



NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE

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LEVEL YOU** 

PSYCHOLOGY DEPARTMENT

Studying International
Psychology in Greece...
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FEATURED IN THIS EDITION:

- Welcome from the Head of Department
- Psychology degrees offered at NYC
- NYC Psychology Club – a student-led initiative
- Articles on: Careers in Psychology Day, Peer Mentoring, Learning About Stress, Special Educational Needs
- Student testimonials
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ISSUE 09 | 2024-2025





Intro

Welcome from the Head of Psychology



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

Through our 35 year collaboration with the State University of New York-Empire State University, and long time collaboration with the University of Bolton – a Guardian "top 50" UK University - our students enjoy high-level international studies supported by faculty who have a wide range of skills and backgrounds. In the Department we offer a choice of UK or US Bachelor degrees, a BA in Human Development (Concentration in Psychology) with SUNY-ESU,

or a BSc (Hons) in Psychology, Psychotherapy and Counselling with the University of Bolton, UK. Our BSc (Hons) in Psychology, Psychotherapy and Counselling programme is one of very few degrees in Greece that is accredited by the British Psychological Society and the only accredited undergraduate BSc (Hons) in Psychology, Psychotherapy and Counselling on the Greek market. We also offer a BSc (Hons) in Psychology and Cognitive Neuroscience degree, an MSc in Counselling and Positive Psychology, an MSc Psychology, and an MPhil/PhD in Psychology programme at NYC Athens, all in partnership with the University of Bolton.

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



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.

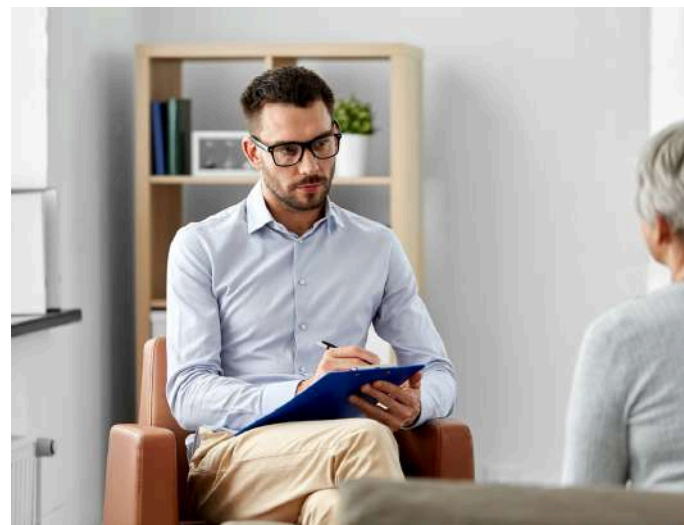
The field and study of psychology is vast and can lead to a number of career options for degree holders after graduation.

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 usually required, as you will want to specialize in an advanced field of practice.

All courses are delivered in English, with the exception of the Foundation year of the BSc PPC programme which is delivered in Greek.





UNIVERSITY OF BOLTON- Greater 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 2024. In the 30 best universities in the UK!

According to the Guardian (Best UK Universities 2024 – rankings), the UNIVERSITY OF BOLTON is ranked among the 30 best universities in the UK. Recently, the BBC highlighted the UNIVERSITY OF BOLTON as a model for UK Universities, regarding its operating standards for student safety from the Covid-19 pandemic and the UK Education Secretary Michelle Donelan, from the floor of the House of Commons, referred to the "amazing work the University is doing". New York College has a franchise agreement under the Greek Ministry of Education legislation and the degree you will receive at the end of your studies is awarded by the University itself.



Undergraduate

BSc (Hons) Psychology, Psychotherapy and Counselling (3 years) **AND BSc (Hons) Psychology, Psychotherapy and Counselling with** **Foundation year (4 years)**

A unique opportunity for students to explore, acquire and critically apply concepts, theories and models used in all three disciplines of mental health - Psychology, Psychotherapy and Counselling.

- Our English language BSc (Hons) in Psychology, Psychotherapy and Counselling programme is accredited by the British Psychological Society, it is taught and assessed in the English language only. We also offer a 4-year full-time programme (BSc (Hons) in Psychology, Psychotherapy and Counselling with Foundation Year), for students who do not meet the entry requirements of the 3-year programme (the first year of which is in Greek and the remaining years in the English language), and an option to study for the 3-year degree in Greek only.
- 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 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).





Undergraduate

NEW!

BSc (Hons) Psychology and Cognitive Neuroscience

**We are excited to add this new programme
to the degree options available
from October 2024 onwards!**

- The only Bachelor degree on the Greek market that includes a focus on both Psychology and Cognitive Neuroscience.
- Graduates are equipped with many diverse skills to undertake different types of work in the fields of psychology and neuroscience, or to progress to postgraduate training in a variety of specialist areas of Psychology, including neuropsychology or neuroscience.
- Graduates are well prepared for, and have high chances of being accepted for, postgraduate studies in neuroscience and neuropsychology at prestigious Universities around the world.
- The 3-year Bachelor programme is taught and assessed in the English language only. We also offer a 4-year full-time programme, the BSc (Hons) in Psychology and Cognitive Neuroscience with Foundation Year. The Foundation year is in Greek and the other years are taught and assessed in English.





Aerial view of the central administration building of the STATE UNIVERSITY OF NEW YORK in Albany, NY c.1980



STATE UNIVERSITY OF NEW YORK- Empire State University U.S.A.

35 YEARS OF STABLE UNIVERSITY COOPERATION!

New York College Educational Group has completed 35 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 University, with the international recognition and the global prestige of the academic educational system!

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 University (SUNY-ESU) 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 - ESU 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).



Undergraduate

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.



Graduate MSc in Counselling and Positive Psychology

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.

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.



Graduate MSc Psychology

The master's programme MSc in Psychology of the University of Bolton is a one-year full-time programme which involves the comprehensive study of selected areas in psychology at an advanced level and the acquisition of advanced professional and research skills. Topics covered include Advanced Cognitive and Social Neuroscience, Current topics in Developmental Psychology, Current Debates in Psychology and/or Positive Psychology. The programme also includes a thorough training in quantitative and qualitative research methods in Psychology.

- Select optional modules according to the field of psychology you wish to specialize in
- Develop an advanced critical knowledge of selected contemporary methods, theories and issues in psychology
- Conduct research with the support of our specialized research supervisors and full time Psychology Technician, in a dedicated Psychology Research Laboratory
- This programme can be combined with working. Classes are only on Friday afternoons and Saturdays and you can study full-time or part time

Graduates will be able to apply the skills learnt on the MSc in teaching and education, human resources, career coaching, leadership, business, and in various fields of mental health counselling. The course is also designed to enhance your psychological practice, opening employment and career progression opportunities in a diverse range of careers, including psychology, psychotherapy, the helping or health professions, social work, education, private practice, human resources and leadership roles.





Graduate 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.





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. Quantitative research designs or mixed methods.

Marsha Koletsis, PhD

Clinical assessment, eating disorders, postnatal depression, self-harm, therapeutic relationship, code of ethics, qualitative research in particular IPA and Thematic Analysis. Quantitative research designs or mixed methods.

Agathi Lakioti, PhD

Positive psychology and character education in schools, Positive psychology in counselling and psychotherapy, Employee Assistance Programmes (organizational settings). Qualitative research designs or mixed methods.

Ntaniella Roumpini Pylarinou, PhD

Investigative, criminal and forensic psychology, online harassment such as cyberbullying and cyberstalking, cross-cultural studies, revenge porn, coercive control, modern slavery and sex trafficking. Quantitative research designs or mixed methods.

Antonia Svensson Dianellou, PhD

Positive psychology in education (student well-being, resilience, grit) developmental transitions (into adulthood, parenthood, grandparenthood and retirement), intergenerational relationships, mind-body, health and positive ageing, social change, dance movement psychotherapy. 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. Quantitative research designs.

Ioanna Zygori, PhD

Neuropsychological assessment, cognitive psychology, neurodivergence, autism, gender identity, healthcare, inclusive education, Virtual Reality, psychoeducation and children with emotional and behavioural difficulties. Qualitative or mixed methods research.

Julie Vargo, PhD

Community psychology, clinical psychology, business and occupational psychology, health psychology, psychology in sports and exercise. Qualitative, Quantitative and Mixed Research Methods designs.

**Want to know more? Visit www.nyc.gr or contact the Head of Psychology Antonia Svensson Dianellou, PhD
Head of Psychology Department, Associate Dean | Email: svensson@nyc.gr**

The NYC Psychology Club

What do our students think?

The psychology club is where meaningful and insightful discussion, debate and learning on new topics take place. The welcoming and amiable atmosphere contribute to making it the pleasant and fascinating experience it is. The members in each meeting are introduced to new psychology related topics of interest or expand their knowledge on them through the exchange of ideas, opinions, and experiences. Furthermore, the club meetings supply the students with the core values of communication, respect and understanding. Us club members enjoy being part of the club as we have established friendships, gained insight on new topics, expanded our academic skills, and developed a more ardent sense of belongingness and campus connectedness.

Meeting and conversing with new people from various fields of studies, a range of ages, and diverse cultural backgrounds is a part of the experience. As such occurs the formation of new friendships and bonds, and increased sociality. This exceptional community fosters enthralling discussions that seamlessly merge scientific rigor with personal insights, leading to the expansion of mind, horizons, and knowledge. Furthermore, through the process of being introduced to new concepts and having discussions on them reinforces critical thinking, and expressive and brainstorming skills. Beyond encouraging meaningful social connections, the club provides invaluable information that greatly enhances and transforms academic performance and fosters strong camaraderie among its members.

Helen Pantazara, Martina Chalkioti, and Despoina Kyriakatou
NYC Psychology Club members

What do you think? Will you join us?

The Psychology Club meetings will start once again after the summer break!

NYC students from any Department of studies are welcome. More news coming in October.



**Here are some photos from
the Psychology Club outings!**





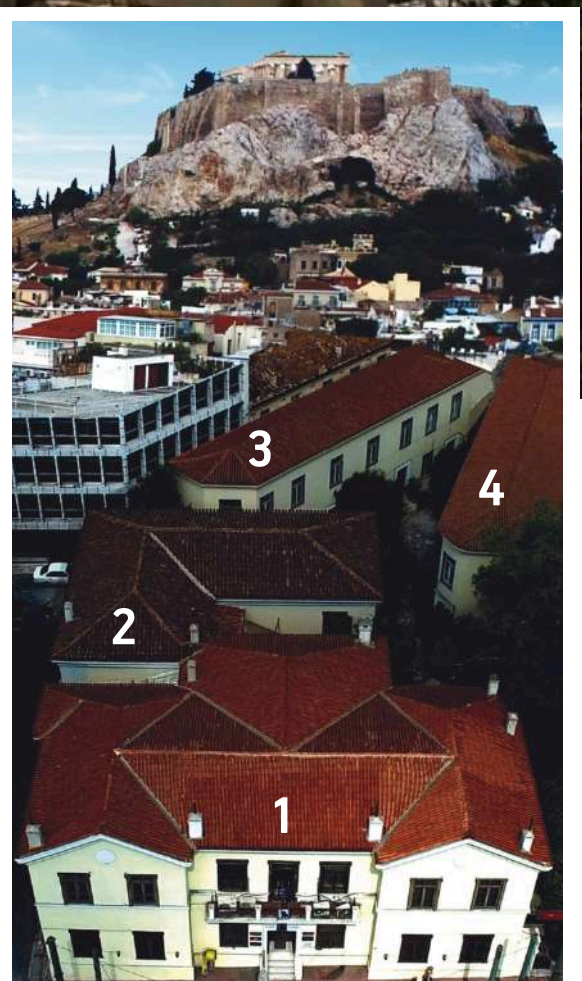


NYC ATHENS CAMPUS

The only multi-building campus in the heart of Athens!

New York College students benefit from a unique privilege: They study at the NYC Athens Campus, the only multi-building educational complex in the heart of Athens, whose history spans three centuries (19th-21st). Historically, the site where NYC Athens Campus is now located, was inaugurated as an educational facility in 1879, and is an iconic landmark of the Old City of Athens, literally in the shadow of the Acropolis.

RIGHT:
Panoramic floor plan of the 4 buildings (halls) of the NYC Athens Campus in the shadow of the Acropolis. Syngros Hall (building 1), Mumper Hall (building 2), Kapodistrias Hall (building 3), Paparrigopoulou Hall (building 4).





The BSc (hons) in Psychology, Psychotherapy and Counselling programme of the University of Bolton (UK) is also offered at the Thessaloniki campus of New York College!



NYC THESSALONIKI CAMPUS

In the heart of Thessaloniki,
in the historical area of Kamara!

NYC Thessaloniki Campus is the academic arm of New York College in Northern Greece and the wider region of the Balkans.

The Campus, located in the city centre, has conference rooms, a computer lab, a library, a writing centre and special classrooms with advanced audiovisual equipment and study areas.

NYC Thessaloniki Campus combines a student, technological and entrepreneurial character and is known for the vibrancy and diversity of its students.



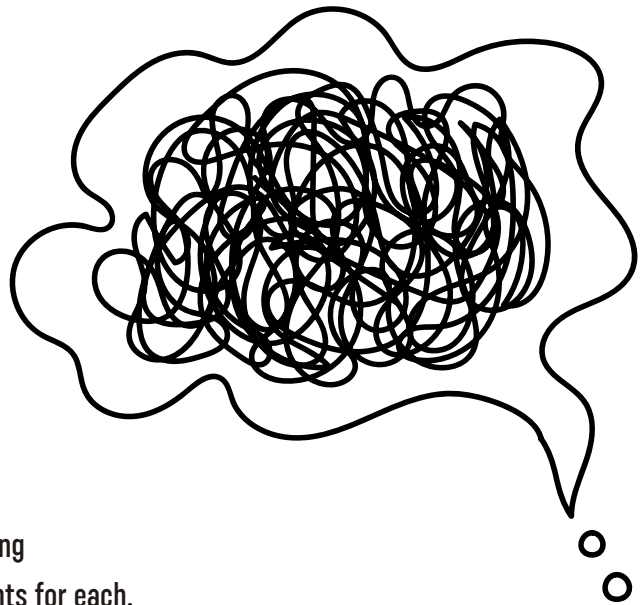
Articles

Review of the Careers in Psychology Day, April 2024

By Helen Pantazara, Martina Chalkioti,
Kalliopi Raftopoulou, and Aggeliki Zagari
BSc (Hons) Psychology, Psychotherapy and Counselling programme students



The recent Careers in Psychology Day, organized by the NYC Psychology Department prompted us to learn more about and explore our opportunities in counselling psychology and psychotherapeutic approaches, forensic psychology, psychology and business, social and community psychology, sports and exercise psychology, neuropsychology, and careers in teaching and research. With the guidance of the speakers, experienced professionals in their field, and through communication with them after their speeches, we had the opportunity to ask and get answers to any questions that occurred regarding our area of studying and future careers.



Staring down a seemingly endless list of career paths after graduating with a psychology degree can be daunting, and the Careers in Psychology Day served as a means to attain a better understanding and more information about possible career pathways, what working in the fields presented could be like, and the requirements for each.

The career day offered insight about the possibilities a bachelor's degree could unlock, from unravelling the mysteries of the brain as a neuropsychologist to supporting athletes as a sports psychologist, the sheer variety of options showcased the breadth of opportunities available.

This career day also provided us with the necessary knowledge for internship opportunities, the licensure process, and educational requirements, as it also provided us with information about the postgraduate education that may be needed for our chosen field. Furthermore, the career day contributed to the academic enlightening of students. Through the speeches, we got to collect information about our future profession's practical details, and challenges. It enabled us to start identifying areas we would like to pursue a career in, become more familiar with them, and this further motivated us.

The day highlighted for example the potential for a future in academia, comprising becoming a lecturer, and conducting research, among other paths, as the event also presented the many fascinating ways psychology can be applied, such as within the realm of human resources at a major corporation, supporting athletes, or in investigation settings. This experience not only equipped us with valuable knowledge about the current fields in psychology, but also the ones of the future, that are currently developing, and the evolving role of technology in psychology and psychotherapy.

The Careers in Psychology Day was not just an orientation for possible job prospects. It also helped us discover how to evolve as a psychologist and begin to think about and outline the path we will choose. For us who desire to trace the "mysterious mind," a career in psychology can be very fruitful, as it offers a wonderful and unique path, whether it be in psychotherapy, research, or any of the numerous other occupations.



— The potential benefits of Peer Mentoring

By Christina Tsaliki

MSc, Counselling in Psychology in Education, Health & Work, UOA | Faculty member of the NYC Psychology Department, student counsellor and certified Peer Mentoring Practitioner/Educator

What is Peer Counseling?

Peer counseling or Mentoring is a system of giving and receiving help between people of similar age and social identity and is based on the basic principles of mutual respect, responsibility and understanding. The word "Peer" in Greek does not convey very well what we want to say. It is the translation of the English Peer and symbolizes people who are in the same life phase or coping with the same life transition. Classmates in a school, but also students of a University of all years, are classmates. Peer is the 18-year-old freshman and the 35-year-old who comes to the same department to study as a mature graduate student.

Research in this field has shown that people facing similar difficulties can understand each other better and offer mutual emotional and practical support compared to those who are not in a similar situation or compared to mental health professionals. In particular, it is a fact that people who share similar experiences can better relate to each other and therefore offer experiential empathy and more genuine support and has been shown to be a determinant of the effectiveness of peer psycho-social support. It has also been found that people who have gone through similar experiences are able to offer each other practical advice and suggestions for coping strategies that professionals do not suggest or may not even know about (Lekka, 2015).

Peer counselors exist and work within all age groups and for a wide range of human situations. Peer support is based on the need for social solidarity that exists in all societies. It empowers participants and shows them ways to help themselves, offers opportunities for learning and re-frames negative perceptions and thoughts. It is considered one of the most useful ways in which people can help their fellow human beings, actively listening and following them, communicating, helping them share their concerns and thus feel better.

Benefits of Peer Counseling-Mentoring

Peer counseling helps both those receiving the services of peer counselors and the counselors themselves, in developing personal and social skills. Discussions, aimed at psychological support in a friendly environment and under encouraging conditions, have been found to increase the physical and mental health well-being of those involved (Raphael & Dohrenwend, 1987), contributing to the development of their personal and social skills, as well as to the formation of their identity and autonomy, especially during the period of emerging adulthood.

The benefits that peer counselors themselves derive from their participation include: greater self-belief and self-esteem (Switzer & Simmons, Dew, Regalski & Wang, 1995), greater sense of responsibility, greater appreciation for fellow human beings, greater satisfaction because they contribute to the better quality of life of their environment, but also great satisfaction because they learn ways to better manage and mediate conflicts (Cowie & Jennifer, 2008; Stanley & McGrath, 2006 and spontaneously seek help without hesitation, when needed (Bandura, Millard, Peluso & Ortman, 2000). Regarding the recipients of this support, the existence of close relationships with people in the peer group is an important source of emotional support that can remove even the most serious consequences of stress (Denis, 2003).

Support for Students in Higher Education

Emerging adulthood is an exciting time of identity formation and personal growth, but it is also a difficult time of stressful transitions and for many, the emergence of mental health problems. The mental health of university students has become particularly worrying, with students reporting an increase in anxiety and depression year-on-year, exacerbated by the 'triple pandemic' of COVID-19, the deepening of vast social inequalities and widespread economic insecurity.

Young adults have been shown to have a powerful impact on one another, specifically on wellbeing measures (Kirsch et al, 2014, Reniers et al, 2017). Multiple studies have shown that young people turn to each other when experiencing distress (Healthy Minds Study, 2021, Dooley & Fitzgerald, 2012) and report having been helped by their friends. A survey conducted in July 2022 by Mary Christie Institute, indicated near-universal interest (95%) in some type of peer support program, though there was significant variation in interest between the five types of peer support programs explored: peer education; peer listening; peer support groups; peer coaching; and peer counseling.

Today's students are emerging as part of their generation's solution to mental health issues, with a remarkable willingness to help each other and face their problems bravely and honestly. The increased altruism and reduced stigma experienced by today's Gen Z has created a proliferation of peer-led mental health support services. Colleges and universities are increasingly recognizing that the prevalence of self-reported mental health problems among students calls for population-based, public health strategies, including expanding the circle of support. Peer counseling can be a "bridge" to professional counseling services and can help students with no prior therapeutic experience enter a new community of care (Davis & Fritze, 2020).

Many colleges have peer counseling programs to provide more options for mental health resources on their campuses. These programs train students to help other students, like the one at the University of California-Berkeley that has been operating successfully since the late 1960s (UC Berkeley). In Greece there were initially 2 pilot programs of voluntary peer mentoring, at University of Athens-UOA ("By students- for students"), both with online support in the form of forums or live sessions on the University campus (Lekka, 2015)



Types of peer support

Peer counseling support, as applied in a variety of contexts and across age groups, has proven to be of critical benefit to all involved. The term "peer support" would be more accurate, because under this title can be included the many and varied activities undertaken by peers or peers beyond counseling, such as: mediators, mentors, peer advocates, peer counselors, helpers in learning or professional matters (peer tutors) or facilitators in peer mental health and well being groups.

The NYC Department of Psychology is currently undertaking a pilot study training programme in peer mentoring for NYC students.

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Articles

Learning About Stress

By Helen Pantazara, Psychology Club member
and Dr Antonia Svensson, Head of Psychology Department



What is stress and how can we recognize it?

Stress is the way the body reacts to a challenging or threatening circumstance and occurs especially in situations where change is needed; experiencing stress can occur generally during adrenaline-inducing events. The way people react to and can manage stress can vary depending on both biological – inherent, and psychological elements.

Stress can be recognised by its symptoms as when experiencing it, muscles get more tense, there is an increase of pulses, and the body is in an alerted state, due to the release of hormones, so that there can be as rapid reaction to the threat. There may also be quicker breathing, improved focus, and increased stamina and strength. Stress can cause the "fight or flight" response, and can also be characterized by irritation, anger, impatience, feeling overwhelmed, and/or nervous. Commonly there is an external trigger of stress, which can last for brief or longer time periods (Kalat, 2019).

How does it differ from anxiety?

Anxiety, like stress, is an emotional response, and can cause several symptoms that are similar or identical to those of stress, such as issues with concentrating, muscle tension, and irritability. However, anxiety concerns excessive and continuous worries that are present even when there isn't any stressing factor. It happens typically due to circumstances that cause fear, and nervousness, especially when it is with regard to the future. Furthermore, unlike anxiety, stress can also be helpful as it can assist in for example meeting a deadline, and avoiding dangers, when anxiety will commonly be something disadvantageous. Moreover, stress can also occur because of excitement, or trying something new, that are pleasant situations (Viveros & Schramm, 2018).

Do we only feel stressed about negative events?

No. Whilst some of the life events that people consistently report as being the most stressful are the ones you might expect, for example, being seriously ill, the breakdown of a serious relationship, losing your home or job, and bereavement. But positive life events, such as becoming a parent, getting married, starting a new job or retiring are also a significant source of stress for a lot of people. This is because, like negative events, happy and exciting events also bring about many changes and create new demands, which can lead to feeling stressed.

What are some positive and healthy ways to cope well with stress?

Social support is a known buffer to stress. Many studies have shown consistently that people who report lower levels of social support report greater levels of stress and more health complaints than those with high levels of social support. Social support can consist of both practical and emotional support, given by a family member, a friend or colleague, or through belonging to a community group or club. Another buffer to stress is finding positive consequences, even amidst stressful life events such as the chronic burden of caring for a severely autistic child. Research indicates that caregivers who are able to find benefits and positivity in their circumstances report lower levels of stress and less depression (Lovell et al., 2011). Positive Psychology interventions such as regular practice of the Three Good Things exercise, keeping a gratitude journal and learning mindfulness exercises may be particularly helpful for reducing stress and enhancing resilience.

What further help is available?

There are many sources of support available to help you to learn to cope better with stress. The free and publicly available resources of the Greater Good Science Centre of the University of California Berkley, and the Positive Psychology Center at the University of Pennsylvania are a great starting point. Nurturing good relationships with family members and friends, and joining a community or club of likeminded people is also a great way to both give and to receive social support, which as we know is essential for our wellbeing. Seeking out a suitably qualified and experienced mental health professional is advisable if, in addition to stress, you are also experiencing depression and/or anxiety. Seeking professional help could also be a good idea if you have tried self-help techniques and are not seeing much progress.

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University Students with Special Educational Needs

By Christina Tsaliki

MSc, Counselling in Psychology in Education, Health & Work, UOA | Faculty member of the NYC Psychology Department, student counsellor and certified Peer Mentoring Practitioner/Educator

Challenges and Support Strategies

University education presents a significant challenge for students with ADHD, dyslexia, and other learning difficulties. These conditions can hinder academic performance, social interactions, and overall university experience. However, with appropriate support and strategies, these students can achieve success comparable to their peers.

ADHD in University Students

Attention Deficit Hyperactivity Disorder (ADHD) is characterized by persistent patterns of inattention, hyperactivity, and impulsivity. These symptoms can create obstacles in the academic environment, where sustained attention and executive functioning are critical. University students with ADHD often struggle with time management, organization, and completing assignments on time. They may also experience difficulties in maintaining focus during lectures, which can impact their understanding and retention of course material (DuPaul et al., 2009).

Despite these challenges, students with ADHD can thrive in university settings through various support mechanisms. Time management training, organizational tools, and counseling services are essential. Additionally, academic accommodations such as extended test time and note-taking assistance can significantly alleviate the pressures faced by these students (Wolf, 2001).



Dyslexia in Higher Education

Dyslexia, a specific learning disability affecting reading and related language-based processing skills, poses unique challenges in a university environment. Students with dyslexia often struggle with reading fluency, decoding, and comprehension, which are fundamental skills for most academic tasks (Shaywitz, 1998). These difficulties can lead to slower reading rates and increased time needed to complete assignments and examinations. To support students with dyslexia, universities must provide accommodations such as extended time on tests, alternative formats for reading materials (e.g., audiobooks), and access to assistive technologies like text-to-speech software. Furthermore, individualized tutoring and academic coaching can help students develop effective reading strategies and compensate for their difficulties (Reid, 2009).



Learning Difficulties and University Life

Learning difficulties encompass a range of conditions that affect learning processes, including dysgraphia, dyscalculia, and auditory processing disorder. These conditions can hinder a student's ability to process information, perform mathematical calculations, or produce written work. As a result, students with learning difficulties may find university tasks more time-consuming and demanding compared to their peers. Support for students with learning difficulties should include tailored interventions such as specialized tutoring, access to assistive technologies, and flexible teaching methods. Additionally, fostering an inclusive learning environment where diversity in learning is recognized and accommodated is crucial for the success of these students (Mortimore & Crozier, 2006).

Effective Support Strategies

Effective support strategies for university students with ADHD, dyslexia, and learning difficulties involve a combination of institutional policies, personalized accommodations, and awareness programs. Universities should implement comprehensive support systems that include f.e in NYC:

- Psychosocial support provided by the Student Counseling Center (counseling@nyc.gr) Providing counseling and mental health support to address the emotional and psychological challenges that often accompany learning disabilities. This holistic approach ensures that students' well-being is prioritized alongside their academic needs (Swanson & Hoskyn, 1998).
- Sessions of Specialized Academic Support SENS (Special Education Needs for Students), after diagnostic assessment
- Academic Writing Courses
- Mindfulness Seminars on coping with exam anxiety, social development skills and study time management
- Special Configuration of the Library space as well as sensory self-regulation spaces
- Assistive Technology: Tools such as speech-to-text software, audio books, and organizational apps that help students overcome their specific challenges. These technologies can enhance learning efficiency and academic performance (Raskind & Higgins, 1995).
- Faculty Training: Educating faculty about the needs and challenges of students with learning disabilities is essential. Training programs can help faculty develop inclusive teaching practices and provide appropriate accommodations (Sparks & Lovett, 2009).
- Peer Support Programs: Creating peer mentoring and study groups where students can receive academic and emotional support from their peers. Such programs can foster a sense of community and reduce feelings of isolation (Hartley, 2010).

Challenges Faced by Students with Social Anxiety as well consist of poor Academic Performance as Social anxiety can interfere with classroom participation, group work, and presentations, all of which are integral parts of university education. Students with social anxiety may avoid asking questions in class, attending office hours, or participating in discussions, which can hinder their understanding of the material and negatively impact their grades (Strahan, 2003). Also regarding social interactions as to be able to forming and maintaining friendships can be particularly challenging for students with social anxiety. They may avoid social gatherings, clubs, and other extracurricular activities, leading to feelings of isolation and loneliness (Spence, Donovan, & Brechman-Toussaint, 2000). Respective mental health issues such as depression, low self-esteem, and increased stress levels can be linked to social anxiety. The fear of social interactions and judgment can create a cycle of avoidance and anxiety that exacerbates these conditions (Kashdan & Herbert, 2001).

Coping Strategies for Social Anxiety

- **Mindfulness and Relaxation Techniques:** Mindfulness practices, such as meditation and deep breathing exercises, can help students manage their anxiety by promoting relaxation and reducing stress. These techniques encourage students to focus on the present moment and reduce overthinking about social interactions (Kabat-Zinn, 1990).
- **Social Skills Training:** Social skills training can help students develop the necessary skills to navigate social situations more confidently. Role-playing exercises and social skills workshops can provide practical experience and reduce anxiety associated with real-life interactions (Beidel, Turner, & Young, 2006).
- **Gradual Exposure:** Encouraging students to gradually expose themselves to social situations can help desensitize them to their fears. Starting with less intimidating situations and slowly progressing to more challenging ones can build confidence and reduce anxiety over time (Heimberg, 2002).
- **Academic Accommodations:** Universities can provide accommodations such as alternative formats for presentations (e.g., pre-recorded videos) and flexible participation requirements. These accommodations can help reduce the pressure on students with social anxiety and create a more inclusive learning environment (Purdon, 2008).

Conclusion

University students with Social anxiety, ADHD, dyslexia, and learning difficulties face significant challenges that can impede their academic success and overall university experience. However, with targeted support and accommodations, these students can overcome their difficulties and achieve their full potential. By fostering an inclusive and supportive educational environment, universities can ensure that all students have the opportunity to succeed.

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Student Testimonials

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

As a graduate student of the British Psychological Society accredited degree in Psychology, Psychotherapy, and Counselling of Bolton university at New York College, I feel confident to share my student experience with you. I started my studies during the COVID19 quarantine therefore the classes were online for some time. Despite the difficulties the teachers were always making the lectures as interactive as possible, however going back into class on campus in the second year of my degree, made the learning experience reach its peak. It is reasonable that not every course appealed to me the same way, but generally I was excited with most of the courses and I found the labs very helpful and important for the understanding process. Moreover, as a student I tried to be as involved as possible in the activities and opportunities that NYC offers (clubs, seminars, guest speakers etc.), which I believe also played a major role in creating this unique experience for me. All in all, I think of NYC college as a family environment; something that the teachers and the rest of the staff members create, and I see myself coming back for further studies or perhaps even working one day at the college that has provided me with all the personal qualities, skills and knowledge that I will need for my next career steps."

Aliki Kekia

Graduate, BSc Psychology, Psychotherapy and Counselling
University of Bolton at New York College Athens

Congratulations Class of 2024 🎓



Congratulations to the graduates of the BSc (Hons) Psychology, Psychotherapy and Counselling programme of the University of Bolton! Your hard work, passion and perseverance has paid off. Having graduated from New York College – and from your British Psychological Society accredited course – we know you are well prepared for the exciting career that awaits you and that you will go on to do great things. See you at the Graduation Ceremony!

MSc Counselling and Positive Psychology University of Bolton Class of 2023



"Having studied English at the University of Westminster and Classical and Modern Greek Studies at King's College London (University of London), completing CELTA at International House in London, postgraduate studies in ELT at Thames Valley University and at the CIOL (Chartered Institute of Linguists), I have worked in the ELT field for over 30 years as a tutor, teacher trainer, freelance translator, academic and career guidance counselor, oral examiner and coordinator for OFQUAL regulated awarding bodies.

In 2018, I co-established PACE (current B.E.S.A.) representing and running programs for CIOL, Coventry University, INTESOL and EDEN fifty-one. At the moment, we are representing and promoting VTCT UK Qualifications in Greece in the field of ESOL and other certifications. After acquiring a postgraduate Diploma in Career Counselling at the University of Piraeus with the late Prof Katsanevas, I developed a further interest in the field

of counselling and psychology, and decided to attend the MSc in Counselling and Positive Psychology programme at New York College, from which I graduated in the summer of 2023.

My expectations for this Masters programme were both met and exceeded, as I encountered tutors that had a sound and exceptional academic background and the environment was supportive, especially to mature students who believe in life-long learning. On my part, the Department of Psychology at New York College is highly recommended, as an educational setting that will help any individual reach their highest potential.

My sincerest thanks and gratitude to all that assisted me in this mind-blowing journey!"

Maria Alafogianni

Graduate of University of Bolton at New York College in Athens

MSc Counselling and Positive Psychology

B.E.S.A CEO & Founder

VTCT UK Qualifications Representative

Educational Visit and Experiential Workshop for Psychology Department Students at the Innovative Mental Health Facility "Connect Family"

Students were informed about the psychosocial support services offered by the Center to all family members, as well as opportunities for volunteering and internships. This allows them to apply their studies, broaden their horizons, and contribute to the community. Additionally, they participated in an experiential workshop to enhance their communication skills through active listening and group dynamics.



Educational visit by a group of psychology students to the ALTHAIA NGO residence, accompanied by Professor Aphrodite Kamari and the Head of the Department, Dr. Maria Tziraki.

Students had the chance to meet the residents and learn about the provision of services within the supported living framework. We extend our gratitude to the staff for their warm welcome and for the support they provide for the residents, helping them lead autonomous lives and actively participate in their daily routines.

Lecture on "When Life Doesn't Go as Expected – Early Intervention in Psychosis" by Matina Tzoubara, representative of the Early Intervention in Psychosis Unit "Pnoes," for the Psychology Department students.

The students were initially briefed on how to handle cases of psychosis and where to seek assistance. Subsequently, the presenters outlined their approach to such situations, describing how they provide counseling support to patients and their families, as well as the specialized expertise involved in diagnosing, effectively managing, and supporting such cases.

Lecture by Dr. Maria Sofologi, Psychologist at the Althaia Organization for Support, Therapy, Rehabilitation, and Promotion of Psychosocial Health, to Psychology Department Students

The lecture centered on "Evaluating Giftedness in School-Age and Preschool Children." It explored dimensions of giftedness and executive functions in these age groups, highlighting the use of a giftedness evaluation scale translated and standardized by Dr. Sofologi. The discussion also underscored the limitations of relying solely on IQ tests to assess learning and reading difficulties in school populations, emphasizing the potential for incorrect diagnoses and ineffective interventions.

Check Point online talk about HIV Stigma, Myths and Truths.

The students received scientific information on the latest developments regarding HIV and what we mean by the term "HIV-positive individual" today. The discussion focused on the stigma faced by HIV-positive individuals, who continue to be viewed with distrust, while myths surrounding the virus's transmissibility were debunked, especially since modern antiretroviral therapies have rendered the virus Undetectable and Untransmittable (U=U). Finally, Ms. A. Manolopoulou, a representative from Thess CheckPoint, presented the organization's operations and their efforts in managing and preventing HIV.

Study Visit by Psychology Students from NYC Thessaloniki to the "Iasis at Work" Employee Support Day Center:

During the visit, students familiarized themselves with the interdisciplinary approach to mental health through discussions and hands-on activities. They actively engaged with each other and with the Center's professionals, expressing their thoughts in writing at the end of the activities. Finally, they were informed about the opportunity to join the organization's network of active volunteers, allowing them to contribute to the community while enhancing their personal, psychosocial, and professional development.



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 a well-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 research equipment such as an Electroencephalogram (EEG), 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, PEBL for the design of experiments and NVivo).

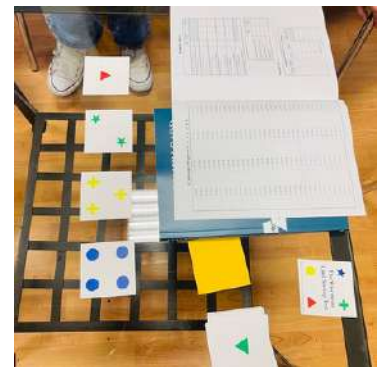
Psychology students at New York College can work on their research projects in a dedicated lab space that offers them all the tools and support to create high quality, cutting-edge psychological research experiments.

The full-time Psychology Technician (Martha Balasa 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 both students and faculty members for all issues related to their research. The Technician can help with questions and guidance on working towards seeking ethical approval for research proposals, planning the practical aspects of 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 mbalasa@nyc.gr for more information.



PSYCHOLOGY DEPARTMENT

Faculty



Head of the Psychology Department

Dr Antonia Svensson Dianellou holds a PhD in Developmental Psychology and a 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. She also has a postgraduate diploma in Dance Movement Psychotherapy from the University of Hertfordshire, UK. Dr Svensson has been Head of the Department of Psychology and Associate Dean of New York College since 2015. She previously worked as a researcher of intergenerational relationships at the National School of Public Health in Athens and at Anglia University in Cambridge. She has therapeutic experience working with children, families who have experienced domestic abuse and refugee populations, in Greece and the UK. In addition to teaching and conducting research, she oversees the operation of the NYC Student Counseling Service and coordinates internship placements for psychology students at New York College.

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.



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.



Ms. Sofia Mertysi

Sofia has a Masters in Cognitive Behavioural Psychotherapies from the University of Bolton, UK and a BA in Pedagogy, Philosophy and Psychology, from the National and Kapodistrian University of Athens. During her Bachelor degree she completed her teacher training at the 4th Gymnasium of Zografou, with a focus on psychopedagogy and teaching using constructivist approaches. Sofia previously worked as a mental health counsellor, trainer and and manager at Euroergasiaki educational and training centre. She has also worked as a mental health counsellor and IASIS centre for psychosocial rehabilitation of adults with health issues and in the New York College student counselling service. Sofia joined the NYC faculty in 2023 and she teaches a variety of undergraduate courses in areas such as the psychology of mental health, social psychology, applications of psychology and applications of counselling skills.



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.



Mr. Georgos Papageorgiou (PhD candidate)

Mr Papageorgiou is a Speech and Language Therapist and Neuropsychologist. He holds an undergraduate degree in speech and language therapy and an MSc in Clinical Neuropsychology – Cognitive Neuroscience; from the Department of Psychology, National and Kapodistrian University of Athens. He is currently in the final stage of completing his doctoral research entitled "An investigation of perception and production of motion in aphasia due to stroke" in the Department of Medicine, National and Kapodistrian University of Athens. His doctoral research is funded by ELIDEK and is being conducted under the supervision of Dr Constantin Potagas. Mr Papageorgiou has been employed at ELEPAP, a rehabilitation centre for the disabled, since 2019. He has been teaching language development, cognitive psychology, biopsychology and neuropsychology since 2018. He became a member of the NYC faculty in 2021 and teaches undergraduate classes in cognitive and biopsychology.



Dr Ntaniella Roumpini 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 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 researcher on different projects within the University of Huddersfield on topics relating to crime and criminal behaviour. She has 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 a range of introductory psychology classes, research methods in Psychology classes and supervises final year research projects.



Ms. Christina Tsaliki (PhD candidate)

Christina has an undergraduate degree in Philosophy, Education and Psychology, and a postgraduate diploma in Counselling Psychology with a concentration on education, health and work, both from the University of Athens. Christina has conducted research on counselling caregivers of people with degenerative dementias and is a contributing editor of the book 'Supraconscious-The Genius Within You: How to Experience Your Infinite Potential and Master Ultimate Performances Every Single Moment on Stage and in Life' (published in 2020). Christina works with children, adolescents and parents with mental health issues and learning disabilities at the EDRA-Social Cooperative, providing support and counselling. Christina joined the NYC faculty in 2022. She recently began her PhD in Positive Psychology at the National and Kapodistrian University of Athens. She teaches classes in key studies in psychology, applied psychology and counselling skills. She also supervises undergraduate research projects.

PSYCHOLOGY DEPARTMENT



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.



Dr. Elisabeth Julie Vargo

In 2016, Dr Vargo completed her Ph.D. at University of Kingston in London. The title of her doctoral thesis was "Exploring Contemporary Drug Use through Mixed Methodologies". She is a research expert in psychological-social research studies, experienced in Qualitative, Quantitative and Mixed Research Methods. Dr Vargo also holds an MSc in Clinical and Community Psychology and a Bachelors in Organisational and Occupational Psychology, both from Sapienza University of Rome in Italy. She is a research collaborator for the Center for Open Science, involved in a mass replication project aimed to improve replicability in since 2020. Dr Vargo is Associate Editor of Collabra: Psychology (a methodology and research practice team) and member of the Italian Reproducibility Network. Her research interests include Health Psychology, Clinical Psychology, Sports and Exercise Psychology. Dr Vargo teaches undergraduate research methods classes and supervises research projects.



Dr. Ioanna Zygouri

Ioanna recently completed her PhD in Medicine at the University of Ioannina, School of Medicine and Health Science, under the EU Framework Programme for Research and Innovation Marie Skłodowska-Curie Actions. Her doctoral dissertation explored gender identity and healthcare using qualitative methods. Ioanna also holds a Master of Science in Neuropsychology from Maastricht University, where she developed expertise in neuropsychological assessment, cognitive psychology, and research methodologies. Her master's thesis involved quantitatively studying reward and psychopathy in virtual reality laboratory settings. She also has a BA in Philosophy with a major in Psychology, from the National and Kapodistrian University of Athens. Ioanna teaches classes in the field of biopsychology and neuropsychology. Ioanna has also worked in the past as a teacher of children with emotional and behavioral disorders in the UK. She is committed to student-centered learning and inclusive education. In addition to teaching part-time at New York College, Ioanna is employed as a Psychology Researcher at the Prolepsis Institute in Athens. She is an active researcher with various upcoming research publications.



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.



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 counseling 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 Counseling Service, Dr Antonia Svensson (Tel.: 210 3225961), or send their request via email: counseling@nyc.gr



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