

# PSYCHOLOGY

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## NYC STUDENT COUNSELING SERVICE

STUDYING INTERNATIONAL  
PSYCHOLOGY IN GREECE...

AT IT'S BEST!

THE NYC PSYCHOLOGY CLUB:  
A STUDENT-LED INITIATIVE

ISSUE 10 | 2025-2026



**NEW YORK COLLEGE**  
THE INTERNATIONAL COLLEGE OF GREECE







# Welcome from the Head of Psychology



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

Through our **36 year collaboration** with the **State University of New York-Empire State University**, and our long time collaboration with the **University of Greater Manchester** – a **top 30 in UK in The Guardian University Guide 2024** – 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 Greater Manchester, 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 Greater Manchester.

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.

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**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 Greater Manchester

## IN THE 30 BEST UNIVERSITIES IN THE UK! (Guardian 2024)



University of  
Greater Manchester

The public British **University of Greater Manchester** (known until 2024 as the University of Bolton ) has a long history and strong commitment to the provision of high-quality education. It was founded in 1824 as Bolton Mechanics' Institute, one of the first educational institutions in Great Britain. The University of Greater Manchester has managed to stand out for the quality of its teaching. The Times and Sunday Times Good University

Guide 2023 ranks it first in North West England for teaching quality, the Complete University Guide 2024 ranks it first in student satisfaction, while the University held the 30th position according to the Guardian's 2024 ranking list of British Universities. Recently, the BBC highlighted the UNIVERSITY OF Greater Manchester as a model for the Universities of Britain regarding its operating standards for student safety during the Covid-19 pandemic, and the British Minister of Education Michelle Donelan, from the podium of the House of Commons, referred to the "amazing work the University is doing."

New York College has a franchise agreement in accordance with the legislation of the Greek Ministry of Education, and the degree you will receive at the end of your studies is awarded by the University itself.

# **BSc (Hons) Psychology, Psychotherapy & Counselling (3 years)** **& BSc (Hons) Psychology, Psychotherapy & Counselling with Foundation year (4 years)** **University of Greater Manchester**

**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 Greater Manchester 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 Greater Manchester is in the Top 30 UK Universities (2021 Guardian league table).





# **BSc (Hons) Psychology and Cognitive Neuroscience**

## **University of Greater Manchester**

**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.

The University of Greater Manchester 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 Greater Manchester is in the Top 30 UK Universities (2021 Guardian league table).





The STATE UNIVERSITY OF NEW YORK is the largest university in the United States with 64 campuses and 400,000 students. Empire State University 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).

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.



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

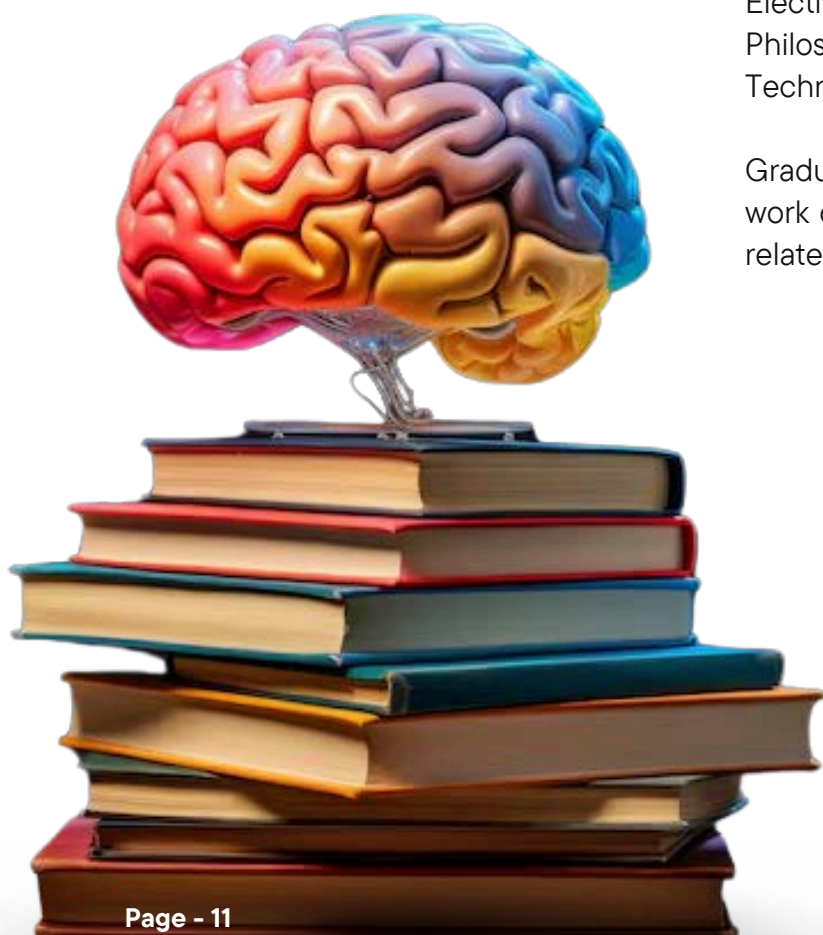
**A rigorous and flexible programme, offering a solid background for a number of subsequent career and educational choices.**

Students who complete the SUNY/Empire State University 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.







## MSc in Counselling and Positive Psychology University of Greater Manchester

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.



## **MSc Psychology** **University of Greater Manchester**

The master's programme MSc in Psychology of the University of Greater Manchester 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

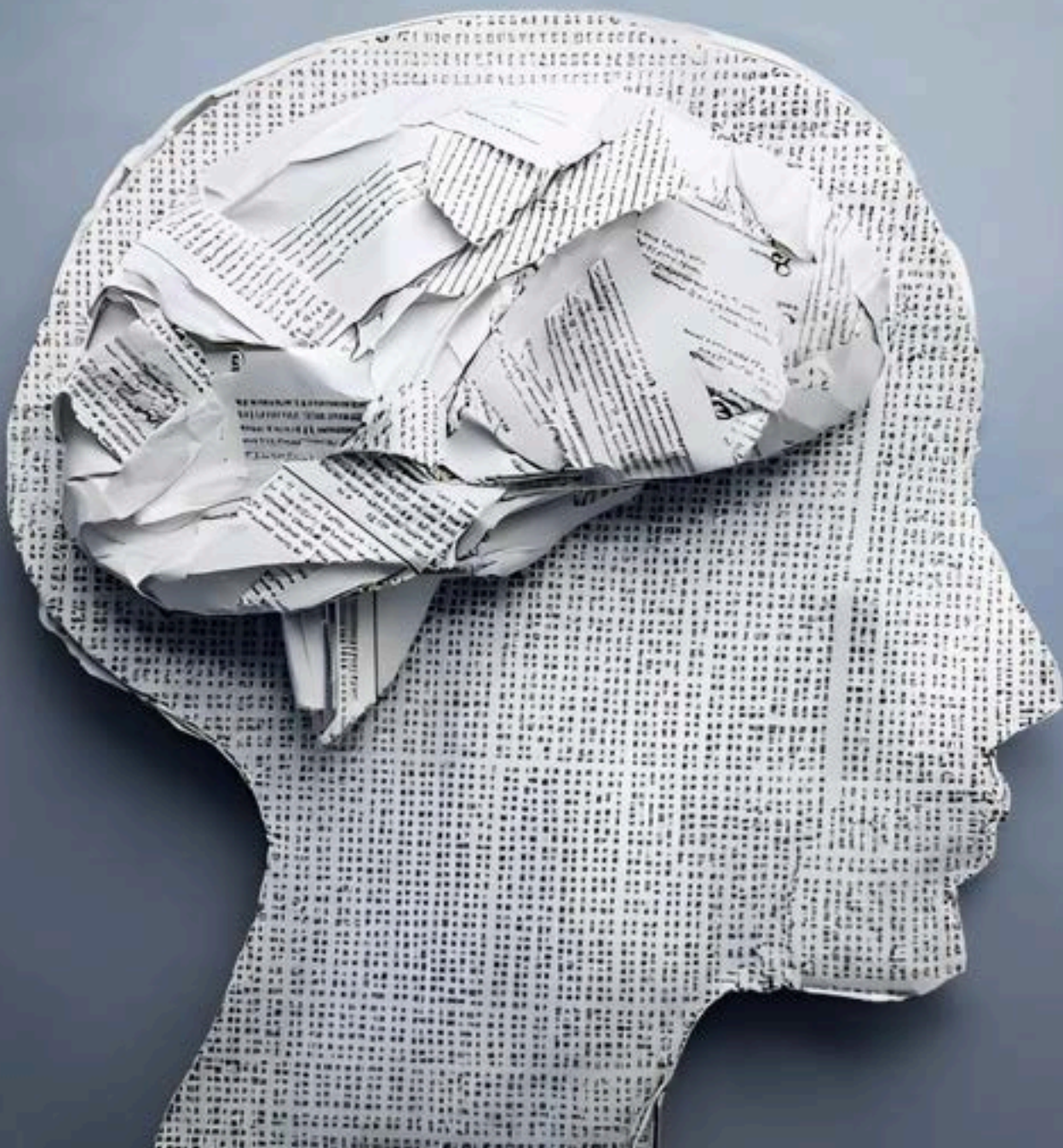
Graduates will be able to apply the skills learnt on the MSc in teaching and education, human resources, career coaching, leadership, business, and in various fields of mental health counselling. The course is also designed to enhance your psychological practice, opening employment and career progression 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.





## **MPhil / PhD in Psychology** **University of Greater Manchester**

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 Greater Manchester, UK. The NYC Department of Psychology includes many highly qualified and research active members of faculty. Their areas of interest and expertise are listed below. Students who do not have a Master's degree, but have a good GPA and strong research method skills from their Bachelors degree, may be able to enroll for the PhD directly via MPhil route. Below you will find a list of the Psychology Faculty's areas of research expertise and interests.





# Faculty and Research Supervisors

## Klio Geroulanou, PhD

Lesbian, Gay, Bisexual and Trans research, attitudes to same sex marriage and parenting, LGBT rights, clinical psychology and psychopathology. Quantitative research designs or mixed methods.

## Natasha Soureti, PhD

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

## 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.

## Marsha Koletsi, 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.

## 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.

**Want to know more?** Contact Antonia Svensson Dianellou, PhD  
Head of Psychology Department, Associate Dean of New York College  
Email: [svensson@nyc.gr](mailto:svensson@nyc.gr)

## 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.

## 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.



# The NYC Psychology Club 2024-2025:

## A Year of Insightful Exploration and Meaningful Connections

This academic year, the Psychology Club saw an inspiring increase in membership, with 21 passionate individuals joining our discussions, outings, and thought-provoking activities. Our group came together to explore diverse topics in psychology, gaining valuable insights into how the field shapes our lives and society.

Over the year, we delved into an array of fascinating subjects, such as The Stigmatization of Psychology and Psychotherapy, where we examined the social perceptions and challenges faced by mental health professionals. We also explored The Mandela Effect and the Mystery of False Memories, discussing how collective memory can sometimes deceive us, and Exploring Adolescence Through Netflix Series, where we analyzed popular media's portrayal of adolescent development.

Other exciting discussions included Understanding Family Dynamics: A Psychological Perspective, which offered a deeper understanding of how family structures impact behavior and development. We even had a fun conversation about Books vs. Movies, where we examined how adaptations influence our psychological engagement with stories. In addition, last week we enjoyed a peaceful stroll through the picturesque Zappeion Gardens, where we reflected on our year's discussions while exploring topics like nature's impact on wellbeing and sustainability.

As the year wraps up, we are proud of the vibrant discussions, meaningful connections, and enriching experiences we've had together. We look forward to welcoming new members next year and continuing our exploration of the fascinating world of psychology.

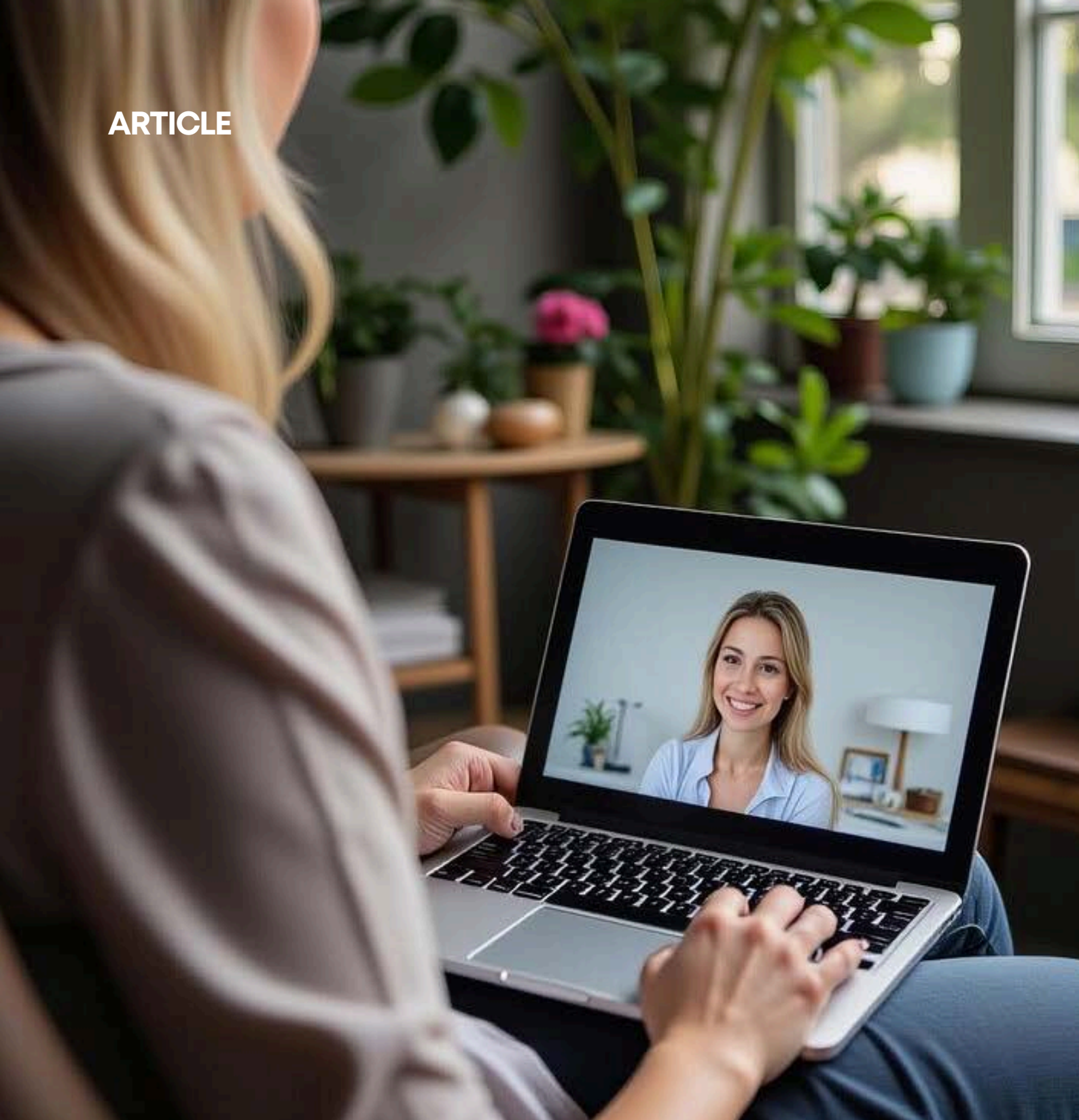
**Aliki Kekia MSc**

**Psychology Technician and Psychology Club member**

**Department of Psychology NYC**



ARTICLE



# Online therapy: the mental health treatment of the future?

Sofia Mertturi, MSc



## → DEPARTMENT OF PSYCHOLOGY

Though online therapy existed before 2020, the COVID-19 pandemic swung open the door for more providers to offer web-based therapy sessions. Using a device like a computer or tablet for video conferencing or a telephone for texts or calls, you connect virtually to speak with a licensed therapist. Research shows that it can be just as effective as in-person sessions for various mental health conditions. According to the American Psychiatric Association (APA), tens of thousands of mobile applications and digital health resources are available on demand to monitor and support mental health. These sources range from consumer-facing wellness apps to prescription digital therapeutics.

Another important role in this direction is played by chatbots, which are an emerging technology that shows potential for mental health care applications to enable effective and practical evidence-based treatments. According to the National Institute of Health, (2023), Mental Health (MH) chatbots can target a range of MH concerns, including anxiety, depression and stress. These can provide coping strategies, mindfulness exercises, and information about MH conditions and treatments and, in some cases, connect users to MH professionals. Furthermore, early intervention through artificial intelligence (AI) tools can help develop healthy emotional coping mechanisms and prevent the escalation of mental health problems.

Some popular examples include ChatGPT, (2015) which has become a popular gateway to mental health AI, with many people using it for work or school and then progressing to asking for feedback on their emotional struggles, according to interviews with users, the Woebot, (2017) a designed chatbot to offer cognitive-behavioral therapy techniques, mood tracking, and emotional support and Wysa, (2016) an AI-powered MH chatbot that provides emotional support, coping mechanisms, and mood tracking through conversations. Of course, there are many of them, which can be very helpful for treating MH issues.

Regarding the above, online therapy and the relevant tools have some significant advantages. They provide more flexibility overall and this is one of the biggest perks, as many individuals prefer to save time by not traveling to an office location and staying at home. They offer access to MH treatment to people who live in remote areas. This is also beneficial for people with physical limitations, disabilities or restrictions. Online therapy is usually fairly affordable and convenient. It gives people the opportunity to attend therapy sessions online in the comfort of their own home and they can often schedule their therapy sessions for times that are the most convenient for them (Gratzer, D., & Goldbloom, D., 2020).

According to the World Health Organization (WHO), these chatbots have great potential to offer social and psychological support in situations where real-world human interaction, such as connecting to friends or family members or seeking professional support, is not preferred or not possible to achieve. The internet makes MH treatment more approachable. People may feel comfortable talking to friends and family about physical health care issues but may not feel the same discussing MH concerns that are just as important. Online access makes it easier to overcome the stigma that has historically been attached to MH issues.

While online therapy and these tools can potentially be very helpful for people in certain situations, they do not come without some risks and disadvantages over traditional therapy options. There are several restrictions and limitations that these tools must establish according to the level of service they offer. Some of the potential risks associated with AI-driven MH treatments include the dehumanization of healthcare, largely because the human element of a therapist-patient relationship is much greater than in other healthcare scenarios. Such dehumanization could lead to a loss of empathy and trust. Moreover, too much reliance on technology can pose risks, such as isolation and insufficient assistance during times of crisis. Technology problems can also make it difficult to access treatment when you really need it.

Confidentiality issues are also very important. Since information is being transmitted online, the situation makes privacy leaks and hacks more of a concern. Moreover, the therapist's response to crisis situations like suicidal thoughts is more challenging without in person contact. Another disadvantage is that online therapy, and online MH tools generally, overlook body language and therapists cannot see facial expressions, vocal or body signals, which are also important means of communication. People need a private, quiet space for their session, which can be

especially challenging for those who live with family or roommates, and not finding a truly private space may impact their session. Online treatment is not always appropriate for serious psychiatric illnesses, especially for those who suffer from severe or complex symptoms of a MH condition (Banbury et al., 2018; Washington et al., 2020; Weinberg, 2020).

To sum up, the research regarding therapy and its tools (in-person versus online) indicates that both formats are an effective means of facilitating growth and change. Relationships with therapists can be formed both in person and online through certain treatment modalities, including interpersonal psychotherapy, narrative therapy, CBT or more treatment-specific interventions (Kambeitz-Illankovic et al., 2022). Individual preference is an important factor and some people might have a strong desire or preference for one format over the other. Therapy is not a one-size-fits-all approach and needs to be adapted to the specific person. There is a need for more research and recommendations for the adaptation and balanced use of effective chatbots for MH support as well as online treatment platforms and relevant tools.

**Sofia Mertysi, MSc**  
**Psychology instructor and Student Counsellor**  
**New York College**

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#### INDICATIVE LINKS

- <https://www.apa.org/practice/digital-therapeutics-mobile-health>
- <https://pmc.ncbi.nlm.nih.gov/articles/PMC10242473/>
- [https://www.researchgate.net/publication/375042279\\_AI\\_Chatbots\\_in\\_Digital\\_Mental\\_Health](https://www.researchgate.net/publication/375042279_AI_Chatbots_in_Digital_Mental_Health)



ARTICLE



# **Breaking Barriers: Supporting Mental Health in Stigmatised Communities**

Deniz Uyanik, BSEcon, MBA, MSc, MBACP  
PhD Candidate, Department of Psychology

## → DEPARTMENT OF PSYCHOLOGY

Mental health is a vital aspect of people's lives. Access to mental health care can be challenging for everyone. Long waiting lists, unavailability of counsellors, stigma surrounding mental health treatment, time constraints, and the cost of therapy often create invisible barriers that prevent individuals from seeking therapy. However, these barriers can be even more pronounced for stigmatised minority groups such as refugees, LGBTQI+ individuals, and women. Consider the case of LGBTQI+ individuals: a recent systematic review analysing findings from 26 studies reported that the impacts of prejudice, expectations of prejudice, living a closeted life, and internalised stigma extend beyond mental health, adversely affecting physical health, immunity, risk of suicide, HIV, cardiovascular health, metabolic issues, cancer, and hormonal outcomes for over 50 per cent of the participants. (Flentje et al., 2020)

Despite the challenges, there is also evidence for effective treatment approaches for stigmatised groups. Integrated care and affirming therapy primarily provide positive mental and physical health outcomes for individuals, raising the question of what can be done when people lack access to integrated care (Hughes et al., 2017). My experience as a therapist working with sexual minorities, along with the majority of academic literature, points in the same direction: family and social support.

### **What about Family and Social Support?**

Family and social support are some of the most important predictors of positive outcomes in the mental health of sexual minorities, particularly for youth (McConnell et al., 2016). Supportive parents and family members are a crucial first step. Open conversations about identity and validation of experiences with family members directly impact healthier mental health outcomes.

Social support and peer networks also play a crucial role. Having a strong network of friends, LGBTQ+ peers, or allies contributes to emotional well-being, alongside safe spaces where individuals can express themselves without fear or discrimination. Supportive school environments, anti-bullying policies, advocacy groups, online communities, and pride marches often serve as a shield protecting LGBTQI+ individuals, particularly those in unsupportive settings.

Another important aspect is having mentors. LGBTQI+ youth often have no one to discuss issues concerning dating, sexual health, and questions about their own identity without judgement, even in supportive family environments. Shared experiences and mentoring seem to promote a strong,

positive sense of identity, helping to reduce shame while fostering higher self-esteem.

Seeing LGBTQ+ role models and allies in television, media, literature, and professional fields is crucial, especially for those without access to family, social support, and affirmative mental health care. Telling queer stories, celebrating LGBTQI+ artists, and highlighting prominent role models are essential. Such representations reduce feelings of isolation and provide the possibility of a life outside, often becoming a beacon of hope for many individuals.

In summary, mental health is crucial for everyone, yet barriers hinder access for stigmatized groups such as LGBTQI+ individuals. It is essential for individuals, institutions, and lawmakers to recognise these challenges and collaborate to dismantle such barriers.

### **Deniz Uyanik**

BSEcon, MBA, MSc, MBACP

PhD Candidate, Department of Psychology  
New York College in collaboration with the  
University of Greater Manchester

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# The New York College Counseling Service

The New York College counselling service is extremely helpful for students, as it covers a wide range of needs related to their mental well-being, academic performance and social development. The transition to college can be accompanied by challenges, such as depression, anxiety, panic attacks or other psychological issues. The service provides a safe space to discuss and process these issues. Some of the main reasons why it is necessary are listed below.

One of the main reasons includes **managing anxiety and pressure**. In particular, students face high levels of anxiety/stress due to academic demands, exams and assignments. The counselling service helps to manage this stress by familiarizing students with relaxation techniques and self-regulation skills. In addition, students often face **academic and professional development issues** and have difficulty managing self-discipline, procrastination and workload. Counselling can guide them in organizing and decision-making strategies for their future.

Another issue is the management of **students' interpersonal relationships**, who often face new social and interpersonal challenges, such as conflicts with fellow students, difficulties in romantic relationships or family issues. College counselling aims to enhance the development of healthy relationships and communication skills. International students or those moving from different environments may also experience **adjustment difficulties**, which is why counseling is provided by experienced counselors who speak both Greek and English.

In conclusion, through the New York College counselling service, students' self-awareness and self-esteem are enhanced, and they themselves can recognize their strengths and weaknesses, develop self-confidence and improve their self-image. It is a powerful mental health service within the college, it can identify students experiencing intense psychological distress in a timely manner and provide intervention, contributing to the overall well-being of students, improving not only their mental health but also their academic and personal development. **Contact:** [counseling@nyc.gr](mailto:counseling@nyc.gr)

A vibrant street scene in Athens, Greece. In the foreground, two young women, presumably students, are smiling and walking on a red-paved path. The woman on the left is wearing a blue dress and holding a purple folder, while the woman on the right is wearing a black dress and holding a pink folder. To the left, there are large, bright red flowers. In the background, a yellow building with a red roof and a statue on a horse are visible, along with a larger, ornate classical building under a clear blue sky.

# 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).





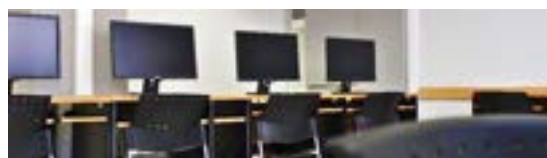
# NYC Thessaloniki Campus

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.





**TESTIMONIAL**



# **New York College visit to the University of Greater Manchester**

By Eleni Pantazara

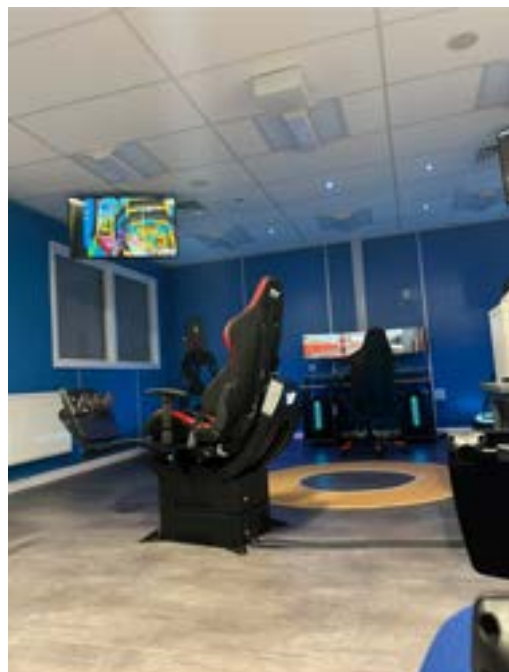
Final year student, BSc (Hons) Psychology, Psychotherapy and Counselling

## → DEPARTMENT OF PSYCHOLOGY

During our trip to Manchester, we got to explore and spend time in the city centre, and enjoy activities such as visiting and trying the food at Chinatown, shopping, and visiting the local pubs. Furthermore, the trip was not limited to the centre of Manchester; for instance, some students visited and explored Trafford Centre while some others decided to visit Liverpool and even London as well, and we were also given the chance to visit the Old Trafford stadium.

Moreover, we visited the University of Greater Manchester - Greater Manchester. We were greeted by several staff members of the university, and were given a brief campus tour. Afterwards, we were joined by the president and dean of the university, and attended a presentation covering some foundational aspects, history, and facilities of the university, and the various "satellite" university branches across the globe, such as this housed by New York College. We were also offered a tour of several campus facilities comprising amenities from varying departments, including some of its sports facilities, like the indoors climbing wall, and the National Centre for Motorsport Engineering and the engineering department, and the computing department. Afterwards, we enjoyed lunch at a local fish n' chips shop, funded by the university, and we also had some time to walk around the city of Greater Manchester. Later, students visited their respective departments' buildings and sections of the campus.

Hence, for the psychology students, a visit at the psychology laboratory followed, along with two lecturers from the psychology department, including a demonstration of a Virtual Reality (VR) device, where some of us would volunteer to wear the headset and experience one of the VR settings that are used in research experiments taking place at the laboratory. Moreover, the lab also houses other technologically advanced equipment, namely omnidirectional treadmills, and haptic suits. There was also a car racing simulator which we could test, and a VR rotating chair simulator for which we were shown a demonstration. We lastly attended an overview of how the lab's Electroencephalographic device (EEG) works, and the process of reading and interpreting the results and the relevant software, and also had some time for questions and discussion with the lecturers. All of the above equipment is used by staff and students of the psychology department primarily to conduct research. We later also had the chance to visit the new medical school of the university, explore its contemporary amenities and library, and also learn how an interactive digital anatomy table works, by observing but also by operating it ourselves.



Overall, it was an unforgettable and fulfilling trip, where students had the opportunity to experience an exciting snippet of life in Manchester and being a student at the University of Greater Manchester – Greater Manchester. We had the chance to learn and meet with the staff of our university and experience the cutting-edge equipment and facilities both of the university as a whole and of our respective departments.

### **Eleni Pantazara**

Final year student, BSc (Hons) Psychology,  
Psychotherapy and Counselling  
New York College in collaboration with the  
University of Greater Manchester







# Conference and seminar reviews

## Autism, Unfold the Spectrum: Life after diagnosis

31<sup>st</sup> March 2025

By Dr Antonia Svensson Dianellou, PhD

The “Autism, Unfold the Spectrum” day conference held at Megaro Mousikis, partially funded by Next Generation EU, was an important and inspiring event. I attended the day with fellow members of the New York College Special Educational Needs Committee, Christina Tsaliki and Sofia Mertyri. The first keynote speaker was Dr Joao Breda from the World Health Organisation (WHO), spreading the message loud and clear that, whilst important gains have been made in recent years, Health Services need more attention and funding in Greece. Dr Breda quoted research indicating that as many as 20% of young people across the EU have a mental health issue, that suicide is the leading cause of death for 15-19 year olds, and that these figures are sadly rising. Dr Breda emphasized the importance of early diagnosis of autism for a good prognosis (by 4 years ideally). He also emphasized the importance of including people who are on the autism spectrum and their family members in the design and delivery of treatment and other support services. This fits within the general commitment by the WHO for inclusion of people with lived experience in mental health “Nothing about us without us”.

The rest of the day included a wide range of topics and speakers. Some of the most interesting talks were by a Psychiatrist and a Priest who both stressed the issue of burnout and increased divorce rates and depression in carers of children with autism. Psychologists, social workers and community workers emphasized the role of arts (especially music and film), sports, education and paid work (leading to the possibility of truly independent living), both in increasing wellbeing and community inclusion for people with autism and awareness raising for the general public. Neurodiversity is still a relatively new concept in Greece, but it is rapidly gaining momentum. The most memorable moment was a panel of four young women on the autistic spectrum, aged 17-15, who shared their experiences, thoughts, feelings and dreams with the audience, which resulted in a standing ovation for the speakers.

**Antonia Svensson Dianellou, PhD**

Head of Psychology Department and Associate Dean of New York College

## Positive Psychology interventions in Education event by ΕΕΘΨ 8<sup>th</sup> March 2025

### By Christina Tsaliki

As a psychologist and guest at this inspiring Positive Psychology interventions in Education event by ΕΕΘΨ, I found myself deeply moved by the depth and practicality of the discussions on self-compassion, gratitude, and mindfulness—especially within educational settings.

The event beautifully highlighted how these core concepts can be woven into everyday school and university life, not just as abstract ideals but as actionable interventions that foster mental well-being, resilience, and emotional intelligence in students. Some Key Takeaways included:

**Self-Compassion:** The power of self-kindness over self-criticism was explored in depth, with practical exercises to help students reframe failures as learning experiences rather than personal shortcomings. The emphasis on self-talk awareness and self-acceptance practices was particularly impactful.

**Gratitude Practices:** The session on gratitude interventions in schools was a standout, showcasing research-backed activities like gratitude journals, peer appreciation circles, and "three good things" reflections, all of which have been shown to enhance academic engagement and social cohesion.

**Mindfulness in Education:** From short, structured breathing exercises in classrooms to mindful listening activities, it was evident that mindfulness is more than just a relaxation tool—it cultivates focus, emotional regulation, and stress resilience, all essential for thriving in today's academic and social landscapes.

**Bridging Theory & Practice:** What truly stood out was the event's commitment to evidence-based approaches, linking these interventions to Seligman's PERMA model and Fredrickson's broaden-and-build theory of positive emotions. It was encouraging to see educators, psychologists, and researchers working together to bring positive psychology from theory into real-world impact.

**Final Thoughts:** This event was not just a lecture series; it was an immersive experience that left me reflecting on how we, as mental health professionals and educators, can nurture a culture of well-being in academic spaces. It reinforced the idea that mental health and learning success are deeply intertwined—and that through simple, research-backed interventions, we can cultivate happier, more resilient students. I leave with renewed energy and a sense of purpose—ready to integrate more positive psychology practices into my own work.

**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

## **Basics and Beyond of Intimate Partner Violence**

### **22nd November 2024**

### **By Martina Chalkioti**

On Friday, 22 November 2024, a seminar titled “Basics and Beyond of Intimate Partner Violence (IPV)” took place at New York College by clinical psychologist Marketa Hanakova.

IPV was described as a pervasive phenomenon in Europe, closely linked to gender disparities in workplaces, family dynamics, and normalisation of controlling behaviours by intimate partners, often referred to as red flags.

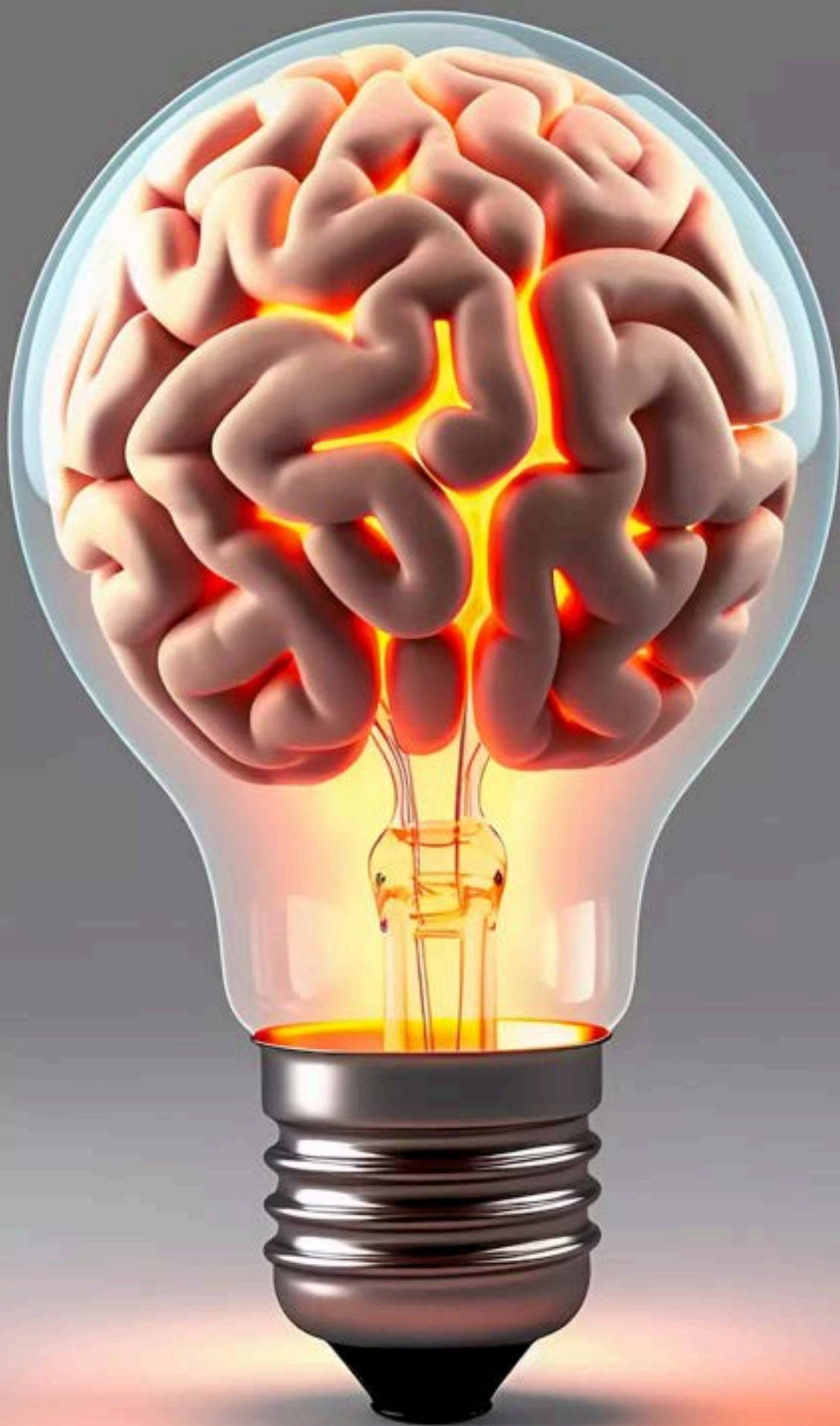
Key topics included Theory of Life and the Biopsychosocial Model, which were explored to understand the aetiology of such behaviours and how to identify them early in relationships. Women were highlighted as the most affected by both physical and emotional violence. However, statistics for male victims remain underreported, likely due to societal norms and cultural factors that perpetuate IPV behaviours, including physical and sexual violence, stalking, and psychological aggression.

The session encouraged active participation, with Ms Hanakova and students engaging in meaningful discussions that aligned with the topic, such as sharing personal experiences and opinions. Cognitive Behavioural Therapy (CBT) and Trauma-Informed Mindfulness-Based Therapy were mentioned, along with other strategies that victims of IPV can use. Although leaving such relationships is often extremely challenging, especially when children are involved, breaking the cycle is possible when survivors find strength through awareness, support, and collective action.

#### **Martina Chalkioti**

MPhil / PhD candidate in the Department of Psychology, New York College in collaboration with the University of Greater Manchester





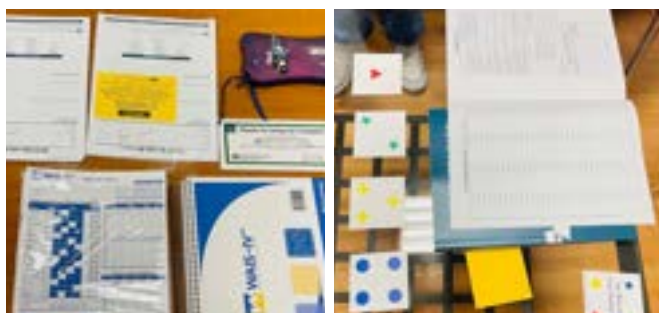
# NYC Psychology Research Lab and Psychology Technician

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, a few years ago the Department of Psychology of New York College established a Psychology Research Laboratory, known as the “Psych Lab”.**



The Psych Lab is equipped with many psychometric questionnaires, including the Wechsler Adult Intelligence Scale (WAIS-IV GR), an IQ test designed to measure intelligence and cognitive ability, and the Wisconsin Card Sorting Task. The lab also has equipment such as an 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 (Alikia Kekia, 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 all students and faculty members in the Department for issues related to their research. The Technician can help with questions and guidance on working towards seeking ethical approval for research proposals, data collection procedures, help with gathering participants and running experiments, statistical analysis and dissemination of the research findings.

Throughout the academic year, the Psych Lab offers psychology students a wide range of workshops and tutorials, complementing but not replacing the content of the Research Methods classes that are included in all Psychology degrees offered at NYC. The Psych Lab workshops focus on developing and practicing skills for how to conduct the most effective research, starting with searching Psychology databases to find the newest and most appropriate literature. The workshops also provide guidance on how to enter data into SPSS and how to select and perform the most appropriate statistical tests, as well as support with interpreting statistical output.

Most importantly the Psych Lab offers the opportunity to bridge the gap between research theory and practice, under the constant supervision and support of the Psychology Technician. This results in high standard research projects and a high quality, supportive and motivating learning experience. Contact [akekia@nyc.gr](mailto:akekia@nyc.gr) for more information.



# What is the role of research in the field of Psychology?

By Aliko Kekia, MSc, NYC Psychology Technician

Psychology is a vast and multifaceted field that encompasses various research methodologies, each contributing to a deeper understanding of human behavior and mental processes. While many people associate psychology research primarily with quantitative and qualitative methods, it is essential to recognize that psychological investigations also extend to experimental methods and psychometric assessments, among other techniques (Haslam et al., 2024).

Quantitative research, which involves numerical data and statistical analysis, is widely used to identify patterns, correlations, and generalizable findings. Similarly, qualitative research focuses on exploring experiences, thoughts, and emotions through interviews, observations, and thematic analysis. While these two methodologies are fundamental to psychology, they are not the only approaches available to researchers.

The field of psychology is a vast and ever-evolving discipline with multiple subfields. Psychologists specialize in these areas through research and advanced training. One of the most influential domains is experimental psychology, which focuses on exploring theoretical questions by creating hypotheses and testing them through experimentation. This field examines a wide range of behavioral topics in humans and animals, including sensation, perception, attention, memory, cognition, and emotion.



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Experimental psychologists use scientific methods to collect data and conduct research. While all psychologists engage in research, experimental psychology is unique in its reliance on the manipulation of variables to establish cause-and-effect relationships. A well-designed experiment involves the manipulation of an independent variable (the cause) while measuring its impact on a dependent variable (the effect), with extraneous variables controlled.

While experimental methods allow for the exploration of many psychological phenomena, modern advancements in technology have revolutionized research practices. Emerging tools, such as artificial intelligence (AI), machine learning, and big data analytics, enable researchers to analyze behavioral patterns on an unprecedented scale. AI-powered software now assists psychologists in identifying trends in cognitive processing and mental health, opening new frontiers in experimental psychology (Taylor & Taylor, 2021).

Additionally, the integration of Virtual Reality (VR) and Augmented Reality (AR) has transformed psychological experimentation. VR allows researchers to create immersive environments where participants can interact with simulated settings under controlled conditions (AlGerafi et al., 2023). This breakthrough is particularly useful in studying perception, cognitive biases, and social behavior, where real-world variables are difficult to control.

As the field moves into the digital era, ethical considerations have become increasingly important. The rise of online research and AI-driven experiments raises concerns about informed consent, data privacy, and participant well-being. Researchers must ensure that digital platforms maintain ethical standards while providing new ways to conduct psychological studies.

The future of psychological research is also being shaped by predictive analytics. Large datasets and AI-driven models allow psychologists to move beyond descriptive research and anticipate behavioral trends. By analyzing real-time data, researchers can develop proactive interventions for mental health issues, educational psychology, and workplace productivity.

To conduct cutting-edge research, it is crucial to consider key factors for effective experimentation:

- **Clearly Define Your Research Approach:** Before conducting an experiment, outline the methodology, ensuring feasibility and ethical compliance. Reviewing literature on previous research will provide insights into best practices and potential challenges.

- **Leverage Technology for Data Collection:** Utilizing AI and machine learning can improve the accuracy and efficiency of data analysis, reducing human bias and enhancing replicability.
- **Utilize VR and Neuroscientific Tools:** Incorporating EEG, fMRI, and eye-tracking technology can provide deeper insights into cognitive and emotional processes.
- **Secure Ethical Approval for Digital Experiments:** Online research requires additional ethical safeguards to protect participant data and confidentiality.
- **Collaborate with Experts from Multiple Fields:** Working with neuroscientists, data scientists, and technology developers can elevate the quality of psychological research and broaden its impact.

In conclusion, psychology research is evolving rapidly with the integration of new technologies. As experimental psychologists embrace AI, VR, and predictive analytics, they are expanding the boundaries of what is possible in behavioral science. Future research will not only refine traditional methodologies but also pave the way for groundbreaking discoveries that revolutionize our understanding of human behavior.

By staying at the forefront of technological advancements and ethical considerations, psychologists can contribute to a future where research is more insightful, innovative, and impactful than ever before.

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# Student Testimonials

## BSc (Hons) Psychology, Psychotherapy & Counselling University of Greater Manchester



*"The Psychology, Psychotherapy and Counselling programme at New York College was a transformative experience for me. From the start I was impressed with the depth it offered. It was not just about learning theories - it was about applying them, understanding the human experience on a deeper level, and developing the tools I would need to become a skilled practitioner. What stood out most to me was the balance of academic excellence and genuine care from the professors. They did not just teach; they encouraged us to think critically, engage with the material on a deeper level, and cultivate empathy for those we aim to help. Earning a degree awarded by the University of Greater Manchester gave me a strong sense of achievement, but what I value most is how much I grew as a person throughout the programme. I will always be grateful for the education, the experiences, and the community I found here."*

### **Agalia Theofania**

Graduate, BSc (Hons) Psychology, Psychotherapy & Counselling, Class of 2025  
University of Greater Manchester  
at New York College Athens

## MSc Counselling and Positive Psychology University of Greater Manchester

*“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 last summer.*

*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 Greater Manchester  
at New York College in Athens- MSc Counselling and Positive Psychology  
B.E.S.A CEO & Founder , VTCT UK Qualifications Representative







# 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



### Ms. Chryssanthi Andronoglou (PhD candidate)

Chryssanthi has a 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. Nefeli Koskina

Nefeli has a 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.D.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 developmental psychology and counselling classes.



### Dr. Marsha Koletsis

Marsha has a 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 joined NYC in 2015, mainly teaching classes in counselling and psychopathology, and supervising PhD research. 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. Sofia Mertyri

Sofia has a Masters in Cognitive Behavioural Psychotherapies from the University of Greater Manchester, 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 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

Dimitris has an 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.

**Ms. Chrysavgi Panagiotou (PhD candidate)**

Chrysavgi has an undergraduate degree in Psychology from Panteion University. Additionally, she holds a postgraduate diploma in Cognitive Systems from the Open University of Cyprus as well as a postgraduate degree in Clinical Neuropsychology from the International University of Valencia. Chrysavgi has conducted research on time perception and speech analysis in both healthy and clinical populations. She is currently collaborating in research and clinical work with the Neuropsychology and Language Disorders unit of Eginitio hospital. She recently began her PhD in Multisensory Learning at Panteion University. Chrysavgi joined the NYC faculty in 2025. She teaches classes in psychology and research methods.

**Mr. Georgios Papageorgiou (PhD candidate)**

George 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. George teaches undergraduate classes in cognitive and biopsychology.

**Dr. Ntaniella Roumpini Pylarinou**

Ntaniella 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 different psychology classes, research methods in Psychology and supervises research projects at undergraduate and postgraduate level.

**Dr. Natasha Soureti**

Natasha holds a 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. Natasha joined NYC in 2015, teaching a range of psychology and counselling classes, and supervising PhD research in psychology.

**Dr. Alexandra Thanellou**

Alexandra has completed her scientific training in Experimental Psychology/Behavioral Neuroscience and holds a Master's degree and a Doctorate of Philosophy from the University of Vermont. She has also completed a postdoctoral fellowship at the Institute of Systems Neuroscience – University of Hamburg. Her research includes animal models of Fetal-Alcohol Syndrome and ADHD, and human models of fear and anxiety, cognitive flexibility, and emotional regulation. She has published in peer-reviewed journals and presented at international conferences on the areas of animal/human models of neurodevelopmental disorders, brain imaging, psychopharmacology and genetics, as well as in translational research and psychotherapy. Alexandra has also worked as a lecturer and academic advisor for various colleges and universities around the globe. She also holds a Master's of Education in Counselling Psychology & Psychotherapy from OISE at the University of Toronto and works as a psychotherapist in private practice. She teaches undergraduate courses in the fields of general, biological and cognitive psychology.

**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.





## PSYCHOLOGY DEPARTMENT



### **Mr. Dimitris Tsiakos**

Dimitris has a 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. Dimitris joined the NYC faculty in 2015. He teaches the undergraduate courses Essentials of Group Psychotherapy and Psychological Testing, and is also involved in the clinical supervision of postgraduate students.



### **Dr. Vasiliki Varela**

Vicky has a 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 cognitive, biopsychology and research methods, and undertakes PhD research supervision.



### **Dr. Elisabeth Julie Vargo**

Julie completed her Ph.D. at University of Kingston in London in 2016. 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 and 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. Julie joined the NYC faculty in 2021 and teaches undergraduate research methods classes, contemporary issues in psychology and supervises research projects.



# The NYC Student Counseling Service

**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 counselling sessions, focusing on their overall wellbeing and academic success.

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





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