



NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE

PSYCHOLOGY DEPARTMENT

Studying International Psychology in Greece...
at it's best!

Featured in this edition:

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- Psychology degrees offered at NYC
- NYC Psychology Club – a student-led initiative
- The Psychology of Romantic Love: Article by Lito Karageorgou, Leader of the NYC Psychology Club
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SUMMER ISSUE 2022

WELCOME FROM THE HEAD OF PSYCHOLOGY

Antonia Svensson Dianellou, Ph.D.
Head of Psychology Department,
Associate Dean



The Department of Psychology at New York College is one of the School's largest Departments.

Through our 34 year collaboration with the State University of New York-Empire State College, and long time collaboration with the University of Bolton – a Guardian “top 50” UK University in 2021 – our students enjoy high-level international studies with faculty who have a wide range of skills and backgrounds.

We offer a choice of US or UK Bachelor degrees in Psychology, and a range of postgraduate programmes including: MSc in Counselling and Positive Psychology, MPhil and PhD in Psychology.

At NYC traditional teaching is combined with innovative and interactive teaching methods, thus providing students with a challenging environment where knowledge is pursued through a modern lens.

In this issue you will find the latest news and developments of the NYC Department of Psychology!







Psychology degrees offered at NEW YORK COLLEGE

The study of Psychology enables individuals, companies and communities to thrive and cultivate the best within themselves, and thus improve their experiences of work, leisure time and relationships.

One of the most common reasons for studying psychology is to gain a better understanding of the self and others. The field and study of psychology is vast and can lead to a number of career options for degree holders after graduation.

A psychology degree is very attractive to employers because it combines the study of science and humanities. Psychology graduates are excellent communicators as they possess a good deal of knowledge about people's behaviour, how relationships are formed and about group dynamics.



This kind of knowledge is central to almost all jobs these days.

There are many options for those who wish to enter the job market with a Bachelor's degree in psychology, such as going into management, administration, sales, marketing and human resources.

If your aim is to practice as a Psychologist then a minimum of a Master's degree is usually required, as you will want to specialize in an advanced field of practice. All courses are delivered in English.



UNIVERSITY OF BOLTON

MANCHESTER, U.K.

The **UNIVERSITY OF BOLTON** has its roots in one of the first engineering training institutions in Britain in 1824. The University's long-standing, centuries-old and multi-dimensional links with Industry, enable it to offer a large number of professionally recognized programs accredited by the relevant professional bodies.

TOP PERFORMANCE OF THE UNIVERSITY OF BOLTON

in the British Universities ranking,
according to the Guardian for 2022.

► IN THE 50 BEST UNIVERSITIES IN THE U.K.!

Following last year's spectacular upgrade of the **UNIVERSITY OF BOLTON** as one of Britain's **50 best universities** in the last academic year (2020-2021), the Guardian has further upgraded its ranking in Britain: According to the **Guardian** (Best UK Universities 2022 - rankings), the **UNIVERSITY OF BOLTON** was **ranked 12th among all UK Universities** in terms of student satisfaction with teaching standards (satisfied with teachers) and, in addition, in terms of the overall ranking (Guardian score), it was upgraded by 4 places to **46th among all UK Universities** for 2021-2022.

BSc (Hons) Psychology, Psychotherapy and Counselling with Foundation year

The University of Bolton psychology courses are ranked top in the UK for teaching quality by The Times and The Sunday Times Good University Guide 2020, as well as top in the UK for student satisfaction by The Complete University Guide 2020. The University of Bolton is in the Top 50 UK Universities (2021 Guardian league table).



- A unique opportunity for students to explore, acquire and critically apply concepts, theories and models used in all three disciplines - Psychology, Psychotherapy and Counselling.
- We offer both a 4-year full-time programme, the first year of which is taught in Greek and the rest exclusively in the English language, or a 3-year programme for candidates who fulfil the entry requirements.
- Graduates are equipped with many diverse skills to undertake different types of work in the field of mental health, or to progress to postgraduate training in any specialist area of Psychology, Psychotherapy and/or Counselling.
- The programme provides students with the opportunity to undertake voluntary work in a placement, across both semesters during their final year, thus ensuring academic, professional and employability skills are developed side by side.
- Work opportunities are available in many and varied mental health settings. This course provides the ideal foundation for a successful career in psychology, psychotherapy and/or counselling (with additional training).
- The UK based course is one of only a few Psychology, Psychotherapy and Counselling degrees in the UK that is accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartership (the first step towards becoming a Chartered Psychologist in the UK).
- Graduates of the NYC Athens based course may apply for Graduate Basis for Chartership of the BPS, via the International Route by individual application.



STATE UNIVERSITY OF NEW YORK



SUNY EMPIRE
STATE COLLEGE

STATE UNIVERSITY OF NEW YORK- Empire State College

U.S.A.

New York College Educational Group has completed 34 years of stable cooperation with the **STATE UNIVERSITY OF NEW YORK**, the largest university in the US, for the conduct of its university programs in Greece. Our students in Athens and Thessaloniki acquire an authentic Bachelor's degree from the American STATE UNIVERSITY OF NEW YORK - Empire State College, with the international recognition and the global prestige of the academic educational system!

34 YEARS OF STABLE UNIVERSITY COOPERATION!

The STATE UNIVERSITY OF NEW YORK is the largest university in the United States with 64 campuses and 400,000 students. Empire State College is one of the 64 colleges and universities of the STATE UNIVERSITY OF NEW YORK with approximately 20,000 students each year. STATE UNIVERSITY OF NEW YORK - Empire State College (SUNY-ESC) offers fully accredited undergraduate and graduate programs as well as professional degrees. Founded in 1971, it is internationally renowned for its flexible and innovative programs.

The Department of International Programs at STATE UNIVERSITY OF NEW YORK - ESC collaborates with educational institutions around the world to serve undergraduate students. Students participate in classroom and online courses in Athens, Thessaloniki and Prague (Czech Republic).

BS Concentration in Psychology (Area of Studies: Human Development)



- A rigorous and flexible programme, offering a solid background for a number of subsequent career and educational choices.
- Students who complete the NYC/Empire State College undergraduate program can follow many career options such as (to name a few), human services specialists, personnel analysts, psychologists-psychotherapists, psychometric development specialists and counselors.
- US bachelor's degree programs are designed to require 4 academic years of full-time study, with a choice of electives and a choice of majors.
- Elective courses are available in Psychology, Philosophy, Sociology, International Relations, Technology, Business and many more fields.
- Graduates can pursue further studies and/or work opportunities in many and varied settings related to mental health.



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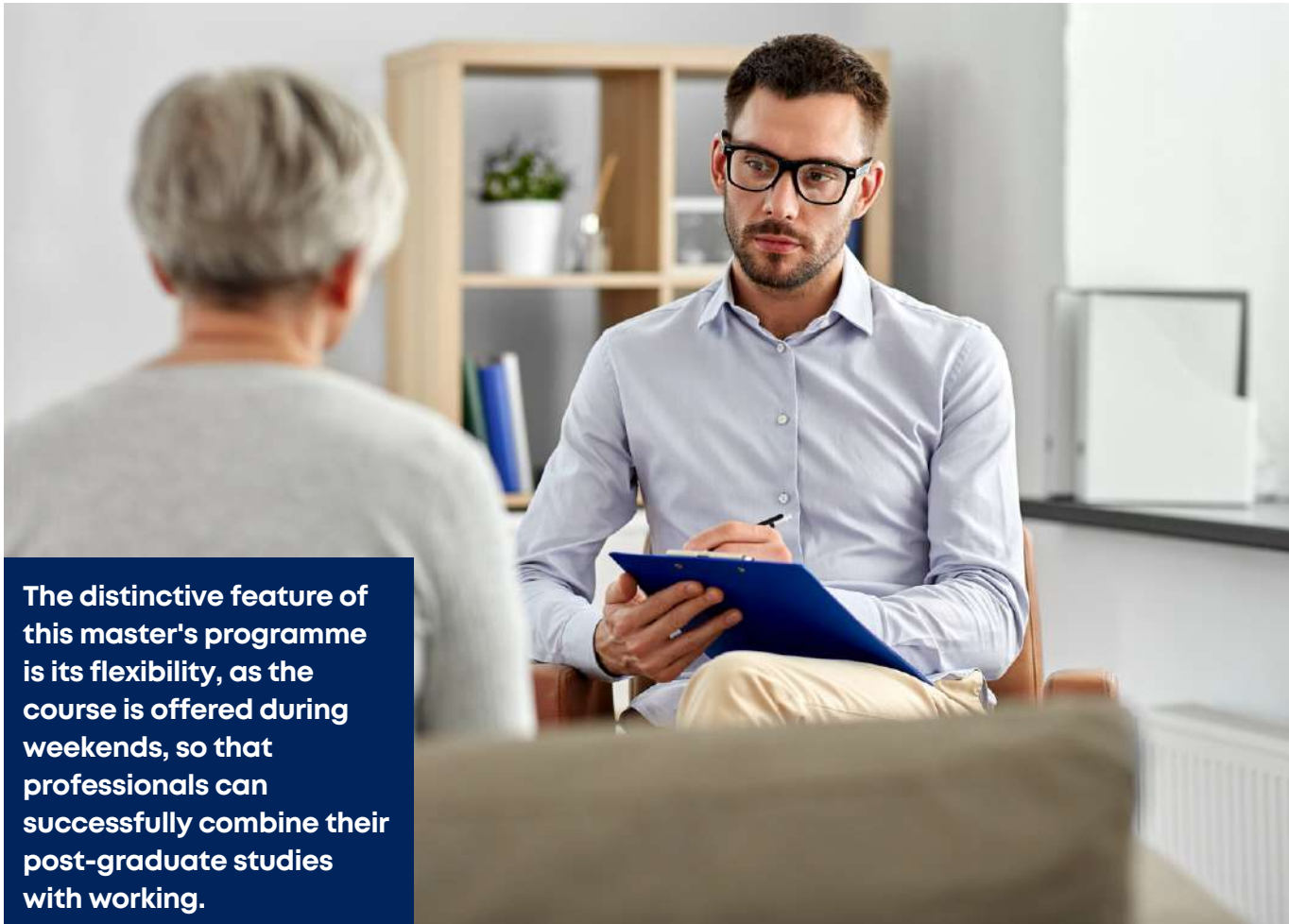
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MSc in Counselling and Positive Psychology



The distinctive feature of this master's programme is its flexibility, as the course is offered during weekends, so that professionals can successfully combine their post-graduate studies with working.

This exciting and innovative Masters degree is an 18 month full-time programme which involves the comprehensive study of selected areas in therapeutic counselling and positive psychology at an advanced level, and leads to the acquisition of advanced professional practice and research skills.

Topics covered include Positive Psychology theory, research and practice, therapeutic counselling and research methods for counselling and coaching. The programme includes 120 hours of supervised clinical practice.

Graduates of the programme can become members of the British Association for Counselling and Psychotherapy (BACP), the International Positive Psychology Association and the Hellenic Association of Positive Psychology (upon individual application).

Graduates will be able to apply the skills learnt on this MSc within health and social care settings, in private practice, in research and teaching, and in management roles – essentially anywhere where working with people is the prime focus.

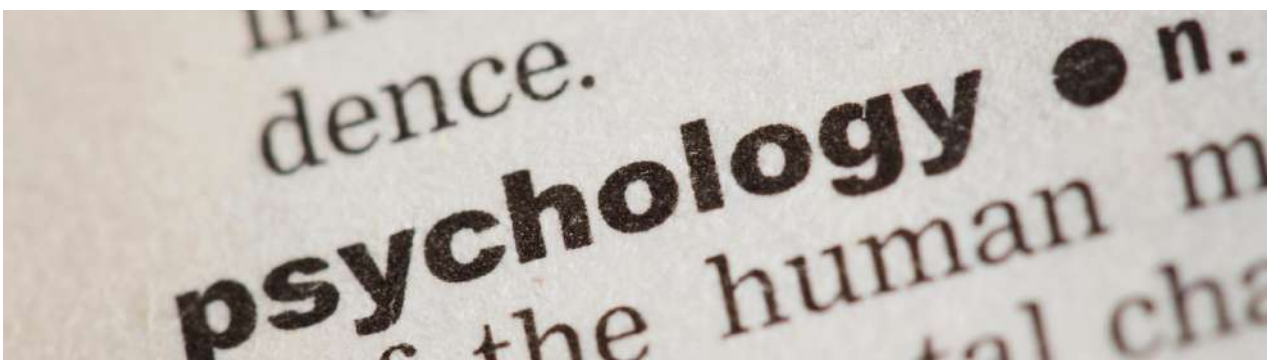


MPhil / PhD in Psychology



Students who are interested in conducting research may choose to continue their studies after their Masters degree by enrolling for a PhD in Psychology, offered by University of Bolton, UK. The NYC Department of Psychology includes many highly qualified and research active members of faculty.

Their areas of interest and expertise are listed below. Students who do not have a Master's degree, but have a good GPA and strong research method skills from their Bachelors degree, may be able to enroll for the PhD directly via MPhil route. Below you will find a list of the Psychology Faculty's areas of research expertise and interests.





Faculty and Research Supervisors

Klio Geroulanou, PhD

Lesbian, Gay, Bisexual and Trans research, attitudes to same sex marriage and parenting, LGBT rights, clinical psychology and psychopathology.

Marsha Koletsi, PhD

Clinical assessment, eating disorders, postnatal depression, self-harm, therapeutic relationship, code of ethics, qualitative research (IPA and Thematic Analysis)

Agathi Lakioti, PhD

Specialized in Positive Psychology, psychotherapy as a “resilience enhancing” factor, Positive Psychology and character education in schools, counselling and psychotherapy areas of research, Employee Assistance Programmes (organizational settings), social empowerment programmes aimed at increasing the access and participation of women in the labour market.

Lindy McMullin, PhD

Specialized in Positive Psychology, Mindfulness, Ecopsychology, Greek mythology, Storytelling, Drama and transpersonal psychology.

Professor, Dr. Joannis N. Nestoros

Neurofeedback (i.e. EEG training) and Alpha–Theta (EEG waves) training to exert therapeutic effects on mental and psychosomatic states, including autism, ADHA and Psychotic disorders, and the interaction of the above two computer-assisted methods with traditional (talking) integrative psychotherapy.

Natasha Soureti, PhD

Health risk communication, HIV/cancer/CVD prevention studies, smoking cessation, empathy/nostalgia manipulation experiments, attitude change, PTSD and anxiety disorders.

Antonia Svensson Dianellou, PhD

Student well-being, resilience, childhood development, intergenerational relationships, grandparenting, retirement, social roles in ageing, social change, psychological and social impact of economic and health crises, dance movement psychotherapy and qualitative or mixed methods research.

Vasiliki Varela, PhD

Cognitive neuroscience, decision-making models, systems and pathologies of memory, attentional processes, language acquisition and disorders, applications of psychology in forensic settings and music perception.

**Want to know more?**

Visit www.nyc.gr
or contact the Head
of Psychology
Antonia Svensson
Dianellou, PhD - Head
of Psychology
Department,
Associate Dean at
svensson@nyc.gr



The NYC Psychology Club



NEW YORK COLLEGE
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During the academic year 2021-22 the NYC Psychology Club met on Friday afternoons. The weekly online Club meetings began during the extended COVID-19 lockdown, in 2020 onwards, as an extra-curricular activity that could take place in an accessible way when opportunities to socialise were otherwise limited. It became popular and the weekly online meetings continued in 2021-22, alongside some in person talks, visits and workshops. The Psychology Club is a student-led initiative that was facilitated this year by final year SUNY BS Psychology student Lito Karageorgou, with the support of Dr Antonia Svensson, Head of the Psychology Department.

The Friday discussion meetings, and the workshops led by Guest Speakers, all involved lively discussions on topics such as diverse as the Psychological Impact of War, the Psychology of Romantic Love, GLBQT communities, Cyberpsychology, Mindfulness practice and Health promotion.

Club members could share some their personal experiences, if they wished to, and beliefs and hidden assumptions were examined whilst the group engaged in critical discussion and debate informed by psychological research and theory.

Often members shared resources, such as journal articles, news reports and video clips, from experts, on the agreed discussion topic via Teams ahead of the discussion meeting. Friendships were forged and new knowledge was gained.

During June the final Psychology Club meeting of the academic year was held. The discussion topic was, naturally, Endings and New Beginnings. We brainstormed ideas for the future of the Club and said goodbye to the Club leader of this year, Lito Karageorgou who is graduating this summer.

Appreciation was expressed to Lito whose regular presence throughout the year, and whose friendly communication style, and theoretically informed approach to the Club discussions, facilitated many thought-provoking and important reflections in the group.



The Psychology Club meetings will start once again after the summer break! NYC students from any Department of studies are welcome and encouraged to attend.

More news will be announced in October.

**For further information contact
svensson@nyc.gr**

**WHAT DO YOU THINK?
WILL YOU JOIN US?**



The Psychology of Romantic Love: Where Does it Come from and Why is it Important?



By Lito Karageorgou
Leader
of the NYC
Psychology
Club, 2021-22

Romantic love holds a prominent spot in human thought, inspiring innumerable poems, books, films, songs, and other creative works. It describes an “intense attraction that involves the idealization of the other, within an erotic context, with the expectation of enduring for some time into the future” (Jankowiak & Fischer, 1992).

The quickened heartbeat experienced when being around one’s object of love led people in the past to assume that the heart is the seat of love. Nevertheless, the brain is where it all begins.

Neurochemistry

Fisher (1998) classifies love into three categories—each of which alters the brain chemistry in a different way: lust, attraction, and attachment. Lust describes a person’s drive for sexual activity. It serves the evolutionary purpose for continuation of the species via reproduction. Lust arises when the brain’s hypothalamus signals the production of testosterone and estrogen by the testes and ovaries.

Attraction refers to a different but related phenomenon that can exist independently or concurrently with lust. During attraction, the levels of dopamine and norepinephrine are increased. Feelings of excitement and elation are thus produced due to the activation of the brain’s reward pathways. Contrarily, the neurochemical serotonin decreases when experiencing attraction, resulting in mood and appetite irregularities.

Attachment is the driver behind long-term commitment. Unlike the first two categories, it is not exclusive to romance but exists in all types of intimate relationships, such as friendship and parent-child relations. Oxytocin and vasopressin are the main neurochemicals present in such relationships. Their release is associated with the creation of bonding.



Duplex Theory of Love

Triangular Theory

Many theories have been proposed to account for romantic love, but the one that has received the most support by research is Sternberg's triangular theory of love (1986). Sternberg maintains that the three components of love are intimacy, passion, and commitment and that their interplay results in eight different types of love. Friendship, infatuation, and empty love are characterized solely by the presence of intimacy, passion, and commitment, respectively. Romantic love consists of passion and intimacy; companionate love by intimacy and commitment; and fatuous love by commitment and passion. The presence of all three components makes up the supreme consummate love, while their complete absence is termed nonlove.

Romance frequently moves through these different types in a stage-like manner. Friendship may grow to be romantic love and ultimately consummate love, or infatuation may turn to romantic love and then companionate.

Love as a Story

Sternberg (2006) later proposed a second part to his theory, the love as a story, to explain the development of the various triangles creating the different types of love. He suggests that since childhood, people observe the various romantic relationships around them and construct their conceptions of love based on them. These observations may come from real life or portrayals of love in the media. Different partners may be more or less compatible with one's love stories, and the success of the relationship is more probable when the partners' stories are in agreement.

Sternberg recognizes that these stories may be near-infinite in number, but they broadly fall within 26 standard patterns. This pattern determines the way of behaving within the relationship. For instance, in the government democratic story, the two partners equally hold the power. On the contrary, in the horror story, one of the partners inflicts terror on the other.

Importance

Understanding the psychology of romantic love can help in assessing one's relationships, identifying potential areas for improvement, and working on them with their partner. Moreover, as personal relationships are pivotal for people's well-being, improving their quality can boost the person's own happiness.

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By Dr Ntaniella Pylarinou

ROMANCE OR STALKING?

*“Every breath you take
and every move you make
Every bond you break,
every step you take,
I'll be watching you
Every single day
and every word you say
Every game you play,
every night you stay,
I'll be watching you”
The Police, 1983*

The media (film, tv shows, books and music) have for years misinterpreted romantic behaviour and have promoted stalking behaviours instead. Following someone, making exaggerated expressions of affection, calling, sending messages, gifts and watching someone out of sight have all been normalised as part of the courtship. Stalking is also found in cases where a couple has separated or divorced, and one of the two parties wishes for the relationship to continue so he or she will conduct “grant gestures” or “persist” until they win the other person back. What is never discussed in these romantic films or tv shows or musical lyrics is how the person who is being pursued feels about this unwanted attention.

What is stalking?

Stalking is a complex crime that has no unanimous definition. One definition for this crime was created by the National Center for Victims of Crime (2007). It defines stalking as a crime of psychological terror and of intimidation that can potentially escalate with the offender being violent towards the victim; the victims can be affected by serious health consequences from stalking.

Who is affected by stalking?

Anyone can be a victim of stalking it is a gender-neutral crime, The Office for National Statistics (2013) stated that in the UK 1 in 6 women and 1 in 12 men are stalked every year. In Greece 12% of women have experience stalking from the age of 15 onwards according to the study the European Union (2012) conducted on violence against women. If women are more effected by this crime why is it considered gender neutral? The answer to this question is as complex as the crime itself and it is has become one of the most significant areas of research in stalking which is stalking acknowledgment.

What is stalking acknowledgement?

Jordan et al. (2007) defined stalking acknowledgement as the probability of a victim labeling their experience as stalking. Many people do not label their experience as stalking even though legally they meet the criteria of two or more incidents of stalking behaviours and they become fearful through those interactions (Protection Against Freedom Act 2012). This leads to the average stalking case lasting approximately 1.8 years.

Why does this happen?

Let's go back to the start of this article and to the song lyrics of "Every breath you take" this song has been considered for many years as one of the most romantic songs and people use it as their wedding song. If someone closely looks at the lyrics a very different picture emerges one of a stalker that is constantly watching over their victim. Normalizing and romanticizing these kind of behaviours will make the victim hesitant to ask for help. After all should they not be flattered by this kind of attention by another? The answer is NO this is not romance this is a serious a dangerous crime that can escalate to assault and murder.

What should you do if you are being stalked?

Ask for help from your friends and family, document all the calls, messages, emails, gifts, record the phone calls if they are threatening in nature. The more evidence you have the easier it will be for you to show a pattern of behaviour from that individual towards you. Finally go to the police and ask for help with the evidence you have gathered even if the provide a caution towards that individual you have set things in motion and there is a record of that.

Do not wait to ask for help until things escalate. Private all your social media accounts and do not use the GPS locations when you upload photos on social media.

Ntaniella Pylarinou, PhD, MSc, BSc
Psychology Instructor
New York College





STRESS AND EXAMS

Stress and anxiety about exams can be very overwhelming. Everyone reacts slightly differently to stressful situations. Our reaction to stress depends upon our background, personality and upbringing, our previous relevant experiences and our culture. Psychological research indicates that examinations in particular are usually perceived as stressful for four main reasons (Denscombe, 2000):

1. Because of their educational and/or employment consequences;
2. Students judge themselves on the basis of their grades, they may be taken as markers of self-esteem in an achievement-oriented culture;
3. The perceived impact of judgements from others, such as parents;
4. Repeated communication from teachers as to the importance of good exam grades, for getting into University for example, which may be used as a motivational strategy by teachers... that does not always work as intended.

So, what can we do to maximise our physical and mental health during examination periods?

- Create a designated study space at home. Decorate your workspace with photographs, plants or other objects that make you feel positive and which help you feel motivated.
- Schedule your exam revision sessions. Set yourself realistic, achievable and time limited goals for each day. Adjust your goals for the following day after reviewing what worked well and what didn't!
- Improve your study skills, and test-taking skills, through familiarising yourself with not only the possible exam content but with the exam procedures, and practice taking mock exams under similar conditions.
- Eat well and take regular short breaks from studying. This will enhance your concentration, memory and energy levels.
- Prioritise getting enough sleep. Most people need at least 7 hours of sleep in order to function well.

Cultivating good relationships is an important antidote to stress. So, whilst you remain focused on your immediate educational goal, also be mindful of your other personal and social goals.

Meet up regularly with friends and classmates for a study break - perhaps take a brief walk together or a have video chat. Talk with friends or family members about how you are feeling and share ideas for keeping positive and remaining focused.

Talk about your dreams and imagine the many different paths that exist before you, each one leading to new opportunities. Knowing you are not alone in your struggles can go a long way towards helping you keep calm and well on your path to success!

Let us remember that it is through difficulties and challenges that we discover our strengths.

Cultivating good relationships is an important antidote to stress.

- Remain connected with friends but limit the amount of time you spend on social media. Perhaps just a couple of short 'sessions' per day is enough? Consider staying offline until evening, when your studying is complete for the day, especially if you find that you feel more anxious or stressed after using social media.
- Last, but most importantly, try to keep things in perspective and do not catastrophise. If one question cannot be answered, this does not mean you will fail the whole exam and that your whole life will become a failure! Education and careers are just one part of a whole and fulfilling life.

Antonia Svensson Dianellou,
PhD, MSc, PGdip, BSc
Head, Department of Psychology
Associate Dean
Head, Student Counselling Service
New York College





COUNSELLING AT NYC

By Lindy McMullin

Although entering a university is a new and exciting experience, it often proves to be challenging as students transition to degree studies straight from high school. Moreover, there are those who choose to go back to studying after taking some years off and feel awkward due to age differences and need a bit more time to locate their place in a new environment.

Risks and challenges may include emotional and psychological distress, career concerns, difficulties related to academic skills and performance, relationship concerns and financial concerns, among other things.



Such issues are not only experienced in the first year of study, but may be found across all years of study, often increasing with post graduate study due to the stressors that come from writing Master and PhD Dissertations alongside managing a career and family life. Without a doubt, good mental health and well-being are the cornerstones on which a sound future may be built, and this is what makes student counselling an essential feature of any university or college.

Developing new social networks can often be challenging. Keeping up with the demands of academic writing and thinking places a strain on students, especially when they first adapt to learning within a different educational system to the one, they previously attended. Change can be very exciting and positive but sometimes change requires support and the student counselling service of NYC provides this support. In a safe and warm environment, students are given the opportunity to seek support over six sessions, where they can focus on short term goals, learn how to manage their time, deal with personal problems, learn mindfulness techniques, find new and better ways to cope with change and any challenges they are facing, and to work towards improving their general wellbeing. Using a range of different techniques and an integrative counselling approach, the counsellor is particularly aware of the uniqueness of each student and has the necessary experience to provide a positive and supportive counselling experience. The counsellor does not solve the student's problem for them. Nor does the counsellor give "advice". Rather, the counsellor assists the student to find new ways of looking at their situation and can point out dysfunctional thinking or thinking "traps" that often stem from core beliefs and help the student to consider how their thinking patterns and experiences may be affecting them. Students begin to learn to accept how they feel and to not be too judgmental. They are encouraged to explore their potential but at the same time to develop self-compassion and practice self-care, and to understand that they are not alone in their struggles and concerns.



It is important to note that research carried out in Greece (Athanasiaides & Giovazolias, 2016) found that students facing general challenges due to family separation, coping with new rules, regulations and a way of life that encourages independence, as well as building new romantic relationships, benefit from student counselling. Albeit a new and exciting prospect of developing aspects of personality and achieving personal growth in a university setting, all change requires support. This support may come from family and friends, but also through the learning of different techniques with a counsellor that can enhance wellbeing and facilitate growth from change. For this reason, it is of vital importance that students do not feel uncomfortable when seeking out counselling support. Counselling is not for the "weak", nor is it only for people with "serious" problems. On the contrary – all students can benefit from the opportunity to express and deal with their feelings in counselling and to learn how to integrate the changes they are experiencing positively into the self, which is an essential component of well-being.

Lindy S. McMullin, PhD, MSc, PG Cert, BA
NYC Student Counsellor

STUDENT TESTIMONIALS



**BSc Psychology, Psychotherapy
and Counselling
University of Bolton**

"Deciding to get a second University degree, and fulfilling my dream to study psychology at the age of 28, was a hard decision to make since I had to combine both work and studying. The programme of Psychology, Psychotherapy and Counselling of the University of Bolton, offered at the New York College, offered me this unique opportunity. This specific academic schedule allowed me to be able to work and at the same time attend all of my lectures. However, having already achieved a University degree is something that made me have very high standards regarding my new studies and NYC was able to meet my criteria. What I enjoyed the most was the several workshops during the classes that gave us the opportunity to simulate real life cases that I will come across in my career. Also, I appreciated the professors, they were always willing to share their knowledge and support us throughout our whole academic journey. Finally, what I can definitely say is that NYC offers a great number of chances for enriching knowledge and experiences. All you just have to do is grab them!"

Isavella Vasiliki Kontopoulou

Final year BSc Psychology Psychotherapy and Counselling student 2021-22



MSc Counselling and Positive Psychology University of Bolton

"First of all, I would like to express my gratitude to my Programme Leader Dr Svensson for all her help and time advising and supporting me at the start of my Masters degree and throughout, whenever I faced any obstacle or challenge in fact.

I am very happy to be an MSc in Counselling and Positive Psychology student at New York College.

I really like my studies and, in addition, I love my tutors. Ms Sachperoglou, who has two Masters degrees in Counselling Psychology and Health Psychology, as well as many years of teaching experience, taught our first module "Therapeutic Counselling".

This provided an excellent theoretical foundation as well as experiential learning through role play, which was the first pleasant surprise. I admire her ability to enthuse her students and transmit learning.

I also admire Dr Varela with her wealth of experience (her two Masters degrees and PhD in Cognitive Psychology from UCL) and the way she guided us and inspired us with psychological research methods. Never before have I had the privilege of being taught by such high-level tutors!"

Alla Veremchuk
MSc Counselling and Positive
Psychology student 2021-22

”

Invited Speaker Series

PSYCHOLOGY DEPARTMENT



During the academic year 2021-22 the Psychology Department of New York College once again organized an Invited Speaker Series. Due to the ongoing COVID-19 pandemic, most events were held either open air, in the virtual NYC Wellness Café, or in blended online/on campus format. Topics included:

- **Therapeutic Counselling and Positive Psychology:** combining the strengths of two approaches
- **Stalking:** A Complex Crime
- Introducing the new **NYC Psychology Research Laboratory**
- **The Practice of Mindfulness:** A Mindful walk in nature
- **Health Promotion:** Healthy attitudes and behaviours for students
- The benefits of using the **Student Counselling Service**



NYC WELLNESS CAFE

NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE

A health promotion workshop:

Healthy lifestyle attitudes and how they affect behavior

Speaker
VERGINA VYZIKIDOU
Psychologist, MSc Health Promotion and Education

Tuesday, 24th May
3:30-5pm

NYC ATHENS CAMPUS
38 Amalias Ave., Syntagma

LIVE Διαδίκτυακή Συζήτηση

Combining the strengths of two approaches: Therapeutic Counselling and Positive Psychology

Συνδυάζοντας τα πλεονεκτήματα δύο προσεγγίσεων: Θεραπευτική Συμβουλευτική και Θετική Ψυχολογία

Κεντρικοί Ομιλητές:

Δημήτριος Τσάκος
Ψυχολόγος, Επιστημονικός Υπεύθυνος, Ψυχοθεραπευτικού Κέντρου Νέων Πρόσφυγτών (Ευρώπη) και προσαρμογών στην ελληνική γλώσσα

Lindy McMullin
Lecturer in Personal Development and Multiculturalism, Motivational Speaker, Author, Holistic Therapist and Researcher. Η εργασία του προσμετράται στην αγγλική γλώσσα

Evangelia Sachpeteroglou
Counselling Psychologist. Η εργασία της προσμετράται στην αγγλική γλώσσα

Τη Συζήτηση θα συντονίσει: **Κωνσταντίνος Καλαχάνης**
Δρ. Φιλοσοφίας, ECTA, Research Coordinator, New York College

Παρασκευή, 21 Ιανουαρίου 2022 και ώρα 18.00 - 21.00

ΔΩΡΕΑΝ ΠΑΡΑΚΟΛΟΥΘΗΣΗ
Θα δοθούν βεβαιώσεις παρακολούθησης
www.youtube.com/user/nycath

NEW YORK COLLEGE
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The series of talks and events gave clinicians, academics, students and members of the general public the opportunity to get together and discuss many topical issues in psychology and psychotherapy today.

NYC Webinar via MS TEAMS

Stalking a complex crime

Speaker:
Dr. Ntaniella-Roumpini Pylarinou
Part-time Lecturer at the University of Huddersfield.

Coordinator: Konstantinos Kalachanis
NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS, Philosophy, PhD in Philosophy, Research Coordinator, New York College

Friday 26th November
4:00 - 5:30pm

FREE ENTRANCE
Certificates of attendance will be provided

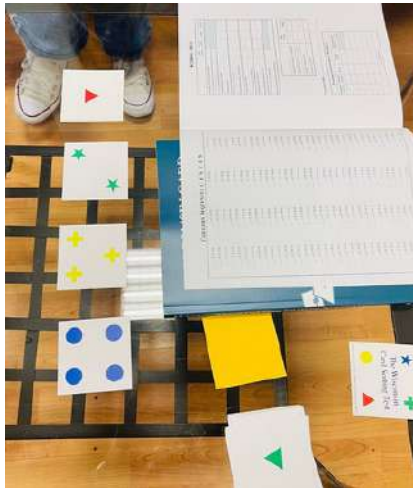
NEW YORK COLLEGE
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The NYC virtual Wellness Café talks, blended and in person events organized by the Department of Psychology are all free to attend, and are open to the general public as well as to NYC students. Participants can find out about the talks via NYC social media accounts and sign up to participate via the NYC website. Certificates of participation are provided and recordings of the Wellness Café talks can be found on the NYC YouTube channel.

Research News

PSYCHOLOGY DEPARTMENT



NYC Psychology Research Lab and Psychology Technician

Psychology as a field places great importance on research, which is a critical tool for evidence-based practice. The vast majority of faculty in the NYC Department of Psychology are active researchers and PhD holders.

In the light of this, the Department of Psychology of New York College has an established Psychology Research Laboratory, known as the “Psych Lab”.



The Psych Lab is equipped with many psychometric questionnaires, including the Wechsler Adult Intelligence Scale (WAIS-IV GR), an IQ test designed to measure intelligence and cognitive ability, and the Wisconsin Card Sorting Task. The lab also has equipment such as heart sensors, a tablet and fitbit watch, and several computers on which a variety of software for qualitative and quantitative research is installed (including SPSS, R for Analysis, PEEL for the design of experiments and NVivo).

Psychology students at New York College can work on their research projects in a dedicated lab space that offers them all the tools and support to create high quality, cutting-edge psychological research experiments.

The full-time Psychology Technician (Ermina Morou, MSc) is responsible for overseeing the daily functioning of the psychology research lab. Her main responsibilities are to ensure that the research lab facilities are kept in good order and fully stocked, and to offer drop-in support as well as group and individual support to students and faculty members for issues related to their research. The Technician can help with questions and guidance on working towards seeking ethical approval for research proposals, data collection procedures, help with gathering participants and running experiments, statistical analysis and dissemination of the research findings.

Throughout the academic year, the Psych Lab offers psychology students a wide range of workshops and tutorials, complementing but not replacing the content of the Research Methods classes that are included in all Psychology degrees offered at NYC. The Psych Lab workshops focus on developing and practicing skills for how to conduct the most effective research, starting with searching Psychology databases to find the newest and most appropriate literature. The workshops also provide guidance on how to enter data into SPSS and how to select and perform the most appropriate statistical tests, as well as support with interpreting statistical output. **Most importantly the Psych Lab offers the opportunity to bridge the gap between research theory and practice, under the constant supervision and support of the Psychology Technician.** This results in high standard research projects and a high quality, supportive and motivating learning experience. Contact emorou@nyc.gr for more information.



Research Publications

PSYCHOLOGY DEPARTMENT



Congratulations to PhD student Dimitris Chionis and his research supervisor Dr Antonia Svensson Dianellou, and NYC faculty member Dr Ntaniella Pylarinou on their recent publications!

Chionis, D., Karanikas, N., Iordan, A. & Svensson-Dianellou, A. (2022). Contribution of Risk Perception and Communication in Aviation Safety Events. *Transportation Research Record*. Vol. 2676 (3), 405–416.

Tzani, C., Ioannou, M., Synnott, J., McDonnell, D., & Pylarinou, N. R. (2021). A description and examination of cyber-bullying victimisation in the UK. *Journal of Investigative Psychology and Offender Profiling*, 18 (3), 157-169.



Faculty

PSYCHOLOGY DEPARTMENT



Head of the Psychology Department

Antonia Svensson Dianellou holds a PhD in Developmental Psychology and BSc (hons) in Psychology from Goldsmiths University of London (Unit for School and Family Studies), an MSc in Health Psychology from the University of Surrey, UK and a PGDip in Dance Movement Therapy from the University of Hertfordshire, UK. Apart from heading the Psychology Department since 2015, and her teaching and management responsibilities at NYC, she is a member of the International Advisory Board of the ISPS, a global organization promoting psychotherapy for psychosis. Antonia has conducted research on intergenerational relationships at the National School of Public Health in Athens (funded by the 5th Framework of the European Commission) and at Anglia University, Cambridge (funded by the European Social Fund). Antonia is a licensed Psychologist under Greek law and an experienced counselor-Dance Movement Therapist specialising in work with children, women and vulnerable populations. She oversees the running of the NYC Student Counseling Service and coordinates placements and internships for psychology students.

Local Tutors



Dr. Georgina Angelopoulou

Georgina is a clinical neuropsychologist. She holds two undergraduate degrees; from the Department of Philosophy, Pedagogy, Psychology and from the Department of Psychology, National and Kapodistrian University of Athens. She also holds a master's degree in special and Inclusive Education from the Institute of Education, University College London and a master's degree in clinical Neuropsychology from the Faculty of Medicine, National and Kapodistrian University of Athens, School of Medicine/Montreal Neurological Institute, McGill University. In 2021 she completed her PhD at the National and Kapodistrian University of Athens, 1st Department of Neurology. Her doctoral dissertation focused on neural substrate of cognitive deficits in post-stroke aphasia. In 2017, she got the Doctoral Dissertation Visiting Research Scholarship from the Fulbright Foundation and she spent six months at Boston University, to conduct part of her doctoral research, where she was trained in several neuroimaging methods. Her research interests include several areas in the field of Clinical Neuropsychology, including post stroke aphasia and neurodegenerative diseases. She has extended experience in neuropsychological assessment of stroke patients, individuals with neurodegenerative diseases, and children with developmental disorders. She is currently involved in a series of research projects as a research associate at the Neuropsychology and Language Pathology Unit, 1st Neurology Department of Eginition Hospital. She has co-authored several research papers, book chapters, and conference abstracts. She supervises undergraduate research projects at NYC.



Ms. Chryssanthi Andronoglou (PhD candidate)

BSc Psychology, MSc in Clinical Neuropsychology from the Medical School-Kapodistrian University of Athens, MSc in Developmental Neuropsychology from the University of Essex. Chryssanthi is currently studying for her PhD with the University of Nicosia, and is a licensed Psychologist, Developmental and Clinical Neuropsychologist in private practice, and an experienced lecturer focusing on Neuropsychology, Therapy, Intervention and Special Needs. She teaches Statistics & Experimental Design and Research Methods with SPSS, for which she has developed a relevant practice manual. She also teaches biological psychology classes and supervises research projects. She is a Member of the International Neuropsychological Society and Member of the Greek Society of Neuropsychologists.



Ms Mary Christopoulou (PhD candidate)

Mary holds a Masters degree in Positive Psychology from Panteion University, Athens, Greece. She also holds a degree in Mass Media and Communication from the National and Kapodistrian University of Athens, a BSc in Psychology and an MSc in Organizational Psychology from the University of Hertfordshire (UK) and is a graduate member of the British Psychological Society. She is currently studying for a PhD at Panteion University and is also involved in research activities in the field of Positive Psychology. Mary has published a systematic review on the new concept of “grit”. She has worked as a freelance research assistant at EPIPSY, for the purposes of the European School Survey Project on Alcohol and Other Drugs (ESPAD Greece). Mary supervises research projects and teaches the MSc module “Foundations of Positive Psychology”, which introduces the main concepts of Positive Psychology to students, familiarizing them with new insights, avenues and cutting-edge research in the field.



Dr. Katerina Karageorgou

Katerina holds a PhD in Political Psychology at Panteion University of Social and Political Sciences. She gained her first Masters (Professional) in Clinical Psychology & Psychopathology from Paris V-Descartes University, a second Masters (Research) in Clinical Sociology & Psychosociology from Paris VII-Diderot University and a Bachelors in Psychology from Panteion University. She is a licensed psychologist both in Greece and France. Katerina has worked amongst others with children in numerous public and private settings in Paris and Athens. She teaches the first year class Psychology of Adjustment on the SUNY BS programme and Reading Modern Society and Exploring Psychology on the University of Bolton BSc PPC programme.



Dr. Marsha Koletsi

BA in Psychology from the University of Crete, PhD from the University of Sheffield. Marsha specialized in Cognitive Behavioural Therapy and completed her post-doctoral fellowship at the Psychiatric Department of the Medical School of St. George's Hospital in London, UK. She worked as a psychologist in the National Health Service (UK), at the Counselling Centre of the University of Sheffield and in the Eating Disorders Unit for the Medical Centre of the University of Sheffield. She has extensive research and clinical experience and is a licensed psychologist-psychotherapist in private practice. Dr Koletsi is an accredited clinical supervisor from the British Psychological Society and since 2015 she is involved in the supervision University of Bolton MSc students' clinical training and teaching classes in counselling and psychopathology. She is an Associate Fellow of the British Psychological Society, Member of the Eating Disorders Association, Member of the Greek Psychological Society and the Hellenic Psychological society.



Ms. Nefeli Koskina

BSc in Psychology from the University of Crete, Postgraduate diploma in Practice-based Play Therapy from Canterbury Christchurch University, PGDip. in person centred counselling and MA in Counselling Psychology from the University of Athens. Nefeli works in Private Practice as a Play Therapist working with children and adolescents, and as a Counselling Psychologist with individual adult clients. She is the author of a book on Developmental Psychopathology, with a focus on autism, ADHD, conduct and anxiety disorders in children. Until recently she worked for the Institute of Education and Lifelong Learning (I.NE.ΔI.BI.M.), affiliated to the Ministry of Education as a “Trainer”, leading parent groups in schools, offering guidance and empowering parents. In addition, she has published journal articles and presented at conferences on eating disorders, attachment status and resilience in children. She teaches introductory psychology and counselling classes and advanced developmental and educational psychology courses.



Dr Agathi Lakioti

Agathi Lakioti, PhD is a specialist in Positive Psychology. She has a degree in Psychology from the National and Kapodistrian University of Athens, an MSc in Person-centred counselling, and a doctorate from Panteion University of Social and Political Sciences. Her doctoral research focused on psychotherapy as a “resilience enhancing” factor. From 2016-2018 she participated in the HOPes EU funded programme (Erasmus+) to introduce Positive Psychology and character education in schools. Dr Lakioti has worked for 3 years as a psychologist providing counselling and psychotherapy for the mobile Mental Health Unit (EPAPSY) in the Cyclades, on the islands of Tinos and Andros. She also has many years of experience working as a counsellor for the Employee Assistance Programme of Hellas EAP Ltd. and as a Psychologist offering psychoeducational seminars for parents of children with autism and for social empowerment programmes aimed at increasing the access and participation of women in the labour market. She undertakes MSc dissertation and PhD supervision.



Mr. Dimitris Panagiotopoulos

MA (Hons) in Philosophy from the University of St Andrews, Scotland, and MSc in Counselling Studies at University of Abertay Dundee, Scotland. He also holds a Postgraduate Certificate in Consciousness and Transpersonal Psychology, and is currently undergoing further training in this field, which is one of his main areas of interest and research. Dimitris has been teaching at NYC for a number of years and is a core member of the NYC faculty. He teaches a wide variety of courses, covering the fields of counselling theories, social psychology, cognitive psychology and developmental psychology. His passion for teaching, as well as the individual attention he gives to his students make him one of the most popular instructors within the Psychology Department. In 2018 he won a faculty award for Teaching Excellence, for the second time.

**Dr Ntaniella Pylarinou**

Dr Ntaniella- Roumpini Pylarinou is a Chartered Forensic Psychologist (British Psychological Society). She completed her BSc in Psychology and her MSc in Investigative Psychology at the University of Huddersfield, UK. Ntaniella completed her PhD in 2021 at the University of Huddersfield and her thesis examined Stalking: Victimization, Perpetration and Stalking Myth Acceptance in Greece and the United Kingdom. She has been a guest lecturer in different Colleges in Greece and the European University of Cyprus. She was an invited speaker at the District Safeguarding Officers annual event for the Methodist Church to give a seminar on Stalking and has created training material for them with regards to stalking. Ntaniella has also worked as a research assistant on different projects within the University of Huddersfield on topics relating to crime and criminal behaviour. She has also published articles related to the field of Investigative Psychology. Her other research interests include different types of online harassment such as cyberbullying and cyberstalking, cross-cultural studies, revenge porn, coercive control, modern slavery, and sex trafficking. Dr Pylarinou joined NYC in 2021 and was previously a part-time Lecturer at the University of Huddersfield, UK. At NYC she teaches introductory psychology classes, research methods in Psychology classes and supervises final year research projects.

**Mr. Dimitris Tsiakos**

BSc in Psychology from the University of Crete, and numerous other degrees including an MSc in Basic and Applied Cognitive Science and a Postgraduate Certificate in Clinical Supervision from the University of Derby. Dimitris is the owner and Clinical Director of the Center for Contemporary Psychotherapy & Psychoanalysis in Palaio Faliro. He is an experienced psychotherapist, trainer and clinical supervisor, practicing individual Cognitive Analytic Therapist and group psychotherapist. He has completed training in group therapy at the Yalom Institute of Psychotherapy in the USA. He teaches the undergraduate course Essentials of Group Psychotherapy and Psychological Testing, and is also involved in the clinical supervision of postgraduate students.

**Dr. Vasiliki Varela**

BSc (Hons) in Psychology at the University of East London, MSc in Social Psychology at the London School of Economics (LSE). In 2007, Vicky completed her Ph.D. at University College London's Institute of Cognitive Neuroscience, researching episodic memory retrieval in young eyewitnesses. She completed her post-doctoral training at the prestigious University of Cambridge (in Developmental Psychology) and has since been working as a university lecturer on the subjects of Developmental, Cognitive, Forensic Psychology and Neuropsychology, as well as Research Methods and Statistics. Her research interests include: cognitive neuroscience, decision-making, models, systems and pathologies of memory, attentional processes, language acquisition and disorders, applications of psychology in forensic settings and music perception. She teaches a wide range of courses at undergraduate and Masters level, specializing in psychological research Methods, and undertakes MSc dissertation and PhD supervision.



The NYC Student Counseling Service supports the psychological and emotional well-being of NYC students by providing free counseling sessions and consultation - both of which adhere to strict standards of confidentiality and professional practice

NYC Student COUNSELING SERVICE



Supportive Counseling is a valuable opportunity to talk with a mental health professional regarding a wide range of everyday concerns or ongoing problems, such as: feelings of low self-esteem, anxiety, depression, academic concerns, issues with friends and family, and other relationship and/or identity concerns. The principal aim of the sessions is to provide a safe and confidential space for students to talk about their concerns and be supported. Brief and focused counseling interventions can help students to find healthy and effective ways to cope with stress, improve time management, find better ways to combine family duties with work or studies, clarify short-term and long-term life goals and develop ways of achieving them.

Individual sessions last **50 minutes**. All sessions are **free** and available by appointment during semester time for any student enrolled at NYC, in Greek or in English. Students are offered a 6 week course of supportive counselling sessions, focusing on their overall wellbeing and academic success.

Students requesting an appointment for the first time can phone and speak with the Head of the Student Counselling Service, Dr Antonia Svensson (Tel.: 210 3225961), or send their request via email: **counseling@nyc.gr**



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