Jul – Sep 2025 report

This report covers activities conducted between **July and September 2025**. During this three-month period, the primary focus was on **supervising student research projects** and **guiding thesis discussions** for **clinical psychology students** at both **Al-Sharqe University** and **Free Aleppo University**. This phase represented a continuation of academic mentorship efforts aimed at fostering students' research independence, critical inquiry, and practical integration of theoretical knowledge into evidence-based clinical contexts.

In total, I supervised **seven students** — **four** from *Free Aleppo University* and **three** from *Al-Shaqur University*. At *Free Aleppo University*, all supervision sessions and committee meetings were conducted **in person**, providing rich opportunities to engage directly with students. These face-to-face meetings allowed for closer observation of student progress, more personalized feedback, and deeper exploration of individual academic strengths and areas requiring improvement. In contrast, supervision for *Al-Shaqur University* students was conducted **online**, maintaining a consistent schedule of virtual meetings to ensure continuous communication and academic support despite geographical distance. This blended supervision approach offered flexibility while sustaining quality interaction and responsiveness to student needs.

Throughout this supervision period, students demonstrated **notable progress** across several key domains essential to academic and professional development. Many showed advancement in **systematic and critical thinking**, developing the capacity to frame

research questions logically, analyze data coherently, and engage with existing literature in a thoughtful and evaluative manner. Others strengthened their **organizational abilities**, learning to plan research timelines, structure proposals effectively, and manage the various stages of project development. Equally significant was the refinement of their **academic writing and analytical skills**, which became evident through improved clarity, coherence, and adherence to research standards in their drafts and presentations.

This steady progress reflects the **long-term investment** in student development over the past two years. The foundation for these achievements was laid through consistent **teaching and mentorship** in key research courses such as *Research Methodology* and *Statistical Analysis*. These courses provided students with essential tools to understand research design, interpret quantitative and qualitative data, and critically evaluate psychological evidence. In addition, individualized guidance during this period focused on **developing and defending research proposals**, **selecting relevant thematic areas**, and **translating theory into practice** through evidence-based reasoning.

The supervision process also encouraged students to engage in reflective learning, fostering a deeper understanding of **ethical considerations**, **cultural sensitivity**, and **the importance of methodological rigor** in psychological research. By guiding them through proposal revisions, committee feedback, and structured discussion, the students gradually learned to view research not merely as an academic requirement but as a **core competency in clinical psychology** — one that directly informs professional judgment and practice.

Overall, these experiences are **integral to building postgraduate-level research competencies**. The development of such skills enables emerging professionals to conduct independent and ethically sound research, critically evaluate empirical findings, and apply scientific evidence in ways that enhance **clinical decision-making** and **therapeutic effectiveness**. By integrating supervision, teaching, and reflective dialogue, this phase of academic engagement contributes meaningfully to preparing the next generation of clinical psychologists capable of advancing both **research quality** and **clinical excellence** within their respective institutions.

Amjed Abojedi

Associated Profession of

Psychotherapy and Psychological Assessment"