

NEW YORK COLLEGE
EUROPEAN & AMERICAN EDUCATION

PSYCHOLOGY DEPARTMENT

Studying International Psychology in Greece...
AT ITS BEST!

ISSUE NO. 07 • SUMMER 2020



FEATURED IN THIS EDITION: WELCOME FROM THE HEAD OF DEPARTMENT | PSYCHOLOGY DEGREES OFFERED AT NYC
POSITIVE PSYCHOLOGY AND COVID-19 | STUDENT VOICES – TESTIMONIALS OF OUR STUDENTS AND GRADUATES
INVITED SPEAKER SERIES 2019-20 | NYC PSYCHOLOGY DEPARTMENT RESEARCH NEWS | FACULTY BIOGRAPHIES
NYC STUDENT COUNSELING SERVICE



Welcome from the Head of Psychology

The **Department of Psychology** at **New York College** is one of the School's largest Departments. Through our more than **32 year collaboration** with the **State University of New York-Empire State College**, and more recently the **University of Bolton**, 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 Psychology** (concentration in 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!**



**Antonia Svensson
Dianellou, PhD**

Head of Psychology Department,
Associate Dean



NEW YORK COLLEGE
EUROPEAN & AMERICAN EDUCATION

Psychology degrees offered at NYC

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 required. All courses are delivered in English.

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

- 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.
- 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.

BS Concentration in Psychology (Area of Studies: Human Development), State University of New York, Empire State College

- 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 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





MSc in Psychology, University of Bolton

The one-year full-time MSc in Psychology programme involves the comprehensive study of selected areas in psychology at an advanced level and the acquisition of advanced professional and research skills. The distinctive feature of this master's programme is its flexibility, as the course is offered during weekends, so that professionals can successfully combine on their post-graduate studies whilst working.

Topics studied include:

Positive Psychology (theories, research findings and positive psychology interventions) and both qualitative and quantitative research methods in Psychology. After completing 6 taught modules students progress to the Dissertation module, where they design, conduct and write up an original piece of research in the area of their choice, within the entire field of psychology.

This programme is ideal for psychology graduates who wish to enhance their career prospects through postgraduate study. The scientific 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. It is also suitable for graduates of related disciplines who wish to use psychological approaches to further enhance their work, e.g. teachers, or to embark on a new career in mental health.

The advanced knowledge of current issues in psychology, ethics and research methods that MSc in Psychology graduates possess has important applications in teaching and education, human resources, career coaching, leadership, business, and in various fields of mental health counselling.

MPhil / PhD in Psychology, University of Bolton

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 Psychology 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.

DEPARTMENT OF PSYCHOLOGY



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)

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, PhD

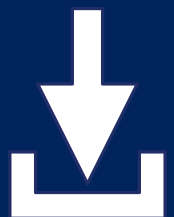
Child development, student well-being, resilience, intergenerational relationships, grandparenting, retirement and social roles in ageing, social change, psychological and social impact of economic crisis, dance movement psychotherapy, qualitative research methods.

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.

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.



Want to know more?

Visit www.nyc.gr or contact

Antonia Svensson Dianellou, PhD

Head of Psychology Department,
Associate Dean at svensson@nyc.gr

CORONAVIRUS ANXIETY AND STRESS

The need for control is one of our most fundamental human needs. In times such as these, the world is a lot less controllable and predictable than we would like. We are being told to self-isolate or quarantine, for an unknown length of time. Whilst this advice is extremely important and it is essential we follow it in order to contain the virus, this type of advice can also make us feel helpless, negative and uncertain about the future. We tend to worry more about new risks than familiar ones. The vast majority of us are concerned, and some are beginning now to experience symptoms of stress. So what can we do to get back our sense of control and order, and maximise our physical and mental health?

The Ten Commandments of daily life to cope with Coronavirus anxiety:

1. Get up at the same time and get ready for the day ahead, as you normally would. Eat breakfast, shower and get dressed!
2. If you don't already have a home office consider moving your furniture around and creating a designated study / work space at home. Decorate your workspace with photographs, plants and objects that make you feel positive.
3. Listen to music that helps you feel good.
4. Structure each day by scheduling your daily duties online (attend meetings, classes etc).
5. Exercise indoors for at least 30 minutes per day using fitness, yoga, pilates, or dance videos.
6. Eat well and take regular short breaks from your study / work, to enhance your concentration and circulation.
Get your daily dose of vitamin D from the balcony!
7. Prioritise getting enough sleep and relaxation time.
Most people need at least 7 hours to function well.
8. Reconsider your short-term and long-term goals. Maybe now is the time to start that new hobby you have been meaning to try and never found time for. And who knows? You may actually find it easier to achieve those high grades you are capable of if you now have more time available for study than usual (most people save about 2 hours of travelling time per day by working from home).
9. Limit the amount of time you spend on social media and watching the news. It's important to keep up dated, but perhaps one or two short 'sessions' a day is enough? Especially if you find that you feel more anxious or stressed afterwards.
10. Last but not least, keep things in perspective.
Take a deep breath and remind yourself that most people who contract COVID-19 will only experience mild symptoms and will make a full recovery.

FOCUS ON POSITIVE PSYCHOLOGY AND COVID-19

Fear and anxiety about an illness can be very overwhelming. Everyone reacts slightly differently to stressful situations. Our reaction depends upon our background, personality and upbringing, our previous relevant experiences and our culture. But beyond this there are some people who we know are likely to react more strongly to the stress of the current crisis:

- Older people and those with underlying chronic diseases
- Children and teens
- First responders such as health care providers and carers of family members ill with Coronavirus
- People who have existing mental health difficulties

Perhaps the most important fundamental human need is the need to belong. Loneliness is a serious health risk that has long-term implications. Especially for the elderly. Call up your elderly family members and neighbours. Helping others with practical tasks such as shopping for food and coping with stress can make you feel good, and can make our community stronger. So, meet up regularly with friends, classmates and colleagues for coffee breaks and a chat online. Talk about how you are feeling and share ideas for keeping positive and focused. Knowing you are not alone can go a long way towards combating mental health issues. We can provide support to each other from afar.

If you are currently using the NYC Student Counselling Service your regular weekly session will now take place online, starting from today. Any NYC student or faculty member can request an online consultation by emailing counseling@nyc.gr. Let us remember that it is through difficulties that we discover our strengths.

Antonia Svensson, PhD

Head of NYC Department of Psychology and Head of NYC Student Counselling Service



LIFE AFTER THE CORONAVIRUS LOCKDOWN: LESSONS IN RESILIENCE

If someone had told you last year that you would spend the spring of 2020 in lockdown, due to a pandemic, what would you have said? You probably would have found it unbelievable. You probably would have said there was no way you could stay at home for days and weeks on end, without going “crazy”. But it did happen. And whilst a heightened level of distress and anxiety are completely normal reactions to a situation as worrying and uncontrollable as a pandemic, most of us did not “lose” our minds. You may be experiencing some stress-related reactions including irritability, poor concentration, insomnia and reduced productivity. But we faced some of our worst fears and we survived. You probably learnt recently that you are more resilient than you had realised.

We must not minimize the extent of the loss, trauma and hardships many are enduring as a result of the pandemic. It will take time to heal the wounds of many. Humans are vulnerable. Many things in life are temporary. Uncertainty and the feeling that we are not in control can be stressful. And resilience in the face of adversity is not just up to you. Past and present conditions and experiences, as well as current external factors that are beyond our control, influence a person’s ability to be resilient. There are, however, many things that are within your personal control that you can do to enhance your ability to resilient, to “bounce back”. We can learn how to bounce back from adversity if we embrace change rather than resist it.

Create, maintain and nurture relationships. Invest time and energy in your relationships with family, partners, friends, colleagues and neighbours. Social support is the key to good mental health. The latest research from China shows that social and psychological interventions significantly improve the wellbeing of healthcare workers during the COVID-19 crisis (Chen et al., 2020). Decades of psychological research shows us that we all benefit from social support, in terms of having better outcomes for both our mental and our physical health.

Remember the saying “when one door closes another one opens”? Look for the opportunity that can come out of a crisis. This doesn’t mean just pretending everything is ok - it is important to accept your feelings of disappointment and frustration that this year probably isn’t turning out the way you had planned. Take the time to talk about, and reflect on, these difficult feelings. And then try new ways of looking at the situation.

The ability to adapt to new situations, to be flexible, is an essential component of resilience. Take care of yourself and avoid being overly self-critical. When you are having a hard time try to show yourself the same compassion you would show to a friend if they were in the same situation. Make some time in your daily schedule for self-care.

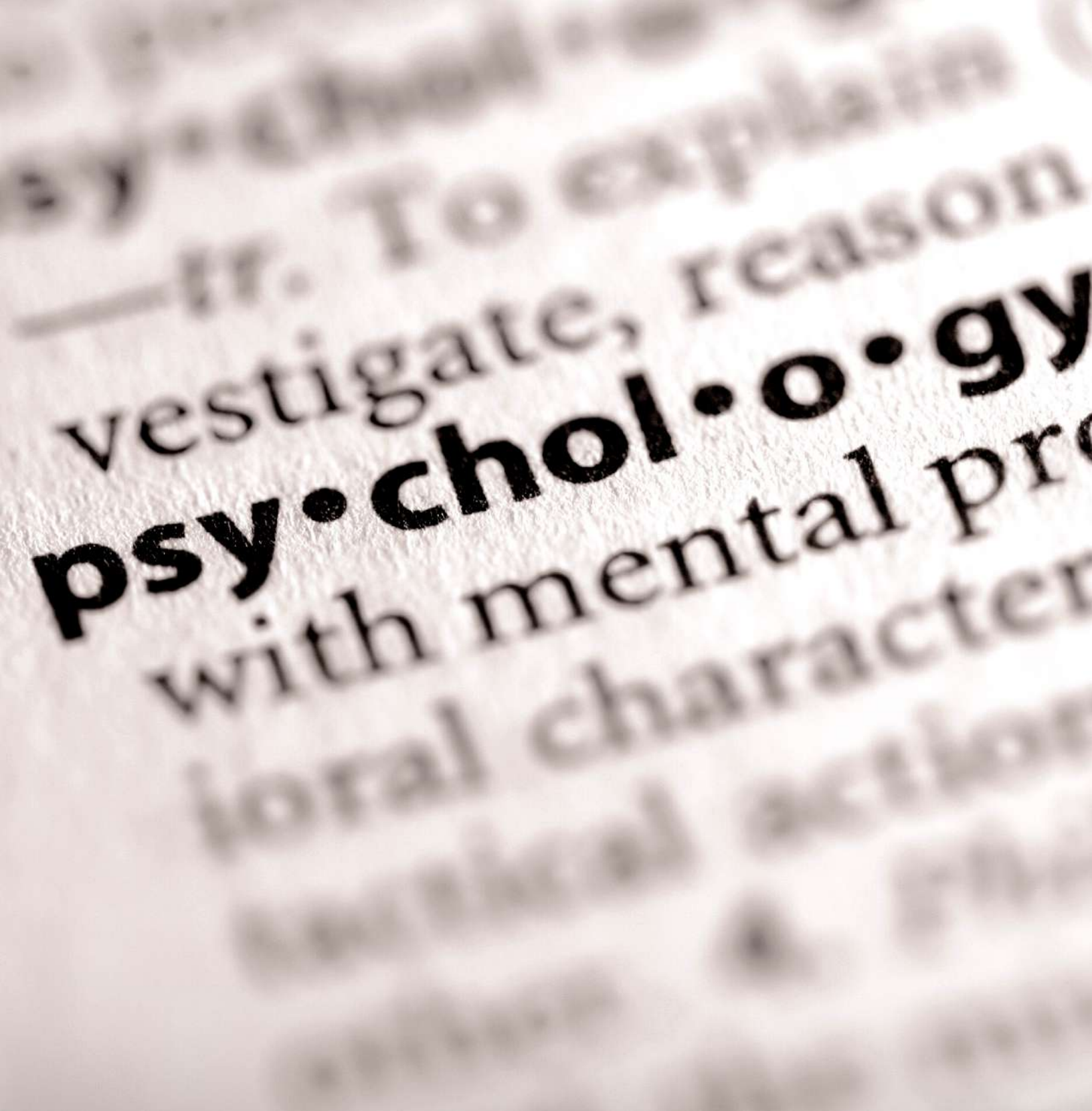
Whilst you can do these evidence-based things to enhance your level of resilience, it is important to realise that resilience does not exist only at the individual level. It also exists at the community level. In times of uncertainty and in the face of threat we are more likely to support and identify with our ingroup. Therefore bias, discrimination and hate crimes tend to increase during such times. We know that people of low socio-economic status, and minorities, are more at risk of developing stress related complications to illness, partly because of the stress of living with daily stigma and discrimination.

Let us all be aware of this and create a more tolerant and resilient community, for all.

Antonia Svensson, PhD

Head of NYC Department of Psychology and Head of NYC Student Counselling Service





**WHAT DO OUR STUDENTS AND GRADUATES
HAVE TO SAY ABOUT THE PROGRAMMES
OFFERED AT NEW YORK COLLEGE?**

There is a saying: **“follow your dreams, let your heart believe, feel your spirit soar, and imagine what can be”**. This saying is of great importance to me, because following your dreams with your heart and imagining what you are capable of, is the key to a grateful and optimistic existence. This is the meaning of psychology to me. Psychology mirrors the observation and empathic understanding of human nature, and this is the main reason I chose to study psychology at New York College. Although, **New York College** offers a choice of Psychology programmes, my curiosity to understand human nature in as holistic a way as possible led me to the Psychology, Psychotherapy and Counseling programme of the University of Bolton. After successfully completing the second year of the BSc program of **Psychology, Psychotherapy, and Counseling**,

I am experiencing feelings of fulfillment and gratefulness for having chosen this particular Department. It was a major decision that, even though it demanded time and effort, led me to acquire far more than I could have expected. Some of the elements that I cultivated and obtained were: critical thinking, counseling skills, an appreciation of the uniqueness in human perception, and self-awareness, amongst others. In my Department, I experience my psychology studies as a journey. That journey reflects an unlimited knowledge pathway that it is always attracting me and broadens my curiosity to learn more. Although the type of studies are significant, our academic professors and our Programme Leader played an absolutely crucial role in our commitment to our psychology studies. Their authentic interest in listening to our questions and beliefs creates an academic environment where interactions and brainstorming of ideas play an active role. Moreover, they always understand the fact that many of us have to work and they supported us to find the perfect balance between our work and our academic duties. That was an essential element that cultivated my engagement. Furthermore, an interesting part of this journey has been how, after class, my classmates and I broadly discuss and learn even more regarding what we have just been taught in class. I believe that what we have been taught is the definition of an active and essential learning process. I wish I could provide multiple information about the way one can find the path to follow one's dreams. Unfortunately, I do not know the way, because I decided with my heart. But maybe that is the key after all.

Follow your heart, let your imagination thrive, and find fulfillment in whatever you decide.



TESTIMONIALS

Marianna Nelaj
BSc Psychology,
Psychotherapy
and Counselling

2nd year student
of the University of Bolton



Maria Sakellariou

**BS in Human Development
(Concentration in Psychology)
2020 Graduate of the
State University of New York**

'I have heard from so many different people how difficult college can be. Late nights, big tests, difficult and early classes, that doesn't even sound like fun. The only thing that kept me moving towards college as the idea of being able to help other people after graduation. For the past four years I have been studying for a **BS in Psychology with SUNY**. For the next year, I will be doing a Master programme in the area of Health Psychology, at the University of Surrey in the UK. To say that I never doubted myself would be lying. Before this summer, every time I saw students in their graduation gowns, I felt not only excitement but also panic because I was not sure if I was competent enough to face my future. When I eventually attended my graduation even though it was online due to COVID 19, I felt calm and peaceful. This is the most precious thing SUNY has given me, the confidence to realise my dream. When life as a student felt exceptionally challenging, I reminded myself of the impact that the work I wish to practice has on people's lives and those around them. I strongly believe large scale change happens on the individual level first, and if we want to see a world where we value the earth and all the people living on it, we have to do the work with ourselves first. I want to help people in their transformation towards becoming more unconditionally loving, tolerant, and compassionate people. I think when people are more comfortable with, and accepting of, who they are, they are consequently kinder and more loving towards those around them.

Encouraging this kind of growth first on an individual level, and ultimately on a global level, motivates me to not only get through, but thrive within my career. Throughout my degree, no one has ever pressed me in my study, but whenever I needed help there was always specialist support for me at New York College. The knowledge and skills I gained through SUNY make me feel confident to face and create my future, which is the most valuable thing. I want to thank all of my professors and especially my instructor **Mr. Panagiotopoulos** who has been the most influential and life-changing person in my life.

I truly appreciate you and your time you spent helping me in many occasions. Thank you very much for the course. I enjoyed every minute of your lecture as well as your marvellous sense of humour.

Also, I want to thank **Dr. Svensson**, I have learned so much valuable knowledge from you. As a lecturer you are so patient and caring. I cannot thank you enough for taking time after class to help me find universities that would be a great fit for me.

Starting an **MSc programme** was not an easy choice for me to make, since an adult's life is already full of daily duties and responsibilities. Of these responsibilities, one of the most important that I chose to give priority was that of acquiring knowledge, more knowledge that would inspire me and broaden my mental horizons. Because of that internal flame burning bright for development and well-being, I chose to study for my **MSc Psychology (Concentration in Positive Psychology)** with the **Bolton University** at New York College. This choice was one of the best choices I have ever made.

First and foremost because, through this intensive and challenging programme of studies, I learnt what it means to write and to think in an academic and scientific manner. It was challenging but at the same time rewarding.

Secondly, because the programme faculty showed us the way to see ourselves and to trust our capabilities when acquiring precious new knowledge. Finally, but equally importantly, as it is a programme which involves positive psychology, it taught us that being positive is not restricted to being unrealistically optimistic, but instead it is about being realistic with optimism.

During this challenging and demanding year, with all the social and emotional restrictions associated with full-time study, this programme taught us how positivity, optimism and self-reliance can lead us to achieve academic success and at the same time to enhancing our own emotional well-being, and this is the reason why the programme is successful.



Nancy Tsiampa

**MSc in Psychology
(Concentration in
Positive Psychology)**

**2020 Graduate of
the University of Bolton**

INVITED SPEAKER SERIES

During the academic year 2019-20 the Psychology Department of New York College once again organized an Invited Speaker Series. Guest speakers and interactive workshops and webinars were held on topics including:

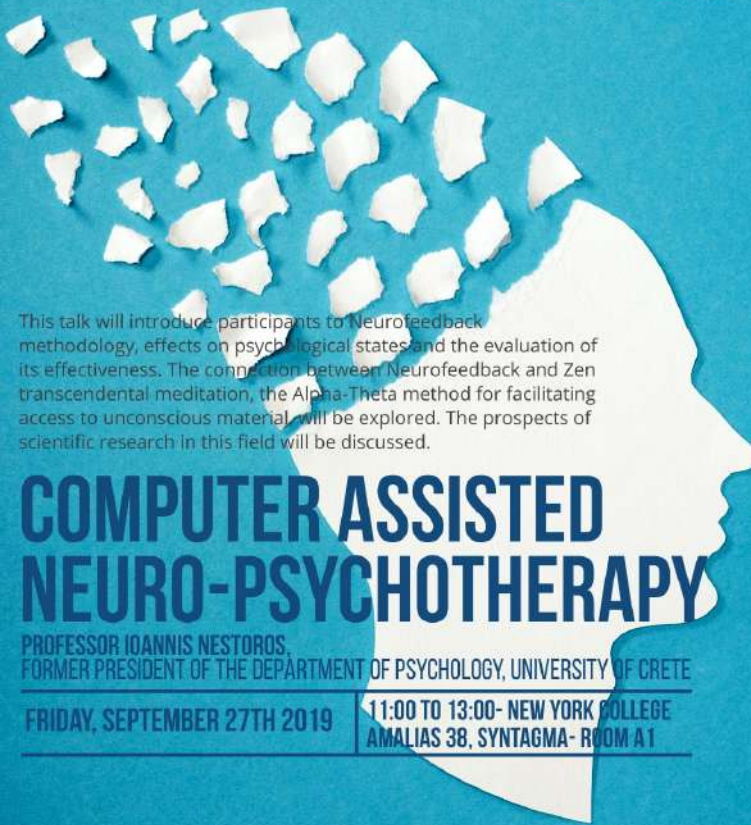
- **BE YOUR BEST YOU: A POSITIVE PSYCHOLOGY INTERVENTION IN GREECE**
- **MINDFULNESS AND PSYCHOLOGICAL HEALTH**
- **STRESS IS A FEELING... AND MUCH MORE!**
- **SELF-CARE FOR YOUNG ADULTS**
- **SELF-ESTEEM: WHAT IS IT AND HOW CAN WE ACHIEVE IT?**

Clinicians, academics, students and the general public had the opportunity to get together and discuss many topical issues in psychology today. The invited speaker series will continue next year - by popular demand – these events are a great source of information, inspiration, contact with practitioners and a good networking opportunity. Taking part in the talks helps students to explore their career options, and helps trainee psychotherapists and practitioners to fulfill their professional requirements of Continuous Professional Development.

The talks are free to attend and open to the general public as well as NYC students. Certificates of participation are provided. Contact svensson@nyc.gr to be added to the mailing list.



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This talk will introduce participants to Neurofeedback methodology, effects on psychological states and the evaluation of its effectiveness. The connection between Neurofeedback and Zen transcendental meditation, the Alpha-Theta method for facilitating access to unconscious material will be explored. The prospects of scientific research in this field will be discussed.

COMPUTER ASSISTED NEURO-PSYCHOTHERAPY

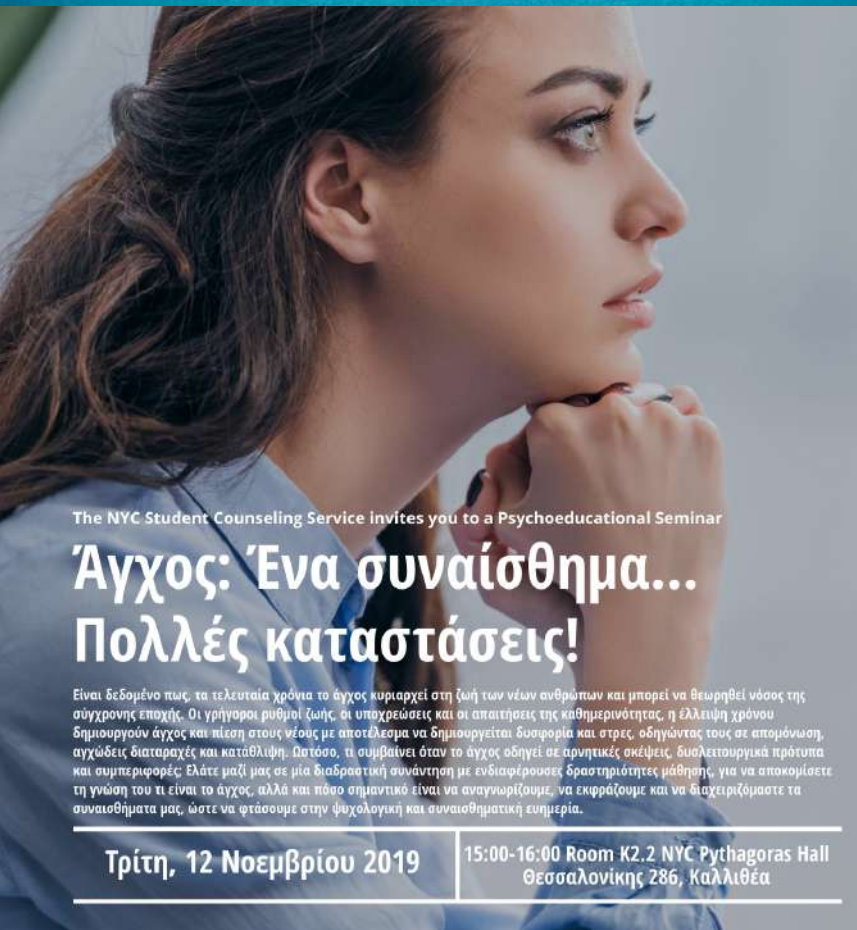
PROFESSOR IOANNIS NESTOROS,
FORMER PRESIDENT OF THE DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF CRETE

FRIDAY, SEPTEMBER 27TH 2019

11:00 TO 13:00- NEW YORK COLLEGE
AMALIAS 38, SYNTAGMA- ROOM A1

Professor Nestoros is a Psychiatrist and holds a PhD in Neurophysiology from McGill University, Canada.

The talk will be in English and is free to attend.



The NYC Student Counseling Service invites you to a Psychoeducational Seminar

Άγχος: Ένα συναίσθημα... Πολλές καταστάσεις!

Είναι δεδομένο πως, τα τελευταία χρόνια το άγχος κυριαρχεί στη ζωή των νέων ανθρώπων και μπορεί να θεωρηθεί νόσος της σύγχρονης εποχής. Οι γρήγοροι ρυθμοί ζωής, οι υποχρεώσεις και οι απαιτήσεις της καθημερινότητας, η έλλειψη χρόνου δημιουργούν άγχος και πίεση στους νέους με αποτέλεσμα να δημιουργείται δυσφορία και στρες, οδηγώντας τους σε απομόνωση, αγχώδεις διαταραχές και κατάθλιψη. Παρόσο, τι συμβαίνει όταν το άγχος οδηγεί σε αρνητικές σκέψεις, δυσλειτουργικά πρότυπα και συμπεριφορές; Ελάτε μαζί μας σε μία διαδραστική συνάντηση με ενδιαφέρουσες δραστηριότητες μάθησης, για να αποκομίσετε τη γνώση που τι είναι το άγχος, αλλά και πόσο σημαντικό είναι να αναγνωρίζουμε, να εκφράζουμε και να διαχειριζόμαστε τα συναισθήματά μας, ώστε να φτάσουμε στην ψυχολογική και συναισθηματική ευημερία.

Τρίτη, 12 Νοεμβρίου 2019

15:00-16:00 Room K2.2 NYC Pythagoras Hall
Θεσσαλονίκη 286, Καλλιθέα



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Positive Psychology emerged at the end of the last century and has revolutionized the field of Psychology. Particularly, in the last decade, there is more interest in the applications of Positive Psychology and how they can be utilized in the clinical practice by Psychologists and Psychotherapists. The "Be Your Best You" is a Positive Psychology programme aiming to help people with symptoms of depression, anxiety or stress to feel better. During this seminar you will find out more about this new intervention, some preliminary results and have the opportunity to experience some positive interventions yourself.

BE YOUR BEST YOU: AN APPLICATION OF POSITIVE PSYCHOLOGY INTERVENTIONS IN GREECE

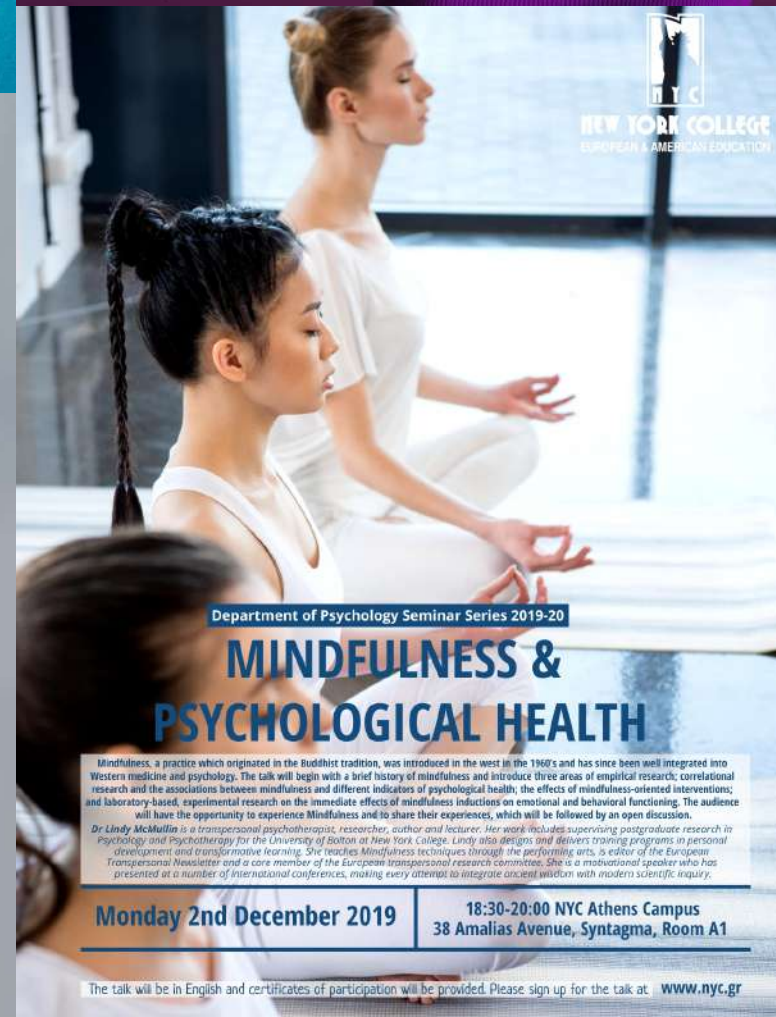
KATERINA KOTSONI, PHDC, MSC, PGDIP, PGCERT, BSC

MONDAY 10TH FEBRUARY 2020

19:00-21:00- NEW YORK COLLEGE
AMALIAS 38, SYNTAGMA- ROOM A8

Katerina Kotsoni is a Psychologist and Cognitive Behavioural Psychotherapist. She trained in CBP at the Oxford Cognitive Therapy Centre, University of Oxford and holds an MSc in Developmental Psychopathology from the University of Reading (UK). She is a PhD Candidate in Clinical & Counselling Psychology at Panteion University of Social and Political Sciences.

The talk will be in English and is free to attend.



NEW YORK COLLEGE
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Department of Psychology Seminar Series 2019-20

MINDFULNESS & PSYCHOLOGICAL HEALTH

Mindfulness, a practice which originated in the Buddhist tradition, was introduced in the west in the 1960's and has since been well integrated into Western medicine and psychology. The talk will begin with a brief history of mindfulness and introduce three areas of empirical research: correlational research and the associations between mindfulness and different indicators of psychological health; the effects of mindfulness-oriented interventions; and laboratory-based, experimental research on the immediate effects of mindfulness inductions on emotional and behavioral functioning. The audience will have the opportunity to experience Mindfulness and to share their experiences, which will be followed by an open discussion.

Dr. Lindsey McMullin is a transpersonal psychotherapist, researcher, author and lecturer. Her work includes supervising postgraduate research in Psychology and Psychotherapy for the University of Bolton at New York College. Lindsey also designs and delivers training programs in personal development and transformative learning. She teaches Mindfulness techniques through the performing arts, is editor of the European Transpersonal Newsletter and a core member of the European transpersonal research committee. She is a motivational speaker who has presented at a number of international conferences, making every attempt to integrate ancient wisdom with modern scientific inquiry.

Monday 2nd December 2019

18:30-20:00 NYC Athens Campus
38 Amalias Avenue, Syntagma, Room A1

The talk will be in English and certificates of participation will be provided. Please sign up for the talk at www.nyc.gr

Congratulations

GRADUATES

Class of 2020



Congratulations

Congratulations to University of Bolton PhD student

Dimitris Chionis on his recent publication

The development of mental health proxy teams and a relationship that threatened the quality of a safety investigation; Dimitrios Chionis. Chapter 7 in the book "Safety Insights: Success and Failure Stories of Practitioners" by Karanikas, N. and Chatzimichailidou, M. (2020).

Dimitris is also currently preparing a number of articles for publication in Aviation Safety and Human Factors journals, with his research supervisor Dr Antonia Svensson.

NYC Faculty member **Dr Marsha Koletsi** is preparing a manuscript of **an eight-week mindful eating program applied in a Mediterranean population with overweight or obesity: the EATT intervention study. Authors: Konstantinos Zervos, Marsha Koletsi, Michael Mantzios, Georgios Tsitsas, Androniki Naska (manuscript in preparation).**

Together with her supervisor Marsha Koletsi,

MSc graduate Eleana Naci

is preparing an article based on her thesis:

"The relationship between Cognitive Distortions, Hopelessness, and Depression in Parents of Children diagnosed with Autism Spectrum Disorder in Albania" (manuscript in preparation).

**Congratulations to our MSc in Psychology
- class of 2020- on the successful completion
of their research dissertations!**

You can find a summary of some of the research projects our University of Bolton Masters students conducted below:

Emotionally Flourished: The Relationship of Emotion and Emotion Regulation on Well-Being at Work

Nancy Tsiampa

This study investigated the relationship of emotion regulation strategies, such as cognitive reappraisal and expressive suppression, and well-being at work. Because of the COVID restrictive measures the sample of participants was limited and for this reason a mixed method approach was chosen. International Baccalaureate (Diploma Program) and EFL (teaching English as a second language) teachers participated in a mixed method study including self-report online questionnaires (N=25) and semi-structured interviews (N=5). The hypothesis was that emotion regulation strategies would have a positive relationship with teachers' well-being at work. From the Quantitative research, findings suggested that there is a statistically significant relationship between cognitive reappraisal and well-being at work, however it did not reveal a significance between expressive suppression and well-being. From these findings it appears that teachers who recognize their emotions and reflect upon them by reappraising the circumstance are able to cope with challenging circumstances and environments, achieving contentment and joy, and therefore also well-being at work. On the other hand, expressive suppression did not reveal any statistical significance between expressive suppression and well-being, and it appears that negative emotions may not be directly revealed because of a possible effect on the research's results. Items which included direct description of the participants sensitive information, especially those involving negative emotions may not have been answered in terms of how they are felt in realistic conditions. Additionally, the small sample of participants means we cannot generalize from these findings. From the Qualitative research, findings suggest that teachers feel that recognizing and coping with emotions while at work is an integral part of the teaching process. It is a need which helps them to become more effective and functional in their performance. Being able to create behavioral patterns that would make them adaptable in their work would lead them to more effective teaching, creating the appropriate environment for both themselves and their students to flourish. Although expressive suppression was a mechanism used to help them control mostly negative emotions, it was a mechanism which led them to low performance and overwhelming emotions. It was reported that positive emotions bring positive teaching. However, as in the qualitative research teachers described more positive emotions rather than negative ones, it is possible the participants did not wish to present a negative image to the researcher.

Self esteem and cultural background

Yulia Polishchuk

My research was dedicated to the study of self-esteem and its relatedness to cultural background, which affects individual perceptions of self-esteem. The notion of cultural background comprises many elements, some of which are the language, ethnicity, habits, customs and traditions, family-orientedness, inclination towards individualistic or collectivistic attitude and many others. Self-esteem as a part of “positive self” is one of many subjects studied by positive psychology researchers. The data collection was carried out by means of semi-structured interviews with 6 young people, aged 20-31, with different cultural backgrounds. The questions included in the interview were related to five research axes, namely 1) definition of self-esteem 2) personality of the participants 3) their cultural background 4) factors that boost or undermine self-esteem 5) negative aspects of self-esteem. The data collected from the six interviewees were recorded, transcribed and further analyzed according to the principles and procedure of thematic analysis. The main reason for selecting thematic analysis for the current research was its simplicity, flexibility, researcher’s “freedom” in interpretation of the data, and no particular requirements for theoretical background. The overall goal of the research was to study the individual perceptions of people about self-esteem and to compare the results obtained to the findings of the previous studies on the topic. When trying to give their own definition of self-esteem and explaining what it is, the interviewees mentioned: self-confidence and appreciation of one’s own self, self-perception, the ability to speak up for oneself, set boundaries, withstand defeats and be financially independent. Among the factors that participants felt contribute to good self-esteem are friends, life experiences, a good job, professional life, doing sports, learning things and knowledge, family ties, appreciation and praise. Among the factors affecting self-esteem negatively were mentioned: failures, bad friends, race and origin, social environment and neighborhood, foreign language difficulties, problematic communication with parents, criticism. Negative aspects of self-esteem are interpreted differently by each participant, but all interviewees agreed that exaggerated self-esteem is bad for the person’s surroundings as it highlights the “ego” of the person. Narcissism is considered as a “disguise” for people with low self-esteem. Further investigation is needed to clarify the importance of factors overlooked by previous research, such as the mastery of the local language for immigrants, the “ethical freedom” sometimes experienced by strangers in a new environment, as well as huge impact of experiences during school years on our self-esteem.

The relationship between wellbeing, self-esteem and anxiety amongst University students

Romina Koukai

The relationship between wellbeing and self-esteem has received significant attention in positive psychology research in recent years. The aim of the present research study was to examine whether there is relationship between wellbeing, self-esteem and anxiety in University students in particular. A sample of 100 undergraduate and postgraduate students from New York College and various Greek public universities, in the age range 18 to 52 years old, completed online questionnaires about their wellbeing, self-esteem and anxiety. The wellbeing instrument used was the Psychological Wellbeing Scale (Diener&Biswas, 2009) ,the self-esteem instrument was the Rosenberg Self-esteem Scale (Rosenberg,1965) and to measure anxiety the Beck Anxiety Inventory was used, which consists of 21 items (Beck,1993). The results indicated that wellbeing and self-esteem had a moderate positive correlation. The Pearson correlation showed that wellbeing and anxiety had a weak negative relationship, which means that when levels of wellbeing are increased, the anxiety is decreased. Furthermore, the correlations indicated that self-esteem and anxiety had a weak negative correlation. In conclusion, students who had high rates of self-esteem and wellbeing had low levels of anxiety. These findings have implications for interventions that can be offered by Universities to enhance students' levels of wellbeing.

Exploring the links among motivation, identity, the workplace, joy and gratitude

Vaia Pateraki

The study that was conducted in my dissertation aimed at exploring any possible links between wellbeing of teachers of English as a Foreign Language and certain elements, such as motivation (both to choose the profession and those that keep the individuals going), their workplace as a facility and concerning relationships and the concept of EFL teacher identity. Greece is a country that has addressed the subject only in very scarce studies, so it was believed that further research would reveal useful keys to ensuring these professionals' flourishing.

It was indicated that most of the people who took part in the study have a deep appreciation and genuine love for the language, along with an understanding and admiration of the culture and history of the British people. They are lifelong learners who also realise the responsibility they have towards their students, therefore they strive to provide them with the best possible lessons, while utilising the tools provided combined with their own creativity. They love children and they view themselves as facilitators and influencers who seek to help those children attain their goals and develop themselves in order to fulfil their potentials and dreams. For a person to choose the teaching profession goes far from seeking monetary gain.

It is a mission, a purpose, but for that to be successful and lead to wellbeing and flourishing, receiving respect and acknowledgment is crucial, as well as working in an environment where bosses are genuinely appreciative of their teams' work and input, open to new ideas and less demanding. Another vital point is the relationships among staff members, which were claimed to be either fake or non-existent. The study offered some very interesting insight into these matters and it is believed that if the points made are taken into serious consideration, then EFL teachers will eventually thrive in the workplace.

Does pet ownership of dogs cause greater happiness and life satisfaction in adults than owning cats as pets?

Konstantinos Paximadas

This study aims at discovering whether or not pet ownership would cause an increase in scores of questionnaires measuring happiness and life satisfaction.

The first hypothesis of the study is that pet owners will achieve higher scores than those who own no pet, in a questionnaire measuring happiness and another one measuring life satisfaction.

The second hypothesis is that dog owners will achieve even higher scores in the same questionnaires than cat owners. The questionnaires used were the Oxford happiness questionnaire (Hills & Agryle, 2002) and the Satisfaction With Life Scale (SWLS; Diener et. al, 1985), they were distributed electronically to 102 participants the ages of whom ranged from 18 to 59 years. The study itself is a quantitative with the scores of the questionnaires being the dependant variable and pet ownership or not, and type of pet, being the independent variables. The scores of questionnaires were measured as ratio data. Difference in mean values between continuous variables was examined via a Mann Whitney test, also a parametric one-way Anova was used to examine if there are statistically significant differences between the means of the final scores of the two questionnaires in each category of type of pet. The results showed that there is no significant relationship between pet ownership, happiness and life satisfaction. Additionally, type of pet was not found to have significant relationship with happiness and life satisfaction scores. These results could be attributed to the increased negative feelings of fear and stress, caused by the pandemic of COVID-19.



PSYCHOLOGY FACULTY



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



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. She is a Member of the International Neuropsychological Society and Member of the Greek Society of Neuropsychologists.



Ms. Mary Christopoulou: 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 involved in research activities in the field of Positive Psychology and has recently 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 teaches Statistics and Research Methods in Psychology at undergraduate level, 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 programme.



Mr. Dimitris Katakis: MA in Educational Psychology, Graduate Certificate in Psychology, MSc in Child Development and an MA in Clinical-Counselling Psychology. Dimitris has worked as a teacher in Athens and London and as a Diplomat (Educational Attaché) in the Education Department of the Greek Embassy in London. He has also provided counselling and support to adolescents in the Greek Secondary School of London. Since 2011 Dimitris has been employed at the Suicide Prevention Centre (Klimaka) in Athens as a CBT therapist (Cognitive Behavioural Therapist), and is an instructor for the University of Bolton MSc in CBP programme at New York College as well as acting as external supervisor for MSc placements.



Dr. Marsha Koletsis: 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 Koletsis is an accredited clinical supervisor from the British Psychological Society and since 2015 she supervises the University of Bolton MSc CBP students' clinical training. 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.N.E.Δ.I.B.I.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 teaches the MSc Psychology modules Positive Psychology in Practice and Critical Positive Psychology.



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, 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. 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.



Ms Nektaria Pouli: BSc in Psychology from the University of Crete, MSc in Health Psychology from Kings College/ UCL, London, and MA in Counselling Studies from the University of Durham, UK. Between 2012 and 2014 Nektaria held the post of Research Associate at the School of Medical Sciences at the University of Nottingham, UK. Nektaria has published articles in the fields of health and counseling psychology and she is a Graduate member of British Psychological Society, a licenced psychologist under the Greek state, and has her own private practice as a counselling psychologist. She teaches research methods and counselling courses, and supervises undergraduate research projects.



Dr. Natasha Soureti: PhD from Vrije University, Amsterdam, MSc in Organisational Psychology and MSc in Health Psychology from the City University, UK. Natasha has extensive experience in the area of Health psychology and health behaviour change projects, and is co-ordinator of the stop smoking program “Living without smoking” in Athens. Natasha is trained in Cognitive Therapy and Eye Movement Desensitization Reprocessing (EMDR). She has worked for Unilever R&D in the UK as a behaviour change health Psychologist, and for Bart’s & the London Queen’s Mary School of Medicine & Dentistry, as a research health psychologist, setting-up smoking cessation clinics in East London. She has numerous publications in scientific journals and is continuously involved in NYC student research supervision from undergraduate to PhD level.



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 is involved in the clinical supervision of postgraduate students.



Dr. Antonis Vadolas: BSc in Psychology from Panteion University of Social and Political Sciences, MA in Community Care (learning disabilities) and PhD in Psychoanalysis at the University of Middlesex, UK. In 2014 Antonis completed the four year UKCP accredited clinical training programme in psychoanalysis at the Centre for Freudian Analysis and Research in London. Antonis has extensive teaching experience and has published several articles and books in the fields of psychoanalytic psychology. He is a Graduate member of British Psychological Society a licenced psychologist under the Greek state. He teaches the undergraduate courses Psychological Testing and Adult Development and Mental Health.



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 provides PhD supervision.



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