



HELLENIC REPUBLIC  
**National and Kapodistrian  
University of Athens**  
— EST. 1837 —

## DEPARTMENT OF PSYCHOLOGY



# STUDY GUIDE

ATHENS 2018

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## GREETINGS FROM THE CHAIR OF THE DEPARTMENT

Welcome to the Department of Psychology!

The Department of Psychology of the National and Kapodistrian University of Athens issues a Bachelor's degree in Psychology (Ptychio). Our graduates can continue their studies in our School Psychology or Clinical Psychology postgraduate programmes. The Department of Psychology also collaborates with several University Departments and Schools such as the Department of History & Philosophy of Sciences and the Department of Hygiene, Epidemiology & Medical Statistics of the Medical School of the National and Kapodistrian University of Athens, as well as the Medical School of the Demokritus University of Thrace.

Through its academic and administrative staff, updated structure, revised undergraduate programme of study, postgraduate programmes (M.Sc.) and educational facilities (library, laboratories, and research centres), the Department of Psychology fosters an environment that breeds competent professional psychologists, researchers and practitioners. Indicatively:

- Based on the records for the academic year 2016-17, the Department of Psychology was the first choice for 92% of its enrolled students. Also, it was the fifth most popular choice (among 479 departments) for the total number of students who participated in the national higher education entrance examination in Greece.
- In the same academic year, the Department of Psychology featured the highest entry exam grades among the four psychology departments in Greece.
- An internship program in applied psychology settings (e.g., mental health units, hospitals, NGOs, etc.) is offered as a requirement for all students. 66,5% of the students were funded by EU's NSRF in the years 2010-2015.
- In 2016, the postgraduate-undergraduate students ratio in the Department of Psychology was approximately 1:3, one of the highest among the Greek academic institutions.
- The number of international citations to the published research of the department's Faculty exceeded 10,000 in 2017 (source: Google Scholar).

In addition, consistent with its founding goals, the Department of Psychology organizes scientific events, such as workshops, seminars, and national, European and international conferences, addressed to mental health specialists, teachers, parents, professionals. In this way, the Department aims at contributing to the improvement of mental health by building resilience in children, adolescents and adults, amidst a widespread socioeconomic destitution and insecurity in Greece and across Europe.

Professor Chryse Hatzichristou  
Chair of the Department of Psychology

## THE DEPARTMENT OF PSYCHOLOGY

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## AIMS AND GOALS

The Department of Psychology of the National and Kapodistrian University of Athens was established in 2013 (Law84/2013). Before that date, since 1992 (Law 2083/1992) the Psychology Programmes delivered by the Division of Psychology of the Faculty of Philosophy, Pedagogy and Psychology .

The Department of Psychology aims at the cultivation and the promotion of teaching, research and practical applications of the science of Psychology in Greece. Specifically, the Department of Psychology aims at:

- providing high quality theoretical knowledge of the main disciplines of psychology, in all courses (undergraduate, postgraduate, doctoral),
- producing basic and applied research to promote psychological knowledge and practice,
- networking with academic and research institutions, in Greece and abroad, for the development of synergies, and
- connecting with community agencies in order to improve the well-being and mental health of the general population, children and adults.

## STAFF

### Chair

Professor Chryse Hatzichristou      📞 504      ☎ +302107277528      ✉ hatzichr@psych.uoa.gr

### Professors

Aikaterini Gari      📞 504      ☎ +302107277555      ✉ agari@psych.uoa.gr  
Maria Loumakou      📞 504      ☎ +302107277721      ✉ mloumakou@psych.uoa.gr  
Frosso Motti-Stefanidi      📞 505      ☎ +302107277525      ✉ frmotti@psych.uoa.gr  
Konstas Mylonas      📞 544      ☎ +302107277584      ✉ kmylonas@psych.uoa.gr  
Spyros Tantaros      📞 504      ☎ +302107277515      ✉ sgtan@psych.uoa.gr

### Associate Professors

Vassiliki (Lissy) Canellopoulos      📞 527      ☎ +302107277509      ✉ lcanel@psych.uoa.gr  
Alexandra Economou      📞 521      ☎ +302107277589      ✉ aoikono@psych.uoa.gr  
Vassilis Pavlopoulos      📞 505      ☎ +302107277523      ✉ vpavlop@psych.uoa.gr  
Fotini Polychroni      📞 544      ☎ +302107277921      ✉ fpolychr@psych.uoa.gr  
Asimina Ralli      📞 544      ☎ +302107277945      ✉ asralli@psych.uoa.gr  
Petros Roussos      📞 544      ☎ +302107277385      ✉ roussosp@psych.uoa.gr  
Anna Christopoulou      📞 505      ☎ +302107277576      ✉ annachr@psych.uoa.gr

### Assistant Professor

Anna Aventissian-Pagoropoulou      📞 544      ☎ +302107277585      ✉ apagorop@psych.uoa.gr

### Special Teaching Staff

Archontoula (Diana) Charila      📞 544      ☎ +302107277543      ✉ aharila@psych.uoa.gr  
Vassiliki Nikolopoulou      📞 504      ☎ +302107277624      ✉ viknikolop@psych.uoa.gr  
Vassiliki Sapouna      📞 504      ☎ +302107277532      ✉ v\_sapouna@psych.uoa.gr

### Special Technical Laboratory Staff

Alexandra Mavrommati      📞 504      ☎ +302107277640      ✉ amavrom@psych.uoa.gr

### Professors Emeriti

Elias Besevegis      Anastasia Kalantzi-Azizi  
James Georgas†      Klimis Navridis  
Nikolaos Giannitsas      Ioannis Paraskevopoulos

**Department Secretary**

Maria-Anna Santamouri      📞 533    📠 +302107277519    ✉ msant@psych.uoa.gr

**Department Secretariat**

Christina Vakartzi      📞 533    📠 +302107277965    ✉ cvakarzi@psych.uoa.gr

Ioannis Drakopoulos      📞 533    📠 +302107277709    ✉ idrakopoulos@uoa.gr

Panagiota Papadima      📞 533    📠 +302107277370    ✉ ppapadima@uoa.gr

**PPS “Clinical Psychology” Secretariat**

Christos Balikos      📞 544    📠 +302107277848    ✉ xbalikos@psych.uoa.gr

**PPS “School Psychology” Secretariat**

Sotiria Theologi      📞 504    📠 +302107277559    ✉ theologisotiria@gmail.com

**Laboratory of Applied Psychology and Psychometrics**

Director election pending

📞 525

**Laboratory of Clinical Research: Subjectivity and Social Bond**

Director: Associate Professor Vassiliki (Lissy) Canellopoulos

📞 527    📠 +302107277509

**Laboratory for the Development of Creativity**

Director: Professor Aikaterini Gari

📞 544    📠 +302107277524    ✉ creativity@psych.uoa.gr

**Laboratory of Experimental Psychology**

Director: Associate Professor Petros Roussos

📞 544    📠 +302107277385

**Laboratory of School Psychology: Education, Research, Applications**

Director: Chryse Hatzichristou

📞 544    📠 +302107277590    ✉ cespsych@psych.uoa.gr

**Laboratory of Student Psychological Counseling**

Director: Anna Christopoulou

Secretariat: Ioanna Papisotiriou      ✉ iwppap@psych.uoa.gr

📞 511    📠 +302107277554    📠 +302107277553    ✉ skf@psych.uoa.gr

**Centre for Cross-Cultural Psychology**

Director: Associate Professor Vassilis Pavlopoulos

📞 505    📠 +302107277523

**Centre for the Study of Adaptation of High Risk Groups**

Director: Professor Frosso Motti Stefanidi

📞 505    📠 +302107277525

**Centre for the Study of Family**

Director: Professor Spyros Tantaros

📞 544    📠 +302107277848

**Library**

Director: Vassiliki (Lissy) Canellopoulos

Sofia Akrivopoulou      📠 +302107277565    ✉ sakrivop@psych.uoa.gr

Areti Pantelopoulou      📠 +302107277565    ✉ apantel@uoa.gr

📍 New Library of the School of Philosophy building

## FACILITIES AND ACCESS

The Department of Psychology is located in the main building of School of Philosophy of the National and Kapodistrian University of Athens, University Campus, at Zografou area, 15784.

Specifically, facilities of the Academic Units include:

- The **Secretariat** of the Department is located on the 5th floor (office 533) and is open to the public every Monday- Wednesday –Friday, between 11.00-14.00
- The **Department Library** is located on the 5th floor (office 534), next to the Secretariat. Since October 2018, a relocation of all libraries of the School of Philosophy to a new building is in progress. During this period, a public service office will be available within the Archaeological Library (office 647, Monday-Wednesday- Friday, 12.00- 14.00)
- The Internship Practice office is located on the 5th floor (office 504)
- The offices of the faculty members and laboratories /research centers are located on the 5th floor (504,505, 544,521, 527). The availability of the faculty members for tutorials is announced on the Departments' website at the beginning of each academic semester.

The School of Philosophy **provides access to people with special needs** through a special lift, located in Entrance 3 (4<sup>th</sup> floor, next to the Museum) and in Entrance 4 (5<sup>th</sup> floor).

**Access to the University Campus is possible by car through three entrances (gates):**

**Main Entrance (gate) (Ilisia, Ulof Palme street)**

- Zografou Entrance (gate) (Zografou Cemetery)
- Kaisariani Entrance (gate) (Ethnikis Antistaseos Avenue)

Furthermore, some smaller side entrances for pedestrian access are available.

### Buses

*Main Entrance*

- 250: Campus- Evagelismos Station (roundabout)
- E90: Piraeus- Campus (Express)

*Students Hall of Residence, 400m from the Main Entrance (gate)*

- 140: Polygono-Glyfada (in conjunction with the internal bus from the Main Entrance (gate))
- 221: Campus- Academia (roundabout)

*Zografou Entrance (gate) (Zografou Cemetery)*

- 608: Galatsi- Academia-Zografou Cemetery)
- 230: Acropolis- Zografou

*Zografou side gates (for pedestrian access only)*

- 220: Ano Ilisia- Academia
- 221: Campus- Academia (roundabout)
- 235: Zografou- Academia (roundabout)

### Campus Bus

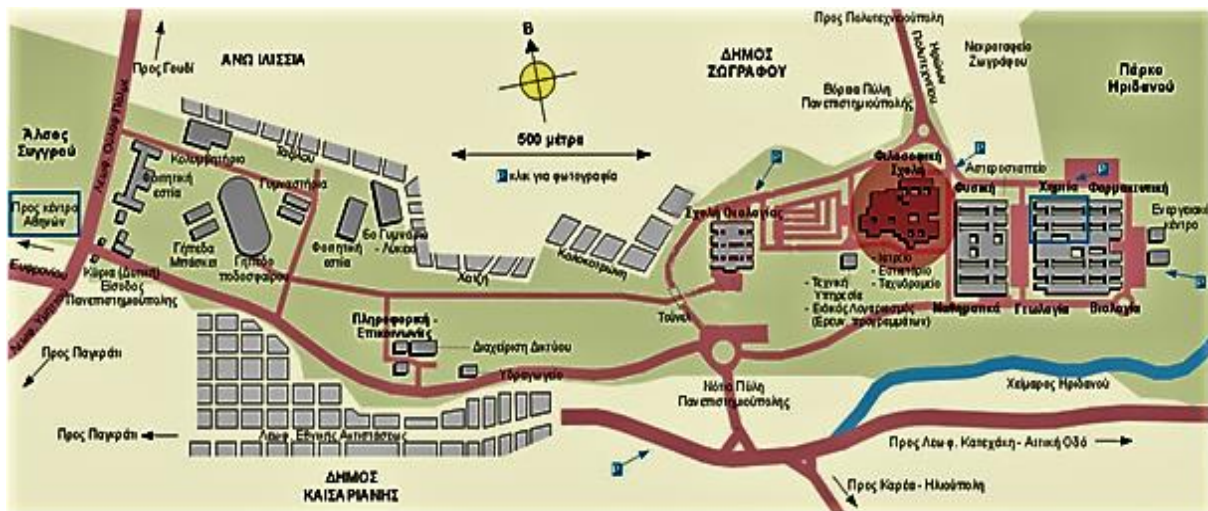
- Timetable routes: from 6:00- 20:00 (every 15' until 14:00, every 20' until 20:00)

### Metro + Bus

- Evagelismos Metro Station → Bus 250
- Katechaki Metro Station → Bus 242, 700 m from Zografou Entrance (gate)

### Private means of transport

Parking spaces are available around the building of the School of Philosophy. However, availability depends on the teaching times ( is more limited during morning and early afternoon).



Map of Panepistimiopolis. The School of Philosophy is marked with a red circle.

Interactive maps of the Facilities of the National and Kapodistrian University of Athens (NKUA) are available at the website of NKUA (<https://maps.uoa.gr/>)

Information for transportation (buses and trolley buses) in real time is available through the service of road transport and traffic telematics (<http://telematics.oasa.gr/>)

Updated information about public transport is also available at the Athens Transport website: (<https://www.athenstransport.com>)



## INTERNET

Announcements	<a href="http://www.psych.uoa.gr/anakoinoseis-ekdhloseis.html">www.psych.uoa.gr/anakoinoseis-ekdhloseis.html</a>
Career Office	<a href="http://career-office.uoa.gr">career-office.uoa.gr</a>
Student mobility (ERASMUS+ office)	<a href="http://www.interel.uoa.gr/erasmus.html">www.interel.uoa.gr/erasmus.html</a>
Web administration services	<a href="http://webadm.uoa.gr">webadm.uoa.gr</a>
Alumni	<a href="http://alumni.uoa.gr/web/tmema-psychologias">alumni.uoa.gr/web/tmema-psychologias</a>
National and Kapodistrian University of Athens	<a href="http://www.uoa.gr">www.uoa.gr</a>
Laboratory of Experimental Psychology	<a href="http://expsylab.psych.uoa.gr">expsylab.psych.uoa.gr</a>
Laboratory of School Psychology	<a href="http://www.centerschoolpsych.psych.uoa.gr">www.centerschoolpsych.psych.uoa.gr</a>
Laboratory of Students' Psychological Counseling	<a href="http://www.skf.psych.uoa.gr">www.skf.psych.uoa.gr</a>
NKUA e-library	<a href="http://www.lib.uoa.gr">www.lib.uoa.gr</a>
E-secretariat	<a href="http://my-studies.uoa.gr">my-studies.uoa.gr</a>
Eudoxus online textbook platform	<a href="http://eudoxus.gr">eudoxus.gr</a>
E-class	<a href="http://eclass.uoa.gr/modules/auth/opencourses.php?fc=169">eclass.uoa.gr/modules/auth/opencourses.php?fc=169</a>
Academic ID service	<a href="http://academicid.minedu.gov.gr">academicid.minedu.gov.gr</a>
Network operation centre	<a href="http://www.noc.uoa.gr">www.noc.uoa.gr</a>
Dean of School of Philosophy	<a href="http://www.deanphil.uoa.gr">www.deanphil.uoa.gr</a>
Accessibility unit for students with disabilities	<a href="http://access.uoa.gr">access.uoa.gr</a>
Practice internship	<a href="http://eclass.uoa.gr/courses/PPP135">eclass.uoa.gr/courses/PPP135</a>
Student Ombudsman	<a href="http://www.sinigorosfititi.uoa.gr">www.sinigorosfititi.uoa.gr</a>
Department of Psychology	<a href="http://www.psych.uoa.gr">www.psych.uoa.gr</a>

## ACADEMIC CALENDAR 2018-2019

### Teaching periods

- Winter semester: 1 October 2018 – 18 January 2019
- Spring semester: 25 February 2019 – 7 June 2019

### Exam periods

- Winter semester: 28 January 2019 – 22 February 2019
- Spring semester: 10 June 2019 – 5 July 2019
- Resit exam: 2 September 2019 – 27 September 2019

### National holidays

- 28 October (No anniversary)
- 17 November (Polytechnic uprising anniversary)
- 23 December – 7 January (Christmas Holidays)
- 30 January (The Three Holy Hierarchs day)
- 19 February (Clean Monday)
- 25 March: (Greek independence day)
- 22 April – 5 May (Easter holidays)
- 1 May (Mayday)
- 28 May (Pentecost)

## UNDERGRADUATE STUDY

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*This Study Guide presents the goals and learning outcomes of the Bachelor (Ptychio) of Psychology, the requirements for graduation, the courses of Psychology, as well as organization issues and courses. The content of this guide is updated and approved by the General Assembly of the Department of Psychology, in the beginning of every academic year and functions as a general **Internal Regulation** of the BSc of Psychology. As for the Internship Practice and the Undergraduate Thesis, which are the rather complicated academic actions, the present guide refers to the respective two Internal Regulations of the Department of Psychology.*

## AIMS AND GOALS

Attendance at the Bsc in Psychology leads to the *degree (ptychio)* of Psychology (P.D.84/2013) and to *license to practice Psychology* (N.991/79, N.2646/98 and N.3919/11 ΦΕΚ 32). Psychologists work on the understanding and the interpretation of psychological phenomena. They study typical and atypical behavior of individuals and social groups. A psychologist focuses on the dynamic configuration as well as the behavior modification, according to intrapersonal (biological, psychological), interpersonal, intergroup (organizational, social, cultural) and environmental (ecological) factors. He/she applies his/her scientific knowledge and professional skills in a variety of working environments, for the purpose of prevention, intervention, functioning, inclusion and psychological well-being of the individuals (children and adults) and social groups regardless of gender, age, race, nationality, religion, social status, and personal particularities or preferences.

With the completion of the program, students are expected to have obtained scientific knowledge, professional skills and skills for personal development.

Scientific knowledge:

- To know the basic psychological theories and the epistemological currents of psychology through their historical perspective.
- To know the research methods of Psychology as well as the techniques of data collection and analysis for research purposes.
- To possess basic knowledge of the most important methods and techniques for psychological evaluation and assessment.
- To know the stages of the methodological planning, implementation and evaluation of psychological interventions.
- To know the principles of ethics for scientific research as well as for practicing the profession of psychologist.
- To possess an academic background that will allow them to continue further their studies in getting specialization in a specific psychological discipline/ field, in which Psychology can be applied.

Professional skills:

- To be able to look for, to identify and use valid and reliable resources of psychological content in Greek and international literature.
- To know the basic psychometric tests, tools and techniques which do not require further training.
- To be able to prepare basic texts of psychological content (e.g. empirical study)
- To possess critical thinking and to be able to apply the general principles, the basic theories and psychological methods in different working and organizational places according to the principles of science ethics.
- To cooperate with professionals of other specializations under the context of an interdisciplinary team.

Personal development skills:

- To listen carefully the requests and the positions of their interlocutors without guiding them.
- To recognize the way in which the environment, culture, social institutions and socialization processes contribute to the development of the personality and individual differences.
- To show empathy (to “get into the others’ shoes” and to understand their point of view).
- To show tolerance in diversity and to act without prejudices.
- To differentiate and respect the limits in interpersonal relationships.
- To recognize and defend human rights and special needs of socially vulnerable groups

## DEGREE REQUIREMENTS

Students' requirements in order to receive their degree, include attendance and successful exams completion in courses with specific credit and teaching units. The credit units (ECTS) correspond to the student workload according to the European Credit Transfer and Accumulation System (ECTS), thereby ensuring international academic recognition of their studies. The teaching units (TU) refer to the weekly teaching hours of a course.

The number of credit units (ECTS) required for the Psychology course is 240 ECTS, while the number of the required teaching units is 172.

*More specifically*, for the successful completion of the Psychology course and the Degree in Psychology the students must:

- Attend and successfully complete 21 compulsory Psychology courses (105 ECTS, 63 TU)
- Attend and successfully complete 20 elective Psychology courses (80 ECTS, 60 TU)
- Attend and successfully complete 9 elective courses from other Departments (27 ECTS, 27 TU)
- To successfully complete an internship practice in institutions and organizations, where Psychology is applied (12 ECTS, 10 TU)
- To successfully write a Degree Thesis (16 ECTS, 12 UT) or alternatively, attend and successful complete 4 elective Psychology courses which are aggregated in an equal number of credit units.
- The above refers to students enrolled in the Department of Psychology in the academic year 2018-19 or later, in which case the partially revised curriculum approved by the Senate, in June 2018 is applied. To facilitate the students, the requirements for obtaining a degree depending on the year of admission, are summarized below.

### Students with admission year 2018 onwards

- 1) Total number of courses and ECTS: minimum of 54 courses and 240 ECTS
- 2) Compulsory Psychology courses: 23 courses (21courses + Internship Practice I & Internship Practice II) and 117 ECTS
- 3) Elective Psychology courses: minimum of 22 or 24\* courses and 96 ECTS. *From these courses:*
  - A) at least 3 courses from Group I (of Psychology courses)
  - B) at least 3 courses from Group II
  - Γ) at least 3 courses from Group III
  - Δ) at least 3 courses from Group IV
- 4) Courses from other Departments: minimum of 9 courses and 27 ECTS

### Notes

- Each required Psychology course is equal to 5 ECTS and 3 TU, except from the courses PSY117- Internship Practice I and PSY118-Internship Practice II. Each one of those is equal to 6 ECTS and 5 TU.
  - Each elective Psychology course is equal to 4 ECTS and 3 TU, except from the courses PSY119- Degree Thesis I and PSY120- Degree Thesis II. Each of those is equal to 8 ECTS and 6 TU.
  - Each course from other Departments equals to 3 ECTS and 3 TU.
  - Internship Practice I and II (PSY117 & PSY118, respectively) are qualitatively evaluated ("successful"/ "not successful"), therefore they do not account to the total degree grade.
- \* 22 elective Psychology courses including the Degree Thesis or 24 elective Psychology courses without the Degree Thesis included, are required.

### Students with admission year between 2009-2017

- 1) Total number of ECTS: minimum of 240 ECTS
- 2) 2) Required/Compulsory Psychology courses: the following courses: PSY01, PSY02, PSY05, PSY07, PSY09, PSY10, PSY11, PSY12, PSY22, PSY27, PSY32, PSY37, PSY40, PSY43, PSY44, PSY51, PSY54, PSY56, PSY61, PSY62, PSY65, PSY117, PSY118
- 3) Elective Psychology courses: minimum of 18 courses. From these courses:
  - A) at least 2 courses from Group I (of Psychology courses)
  - B) at least 2 courses from Group II
  - C) at least 2 courses from Group III
  - D) at least 2 courses from Group IV
- 4) Courses from other Departments: minimum of 4 courses

#### Notes

- For the courses that students have fortified until the academic year 2017-18, the ECTS credit units apply as they are already listed in their Transcript. For the courses which they will fortify from the academic year 2018-19 onwards, the ECTS credit units will apply according to the new program of studies.
- Courses PSY117, PSY118 and PSY121 are qualitatively evaluated (“successful”/“not successful”), therefore do not influence the total degree grade.

### Students with admission year between 1993-2008

- 1) Total number of teaching units: minimum of 172 TU
- 2) Required/Compulsory Psychology courses: minimum of 22 or 23\* courses:  
PSY01, PSY02, PSY05, PSY07, PSY09, PSY10, PSY11, PSY12, PSY22, PSY27, PSY32, PSY37, PSY40, PSY43, PSY44, PSY51, PSY54, PSY56, PSY61, PSY62, PSY65, PSY80 (or PSY117 & PSY118)
- 3) Elective Psychology courses: minimum of 18 courses. From these courses:
  - A) at least 2 courses from Group I (of Psychology courses)
  - B) at least 2 courses from Group II
  - C) at least 2 courses from Group III
  - D) at least 2 courses from Group IV
- 4) Courses from other Departments: minimum of 8 courses

#### Notes

- Each course is equal to 3 TU, except from PSY80 (10 TU), PSY117 (5 TU), PSY118 (5 TU), PSY119 (6 TU) και PSY120 (6 TU).
- Course PSY80 (10TU) from the previous Study Guide corresponds to both courses PSY117 (5TU) and PSY118 (5TU) of the new Student Guide, cumulatively, and involves the Internship Practice.
- Course PSY80 and the corresponding courses PSY117, PSY118 are qualitatively evaluated (“successful”/“not successful”), therefore they do not influence the total degree grade.
- Students with admission year before 2009, who have successfully completed most of the 22 required/compulsory Psychology courses and have completed the minimum requirement of 172 TU, without undertaking the minimum of 18 elective Psychology courses, can graduate if they have passed a total of 41 courses in Psychology (required/compulsory and elective courses cumulatively). In this case, students should make a specific request, when they fill in their application form for graduation, to the Secretariat of the Department of Psychology.

- \* 22 required/compulsory Psychology courses are required, if the Degree Thesis has been fortified under the code PSY80 or 23 required/compulsory Psychology courses are required, if the Degree Thesis has been fortified under the code PSY117 & PSY118.

## COURSES

### A. Psychology courses

The courses are compulsory and elective as follows

#### A1. Compulsory Psychology courses

1. PSY01 - Developmental Psychology I
2. PSY02 - Developmental Psychology II
3. PSY22 - Developmental Psychopathology
4. PSY27 - Biological Bases of Behavior
5. PSY32 – Cognitive Psychology I
6. PSY05 – Cognitive Psychology II
7. PSY56 Cross-Cultural Psychology
8. PSY51 – Clinical Psychology I
9. PSY07 – Clinical Psychology II
10. PSY11 - Social Psychology I
11. PSY12 - Social Psychology II
12. PSY61 - Research Methods in Psychology
13. PSY37 - Neuropsychology I
14. PSY44 – Counseling Psychology
15. PSY62 - Statistics in the Behavioral Sciences I
16. PSY65 - Statistics in the Behavioral Sciences II
17. PSY10 – School Psychology
18. PSY09 - School Psychology: Theory and Practice
19. PSY43 -Personality Psychology
20. PSY54 - Psychology of Learning Disabilities
21. PSY40 - Psychopathology

#### A2. Elective Psychology courses

Students must attend and pass a minimum of 20 courses from the following four groups of Psychology courses (a minimum of 3 courses from each group). Each Psychology course corresponds to 4 ECTS and 3 credits.

##### Group I (Developmental and School Psychology)

1. PSY06 -Adolescence and Emerging Adulthood
2. PSY08 - Psychology of Aging
3. PSY24 –Applied Developmental Psychology
4. PSY30 –Personality Development
5. PSY33 - Psychology of Learning
6. PSY34 –Language Development
7. PSY41 - Adjustment Difficulties in the School and Family
8. PSY42 - Psychosocial Problems of School-age Children and Adolescents
9. PSY75 - Psychological Counseling in the School Community
10. PSY76 - Prevention and Intervention in the Family and School
11. PSY79 –Family and Development
12. PSY91 – Psycho educational Approaches for the Intervention of Learning Disabilities
13. PSY92 - Evaluation of Cognitive and Learning Skills
14. PSY97 - Applied Issues of Pathological Aging
15. PSY123 - Language Difficulties: Assessment, Delineation and Intervention

16. PSY124 - Special Topics in School Psychology
17. PSY125 - School Effectiveness: Collaboration of School, Family and Community

**Group II (Personality and Clinical Psychology)**

1. PSY45 - Psychology of Motivation
2. PSY46 - Psychoanalytic Theories
3. PSY47 -Cognitive-Behavioural Theories of Personality
4. PSY48 - Psychodiagnostics – Personality, Psychic Functioning & Psychopathology Assessment
5. PSY57 - Psychodynamic Approaches to Psychotherapy
6. PSY58 - Cognitive-Behavioural Approaches to Psychotherapy
7. PSY59 - Systemic Approaches to Psychotherapy
8. PSY60 - Social Inclusion of People with Special Needs and their Families
9. PSY73 -Health Psychology
10. PSY86 –Psychoanalysis and Language
11. PSY88 - Fundamental Psychoanalytic Concepts: Lacanian Approach
12. PSY89 - Psychoanalytic Clinic: Lacanian Approach
13. PSY93 - Counseling Psychology: Special Topics
14. PSY94 - Current Approaches to Counseling Psychology
15. PSY100 - Health Psychology: Clinical Interventions
16. PSY101 - Introduction to Psychoanalysis: Theory and Practice
17. PSY102 - Psycho-education of the Family on Aging
18. SY103 - Special Issues in Clinical Psychology
19. PSY104 - Special Issues in Health Psychology

**Group III (Social – Cross-Cultural Psychology)**

1. PSY13 -Attitudes and Values
2. PSY14 –Environmental Psychology
3. PSY15 - Social Interaction and Personal Relationships: a Systemic Approach
4. PSY16 -Work and Organizational Psychology
5. PSY17 - Socio-Psychological Analysis of the Family
6. PSY19 –Psychology of Immigration
7. PSY67 - Psychology of Gender Relations
8. PSY78 –Applied Social Psychology
9. PSY81 - Psychology of Groups
10. PSY84 - Psychology of Communication
11. PSY115 - Forensic Psychology
12. PSY116 - Political Psychology

**Group IV (Cognitive Psychology –Methods – Applications)**

1. PSY38 –History of Psychology
2. PSY39 - Career Counseling
3. PSY53 -Psychology of Language
4. PSY63 - Psychometrics I
5. PSY66 –Experimental Psychology
6. PSY68 - Psychometrics II
7. PSY72 –Multivariate Statistics
8. PSY74 – Sport Psychology
9. PSY90 –Applied Cognitive Psychology
10. PSY95 - Qualitative Methods in Psychological Research
11. PSY106 - Neuropsychology II



12. PSY109 - Psychology of the Internet
13. PSY114 - Ethics and Code of Conduct in Psychology
14. PSY126 - Writing Scientific Studies

#### **B. Courses offered from other Departments**

Students must attend and pass at least 9 courses that are taught in any University Department of the country (except Psychology). Each course from another Department is equivalent to 3 ECTS and 3 credits.

If the students wish to opt for courses outside the School of Philosophy of the NKUA, they must first contact the Secretariat of the Department of Psychology in order to avoid possible bureaucratic obstacles.

#### **C. Internship Practice**

Student must carry out an Internship Practice in institutions of applied psychology (e.g., mental health units, psychiatric clinics, counseling centres, schools, etc.). Internship Practice lasts 160 hours and takes place during the fourth year of study (semesters G and H), within a period of no less than two months. Internship Practice is equivalent to 12 ECTS and 10 credits and is divided into two semesters (PSY117 - Internship Practice I, PSY118 - Internship Practice II). The evaluation of Internship Practice is qualitative ("successful" or "unsuccessful") and does not contribute to the grade point average of the Degree. Further information on the Internship Practice can be found in the Internship Practice Regulations of the Department of Psychology.

#### **D. Degree Thesis**

During the last two semesters of study (semesters G and H) students have the opportunity to write a Degree Thesis carrying out empirical research on a psychological research topic under the supervision of a faculty member of the Department of Psychology. The Degree Thesis is elective and is equivalent to 16 ECTS and 12 credits, divided into two semesters (PSY119-Degree Thesis I, PSY120-Degree Thesis II). The Degree Thesis is graded by a two-member examination committee on a scale of 0-10. Further information can be found in the Degree Thesis Regulations of the Department of Psychology.

Instead of writing a Degree Thesis, students may alternatively attend and pass 4 additional elective Psychology courses, which are equivalent to the same number of ECTS (16 ECTS and 12 credits).

### INDICATIVE PROGRAMME OF STUDIES

In order to help students formulate a reasonable programme of studies, the Department of Psychology has proposed the following Indicative Programme of Studies. In this Programme, the distribution of courses into semesters is indicative (not required) and corresponds to normal attendance circumstances, adapted to the minimum number of eight semesters. Before course registration in each semester, students are encouraged to seek for the advice of a faculty member, who has been assigned by the Department of Psychology as their academic advisor.

SEMESTER	ECTS	Crdt.	SEMESTER	ECTS	TU
<b>A</b>	<b>29</b>	<b>21</b>	<b>B</b>	<b>31</b>	<b>21</b>
Developmental Psychology I	5	3	Developmental Psychology II	5	3
Social Psychology I	5	3	Social Psychology II	5	3
Biological Bases of Behaviour	5	3	Counseling Psychology	5	3
Cognitive Psychology I	5	3	Cognitive Psychology II	5	3
Elective Course from other Department	3	3	Research Methods in Psychology	5	3
Elective Course from other Department	3	3	Elective Course from other Department	3	3
Elective Course from other Department	3	3	Elective Course from other Department	3	3
<b>C</b>	<b>30</b>	<b>21</b>	<b>D</b>	<b>30</b>	<b>21</b>
Statistics in the Behavioural Sciences I	5	3	Statistics in the Behavioural Sciences II	5	3
Psychology of Personality	5	3	Developmental Psychopathology	5	3
School Psychology	5	3	School Psychology: Theory and Practice	5	3
Clinical Psychology I	5	3	Clinical Psychology II	5	3
Elective Psychology course	4	3	Elective Psychology course	4	3
Elective Course from other Department	3	3	Elective course from other Department	3	3
Elective Course from other Department	3	3	Elective Course from other Department	3	3
<b>E</b>	<b>30</b>	<b>21</b>	<b>F</b>	<b>30</b>	<b>21</b>
Psychopathology	5	3	Cross-Cultural Psychology	5	3
Neuropsychology I	5	3	Psychology of Learning Disabilities	5	3
Elective Psychology course	5	3	Elective Psychology course	4	3
Elective Psychology course	4	3	Elective Psychology course	4	3
Elective Psychology course	4	3	Elective Psychology course	4	3
Elective Psychology course	4	3	Elective Psychology course	4	3
Elective Psychology course	4	3	Elective Psychology course	4	3
<b>G</b>	<b>30</b>	<b>23</b>	<b>H</b>	<b>30</b>	<b>23</b>
Elective Psychology course	4	3	Elective Psychology course	4	3
Elective Psychology course	4	3	Elective Psychology course	4	3
Elective Psychology course	4	3	Elective Psychology course	4	3
Elective Psychology course	4	3	Elective Psychology course	4	3
Internship Practice I	6	5	Internship Practice II	6	5
Degree Thesis I (or 2 Elective Psychology courses)	8	6	Degree Thesis II (or 2 Elective Psychology courses)	8	6

## ORGANIZATION OF THE PROGRAMME

### Registration at the Department of Psychology

The registration of new students in the Department of Psychology includes two stages: (a) the online pre-registration is made according to the article's regulations of the current Presidential Decree and in a deadline being set by the Ministry of Education/ Department of Education; (b) the registration is successfully completed with students' attendance to the Department of Psychology, during certain dates, which would have been already announced in the Departments' website from the Secretariat. The required documents for registration are the following:

- ✓ The online pre-registration form from the website of the Ministry of Education, with the students' original signature (in print)
- ✓ A photo (identity card type)
- ✓ Copy of the identity card

Applications for registration of foreign or expatriate students, students with severe impairments in excess of 5% and other specific groups of students are submitted later, according to the current provisions of every academic year, which are defined by the Ministry of Education, Research and Religion. The completion of their registration is achieved after the submission of the required documents to the Secretariat of the Department of Psychology, in time that is defined and announced by the Departments' website.

In circumstances of exceptional necessity (e.g. natural disaster, military engagement, absence abroad), an overdue registration is permitted with a justified decision of the Department's Assembly, after a specific request of the persons interested. The request must be submitted within 30 days since closing date for registration and the applicant must refer the reasons of delay.

Beneficiaries who did not register with the procedure of the last paragraph lose the right for registration in the Department of Psychology. Overdue applications for registration are not accepted, unless the Department's Assembly judges that there are serious reasons which justify the overdue attendance for registration and definitely not after one month.

### Registration for e-services at the National and Kapodistrian University of Athens

Students who get enrolled in the Department of Psychology must also enroll in the online services platform of the NKUA by submitting an application to the website <http://webadm.uoa.gr/> → Application for New Account → Undergraduate students for obtaining a username and password. These data are necessary for access to the Online Secretariat (My-studies) and all of the online services of the University of Athens (Academic Identity Card, Entry to platform for books "Eudoxus", Remoted Connection via Virtual Private VPN Network, etc.). Clarifications on the registration process are available through the website <http://webadm.uoa.gr/> (see also below).

When students get enrolled in the online services of the NKUA, *they will need to complete*: (a) their full registration number (13 digits, as follows: the code of the Psychology Department 1567+the calendar year of enrolment to the Department of Psychology + 5-digit registration number), and (b) the number of their identity card (without spaces and with capital letters in Greek where applicable) or their passport number (in roman characters where appropriate).

After recognition by the system, the applicant will be asked to give his name and surname using Greek and Latin characters. The name and surname of the applicants must be given exactly as they appear on the official documents (ID card, passport) and not a minor.

After the correct completion and submission of the above information, the application's registration number and a PIN number is assigned to the application of the student that will serve to activate the applicant's account is announced. Following the link Account Activation (via PIN), the student can track the progress of his/her application. In the near future the applications are checked for their correctness and get approved by the Secretariat of the Department.

Then, by clicking the "Activate Account (via PIN)" at the [webpage http://webadm.uoa.gr](http://webadm.uoa.gr) and after the interested parties have filled out the protocol number and the PIN of their application, they will be notified of their username, which is defined by the online platform, and will be asked to set their own password.

After approval of students' details and activation of their account, all the services of the Online Secretariat can be used through the <http://my-studies.uoa.gr> platform.

### Registering for courses and course books

For each semester, a specific period is announced by the Secretariat, during which the system allows students to register for courses through the Online Secretariat ([my-studies.uoa.gr](http://my-studies.uoa.gr)). Students have access through their username and password obtained by the NKUA website <http://webadm.uoa.gr/>.

In order for the system to include all the courses grades, students have to register for these courses in My studies, for each current semester. Course grades is not possible to be registered in My Studies semester courses in case that these courses or some of them were not registered. When a course grade is below 5, on the ten-point scale ("failure"), the course have to be registered again in the next academic year.

To receive a book, a separate online registration for books must be submitted, for each academic semester, within a specific period that is announced by the Secretariat. The books registration has to be done through the online platform "Eudoxus" ([http://: Eudoxus gr](http://Eudoxus.gr)) as a separate process than the registration process for courses that has to be submitted to the Online Secretariat ([my-studies.uoa.gr](http://my-studies.uoa.gr)). Access to the Eudoxus platform is possible only through the user's name and password obtained by the NKUA website <http://webadm.uoa.gr/>.

After expiration of the specified period of both registration processes for courses and books, respectively, no change can be made as there is no access to the online applications system.

The maximum number of free books for each student, during their Psychology studies is 55 (up to 8 courses for each semester separately).

Apart from the free books, students have access to full texts of scientific content (e.g., Library of Psychology or online search via Google Scholar), through the updated subscription of the NKUA in the Hellenic Academic Libraries Link (HEAL-Link). Via the Virtual Private Network (VPN) of the NKUA, students' remote access is also possible (see also guidelines in the website [http://:www.noc.uoa.gr/](http://www.noc.uoa.gr/) → connection to network → Virtual Private Network -VPN).

Within the frame of the Erasmus+ EU funding programme for education, training, youth and sport 2014-2020 of the NKUA, the Department of Psychology has established 8 bilateral agreements with European Higher Education Institutions in Czech Republic (*Univerzita Palackého v Olomouci*), France (*Université d' Angers, de Bordeaux, Lumiere Lyon II, d' Aix-Marseille*), Germany (*Universität Osnabrück*), Italy (*Universita degli studi di Napoli Federico II*), and the Netherlands (*Radboud University Nijmegen*) exchanging annually a specific number of students for undergraduate studies.

In the Department of Psychology, all Psychology courses are taught in Greek. For a gradually increasing number of Erasmus+ incoming students, special arrangements with no sufficient knowledge of Greek language are available along with **Greek language courses** that the Modern Greek Language Teaching Centre of the University. Students who have succeeded in the examinations at the end of each semester obtain 6 ECTS credits.

Further information is available in the **Guide for Erasmus Incoming Students 2018-2019** at [http://en.interel.uoa.gr/fileadmin/interel.uoa.gr/uploads/Erasmus\\_\\_Student\\_s\\_Handbook.6.6.18-1.pdf](http://en.interel.uoa.gr/fileadmin/interel.uoa.gr/uploads/Erasmus__Student_s_Handbook.6.6.18-1.pdf)

The **Erasmus policy statement** is available at <http://en.interel.uoa.gr/erasmus/student-mobility.html>

More details for all incoming students:

Contact: Mrs Dimitra Velliniati

European and International Relations Department

30, Eleftheriou Venizelou (ex Panepistimiou) str., 106 79, Athens.

Days & Hours of Acceptance: Tuesday-Wednesday-Thursday, 11:00-13:00

☎ +30 210 3689735 📧 [dvelin@uoa.gr](mailto:dvelin@uoa.gr) / [Erasmus@uoa.gr](mailto:Erasmus@uoa.gr)

### **Attendance and Assessment**

The program of Studies is compiled by the Assembly of the Department of Psychology according to the article 21, paragraph 6 of Law 4485/2017. It contains the titles of the required/compulsory and elective Psychology courses, the teaching staff, the content of courses, the weekly teaching hours and the ECTS for every course. Furthermore, the Program of Studies includes the chronological sequence or the interdependence of the courses.

The program of studies is adjusted to the minimum possible number of semesters that are required for graduation. The minimum study duration is 8 semesters (4 academic years). After the completion of the 4 years, the students who have not completed their studies are called “on the fold” (“epi ptychio”).

The allocation of courses within semesters is indicative and not obligatory. It responds though to real studying conditions according to the minimum possible number of semesters that are required for graduation and to the sequence of prerequisite and interdependent courses. In particular, during the semesters A and B, students get enrolled and attend courses as indicated to the indicative Program of Studies.

Prerequisites and independent courses are defined in the Program of Studies. Where there are courses with the inscriptions I and II, the course marked with I is a prerequisite of the course marked with II.

From the elective courses, students can register, attend and been examined in relevant Psychology courses from other Departments of Psychology in Greek universities, as far as these courses are equivalent to 24 ECTS or 18 TU. In order to register in relevant Psychology courses from other Departments of Psychology in Greek universities, students must submit their application, in order to be approved by the Assembly of the Department of Psychology of the National and Kapodistrian University of Athens. Also, a protocol for bilateral cooperation between the two universities is required.

At the beginning of every academic semester and within specific deadlines that are determined by the Assembly and are announced by the Secretariat, students ought to submit their statements of courses and books through the e-services of the University. These statements are binding and cannot be notified or removed after the relevant deadline of submission. They also determine the courses in which the students have to be examined at the end of each academic semester. In any case, and for as long as the system of statements on the “My- studies” platform is open, it is proposed that students who have already submitted online the course statement of the current semester do not re-visit the “My- studies” platform because their statement is canceled. If they wish to correct their course assignment, students will have to repeat the process of declaring from the start for all the courses they intend to attend in the current semester.

The academic work of each academic year is structured in two semesters: winter and spring. Each semester lasts at least 13 teaching weeks. If for any reason the number of teaching weeks for a given course is less than 13, the course is considered not completed and is not examined. In the case it gets examined, the grade is not counted for the award of the degree.

Each academic year has 3 examination periods: winter examination period (January-February), spring examination period (June- July) and September's examination period (repeated exams). Numerical rating scale from 1-10 is used for students' evaluation, as following: 1-4= "failure", 5-6,9= "good", 7-8,4 = "very good" and 8,5-10="excellent". The Internship Practice is evaluated qualitatively ("successful"/"not successful"). For the estimation of the degree grade point average, all course grades, which are evaluated numerically, are taken into account, including the grade of the Degree Thesis, if it has been conducted. The weight of each course is determined by the corresponding ECTS.

In case of failure in a required/compulsory Psychology course, students should repeat it again (register, attend, and get examined to it) in a following semester. In case students fail an elective Psychology course or a course from other Department they should either register for it again, in the following academic year or replace it with another elective course.

Students' presence during the lectures constitutes an academic obligation of the students, even though it is not controlled. The consistent attendance of the courses, the participation in the seminars and laboratory exercises and communication with the instructors is especially important for students' training.

The Department of Psychology applies the institution of Academic Advisor for the academic support of the students. In particular, a faculty member is appointed as an Academic Advisor for each first-year student. The list of Academic Advisors is posted at the beginning of each academic year on the website of the Department of Psychology. Students are encouraged to contact their academic adviser on issues related to their studies.

## DESCRIPTION OF PSYCHOLOGY COURSES

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b> 3	<b>ECTS:</b> 5	<b>Group:</b> -	<b>Semester:</b> <b>WINTER</b>
<b>Title:</b>	<b>PSY01 –DEVELOPMENTAL PSYCHOLOGY I</b>				
<b>Faculty:</b>	<b>Spyridon Tantaros</b>				
<b>Description:</b>	<p>This course introduces students to theories, subject matter, methods and aims of Developmental Psychology and describes typical development in infancy. The following areas are covered:</p> <ul style="list-style-type: none"> <li>• Subject matter of lifespan development.</li> <li>• Heredity and environment.</li> <li>• Theories in child development.</li> <li>• Research methods in Developmental Psychology.</li> <li>• Early development: Genes and chromosomes. Genotype – phenotype.</li> <li>• Heredity and environmental influences on intelligence and personality.</li> <li>• Neonate and infant: Physical and sensory development.</li> <li>• Cognitive development: Theories of Piaget, Vygotsky and information processing. Language development.</li> <li>• Social and emotional development in infancy.</li> </ul>				
<b>E-class:</b>	- <a href="https://eclass.uoa.gr/courses/PPP448/">https://eclass.uoa.gr/courses/PPP448/</a>				

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b> 3	<b>ECTS:</b> 5	<b>Group:</b> -	<b>Semester:</b> <b>SPRING</b>
<b>Title:</b>	<b>PSY02 – DEVELOPMENTAL PSYCHOLOGY II</b>				
<b>Faculty:</b>	<b>Spyridon Tantaros</b>				
<b>Description:</b>	<p>This course is a continuation of Developmental Psychology I and describes typical development during preschool, school and adolescent years. The following areas are covered:</p> <ul style="list-style-type: none"> <li>• Physical and cognitive development in preschool period: Piaget, Vygotsky, information processing. Language and learning.</li> <li>• Social and personality development: Self, friends and family. Moral development and aggression.</li> <li>• Physical and cognitive development in school-age: Intelligence and language development. Bilingual children. Reading.</li> <li>• Social and personality development in school-age: Self, friendships. Moral development. School and family.</li> <li>• Physical and cognitive development in adolescence: Primary and secondary characteristics of puberty. Piaget and information processing theories. Adolescent ego centrism. Risk taking.</li> <li>• Social and personality development in adolescence: Self and identity formation. Marcia's theory.</li> <li>• Psychological disorders in adolescence. Sex relations and psychosexual identity.</li> </ul>				
<b>Prerequisites:</b>	PSY01 - Developmental Psychology I				
<b>E-class:</b>	- <a href="https://eclass.uoa.gr/courses/PHYCH110/">https://eclass.uoa.gr/courses/PHYCH110</a>				

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY05–COGNITIVE PSYCHOLOGY II</b>								
<b>Faculty:</b>	<b>Petros Roussos</b>								
<b>Description:</b>	<p>This is a compulsory 5-credit course (5 ECTS) offered every spring semester. The following topics are covered: Definition and history of Cognitive Psychology; research methods of cognitive psychology (experimental, neuroimaging, simulations, AI, etc.); biological bases of cognition; information-processing theory; mental representations; cognitive psychology and cognitive science; attention, perception, memory and learning.</p> <p>Student assessment is based on a written final examination.</p> <p>Reading: Eysenck, M. W. (2010). <i>Fundamentals of Cognition</i>. Athens: Gutenberg.</p> <p>Roussos, P. L. (2012). <i>Cognitive Psychology: The basic cognitive processes</i>. Athens: Topos.</p> <p>Sternberg, R. J. (2003). <i>Cognitive Psychology</i>. Athens: Atrapos.</p>								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP146/">http://eclass.uoa.gr/courses/PPP146/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY06 –ADOLESCENCE AND EMERGING ADULTHOOD</b>								
<b>Faculty:</b>	<b>Spyridon Tantaros</b>								
<b>Description:</b>	<p>This course focuses on the study of: (a) adolescence, the last stage of development of the individual towards adult life and maturity; (b) emerging adulthood, the period between the end of adolescence and the achievement of adulthood in the western world. It offers an introduction to central issues and questions of adolescent psychology, a clarification of concepts related to this period, as well as a distinction between its main developmental milestones. It studies the biological, cognitive and psychosocial development of adolescents and describes the dynamics of the group of adolescents and their interpersonal relationships, as well as particular patterns developed between the family structure, intra-family dysfunctions and the socializing role of the school. The characteristics of emerging adulthood are also examined along with the psychosocial changes experienced by emerging adults. Consequences of the latter for life-long development, are discussed.</p>								
<b>E-class:</b>	-								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY07 – CLINICALPSYCHOLOGYII</b>								
<b>Faculty:</b>	<b>Vassiliki (Lissy) Canellopoulos</b>								
<b>Description:</b>	<p>This course aims to approach more specific topics in clinic. So, approaching the clinic mainly through Freudian and Lacanian teaching, its basic terms, basic categories and concepts are presented in the first place. Subsequently, important elements of structural diagnosis as well as the structures which are necessary for the intervention and direction of the treatment are shown. Moreover, as the Lacanian clinic favors the subject and its causation, the body's trilateral articulation (real-imaginary-symbolic)-component of the subject-is presented, as well as the correlation between body disease and subjectivity. Finally, as the symptom's formation and the knowledge are an important issue in the psychoanalytic clinic, the course presents the version where a learning difficulty may be a symptom. All lessons are enriched by clinical examples and incidents to link theory and clinical practice.</p>								
<b>Prerequisites:</b>	PSY51 – Clinical Psychology I								
<b>E-class:</b>	-								



<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY08 – PSYCHOLOGY OF AGING</b>								
<b>Faculty:</b>	<b>Anna Aventissian-Pagoropoulou</b>								
<b>Description:</b>	Aging implies all different changes associated with chronological age, but not identical with it, e.g., changes on mental functioning, personality and psychopathology. The term “aging” is used both as a label for an independent variable to explain psychological phenomena, and as a dependent variable that is explained by several other processes. The latter refers to either inter-individual age differences, or to intra-individual age changes.								
<b>E-class:</b>	-								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY09 – SCHOOL PSYCHOLOGY: THEORY AND PRACTICE</b>								
<b>Faculty:</b>	<b>Chryse Hatzichristou</b>								
<b>Description:</b>	<p>⇒ School Psychology as science and profession Prevention and intervention programmes in school community: International experience</p> <p>⇒ Prevention and intervention programmes in school community: the Greek experience</p> <ul style="list-style-type: none"> <li>• Data-based model of theory, research and intervention in the Greek educational system: Conceptual framework, developmental phases</li> <li>• Social and Emotional Learning in the school community: Programme for the promotion of mental health and learning. Structure, design, implementation, evaluation <ul style="list-style-type: none"> <li>Indicative thematic units: <ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Dealing with feelings: Identification, expression and management</li> <li>- Self-perception, self-esteem</li> <li>- Coping</li> <li>- Social competence and social skills</li> <li>- Conflict resolution</li> <li>- Diversity in school community</li> <li>- School and students with special educational needs</li> <li>- Study skills and strategies</li> <li>- Crisis management in school community</li> </ul> </li> <li>• Intervention at system level: Development of schools’ network</li> </ul> </li> </ul>								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP489/">http://eclass.uoa.gr/courses/PPP489/</a>								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY10 – SCHOOL PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Chryse Hatzichristou</b>								
<b>Description:</b>	<p>⇒ School Psychology as a science and profession</p> <ul style="list-style-type: none"> <li>• Defining the role and the specialty</li> <li>• Education – training</li> <li>• Institutional-legislative framework, professional associations</li> <li>• International experience and Greek reality</li> </ul> <p>⇒ Psychodiagnostic evaluation of children and adolescents</p> <p>⇒ Counseling and Consultation in schools</p> <ul style="list-style-type: none"> <li>• Conceptual approaches, stages of process</li> </ul>								

	<ul style="list-style-type: none"> <li>⇒ Psychological and educational interventions for children and adolescents</li> <li>⇒ School-based prevention and intervention programs           <ul style="list-style-type: none"> <li>• Conceptual approaches</li> <li>• Structure and effectiveness of the programs</li> <li>• Primary, secondary and system level intervention programs</li> </ul> </li> <li>⇒ Children and adolescents mental health services</li> <li>⇒ Linking theory, research, education and intervention in the school community: Development and implementation of a model in the Greek educational system</li> <li>⇒ Future directions and perspectives</li> </ul>
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP460/">http://eclass.uoa.gr/courses/PPP460/</a>

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY11– SOCIAL PSYCHOLOGY I</b>								
<b>Faculty:</b>	<b>Aikaterini Gari</b>								
<b>Description:</b>	<p>This course is an introduction to Social Psychology. Specifically it contains some basic term definitions, theories and implementations of Social Psychology, along with an analytic approach of basic sociopsychological methods and research strategies are discussed first. Five fundamental areas of Social Psychology as following: a) values, value priorities and universal values, b) attitude change and theories on attitude-behaviour relation, d) stereotype, prejudice and identity, d) self-concept and self-perceptions and e) group dynamics (compliance and obedience, polarization, cooperation and competition). Specific review articles and research papers are analyzed in separate meetings, of two hours duration each, with a group of students who select to participate and write an essay with a reviewing or an empirical orientation.</p> <p>Student assessment is based on a written final examination. Only for Erasmus students' evaluation, a written assignment in the form of an essay is conducted that consists of a literature review on a specific topic or a sort written description of ERASMUS students' participation to a broader research project.</p>								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP440">http://eclass.uoa.gr/courses/PPP440</a>								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY12– SOCIAL PSYCHOLOGY II</b>								
<b>Faculty:</b>	<b>Aikaterini Gari</b>								
<b>Description:</b>	<p>The aim of this spring semester course on Social Psychology is to analyze in depth the dynamic characteristics of interpersonal relationships within the context of social interaction. Its basic dimensions are the following: Communication and interpersonal relationships through basic approaches (psychoanalytic and systemic), verbal and non-verbal communication, close relationships within social interaction. Some basic examples and cases are employed in class, for the study of specific types of relations (friendship, work relations, siblings), in different social and cultural settings.</p> <p>Student assessment is based on a written final examination. Only for Erasmus students' assessment, a written assignment in the form of an essay is conducted that consists of a literature review on a specific topic or a sort description of ERASMUS students' participation to a broader research project.</p>								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP385">http://eclass.uoa.gr/courses/PPP385</a>								
<b>Prerequisites:</b>	PSY11 – Social Psychology I								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>III</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY13– ATTITUDES AND VALUES</b>								
<b>Faculty:</b>	<b>Aikaterini Gari</b>								
<b>Description:</b>	The study of beliefs, social axioms, attitudes and values is the goal of this course, in the frame of social and eco-cultural interaction. The specific dimensions of the course are the following: a) The Social Psychology crisis of 1960-1970, b) beliefs and attitudes assessment (L. Thurstone, R. Likert, L. Guttman, S. Bogardus, C. Osgood, H. Remmers, H. Triandis), c) values assessment (H. Triandis, G. Hofstede, S. Schwartz), d) social axioms definition and their assessment through emic and etic approaches (K. Leung & M. Bond), e) beliefs and values and their relation to behaviour, f) Discourse Psychology and some fundamental definitions and strategies. Finally, an introduction to social representations and some fundamental research studies are analyzed. Students are working in small groups, in class and at home, on some scales of attitudes, values, stereotypes, prejudices and social axioms, in order to become able to create their own items and scales. A sub group of students, who select additionally to participate in a “research group”, is working on a specific research project and write an essay with an empirical content.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP447">http://eclass.uoa.gr/courses/PPP447</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>III</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY14 – ENVIRONMENTAL PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Vassilis Pavlopoulos</b>								
<b>Description:</b>	Environmental Psychology is an elective course for Psychology students. It is taught in the winter semester (3 hours per week) and it corresponds to 3 ECTS units. The content of the course comprises the following: Goals and scope of Environmental Psychology; definition of basic terms; historical roots and relations with other disciplines; methodological issues; structural and dynamic components of behaviour settings; environmental perception, description and evaluation; cognitive maps; proxemics and social interaction: personal space, territoriality, privacy; environmental stress: noise, crowding, pollution; built environment and behaviour: school, work, and health settings; psychological consequences of natural and technological disasters.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP105/">http://eclass.uoa.gr/courses/PPP105/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>III</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY15 – SOCIAL INTERACTION AND PERSONAL RELATIONSHIPS: A SYSTEMIC APPROACH</b>								
<b>Faculty:</b>	<b>Aikaterini Gari</b>								
<b>Description:</b>	The dynamic relationship between personal relationships and sociocultural context through the systemic approach is the frame of the course, based on the Theory of General Systems. Specifically the course is focusing on: a) the Palo Alto Team (G. Bateson, Don Jackson, M. Erikson, J. Haley and J. Weakland), b) the Eric Berne theory, and c) the Milan Group (M. S. Palazzoli, L. Boscolo, G. Cecchin). Students in small groups participate to experiential and role playing activities in class and at home, focusing on interaction processes and reframing techniques in family, school and work.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP480">http://eclass.uoa.gr/courses/PPP480</a>								
<b>Prerequisites:</b>	PSY12 – Social Psychology II								

Type:	<b>ELECTIVE</b>	Credits:	<b>3</b>	ECTS:	<b>4</b>	Group:	<b>III</b>	Semester:	<b>SPRING</b>
Title:	<b>PSY16 – Work and Organizational Psychology</b>								
Faculty:	<b>Alexandros-Stamatios Antoniou</b>								
Description:	<ul style="list-style-type: none"> <li>• leadership/management</li> <li>• influence and power</li> <li>• emotional intelligence and leadership</li> <li>• job satisfaction and organizational commitment</li> <li>• occupational health psychology (e.g. work well-being, occupational stress, professional burnout)</li> <li>• organizational culture, creativity and innovation</li> <li>• job selection and personnel assessment</li> <li>• communication and conflicts in the workplace</li> <li>• organizational development and change</li> <li>• work motivation and learning organization</li> <li>• job design and analysis</li> <li>• performance appraisal and career development</li> <li>• work violence, moral harassment and bullying</li> <li>• decision making</li> <li>• organizational justice/ business ethics and Corporate Social Responsibility (CSR)</li> </ul>								
E-class:	PRIMEDU283								

Type:	<b>ELECTIVE</b>	Credits:	<b>3</b>	ECTS:	<b>4</b>	Group:	<b>III</b>	Semester:	
Title:	<b>PSY17 – FAMILY: PSYCHO-SOCIAL ANALYSIS</b>								
Faculty:	<b>Aikaterini Gari</b>								
Description:	<p>This module content covers a range of topics including:</p> <ul style="list-style-type: none"> <li>• family in Sociology and in Social, Historical and Cultural Anthropology</li> <li>• family structure and functioning from a socio-psychological approach</li> <li>• a framework of various family forms and structures with an emphasis into the psychosocial dimensions of single-parent families, dual career families and other alternative models of living</li> <li>• cross-cultural approach to family structure and function through empirical research studies of Cross-Cultural Psychology</li> <li>• psycho-social dimensions of the modern Greek family (family form and structure, procedures of interdependence within the extended urban family, the impact of cultural characteristics to psychological variables)</li> <li>• family theories as combined with some implications for intervention.</li> </ul> <p>Student assessment is based on a written final examination. Reading:</p> <p>Georgas, J., Mylonas, K., Gari, A., &amp; Panagiotopoulou, P. (2005). Families and values in Europe. In W. Arts &amp; L. Halman (Eds.). <i>European values at the end of the millennium</i> (pp. 167-204). Leiden: Brill.</p> <p>Georgas, J., Berry, J. W., van de Vijver F. J. R., Kagitcibasi, C.&amp;. Poortinga Y. H. (Eds.). <i>Families across cultures. A 30-nation psychological study</i> (pp. 344-353). Cambridge: Cambridge University Press.</p>								
E-class:	<a href="http://eclass.uoa.gr/modules/course_description/course=PPP358">http://eclass.uoa.gr/modules/course_description/course=PPP358</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>III</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY19 – PSYCHOLOGY OF IMMIGRATION</b>								
<b>Faculty:</b>	<b>Vassilis Pavlopoulos</b>								
<b>Description:</b>	Psychology of Immigration is an elective course for Psychology students. It is taught in the spring semester (3 hours per week) and it corresponds to 3 ECTS units. The content of the course comprises the following: Culture contact within and between societies; theoretical approaches: culture learning, stress and coping, social identification theories; acculturation and adaptation of immigrants: acculturation models and strategies; development of ethnic identity acquisition; immigration and mental health; resilience and vulnerability of immigrant youth: risk and protective factors; immigration research in Greece: Albanian immigrants, Pontian remigrants, second generation immigrants; counseling and interventions with immigrants. Grading is based on (a) a 2-hour written exam, or alternatively (b) a written assignment, i.e., a long essay comprising literature review or a research project on a specific topic (for Erasmus students only).								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP101/">http://eclass.uoa.gr/courses/PPP101/</a>								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY22 – DEVELOPMENTAL PSYCHOPATHOLOGY</b>								
<b>Faculty:</b>	<b>Maria Loumakou</b>								
<b>Description:</b>	The first part of the course introduces basic concepts of psychopathology, methodological issues in studying disorders, in relation to human typical development. The second part includes the study of specific syndromes of problem behaviour during infancy, preschool, school age and adolescence which represent main aspects of cognitive, psychosocial and emotional development. The third part of the course deals with clearly developmental difficulties that have milder and transitional characteristics.								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY24 – APPLIED DEVELOPMENTAL PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Asimina Ralli</b>								
<b>Description:</b>	<ul style="list-style-type: none"> <li>• Orientation of Applied Developmental Psychology</li> <li>• Familiarization of the students with the research areas and the focus of Applied Developmental Psychology</li> <li>• Familiarization of the students with the research methods and designs for carrying out studies on child and adolescent development</li> <li>• Linking theory, research and practical applications in the family and the school setting</li> <li>• Study of the contribution of developmental theories in areas such as parenting, education, literacy, numeracy, aggression, social and emotional development, technologies and developmental disorders</li> <li>• Familiarity with the study and presentation of applied developmental research studies</li> </ul>								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PSYCH146/">http://eclass.uoa.gr/courses/PSYCH146/</a>								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b> 3	<b>ECTS:</b> 5	<b>Group:</b> -	<b>Semester:</b> <b>WINTER</b>
<b>Title:</b>	<b>PSY27 – BIOLOGICAL BASES OF BEHAVIOUR</b>				
<b>Faculty:</b>	<b>Alexandra Economou</b>				
<b>Description:</b>	<p>The course introduces the student to the biological bases of behaviour and cognition. It covers the structure and function of the central nervous system, from the level of the neuron to that of neuronal systems which process sensory stimuli that are responsible for the basic behaviours and cognitive functions. The following areas are included:</p> <ul style="list-style-type: none"> <li>• Philosophical and biological bases of behaviour</li> <li>• Cells of the central nervous system, mechanisms of transmission of information, neurotransmitter systems and behaviour</li> <li>• The effect of pharmaceutical and narcotic substances on the brain</li> <li>• Structure of the nervous system</li> <li>• Organization and functions of the cerebral cortex</li> <li>• Methods of investigating the living brain</li> <li>• Changes of the brain throughout life</li> <li>• Neuronal basis of perception and processing of stimuli from the sensory systems of vision, audition, taste, and smell</li> </ul> <p>Selected clinical disorders and phenomena that are based on the topics covered in the course are also discussed.</p>				
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP253/">http://eclass.uoa.gr/courses/PPP253/</a>				

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b> 3	<b>ECTS:</b> 4	<b>Group:</b> I	<b>Semester:</b> <b>SPRING</b>
<b>Title:</b>	<b>PSY30 – DEVELOPMENT OF PERSONALITY</b>				
<b>Faculty:</b>	<b>Frosso Motti-Stefanidi</b>				
<b>Description:</b>	<p>The class focuses on individual differences in children and adolescents' personality. Temperament and the Big Five Model, as well as the organismic approaches to children's personality, are presented and discussed. Scientific evidence on the continuity and discontinuity in personality from childhood into adulthood is examined. The impact of personality on children's and youth's adaptation with respect to developmental tasks and on their mental health are also examined. Students are asked to make a powepoint presentation in class based on scientific papers and chapters on topics such as youth's religiosity and spirituality, the development and individual differences in self-esteem, youth's self examined in cultural context, self-control and self-regulation, identity in emerging adulthood and in an era of globalization.</p>				

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b> 3	<b>ECTS:</b> 5	<b>Group:</b> -	<b>Semester:</b> <b>SPRING</b>
<b>Title:</b>	<b>PSY32 – COGNITIVE PSYCHOLOGY II</b>				
<b>Faculty:</b>	<b>Petros Roussos</b>				
<b>Description:</b>	<p>This is a compulsory 5-credit course (5 ECTS) offered every fall semester. It is the second part of an introduction to Cognitive Psychology and follows PSY32 (Cognitive Psychology I). The following topics are covered: Definition and the nature of thinking; methodological issues in the study of thinking; problem solving; reasoning; analogical thinking; creativity; decision making. Language. Metacognitive processes. Cognitive development. Consciousness. Cognition and emotions. Student assessment is based on a written final examination.</p> <p>Reading: Efklides, A. (1997). <i>Psychology of Thinking</i>. In Greek. Athens: Ellinika Grammata.</p>				

	Kahney, H. (1997). <i>Problem Solving</i> . In Greek. Athens: Ellinika Grammata. Mayer, R. E. (1992). <i>Thinking, Problem Solving, Cognition</i> . 2nd ed. New York: Freeman. Roussos, P. L. (2014) (Ed.). <i>Cognitive Psychology: Higher cognitive processes</i> . Athens: Topos.
E-class:	<a href="http://eclass.uoa.gr/courses/PPP140/">http://eclass.uoa.gr/courses/PPP140/</a>
Prerequisites:	PSY32 – Cognitive Psychology I

Type:	<b>ELECTIVE</b>	Credits:	<b>3</b>	ECTS:	<b>4</b>	Group:	<b>I</b>	Semester:	<b>WINTER</b>
Title:	<b>PSY33 – PSYCHOLOGY OF LEARNING</b>								
Faculty:	<b>Anna Aventissian-Pagoropoulou</b>								
Description:	This subject on learning and behaviour is aimed at developing general principles that are applicable both to people and to other species, in a wide variety of situations. In everyday life, classical condition responses can be seen in our emotional reactions to many different stimuli. Aversive counter conditioning is used to replace positive responses to certain stimuli (alcohol, cigarettes, etc.) with negative responses. The procedure of shaping involves reinforcing any small movement that comes closer to the desired response, and then gradually changing the criterion for reinforcement, until the desired behaviour is reached. Shaping is a common part of many behaviour modification procedures. Negative reinforcement, avoidance and punishment introduce unavoidable aversive events, which may lead to helplessness and depression in human beings. According to the social learning theory, behaviour is shaped through simply observing and imitating (or modeling) the behaviour of others. Thus, the modeling effect, the eliciting effect and the inhibitory/disinhibitory effect are discussed, as well as the very important theory and research on self-efficacy.								
E-class:	-								

Type:	<b>ELECTIVE</b>	Credits:	<b>3</b>	ECTS:	<b>4</b>	Group:	<b>I</b>	Semester:	<b>WINTER</b>
Title:	<b>PSY34 – LANGUAGE DEVELOPMENT</b>								
Faculty:	<b>Asimina Ralli</b>								
Description:	The Module “Language development” is an elective course for Psychology students. It is taught in the winter semester (3 hours per week). The content of the course comprises the following: <ul style="list-style-type: none"> <li>• Definition of language, speech and communication</li> <li>• Current theories of language development</li> <li>• Prerequisites of language development</li> <li>• Critical periods in the process of language acquisition</li> <li>• Methods for assessing language skills</li> <li>• Developmental course of language in children and adolescents <ol style="list-style-type: none"> <li>1. Preverbal communication, Language development in infancy, preschool age, school age, adolescence</li> </ol> </li> <li>• Cross-cultural data on language development</li> <li>• Language development and bilingualism</li> <li>• The contribution of family and school on language development</li> <li>• Language development in special populations</li> </ul>								
E-class:	<a href="http://eclass.uoa.gr/courses/PHYCH108/">http://eclass.uoa.gr/courses/PHYCH108/</a>								

Type:	<b>REQUIRED</b>	Credits:	<b>3</b>	ECTS:	<b>5</b>	Group:	<b>-</b>	Semester:	<b>WINTER</b>
Title:	<b>PSY37 – NEUROPSYCHOLOGY I</b>								
Faculty:	<b>Alexandra Economou</b>								
Description:	The course aims at linking behaviour and cognitive functions with their biological substrate, at the same time providing an opportunity for the student to become acquainted with current research in Neuropsychology. The following areas are covered: history of neuropsychology, basic anatomy of the brain, methods of investigation of the brain, common disorders of the nervous system, structure and function of the cerebral lobes, brain asymmetry, agnosia, aphasia, disorders of the frontal lobes, the neuropsychological evaluation, and the role of the clinical neuropsychologist. Clinical case studies related to the areas covered in the course are discussed.								
E-class:	<a href="http://eclass.uoa.gr/courses/PPP243/">http://eclass.uoa.gr/courses/PPP243/</a>								

Type:	<b>ELECTIVE</b>	Credits:	<b>3</b>	ECTS:	<b>4</b>	Group:	<b>IV</b>	Semester:	<b>SPRING</b>
Title:	<b>PSY39 – CAREER COUNSELLING</b>								
Faculty:	<b>Despoina Sidiropoulou-Dimakakou</b>								
Description:	<p>This course examines the concept of Career Counselling and relevant issues. Students become familiar with the kinds of clients who come for career counselling, the concerns they typically bring, the problems which may underlie the presenting issues, and the implications for the practice of career counselling.</p> <p>The counsellor-client interaction and the use of counselling skills are, also, examined. Additionally, the stages of screening, contracting and exploring are discussed.</p> <p>Furthermore, students will learn how tests, questionnaires and career information are used in order to enable clients' understanding, assist long term perspectives, and reduce the risk of haphazard decision making.</p> <p>Moreover, various specific issues are addressed, such as the ways career counselling is being used in organizations, the limits between career and personal counselling, various challenges and dilemmas most commonly arising for career counsellors, the evaluation of career counselling practice and methods of effective self-management for career counsellors.</p>								
E-class:	-								

Type:	<b>REQUIRED</b>	Credits:	<b>3</b>	ECTS:	<b>5</b>	Group:	<b>-</b>	Semester:	<b>SPRING</b>
Title:	<b>PSY40 – PSYCHOPATHOLOGY</b>								
Faculty:	<b>Vassiliki (Lissy) Canellopoulos</b>								
Description:	<p>The course is an introduction to adult psychopathology. More specifically, the following issues are examined and discussed:</p> <ol style="list-style-type: none"> <li>Introductory observations: <ul style="list-style-type: none"> <li>Problems in defining psychopathology</li> <li>Cultural dimensions</li> <li>Developmental parameters</li> <li>Classifications systems: <i>Diagnostic and Statistical Manual of Mental Disorders- IV –Revised (DSM-5)</i>, <i>International Classification of Diseases 10- (ICD-11)</i> <i>Psychodynamic Diagnostic Manual (PDM)</i></li> </ul> </li> <li>Historical review of psychopathology</li> <li>Contemporary approaches to psychopathology <ul style="list-style-type: none"> <li>Biological-neuro-scientific approach</li> <li>Psychoanalytic approach</li> </ul> </li> </ol>								



	<ul style="list-style-type: none"> <li>• Cognitive- behavioural approach</li> <li>• Humanistic- existential approach</li> <li>• Social- cultural approach</li> <li>• Family systems approach</li> <li>• Research: epistemology, quantitative methods, qualitative methods, ethics</li> </ul> <p>4. Psychopathological syndromes</p> <ul style="list-style-type: none"> <li>• Anxiety Disorders</li> <li>• Somatoform Disorders</li> <li>• Dissociative Disorders</li> <li>• Personality Disorders</li> <li>• Psychoses</li> <li>• Mood Disorders</li> <li>• Eating Disorders</li> <li>• Substance-Related Disorders</li> <li>• Psychosomatic Disorders</li> <li>• Sexual and Gender Identity disorders</li> <li>• Organic Syndrome</li> </ul> <p>The basic diagnostic criteria are described and clinical examples are given for each disorder. Major theoretical approaches and empirical findings regarding etiology and intervention are examined.</p>
<b>E-class:</b>	-

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY41 – ADJUSTMENT DIFFICULTIES IN THE SCHOOL AND FAMILY</b>								
<b>Faculty:</b>	<b>Fotini Polychroni</b>								
<b>Description:</b>	The course introduces students to the cognitive behaviour model as a basis for understanding difficulties presented at school and home. Functional behaviour assessment and function based intervention are discussed. The course included examples of frequently met adjustment difficulties such as ADHD, aggressive behaviour, anxiety and phobias, stress, school dropout , study skills difficulties. In terms of intervention emphasis is given on the collaboration between school and the family.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP162/">http://eclass.uoa.gr/courses/PPP162/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY42 – PSYCHOSOCIAL PROBLEMS OF SCHOOL-AGE CHILDREN AND ADOLESCENTS</b>								
<b>Faculty:</b>	<b>Frosso Motti-Stefanidi</b>								
<b>Description:</b>	In this class, the focus is on the effect of psychosocial problems (poverty, migration, divorce, adoption) on school age children’s and adolescents’ adaptation with respect to developmental tasks and mental health. The resilience developmental model, which focuses on youth that adapt well in spite of adversity, and related scientific findings are presented and discussed. Distal and proximal contextual factors and processes, as well individual-level attributes, that may account for group and individual differences in youth’s adaptation and mental health when living under adversity are examined. Students who take this class may optionally choose to write an essay in a related subject.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP110/">http://eclass.uoa.gr/courses/PPP110/</a>								

Type:	<b>REQUIRED</b>	Credits:	<b>3</b>	ECTS:	<b>5</b>	Group:	<b>-</b>	Semester:	<b>WINTER</b>
Title:	<b>PSY43 – PSYCHOLOGY OF PERSONALITY</b>								
Faculty:	<b>Frosso Motti-Stefanidi</b>								
Description:	In this class, the philosophical view of the person and other important issues in personality theory, as well as the scientific methods used to study personality, are examined. The person-situation controversy is discussed. Key concepts and principles, and related empirical findings, of the following theories of personality are examined comparatively: a) psychoanalytic and psychodynamic theories, b) behavioural approaches to personality (classical and operant conditioning and stimulus-response theories), c) trait approaches to personality, with an emphasis on the Big Five Factor model, d) social cognitive theory, and e) phenomenological theory.								
E-class:	<a href="http://eclass.uoa.gr/courses/PPP109/">http://eclass.uoa.gr/courses/PPP109/</a>								

Type:	<b>REQUIRED</b>	Credits:	<b>3</b>	ECTS:	<b>5</b>	Group:	<b>-</b>	Semester:	<b>SPRING</b>
Title:	<b>PSY44 – COUNSELING PSYCHOLOGY</b>								
Faculty:	<b>Filia Issari</b>								
Description:	The course includes the following topics: <ul style="list-style-type: none"> <li>• Introductory concepts of Counseling Psychology</li> <li>• Major theoretical approaches to counseling and psychotherapy</li> <li>• Rogerian Counseling</li> <li>• Adlerian Counseling</li> <li>• Existential Counseling</li> <li>• Counseling relationship, counseling process and issues faced by beginning counselors</li> <li>• Experiential Approach <ul style="list-style-type: none"> <li>• Development of basic counseling skills</li> <li>• Role Playing and Audio/Video/DVD Tools</li> </ul> </li> </ul>								
E-class:	<b>-</b>								

Type:	<b>ELECTIVE</b>	Credits:	<b>3</b>	ECTS:	<b>5</b>	Group:	<b>-</b>	Semester:	<b>SPRING</b>
Title:	<b>ΨΧ45 – PSYCHOLOGY OF MOTIVATION</b>								
Faculty:	<b>Frosso Motti-Stefanidi</b>								
Description:	In this class, the motives of behaviour are examined through the lens of different theories. Key concepts and principles of theories that have a biological, behavioural or cognitive basis are presented and discussed. More specifically, the focus is on a) ethology, b) psychoanalytic perspective on motives, c) Maslow's phenomenological approach to human motives, d) behavioural approaches with an emphasis on Hull's theorizing, e) Lewin's Force field analysis, f) the theory of achievement motivation, g) theories of cognitive congruity and theories of cognitive dissonance, h) self-determination theory, i) rubicon model of action phases.								
E-class:	<b>-</b>								

Type:	<b>ELECTIVE</b>	Credits:	<b>3</b>	ECTS:	<b>4</b>	Group:	<b>II</b>	Semester:	<b>WINTER</b>
Title:	<b>PSY46 – PSYCHOANALYTIC THEORIES</b>								
Faculty:	<b>Vassiliki (Lissy) Canellopoulos</b>								
Description:	Students are taught the fundamental psychoanalytic theories of personality and the constitution of the subject. Emphasis is laid on the complexity of the term personality and attempt is made to define the notion of personality, elucidate and differentiate it in contrast to the notion of subjectivity in psychoanalysis. Next								

	follows a comparison of standpoints/views on the notion and utility of theory in general, then most particularly on the theories of personality and the psychic organization. In addition, the six theories of the most important psychoanalysts are described and analysed in depth, beginning with the founder of psychoanalysis. In specific, the theories of Sigmund Freud, Sandor Ferenczi, Melanie Klein, Donald Woods Winnicott, Françoise Dolto and Jacques Lacan are described and analysed. These theories are related to clinical practice and therapy through clinical material and case studies. Moreover, different theoretical perspectives are presented, so that a further insight can be gained. The relation to the clinical practice is accomplished not only with the elaboration of the clinical cases in the work of the above-mentioned theorists and clinicians, but also with the use of videotaped sessions and discussion upon them.
<b>E-class:</b>	-

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY47 – COGNITIVE-BEHAVIOUR THEORIES OF PERSONALITY</b>								
<b>Faculty:</b>	<b>Archontoula (Diana) Charila</b>								
<b>Description:</b>	This course aims to familiarize students with the fundamental behavioral and cognitive personality theories. At the beginning the relationship between temperament and personality is discussed, under the prisma of Pavlovian typology, the psychobiological theories of Cloninger and Chess and Thomas. The essential elements of learning theories about human behaviour and personality are analyzed. Emphasis is given to the ways the thought about personality has been developed in the context of cognitive-behaviour theoretical framework: from the theory of Pavlov, Skinner and Watson, the more contemporary social-cognitive theories (Mahoney, Meichenbaum, Knfer, Bandura) the stimulus-reaction theories of Hull and Donald and Miller to Kelly's theory of cognitive constructs and the modern view of personality though the concept of schema (Beck's theory). The influence of dysfunctional personality traits of the human behaviour, as well as the personality disorders are also discussed. Through various clinical examples, the cognitive-behavioural therapy of personality disorders is indicated.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP149">http://eclass.uoa.gr/courses/PPP149</a>								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY48 – PSYCHODIAGNOSTICS: ASSESSMENT OF PERSONALITY, PSYCHIC FUNCTIONING &amp; PSYCHOPATHOLOGY</b>								
<b>Faculty:</b>	<b>Lecturer, Ph.D.</b>								
<b>Description:</b>	<p>Course description: The course introduces the student to the basic aspects of psychological assessment. The main reasons for assessment are examined as well as the usual context-referral settings. Ethical issues in assessment are discussed as is the interaction between examiner and examinee. The following methods of evaluation are studied in depth.</p> <ol style="list-style-type: none"> <li>1. The psychological interview ( adult, adolescent, child)</li> <li>2. Assessment with psychometric instruments <ul style="list-style-type: none"> <li>• Intelligence Scales- The Wechsler Adult Intelligence Scale, The Wechsler Intelligence Scale for Children-IV, The Wechsler Preschool and Primary Scale of Intelligence-III, Stanford-Binet Test, Ravens Progressive Matrices</li> <li>• Bender- Gestalt Test</li> <li>• House -Tree -Person Test</li> <li>• Rorschach Test</li> </ul> </li> </ol>								

	<ul style="list-style-type: none"> <li>• Thematic Apperception Test (T.A.T.)</li> <li>• Children's Apperception Test (C.A.T.)</li> <li>• Minnesota Multiphasic Personality Inventory- (MMPI)</li> </ul> <p>Clinical examples evaluated with each method of assessment are presented and discussed. Students are taught how to write a psychological evaluation-test report.</p>
<b>E-class:</b>	-

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY51 – CLINICAL PSYCHOLOGY I</b>								
<b>Faculty:</b>	<b>Archontoula (Diana) Charila</b>								
<b>Description:</b>	<p>This course introduces the student to the basic dimensions of the field of contemporary Clinical Psychology, that is assessment, intervention, prevention and research. The course begins with a description of the scientist- practitioner model followed by a historical review of the development of the field, a review of the basic ethical principles and finally a review of training models across the globe. Then the basic contemporary theoretical models with respect to etiology and intervention are presented, that is, the psychodynamic model, the cognitive behavioural model, the family-systems theory model and the existential -humanistic model. Clinical examples are provided within each theoretical framework with emphasis on evidence-based findings.</p> <p>Assessment methodology is also studied, particularly (1) the clinical interview (2) assessment of cognitive functioning using instruments such as the Bender-Gestalt test, the Wechsler series (WAIS, WISC, WPPSI), the Stanford-Binet Test, Raven's Progressive Matrices (3) assessment of psychopathology, personality organization, psychic functioning with self-report questionnaires such as the Minnesota Multiphasic Personality Inventory (M.M.P.I.), the Millon Multiaxial Clinical Inventory (MMCI) as well as with projective techniques such as the Rorschach Inkblot test, the Thematic Apperception Test (T.A.T.), the Children's Apperception Test (C.A.T.), and the House-Tree-Person test.</p> <p>Moreover, the application of Clinical Psychology methods i.e. assessment, intervention, research with special groups such as refugees, immigrants, single parents families, minorities, LGBT, HIV infected individuals are examined in depth. Current epistemological issues regarding research in the field are reviewed and research in various areas of the field of Clinical Psychology is presented and discussed.</p> <p>Finally preventive programmes with respect to the entire age span that is children, adolescents and adults are presented and discussed. (e.g. programmes for high risk populations such as children of parents with severe mental disorders, smoking cessation programmes, programmes for the prevention of sexually transmitted diseases).</p>								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>IV</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY53 – PSYCHOLOGY OF LANGUAGE</b>								
<b>Faculty:</b>	<b>Spyridon Tantaros</b>								
<b>Description:</b>	<p>Definition of language and its characteristics. The ontogenesis of speech. Human language, ape language and artificial intelligence. The distinction between language and speech. Phonetic, phonological, lexical, morphological and syntactical data. Pragmatics of human language. The biological bases of the language. The development of language in children. Language and thought. Word recognition, study of the mental dictionary, interpretation of the psychological meaning of the word.</p>								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY54 – PSYCHOLOGY OF LEARNING DISABILITIES</b>								
<b>Faculty:</b>	<b>Fotini Polychroni</b>								
<b>Description:</b>	This course aims at introducing students to the fundamental concepts and the current theoretical approaches of learning disabilities. It includes the following areas: The concept and dimensions of learning disabilities. Aetiology and taxonomy. Cognitive, metacognitive, learning and psychosocial characteristics of reading, comprehension, orthography, writing and math disabilities. Assessment of learning disabilities including standardised and informal assessment. Intervention programmes for learning disabilities at an individual and at a school level and provision of school psychological services.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP363/">http://eclass.uoa.gr/courses/PPP363/</a>								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY56 – CROSS-CULTURAL PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Vassilis Pavlopoulos</b>								
<b>Description:</b>	Cross-Cultural Psychology is a required course for Psychology students. It is taught in the spring semester (3 hours per week) and it corresponds to 5 ECTS units. The content of the course comprises the following: Goals and scope of Cross-Cultural Psychology; historical roots and relations with other disciplines; methodological issues: the emic-etic distinction, levels of analysis, data equivalence; similarities and differences in behaviour across cultures: cognitive styles, intelligence, child development and cultural transmission, personality and social behaviour, values, individualism and collectivism, gender issues, aggressive behaviour; acculturation and intercultural relations. Grading is based on (a) a 2-hour written exam, or alternatively (b) a written assignment, i.e., a long essay comprising literature review or a research project on a specific topic (for Erasmus students only). A 10-point grading scale is used (where 10='excellent', 5='pass', 1-4='fail').								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP100/">http://eclass.uoa.gr/courses/PPP100/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY57 – PSYCHODYNAMIC APPROACHES IN PSYCHOTHERAPY</b>								
<b>Faculty:</b>	<b>Anna Christopoulou</b>								
<b>Description:</b>	Psychoanalysis has been the basis for the development of various therapeutic approaches. This course begins with a review of psychoanalysis as a developmental theory, a theory of personality, psychic functioning, and psychopathology, a method of therapeutic intervention, a research methodology and a theory of theories (metapsychology). Major theoretical orientations i.e. Freud's basic positions, The Kleinian approach, The Object Relational School, Ego Psychology, Self- Psychology, The Interpersonal Approach, Inter-subjective Approach, Relational Approach are then discussed. Fundamental principles of psychoanalytic psychotherapy with adults, adolescents and children are presented with clinical examples. Then, psychoanalytic psychotherapy approaches for specific problems such as psychosomatic syndromes, psychosis, eating disorders, and drug addictions are discussed. Research approaches, qualitative and quantitative are reviewed with emphasis on contemporary findings regarding psychotherapy outcome research.								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY58 – COGNITIVE-BEHAVIOUR APPROACHES TO PSYCHOTHERAPY</b>								
<b>Faculty:</b>	<b>Archontoula (Diana) Charila</b>								
<b>Description:</b>	The course focuses on the basic principles of the Cognitive-Behaviour Therapy (CBT) as well as the philosophical and psychological roots of it. The course links the theory with the practice, analyzing the basic elements of CBT. Emphasis is given to the cognitive conceptualization approach, the therapeutic relationship and the therapeutic techniques. The course tries to indicate the application of CBT to main adults' disorders and merely to adolescents' ones.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP204/">http://eclass.uoa.gr/courses/PPP204/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>3</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY60 – SOCIAL INTEGRATION AND CARE OF PEOPLE WITH DISABILITIES AND THEIR FAMILIES</b>								
<b>Faculty:</b>	<b>Vasiliki Sapouna</b>								
<b>Description:</b>	<p>In recent decades, the approach to disability issues and to social integration of the disabled is characterized by a continuous development as a result of the maturation and effectiveness of the claims of the disability movement, as well as the development of scientific knowledge in the field of social and human sciences.</p> <p>This course focuses on the approach of disability based on the combination of the social and systemic theoretical model and the medical model, as well, with priority being given to the emergence of the social dimension.</p> <p>Therefore, the main highlighted points will concern:</p> <ul style="list-style-type: none"> <li>• Introductory definitions/concepts of disability</li> <li>• Social integration of the disabled</li> <li>• Systemic theory of disability</li> <li>• Vulnerable groups of people with disabilities and their families</li> <li>• Social stereotypes, stigma</li> <li>• Economic difficulties</li> </ul> <p>Last but not least, another main point to be affected is the concept of the disabled social exclusion, not only as a failure to access goods and services, but at any level involved, as well as all the relevant contemporary research data.</p>								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PSYCH159/">http://eclass.uoa.gr/courses/PSYCH159/</a>								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY61 – RESEARCH METHODS IN PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Kostas Mylonas</b>								
<b>Description:</b>	Basic concepts and Philosophy of Science background; types of and stages in scientific research; selection and formulation of the research problem; construct and operational definitions. Fundamental concepts in sampling and probability theory; sampling methods; extraneous effects on the correlation coefficient. Research designs (exploratory, correlational, causal and experimental), introduction to experimental methodology. Sample selection, probability theory and sample size; extraneous variables, control of extraneous effects. Basic concepts in measurement theory, research instruments and procedures in data collection, research instrumentation (questionnaire, interview, observation methods). Preparation of the research report.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP393/">http://eclass.uoa.gr/courses/PPP393/</a>								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY62 – STATISTICS IN THE BEHAVIOURAL SCIENCES I</b>								
<b>Faculty:</b>	<b>Kostas Mylonas</b>								
<b>Description:</b>	Statistical analysis as a concept and a tool; variables; measures and metric scales. Probability concepts and variable distributions; distribution forms and properties. The concept of central tendency; the concept of dispersion; central tendency statistics; dispersion statistics. The bivariate distribution and its extension to more than two variables; graphical representation of statistical outcomes. Scatter gram applications and statistical assumptions. The correlation coefficient and its applications. Individual scores' evaluation and standardisation statistics. Introduction to statistical inference: theoretical concepts and inferential statistics designs.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP349/">http://eclass.uoa.gr/courses/PPP349/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>IV</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY63 – PSYCHOMETRICS I</b>								
<b>Faculty:</b>	<b>Kostas Mylonas</b>								
<b>Description:</b>	Theoretical and metric background in psychometrics. Brief historical facts, types, use, advantages and disadvantages of psychometric testing, theory of true scores; reliability and validity of psychometric instruments. Methods for the detection and control of measurement error; item-facility and item-discrimination indices. Item Response Theory and the one-parameter logistic model; developmental approach in measurement through linear and non-linear functions; bias in measurement and item configuration through item and factor analysis. Fundamental concepts and methods in test standardization.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP375/">http://eclass.uoa.gr/courses/PPP375/</a>								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>5</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY65 – STATISTICS IN THE BEHAVIOURAL SCIENCES II</b>								
<b>Faculty:</b>	<b>Kostas Mylonas</b>								
<b>Description:</b>	General principles and procedures in statistical inference; set theory, combinatorics, probability basics. Theoretical (sampling) distributions. The sampling standard deviation. Confidence limits and parameter estimates; hypothesis testing, statistical criteria and statistical significance, statistical errors and power analysis. Goodness-of-fit tests for single and cross-tabulated frequencies. One-way and two-way analysis of variance (randomized blocks designs). Analysis of covariance. Post-hoc and a-priori comparisons. Parametric and non-parametric statistical methods in analysis of variance designs. Mixed-model analysis of variance designs (within and between subject factors). Statistical significance of the correlation coefficient; statistical significance of the difference between two correlation coefficients. Linear regression analysis. Introduction to exploratory and confirmatory factor analysis and other multivariate techniques.								
<b>Prerequisites:</b>	PSY62 - Statistics in the Behavioural Sciences I								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP400/">http://eclass.uoa.gr/courses/PPP400/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>IV</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY66 – EXPERIMENTAL PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Alexandra Economou</b>								
<b>Description:</b>	The course introduces the students to the experimental method in psychology and covers the basic principles of designing and carrying out experiments. The following areas are included: the experimental research approach, defining the research problem, the ethics of research, criteria of causality, types of variables, experimental designs, single subject design, hypothesis testing, and external validity. The application of the experimental method in different areas of psychology is emphasized and the student is given an opportunity to conduct, write and present a brief experimental research study.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP148/">http://eclass.uoa.gr/courses/PPP148/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>III</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY67 – PSYCHOLOGY OF GENDER RELATIONS</b>								
<b>Faculty:</b>	<b>Aikaterini Gari (Assistant: Laoura Alipranti-Maratou)</b>								
<b>Description:</b>	In the framework of that course, the main issues of gender relations are approached interdisciplinary, in terms of sociological, psychological, pedagogical and legal dimensions. The course examines how the gender effects on the different levels of social development, such as the person's values, perceptions and behaviors. The lectures will be consisted by the contemporary debate over the biological sex (sex) and social sex (gender), and the contribution of the women's movement concerning the abolition of traditional perceptions and stereotypes. Furthermore, during this course it will be examined the development of gender relationships in the individual from pre-school to youth, as well as the creation of male and female gender identity. References will occur on the most important factors that influence gender relationships, essentially the family, the school and the social environment in general. The course's psychological aspects, will also include classic psychoanalytic theories of Adler, Jung, Horney and Maucó. Gender as well is considered as a factor of differentiation within the educational process (intelligence, behavior, performance) through teachers' attitudes, the context of the educational and children's books, etc. Additionally, gender relations are examined in relation to the structural changes that took place inside the family, as a result of the urbanization and industrialization, while the emphasis is given on the new family models and the past and present social roles of both men and women.								
<b>E-class:</b>	- <a href="http://eclass.uoa.gr/courses/PPP567/">http://eclass.uoa.gr/courses/PPP567/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>IV</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY68 – PSYCHOMETRICS II</b>								
<b>Faculty:</b>	<b>Kostas Mylonas</b>								
<b>Description:</b>	Concepts and issues in test standardisation. Fundamentals and application of factor analysis in psychometrics and in respect to the factorial equivalence of psychological assessment instruments across populations. Laboratory-type projects are assigned to the students, who under supervision administer a number of the following standardized for the Greek population tests (Hellenic WISC-III, AthenaTest, Learning Difficulties Tests, Greek Language Adequacy Test, Greek ADHD-IV test, and more).								
<b>Prerequisites:</b>	PSY63 - PsychometricsI								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP429/">http://eclass.uoa.gr/courses/PPP429/</a>								



<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>IV</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY72 – MULTIVARIATE STATISTICS</b>								
<b>Faculty:</b>	<b>Kostas Mylonas</b>								
<b>Description:</b>	Fundamental concepts in multivariate research and multivariate statistical analysis. Definition of multivariate assumptions and their testing. The chi-square and the Mahalanobis' D-square criteria in multivariate outliers detection. Sphericity and generalization of the bivariate normal distribution. Introduction to the General Linear Model and its applications. Brief overview of multivariate regression analysis. Principal components analysis. Factor analysis. Cluster analysis. Multidimensional scaling and trigonometric transformations of the solutions. Brief overview of other multivariate statistical methods (canonical correlation, multivariate analysis of variance and covariance, discriminant function analysis).								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP428/">http://eclass.uoa.gr/courses/PPP428/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY73 – HEALTH PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Maria Loumakou</b>								
<b>Description:</b>	<ul style="list-style-type: none"> <li>• Introduction in Research and Applied Health Psychology.</li> <li>• Biopsychosocial Model- factors related to the appearance, course and outcome of the disease.</li> <li>• The relationship between personality and health behaviors.</li> <li>• Factors- Choice models related to health behaviors, health beliefs and disease cognitions.</li> <li>• Health related behaviors (smoking, diet, obesity, alcohol, exercise, sex, etc).</li> <li>• Chronic disease and disability consequences.</li> <li>• Terminal disease, Loss and Bereavement.</li> <li>• Prevention and Health Promotion.</li> <li>• Post-traumatic stress disorder, coping strategies, post-traumatic growth.</li> <li>• Pain, Stress.</li> <li>• Quality of Life, well-being, of healthy individuals and patients.</li> <li>• Burn-out.</li> <li>• Health staff and patients: relationships and effective communication skills.</li> </ul>								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>IV</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY74 – SPORT PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Maria Psychountaki</b>								
<b>Description:</b>	<p>Objectives of the course:</p> <ol style="list-style-type: none"> <li>1. The analysis of the psychological concepts that help to monitoring athletic behaviour and maximize athletic effort and performance.</li> <li>2. Information on international research and literature on sports psychology issues.</li> <li>3. Understanding of psychological abilities and skills measurement techniques. .</li> <li>4. Familiarization with planning and conduct of research in the field of Sport Psychology.</li> </ol> <p>Content of the course:</p> <p>Defining Sport and Exercise Psychology. Personality and sport. Motivation. Arousal, stress and anxiety. Improving athletes' performance – Psychological skills training. Leadership in sport. Group cohesion in sport. Sport participation and children's psychological development. Physical activity and psychological well-being. Athletic injuries and psychology. Aggression in Sport.</p>								

**E-class:** <https://eclass.uoa.gr/courses/PHED278/>

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY75 – PSYCHOLOGICAL COUNSELING IN THE SCHOOL COMMUNITY</b>								
<b>Faculty:</b>	<b>Chryse Hatzichristou</b>								
<b>Description:</b>	<ul style="list-style-type: none"><li>⇒ School psychology and counseling in the school community<ul style="list-style-type: none"><li>• Current developments and the role of school psychologist</li><li>• Approaches incounseling</li><li>• Levels of counseling: Individual, group, system</li></ul></li><li>⇒ Counseling procedure<ul style="list-style-type: none"><li>• Stages of counseling, counseling skills, special issues</li></ul></li><li>⇒ Consultation in the school community<ul style="list-style-type: none"><li>• Definition and conceptual approaches</li><li>• Dimensions, characteristics and stages of consultation</li><li>• Theoretical approaches, models of school-based consultation</li><li>• Training of consultants</li></ul></li><li>⇒ Psychological interventions for children and adolescents<ul style="list-style-type: none"><li>• Group counseling with children and adolescents</li></ul></li><li>⇒ Crisis Management Counseling<ul style="list-style-type: none"><li>• Types of crisis</li><li>• Phases-stagesofcrises</li><li>• Goals of Crisis Management Counseling</li><li>• General principles of counseling and crisis intervention</li><li>• Crisis Intervention: The role of the school psychologist</li></ul></li><li>⇒ Implementation of school psychological services in the school community: The Greek experience</li></ul>								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PSYCH115/">http://eclass.uoa.gr/courses/PSYCH115/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY76 – PREVENTION AND INTERVENTION IN THE FAMILY AND SCHOOL</b>								
<b>Faculty:</b>	<b>Chryse Hatzichristou</b>								
<b>Description:</b>	<ul style="list-style-type: none"><li>⇒ Prevention and promotion of mental health in family and school<ul style="list-style-type: none"><li>• Current trends in the provision of counseling services</li><li>• Theoretical approaches- development of conceptual framework</li></ul></li><li>⇒ Current trends in school psychology<ul style="list-style-type: none"><li>• Social and Emotional development and education</li><li>• Resilience</li><li>• Positive school climate</li><li>• School and family collaboration and partnership</li></ul></li><li>⇒ Issues related to children's adjustment and support in school and family<ul style="list-style-type: none"><li>• Students with chronic illness</li><li>• Family and loss</li><li>• Family and parental separation</li><li>• Family and adoption</li><li>• Children who grow up in institutions</li></ul></li><li>⇒ Selected programmes that link theory, research and intervention in schools: The Greek experience</li></ul>								
<b>E-class:</b>	<a href="https://eclass.uoa.gr/modules/auth/courses.php?fc=476">https://eclass.uoa.gr/modules/auth/courses.php?fc=476</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>III</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY78 – APPLIED SOCIAL PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Vassilis Pavlopoulos</b>								
<b>Description:</b>	Applied Social Psychology is an elective course for Psychology students. It is taught in the winter semester (3 hours per week) and it corresponds to 3 ECTS units. The purpose of the course is twofold: (a) to familiarize students with the general frameworks and domains of applications of basic social psychological theories, including health and prevention, consumer behaviour, environmental issues, organizations, mass media, law, politics, aggression and violence; and (b) to enhance students' skills on research planning, literature review, and essay writing. Grading is based on (a) a 2-hour written exam, and or (b) a written assignment, i.e., a 3500-word report of a research project on a specific topic. A 10-point grading scale is used (where 10='excellent', 5='pass', 1-4='fail').								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP107/">http://eclass.uoa.gr/courses/PPP107/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY79 – FAMILY AND DEVELOPMENT</b>								
<b>Faculty:</b>	<b>Spyridon Tantaros</b>								
<b>Description:</b>	The main approaches to family study: a short historical review, the General Theory of Systems, family as a system. Family as a frame of child development. Family function assessment. Parenting, communication, roles, dysfunctioning and consequences to child (emotional, learning, etc.).								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>III</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY84 – PSYCHOLOGY OF COMMUNICATION</b>								
<b>Faculty:</b>	<b>Antonia Papastyliaou</b>								
<b>Description:</b>	The aim of the course is to provide students with a thorough understanding of the importance of effective communication in the complexity of modern life. The specific learning outcomes of the course are: (a) to introduce students into the perception of Communication as a process and as a behaviour, to present the principles of communication, as well as, the importance of context, values, needs and purposes of communication (b) To recognize the importance of perception, listening (listening procedures, active listening), self in communication (self-awareness, self-consciousness, self-esteem, self-disclosure), as well as that of gender (c) To understand interpersonal relationships, friendship and primary relationships through communication. (d) To understand the importance of emotions when sending and decoding a message, and thereby to deepen the knowledge on the importance of non-verbal communication. (e) A further objective of the course is the examination of ineffective communication and the need for its restoration through therapeutic / counseling processes and skills required at various levels (individual, professional for mental health and care professionals). (f) Finally, students are introduced to cultural and communication issues, cultural adaptation and implications of effective cross-cultural communication. Grading is based on (a) a 2-hour written exam (6 points), and (b) a written assignment, i.e., a 3000-word report of a research project on a specific topic (4 points). A 10-point grading scale is used (where 10='excellent', 5='pass', 1-4='fail').								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	
<b>Title:</b>	<b>PSY86 – PSYCHOANALYSIS AND LANGUAGE</b>								
<b>Faculty:</b>	<b>Vassiliki (Lissy) Canellopoulos</b>								
<b>Description:</b>	<p>Psychoanalytic theory and clinic are particularly interested in language, through which actually emerges the subject of speech. Therefore, the content of this course is about the presentation of the relation between language and psychoanalysis. Initially, we mention and highlight the potential Freudian theory for the language, through the work of S. Freud. Thereafter, takes place a presentation of essential elements in linguistics through the theory of F. de Saussure, which Lacan has borrowed and modified, so that he could make possible a presentation of his crucial hypothesis «the unconscious is structured as a language». The Lacanian thought upon the nature and contribution of language in the process of the etiology of the subject and subjectivity undergoes a long evolutionary process, whose illustrations are presented in the course: signifier, signified, value, speech, barrier resisting signification, autonomy of the signified, formations of the unconscious, psychoanalytic sign, linguistic sign, shape of communication. The course is articulated through the elaboration and study of a case of a psychotic child which leads to the non verbal elements existing in the birth of speech and in the speech as a body metaphor. Moreover, through the elaboration of three cases (of a healthy infant and two clinical cases) the concept and the process of the emergence of the speaking subject are illuminated.</p>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY88 – FUNDAMENTAL PSYCHOANALYTIC CONCEPTS: LACANIAN APPROACH</b>								
<b>Faculty:</b>	<b>Vassiliki (Lissy) Canellopoulos</b>								
<b>Description:</b>	<p>The course consists of the presentation and elaboration of basic psychoanalytic concepts, as introduced and developed in Freud's and predominantly in Lacan's work. Therefore, there is a constant reference to the Freudian and Lacanian theory and practice and their relation to the psychoanalytic practice, on one hand through the psychoanalytic conceptual framework regarding the theoretical field, on the other hand through the basic psychoanalytic categories emerging from the psychic processes in clinical practice. The emphasis on the Lacanian teaching illuminates the re-reading of Freud from a theoretical and clinical perspective. Indicative fundamental categories presented in the course are: Oedipus complex, paternal function, paternal metaphor, symptom. Apart from the presentation, definition and elaboration of the above mentioned concepts, the course is enriched with paradigms and it is related to the Freudian and Lacanian clinical practice (clinical material, case studies).</p>								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY89 – PSYCHOANALYTIC CLINIC: LACANIAN APPROACH</b>								
<b>Faculty:</b>	<b>Vassiliki (Lissy) Canellopoulos</b>								
<b>Description:</b>	<p>The course deepens the theories discussed in PSY46, especially the theories of Sigmund Freud and Jacques Lacan. It initially consists in the presentation and elaboration of the Freudian and Lacanian work in parallel. Then it goes deeper especially into the Lacanian clinical practice. In specific, on the one hand the development of Lacan's thought and consideration of the constitution of the subject and the choice of the psychic structure and on the other hand the explanation of fundamental concepts and categories of Lacanian psychoanalytic theory are presented as they exist in the conceptual framework of the Lacanian thought and as</p>								

they emerge in the clinical practice. Therefore emphasis is laid on the psychoanalytic clinical practice and therapy with the following main reference and deepening points to: symptom, demand-desire, object, jouissance, etiogenesis of the subject, the locus of the analyst, the desire of the analyst. The course is accompanied with several clinical references, study and elaboration of clinical cases in which the fundamental Lacanian categories and the procedure of analytic therapy are illuminated.

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>IV</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY90 – APPLIED COGNITIVE PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Petros Roussos</b>								
<b>Description:</b>	<p>This is an elective 3-credit course (3 ECTS) that is offered every fall semester. The following topics are covered: History and methods of applied cognitive psychology; memory improvement; everyday memory; face identification; working memory and performance limitations; biological cycles and cognitive performance; drugs and cognitive performance; intuitive statistics, judgements and decision making; dyslexia; human-computer interaction; divided attention and dual-task performance.</p> <p>Student assessment is based on class participation and performance on a written examination and a long essay on a topic of the student's own choice within the areas covered in the course.</p> <p>Reading: Esgate, A., &amp; Groome, D. (2005). <i>An introduction to applied cognitive psychology</i>. Hove, UK: Psychology Press.</p>								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP164/">http://eclass.uoa.gr/courses/PPP164/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY91 – PSYCHOLOGICAL APPROACHES FOR THE INTERVENTION OF LEARNING DISABILITIES</b>								
<b>Faculty:</b>	<b>Fotini Polychroni</b>								
<b>Description:</b>	<p>The aim of this course is to present empirically driven effective intervention programmes for learning disabilities. The following areas are covered: Typical stages of literacy acquisition. Types of intervention programmes. Characteristics of intervention programmes for reading, comprehension, orthography and writing difficulties. Improvement of phonological awareness, vocabulary and cognitive and metacognitive skills. Designing an individual intervention programme. Intervention programmes at classroom level such as Response to Intervention. Indices of programme effectiveness. During lectures examples of specific intervention programmes are described and videos are shown of how these programmes are implemented.</p>								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP291/">http://eclass.uoa.gr/courses/PPP291/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY92 – EVALUATION OF COGNITIVE AND LEARNING ABILITIES</b>								
<b>Faculty:</b>	<b>Fotini Polychroni</b>								
<b>Description:</b>	<p>The aim of this course is to present and critically review current approaches of multidimensional psychological assessment of school age children. The thematic units covered in the course are the following: Traditional and current methods of assessment. The nature and characteristics of intelligence. Theories of intelligence. Formal and informal assessment. Curriculum based assessment, assessment through learning stages, authentic assessment. Assessment of cognitive skills. Assessment of</p>								

	learning strategies and study skills. Assessment of socioemotional skills, attitudes and motivation. Computer based assessment. Assessment of children with special educational needs. Assessment ethics. During the lectures, specific tests on the above mentioned assessment areas are demonstrated.
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP362/">http://eclass.uoa.gr/courses/PPP362/</a>

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY93 – COUNSELING PSYCHOLOGY: SPECIAL TOPICS</b>								
<b>Faculty:</b>	Filia Issari								
<b>Description:</b>	<ul style="list-style-type: none"> <li>• Therapeutic Realities</li> <li>• Open Dialogue</li> <li>• Ethics and Counseling</li> <li>• Addiction</li> <li>• Experiential Approach</li> <li>• Role Playing and Audio/Video/DVD Tools</li> </ul> <p>Topics may vary.</p>								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY94 – CURRENT APPROACHES IN COUNSELING PSYCHOLOGY</b>								
<b>Faculty:</b>	Filia Issari								
<b>Description:</b>	<p>Socio-cultural and historical roots of Counseling Psychology</p> <ul style="list-style-type: none"> <li>• Current theoretical approaches and trends in Counseling Psychology</li> <li>• Multicultural Counseling &amp; Social Justice</li> <li>• Narrative Counseling (constructivist and social constructionist approaches)</li> <li>• Feminist Counseling</li> <li>• Experiential Approach</li> <li>• Role Playing and Audio/Video/DVD Tools</li> </ul>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>IV</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>ΨΧ95 – QUALITATIVE METHODS IN PSYCHOLOGICAL RESEARCH</b>								
<b>Faculty:</b>	Filia Issari								
<b>Description:</b>	<ul style="list-style-type: none"> <li>• Introduction to qualitative research methods</li> <li>• Theoretical and epistemological perspectives and philosophical debates</li> <li>• Qualitative methods for data collection</li> <li>• Data analysis –Thematic analysis</li> <li>• Complex questions of validity and reliability in qualitative approaches</li> <li>• Search ethics in Qualitative Research</li> </ul>								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY97 – APPLIED ISSUES ON PSYCHOPATHOLOGY OF THE ELDERLY</b>								
<b>Faculty:</b>	Anna Aventissian-Pagoropoulou								
<b>Description:</b>	The subject addresses three major areas: 1. The epidemiology of major mental disorders of the aged population, 2. The subtleties of recognizing impaired mental or personality functioning in this population, and 3. The myths and stereotypes about aging that interfere with the differentiation of the diagnosis.								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY100 – HEALTH PSYCHOLOGY: CLINICAL INTERVENTIONS</b>								
<b>Faculty:</b>	<b>Maria Loumakou</b>								
<b>Description:</b>	<ul style="list-style-type: none"> <li>• Effects of chronic disease on children, adolescents and family. Strategies to minimize negative effects, facilitate adjustment and promote compliance.</li> <li>• Age related Attitudes, Beliefs and Social Representations of Disease.</li> <li>• Clinical interventions for children and adolescents suffering from diabetes, asthma, epilepsy, disabilities, HIV/AIDS and cancer as well as for their families.</li> <li>• Quality of Life of children and adolescents suffering by a chronic disease. Coping and adjustment strategies.</li> <li>• The mourning in children and adolescents, the dying child.</li> <li>• Hospitalized children/ adolescents: supporting them before, during and after hospitalization or surgery.</li> <li>• Consequences of hospitalization for children/ adolescents, the healthy siblings and their parents. Needs and suggested interventions.</li> <li>• Supporting children (and their parents) in Intensive Care Unit.</li> </ul>								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY101 – INTRODUCTION TO PSYCHOANALYSIS: THEORY &amp; PRACTICE</b>								
<b>Faculty:</b>	<b>Anna Christopoulou</b>								
<b>Description:</b>	<p>The purpose of the course is to introduce the student to the basic dimensions of contemporary psychoanalytic theory and practice. The history of the psychoanalytic movement is presented beginning with work of Sigmund Freud and including the most fundamental approaches that followed (Melanie Klein, Anna Freud, Donald Winnicott, Wilfred Bion, etc.) Psychoanalytic cases are presented so that the student is exposed to the psychoanalytic approach in the context of clinical practice. Basic concepts such as transference and counter-transference, mechanisms of defense, dreams, resistance, interpretation and termination are studied through clinical examples. Clinical dilemmas including therapeutic impasse, enactment, acting-out and the negative therapeutic reaction are described in detail. Current research approaches i.e. the case study, outcome research, process research, developmental research and conceptual research are presented and discussed.</p>								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY102 – PSYCHO-EDUCATION OF THE FAMILY ON AGING</b>								
<b>Faculty:</b>	<b>Anna Aventissian-Pagoropoulou</b>								
<b>Description:</b>	<p>The vast majority of frail older adults do not reside in institutions but in community, where the major channel for assistance is family members. Family caregivers have been identified as the “hidden victims”, experiencing emotional burden, in addition to their caregiving responsibilities. The specific interventions designed for them include psychosocial support, information on the dementia and depression, as well as problem identification related with either of them.</p>								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY103 – SPECIAL ISSUES IN CLINICAL PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Archontoula (Diana) Charila</b>								
<b>Description:</b>	This course copes with the study of individual or social subjects in the society. Within the present social conditions, it focuses on the interactions among the subjects as well as the procedures the subjects join a coded structured social dynamic. The course also aims to explore the social and cultural factors which are related to the etiology of mental illness. The course deals with various clinical issues, such as, mental health, attitudes and values, community psychology, immigrants, women issues, prejudice, as well as substance abuse.								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>II</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY104 – SPECIAL ISSUES IN HEALTH PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Maria Loumakou</b>								
<b>Description:</b>	<ul style="list-style-type: none"> <li>• Clinical interventions of Health Psychology in adults: analytical presentation.</li> <li>• Stages and goals of the clinical interventions in Health Care Setting. Health Psychologist’s Clinical skills.</li> <li>• Counselling in Health Care Settings for the patient and the family. Suggested techniques are presented analytically, clinical examples are provided.</li> <li>• Chronic disease interventions for cardiovascular diseases, diabetes, HIV/ AIDS, disabilities, and cancer. Analytical clinical examples are provided.</li> <li>• Genetic Counselling, Counselling in Assisted Pregnancy.</li> <li>• Counselling for loss. Terminal Care and Bereavement. Tasks in bereavement counselling. Complicated Mourning.</li> <li>• Guidelines for giving information. The structure of the counselling session. Approaches to announcing the “bad news”.</li> </ul>								
<b>E-class:</b>	-								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>IV</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY106 – NEUROPSYCHOLOGY II</b>								
<b>Faculty:</b>	<b>Alexandra Economou</b>								
<b>Description:</b>	The course covers brain-behaviour relationships and analyzes the basic neuronal mechanisms of the main neuropsychological disorders/syndromes that the psychologist is likely to encounter in clinical practice. Emphasis is placed on disorders that are characterized by some form of memory dysfunction. Specifically, the course covers an introduction to each disorder, representative clinical case studies, differential diagnosis, a detailed description of the symptoms that characterize the disorder, the neuropsychological tests that are used for the establishment of the symptoms, the demographic, psychological, physiological and predisposing factors, the pathophysiology of the disorder, its prognosis, and therapeutic interventions.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP301/">http://eclass.uoa.gr/courses/PPP301/</a>								
<b>Prerequisites:</b>	PSY37 – Neuropsychology I								



<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>IV</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY109 – PSYCHOLOGY OF THE INTERNET</b>								
<b>Faculty:</b>	<b>Petros Roussos</b>								
<b>Description:</b>	The module focuses on the research in Cyberpsychology which studies human interaction through the Web and social media. Cyberpsychology examines closely other technologies too, including mobile computing, gaming, artificial intelligence, virtual reality and augmented reality, but the internet has undoubtedly become ubiquitous in 21st century living. It's therefore not surprising that there is growing interest in learning about the role of the internet in our day to day lives. Do we behave differently online? How do we deal with impression management online? How is the internet used to initiate and maintain relationships? During this module we will look at research and theories which attempt to help us understand the answers to these types of questions. We will look at how people behave online, the strategies that are used online to develop one's identity, and the attributes of the internet that contribute to positive outcomes (e.g. developing relationships) and negative outcomes (e.g. internet 'addiction').								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP276/">http://eclass.uoa.gr/courses/PPP276/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>IV</b>	<b>Semester:</b>	
<b>Title:</b>	<b>PSY114 – ETHICS AND CODE OF CONDUCT IN PSYCHOLOGY</b>								
<b>Faculty:</b>	<b>Adjunct Faculty Member</b>								
<b>Description:</b>	Psychology, as a social science including knowledge and applications, has its scientific and social aspect but also its own political and ethical dimension. Thus, psychologists have to be aware of the Ethics in Psychology, associated with human values of respect for people, mental integrity and dignity, regardless of any kind of particular characteristics. The Code of Conduct-Deontology for psychologists refers to the above values in such a way that Ethics in Psychology and the Code of Conduct of psychologists are two issues of great importance and mutual, continuous interaction. In other words, respect to the individuals' mental integrity is a human right, but its acceptance is a practical implementation on behalf of psychologists, in the areas of everyday practice, scientific research and teaching of psychology courses. Thus, the Code of Conduct, as a set of professional principles and rules has to be employed by every psychologist, male and female, in every relative professional setting.								

<b>Type:</b>	<b>REQUIRED</b>	<b>Credits:</b>	<b>9</b>	<b>ECTS:</b>	<b>12</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>WINTER&amp; SPRING</b>
<b>Title:</b>	<b>PSY117 &amp; PSY118 – INTERNSHIP PRACTICE</b>								
<b>Faculty:</b>	<b>Internship Practice Committee (Coordinator: Archontoula Charila)</b>								
<b>Description:</b>	The purpose of the Internship Practice is to familiarize students with the professional work of the psychologist. This is achieved (a) by observing professional psychologists in actual work settings, and (b) by carrying out limited tasks under supervision, i.e., with the responsibility and under the guidance of an approved psychologist. Students are exposed to activities relevant to the professional work of a psychologist, such as psychological assessment, counseling, psychotherapy sessions, professional meetings, educational events (e.g., seminars), and administrative tasks. The internship practice lasts 160 hours. It takes place during the fourth year of studies, within a period of no less than two months, and it is rated on a 'pass'/'fail' basis. The Internship Practice Committee is assigned with the organization and coordination of the whole procedure, which involves a preparatory seminar, positioning of students to vacancies, communication with the supervisors and the units, and accreditation of students.								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PPP135/">http://eclass.uoa.gr/courses/PPP135/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>9</b>	<b>ECTS:</b>	<b>16</b>	<b>Group:</b>	<b>-</b>	<b>Semester:</b>	<b>WINTER &amp; SPRING</b>
<b>Title:</b>	<b>PSY119 &amp; PSY120 – DEGREE THESIS</b>								
<b>Faculty:</b>	<b>Faculty Members of the Department of Psychology</b>								
<b>Description:</b>	During semesters G and H students must conduct a Degree Thesis on a psychological research topic under the supervision of a faculty member of the Department of Psychology. The choice of the research topic is an issue of collaboration with the supervisor and it has to be reported to the Secretariat of the Department of Psychology at the beginning of the semester of study. Final approval of the Degree Thesis is given by a two-member examining committee. The Degree Thesis is rated on a scale of 0-10 and it is equivalent to 9 credits (16 ECTS).								
<b>Prerequisites:</b>	PSY121 – Degree Thesis Seminar								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>SPRING</b>
<b>Title:</b>	<b>PSY123 – LANGUAGE DIFFICULTIES: ORIENTATION, ASSESSMENT AND INTERVENTION</b>								
<b>Faculty:</b>	<b>Asimina Ralli</b>								
<b>Description:</b>	The Module “Language difficulties: Orientation, Assessment and Intervention” is an elective course for Psychology students. The content of the course comprises the following: <ul style="list-style-type: none"> <li>• Language difficulties – description and terminology</li> <li>• Explanatory models of language difficulties</li> <li>• Categorization of language difficulties (phonological difficulties, difficulties in semantics, grammar and pragmatics)</li> <li>• Cognitive and psychosocial characteristics of children with language difficulties</li> <li>• Language difficulties and learning difficulties</li> <li>• Identification and assessment of children with language difficulties, the role of psychologist</li> <li>• General principles of intervention programs for language difficulties</li> <li>• Development of speech, language and communication in children with autism and Down syndrome.</li> </ul>								
<b>Prerequisites:</b>	PSY34 –Language Development								
<b>E-class:</b>	<a href="http://eclass.uoa.gr/courses/PSYCH145/">http://eclass.uoa.gr/courses/PSYCH145/</a>								

<b>Type:</b>	<b>ELECTIVE</b>	<b>Credits:</b>	<b>3</b>	<b>ECTS:</b>	<b>4</b>	<b>Group:</b>	<b>I</b>	<b>Semester:</b>	<b>WINTER</b>
<b>Title:</b>	<b>PSY125 – SCHOOL EFFECTIVENESS: COLLABORATION OF SCHOOL, FAMILY AND COMMUNITY</b>								
<b>Faculty:</b>	<b>Vasiliki Nikolopoulou</b>								
<b>Description:</b>	The aim of the course is to explore basic concepts and principles related to the General Theory of Systems, along with specific applications in school community towards the perspective of school system effectiveness. At the same time, emphasis is placed on concepts such as typology of educational leadership, availability in change and commitment (administration staff, pupils and teachers) as well as the ways in which they contribute to school daily routine. The course is enriched by case studies. An optional work is delivered to the students for the final course assessment.								
<b>Prerequisites:</b>									
<b>E-class:</b>									

## POSTGRADUATE STUDY

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## POSTGRADUATE PROGRAMME IN CLINICAL PSYCHOLOGY

The Postgraduate Programme in Clinical Psychology was established in 1995-6 under the auspices of the Faculty of Philosophy, Education and Psychology of the National and Kapodistrian University of Athens. Since then the programme has been revised in 2004, 2007, 2010 and 2015. The programme is currently under the auspices of the Department of Psychology of the National and Kapodistrian University of Athens.

### 1. Aim of the Programme

The aim of the Postgraduate Programme in Clinical Psychology is to provide students with fundamental knowledge and skills in the field of Clinical Psychology. Based on the scientist-practitioner model, the course of study focuses on assessment, intervention, prevention and research with emphasis on linking theory and practice. Assessment, intervention, prevention and research focuses on all social and ethnic-cultural groups across the life span.

### 2. Postgraduate degree

The Postgraduate Programme in Clinical Psychology leads to: 1) the Master's degree in Clinical Psychology and 2) the Ph.D. in Clinical Psychology. The duration of the Programme for acquiring a Master's degree is three years (six teaching semesters). Three additional semesters are required for the Ph.D. degree.

### 3. Number of students

The maximum number of students enrolled in the Programme each year is limited to twenty five (25). The Programme includes lectures, seminars, individual study, research, preparation of a thesis, as well as practicum of 2500 hours in Mental Health Centres, Psychiatric and General Hospitals. The practicum begins in the second of year of study, three days/weekly and continues in the third year, five days/weekly.

### 4. Candidate selection

The following qualifications are required for admission to the Programme:

- a) Level of achievement in written examinations in the following three areas: Research Methods-Statistics, Theories of Personality, Clinical Psychology. Candidates who are successful in the written examinations are invited to an interview with the committee.
- b) An undergraduate degree in Psychology from a national university of Greece or a respective institution abroad, as assessed and officially recognized by the National Academic Recognition Information Centre. Students in the last stage of their studies who are about to acquire their degree prior to the final selection of candidates for the Postgraduate Programme are also considered.
- c) Adequate knowledge of at least one European language, with official documentation.

For assessment of candidates, the following are also taken into consideration:

- a) Three reference letters from faculty members who had personal contact with the applicant
- b) Research studies, oral presentations and publications of the candidate and/or any other scientific activity of the candidate.

Final selection of candidates is made by taking into consideration all of the above

### 5. Programme of study

The programme of studies requires:

- Successful completion of series of seminars described in more detail below.
- Preparation of a thesis based on quantitative or qualitative research. Following submission of a research proposal that must be approved by the Postgraduate Programme's Education

Committee, the research is conducted under the supervision of a faculty member of the Psychology Department and is then presented to a three member committee designated by the Programme's Education Committee.

- Courses begin in the middle of October of each academic year and continue until the end of June.
- Courses are taught by academic faculty members of the Department of Psychology and by other colleagues designated by the Programme Committee.
- Courses are taught in the Greek language

## 6. Programme Requirements

Course attendance is mandatory for all seminars. Students are evaluated either by written and/or oral examinations or by written and/or oral presentations. If the student is unable to comply with examination requirements, s/he has the right to be re-examined in September.

- If the student, has failed more than two courses at the beginning of the 2<sup>nd</sup> year of studies, s/he may be asked to leave the programme depending on the decision of the Programme Committee.
- If the student, after seven (7) semesters from enrolment, has not been successfully completed all courses, s/he may be asked to leave the programme depending on the decision of the Programme Committee.. This minimum time may be extended with a decision of the Programme Committee, following a justified application of the student. In the event that the student is asked to leave the programme, the student will receive only a certificate of attendance for the courses s/he has successfully completed
- The Degree Thesis is submitted after six (6) semesters from enrolment, at maximum. This minimum time may be extended by a decision of the Programme Committee, following a justified application of the student.
- Students who complete all examinations, clinical practicum and research obligations within the set time schedule, receive a "Diploma in Clinical Psychology".

## 7. Programme of Study

<i>Semester 1</i>		
<b>Courses</b>	<b>TU</b>	<b>ECTS</b>
Current Diagnostic Systems of Psychopathology Diagnostic & Statistical Manual of Mental Disorders, 5 <sup>th</sup> Edition, DSM-5 & International Classification of Diseases, 10 <sup>th</sup> Edition, ICD-10	3	3
Psychopathology I: Psychodynamic Approach to Adult Psychopathology	3,5	6
Psychopathology II: Psychodynamic Approach to Child and Adolescent Psychotherapy	3,5	6
Assessment Methods I: Cognitive Assessment (WAIS, WISC, WPPSI, Stanford –Binet, Raven's Progressive Matrices)	3,5	6
Ethics	3	4
Neuropsychology	3	3
Basic Principles of Psychopharmacology	3	2
<b>Total</b>	<b>21,5</b>	<b>30</b>
<i>Semester 2</i>		
<b>Courses</b>	<b>TU</b>	<b>ECTS</b>

Psychotherapy I: Psychodynamic Approach to Adult Psychotherapies	3,5	6
Psychotherapy II: Psychodynamic Approach to Child and Adolescent Psychotherapies	3,5	6
Assessment Methods II: Projective Methods -Clinical Interview	3	4
Group Psychology and Group Psychotherapy	3	4
Assesment Methods II-MMPI	3	3
Neuropsychological Assessment for Adults and Children	3	3
Current issues in Clinical Psychology	3	4
<b>Total</b>	<b>22</b>	<b>30</b>

### Semester 3

Courses	TU	ECTS
Psychopathology III: Cognitive-Behavioural Approach to Adult Psychopathology	3,5	6
Psychopathology IV: Cognitive-Behavioural Approach to Child and Adolescent Psychopathology	3,5	6
Qualitative Research Methods in Clinical Psychology	3	4
Assessment Methods III: Personality-Psychopathology	3	4
Statistics and Quantitative research methods I	3	4
Clinical Practicum	24	6
<b>Total</b>	<b>40</b>	<b>30</b>

### Semester 4

Courses	TU	ECTS
Psychotherapy III: Cognitive Behavioural Approach to Adult Psychotherapy	3,5	6
Psychotherapy IV: Cognitive Behavioural Approach to Child and Adolescent Psychotherapy	3,5	6
Assessment Methods IV: Personality-Psychopathology (Rorschach, TAT, CAT, Drawing, DUSS)	3	3
Family and Couples Therapy	3	3
Statistics and Quantitative research methods II	3	3
Clinical Health Psychology-Psychosomatics	3	3
Clinical Practicum	21	6
<b>Total</b>	<b>40</b>	<b>30</b>

### Semester 5

Courses	TU	ECTS
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Community Mental Health Services Function and Interdisciplinary Interconnection	3	4
Assessment Methods IV: Synthesis-Report	3	4
Clinical Practicum	35	12
Thesis Research		10
<b>Total</b>	<b>41</b>	<b>30</b>

<b>Semester 6</b>		
<b>Courses</b>	<b>TU</b>	<b>ECTS</b>
Assessment Methods V: Clinical Practicum Synthesis-Report 3	3	4
Community Clinical Psychology-Prevention 3	3	4
Clinical Practicum 35 hours/week	35	12
Thesis Research		10
<b>Total</b>	<b>41</b>	<b>30</b>
<b>Total of ECTS for 6 semesters</b>		<b>180</b>

#### POSTGRADUATE PROGRAMME COMMITTEE

**Director: Associate Professor Anna Christopoulou** (on educational leave during the academic year 2018-19)

**Director 2018-2019:** Professor Frosso Motti-Stefanidi

**Members:** Associate Professor Vassiliki (Lissy) Canellopoulos  
 Professor Maria Loumakou  
 Associate Professor: Alexandra Ekonomou  
 Professor Aikaterini Gari

**SECRETARIAT:** Mr. Christos Balikos ☎ 544 ☎ 210-7277848 ☎ 210-7277534  
 ✉ xbalikos@psych.uoa.gr

## POSTGRADUATE PROGRAMME IN SCHOOL PSYCHOLOGY

### 1. Aim of the Programme

The **Postgraduate Programme in School Psychology**, Department of Psychology at the National and Kapodistrian University of Athens has two tracks:

- “School Psychology” and
- “Applications of Psychology in the School Community”

with separate goals regarding training of postgraduate students. The goal of the Postgraduate Programme in School Psychology is the training of students in School Psychology, according to current international trends and practices in School Psychology and current educational, psychosocial and multicultural needs of school communities based on a scientist-practitioner model.

It is based on the multidimensional role of the school psychologist regarding: a) the psychodiagnostic assessment and counseling of students, b) the consultation and collaboration with all members of the school community (educators, mental health specialists, parents, etc.), c) the development, implementation and evaluation of prevention and intervention programmes and school-family-community collaboration, d) the enhancement of positive relationships, resilience and well-being in school community, e) the intercultural acceptance, understanding and accepting diversity and advocacy for the needs and rights of children, and (f) crisis management in the school community.

The track of "School Psychology" provides professional psychologists with specialized training in order to work in mainstream schools, in schools of Special Education, Assessment and Counseling centres, Refugee Reception and Education Facilities, High Schools of Intercultural, Music and Arts Education, and in Community Mental Health Centres as schools psychologists.

The track of “Applications of Psychology in School Community” aims to train teachers and provide them with specialized knowledge based on the interconnection of theory, research and practice at the context of the scientist-practitioner model of School Psychology. This model is based on current trends of Psychology and the current educational, psychosocial and multicultural needs of school community, related to: a) the learning, positive development and adjustment of all students in school, b) the learning, adjustment and support of students with special educational needs, (c) promotion and enhancement of teachers’ role as consultants, (d) implementation of prevention and intervention programmes and crisis management programmes in the school community, (e) cooperation among all members of school community at the context of multidisciplinary teams, and (f) intercultural understanding and acceptance and advocacy for the needs and rights of children and adolescents.

### 2. Candidate selection

On average, 30 students are accepted into the programme every year. Programme applicants can be graduates from psychology or education departments. Candidates for the track of «School Psychology» are graduates of Departments of Psychology from a national university of Greece or a respective institution abroad, officially recognized by the National Academic Recognition Information Centre. Candidates for the track of “Applications of Psychology in School Community” are graduates of Departments of Education, Departments of Special Education, Departments of Philosophy, Pedagogy and Psychology, Departments of Philology, Departments of History and Archeology, Departments of English/French/German/Italian/Spanish Language and Literature, Departments of Theatrical Studies, Department of Music Studies, Department of Social Administration (Social Work direction) and the Departments of Early Childhood Care, Social Work, Speech Therapy and Occupational Therapy.

Candidates are required to successfully complete written examinations in two subjects (i.e. “social psychology and interpersonal dynamics” as well as “developmental psychology and



psychopathology”) and an interview. Students who obtain a master’s degree, may register for the PhD programme.

### 3. Programme of Studies

The school psychology programme requires the successful completion of the following:

1. academic courses and seminars/workshops
2. practicum& internship and
3. a Master’s Thesis.

The courses utilize the European Credit Transfer and Accumulation System (ECTS) that facilitates student mobility across Europe. One hundred twenty ECTS are required for the master’s degree. The Degree Thesis typically is an original small-scale empirical study carried out under the supervision of a faculty member.

#### 3. Programme of Study in “School Psychology”

<i>Semester 1</i>		
<i>Courses</i>	<i>TU</i>	<i>ECTS</i>
School Psychology: Current approaches and trends	3	8
Current Issues in Developmental Psychology	2	5
Applying Cognitive Psychology to educational practice	2	5
Research Methods and Statistics I	2	6
Assessment and diagnosis of children’s and adolescents’ cognitive abilities	2	6
<b>Total</b>	<b>11</b>	<b>30</b>

<i>Semester 2</i>		
<i>Courses</i>	<i>TU</i>	<i>ECTS</i>
Developmental Neuropsychology	2	4
Students with special educational needs: Approaches and interventions in different educational settings	3	5
Counseling and Mental health consultation in school community	3	5
Psychodiagnostic evaluation in school community	3	5
Developmental Psychopathology	2	3
School Psychology Practicum		4
Supervision	3	4
<b>Total</b>	<b>16</b>	<b>30</b>

**Semester 3**

<b>Courses</b>	<b>TU</b>	<b>ECTS</b>
Prevention and Intervention evidence-based programmes in primary and secondary school settings	2	3
Research Methods and Statistics II	2	3
Seminar: Special topics in School Psychology	3	3
Psychological and Psychotherapeutic Interventions in school community	2	3
School Psychology Internship II		14
Supervision II	3	4
<b>Total</b>	<b>12</b>	<b>30</b>

**Semester 4**

<b>Courses</b>	<b>TU</b>	<b>ECTS</b>
School Psychology Internship III		15
Supervision III	3	5
Master's Thesis		10
<b>Total</b>	<b>3</b>	<b>30</b>
<b>Total of ECTS for 4 semesters</b>		<b>120</b>

**Programme of Study in "Applications of Psychology in School Community"****Semester 1**

<b>Courses</b>	<b>TU</b>	<b>ECTS</b>
School Psychology: Current approaches and trends	3	8
Current Issues in Developmental Psychology	2	7
Cross-Cultural Social Psychology applications in the school community	2	7
Research Methods and Statistics I	2	8
<b>Total</b>	<b>9</b>	<b>30</b>

**Semester 2**

<b>Courses</b>	<b>TU</b>	<b>ECTS</b>
Students with special educational needs: Approaches and interventions in different educational settings	3	6
Counseling and Consultation in school and family	3	6

Assessment of learning disabilities and psychosocial adjustment in schools of general and special education	3	6
Issues of Developmental Psychopathology	2	4
School Psychology Practicum I		4
Supervision I	3	4
<b>Total</b>	<b>14</b>	<b>30</b>

### Semester 3

<b>Courses</b>	<b>TU</b>	<b>ECTS</b>
Prevention and Intervention Applications in primary and secondary school settings	2	3
Research Methods and Statistics II	2	4
Interventions in school and family for students with special educational needs	2	5
Seminar: Special topics in School Psychology	3	3
School Psychology Internship II		11
Supervision II	3	4
<b>Total</b>	<b>12</b>	<b>30</b>

### Semester 4

<b>Courses</b>	<b>TU</b>	<b>ECTS</b>
School Psychology Internship III		15
Supervision III	3	5
Master's Thesis		10
<b>Total</b>	<b>3</b>	<b>30</b>
<b>Total of ECTS for 4 semesters</b>		<b>120</b>

#### SCHOOL PSYCHOLOGY POSTGRADUATE PROGRAMME COMMITTEE

**Chair:** Professor Chryse (Sissy) Hatzichristou

**Members:** Professor Aikaterini Gari  
 Professor Frosso Motti-Stefanidi  
 Assoc.Professor Fotini Polychroni  
 Professor Spyridon Tantaros

**SECRETARIAT:** Sotyria Theologi 📍 504 ☎ +30 2107277559 📠 210-7277534

✉ stheologi@psych.uoa.gr

## ACADEMIC UNITS

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## LABORATORY FOR THE DEVELOPMENT OF CREATIVITY

The **Laboratory for the Development of Creativity** operates in the premises of the School of Philosophy, under the supervision of the Department of Psychology. It was founded as a “Center for the Development of Creativity” by Professor of Psychology Ioannis Paraskevopoulos, in the independent Division of Psychology, Department of Philosophy, Pedagogy and Psychology of the National and Kapodistrian University of Athens; he has been its first Director contributing to its structure and goals organization. It was reestablished in 2017 (Government Gazette No. 2882, Volume 2/21-8-2017, No of administration act 436) as a *Laboratory for the Development of Creativity*.



The goal of the *Laboratory for the Development of Creativity* is to investigate specific characteristics and principles of creative thinking in all areas of creative human activities and creative thinking procedures, and particularly in mainstream education; high creativity, in conjunction with high intelligence and strong motivation formulate the necessary conditions for the production of exceptional achievements at school.

The Laboratory has been established due to the restrictions that still hold in today’s mainstream Greek educational system for the understanding and development of critical and original thinking, two elements of great importance for human learning and education. Empirical research on creativity and giftedness has proved that the negative result of these one-sided restrictive practices is the formation of stereotypes for individuals of high abilities, skills and talents within the school community and the broader social context.

The specific goals of the Laboratory for the Development of Creativity are as follows:

- Conduct empirical research for the exploration of values, attitudes and beliefs of the Greek school community members, e.g., teachers, students, and parents.
- Design and implement interventions to promote the creative/gifted/talented children’s and adolescents’ learning, school adaptation, relationships with peers and their potential development within family, school and community.
- Develop networks of co-operation with other academic laboratory, centers, departments, institutions, associations and scientific organizations in Europe to exchange good practices and strategies of enriching and differentiating the mainstream syllabus.

The *Laboratory for the Development of Creativity* has become a member of the European Talent Support Network, since September 2016 (<http://etsn.eu/> and <http://etsn.eu/map-of-etsn/>)

**Director:** Professor Aikaterini Gari

Contact: Department of Psychology, School of Philosophy, 5th floor (office cell 544), 175 84 Ilissia, Panepistimiopoli Campus, Athens, Greece.

☎ +30 2107277524 ✉ [creativity@psych.uoa.gr](mailto:creativity@psych.uoa.gr)

website: <http://en.psych.uoa.gr/research/labs/laboratory-for-the-development-of-creativity.html>

## LABORATORY OF APPLIED PSYCHOLOGY AND PSYCHOMETRICS



The **Laboratory of Applied Psychology and Psychometrics** has evolved from the Psychometric Laboratory (decision of the Dean Committee 5/2/2015). It was established by the Presidential Decree no. 170, published in the Government Gazette No. 61, volume A/10-4-1999. Since 2015 it operates as an interdepartmental Laboratory in collaboration with the Psychology Division of the Department of Philosophy, Pedagogy and Psychology.

The aims of the Psychometric Laboratory are:

- Develop and standardize psychometric tools, as well as procedures for the assessment of personality, skills, interests, emotions and behaviours in both children and adults.
- Train students on issues related to psychometric and psychodiagnostic methods.
- Provide students with the facilities to conduct research programmes related to psychometry-psychodiagnostics.

The *Laboratory of Applied Psychology and Psychometrics* is located on the 5th floor of the School of Philosophy (office 524), 175 84 Ilissia, Panepistimiopoli Campus, Athens, Greece.

Website: <http://en.psych.uoa.gr/research/labs/laboratory-of-applied-psychology-and-psychometrics.html>

## LABORATORY OF CLINICAL RESEARCH: SUBJECTIVITY AND SOCIAL BOND

The **Laboratory of Clinical Research: Subjectivity and Social Bond** was founded at the premises of Psychology Department of the School of Philosophy in 2017, as published in Government Gazette 32882, Volume B/21-8-2017, No of administration act 437.

The main purpose of the Laboratory is to investigate different forms of subjectivity within contemporary social bond and to promote research and development of the theoretical and clinical concepts of psychoanalysis setting, as well as clinical psychology and relevant scientific fields and applied sectors, such as medicine, regarding evaluation, intervention and prevention as applied in health, education and community.

Particularly, functioning under the auspices of the Department of Psychology, the Laboratory objectives are:

1. To support the educational and research needs in undergraduate, postgraduate and PhD level of studies. Also, to support other Departments of the National and Kapodistrian University of Athens, subjected to the content of activities of the Laboratory as stated above.
2. The collaboration between any type of national or foreign Research and Academic Institutions aiming scientific goals, in compliance and in accordance with those in reference to the Laboratory.
3. The development of educational programmes for mental health professionals and related specialists in the field of clinical research.
4. Carrying out clinical research and surveys, integrating research and practice in mental health and relevant scientific fields regarding clinical evaluation, intervention and prevention, in cooperation with the community.
5. The elaboration of laboratory study methods in order for students to get familiar with real – life problem solving.
6. The supervision of undergraduate and postgraduate students training.
7. The development of educational and research material.
8. The strengthening of dialogue and interdisciplinary collaboration among various and relevant scientific sectors regarding all perspectives of clinical research.
9. The social and educational assistance whenever needed, in laboratory fields of study.
10. The reinforcement of collaboration in research and teaching among professors, assistant professors of the Psychology Department and other scientists of national or foreign Universities.
11. The organization of scientific lectures, summits, seminars, symposiums, congresses, workshops and other scientific manifestations, scientific publications or publication of book chapters and the invitation of faculty members recognised for their contribution.
12. The provision of services to private sector professionals as indicated in Presidential Decree No 159/1984 “provision of services requirements” from University Laboratories to private sector professionals and any kind of organization (A 53).



The scientific sectors of the Laboratory are:

1. Subjectivity and medicine.
2. Subjectivity and process of globalization.
3. Body, subjectivity and social practice.

4. Subjectivity, social bond and the political setting.
5. Subjectivity and sexualization.

The foundation of the *Laboratory of Clinical Research: Subjectivity and Social Bond* as a specialized University institution aims to:

1. Opening perspectives for the reinforcement of systematic research, education and training in issues related to subjectivity in contemporary social bond in Greece
2. Promoting programmatic cooperation framework between Academic and other national or foreign Research institutions with relevant occupations and responsibilities, in graduate or postgraduate level of studies

The *Laboratory of clinical research: Subjectivity and Social Bond* hopes to:

1. Respond to the contemporary challenges and needs of the promotion of clinical research on subjectivity, within today's social bond, in the theoretical and clinical frame of psychoanalysis and clinical psychology, as well as medicine in the field of evaluation, intervention, prevention and research, as applied in health, education and the community or other scientific fields.
2. Provide an organized, systematic and thorough education and training in issues related to forms of subjectivity in contemporary social bond, in graduate postgraduate and PhD level of studies. Even more, the Laboratory aims to organize means of growth and diffusion of knowledge through training mental health and relevant professionals. In conclusion,
3. Contribute to the research and survey conduction -in view of the cooperation with the community- integrating research and practice in scientific fields of the Laboratory.

The Laboratory of Clinical Research and Social Bond is located on the 5<sup>th</sup> floor of School of Philosophy premises, office 527.

**Director:** Associate Professor Vassiliki (Lissy) Canellopoulos

**Contact:** Department of Psychology, School of Philosophy, 5<sup>th</sup> floor (office cell 527), 175 84 Ilissia, Panepistimiopoli Campus, Athens, Greece.

☎ +302107277509 ✉ canel@psych.uoa.gr

Website: <http://en.psych.uoa.gr/research/labs/laboratory-of-clinical-research-subjectivity-and-social-bond.html>



## LABORATORY OF EXPERIMENTAL PSYCHOLOGY

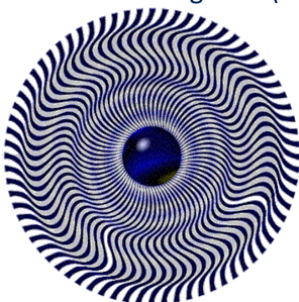
The **Laboratory of Experimental Psychology (“Psychology Laboratory”)** has a long history; During almost a century, it has highly contributed to psychology students’ and researchers’ education and training into experimental psychology methods, carrying out basic and applied research in the areas of experimental cognitive, developmental and social psychology, neuropsychology and other applied psychology branches.

It was the first Psychology Laboratory in Greece, established in the School of Philosophy of the National and Kapodistrian University of Athens in 1922 by Professor Theofilos Voreas (Government Gazettes 127/27-7-1922, Volume A’ and 86/23-3-1932, Volume A’), and was appended to the first Chair of Philosophy. It was the result of long-lasting efforts that began in 1911. Under the direction of Professor Voreas, the Psychological Laboratory offered important services both for the practical exercise of students as well as for the promotion of psychological research, the most important of which has been published in the Annals of the Academy of Athens, and in Voreas’ “Psychology” (1933) and “Analects” (1937-1940).

Remarkable studies have also been published by the first researchers of this laboratory, among which were A. Garmati-Theodoropoulou, Mar. Kissavou, A. Kouki, and Aik. Striftou-Kriara. Theofilos Voreas was succeeded as Director of the Laboratory by G. Sakellariou, who adapted the intelligence scale of Simon-Binet (revised by Lewis Terman) in Greek and developed his own personality scale, known as Terman-Sakellariou's. Despite the difficulties that Sakellariou faced, he managed to produce remarkable teaching and research work. Mrs S. Paraskeva-Sakka had an important contribution as well. During Sakellariou's tenure, four tracks were established in the Psychological Laboratory: (a) psychological research; (b) professional orientation; (c) clinical psychology, and (d) counselling for parents and young adults. After Sakellariou's retirement, philosophy professors Ioannis Theodorakopoulos, Evangelos Moutsopoulos and Anastasios Yiannaras were assigned the oversight of the laboratory because for a significant period of time there was no Psychology Professor in the School of Philosophy.

An independent Division of Psychology in the National and Kapodistrian University of Athens was established in 1978, and the “Psychology Laboratory” was appended to it. Ioannis Paraskevopoulos, Professor of Psychology, undertook Director’s duties for the Psychological Laboratory in 1979, continuing the work of his predecessors. His contribution was particularly important in expanding the teaching of Psychology in the various Departments of the National and Kapodistrian University of Athens. In 1984, the Laboratory of Experimental Psychology was appended to the Psychology Division of the Philosophy, Pedagogy and Psychology Department (Government Gazette 160, Volume A’/18-10-1984).

James Georgas, a pioneer Greek psychologist and Professor of Social Psychology, contributed to the laboratory further development. Georgas was one of the greatest psychologists, academic scientists and influencers of our time as evidenced in his research projects and relevant international publications. His work focused mainly in the domains of small group dynamics (1985-1986), children’s intelligence (1964-2003), remigration of Ethnic Greeks to Greece (1992-1999), as well as family values, bonds, structure and function (1988-2006).



In 2013, when the Department of Psychology was established (Government Gazette 124, Volume A’/3-6-2013), the Laboratory of Experimental Psychology joined the new department and in 2018 it was re-established (Government Gazettes 1904, Volume B’/25-5-2018 and 2082, Volume B’/7-6-2018). Today, the Laboratory of Experimental

Psychology is located on the 5th floor of the School of Philosophy. It supports the conduction of student and faculty research in the areas of Experimental Psychology, Cognitive Psychology and Neuropsychology (see also in [www.expsylab.psych.uoa.gr](http://www.expsylab.psych.uoa.gr)).

**Director:** Associate Professor Petros Roussos

Contact: Department of Psychology, School of Philosophy, 5<sup>th</sup> floor (office cell 544),175 84 Ilissia, Panepistimiopoli Campus, Athens, Greece.

☎ +302107277385 ✉ [roussosp@psych.uoa.gr](mailto:roussosp@psych.uoa.gr)

Website: <http://en.psych.uoa.gr//research/labs/laboratory-of-experimental-psychology.html>

## LABORATORY OF SCHOOL PSYCHOLOGY: TRAINING, RESEARCH AND PRACTICE



The **Laboratory of School Psychology: Training, Research and Practice** (former Center of Research and Practice of School Psychology), Department of Psychology, National and Kapodistrian University of Athens, was founded and operates since 1999. It is based on a multilevel model linking theory, research, training and school psychological interventions in schools, institutions and other settings and its actions are implemented in cooperation with the Postgraduate Program in School Psychology. The Laboratory aims at the prevention and promotion of mental health, learning and resilience in the school and family contexts, hence the connection and cooperation of the University with schools and local authorities.

### Specific goals

- Education and training of undergraduate and graduate students, teachers, mental health professionals and parents on prevention, mental health promotion and facilitation of learning
- Development, implementation and evaluation of prevention and intervention programs and provision of consultation services in schools (evidence-based interventions)
- Provision of mental health and consultation services in the school community and educational settings
- Promotion of positive school climate, resilience and well-being in schools and educational settings
- Research
- Publications
- Cooperation with schools, local authorities, national and international school psychological associations



### Prevention and Intervention Programs (indicative)

- Intervention Program for the Psychosocial Support and Promotion of Resilience in the School Community during a period of recovery and adjustment after natural disasters (2018-)
- Program for the psychosocial support of refugee children in the school community (2017-)
- “Building Our Resilient Horizons”: Program for the psychosocial support of refugee children in the school community (2016-2017)
- “WeC.A.R.E.”: International e-Learning Specialized Teachers’ Training and Intervention Program for the Promotion of Positive School Climate and Resilience in the School Community (2012-2016)
- Project Connecting4Caring (C4C), Multilevel prevention, awareness, education and intervention program (Hatzichristou, 2014, 2015).



- “E.M.E.I.Σ.”: Teachers’ training and intervention program for the promotion of a positive school climate and resilience in the school community (2012-2013)
- “Supporting in Crisis”: Teachers’ training and intervention program for the psychological support of children during the period of economic crisis (2011 –2012)
- Multilevel model for provision of school psychological services, in the context of the Program “Education of Roma children”, National and Kapodistrian University of Athens (NSRF 2007–2013) in collaboration with the Center of Multicultural Education
- Psychosocial Support Program for Students with Special Needs in cooperation with the Graduate Program in School Psychology, University of Athens (2007 - 2009)
- Crisis management program in school community (2004-)
- Social and Emotional Learning in School: Program for the provision of mental health and learning in school community (2004-)
- Cross-cultural project–The Olympic Spirit Through Children’s Voice in cooperation with the Graduate Program in School Psychology & International School Psychology Association (2003-2005) (21 countries)
- Program of psychosocial support, counseling and intervention for remigrant and immigrant students(1998-1999)

**Director:** Professor Chryse (Sissy) Hatzichristou

The scientific team of the Laboratory comprises of faculty members, school psychologists, PhD candidates, graduate students and graduates of the Postgraduate Program in School Psychology and scientific associates.

**Contact:** Laboratory of School Psychology: Training, Research and Practice Department of Psychology, School of Philosophy (office cell 544),175 84 Ilissia, Panepistimiopoli Campus, Athens, Greece.

☎ +302107277590 📠 +302107277534

✉ cespsych@psych.uoa.gr

Website: <http://en.psych.uoa.gr/research/labs/laboratory-of-school-psychology-training-research-and-practice.html>

## LABORATORY OF STUDENTS' PSYCHOLOGICAL COUNSELING

The Laboratory of Students' Psychological Counseling has been in operation since 1990 (Dean's Act 13637/26.10.1990, as Students Counseling Centre and Government (Gazette 99/1.5.2009 under its current name). The Division of Psychology of the Department of Philosophy, Pedagogy, and Psychology is one of the contributors that may participate in the activities of the Laboratory in accordance with their area of expertise. It serves all the students of the National and Kapodistrian University of Athens.

The main aims of the Laboratory are the following:

- To provide counseling services and direct psychosocial support to students (individual and group counseling, tele-counseling).
- To meet the teaching and research needs in the domain of the psychosocial needs of the clinical psychology and counseling students.
- To sensitize the student population.
- To produce scientific publications.
- To co-operate with other Counseling Centres, Research Centres and Academic Institutions with related scientific goals.

The Laboratory provides support and counseling related to:

- Studies and student life (e.g., exams related stress, problems related to studies, procrastination in studies, adaptation to student life).
- Relationship problems (e.g., with friends, fellow students, family, partner/significant other).
- Other personal problems and manifestations of stress (e.g., reduced performance, lack of interests, physical symptoms due to psychological causes, isolation problems).

Along with individual counseling, group counseling of an experiential-interventional nature, counseling services on issues such as examination-related stress, communication skills and relationship issues, self-efficacy expectations, studying skills, and peer counseling are also available. The aim of group interventions is to help students develop or improve skills and functions related to the specific subject of the group intervention. The Laboratory also offers the services of "Students for Students", "Talk to an Expert", and also co-operation with the "Students with Disabilities Access



Unit" (<http://access.uoa.gr>) offering psychosocial support to students with disabilities of the National and Kapodistrian University of Athens.

In addition to psychological counseling services, the Laboratory conducts epidemiological studies and empirical studies on assessing mental health services effectiveness, in order to support the Master's and PhD theses research studies of the Postgraduate Programme in "Clinical Psychology" and to develop prevention and intervention programmes.

**Director:** Anna Christopoulou

**Contact:** Laboratory of Students' Psychological Counseling, Department of Psychology, School of Philosophy (office cell 511), 175 84 Ilissia, Panepistimiopoli Campus, Athens, Greece.

☎ +0030 2107277554 / 2107277525 📠 2107277553 🖨  
skf@cc.uoa.gr, website: [www.uoa.gr/skf](http://www.uoa.gr/skf)

## CENTRE FOR CROSS-CULTURAL PSYCHOLOGY

The **Centre for Cross-Cultural Psychology** aims to study the range and limitations of the universality of psychological theories and empirical findings, as well as to explore cross-cultural differences in various domains of applications of these findings on groups and individuals. The general research frame of the *Centre for Cross-Cultural Psychology* includes almost all the basic areas of Psychology and it



is oriented to applications that refer to intergroup and intercultural relations improvement. It follows a tradition created by pioneering Greek psychologists in the field, such as Harry Triandis and James Georgas.

The specific goals of the Centre for Cross-Cultural Psychology are as follows:

- Conduct research in the Greek population, as well as comparative cross-cultural studies in cooperation with international societies and institutions, on topics of psychological interest such as child development, personality and social values, life satisfaction and mental health, acculturation and mutual accommodation of ethnocultural and immigrant groups.
- Design and implement interventions to reduce stereotypes and prejudice and to promote positive intercultural relations.
- Carry out teaching/training programmes for the community, with a particular focus on education stakeholders, and produce related material (e.g., manuals, leaflets, guides, etc.).
- Promote intercultural exchange and develop networks of co-operation with institutions and organizations, in Greece and abroad, which deal with subjects relevant to Cultural and Cross-Cultural Psychology.

**Director:** Associate Professor Vassilis Pavlopoulos

**Contact:** Department of Psychology, School of Philosophy, 5<sup>th</sup> floor (office cell 505),175 84 Ilissia, Panepistimiopoli Campus, Athens, Greece.

☎ +302107277523 ✉ [vpavlop@psych.uoa.gr](mailto:vpavlop@psych.uoa.gr)

Website:<http://en.psych.uoa.gr/research/research-centres/centre-for-cross-cultural-psychology.html>

## CENTRE FOR THE STUDY OF FAMILY

The aim of the **Centre for the Study of Family** is to conduct psychological research on the structure and functions of the Greek family, especially with regards to child development and socialization processes.

The establishment and operation of the Centre for the Study of the Family is an opportunity for cooperation of the major fields in Psychology, i.e., Developmental Psychology (human development and socialization), Social Psychology (family as a social institution), and Clinical Psychology (family as a context where mental health problems are expressed and dealt with).

Specifically, the Centre for the Study of the Family:

- conducts empirical research in the Greek population regarding family structure and functioning; (b) develops psychometric tools for the evaluation of family-related the psychological and social dimensions;
- undertakes teaching-training work through lectures and seminars; and
- co-operates with Schools for Parents as well as with other institutions of related interests (e.g., Youth Centres, Substance Abuse Treatment Centres, Secretariat for Equality, etc).

**Director:** Professor Spyridon Tantaros

**Contact:** Department of Psychology, School of Philosophy, 5<sup>th</sup> floor (office cell 544), 175 84 Ilissia, Panepistimiopoli Campus, Athens, Greece.

☎ +302107277515 ✉ [sgtan@psych.uoa.gr](mailto:sgtan@psych.uoa.gr)

Website: <http://en.psych.uoa.gr/research/research-centres/centre-for-the-study-of-family.html>



## CENTRE FOR THE STUDY OF ADAPTATION OF HIGH RISK GROUPS

The aim of the **Centre for the Study of Adaptation of High Risk Groups** is to study the psychosocial adaptation of individuals and groups living under adverse and stressful conditions (e.g., poverty, migration, earthquakes) and to identify the personal and environmental factors and processes that protect from the effects of these negative conditions. This type of research combines the study of psychological competence with adaptation difficulties, as well as the comparative study of normal vs. pathological behaviour.



The Centre for the Study of Adaptation of High Risk Groups deals with:

- conducting related studies in the Greek population,
- co-operation with international academic institutes and research groups,
- training undergraduate, postgraduate and doctoral students in the methodology of these studies,
- providing educational-training work through lectures and publications addressed to the students and to the general population,
- organizing seminars and events to inform related agencies, mental health specialists, educators, students and the general population about the findings of studies conducted at the Centre regarding psychological resilience,
- implementing intervention programmes in the Greek population and in other countries through co-operation with researchers in these countries.

**Director:** Professor Frosso Motti-Stefanidi

**Contact:** Department of Psychology, School of Philosophy, 5<sup>th</sup> floor (office cell 505), 175 84 Ilissia, Panepistimiopoli Campus, Athens, Greece.

☎ +302107277525 ✉ [frmotti@psych.uoa.gr](mailto:frmotti@psych.uoa.gr)

Website: <http://en.psych.uoa.gr/research/research-centres/centre-for-the-study-of-adaptation-of-high-risk-groups.html>



## LIBRARY OF THE SCHOOL OF PHILOSOPHY



The Library of the School of Philosophy covers the needs and demands of the Departments of the School of Philosophy; therefore it provides a large number of Greek and international books and scientific journals related to Psychology, among them a number of rare, old publications. It also hosts the personal library of Professor Harry Triandis, a pioneer in the field of Cross-Cultural Psychology and honorary doctorate of the Department of Psychology.

The library lends material to Faculty members and students of the Department of Psychology.

It is also possible to access the PsycARTICLES database (through the CSA Internet Database Service) as well as other electronic services available by the National and Kapodistrian University of Athens through [www.lib.uoa.gr](http://www.lib.uoa.gr).

The Library of the School of Philosophy was recently moved to a new building. It started its function on a pilot basis on 14<sup>th</sup> of January 2019, 8.30 - 15.30, Monday to Friday (<http://phil.lib.uoa.gr/nea-anakoinoseis/detail/article/enarxi-leitoyrgias-bibliothikis-filosofikis-scholis.html>)

