# AVAILABLE COURSES FOR THE ACADEMIC YEAR 2016-2017 (ENGLISH COURSES)

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERA-100</td>
<td>Issues in Clinical Psychology and Neuropsychology</td>
</tr>
<tr>
<td>ERA-101</td>
<td>Psychology in Education: Theory, Research and Applications</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERA-200</td>
<td>Research Frontiers in Psychology</td>
</tr>
<tr>
<td>ERA-201</td>
<td>Societal Issues in Psychology</td>
</tr>
</tbody>
</table>
Fall Semester

Course Title: Issues in Clinical Psychology and Neuropsychology

Name of Lecturer: Mary Kosmidis, Eleni Aretouli, Evrinomy Avdi, Eugenie Georgaca

Course Code: ERA-100  
Type of course: Elective  
Level of course: -  
Year of study: -  
Semester/trimester: -  
Number of credits: 10

Objectives of the course (preferably expressed in terms of learning outcomes and competences): By the end of this course, students are expected to have attained a basic level understanding of several psychological and sociocultural models and procedures related to assessment and psychotherapy, including case formulation and relevant statistical concepts.

Prerequisites: None

Course contents: This course will cover a broad range of topics related to clinical psychology and clinical neuropsychology, including psychological and social perspectives on mental disorders, case formulation and psychotherapeutic interventions, inference and neuropsychological assessment procedures and cultural issues, as well as measurement issues in neuropsychological assessment.

Prof. Eugenie Georgaca will introduce students to the main psychological and sociocultural models for understanding mental disorders and the interventions that derive from them. Prof. Evrinomy Avdi will introduce students to important issues in the practice of psychotherapy with a special focus on case formulation and the therapeutic relationship, drawing mainly upon humanistic and psychodynamic perspectives. Prof. Mary Kosmidis will present basic procedures and diagnostic dilemmas in neuropsychological assessment and rehabilitation. Prof. Eleni Aretouli will explain novel approaches in the interpretation of neuropsychological data, including comparison of conventional-discrete and regression-based norms and the role of intra-individual variability in neuropsychological test performances. Finally, the implementation of these approaches in neuropsychological research and clinical work will be demonstrated.

Recommended reading:

**Teaching methods:** Lecture and discussion

**Assessment methods:** Exam

**Language of instruction:** English
Course Title: Psychology in Education: Theory, Research and Applications

Name of Lecturer: Eleftheria – Sofia Gonida, Panayiota Metallidou, Christina Athanasiades

Course Code: ERA-101  Type of course: Elective  Level of course: -
Year of study: -  Semester/trimester: -  Number of credits: 10

Objectives of the course (preferably expressed in terms of learning outcomes and competences): by the end of the course students are expected to
(a) achieve an in-depth understanding of how contemporary psychological theories on cognition, motivation, and counseling are associated with educational practice,
(b) get acquainted with current research findings on self-regulated learning and their implications for students, teachers and parents, and
(c) examine main contemporary models of comprehensive school counseling and apply school counseling models.

Prerequisites: -

Course contents: The course is divided into three parts:
A. Psychology in Education: Introductory issues about learning and instruction; Self-regulated learning: Theoretical models, research findings, and intervention programs in educational settings; Development of critical thinking skills in education: Argumentation skills, recognition of fallacies, scientific thinking skills, and critical reading skills.
C. Contemporary models of comprehensive school counseling: (i) Methods of counseling (i.e., strength-based counseling model, solution-focused counseling, peer counseling), (ii) ethical issues in counseling children and adolescents, and (iii) prevention (school-based) programs against school- and cyber- bullying.

Recommended reading:
Books

**Articles**


**Teaching methods:** Lectures, class activities, and homework assignments. Students will be asked to read relevant literature, which they will discuss with the instructor in class and/or present an article.

**Assessment methods:** Participation in class activities, written essays prepared by students, in-class presentations.

**Language of instruction:** English
Course Title: Research Frontiers in Psychology

Name of Lecturer: Philip Kargopoulos, Despina Tata, Elvira Masoura, Despina Moraitou

Course Code: 102 Type of course: Elective Level of course: -
Year of study: - Semester/trimester: - Number of credits: 10

Objectives of the course (preferably expressed in terms of learning outcomes and competences): by the end of the course students are expected to
(d) achieve a basic acquaintance with advanced research and theorizing in selected topics in biological psychology, cognitive psychology and cognitive science.
(e) Get acquainted with the kind of discussion appropriate to the examination of the above mentioned fields.
(f) Learn to plan, write and present the kinds of research that would further or critically examine results in the aforementioned fields.

Prerequisites: -

Course contents: The course is divided into four units of three topics each. In total, a minimum of eight and a maximum of twelve topics to be examined during the twelve weeks of the course:
A. Frontier issues in Biological Psychology
1. The significance of animal use in understanding behavior
2. Postnatal stress using animal models: Effects on behavior
3. Postnatal stress using animal models: Effects on markers of synaptic plasticity

Readings
(lecture 1)
(lectures 2 &3)


4. Understanding working memory


5. Training programs designed to enhance working memory.


6. The influence of bilingualism on cognitive functions.


C. Cognitive Psychology of Aging
7. Theoretical approaches to the study of cognitive aging:
- population processes and cognitive aging
- genetic and environmental influences on cognitive change
- social structure and cognitive change
- patterns of cognitive aging
- main theories of lifespan development and aging

8. Dimensions of cognitive aging:
- challenges in attention
- age-related changes in memory systems
- executive functions in cognitive aging
- problem solving
- expertise
- wisdom

9. Cognitive screening instruments and research methods:
- Rationale, assessment of utility, diagnostic accuracy of basic cognitive screening instruments
- Factor invariance, search for structure, longitudinal measurement and studying lifespan development

Bibliography
Main books for reading

Further reading

D. Selected Issues in Cognitive Science
10. Representations and Concepts

11. The Language of Thought Hypothesis
Fodor J. (2008) LOT 2 Oxford University Press

12. Does Consciousness cause or control Behavior?

Teaching methods: Lectures, class activities, and homework assignments. Students will be asked to read relevant literature, which they will discuss with the instructor in class and/or present an article.

Assessment methods: Participation in class activities, written essays prepared by students, in-class presentations.

Language of instruction: English
Course Title: Societal Issues in Psychology

Name of Lecturer: Kiki Deliyiannis – Kouimtzis, Lia Figgou, Aphrodite Baka, Despoina Xanthopoulou

Course Code: ERA-201  Type of course: Elective  Level of course: -
Year of study: -  Semester/trimester: -  Number of credits: 10

(g) Objectives of the course (preferably expressed in terms of learning outcomes and competences): Students are expected to get familiar with current research on societal phenomena, to contemplate in psychological theories guiding research and to get acquainted with various psychological research methods (quantitative and qualitative)

Prerequisites: None

Course contents: The course focuses on a series of societal phenomena and the ways these are explored through socio-psychological theory and research. More specifically during the course students explore issues that involve individual and society interactions such as organizational issues, citizen participation, migration and gender issues.

Recommended reading:

Teaching methods: Lectures and seminars

Assessment methods: Student assessment is based on participation during the classes, on written assignments written during the semester, and/or on final written exams

Language of instruction: English