the preliminary report identifies particular areas which the examiner believes should be explored with the student during the oral examination, and, if possible, a tentative recommendation, based on an assessment of the Thesis, for the result of the examination. Tentative recommendations should not be indicated to the student in advance of the oral examination

d. The Chair sends to each examiner the other examiner’s report after receiving both reports

e. If the examiners have any queries about the Thesis which they wish to raise with the supervisor in advance of the oral examination, they are at liberty to do so. If the examiners have any queries about the University's requirements for the award of the degree and about the regulations, they should raise them with the Chair of the Examination Committee. All matters relating to the examination are confidential and examiners should not contact any third party, other than the supervisor

f. After the viva, the examiners draft a joint report explaining their decision which is subsequently submitted to the Department Postgraduate Programs Committee. This report is then forwarded to the Supervisory Team and the student.

Doctoral Degree Examination Outcomes

The possible outcomes of the examination are:

a. UNCONDITIONAL PASS (student awarded the doctorate)

b. CONDITIONAL PASS, subject to minor amendments to be completed and checked by one or both of the examiners within 3 months

c. REVISION AND RESUBMISSION, which entails rewriting the Thesis and resubmitting it within 1 year

d. FAIL

In all possible outcomes except Unconditional Pass (option (a) above), the examiners should provide detailed feedback to the student with regards to the outcome of the examination and the changes needed to be done in case the decision is not Fail. Only one (1) re-submission/re-examination is permitted.

The decision of the Examination Committee should be unanimous, i.e. both the external and the internal examiner should agree on the outcome. In case of a disagreement, the following steps are taken

a. the Independent Chair of the Examination Committee appoints another external examiner after the recommendation of the Supervisory Team;

b. the second external examiner is asked to assess the Thesis and prepare a recommendation report and suggest one of the outcome options above; The second external examiner may have access to the recommendation of the Examination Committee;

c. the Independent Chair calls for a meeting with all three examiners and a final decision is taken.

Doctoral Degree Thesis Re-examination

The following regulations apply to the re-examination of the Thesis:

a. up to one re-submissions/re-examinations is permitted

b. the same examiners are appointed; however in the event of non-availability, replacement(s) is/are made

c. the form of the examination will follow the same procedures as the first examination

Deposit of the Thesis

Once a student is awarded the Doctoral Degree, the Thesis will be deposited in all University Libraries in Cyprus. Furthermore the Thesis will be published on the University of Nicosia website and more specifically on the Online Doctoral Degrees Repository, which is freely accessible by everybody. It is the student's responsibility to submit the necessary number of copies of the Thesis to The Office of the Vice Rector for Faculty & Research, which is responsible for depositing the Thesis as described above. The award certificate will not be issued to the student if s/he does not submit the copies of the Thesis.

Discontinuation of Doctoral Degree Studies

A doctoral degree student is not allowed to continue with her/his studies for the following reasons:

a. failing a project presentation or a comprehensive exam (where applicable) within the agreed deadline with the supervisory team

b. exceeding the maximum number of years allowed to complete the degree, excluding any time for interrupting studies for valid reasons

c. failing his/her final research proposal's assessment

d. failing the Annual Review Evaluation Progress Meeting

e. failing the Thesis defence

f. being away from the University for one semester and failing to respond to any attempts from the University to communicate with him/her

Complaints and Appeals Procedure

Doctoral Degree students can complain about any issue relating to their studies and appeal against the outcome of the examination of their Thesis and/or any decision concerning a progress-related issue.

Complaints and appeals must be made, in writing, to the DPPc's Coordinator and then to the Office of the Vice Rector for Faculty and Research. In case of appeals, the grounds for appeal must be clearly stated. The deadline for submitting appeals is normally ten (10) days from the date when the student was formally notified by the University of the decision under appeal. The Office of the Vice Rector for Faculty & Research will normally release the letter of appeal to the student's Examination Committee & its Chair and ask for an official response in writing and within ten (10) days from the date the Chair of the Examination Committee receives the appeal. The response will be made available to the student.

Appeals against Examination Committee decisions may be made on the basis of the following grounds:

a. irregularities in the conduct of the examination (including administrative error) of such a nature as to cause reasonable doubt as to whether the examiners would have reached the same conclusion had they not occurred

b. evidence of inadequate assessment on the part of one or more of the examiners

Challenges to the composition of the Examination Committee and academic judgment of the examiners will not be considered.

General Regulations and Procedures

The Doctor of Philosophy (PhD) degree in Psychology is governed by the same rules regulations and procedures that govern all doctorate programs of the University. For detailed information candidates are advised to refer to the accompanied booklet of the University of Nicosia titled “Chapter 12 - Regulations and Code Practice for Postgraduate Programmes”. This document can be found on Moodle

DEPARTMENT FACULTY

Faculty Name	Qualification and Specialization	Allocation of Courses
Marios Adonis Head of Department	PhD, MA, BA Clinical Health Psychology	Thesis supervisor
Andreas Anastasiou	PhD, MSc, BSc Counseling Psychology	Thesis supervisor
Menelaos Apostolou	PhD, MSc, BSc Social Psychology	Thesis supervisor
Marios Constantinou	PhD, MSc, BSc Clinical Child Psychology, Clinical and Forensic Neuropsychology	Thesis supervisor
Polyxeni Georgiadou	PhD, MSc, BSc Counseling Psychology	Thesis supervisor
Xenia Hadjicharalambous	PhD, MSc, BSc Child and Developmental Psychopathology	Thesis supervisor
Yianna Ioannou	PhD, MA, BA Clinical Psychology	Thesis supervisor
Ioulia Papageorgi	PhD, MSc, BSc, BA, Cert. TLHPE Educational and School Psychology, Music Psychology	Thesis supervisor
Stella Petronda	PsyD, MA, BA Clinical Psychology	Thesis Supervisor
Stavroula Soukara	PhD, MSc, BSc Forensic and Criminal Psychology	Thesis supervisor
Nuno Ferreira Program Coordinator	PhD, CPsych Clinical and Health PSychology	Thesis Supervisor
Maria Koushiou	PhD, MSc, BSc, Clinical and Educational Psychology	Thesis Supervisor
Alexia Zalaf	PhD, MSc in Forensic Psychology, BSc Psychology	Thesis Supervisor
Mark Sullman	PhD, MSc, BSc Social/Organizational Psychology	Thesis Supervisor

Faculty - Short Profiles and areas of research

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 Ph.D. 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 the Cyprus AntiDrug Council. He is the National Delegate for the Republic of Cyprus at the United Nations Office on Drugs and Crime, and is 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.

Research Areas:

1. PTSD and non-clinical trauma
2. Humility
3. Positive Psychology
4. Psychosocial variables in coronary heart disease
5. Healing visualization in physical illness
6. Placebo effects
7. Social and non-social connectedness
8. Therapeutic effects of non-psychological interventions (I.e religious practices)

Nuno Ferreira

Dr. Ferreira 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. Currently Dr Ferreira is an Associate Professor in Clinical Psychology at the University of Nicosia. Dr Ferreira currently serves as the director of the doctoral programs in Psychology

Dr. Ferreira is an international expert on Acceptance and Commitment Therapy (ACT) with several peer reviewed articles and books published in this area. Dr Ferreira is also a trainer of ACT with several workshops conducted around the world.

Research Areas:

1.Acceptance and Commitment therapy
2. Third wave CBT
3. Paediatrics
4. Chronic Illness
5. PTSD
6. Veterans Mental Health
7. Psychogastroenterology
8. Emotion regulation
9. Eating Disorders
10. Burnout

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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 hás 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 quest 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.

Research areas:

1. PTSD
2. Schizophrenia
3. Empathy
4. Conflict resolution

Menelaos Apostolou

Dr 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 Associate 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.

Research areas:

1. Evolutionary psychology
2. Human mating behavior
3. Mating and wellbeing

Marios Constantinou

Dr Marios Constantinou is a professor of Clinical Child and Forensic Neuropsychology. He received his bachelor's degree in psychology (Valdosta State University; USA), and as a Fulbright Scholar his Masters and Ph.D. (University at Albany, SUNY; USA) in clinical psychology. He completed 4000 hours during doctoral practica at a number of hospitals, rehabilitation centers, and clinical projects in the greater area of capital district in Albany, New York. In addition, he completed 3500 hours during his doctoral internship in New York City, at the Long Island Medical Center (North Shore LIJ), Schneider's Children Hospital, and The Zucker Hillside Hospital. He has served as the head or a member of several doctoral dissertation committees and master thesis committees. Professor Constantinou is an active researcher and he has been serving as a reviewer and associate editor for several professional journals. He headed a large number of E.U. committees and he is currently an active grant reviewer for several EU funding agencies. His latest research interests focus on the effectiveness of psychotherapy on neuropsychological functioning and cognitive development. He served as the Dean of his school for 5 years.

Research areas:

1. Clinical Child Psychology: Empirically Supported Treatments, Behaviorism
2. Clinical Pediatric Neuropsychology: Neurodevelopmental Disorders and Disorders of Childhood and their Neuropsychological Assessment, Cognitive Improvement in Diseases and Disorders with Empirically Supported Treatments, Eating Habits and Cognition, and Cognitive Rehabilitation
3. Clinical Forensic Neuropsychology: Malingering, Assessment of Forensic Cases, Assessment of Court Readiness for Children, Young Criminals Assessmebt, Profiling
4. Neuroscience and Neuropsychology
5. Psychometric Theory and Test Development

Polyxeni Georgiadou

Dr. Xenia Georgiadou is a registered Counseling Psychologist and an Associate Professor of Counseling Psychology. She is currently the Program Coordinator of two Master's programs at the Department of Social Sciences, University of Nicosia, Cyprus, namely the (a) MSc Counseling Psychology, and (b) MSc Counseling. She holds a Bachelor's in Psychology from the University of Crete, Greece, a Master's degree (MEd.) in Counseling Psychology from the Department of Educational and Counseling Psychology, at McGill University in Montreal, Canada, and a Ph.D. 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 is 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 co-coordinator of the Division of Positive Psychology of the Hellenic Psychological Society, as well as a co-founding member of the Hellenic Association of Positive Psychology. She has participated in the Organizing and Scientific Committees of a number of Conferences all over Greece and Cyprus, while she is also a member of the Research Ethics Committee at the University of Nicosia. Dr. Georgiadou's research interests are in the area of counselor/psychotherapist's training, supervision, psychotherapy variables, and positive psychology. She also works as a Clinician and as a Clinical supervisor for students in master's and Ph.D. programs.

Research Areas:

1. Positive Psychology
2. Therapist training and psychotherapy processes and outcomes
3. Professional Ethics

Xenia Hadjicharalambous

Dr Xenia Anastassiou-Hadjicharalambous, CPsychol, is an Associate Professor of Developmental Psychopathology at the University of Nicosia, Cyprus. She is a Chartered Psychologist of the British Psychological Society and a member of the Society of Paediatric Psychology of the American Psychological Association. Dr Xenia Anastassiou-Hadjicharalambous obtained her undergraduate degree from Aristotelian 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 primary prevention and resiliency building (i.e. exploring and activating of the inner strengths/resources that enable the at-risk child to rebound from adversity). Dr Anastassiou-Hadjicharalambous 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. She supervised over 20 MSc thesis. She served as external supervisor of several PhD thesis of students registered in UK universities. She has been invited as external examiner of several PhD thesis at the university of Cyprus and in the UK.

Research Areas:

1. Empathy, Callous-unemotional Traits and Developmental Pathway to Psychopathy.
2. Attachment Perspective on Psychopathology.
3. Childhood Trauma, Emotional Dysregulation, Psychiatric Symptomatology and Growth.
4. Developmental Psychopathology and Cross-cultural Effects
5. Bereavement, Traumatised Childhood, Adverse Effects and Growth.

Yianna Ioannou

Dr. Yianna Ioannou is a registered Clinical Psychologist and is currently the coordinator of the MSc Program in Clinical Psychology at the University of Nicosia. 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. She served as a member of the Cyprus Board for the Registration of Psychologists and as an Executive Board Member of the Cyprus Psychologists Association. She also serves on the Board of Professional Development of the European Federation of Psychologists Association (EFPA). She has academic and clinical experience in university and hospital settings in the United States and in Cyprus. Her academic and research interests include psychoanalytic theory and practice, the intersection between psychology and the humanities, cumulative and complex trauma, severe psychopathology, psychotherapy outcome research and clinical supervision. In addition to teaching and supervising clinical psychology trainees, Dr. Ioannou is also in private practice in Nicosia, Cyprus.

Research Areas:

1. Mechanisms of change in psychotherapy process and outcome
2. Aspects of growth in clinical training and supervision
3. Intergenerational transmission of trauma
4. Representations of traumatic experiences
5. Attachment
6. Severe psychopathology
7. Child therapy
8. Psychoanalytic theory in practice

Ioulia Papageorgi

Dr Ioulia Papageorgi is the Director of the University of Nicosia Teaching and Learning Institute (UNTLI) and 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). She previously held the position of Lecturer and Coordinating Research Officer at the 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 on 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 (Ashgate, 2014).

Research areas:

1. Educational applications of personality and individual differences
2. Self-perceptions and learning
3. Performance / test anxiety and its effects on learners
4. Psychology of performance
5. The development of expertise
6. Psychology of music
7. Health and well-being in the workplace
8. Benefits of music training on cognitive development and academic achievement
9. Psychometric test development and psychometric assessment
10. Bullying

Stella Petronda

Dr. Stella Petronda is a part-time professor and the Counseling Services Officer 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.

Research areas:

1. Trauma
2. Attachment
3. Severe Psychopathology
4. Eating disorders

Stavroula Soukara

Dr Stavroula Soukara is an Associate Professor of Forensic Psychology and the program coordinator of MSc in Criminology at the University of Nicosia in Cyprus. She is also a visiting academic to Cyprus Police Academy. Recently she was appointed as 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 is included as 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.

Research areas:

1. Psychology and Law
2. False Confessions and Miscarriages of Justice
3. Investigative Interviewing of Suspects: Interviewing Tactics – Personality Characteristics and Skills of Interviewers
4. Investigative Interviewing of Witnesses
5. Investigative Interviewing of Children
6. Criminal – Delinquent Behaviour
7. Police and Society

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 Applying Psychology. 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.

Dr. Koushiou maintains close collaboration with the "ACThealthy" Lab of the Department of Psychology, University of Cyprus to carry out research in the field of Eating Disorders and more specifically on the psycho-physiological mechanisms underlying the development of these disorders in the context of Cognitive-Behavioral Therapy and Acceptance and Commitment Therapy. Her research interests include examining emotion regulation in children and adolescents with Eating and Anxiety disorders as well as with chronic health conditions such as congenital heart disease.

Research Areas:

1. Eating Disorders
2. Paediatrics - Psychosocial variables in congenital heart disease
3. Psycho-physiological correlates of emotion regulation
4. Anxiety in children and adolescents
5. Chronic Pain
6. Acceptance and commitment therapy
7. Mental health and adjustment of refugee children and adolescents

Mark Sullman

Dr 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 almost 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.

Reseach areas:

1. Individual differences in the workplace
2. Physical attractiveness and selection
3. Individual differences in driving behaviour
4. Safety culture
5. Social Psychology
6. Physical attractiveness and unfriending in social media applications

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.

Areas of interest:

- Domestic violence
- Individual differences and personality
- Dark personality traits
- Animal abuse and animal welfare
- Forensic psychology and criminology topics