



Doctoral Vacancy Announcement form

CALL FOR ONE (1) PHD CANDIDATE POSITION

Research Field

Mental Health Nursing – Nursing Education and Learning

Commencement of Studies

Spring Semester

Proposed PhD Research Title

“Artificial Intelligence in Nursing Education and the Mental Health of Nursing Students: Development and Evaluation of an Evidence-Informed Model to Enhance Learning, Self-Regulated Learning, and Mental Well-Being”

Scientific Scope and Research Context

The proposed doctoral research is situated at the intersection of **Mental Health Nursing, Nursing Education, Learning Sciences, and Artificial Intelligence (AI)**.

The study will investigate how Artificial Intelligence technologies can be integrated into nursing education in a scientifically rigorous, pedagogically appropriate, and ethically responsible manner, while examining their potential impact on students’ learning processes, self-regulated learning, academic self-efficacy, academic and clinical stress, psychological well-being, and overall academic adjustment.

Particular emphasis will be placed on examining the relationships between **AI use, learning behaviours, and mental health**, with the ultimate objective of developing an evidence-informed model capable of supporting more effective, personalised, and psychologically informed educational interventions within nursing education.

Aim of the Doctoral Research



The overall aim of the doctoral research is to **develop and empirically evaluate an evidence-informed model for the integration of Artificial Intelligence into Nursing Education**, linking educational effectiveness with self-regulated learning, academic adjustment, and the mental well-being of nursing students.

Indicative Research Domains

The doctoral candidate will investigate, among other areas:

- the use, acceptance, and perceived usefulness of Artificial Intelligence tools among nursing students;
- the potential impact of AI-supported learning on academic learning and educational outcomes;
- self-regulated learning and academic self-efficacy;
- academic and clinical stress;
- mental health, psychological well-being, and academic adjustment;
- students' perceptions, attitudes, expectations, and concerns regarding the use of AI;
- ethical, educational, professional, and human-centred dimensions of AI implementation in Nursing;
- and the development and pilot evaluation of an AI-supported educational model or intervention.

Theoretical and Conceptual Framework

The research may draw upon established theoretical perspectives in **self-regulated learning, self-efficacy, cognitive load, technology-enhanced learning, mental health, and health professions education**.

The doctoral study is expected to develop an integrated conceptual framework examining how AI-supported learning may influence educational and psychological outcomes, while considering relevant mediating and moderating factors.

Methodological Approach

The study may employ a **sequential mixed-methods research design**, integrating quantitative and qualitative methodologies to provide a comprehensive understanding of the educational and psychological dimensions of AI use among nursing students.



Depending on the final research questions and hypotheses, the quantitative component may incorporate multivariable statistical analyses, mediation and moderation analyses, and **Structural Equation Modeling (SEM)**. Qualitative methods may be employed to explore students' experiences, perceptions, expectations, concerns, and ethical considerations regarding AI-supported learning.

The research may subsequently include the **development and pilot evaluation of an evidence-informed AI-supported educational intervention or model**, subject to appropriate methodological and ethical approval.

Essential Qualifications

The applicant should possess:

1. **A university degree in Nursing, Sociology, or another related field within the Social Sciences and Humanities.**
2. **A postgraduate degree in Nursing, Sociology, or another related field within the Social Sciences and Humanities.**
3. **A strong academic interest in Mental Health Nursing, Nursing Education, the use of new technologies in education, and the social factors affecting health.**
4. **Very good command of both Greek and English.**
5. **Basic or advanced knowledge of research methodology and statistical analysis.**

Desirable Qualifications

Preference may be given to candidates with:

- previous research experience;
- Experience in education and/or teaching.
- Experience in delivering presentations and conducting experiential workshops.
- scientific publications or participation in research projects;
- academic or professional experience in Mental Health Nursing and/or Nursing Education;
- experience with digital learning technologies and/or Artificial Intelligence applications;
- experience in quantitative, qualitative, or mixed-methods research;



- knowledge of statistical and/or qualitative data-analysis software;
- and demonstrated interest in interdisciplinary research involving Nursing, Education, Mental Health, and emerging technologies.

Scientific Originality and Expected Contribution

The proposed doctoral research aims to contribute to the development of new scientific knowledge at the intersection of **Nursing Education, Mental Health Nursing, and Artificial Intelligence**.

Its originality lies in the systematic integration of educational and mental-health perspectives within an AI-supported nursing education framework. Rather than conceptualising Artificial Intelligence solely as a technological or instructional tool, the research will examine its broader implications for **learning, self-regulation, academic adaptation, psychological well-being, and the development of future nursing professionals**.

The anticipated outcome is the development of an empirically supported and theoretically informed model for the responsible integration of AI into Nursing Education.

Particular emphasis will be placed on maintaining the **human-centred philosophy of Nursing**, ensuring that Artificial Intelligence functions as a complementary tool for enhancing education, critical thinking, professional development, and student well-being, rather than as a substitute for the human, relational, clinical, and educational dimensions of Nursing.

Position and Admission

The position concerns **one (1) PhD candidate** for commencement of doctoral studies in the **Spring Semester**.

The successful candidate will undertake doctoral research within the scientific fields of **Mental Health Nursing, Nursing Education, and Artificial Intelligence-supported Learning**, in accordance with the applicable academic regulations, admission procedures, and quality-assurance requirements of the relevant doctoral programme



PRELIMINARY PhD RESEARCH PROPOSAL

Proposed Title

Artificial Intelligence in Higher Education and Student Mental Health: Investigating the Mechanisms Linking AI Use with Self-Regulated Learning, Academic Self-Efficacy and Mental Well-being – Development and Evaluation of an Evidence-Informed Model

Research Background and Scientific Rationale

The rapid integration of Artificial Intelligence (AI) into higher education represents one of the most significant technological and pedagogical transformations in contemporary education. In particular, the emergence of Generative AI has created new opportunities for personalised learning support, real-time feedback, educational content generation, metacognitive support and the enhancement of self-regulated learning.

However, the scientific debate should extend beyond the effectiveness of AI as an educational technology. The adoption of AI is transforming how students search for, process, evaluate and generate knowledge and may therefore influence a broader range of educational and psychological outcomes. The relationships between AI use, learning autonomy, academic self-efficacy, cognitive load, academic stress and mental well-being remain insufficiently investigated, particularly through integrated interdisciplinary research models.

Research Gap

Despite the rapidly expanding literature on AI in education, the evidence base remains heterogeneous in terms of theoretical frameworks, outcome measures and methodological approaches. A substantial proportion of existing research has focused on academic performance, technology acceptance or perceived usefulness, whereas the potential interaction between **learning processes and student mental health** has received comparatively less systematic attention.



Furthermore, there is a need to understand the mechanisms through which AI may function either as a **facilitating or protective factor** for learning and well-being or, conversely, as a potential contributor to dependency, reduced cognitive autonomy, information overload or increased academic pressure.

Addressing this gap provides the proposed doctoral research with significant interdisciplinary and scientific relevance.

Theoretical Framework

The study will be informed by an integrated theoretical framework incorporating principles from:

- **Self-Regulated Learning theory;**
- **Self-Efficacy theory;**
- **Cognitive Load theory;**
- contemporary approaches to **AI-supported learning;** and
- biopsychosocial and psychoeducational perspectives on **student mental well-being.**

Within the proposed framework, AI use will not be conceptualised as an isolated independent variable. Rather, it will be examined as a factor interacting with individual characteristics, learning strategies, educational environments and psychosocial determinants.

Aim

The overarching aim of this doctoral research is to develop and empirically investigate an integrated theoretical and research model explaining **how, to what extent and under what conditions the use of Artificial Intelligence is associated with students' learning effectiveness and mental well-being.**

Research Objectives

The study will:

1. Characterise patterns and purposes of AI use among university students.
2. Investigate the relationship between AI use and self-regulated learning.
3. Examine the role of academic self-efficacy as a potential mediating mechanism.



4. Investigate associations between AI use and academic/perceived stress.
5. Examine relationships between AI use and indicators of mental well-being.
6. Investigate the potential role of cognitive load and perceived autonomy.
7. Identify factors that may moderate the relationships between AI use, learning and mental well-being.
8. Develop an **AI-Supported Learning and Student Mental Well-being Model**.
9. Pilot-test the feasibility, acceptability and preliminary effectiveness of the proposed model.

Methodological Approach

A **sequential mixed-methods research design** will be adopted, integrating quantitative and qualitative evidence in a structured and complementary manner.

The quantitative phase will examine relationships among the principal study variables and, where appropriate, employ multivariable analyses, mediation and moderation models, and structural equation modelling (SEM) to investigate not only associations but also potential explanatory mechanisms linking AI use, learning processes and mental well-being.

The qualitative phase will explore students' lived experiences, perceptions and interpretations of AI-supported learning, thereby providing contextual explanations for quantitative findings and identifying factors that may not be adequately captured through standardised measures.

During a subsequent phase, the proposed AI-supported model will be developed and pilot-tested using an appropriate pre-post evaluation design and, where feasible, a comparison group.

Measurement instruments will be selected on the basis of established psychometric validity and reliability and will be implemented in accordance with recognised principles of research ethics.

Ethical and Regulatory Considerations

Particular attention will be given to informed consent, privacy and data protection, algorithmic transparency, potential bias, data security and the responsible use of AI.



AI will not be conceptualised as a substitute for qualified mental health professionals. The study will focus on the **educational and supportive dimensions** of AI and on the identification of factors associated with student well-being, while maintaining clear boundaries regarding clinical assessment and intervention.

Expected Scientific Contribution

The doctoral research is expected to contribute to the development of an **interdisciplinary and theoretically grounded framework** connecting three fields that have frequently been investigated separately: **Artificial Intelligence, Learning Sciences and Student Mental Health**.

The principal scientific originality of the study will not lie merely in examining students' use of AI, but in investigating the **mechanisms, mediating pathways and moderating factors** through which AI may simultaneously influence learning processes and psychological well-being.

The ultimate objective is to develop an **evidence-informed, theoretically grounded and ethically responsible model** for the integration of AI within higher education. Such a model may provide a foundation for subsequent intervention research and inform evidence-based educational policies and practices aimed at supporting both effective learning and student well-being.

Keywords: Artificial Intelligence; Generative AI; Higher Education; University Students; Self-Regulated Learning; Academic Self-Efficacy; Cognitive Load; Academic Stress; Mental Health; Mental Well-being; AI-Supported Learning; Digital Education; AI Ethics.

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Erasmus Coordinator – Department of Nursing

Academic and Research Fields:

Mental Health Nursing • Nursing Education • Dementia and Neurocognitive Disorders •
Neuropsychiatric Nursing • Gerontological Mental Health • Child and Adolescent Mental Health
• Student Mental Health and Well-Being • Learning Sciences • Artificial Intelligence in Nursing
Education



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Research Interests:

Mental Health and Psychiatric Nursing • Dementia and Major Neurocognitive Disorders •
Neurocognitive and Neuropsychiatric Conditions • Nursing Education and Clinical Education •
Artificial Intelligence and Digital Learning • Self-Regulated Learning • Student Mental Health
and Psychological Well-Being • Vulnerable Populations



Doctoral Vacancy Announcement form

Research Topic Title:

Community Nursing: Management of Crises and Public Health Emergencies

No. of Openings: 1**Description:**

The doctoral research will focus on assessing the preparedness, knowledge, competencies and/or educational needs of nurses working in community and pre-hospital healthcare settings for the effective management of crises, disasters, and public health emergencies.

Required Qualifications:

- ✓ Bachelor's degree in Nursing from a recognized university.
- ✓ Master's degree in Nursing, Health Sciences, Social Care Sciences, or a related field.
- ✓ Proficiency in both Greek and English, sufficient for academic study and research.
- ✓ Familiarity with research methods and the ability to conduct scientific literature searches, critically appraise the literature, and undertake academic writing.

Funding:

Support for specific research activities may be considered through available research funds/projects or future external funding, subject to applicable regulations and the availability of resources.

Research Advisor:

Name/Surname: Dr Elena Rousou

Position: Assistant Professor

Email: elena.rousou@cut.ac.cy



Doctoral Vacancy Announcement form

Research Topic Title: Safety and Optimisation of Pharmacotherapy in Older Adults

No. of Openings: One (1)

Description: The doctoral research will focus on the safety and optimisation of pharmacotherapy in older adults, using data from routine clinical practice. The study will investigate factors associated with an increased risk of medication-related problems, including polypharmacy, potentially inappropriate medications, clinically significant drug–drug interactions, the appropriateness of drug dosing in relation to renal function, and other relevant clinical and pharmacological factors. Associations with adverse drug reactions and selected clinical outcomes will also be explored. The research will employ methodological approaches from Clinical Pharmacology and Pharmacoepidemiology, with the aim of identifying factors that may contribute to safer and more effective medication use in older adults.

Required Qualifications: Applicants should hold a recognised degree in a Health Sciences discipline, such as Pharmacy, Medicine, Nursing, or another related field, as well as a postgraduate degree in a relevant area. Very good knowledge of English and good computer skills are required. Previous clinical and/or research experience, particularly in pharmacotherapy, older adult care, medication safety, or clinical data analysis, as well as familiarity with statistical software, will be considered an advantage.

Funding:



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Research Advisor:

Name/Surname: Dr Eleftheria Galatou

Position: Lecturer in Clinical Pharmacology

Email: eleftheria.galatou@cut.ac.cy



Doctoral Vacancy Announcement form

Research Topic Title: Safety and Effectiveness of Direct Oral Anticoagulant Therapy in Patients with Cardiovascular Diseases

No. of Openings: One (1)

Description: The doctoral research will focus on the use, safety and effectiveness of Direct Oral Anticoagulants (DOACs) in patients with cardiovascular diseases, using data from routine clinical practice. Clinical and pharmacological factors that may influence treatment will be investigated, including age, renal function, body weight, comorbidities, dosing, and concomitant medications. Particular emphasis will be placed on the safety of anticoagulant therapy, clinically significant drug–drug interactions, and the occurrence of bleeding or thromboembolic events. Depending on data availability, treatment persistence, medication adherence, and other factors affecting treatment effectiveness may also be explored. The research will employ methodological approaches from Clinical Pharmacology and Pharmacoepidemiology.

Required Qualifications: Applicants should hold a recognised degree in a Health Sciences discipline, such as Pharmacy, Medicine, Nursing, or another related field, as well as a postgraduate degree in a relevant area. Very good knowledge of English and good computer skills are required. Previous clinical and/or research experience in cardiovascular diseases, anticoagulant therapy, pharmacotherapy, or clinical data analysis, as well as familiarity with statistical software, will be considered an advantage.

Funding:



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Research Advisor:

Name/Surname: Dr Eleftheria Galatou

Position: Lecturer in Clinical Pharmacology

Email: eleftheria.galatou@cut.ac.cy



Doctoral Vacancy Announcement form

Research Topic Title: Surgical Nursing: Trauma Care in the Prehospital and Emergency Phase – Protocol Adherence and Continuity of Care

No. of Openings: 1

Description:

Doctoral research will focus on nursing care of trauma patients in the prehospital and emergency phase, examining adherence to trauma management protocols, continuity of care and how digital documentation tools can support them. The project is interdisciplinary, combining nursing (Dep. of Nursing) with digital health technologies (Dep. of Electrical Engineering, Computer Engineering and Informatics).

Required Qualifications:

- Bachelor's degree in nursing from a recognised university.
- Master's degree in nursing, Health Sciences or a related field.
- Excellent knowledge of the Greek and English languages.
- Familiarity with research methods and the ability to conduct scientific literature searches, critically appraise the literature and write academically.

Desired Qualifications: Professional experience in surgical, trauma, emergency or prehospital care. Experience in quantitative and/or qualitative research methods or in digital health tools will be considered an additional asset.

Funding:

Support for specific research activities may be considered through available research resources/projects or future external funding, in accordance with the applicable regulations and the availability of resources.

Research Advisor:

Name/Surname: Theologia Tsitsi (Dep. of Nursing), Efthymoulos Kyriacou (Dep. Of Electr. Engin. & Comp Science and Engin.)

Position: Lecturer, Assistant Professor

Email: theologia.tsitsi@cut.ac.cy , efthymoulos.kyriacou@cut.ac.cy



Doctoral Vacancy Announcement form

Research Topic Title: Health Psychology

No. of Openings: One (1)

Description: The Behavioral Science in Health Lab (BSiH Lab), Department of Nursing, Cyprus University of Technology, invites applications for a PhD on Digital Well-being in Childhood. The project will explore how children's use of digital media, including screens, social media and algorithm-driven platforms, affects their physical and mental health, sleep and development. Drawing on behavioural science, it may co-design interventions with children, parents and schools to support a healthy, balanced relationship with technology.

Required Qualifications: Applicants must hold a recognised university degree in the Health Sciences (e.g., Medicine, Nursing, Psychology, Biomedical Sciences, Public Health) or in another field relevant to the position. A postgraduate degree in a relevant field will be considered an additional qualification, as will previous research experience or involvement in the topic. A good command of English, computer skills, and an understanding of the principles and concepts of research methodology are required. Applicants who do not hold a postgraduate degree will be required to complete additional ECTS credits in accordance with the regulations of the Cyprus University of Technology.



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Funding: Not applicable

Research Advisor:

Name/Surname: Angelos Kassianos

Position: Assistant Professor

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