

The Development of the Counselling Center at Neapolis University Pafos

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Vision

- * Neapolis University accepted its first students in Fall 2010
- * Developed post-graduate applied programme in Counselling Psychology (1500 practicum hours)
- * The Counselling Center was developed based on this MSc programme so that students can do part of their practicum hours as part of their training

Naming the Center

- * Named the Center after the three main objectives: **Psychological Support** (of any kind, individual, couples, family, group, etc.), **Research** (based on a non-profit ideology) and **Assessment** (psychological evaluations for diagnosis and treatment planning)
- * Therefore, named “Center for Research, Psychological Support and Assessment” (C.E.R.P.S.A)

Responsibilities of the Center

- * Provide clinical, counselling, and consulting psychological services to the university **and** the community
- * Monitor the psychological/educational climate of the university and the community and respond flexibly based on any specific need
- * Contribute to a community that facilitates learning and personal growth
- * Consult with and support any other member of the university or the community (offices, services, etc.)
- * Enhance potential for success by fostering understanding of self and others (diversity approach)

Responsibilities of the Center

- * Provide state of the art training to future psychologists in the MSc in Counselling Psychology Programme
- * Maintain the priority of service delivery over training
- * Monitor efficiency and quality of programs
- * Maintain an environment that assures staff and clients of confidential and non-discriminatory treatment
- * Search, apply and successfully complete research grants that will pertain to the needs of the university and the greater community of Pafos

Functions of the Center

- * Individual, group, couples, child and family psychotherapy and counselling
- * Vocational and career assessment and counselling
- * Reading, educational, test-taking, and study-skills counselling
- * Psychological assessments (for personal functioning, abilities and aptitudes, emotional disorders, LDs, etc.)
- * Educational and preventive programs
- * Consulting Services (training, team building, stress/money/time management, etc.)
- * Educational Programming and Supervision of graduate students
- * Applied research on several fields of interest and need

Development of a Training Site

- * Structure of the Building
- * Students' Procedures for Completing a Practicum, Responsibilities and Expectations
- * Practicum Responsibilities and Expectations
- * Practicum Timelines and Placement Guidelines
- * Practicum Supervisors
- * Supervision Model

Structure of the Building

- * Setting up of welcoming staff and large, comfortable and serene waiting area
- * Quiet, sound-proof and comfortable individual, couples and family therapy rooms
- * Quiet, sound-proof and comfortable assessment rooms
- * Large play therapy room for children
- * Large group and consultation room
- * One-way observation mirrors for live supervision and use of cameras in all rooms
- * Bonus: Site is 70m away from the beach!



Supervision Model

- * **Discrimination Model** (Bernard & Goodyear, 1992)
 - * Supervisors might take on a role of "teacher" when they directly lecture, instruct, and inform the supervisee.
 - * Supervisors may act as "counselors" when they assist supervisees in identifying their own "blind spots" or countertransference process etc.
 - * Supervisors may act in a "consultant" role to colleagues when offering supportive guidance.

Supervision Model

- * 3 areas of focus for skill building
 1. "Process issues" examine how technical aspects of the therapeutic process are handled.
 2. "Conceptualization issues" include how well supervisees formulate cases from theory and how well they convey this.
 3. "Personalization issues" focus on how therapists use their own experiences, thoughts and feelings in therapy.



Thank you for your
attention!