

PSYCHOLOGY

ARTICLES

Why study Psychology?

*Identity and Sense of
Belonging in Student Life*

STUDENT TESTIMONIALS

Faculty biographies

WELCOME FROM THE HEAD OF DEPARTMENT

*NYC Psychology
Department:
Focus on Research
conferences*

NYC STUDENT COUNSELING SERVICE

STUDYING INTERNATIONAL
PSYCHOLOGY IN GREECE...

AT IT'S BEST!

THE NYC PSYCHOLOGY CLUB:
A STUDENT-LED INITIATIVE

ISSUE 11 | 2026-2027



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 **37 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 40 in UK in The Guardian University Guide 2025** – 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.

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.



A wide-angle photograph of the University of Greater Manchester's modern glass-fronted building under a blue sky with scattered white clouds. In the foreground, a large, circular paved courtyard is surrounded by green lawns and young trees. A large, dark, circular sculpture is positioned in the center of the courtyard. The text 'University of Greater Manchester' is overlaid in large white font.

University of Greater Manchester

**RANKED TOP FOR STUDENT SATISFACTION AND
IN THE 40 BEST UNIVERSITIES IN THE UK!**



**University of
Greater
Manchester**

The public British University of Greater Manchester (known until 2024 as the University of Bolton) has a long history and a strong commitment to the provision of high-quality education. It was founded in 1824 as Bolton Mechanics' Institute, making it one of the first educational institutions in Great Britain.

The University of Greater Manchester consistently stands out for its teaching excellence and exceptional student experience. According to the latest data, The Times & Sunday Times Good University Guide 2024 ranks the university 10th in the UK for Teaching Quality. Furthermore, it has achieved outstanding recognition in student satisfaction, with The Complete University Guide ranking it 1st in the North West for Student Satisfaction (2019-2026), 1st overall for 2024, and 18th out of 129 UK Universities for 2025.

The institution is also highly distinguished by The Guardian, securing a place among the Top 40 Universities in the country and emerging as the highest-ranked modern university in the region out of 14 institutions (The Guardian 2025). Additionally, it holds the 2nd position for "Satisfied Teaching" and stands as the Top University for being 'Satisfied with Feedback' in the North West.

Recently, the BBC highlighted the UNIVERSITY OF GREATER MANCHESTER as a model for British Universities regarding its operating standards for student safety, while the British Minister of Education, Michelle Donelan, speaking from the podium of the House of Commons, praised the "amazing work the University is doing."

New York College maintains a franchise agreement in full accordance with the legislation of the Greek Ministry of Education, ensuring that the degree you receive upon completion of your studies is awarded directly 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**

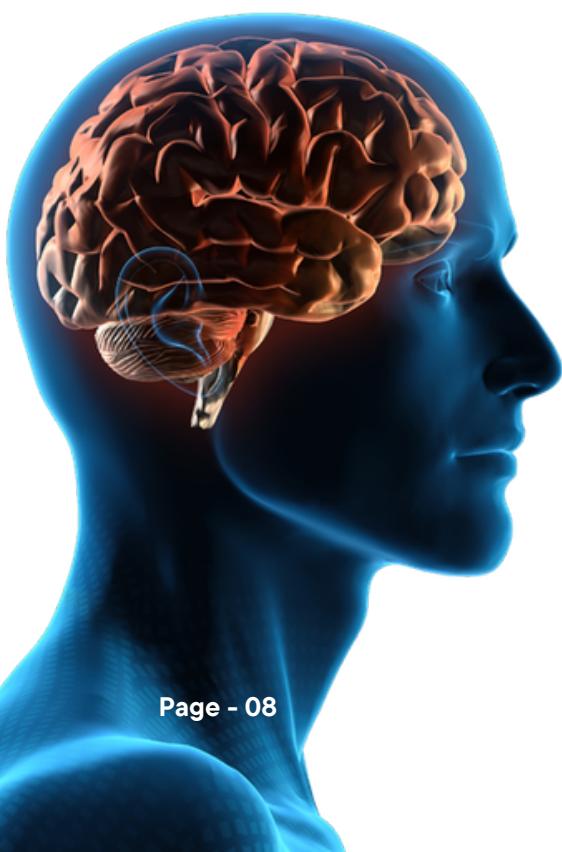
A unique opportunity for students to explore, acquire and critically apply concepts, theories and models used in all three disciplines of mental health - Psychology, Psychotherapy and Counselling.

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).



BSc (Hons) Psychology and Cognitive Neuroscience

University of Greater Manchester

A specialised Bachelor degree 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.





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



STATE UNIVERSITY OF NEW YORK
EMPIRE STATE
UNIVERSITY

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.

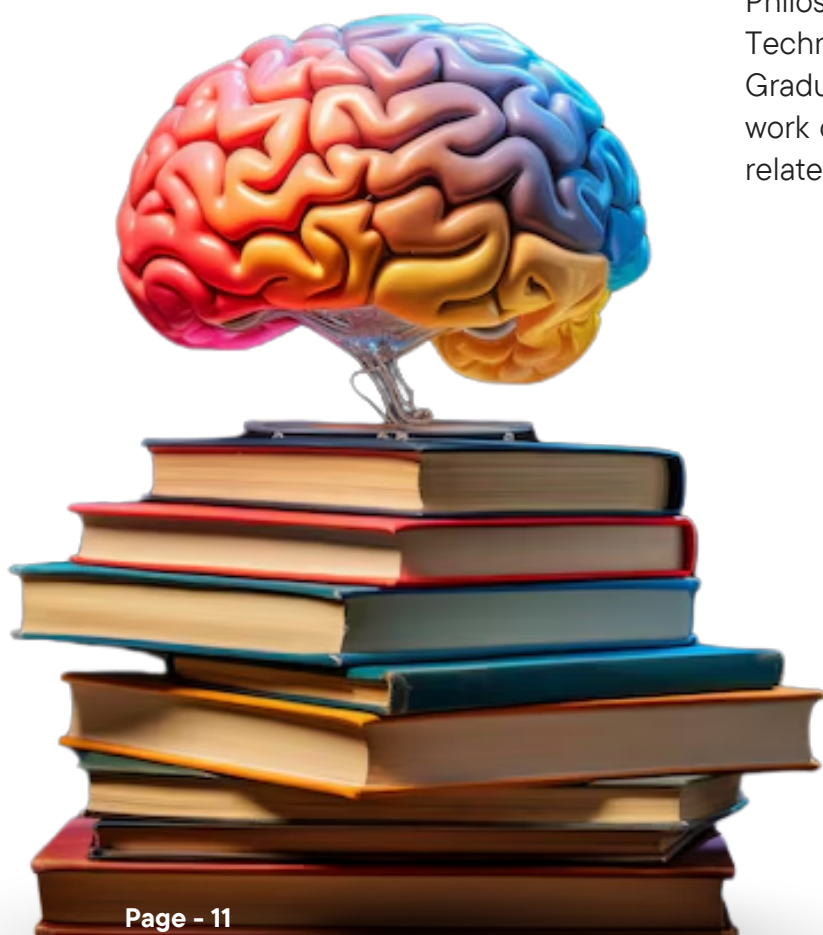
BS Concentration in Psychology **(Area of Studies: Human Development)** **State University of New York, Empire State College**

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

Students who complete the NYC/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.

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.

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.

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.

Natasha Soureti, PhD

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

Antonia Svensson Dianellou, PhD

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.

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.

Alexandros Vlazakis, PhD

Mass media and social representations of collective action, intersection of social and political psychology and communication and media studies, psychosocial processes underlying the formation of social representations, processes of social influence and the role of ideology, opening new perspectives on understanding collective action.

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

Focus on Research

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”.

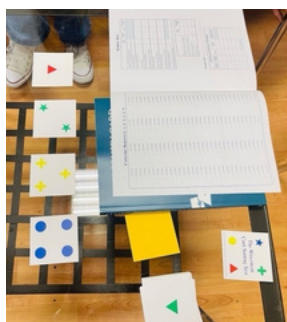
The Psych Lab is equipped with many psychometric questionnaires, including the Wechsler Adult Intelligence Scale (WAIS-IV GR), an IQ test designed to measure intelligence and cognitive ability, and the Wisconsin Card Sorting Task. The lab also has equipment such as an EEG, heart sensors, a tablet and 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.

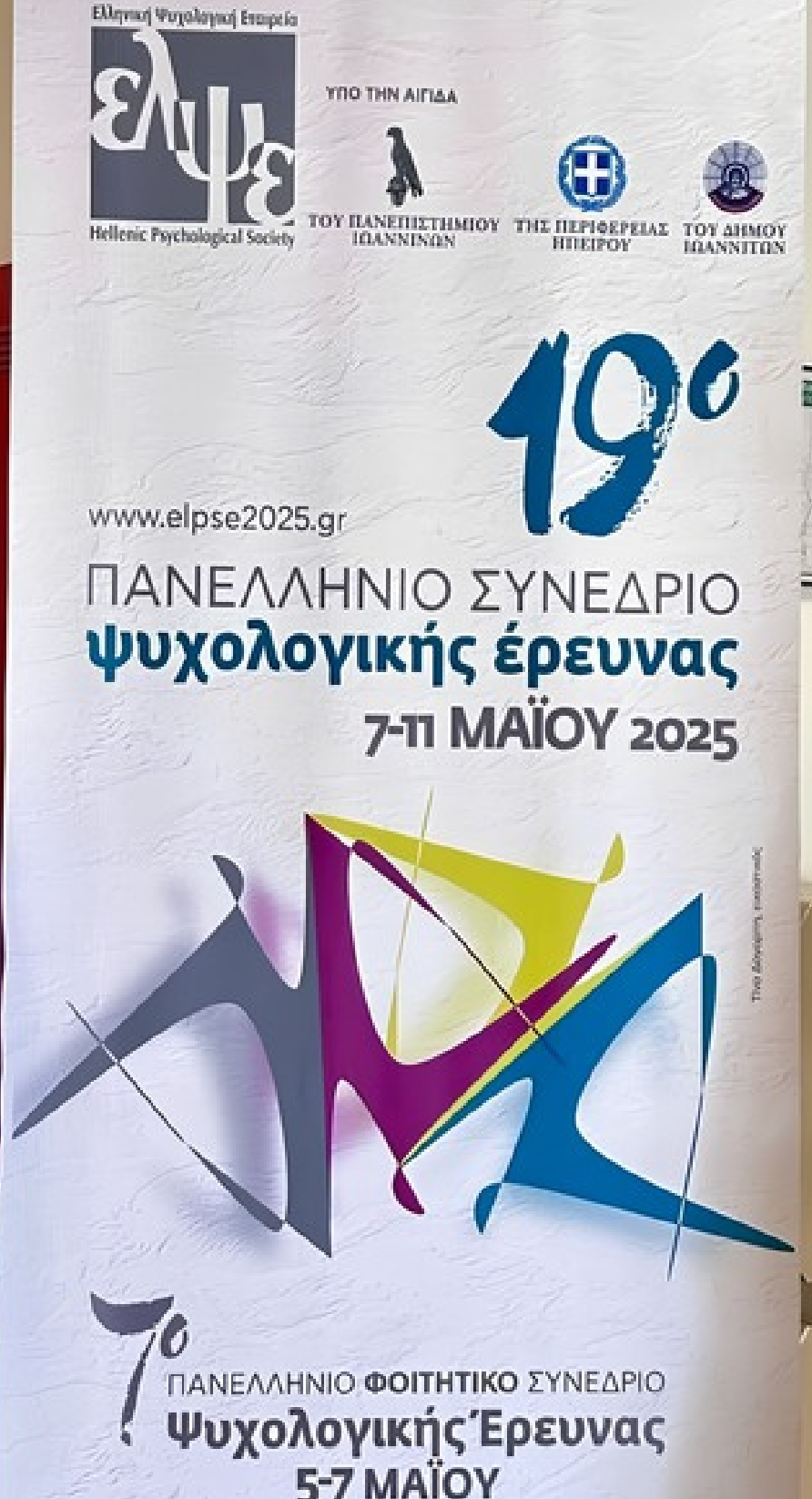
The full-time Psychology Technician (Aliki Kekia, MSc, PhDc) is responsible for overseeing the daily functioning of the psychology research lab. Her main responsibilities are to ensure that the research lab facilities are kept in good order and fully stocked, and to offer drop-in support as well as group 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.



NEW RESEARCH PUBLICATIONS



An article has recently been published in the peer reviewed Journal of Investigative Psychology and Offender Profiling, by Dr Ntaniella Pylarinou and colleagues, based on PhD research conducted whilst a doctoral student at the University of Huddersfield. It examines stalking typologies and victimization in a cross- cultural setting (Greece and the United Kingdom). The results illustrated that 35.7% of the Greek participants and 42.3% of the UK participants had experienced stalking in their lifetime. Cultural differences were identified in the stalking behaviours that the victims experienced, and three themes (intimacy, aggression, and sexuality) were revealed in the typology that was developed.

Dr Ntaniella Roumpini Pylarinou, Dr Maria Ioannou and Dr John Synnott
Article link: <https://doi.org/10.1002/jip.70012>



An open access article has been published in the peer reviewed journal of *InterAlia: A Journal of Queer Studies, Non-Binary and other (Dis) identifications*, By Dr Parvy Palmou and Dr Klio Geroulanou, based on Dr Parvy's important and impactful research conducted whilst a University of Greater Manchester doctoral research student at New York College in Athens. The study examined the attitudes of medical doctors in Greece towards trans and non-binary persons but most importantly we explored the lived experiences of trans and non-binary persons with the Greek medical system and its people. The results reveal the struggles of trans and non-binary individuals in Greece's healthcare, highlighting discrimination, gross mistreatment and medical biases that lead to poor health outcomes. It notably emphasizes the underexplored experiences of non-binary people, bridging a gap in the existing research. Finally, by giving a voice to this population and by combining it with a thorough investigation of medical providers' attitudes, the authors highlight the need for continued education, destigmatization and policy changes. Good quality health care should not only be accessible to all, but it should be delivered with empathy, acceptance and true inclusion. In the rare few cases that our participants had experienced positive interactions with doctors they felt seen and ultimately received the care they needed. This should be the norm, not the exception.

Dr Parvy Palmou and Dr Klio Geroulanou

Article link: <https://doi.org/10.51897/interalia/EPZW3131>

CONFERENCES



In the 2025-2026 academic year, faculty and students from the Department of Psychology also participated in important academic conferences including the 14th Panhellenic Conference of Social Psychology in Crete, and the 9th European Congress of Qualitative Inquiry (ECQI) in Athens. The conferences were opportunities for final year undergraduate students, and postgraduate students, to gain valuable exposure to current research, networking opportunities, and to present their research with the broader academic community.

The Department of Psychology, New York College, Athens proudly participated in the 9th European Congress of Qualitative Inquiry (ECQI 2026), held from 13–16 January 2026 in Athens, Greece.

Faculty members Dr Antonia Svensson, Dr Ntaniella Pylarinou and Christina Tsaliki PhDc and students actively contributed to the conference through both poster and oral presentations, showcasing a wide range of qualitative research. Presented topics included international students' adjustment in Greece, mindfulness in the workplace, peer mentoring involving undergraduate psychology students, self-actualization, and psychotherapists' perceptions of artificial intelligence integration in mental healthcare. Additionally, two postgraduate research students from the Psychology Department presented their research exploring resilience and social support following the Beirut port explosion, as well as a Grounded Theory investigation of media exposure during the 2023 Turkey earthquake. Participation in ECQI 2026 provided an enriching platform for academic exchange, critical dialogue, and engagement with contemporary qualitative researchers and practitioners on a global scale.



Eleni Pantazara:

Having recently graduated from my BSc degree in Psychology, Psychotherapy, and Counselling, the opportunity to present my research as a poster at the 14th National Conference in Social Psychology was one, I am deeply grateful for. The I presented focused on the causal relationship between socio-demographic characteristics (gender, age, educational level, occupational status, and romantic relationship status) and the Myth Acceptance of Image-Based Sexual Abuse, in a Greek population.

Receiving feedback from, and discussing and exchanging ideas, methodologies, and interpretations with other researchers and practitioners of varying disciplines and professions, made for a genuinely insightful and rewarding experience. I am truly grateful for the support and incentive of the university of Greater Manchester and New York College, as being present at the conference was a crucial point for my aspiring academic endeavors.

Title: "Image-Based Sexual Abuse Myth Acceptance in Greece: Social Demographic Characteristics as Predictors". Eleni Pantazara, Dr Ntaniella R. Pylarinou, Dr Antonia Svensson Dianellou, & Aliki Kekia PhDc

As the year progresses, we look forward to more stimulating discussions, collaborative projects, and opportunities to connect psychology to the real world. The Psychology Lab remains an important space for curiosity, growth, and meaningful engagement with psychological research - welcoming all students who wish to explore the mind, behavior, and human experience.

Contact akekia@nyc.gr for more information.



New York College 3rd Annual Careers in Psychology Conference: Beyond the Titles

At the recent Psychology Department Career Day, students, psychology graduates, faculty members and guest speakers together dove deep into what professional psychologists actually do in their day-to-day work. Understanding professional roles and identities, and contemporary needs and challenges, are all key to choosing the right path. The event showcased how specialists in Clinical Neuropsychology, neuroscience and CBT work to assess brain function and help clients reshape their thought patterns, while those in Organizational Psychology focus on improving employee well-being and workplace culture.

Specialists in Criminology and Criminal Justice, analyze behavior within the legal and forensic system. Professionals trained in Play Therapy help children process complex emotions through creative play. Positive Psychology practitioners help individuals and groups flourish and become more resilient. The options for specializing and applying psychology are almost limitless. The day highlighted the vital role of Teaching and Peer Mentoring in educating future psychologists and support through throughout professional journeys.

The Speed Mentoring session provided valuable time for participants to connect and network with the speakers. An important “take home” message was that – whether in a clinic, a school, a courtroom, or a corporate office – psychological interventions provide solutions to important problems in the world, and that psychologists enjoy varied and very meaningful jobs.



Psychology Club

2025-2026:

An Extra-Curricular Club fostering curiosity, connection, and real-world engagement

This academic year, the NYC Psychology Club continues to thrive, bringing together a growing group of curious minds eager to explore the fascinating world of psychology. Our members have engaged in lively discussions, interactive activities, and insightful outings, deepening their understanding of how psychology shapes individual lives and society.

So far this year, the club has explored thought-provoking topics such as The Psychology of Happiness, Social Influence and Conformity, Culture and Identity, and The Impact of Technology on Mental Health. Our discussions have encouraged critical thinking, personal reflection, and meaningful dialogue among members.

We have also organized memorable events that enriched our experience beyond the classroom. Highlights include our visit to UNESCO, where we explored the global impact of psychology on social issues such as homelessness, in education and cultural initiatives, and World Happiness Day, which provided an opportunity to reflect on the science of wellbeing and share practices for fostering joy in daily life.

New members are welcome, at any time of academic year. Why not drop by and see what it's all about? You can find us on Fridays at 4pm in the library, at the Amalias Avenue campus.

Aliki Kekia PhDc

Psychology Club member





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).



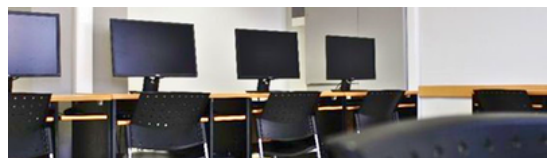
NYC Thessaloniki Campus

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.



ARTICLE



Why Study Psychology?

Antonia Svensson Dianellou, PhD
Head of Department of Psychology
Associate Dean
New York College

There are many good reasons to study Psychology. It is a very popular field due to the current demand for mental health experts. It is a well-established choice for Bachelor studies because of the excellent career prospects offered to psychology graduates, due to their wide range of transferrable skills of problem solving, critical thinking, interpersonal skills and research skills. Studying psychology leads to an evidence-based understanding of yourself, other individuals and group behaviour.

In the latest BPS Research Digest (March 2026) it was highlighted that new students have many misconceptions about Psychology however. Some common false beliefs among new psychology students – and the general public too in fact – are that children learn best when they are taught using their own preferred learning style, that hypnosis usually helps to retrieve memories of events we have forgotten, and that it is necessary to explore the childhood issues that underlie current mental health issues in order for therapy to be effective. If you are intrigued as to why these things are misconceptions, and want to know more, then you should consider studying Psychology.

Psychology is a fascinating area of study. It will help you understand human behaviour and to better understand how we think, act and feel. Through a degree in Psychology you will be able to answer questions such as these: Why do people act the way they do? How can teams work together more efficiently? What shapes our personality? How do we learn and change throughout our life? What influences our perception, motivation and our attitudes? What are the internal and external processes that affect our mental health and wellbeing? How is Artificial Intelligence shaping the field of Psychology today? How can positive psychology help individuals and groups to be resilient and to flourish?

As indicated by the above questions, the field of psychology is vast and can lead to many different career options for degree holders after graduation. Psychological professions are one of the fastest growing staff groups within the National Health Service of the U.K. and the U.S. Bureau of Labor Statistics (BLS) has projected “strong growth” of the profession to continue through until 2032. It appears that the Coronavirus Pandemic, amongst other factors, has accelerated the already rapid growth in demand for mental health professionals all around the world. A psychology degree is very attractive to a wide range of employers, who value the analytical and reasoning skills it gives you. Psychology graduates are excellent communicators and have strong research skills.

They possess a good deal of knowledge about people’s motivations and behaviour, how relationships are formed and enabled to flourish, and about group performance. 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 project management, administration, sales, marketing and human resources. If your aim is to practice as a Psychologist and have a thriving career as a mental health practitioner then a Master’s degree is recommended in order to specialize and establish yourself as an expert in a field such as Positive Psychology or Counselling.

In short, the study of Psychology fosters a deep understanding of the mind and of human behaviour. This enables individuals, institutions, families and communities to thrive and to cultivate the best within themselves, thus improving their experiences of work, leisure time and personal relationships.

If this sounds exciting, then Psychology may be the field of study for you!

Find out more about the Department of Psychology at New York College at <https://www.nyc.gr/en/majors-nyc/psychology-studies>



Identity and Sense of Belonging in Student Life

Mertyri Sofia, MSc

Psychology Instructor and Student Counsellor, New York College, Athens.

Student life is not just an academic experience, but a time of deep personal transition, search, and identity formation. It's a transition. Along with knowledge, new friendships and challenges, an internal question often arises: "Do I belong here?" In this way, it becomes necessary to answer the question, why "belonging" matters so much.

The need to belong is not a luxury, it is a fundamental psychological need, similar to the need for security and acceptance (Allen et al., 2021; Pedler et al., 2022). When satisfied, it allows us to participate, express ourselves, learn, and connect meaningfully with others. When it is absent, we may experience isolation, doubt, or the feeling of being "out of place" even when we are among familiar people (Ahn et al., 2020).

Entering university or college is such a big transition for many students, as everything is new, new environment, new roles, new expectations (Credé & Niehorster, 2012). The transition becomes even greater when some students move from another city or country. Others try to understand who they are and how they want to express themselves. And many, without expressing themselves out loud, think that everyone else seems to know what they are doing, except for them.

However, feeling like you don't belong, especially at first, is much more common than you think. It does not mean that something is wrong with him, but that he is in the process of adaptation and evolution. And this is where the concept of identity emerges, a living and evolving process. Identity is not a label, nor is it just a single quality. It is the set of experiences, roles, values, and ways in which we see ourselves and the world. It is in constant development and practically never ends (Ahn et al., 2020).

Student life is a period of intense exploration and development of identity. During this period, many students question their personality, the way they express themselves, their relationships, their sexual orientation, and even their values and choices (Schwartz et al., 2013). They often wonder who I am in this new environment, and if this is completely normal!

What needs to be understood is that people do not have a single identity, but many sides that coexist at the same time. Of course, some are more visible and others more personal, some are easily recognized by the environment, some are not. In this phase, when identity is in progress, the sense of belonging can be temporarily shaken. However, not having all the answers does not mean that you are lost but that you are evolving. Research shows that students who experience a stronger sense of belonging show greater engagement and better academic fit (Strayhorn, 2012).

When students do not feel that they belong, although a normal reaction, they do not always express it openly but it is usually a silent experience, which includes hesitation of students to speak in class, even though they often have something to say, they avoid social activities because they feel out of context, they adapt themselves so as not to stand out, and this does not belong to something positive. In addition, they feel lonely, even when they are among others.

This experience has serious consequences on self-esteem, participation and academic engagement, mental resilience, and overall study experience. And all this without any "diagnosis" or obvious problem. It's just that the sense of connection is missing. Psychologically they feel alone, ashamed that something is wrong with them, disappointed and anxious. As for the part of the thoughts they have, they overanalyze social interactions, compare themselves with other students, question their abilities, and so they withdraw, isolate themselves, lose some of their authenticity, do not feel safe (Ahn et al., 2020).

What is important in terms of dealing with all these effects is, initially, the separation of experience from identity. In particular, "I feel like I don't belong right now" is one thing and "I don't belong anywhere" is another, as the former is an experience, while the latter is a generalization that can injure one's self-image. In addition, there must be self-acceptance before accepting others, as the need for belonging can lead us to shrink aspects of ourselves. But the essential connection does not come through concealment. Self-acceptance does not mean that we have everything solved, but that we do not reject ourselves because we are struggling (Walton & Cohen, 2011).

Another important step is to create small circles of belonging. We don't need to feel like we belong everywhere, as long as one person, a team, or even a place where we can be a little more comfortable. Belonging is not quantity, it is quality. In addition, connecting without self-cancellation does not require us to agree with everyone or change our values. Instead, we can maintain boundaries, express differences with respect, and choose where we invest energy. Finally, the most important thing is to ask for support whenever there is a need. Asking for help does not mean failure, but awareness of need. University/college support services exist not only when things get tough, but also proactively, to foster connection, sense of security, and resilience (Strayhorn, 2012).

In conclusion, feeling "outside" at times does not mean that we do not deserve to belong. Also, identity does not need to be completely clear to be valid. Connection does not require similarity, it requires respect and belonging does not mean fitting in perfectly, but fitting in without shrinking. A university/college is not just a place of knowledge. It's a space for shaping, exploring, and building relationships. Figuring out where and how you belong can take time, and that's perfectly fine. Remember that you don't have to change who you are to belong, you just need to find spaces that fit you.

Sources

Ahn, M. Y., & Davis, H. H. (2020). Four domains of students' sense of belonging to university. *Studies in Higher Education*, 45(3), 622-634. <https://doi.org/10.1080/03075079.2018.1564902>

Allen, K. A., Kern, M. L., Rozek, C. S., McInerney, D. M., & Slavich, G. M. (2021). Belonging: A review of conceptual issues, an integrative framework, and directions for future research. *Australian journal of psychology*, 73(1), 87-102. <https://doi.org/10.1080/00049530.2021.1883409>

Credé, M., & Niehorster, S. (2012). Adjustment to college as measured by the student adaptation to college questionnaire: A quantitative review of its structure and relationships with correlates and consequences. *Educational Psychology Review*, 24(1), 133-165. <https://doi.org/10.1007/s10648-011-9184-5>

Pedler, M. L., Willis, R., & Nieuwoudt, J. E. (2022). A sense of belonging at university: Student retention, motivation and enjoyment. *Journal of further and Higher Education*, 46(3), 397-408. <https://doi.org/10.1080/0309877X.2021.1955844>

Schwartz, S. J., Zamboanga, B. L., Luyckx, K., Meca, A., & Ritchie, R. A. (2013). Identity in emerging adulthood: Reviewing the field and looking forward. *Emerging adulthood*, 1(2), 96-113 <https://doi.org/10.1177/2167696813479781>

Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for all students*. Routledge.

Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331(6023), 1447-1451. <https://doi.org/10.1126/science.1198364>





Large-Scale Study Successfully Replicates About Half of a Sample of Social and Behavioral Science Findings

By Elisabeth Julie Vargo

A new study published in Nature[1], reports results from a large-scale effort testing whether published findings can be replicated successfully when tested again with new data. Replicability is crucial in research because it validates findings, ensuring results are reliable, generalizable, and not due to chance or fraud. In this most recent study, about half of claims replicated successfully, with replication outcomes showing smaller effect sizes than original outcomes, on average.

The results come from the most systematic, cross-disciplinary replication effort of its kind to date, conducted as part of the Systematizing Confidence in Open Research and Evidence (SCORE) program funded by DARPA. A collaboration of 292 researchers from 199 institutions from around the world attempted to replicate findings from 164 published papers drawn from well-known journals across several fields including business, economics, education, political science, psychology, and sociology and published between 2009 and 2018. Replications were designed to be rigorous, well-powered, preregistered, transparent, and went through a peer review process in advance to improve research quality.

Key Findings

- Roughly 50% of findings replicated successfully. Replication rates were similar across disciplines and publication years.
- Results were relatively consistent across disciplines. None of the social and behavioral science disciplines included in the investigation stood out as particularly better or worse in demonstrating replicability than the others.
- Replications using new data and existing data showed similar replication rates. Across social and behavioral science disciplines, there is variation in how common it is for researchers to collect their own, new data versus use existing data (e.g., government data). Replications using newly collected data and those using independent, pre-existing datasets were about equally likely to reach statistically significant results, though effect sizes tended to shrink more from original to replication with new data.

Failure to replicate does not necessarily mean the original study was wrong, and successful replication does not guarantee the original interpretation was correct. Differences in context, methods, samples, or simple statistical chance can all affect outcomes. Replication is not a verdict on individual studies, but part of a cumulative process by which scientific understanding improves over time.

These findings reinforce a growing body of evidence about replicability of research: the core challenge is not that many results fail to replicate, but that research consumers—scientists, policymakers, journalists, and the public—may be overconfident in interpreting results from single studies.

For science, the results highlight the value of replication, transparency, and open data to refine theories and identify when findings are replicable or needing further research to establish the conditions of generalizability, validity and reliability.

For policy and practice, they suggest greater appreciation of uncertainty of research findings when considering translation into decisions, policies, and practice. Sometimes the best available evidence is still highly uncertain. Decision-makers will make wiser and more humble decisions with uncertainty at the forefront.

For the public, the message is that uncertainty is a normal part of scientific progress. Identifying replicability challenges is a sign of science pursuing its central strength of self-scrutiny. These findings stimulate further research to improve research practices and representation of uncertainty.

[1] Tyner, A.H., Abatayo, A.L., Daley, M....Vargo, E.J., ...Nosek, B. A., & Errington, T. M. (2026). Investigating the replicability of the social and behavioral sciences. *Nature*, 652, 143–150.

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.

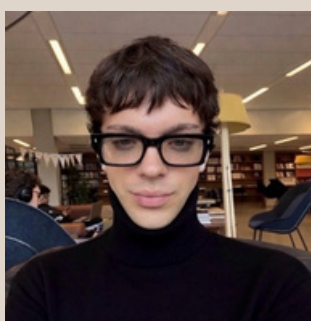
Another issue is the management of students' interpersonal relationships, who often face new social and interpersonal challenges, such as conflicts with fellow students, difficulties in romantic relationships or family issues. College counselling aims to enhance the development of healthy relationships 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

Student Testimonials

From Psychology to Brain Research: My path after New York College Eugeniu Gorea



“Understanding how the brain gives rise to thought, memory, and behaviour is something that has fascinated me for many years. Today, I am pursuing a Research Master’s in Cognitive Neuropsychology at Vrije Universiteit Amsterdam in the Netherlands, where I study how mental processes relate to the structure and function of the human brain. My interest in the brain began long before my university studies. As a child, I experienced a form of epilepsy and spent considerable time under neurological care, often surrounded by the procedures used to monitor brain activity.

Although the condition is now completely behind me, those early experiences sparked a lasting curiosity about how the brain works and how neurological conditions affect people’s lives. In many ways, they planted the first seeds of my motivation to pursue research into the brain.

My academic journey formally began at New York College in Athens, where I completed my BSc (Hons) in Psychology, Psychotherapy and Counselling awarded by the University of Bolton (now known as the University of Greater Manchester). During my undergraduate studies, I was exposed to a wide range of psychological perspectives, from therapeutic approaches to broader theories of human behaviour. Over time, however, I found myself increasingly drawn to the biological foundations of psychology, particularly the mechanisms through which brain systems give rise to cognition, perception and behaviour.

A particularly meaningful influence during my studies was my lecturer and supervisor, Chryssanthi Andronoglou. Her mentorship encouraged me to explore psychology from scientific perspective and helped me realize that I wanted to pursue a path in research.

My current master’s programme combines cognitive psychology and clinical neuropsychology to investigate how mental processes are linked to the brain. Through courses in medical neuroscience and neuroanatomy, neuropsychiatry, brain imaging, and advanced data analysis, we examine the brain from multiple perspectives. From cognitive theory to neurological and psychiatric conditions.

Reflecting on my time at the University of Bolton programme, I am grateful for the academic foundation it provided. It was there that my early curiosity about the brain developed into a clear academic direction, ultimately guiding me toward neuroscience research and the continuing effort to better understand the relationship between brain, mind, and behaviour.”

Eugeniu Gorea

BSc (Hons) Psychology, Psychotherapy and Counselling graduate, Class of 2024

University of Greater Manchester at New York College, Athens

MSc Cognitive Neuropsychology (Research Master) student, Vrije Universiteit Amsterdam

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 Psychology University of Greater Manchester



“My experience in the MSc Psychology programme at New York College was a valuable journey full of new knowledge and personal growth. I completed my studies in Fall 2025, and I am looking forward to graduating this summer.

Throughout the programme, I especially appreciated the lectures and the continuous support I received from my professors and my supervisor throughout my dissertation.

The programme helped me improve my research skills, critical thinking, and confidence, while also deepening my understanding of psychology. Working on assignments, presentations, and my dissertation was particularly interesting and meaningful to me.

Overall, this experience encouraged me to consider pursuing a PhD at New York College. I would highly recommend this programme, as it not only develops academic skills but also supports personal development and self-understanding.”

Maram Elmughrabi

Graduate of University of Greater Manchester at New York College in Athens
MSc Psychology

MSc Counselling and Positive Psychology

University of Greater Manchester



"I didn't begin this journey intending to change my career, I began it out of curiosity. Coming from a background in hospitality and business, I was simply drawn to understanding people, emotions, and human connection. When I discovered the MSc in Counselling and Positive Psychology at New York College, the focus on positive psychology felt both meaningful and refreshing. What I didn't expect was how much this decision would transform my path.

What truly sets New York College apart is its environment. From the very beginning, I felt genuinely supported, not only as a student, but as a person. As a foreigner who did not speak the language, I anticipated obstacles, instead, I was met with trust, encouragement, and continuous guidance from both the tutors and the wider team. That kind of support gave me the confidence to keep moving forward, even in moments of uncertainty.

The program is thoughtfully structured, making it accessible to students from different backgrounds while remaining academically rigorous and deeply engaging. I found the environment is both professional and warm, creating a space where you are encouraged to grow, challenge yourself, and feel that you truly belong.

What started as a step for personal development gradually became a turning point in my life. With the support and belief of the college, I found the confidence to fully pursue this path, continue my studies in psychology, and begin building my professional practice. Opportunities such as participating in conferences further expanded my perspective and opened doors I hadn't imagined before.

I am deeply grateful for this experience because it offered me more than knowledge, it gave me direction, support, and a real sense of possibility. New York College provided not only the academic foundation, but the environment that allowed me to grow into it."

Nicole Dagher

Graduate of University of Greater Manchester at New York College in Athens
MSc Counselling and Positive Psychology



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.



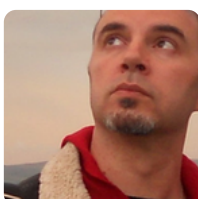
Dr. Marsha Koletsis

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.

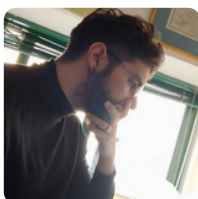


Mr. Dimitris Panagiotopoulos

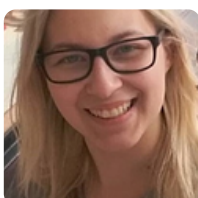
Dimitris has an MA (Hons) in Philosophy from the University of St Andrews, Scotland, and MSc in Counselling Studies at University of Abertay Dundee, Scotland. He also holds a Postgraduate Certificate in Consciousness and Transpersonal Psychology, and is currently undergoing further training in this field, 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**

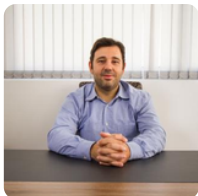
Natasha holds a PhD from Vrije University, Amsterdam, MSc in Organisational Psychology and MSc in Health Psychology from the City University, UK. Natasha has extensive experience in the area of Health psychology and health behaviour change projects, and is co-ordinator of the stop smoking program “Living 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.



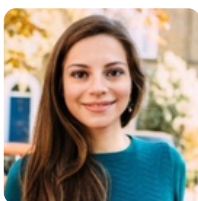
Mr. Dimitris Tsiakos

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.

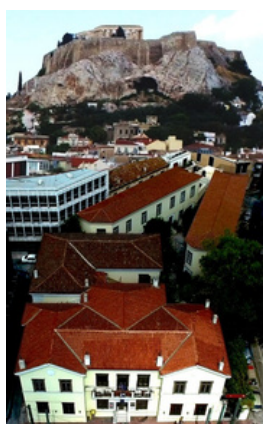
Students requesting an appointment for the first time can phone and speak with the Head of the Student Counselling Service, Dr Antonia Svensson (Tel.: 210 3225961), or send their request via email: **counseling@nyc.gr**



NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE

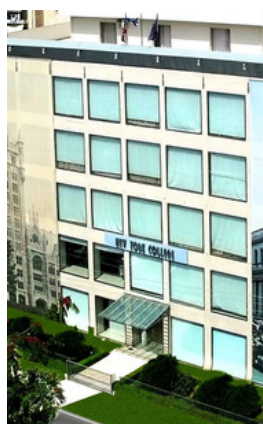
The LEADING College of University Studies in Greece:

The ONLY Greek College with
expertise in founding and operating
Private Universities in Europe!



**NYC ATHENS
CAMPUS**
ATHENS, SYNTAGMA

38 Amalias Str.,
Syntagma
Tel.: (0030) 2103225961
email: info@nyc.gr



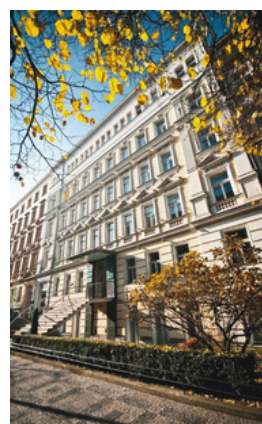
**NYC PYTHAGORAS
HALL**
ATHENS, KALLITHEA

286 Thessalonikis Str.,
Kallithea
Tel: (0030) 2104838071
email: info@nyc.gr



**NYC THESSALONIKI
CAMPUS**
THESSALONIKI

138 Egnatia and
P.P. Germanou Str.
Tel.: (0030) 2310889879
email: info@nyc.gr



**UNIVERSITY OF
NEW YORK
IN PRAGUE (UNYP)**
PRAGUE (CZECH REPUBLIC)

Londýnská 41, Praha
Tel.: (0042) 0224221261
email: unyp@unyp.cz,
www.unyp.cz



info@nyc.gr, www.nyc.gr