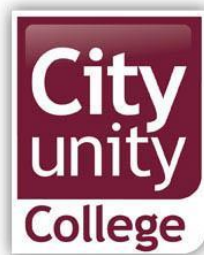# E.H.E. EUROPEAN UNIVERSITY EURAKA SWITZERLAND

in partnership with

BACHELOR OF SCIENCE (BSc)

IN PSYCHOLOGY

PROPOSED SYLLABUS FOR VALIDATION

Table of Contents

Rationale of the proposed program for validation

The field of psychology is a broad and exciting field as it deals not only with a human's mental state but also with the study of the human brain and how it affects his behavior. It is an applied and academic science that studies the interaction between thought and mind. By having always in mind the complexity of this interaction, the constant and rapid developments in research in the field of psychology, as well as the responsibility of a future psychologist to practice correctly and consistently his profession, the Bachelor of Science in Psychology (BSc in Psychology) has been designed by E.H.E. EUROPEAN UNIVERSITY EURAKA SWITZERLAND in partnership with City Unity College Greece – Cyprus, in order to form students in Greece to become licensed psychologists.

This BSc in Psychology is constructed by both theoretical and practical courses so as to cover not only the theoretical bases of psychological studies but also the clinical bases which are necessary for practicing psychology. This Program is designed to provide a comprehensive knowledge and understanding of Psychology and to equip students with subject specific knowledge and applied research skills, as well as key transferable skills that will prepare them for further postgraduate study or for the workplace. Furthermore, the proposed program will provide all the necessary knowledge to future psychologists so as to understand the importance of research in this field and to be able to get involved themselves in research.

Finally, the BSc in Psychology is designed in such a way so as the students will have the opportunity, as soon as the second year, to participate in local and international congresses. These participations and communications are really important for building a strong CV starting as soon as possible. All teaching members of this program are professional psychologists and researchers in their field and they are all engaged in research and in congresses.

The Institutions

E.H.E. EUROPEAN UNIVERSITY EURAKA SWITZERLAND is part of the strand of Switzerland's private universities. Swiss Education and Higher Education are top-ranked and own outstanding global reputation for their excellence. The EurAka University owns two campuses, one in Switzerland and one in Germany.

The EurAka University's obligation is to guarantee that best quality of higher education is delivered. For this reason, it has globalized its Higher Education. The University has accredited individually selected partner universities and colleges in Africa, Asia, and Europe to make sure that our Swiss Higher Education is accessible and affordable for many, many students, because knowledge has no borders anymore.

E.H.E. EUROPEAN UNIVERSITY EURAKA SWITZERLAND equips graduates with skills, knowledge, and capabilities, employers value and thus provide graduates with access to highly attractive international job opportunities. Not to forget is what the EurAka University calls Student Value+: the optional personal ISO 17024 Certification as integrated part of various programmes of studies.

Studies of the E.H.E. European University EurAka Switzerland are designed to be globally accessible and affordable, and future-oriented at the same time. Studies adopting holistic and cross-disciplinary approaches for a permanently changing and challenging world.

CITY UNITY COLLEGE GREECE - CYPRUS is one of the most modern Colleges in Athens, Greece. It was established in 1999 as an official branch of City University of Seattle (USA), an American Accredited University with more than 25 teaching locations worldwide. CITY UNITY COLLEGE at the present date has expanded its academic partnerships and offers a wide range of Undergraduate and Postgraduate programs in the fields of Information Technology, Business, Psychology, Humanities and Education, Theology, Sports Studies, Sports Journalism, Arts, in collaboration with accredited universities: City University of Seattle, Liverpool John Moores, University of Wales, Cardiff Metropolitan University, University of Bucharest and University of Strasbourg.

CITY UNITY COLLEGE has been granted the 108276/IA/05-08-2013 (Office Bulletin No. 2019 B') license to operate as a College. Additionally, CITYU has formed, apart from City Unity College (www.cityu.gr / License No: 108276/IA), City Unity Life Long Learning Centre (http://www.citystudies.gr / License Code: 2000023), City Unity Private Institute for Professional Training (http://iekcity.gr / License No. 110764/IA) and City Unity Lingua (http://languages.cityu.gr / License No: 2305626).

Objectives and Learning outcomes

The Awarding Institution of this Program is E.H.E. EUROPEAN UNIVERSITY EURAKA SWITZERLAND and the Teaching Institution is City Unity College under the supervision of the Psychology Program Director. Students' final award is "BSc in Psychology" Program in E.H.E. EUROPEAN UNIVERSITY EURAKA SWITZERLAND.

Objectives

The BSc in Psychology program is designed for high school graduates or graduates of other specialties who would like to become psychologists and obtain a license to practice as psychologists through SAEP. Students are invited to attend 23 courses and accumulate a total of 202 credits (ECTS) in 3 years of full-time attendance. All courses and exams are in Greek.

The following objectives are developed:

- To provide the key concepts and theories related to different fields of Psychology
- To enable students to acquire critical appraisal skills for evidence-based decision-making
- To equip graduates with a sound understanding of contemporary's complex theories and mechanisms of psychology
- To highlight the role of research and innovation in the specific field
- To support the development of the next generation of psychologists
- To inspire graduates to apply best practices and ethics in psychological practice.

Learning outcomes

At the end of this program students should be able to:

- demonstrate a thorough grounding in the theory, research and methods of Psychology as both an academic and an applied science

- compare, contrast and evaluate theories, research and practice in Psychology and related disciplines

- demonstrate competent quantitative and qualitative research skills, including those of scientific observation and measurement, hypothesis testing, interpretation of data, interview techniques and textual analyses, and report-writing

- carry out empirical studies involving a variety of methods of data collection, including experiments, observation, psychometric tests, questionnaires, interviews and field studies

- analyze data using both quantitative and qualitative methods

- present and evaluate research findings

- generate and explore hypotheses and research questions

- demonstrate a sound appreciation of ethical issues for a range of research settings

- explain the challenges involved in "measuring" human characteristics

- have an appreciation of Psychology in workplace settings

- show awareness of the variety of different perspectives available to student in studying and changing human behaviour

- show high level transferable skills, including the skills of communicating effectively in writing and orally, working to strict deadlines, and managing their own learning

- explain and evaluate in depth additional key areas from the discipline of Psychology

- discuss the detail of specific applications of Psychology.

- apply multiple perspectives to psychological issues, recognizing that Psychology involves a range of research methods, theories, evidence and applications

- integrate ideas and findings across the multiple perspectives in Psychology and recognize distinctive psychological approaches to relevant issues

- identify and evaluate general patterns in behaviour, psychological functioning and experience

- use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments

Language of Instruction

The **BSc in Psychology** is offered in the **Greek language.**

Program plan

The Program is structured in a modular format, has a duration of 36 months (3 years) of intensive full time study and corresponds to **202 ECTS** according to European Credit Transfer and Accumulation System. Students must complete sixteen (16) modules equivalents, each worth 7.5 ECTS, in the first and second year. In the third year, students must complete seven (7) modules and a compulsory dissertation (30 ECTS).

Students accrue 60 ECTS from the first and 60 ECTS from the second year. From the third year students accrue 82 ECTS. To be awarded a degree each student should complete 202 ECTS.

Academic Faculty

The **BSc in Psychology** is part of the Academic Programs of the Faculty of Psychology. The Faculty has Undergraduate and Postgraduate Programs whereas students can also study for a PhD / Doctorate and conduct Post Doctorate Research.

Executive Committee

The BSc in Psychology is administered by a 5-member Executive Committee:

1. **Professor Emmanouil Takas**
2. **Professor Despoina Menti**
3. **Mrs. Nikoletta Geronikola**
4. **Mr. Charalampos Geronikolas**
5. **Mrs. Vania Chatzistavraki**

The Director of the Master is Professor Emmanouil Takas

Scientific and Academic Committee

For all scientific and academic issues of the BSc in Psychology there is the relevant Committee:

o **Prof. Emmanouil Takas,** BA, MA, MA, PhD, Professor in Psychology, City Unity College

o **Prof. Menti,** MA, PHD**,** Professor in Health Psychology, City Unity College

o **Mrs. Vania Chatzistavraki,** MA, Lecturer in Developmental Psychology, Systemic Therapist

o **Mrs. Nikoletta Geronikola,** MA, Professor in Neuropsychology, City Unity College, Alzheimer Athens

o **Mr. Charalampos Geronikolas** BSc, MA, President City Unity College Greece – Cyprus.

Ethics Committee

The Ethics Committee is consisted of a President, a vice-President and at least one more faculty member. Aim of the Ethics Committee is to review the Ethics Forms of the dissertation of the students and to deal with other academic malpractices such as issues of ethics in research, plagiarism etc.

Module Units

1st YEAR								
1st Semester								
CODE	Module Title	ECTS	Lectures	Seminars	Lab	Supervision	Self-study	Total Hours
PSY101	Introduction to Psychology	7.5	36	24	0	0	138	198
PSY102	Social Psychology I	7.5	36	24	0	0	138	198
PSY103	Developmental Psychology I	7.5	36	24	0	0	138	198
PSY104	Intro to Research Methods	7.5	36	0	24	0	138	198
TOTAL		**30**	**144**	**72**	**24**	**0**	**552**	**792**
2nd Semester								
CODE	Module Title	ECTS	Lectures	Seminars	Lab	Supervision	Self-study	Total Hours
PSY105	Developmental Psychology II	7.5	36	24	0	0	138	198
PSY106	Biological Bases of Behavior	7.5	36	24	0	0	138	198
PSY107	Psychology of Difference and Personality	7.5	36	24	0	0	138	198
PSY108	Intro to Statistics	7.5	36	0	24	0	138	198
TOTAL		**30**	**144**	**72**	**24**	**0**	**552**	**792**

2nd YEAR								
1st Semester								
CODE	Module Title	ECTS	Lectures	Seminars	Lab	Supervision	Self-study	Total Hours
PSY201	Social Psychology II	7.5	36	24	0	0	138	198
PSY202	Cognitive Psychology and Neurosciences	7.5	36	24	0	0	138	198
PSY203	Research Methods in Psychology	7.5	36	24	0	0	138	198
PSY204	Statistical analysis	7.5	36	0	24	0	138	198
TOTAL		**30**	**144**	**72**	**24**	**0**	**552**	**792**
2nd Semester								
CODE	Module Title	ECTS	Lectures	Seminars	Lab	Supervision	Self-study	Total Hours
PSY205	Clinical Psychology I	7.5	36	24	0	0	138	198
PSY206	Media Psychology	7.5	36	24	0	0	138	198
PSY207	Project Proposal	7.5	36	12	0	24	138	198
PSY208	Organizational Behavior	7.5	36	0	24	0	138	198
TOTAL		**30**	**144**	**72**	**24**	**0**	**552**	**792**

3rd YEAR								
1st Semester								
CODE	Module Title	ECTS	Lectures	Seminars	Lab	Supervision	Self-study	Total Hours
PSY301	Health Psychology	7.5	36	24	0	0	138	198
PSY302	Counseling Theory	7.5	36	24	0	0	138	198
PSY303	Clinical Psychology II	7.5	36	24	0	0	138	198

CODE	Module Title	ECTS	Lectures	Seminars	Lab	Supervision	Self-study	Total Hours
PSY304	Criminal (Forensic) Psychology	7.5	36	24	0	0	138	198
TOTAL		**30**	**144**	**96**	**0**	**0**	**552**	**792**

2nd Semester

CODE	Module Title	ECTS	Lectures	Seminars	Lab	Supervision	Self-study	Total Hours
PSY305	Political Psychology	7.5	36	24	0	0	138	198
PSY306	Counseling Skills and Interview	7	36	20	0	0	138	194
PSY307	Clinical Neuropsychology	7.5	36	24	0	0	138	198
PSY308	Senior Dissertation	30	36	24	0	20	300	410
TOTAL		**52**	**144**	**68**	**0**	**24**	**702**	**1000**

Module Descriptors

PSY 101 - Introduction to Psychology

Introduction

This module is designed to introduce students to the field of Psychology. It is intened to provide broad coverage of the field by presenting basic theories, research and applications of psychology. Areas that will be covered include research methods, behavior, sensation, perception, learning, motivation, emotions, personality, social and political psychology and cognition and will be approach both theoretically as well as areas of research and application.

Aims and Objectives

- Introduce students to basic psychological research
- Familiarize students with the scientific field of Psychology
- Provide students with basic knowledge of different approaches in Psychology
- Cultivate students' critical approach to contemporary issues in Psychology

Intended Learning outcomes

By the end of the module the students will be able to:

- Define the field and its interdisciplinary approaches
- Understand, apply and evaluate basic research methods
- Discuss how psychological theories are used to assess, predict or change human behavior
- Acknowledge how different fields of Psychology interact
- Approach critically core theories in Psychology and critically review their applications

Indicative Content

1. Introduction to Psychology
2. The brain and the nervous system
3. Research methods in Psychology
4. Cognition and Memory
5. Behavior and Learning

6. Perception

7. Developmental Psychology

8. Social and Political Psychology

9. Personality

10. Psychopathology

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Coursework 1	1 x 2000 word essay	50%
Coursework 2	1 x 1500 information pack plus a 1 x 500 word reflective passage (integrated)	50%

Set Texts

Required Reading

Kalat, W., J. (2017). *Introduction to Psychology* (11th Ed.). Cengage Learning.

APA (2010). *Publication Manual of the American Psychological Association* (6th edition).

Recommended Reading

Barker, M. (2003). Introductory *Psychology: History, themes and perspectives. Crucial Study Texts for Psychology Degree Courses.* Exeter: Learning Matters.

Glassman, W.E. & Hadad, M., 2004. *Approaches to Psychology* (4th edition). Buckingham: Open University Press.

Hewstone, M., Fincham, F.D. & Foster, J. (2005). *Psychology*. BPS /Blackwell.

PSY 102 – Social Psychology I

Introduction

Social Psychology is the scientific approach to study the way people think about, feel, behave and evaluate social surroundings. It involves understanding of how people influence and are influenced by the "others" around them. Main aim of this module is to introduce students to core perspectives, research methods and empirical findings of social psychology. Topics to be covered include: basic research approaches in social psychology, main interdisciplinary theories of social psychology (behaviorism, cognitive psychology, neuro-science and personality theories), attitudes and biases.

Aims and Objectives

- Introduce students to core theories of social psychology
- Present basic experimental and research designs in social psychology
- Evaluate literature from interdisciplinary fields
- Identify and justify the basic components of social psychology
- Acknowledge the importance of social cognition and evaluation

Intended Learning outcomes

By the end of the module the students will be able to:

- Understand the different methodological approaches in social psychology
- Put emphasis on key research terms and definitions
- Understand the processes and biases in their own social thinking
- Evaluate attitude formation processes
- Evaluate research findings

Indicative Content

1. Introduction to social psychology
2. Research Methodology
3. Social cognition
4. Attributes and biases
5. Schemas and Categories
6. Social Categorization
7. Attributing Responsibility and Biases

8. Self and Social Identity

9. Attitudes

10. Decision Making and Attitudes

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Coursework 1	1 x 2000 word essay	40%
Final Exam	2 hours examination	60%

Set Texts

Required Reading

Vaughan, G., & Hogg, M. A. (2005). *Introduction to social psychology*. Pearson Education Australia.

Petty, R. E. (2018). *Attitudes and persuasion: Classic and contemporary approaches*. Routledge.

Recommended Reading

Weiner, B. (2008). Reflections on the history of attribution theory and research: People, personalities, publications, problems. *Social Psychology, 39*(3), 151-156.

Jowett, G. S., & O'donnell, V. (2014). *Propaganda & persuasion*. Sage.

PSY 103 – Developmental Psychology I

Introduction

This module is designed to introduce students to the field of Developmental Psychology. Developmental Psychology I covers the main developmental periods across the lifespan and, while taking a chronological approach, also, on occasion, focuses on particular developmental themes across these periods.

Aims and Objectives

This module will look into the biological, social and psychological forces that shape the various stage of human development.

- ✓ We will cover developmental change, theory and research in the four main areas of lifelong development (infancy, childhood, adolescence, adulthood)

- ✓ You will learn to evaluate theoretical explanations and applications for development

- ✓ You will also develop academic writing skills through written assignments

Intended Learning outcomes

By the end of the module the students will be able to:

1. Find, understand and evaluate academic research regarding developmental psychology
2. Structure an academic argument in relation to developmental psychology theory
3. Demonstrate a broad foundation of knowledge of developmental psychology

Indicative Content

1. Introduction; Concepts, Methods & Theories; Pre-natal Development and Birth

2. Infancy I: Physical and Cognitive Changes

3. Infancy II: Social and Personality Changes

4. Early Childhood I: Physical and Cognitive Changes

5. Early Childhood II: Social and Personality Changes

6. Middle Childhood

7. Adolescence I: Physical and Cognitive Changes

8. Adolescence II: Social and Personality Changes

9. Early Adulthood

10. Middle Adulthood & Late Adulthood

11. Death and Dying

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	DURATION/LENGTH OF ASSESSMENT	WEIGHTING OF ASSESSMENT
Coursework 1	1 x 2000 word essay	40%
Final Exam	2 hours examination	60%

Set Texts

Required Reading

White F., Hayes B., Livesey D. (2015). *Developmental Psychology: From Infancy to Adulthood* (4th Ed.). Pearson Education Australia.

Feldman, R. S. (2014). *Life span development: A topical approach* (2nd Ed.). Essex: Pearson.

Recommended Reading

Boyd, D. & Bee, H. (2012). *Lifespan Development* (6th Ed.). Boston, USA: Allyn& Bacon.

Miller, P. H. (2011). *Theories of developmental psychology*, (5th Ed.). New York: Worth Publishers.

PSY 104 - Introduction to Research Methods

Introduction

As in introduction to research methods this module provides foundation in the basic concepts of scientific method, research design, ethics in research and academic writing. This course addresses the usefulness and limitations of research methods and their applications in social sciences.

Aims and Objectives

- Understand research terminology
- Identify the components of a literature review process
- Critically analyze and apply information and literature
- Introduce students to academic writing
- Making efficient use of bibliography software

Intended Learning outcomes

By the end of the module the students will be able to:

- Demonstrate solid basic knowledge of research terminology
- Critically evaluate literature and research findings
- Recognize research concepts and tools
- Avoid malpractices such as plagiarism
- Show original work and critical approach

Indicative Content

1. Introduction to Research Methodology
2. Relationship between theory and research
3. Ethics in Research
4. Critical Thinking
5. Exploring research papers and articles
6. Evaluating Literature findings
7. Identifying the research problem, research questions and hypotheses
8. Basic methods in research
9. Academic writing

10. Core structure of scientific articles

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Coursework 1	**1 x 2000 word report**	25%
Coursework 2	**1 x 2000 word report**	25%
Coursework 3	**1 x 2000 word report**	25%
Coursework 4	**1 x 2000 word report**	25%

Set Texts

Required Reading

Coolican, H. (2014) Research *Methods and Statistics in Psychology* (6th Ed.). Hodder & Stoughton, London.

Willig, C. (2013). *Introducing Qualitative Research in Psychology* (3rd Ed.). Open University Press: Maidenhead.

Recommended Reading

Forrester, M. A. (Ed.) (2010). *Doing Qualitative Research in Psychology: A Practical Guide.* Sage Publications: London, Thousand Oaks, New Delhi & Singapore.

PSY 105 – Developmental Psychology II

Introduction

The intention of this module is to introduce you to a range of experiences and disorders that may impact upon child and adolescent development. In Developmental Psychology I you will have studied theories and research regarding normative development; in this module we seek to build upon that foundation by looking at issues and disorders which may affect typical developmental patterns.

Aims and Objectives

The aims of the module are:

- Understand the range of issues which can impact on childhood and adolescent development
- Critically explore the impact of psychiatric diagnoses on childhood and adolescent development
- Evaluate and explore current research developments in developmental psychology

Intended Learning outcomes

By the end of the module the students will be able to:

- Demonstrate a comprehensive understanding regarding a range of issues and disorders that may impact upon development.
- Effectively research, synthesise and analyse recent academic literature on a range of developmental psychology topics
- Critically evaluate the impact of a psychiatric disorder on childhood and adolescence.

Indicative Content

1. Introduction to Normal and Abnormal Behavior in Children and Adolescents

2. Theories, Causes and Methods

3. Issues in Assessment, Diagnosis, and Treatment

4. Attention-Deficit/Hyperactivity Disorder (ADHD)

5. Conduct Problems

6. Anxiety Disorders

7. Mood Disorders

8. Intellectual Disability (Mental Retardation)

9. Autism Spectrum and Childhood-Onset Schizophrenia

10. Communication and Learning Disorders

11. Health-Related, Substance Use Disorders and Eating Disorders

12. Child Maltreatment and Non-Accidental Trauma

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	DURATION/LENGTH OF ASSESSMENT	WEIGHTING OF ASSESSMENT
Coursework 1	1 x 2000 word essay	50%
Coursework 2	1 x 2000 word essay	50%

Set Texts
Required Reading

Weis, R. (2014). *Introduction to Abnormal Child and Adolescent Psychology* (2nd Ed.). Los Angeles, London, New Delhi, Singapore and Washington DC: Sage.

Cromby, J., Harper, D., & Reavey, P. (2013). *Psychology, Mental Health and Distress*. Basingstoke and New York: Palgrave Macmillan.

Recommended Reading

Long, M., Wood, C., Littleton, K., Passenger, T. & Sheehy, K. (2011). *The Psychology of Education* (2nd Ed.). Abingdon and New York: Routledge.

Kendall, P. C. & Comer, J. S. (2010). *Childhood Disorders* (2nd Ed.). Hove and New York: Psychology Press.

PSY 106 – Biological Bases of Behaviour

Introduction

The human brain has an immense capacity to process information and represent the outside world. A critical question is how the various brain structures are involved in processing and representing emotions, actions, language, and concepts. The Biological Basis of Behaviour provides an overview of the structure and function of the mammalian nervous system with an emphasis on specialized topics, including the biological bases of the chemical senses, sleep and dreaming, learning and memory, emotion, as well as the physiological basis of stress, neurological and psychological disorders.

Aims and Objectives

This course aims to give students a basic knowledge of **the structure and function of the central nervous system**, **the neural substrates that underlie behaviour and to cognitive processes** by:

- Describe the differences between the sub-disciplines that examine the biological bases of behaviour;
- Introducing students to general neuroanatomical, neurophysiological, neurochemical and neuroendocrinal processes;
- Explaining how these processes relate to topics such as learning and memory, emotion, pathophysiology, hunger and satiety, sexual behaviour, drug taking and reward.
- Emphasising the adaptive function of behaviour encompassing behavioural genetics, comparative psychology and human evolutionary psychology.
- Discuss the roles biology and neurology play in complex human behaviours such as memory, emotion, etc.
- Appreciate the importance of biology to understanding neurological and mental disorders.

Intended Learning outcomes

By the end of the module the students will be able to demonstrate good knowledge of:

1. Basic human CNS anatomy and physiology.

2. How biological and psychological phenomena relate.

3. Human behaviour from an evolutionary perspective and a basic understanding of adaptive arguments.

4. The physiological substrates of memory and learning, drug addiction and reward, hunger and satiety, hormones and sexual behaviour, sleep and dreaming and emotion and mental illness.

Indicative Content

1. Fundamental Genetics

2. Nervous System Anatomy

3. Nervous Communication

4. Introduction to Brain techniques: EEG, MEG, MRI, PET scan

5. Psychopharmacology, drug addiction and reward I

6. Psychopharmacology, drug addiction and reward II

7. Biological Basis of Memory

8. Biological Basis of Sex: Hormones & Sex

9. Biological Basis of Hunger: Satiety and eating disorders

10. Biological Basis of Sleep: Stages of sleep, dreaming, sleep disorders

11. Biology, emotion and psychopathology

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Exam 1	2 hours	50%
Exam 2	2 hours	50%

Set Texts

Required Reading

Pinel, J., P., J. (2014). *Biopsychology* (9th Ed.). Pearson

Eysenck, M.W, & Keane, M. (2015). *Cognitive Psychology: A Student's Handbook*. (7th Ed.). Hove. Psychology Press

Recommended Reading

Toates, F. (2011) *Biological Psychology* (3rd Ed.). Prentice Hall.

Rosenzweig, M.R., Leiman, A.L., & Breedlove, S.M. (2010). *Biological Psychology*. (6th Ed.). Sunderland, MA: Sinauer.

PSY 107 – Psychology of Differences and Personality

Introduction

This course introduces students to theories of personality and intelligence from the perspective of individual differences. It provides an overview of concepts, theories and research in the specific field, where individual differences is an area of psychology concerned with differences between people and not "typical" or "average" person. Personality theory is a foundation for much research and practice in psychology. Students will confront questions regarding the definition and development of personality, individual and cultural variations in personality, and the implications of research for practical application.

Aims and Objectives

- To acquaint students with several leading theories designed to characterize and explain human variations.

- Provide students with research in the field used to develop questionnaire measures of personality and intelligence.

- Practical and critical analysis of popular theories of personality, intelligence, gender and social intelligence.

- Familiarize students with general ideas and approaches used in individual differences research.

- Explain how individual differences research informs modern-day individual differences theory and our understanding of psychology in everyday life.

- Apply individual differences research to understanding individual psychological and social well-being.

- Develop insight into assessment procedures and expectations for high quality work.

Intended Learning outcomes

By the end of the module the students will be able to:

- Understand the overall general nature of individual differences.

- Develop the capacity to critically appraise popular psychology theories of personality.

- Comprehend issues and controversies that affect the topic of individual differences.

- Appreciate the assumptions underlying major theoretical perspectives on personality and intelligence.

- Discuss and evaluate how empirical research can test theories regarding personality and intelligence.

- Understand basic issues in psychometrics.

- Show understanding of the inter-relationship of personality theory and developmental psychology.

- Describe influences of ethnicity, culture, gender, and sexual orientation on personality development.

- Explain the major concepts in personality theory.

- Compare and contrast salient ideas of prominent theorists in personality psychology.

Indicative Content

1. Introduction to individual differences
2. Individual differences in intelligence
3. Personality: Theories and measurement (Behavior theory, Neo-Freudian theory, Psychoanalytic theory etc.)
4. Individual differences in personality
5. Social perception of individual differences
6. Cognitive Theories
7. Humanistic Theories
8. Trait Theories
9. Heritability, Gender and Race
10. Emotional and Social Intelligence

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	DURATION/LENGTH OF ASSESSMENT	WEIGHTING OF ASSESSMENT
Coursework 1	2000 words	50%
Coursework 2	2000 words	50%

Set Texts
Required Reading

Maltby, J., Day, L., and Macaskill, A. (2013). *Personality, Individual Differences and Intelligence* (3rd ed.). Harlow: Pearson Education Limited.

Kline, P. (2009). *The Handbook of Psychological Testing* (2nd ed.). London: Routledge.

Recommended Reading

Coolican, H. (2014). Research Methods and Statistics in Psychology (6th ed.). Hove: Psychology Press.

Murphy, K.R. and Davidshofer, C.O. (2013). Psychological Testing: Principles and Applications. (6th ed.). Harlow. Pearson Education Limited

Hjelle, L.A. and Ziegler, D.J. (1992). Personality Theories (3rd ed.). New York: McGraw-Hill.

PSY 108 - Introduction to Statistics

Introduction

This module focuses on basic statistical ideas and statistical reasoning. Students learn to think about data by working with data and to make basic inferences from samples to populations. Topics include: samples, sample surveys in the real world, observational studies and experiments, data ethics, displaying data with graphs, describing data with numbers, normal distributions, describing relationships, probability models and simulation, confidence intervals. Students will explore to get the basic statistical ideas.

Aims and Objectives

- Explain basic data ethics
- Critically evaluate statistical data
- Construct graphical interpretations of data
- Apply basic statistical tests
- Recognize the differences between descriptive and inferential statistics

Intended Learning outcomes

By the end of the module the students will be able to:

- Understand basic statistical terms
- Evaluate and construct graphs and tables
- Describe samples with the use of descriptive statistics
- Make basic inferences to populations

Indicative Content

1. Introduction to statistical reasoning
2. Introduction to data
3. Examining numerical and categorical data
4. Measures of Central Tendency
5. Measures of Dispersion
6. Graphs
7. Confidence Intervals
8. Normal Distribution

9. Regression

10. Probability

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
SPSS Test	Class test – 2 hours	40%
Final Exam	2 hours examination	60%

Set Texts

Required Reading

Coolican, H. (2014). Research *Methods and Statistics in Psychology* (6th Ed.). Hodder & Stoughton, London.

Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4th Ed.). London: Sage.

Recommended Reading

Sanders, L.D. (2010). *Discovering Research Methods in Statistics: a student's guide.* Oxford: BPS Blackwell Wiley.

PSY 201: Social Psychology II

Introduction

Aim of this module is to enhance and deepen previous knowledge in social psychology. Topics include impression formation, conformity, prosocial behavior, system justification theories, persuasion and communication, stereotyping and prejudice. Emphasis will be given on developing critical and integrative ways of thinking about social psychology theories, as well as the implications of social psychology in everyday life.

Aims and Objectives

- Understand research terminology
- Identify the components of a literature review process
- Critically analyze and apply information and literature
- Introduce students to academic writing
- Making efficient use of bibliography software

Intended Learning outcomes

By the end of the module the students will be able to:

- Demonstrate solid basic knowledge of research terminology
- Critically evaluate literature and research findings
- Recognize research concepts and tools
- Avoid malpractices such as plagiarism
- Show original work and critical approach

Indicative Content

1. Automatic and Controlled Processing
2. Persuasion
3. Conformity and Compliance
4. System Justification
5. Obedience
6. Aggression

7. Stereotyping and Prejudice

8. Group Processes

9. Language and Communication

10. Culture, Cognition and Attribution

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Coursework 1	1 x 2000 word essay	40%
Final Exam	2 hours examination	60%

Set Texts

Required Reading

Parker, I., & Shotter, J. (Eds.). (2015). *Deconstructing social psychology.* Psychology Press.

Von Scheve, C., & Salmella, M. (Eds.). (2014). *Collective emotions*. OUP Oxford.

Recommended Reading

Brown, R., & Capozza, D. (Eds.). (2016). *Social identities: Motivational, emotional, cultural influences*. Psychology Press.

Mackie, D. M., & Hamilton, D. L. (Eds.). (2014). *Affect, cognition and stereotyping: Interactive processes in group perception*. Academic Press.

PSY 202: Cognitive Psychology & Neurosciences

Introduction

The module aims to introduce students to several core areas of cognitive psychology and neurosciences. Upon successfully completing the module, students will be able to demonstrate a satisfactory understanding of several areas such as: vision; visual processing; visuospatial reasoning; executive functions and working memory; attention; long term memory and consolidation; and control of action. This knowledge will apply not only in practical issues of cognitive psychology but also in all theories of neurosciences concerning these matters.

Aims and Objectives

- Key concepts and issues that underpinned the historical evolution of the areas of cognitive psychology and neurosciences.
- Basic paradigms and key concepts within cognitive psychology.
- Insight into the key issues and debates within and across subject areas of cognitive psychology.
- Critically discuss the contribution of cognitive psychology and neurosciences to the understanding of human behaviour.
- Reproducing and defending paradigms and standard procedures used in cognitive psychology to acquire insights into human thought and behaviour.

Intended Learning outcomes

By the end of the module the students will be able to demonstrate working knowledge of:

- Vision and Auditory system
- Attention
- Executive functions
- Short term Memory
- Autobiographical memory
- Prospective memory
- Memory and learning
- Age and Disorders affecting cognition
- Emotion regulation
- Theory of mind & learning through observation

Indicative Content

1. Introduction to Cognition / History & Basic Concepts

2. Vision

3. Audition

4. Perception

5. Attention

6. Memory I

7. Memory II

8. Language

9. Knowledge & Learning

10. Executive functions: Problem-Solving & Creativity; Judgment & Decision-making

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Coursework 1	1 x 2000 word essay	40%
Final Exam	2 hours examination	60%

Set Texts

Required Reading

Eysenck, M.W, & Keane, M. (2015). *Cognitive Psychology: A Student's Handbook*. (7th Ed.). Hove. Psychology Press

Power, M. & Dalgleish, T. (2008). *Cognition and emotion: From order to disorder.* Hove: Psychology Press

Gazzaniga, MS et al (2008). *Cognitive Neuroscience. The Biology of the Mind* (3rd Ed.) New York. W W Norton.

Recommended Reading

Oaksford, M. & Chater, N. (2007). *Bayesian rationality: The probabilistic approach to human reasoning.* Oxford: Oxford University Press

Shettleworth, S.J (2010). *Cognition, Evolution and Behavior*. Oxford University Press

PSY 203: Research Methods in Psychology

Introduction

Since Psychology is the scientific study of thoughts, feelings and behavior this course offers critical skills to evaluate research and conduct scientific study in psychology. It offers specific research skills oriented to psychology, such as research questions, ethics in research, issues of reliability and validity and research designs.

Aims and Objectives

- Identify the fundamental principles and procedures of psychological research
- Critically analyze and approach psychological research
- Comprehend the scientific method and its different approaches
- Be active in scientific reasoning and questioning

Intended Learning outcomes

By the end of the module the students will be able to:

- Compare and contrast different scientific approaches
- Formulate research questions and hypotheses
- Critically evaluate literature and findings
- Acquire the methodological basis for their own dissertation
- Effectively discuss ethical issues on research

Indicative Content

1. Ways of Knowing. Critical Thinking
2. Variables, measurement, tables and basic statistics
3. Research questions, theories and hypotheses
4. Validity and Reliability
5. Ethical Research
6. Sampling
7. Quantitative and Qualitative approaches
8. Surveys
9. Experimental design
10. Quasiexperimental design

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Report 1 (Quantitative)	1 x 2000 word essay	30%
Report 2 (Qualitative)	1 x 2000 word essay	30%
Final Exam	2 hours examination	40%

Set Texts

Required Reading

Coolican, H. (2014). *Research Methods and Statistics in Psychology* (6th Ed.). Hodder & Stoughton, London.

Smith JA. (2008). *Qualitative Psychology: A practical guide to Research Methods.* London: Sage Publications.

Recommended Reading

Sanders, L.D. (2010). *Discovering Research Methods in Statistics: a student's guide.* Oxford: BPS Blackwell Wiley.

PSY 204: Statistical Analysis (Quantitative and Qualitative Research Methods)

Introduction

This module aims to provide students with the appropriate statistical and qualitative approaches for research design, data collection and report writing to prepare students for their dissertation.

Aims and Objectives

This module aims to:

- Introduce students to research design

- Familiarize students with data collection in respect to their hypotheses/research questions

- Provide students with the appropriate skills for the selection of qualitative data collection and analysis.

- Allow students to appreciate a range of methodologies and topic in psychological research

Intended Learning outcomes

By the end of the module the students will be able to:

- Formulate and test a hypothesis relative to their topic
- Understand the proper data collection method regarding their topic
- Apply different statistical tests
- Collect and analyze qualitative data
- Understand how statistical and qualitative results are reported

Indicative Content

1. Introduction to module (Null hypothesis & p value)
2. Frequency data and Chi^2
3. Ordinal data (Mann-Whitney, Wilcoxon, Spearman)
4. Ratio data (Spearman, Pearson, Between and within t-test)
5. One-Way ANOVA (t-test to ANOCA, variance, F ratio, between, within)
6. ANOVA (post hoc tests, parametric and non-parametric)

7. Experimental Design

8. Discourse Analysis

9. Thematic Analysis

10. Interpretative Phenomenological Analysis

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
SPSS Test	Class test – 2 hours	20%
Qualitative Test	Class test – 2 hours	20%
Final Exam	2 hours examination	60%

Set Texts

Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4th Ed.). London: Sage

Smith JA. (2008). *Qualitative Psychology: A practical guide to Research Methods.*

London: Sage Publications.

PSY 205: Clinical Psychology I

Introduction

This module aims to introduce the students in the difficult field of clinical psychology. The Diagnosis & Classification System (DSM V) will be introduced and explained to students. Moreover, knowledge of basic disorders will be provided and analyzed to students through theory and case studies.

Aims and Objectives

This module provides the basis for the clinical psychology. Particularly, this course aims:

Firstly, to:

- Explore the concept of "normality" and "abnormality" in relation to psychological health
- Examine and critically evaluate the explanations proposed for the aetiologies of various psychological disorders.
- Understand the clinical diagnostic process and differential diagnosis

Secondly, to:

- Evaluate the treatment approaches available for specific psychological disorders.
- Provide a framework for students to research their particular areas of interest in Clinical Psychology.
- Evaluate the concept of evidence-based practice, and its applicability to Clinical Psychology.

Intended Learning outcomes

By the end of the module the students will be able to:

- Analyse the concepts of normality and abnormality
- Display a thorough understanding of Depression, Anxiety Disorders, Psychosis, Personality Disorders, Eating Disorders and Disorders of Dependency
- Evaluate the various explanations of the aetiology of Depression, Anxiety Disorders, Psychosis, Personality Disorders, Eating Disorders and Disorders of Dependency

- Evaluate the treatment approaches adopted in clinical psychology
- Demonstrate an in-depth knowledge of clinical disorders and the interventions proposed for them
- Demonstrate an understanding of the nature of "evidence" and its applicability to clinical psychology
- Demonstrate an ability to undertake independent study in the field of clinical psychology

Indicative Content

1. Discussion and Critical thinking about mental health disorders: The concept of spectrum in Clinical Psychology

2. Historical overview of abnormality; Introduction to DSM V

3. Differential Diagnosis

4. Schizophrenia spectrum & other psychotic disorders

5. Depressive Disorders

6. Bipolar disorders

7. Anxiety disorders

8. Obsessive Compulsive disorders

9. Trauma & Stressor related disorders

10. Feeding & Eating disorders

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Coursework 1	1 x 2000 word essay	40%
Final Exam	2 hours examination	60%

Set Texts

Required Reading

Comer, R., J. (2013). *Fundamentals of Abnormal Psychology* (8th Ed.). Palgrave MacMillan.

Davey, G., (2008). *Psychopathology: Research, Assessment and Treatment in Clinical Psychology.* BPS Publications/Wiley

Recommended Reading

Roth, A. & Fonagy, P. (2004). *What works for whom? A critical review of psychotherapy research.* London: Guildford Press.

Carr, A. & McNulty M., (2006). *The Handbook of Clinical Adult Psychology: An Evidence Based Practice Approach.* Routledge.

PSY 206: Media Psychology

Introduction

Media has been often accredited with the formulation of individuals' and groups' social reality and their perceived power has been a controversial issue for many years. This module focuses on how the message is constructed in the media and the effects of the mediated message on various groups of audiences.

Aims and Objectives

The aims of the specific module are:

- Introduce students to interdisciplinary approaches
- Familiarize students with core Media theories
- Present research in Media psychology
- Highlight effects and influences of Media
- Discuss the mediated representations

Intended Learning outcomes

By the end of the module the students will be able to:

- Comprehend the differences between the early and contemporary approaches to media
- Understand the "effects" tradition
- Design research in Media Psychology
- Outline the effects of Media and their influence in attitudes
- Highlight processes of socialization in children and adolescents through the use of technology
- Pinpoint representations of the Media regarding disability, genre and social groups

Indicative Content

1. Defining Media Psychology
2. Early and contemporary approaches in Media Research
3. Effects of Media violence
4. Prosocial Effects of Media
5. Advertising
6. Political Advertising
7. Developmental issues in media psychology

8. Representations of social groups in the media
9. Media representations of disability and mental health
10. Social groups' representations in the Media

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Coursework 1	1 x 2000 word essay	50%
Final Exam	2 hours examination	50%

Set Texts
Required Reading

Dill, K. E. (Ed.). (2013). The Oxford handbook of media psychology. Oxford University

Briñol, P., & Petty, R. E. (2015). Elaboration and validation processes: Implications for media attitude change. *Media Psychology, 18*(3), 267-291.

Recommended Reading

Reeves, B., Yeykelis, L., & Cummings, J. J. (2016). The use of media in media psychology. *Media Psychology, 19*(1), 49-71

Slater, M. D. (2015). Reinforcing spirals model: Conceptualizing the relationship between media content exposure and the development and maintenance of attitudes. *Media Psychology, 18*(3), 370-395.

PSY 207: Project Proposal

Introduction

This module prepares the students for the final dissertation. Each student should prepare a project proposal and an Ethics form which will be examined by the ethics committee of City Unity College and will be approved in principle or with amendments or will be rejected. Students will not be able to start their dissertation before the approval of their project by the ethics committee.

Aims and Objectives

The aims of the specific module are:

- foster an independent approach to research
- enable students to research an area of interest in sufficient detail so as to undertake the research later

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Intended Learning outcomes

On completion of this module the student will be able, with supervision, to:

1. identify, review and evaluate a body of psychological research literature
2. develop a research question based on existing research
3. plan a programme of research to address that question
4. orally present their research ideas to their peers

Indicative Content

The Project proposal will be written in an academic style and provide background information, a rationale and some details of a possible methodology for the proposed project. The proposal will be 1500 words maximum in length with a suggestion of around 1200 words for the background.

The poster presentation will be 10 minutes long and be given to a group of around 15 people comprising the project supervisor, another member of staff and peers.

The Project proposal will be marked by the supervisor and the presentation will be marked by the supervisor and another member of staff as arranged by the Project Co-Ordinator.

Set Texts

Individually tailored to student's own project.

PSY 208: Organizational Behavior

Introduction

This module deals with human behavior and interaction in a variety of organizations. Conceptual frameworks, skill-oriented activities and case discussions are applied to each topic. Topics include communication, motivation, leadership, power, group dynamics, organizational design and development. This module is intended to assist participants to acquire skills that will be needed to improve organizational relationships and performance.

Aims and Objectives

- Extend knowledge of organizational behavior from an individual, group and organizational perspective

- Encourage students to reflect on and apply this knowledge in modern settings

- Describe current research in organizational behavior

- Understand how applications of frameworks, tools and concepts in this field can enhance individual, group and organizational effectiveness.

- Reflect students' own beliefs, assumptions and behaviors with respect to how individual groups and organizations act to expand their approaches and increase the students' organizational effectiveness.

Intended Learning outcomes

By the end of the module the students will be able to:

- Compare and contrast theories of organizational behavior
- Analyze management issues related to organizational behavior
- Evaluate ethical issues related to organizational behavior
- Examine challenges of effective communication within organizational contexts
- Examine the differences between leadership, power and group dynamics
- Assess the impact of culture on organizational behavior and individual

Indicative Content

1. Introduction to Organizational Behavior

2. Diversity in Organizations, Attitudes and Job Satisfaction

3. Effect of emotions

4. Personality and values

5. Perception and Decision Making

6. Motivation

7. Group Behavior

8. Leadership

9. Power and influence

10. Conflict and negotiation

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	DURATION/LENGTH OF ASSESSMENT	WEIGHTING OF ASSESSMENT
Coursework 1	1 x 2000 word essay	50%
Final Exam	2 hours examination	50%

Set Texts
Required Reading

Chmiel, N. (2008). *Introduction to Work and Organizational Psychology: A European Perspective* (2nd Ed.). Blackwell Publishers, Oxford.

Cook, M. (2009). *Personnel Selection: Adding Value through People* (5th Ed.). Chichester: Wiley.

Recommended Reading

Furnham, A. (2005). *The Psychology of Behaviour at Work: The individual in the organization* (2nd Ed.). Taylor & Francis.

Huczynski, A & Buchanan, D. (2006). *Organisational Behaviour: An Introductory Text* (6th Ed.). Prentice Hall.

Smith, M & Smith, P. (2005). *Testing People at Work*. Blackwell Publishing. Oxford.

PSY 301: Health Psychology

Introduction

This module introduces students to practical and theoretical issues of Health Psychology and enhances understanding of the way that bio-psychosocial factors contribute to the effectiveness of health perception, illness and health care. Students will come cross with topics concerning chronic illness and eating disorders as well as the impact of illness on patients. More to this, they will understand of the role of health system on patient's illness perception as well as health promotion. Last students will have an insight concerning sex differences in health system, screenings and the way that minorities access health care and the problems that rise up. Therefore, module aims to encourage students to consider the variety of influences on physical health and consequently the difficulty of designing effective interventions.

Aims and Objectives

- Introduce key concepts, theories and methods used in health psychology
- Critically evaluate the effect of Chronic illness and Pain in patients' life
- Provide an understanding of the impact of health beliefs on health behaviour
- Critically consider the influences on stress and coping, pain and its management and other health topics.
- Critically consider the influence of biological, psychological and social factors on health.
- Provide opportunity for students to evaluate interventions aimed at changing health behaviour.

Intended Learning outcomes

On completion of this module, the students will be able to:

- Critique theories and methods underpinning health psychology
- Discuss the bio psychosocial causes and consequences of health and illness
- Discuss personality predictors of health behaviours
- Discuss the relationship chronic illness and pain
- Discuss the role of health promotion

Indicative Content

1. Introduction to health psychology and health models

2. Cancer

3. Cardiovascular Disease

4. Eating Disorders and Obesity

5. Pain perception

6. Doctor Patient Communication

7. Health care management

8. Beliefs concerning health

9. Health Screening and sex differences in health care-perception

10. Personality types and health problems

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	DURATION/LENGTH OF ASSESSMENT	WEIGHTING OF ASSESSMENT
Coursework 1	1 x 2000 word essay	50%
Final Exam	2 hours examination	50%

Set Texts

Required Reading

Marks, D.F., Murray, M., Evans, B., & Willig, C. (2011). *Health Psychology. Theory, Research and Practice,* (2nd Ed.). London: Sage.

Ogden, J. (2007). *Health Psychology. A textbook* (4th Ed.). Milton Keynes: Open University Press.

Recommended Reading

Conner, M. & Norman, P. (2005). *Predicting Health Behavior: Research and Practice with Social Cognition Models*, Open University Press: Buckingham.

Crossley, M.L. (2000). *Rethinking Health Psychology.* Open University Press: Buckingham.

Ogden, J. (2008) Essential Readings in Health Psychology. Open University Press: Buckingham.

PSY 302: Counseling Theory

Introduction

This module is designed to provide students with an overview of the field of counseling psychology. The course familiarizes students with the basic theories, assumptions, strategies and applications of counseling as well as its ethical and legal considerations.

Aims and Objectives

- Introduce students to basic counseling theories
- Introduce students to core requirements and socio-cultural competencies to becoming a counseling psychologist
- Self-reflection
- Critically evaluate theory, research and practice

Intended Learning outcomes

By the end of the module the students will be able to:

- Understand historical evolution and current position of counseling
- Identify roles, functions, preparation standards, credentialing and licensure in counseling
- Demonstrate detailed knowledge of counseling theories
- Develop in-depth knowledge of diversity issues, including worldview, race/ethnicity, gender, social class, spirituality
- Gain an understanding of the settings where counseling psychologists work

Indicative Content

1. Introduction to counseling psychology
2. Counseling psychology and positive psychology
3. The role of socio-cultural perspectives
4. Diversity issues and counseling
5. Professional and personal development
6. Therapeutic Relationship
7. Ethics, Values and Practice

8. Theory and Basic approaches (Psychodynamic, CBT, Person centered, Existential)
9. Factors that affect counseling
10. Research in Counseling

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	DURATION/LENGTH OF ASSESSMENT	WEIGHTING OF ASSESSMENT
Coursework 1	1 x 2000 word essay	50%
Final Exam	2 hours examination	50%

Set Texts

Required Reading

Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.

Rogers, C. R. (2013). A Theory of Therapy and Personality Change: As Developed in the Client-Centered Framework". *Perspectives in Abnormal Behavior: Pergamon General Psychology Series*, 341.

Recommended Reading

Bitter, J. R. (2013). *Theory and practice of family therapy and counseling*. Cengage Learning.

Carkhuff, R. (2017). *Toward effective counseling and psychotherapy: Training and practice*. Routledge.

PSY 303: Clinical Psychology II

Introduction

The course assesses both past and present models of psychological abnormality including the current diagnostic system, DSM-V. Other topics addressed include: problems of anxiety, mood, mind and body, social impact, psychosis, and personality. Specifically, this course serves as an introduction to abnormal psychology, with particular applicability to theories of personality and as a foundation to subsequent coursework in counseling and psychology. The areas addressed are broad, theoretical- and research-based, and of relevance in conceptualizing issues of both nature and extent of abnormal behavior, and the means by which prevention and intervention occurs.

Aims and Objectives

This module, in combination with PSY205 Clinical Psychology I, provides a holistic overview of issues in clinical psychology. The aims of the specific module are:

- Introduce the student to previous models of psychological abnormality and help them compare the models
- Evaluate the evolution of research in clinical and abnormal psychology
- Evaluate the social influence in psychology
- Critically discuss the importance of prevention

Intended Learning outcomes

In this course, learners:

- Judge the applicability of classification and diagnostic systems, including the application of assessment methods;
- Contrast research findings relative to the cause of abnormal behavior, its treatment approaches and their efficacy
- Contrast treatment approaches with preventative approaches.
- Contrast historical perspectives with current interpretations;
- Discuss a classification system that depicts disorders of childhood and adolescence, schizophrenia, anxiety and mood disorders, somatoform and dissociative disorders, and personality disorders;

- Evaluate the conceptualization of abnormal behavior as a maladaptive reaction to stress;
- Outline the history, interpretations, and treatments of abnormal behavior;

Indicative Content

1. Anxiety and mood disorders;

2. Application of assessment methods;

3. Causes of abnormal behavior;

4. Disorders of childhood and adolescence

5. DSM-V classification system for mental disorders;

6. Interpretations and treatments of abnormal behavior;

7. Maladaptive reactions to stress;

8. Personality disorders;

9. Schizophrenia;

10. Somatoform and dissociative disorders;

11. Treatment versus prevention.

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	DURATION/LENGTH OF ASSESSMENT	WEIGHTING OF ASSESSMENT
Coursework 1	1 x 2000 word essay	50%
Final Exam	2 hours examination	50%

Set Texts
Required Reading

Comer, R., J. (2013). *Abnormal Psychology* (8th Ed.). Worth Palgrave Macmillan.

Joseph, S. (2001). *Psychopathology and Therapeutic approaches: An introduction.* Palgrave Macmillan.

Recommended Reading

Bennett, P., (2011). *Abnormal and Clinical Psychology: An Introductory Textbook* (3rd Ed.). McGraw-Hill Education.

PSY 304: Criminal (Forensic) Psychology

Introduction

This course introduces various aspects of forensic psychology. It examines problems, limitations, roles, and responsibilities of psychologists and other human services professionals working along with law enforcement forces and the justice system. Other topics covered in this course include: techniques of criminal investigation, risk assessment, trial consultations, domestic violence and abuse.

Aims and Objectives

● Explore the role of Psychology in the legal system.

● Evaluate the theories of criminal behaviour and their role in assessment and treatment.

● Relate the theoretical aspects of Psychology to the practical aspects of Forensic Psychology and other relevant fields (e.g. Investigative Psychology).

● Explore Substance abuse and criminality

● Explore Domestic Violence and Sexual Abuse

● Explore Mental illness and criminality

● Investigate Sexual offending

● To critically evaluate investigative techniques

Intended Learning outcomes

On completion of this module, the students will be able to:

● Understand and critique the major models of offender rehabilitation: The 'What Works' literature and Good Lives Model.

● Demonstrate the areas of bias in the current official crime records.

● Understand and evaluate the usefulness of actuarial measures of risk.

● Evaluate the contributions that theories from addictions field make to understanding offenders' motivation to change and readiness to engage in treatment.

● Understand and evaluate current theories of criminal behaviour, particularly: biological explanations, sexual re-offending, treatment efficacy etc.

- Understand the relationship between substance abuse, delinquency and crime.

- Discuss problems and limitations of forensic psychology

- Understand the role and responsibilities, of the forensic psychologist, and other human service professionals, as an expert witness and trial consultant.

- Evaluate the applicability of various investigative techniques, such as Offender and Lie Detection.

Indicative Content

1. Definitions and measurement:

- The definition, measurement and extent of domestic violence and abuse - the "dark figure"
- The social construction of "domestic violence".

2. Models of criminal behaviour:

- Theories of criminal behaviour, particularly: sexual offending, substance abuse and criminality, treatment efficacy
- Biological, social and psychological explanations

3. Intervention:

- Psychological approaches to the treatment of criminal behaviour
- Understanding motivation to engage in treatment and motivation to change
- Offender Profiling and other investigative techniques based on psychological concepts

4. Exploring Forensic Psychology and other related fields as a career

- Provide help in choosing how to use Psychology in a career as a forensic psychologist.

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Coursework 1	1 x 2000 word essay	50%
Final Exam	2 hours examination	50%

Set Texts

Required Reading

Andrews, D.A. & Bonta, J. (2010). *The Psychology of Criminal Conduct* (5th Ed.). Chichester, West Sussex: John Wiley.

Craig, L.A., Dixon, L. and Gannon, T.A. (2013). *What works in offender rehabilitation? An evidence-based approach to assessment and treatment.* West Sussex: Wiley-Blackwell (esp Ch 1).

Day, A., Casey, S., Ward, T., Howells, K. & Vess, J. (2010). *Transitions to Better Lives: Offender Readiness and Rehabilitation.* Devon: Willan Publishing.

Recommended Reading

Hollin CR. (2003). The Essential Handbook of Offender Assessment and Treatment. Chichester: Wiley.

Hollin, C.R. & Palmer, E.J. (Eds.) (2006).   Offending behaviour programmers. Development, application and controversies. Chichester: Wiley. (E-books). Esp, ch 1, 2, 3 and 8

Howitt, D. (2006). Introduction to Forensic and Criminal Psychology (2nd Edition). London: Prentice Hall.

Ireland, J.L., Ireland, .C.A. & Birch, P. (2008). Violent and Sexual Offenders. Assessment, treatment, and management. Devon, UK: Willan Publishing

PSY 305: Political Psychology and Communication

Introduction

This module provides an overview of the growing literature regarding political psychology. It focuses on political processes based on psychology to explore how individuals think, feel and assess politics. It also focuses on research on political psychology based on findings regarding the role of media in politics, partisan identification and political group formation based on ideology and emotions.

Aims and Objectives

- Introduce students to basic political psychology theories
- Explore the role of the media in politics
- Evaluate identity processes based on emotion and identity
- Explore cultural factors that affect political decision making

Intended Learning outcomes

By the end of the module the students will be able to:

- Understand historical evolution and current position of political psychology
- Identify factors that affect voting behavior
- Distinguish between rational and emotional based political decision making
- Identify the role of the media in formation of political attitudes
- Evaluate political strategic communication as persuasion strategy
- Comprehend the ideology formation processes

Indicative Content

1. Origins of Political Psychology
2. Personality and politics
3. Framing and political communication
4. Political rationality and human cognition
5. Information processing theories
6. Emotions and politics
7. Understanding ideology

8. Cooperation and political ideology

9. Fairness and system justification

10. Partisan polarization and populism

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	DURATION/LENGTH OF ASSESSMENT	WEIGHTING OF ASSESSMENT
Coursework 1	1 x 2000 word essay	40%
Coursework 2	1 x 2000 word essay	60%

Set Texts
Required Reading

Huddy, L., Sears, D. O., & Levy, J. S. (Eds.). (2013). The *Oxford handbook of political psychology*. Oxford University Press.

Houghton, D. P. (2014). *Political psychology: situations, individuals, and cases*. Routledge.

Recommended Reading

Kruglanski, A. W., Gelfand, M. J., Bélanger, J. J., Sheveland, A., Hetiarachchi, M., & Gunaratna, R. (2014). The psychology of radicalization and deradicalization: How significance quest impacts violent extremism. *Political Psychology*, 35, 69-93.

Jost, J. T., Nam, H. H., Amodio, D. M., & Van Bavel, J. J. (2014). Political neuroscience: The beginning of a beautiful friendship. *Political Psychology*, 35, 3-42.

PSY 306: Counseling Skills and Interview

Module Description

This module introduces and provides foundational knowledge in core counseling skills, appropriate for future counselors who will work in a variety of settings. It is experiential and aimed to help counselors develop a strong and effective therapeutic relationship in their future work environment.

Aims and Objectives

- Understand and develop interviewing and counseling skills

- Provide students with initial skills und understandings that support the counseling practice.

- Evaluate identity processes based on emotion and identity

- Explore cultural factors that affect political decision making

- Assess characteristics and behaviors that influence the counseling process

Intended Learning outcomes

By the end of the module the students will be able to:

- Develop working knowledge
- Understand active listening
- Understand core characteristics of counseling
- Establish proficiency in therapeutic listening and expressing empathy
- Enhance core characteristics as counselors including self-awareness and ability to connect with others
- Develop techniques and interventions for prevention and treatment of a broad range of mental health issues

Indicative Content

1. Introduction to counseling
2. Helping Relationships
3. Reflecting skills: Paraphrasing
4. Reflecting skills: Feelings
5. Meaning and summarizing
6. Active listening

7. Goal setting

8. Solution skills

9. Verbal and non-verbal communication

10. Attending, observing, listening, responding

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Coursework 1	1 x 2000 word essay	50%
Final Exam	2 hours examination	50%

Set Texts
Required Reading

Hackney, H., & Bernard, J. M. (2017). *Professional counseling: a process guide to helping*. London: Pearson.

Fawcett, S. B., & Borck-Jameson, L. (2014). *Learning counseling and problem-solving skills*. Routledge.

Recommended Reading

Maree, J. G. (2016). How career construction counseling promotes reflection and reflexivity: Two case studies. *Journal of Vocational Behavior*, *97*, 22-30.

Carkhuff, R. (2017). *Toward effective counseling and psychotherapy: Training and practice*. Routledge.

PSY 307: Clinical Neuropsychology

Module Description

This module examines the impact of the brain and nervous system on individual behaviors. Students will explore the anatomy of the brain and nervous system, as well as their functions. The relationship between the brain and psychological concepts, such as learning, cognition, perception, and behavior, will be a guiding focus throughout the course. Also, the neuropsychological assessment and the normalized tests used are going to be shown and explained to the students.

Aims and Objectives

- Understand the science of neuropsychology and the neuropsychologist's work and ethics framework.
- Understand the different parts of the brain and how they are connected and evaluated by normalized neuropsychological tests.
- Explain how different diseases can have different symptoms and impact different lobes in the brain (ex. Alzheimer's disease, Multiple Sclerosis etc.)
- Understand the importance of the neuropsychological assessment and how it works.

Intended Learning outcomes

By the end of the module the students will be able to:

- Describe the organization and activity of the brain and nervous system
- Explain what causes behavior;
- Discuss the relationship between the brain and the ability to see, hear, speak, and think;
- Examine the impact of hormones and drugs on human behavior
- Discuss the mind-body relationship.
- Describe the etiology, prevention, and treatment of various disorders;
- Describe the anatomy of the brain and nervous system;
- Understand the various functions of the brain and how these are assessed by neuropsychologists.

Indicative Content

1. Introduction to neuropsychology and ethics in assessment

2. Structure of the nervous system and brain

3. Executive functions

4. Different systems of memory I

5. Different systems of memory II

6. Language functions

7. Praxis functions

8. Gnosis functions

9. Visuospatial Skills

10. Attention

11. Social Cognition

Assessment Outline

Assessment Outline		
ASSESSMENT TYPE	**DURATION/LENGTH OF ASSESSMENT**	**WEIGHTING OF ASSESSMENT**
Midterm Exam	2 hours examination	50%
Final Exam	2 hours examination	50%

Set Texts

Required Reading

Andrewes, D. (2016). *Neuropsychology: From Theory to Practice* (2nd Ed.). Psychology Press.

Kenneth, M., D., Heilman, M. & Valenstein E. (2012). *Clinical Neuropsychology* (5th Ed.). Oxford University Press Inc.

Recommended Reading

Beaumont, G., J. (2008). *Introduction to Neuropsychology* (2nd Ed.). The Guilford Press.

Bush, S., & Drexler, M. (2002). Ethical Issues in Clinical Neuropsychology Swets & Zeitlinger B. V., Lisse.

PSY 308: Senior Dissertation

Module Description

This module requires a research oriented dissertation of minimum 15.000 words from the students in a field of their interest under supervision. This modules is attached to PSY207 Project Proposal as the student is obliged to have structured a proposal of dissertation which has to be accepted by the Ethics committee of the college before starting his dissertation.

Aims and Objectives

- foster an independent approach to research
- enable students to gain practical and directly relevant experience in research design and methodology
- explore further and test empirically or non-empirically issues of personal and psychological interest
- gain experience in how research findings can be analyzed, interpreted and reported

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Intended Learning outcomes

On completion of this module the student will be able, with supervision, to:

1. identify, review and evaluate a body of psychological research literature
2. develop a research question based on existing research
3. plan a program of research to address that question
4. undertake an independent study including data collection
5. organize, present and analyze a substantive data set
6. review and critically evaluate their study within the context of existing research

Indicative Content

The Project report will be written up as a research report, in an academic writing style. The complete report will be 12 to 15.000 words (maximum) in length.

A full submission will also include an Evidence box which provides all the data collection and details regarding how it was obtained.

The report should:

- introduce the background of the topic to be studied.
- discuss relevant theoretical perspectives and research and demonstrate how the present project is related to these.
- justify the hypothesis tested or the aims of the study, where appropriate.
- provide a clear statement of the method of the Project, with details of the design adopted
- provide a clear description of the results obtained, with appropriate analysis.
- provide a detailed discussion of the Project by interpreting the results obtained, relating the findings to the aims of the study and to relevant theoretical issues, and discussing the implications of the investigation to theory and practice.

Set Texts

Individually tailored to student's own project