



SCHOOL OF LIBERAL ARTS AND SCIENCES

## **STUDENT HANDBOOK**

**BSc (Hons) in Psychology**

**2024-2025**

**School of Liberal Arts and Sciences**  
**DEREE – The American College of Greece**

**Contents**

.....	1
<b>1. Welcome to the Programme .....</b>	<b>4</b>
<b>1.1 Message from the Dean .....</b>	<b>4</b>
<b>1.2 Message from the Department .....</b>	<b>5</b>
<b>1.3 Academic Calendar .....</b>	<b>6</b>
<b>1.4 Keeping in Touch .....</b>	<b>6</b>
<b>2. Studying on this Programme .....</b>	<b>7</b>
<b>2.1 Programme Philosophy and Mission .....</b>	<b>7</b>
<b>2.2 Programme Learning Outcomes: .....</b>	<b>7</b>
<b>2.3 Programme Structure .....</b>	<b>9</b>
<b>2.4 Description of Modules .....</b>	<b>12</b>
<b>2.5 Laboratory Facilities .....</b>	<b>13</b>
<b>2.6 Academic Faculty and Contact Details .....</b>	<b>13</b>
<b>2.7 Internship Information .....</b>	<b>24</b>
<b>2.8 Library Help .....</b>	<b>27</b>
<b>2.9 External Examiner .....</b>	<b>28</b>
<b>2.10 Opportunities for Graduates .....</b>	<b>28</b>
<b>3. Assessment and Feedback .....</b>	<b>30</b>
<b>3.1 Assessment .....</b>	<b>30</b>
<b>3.2 Giving your Feedback about this Programme .....</b>	<b>32</b>
<b>3.3 What Happens with your Feedback about this Programme? .....</b>	<b>33</b>
<b>3.4 Getting Feedback on your Assessed Work .....</b>	<b>33</b>
<b>3.5 How do I Get my Results? .....</b>	<b>33</b>
<b>3.6 Issues with Assessment .....</b>	<b>33</b>
<b>3.7 Academic Misconduct and Penalties .....</b>	<b>36</b>
<b>3.8 Complaints Procedure .....</b>	<b>37</b>
<b>4. Where to Get Help .....</b>	<b>38</b>
<b>4.1 Downloading College Forms .....</b>	<b>38</b>
<b>4.2 Academic Advising .....</b>	<b>38</b>
<b>4.3 Student Academic Support Services .....</b>	<b>39</b>
<b>4.4 The ACG Counseling Center .....</b>	<b>39</b>

4.5 Office of Student Affairs	40
4.6 Student Success Centre .....	40
4.7 Disability Status and Provisions .....	40
4.8 Career Services.....	41
4.9 Study Abroad .....	41
5. What to do if you.....	42
5.1 .....are absent for more than one day .....	42
5.2 .....are ill.....	42
5.3 .....have a comment, compliment or complaint.....	42
5.4 .....are considering withdrawing from the course .....	42
5.5 ....need a reference letter .....	42
5.6.....an issue arises between a student and a professor .....	43
6. Other Relevant Policies.....	43
6.1 Attendance Policy .....	43
6.2 Student Punctuality Policy .....	43
6.3 Turnitin Policy and Student Guidelines.....	44
6.4 Transfer of credits.....	44
6.5 Evaluation of Transfer Credits .....	44
6.6 Credit by Assessment for Professional Experience.....	45
6.7 Student matriculation.....	45
6.8 Safety, Health and Wellbeing	46
List of Appendices .....	47
Appendix B: Sample Student Timetable .....	48
Projected Timetable for modules.....	49
Useful Information & Links.....	50
Required and Optional Modules Description .....	50
Student's guide to studying on a programme validated by the Open University.....	50
Open University Links .....	50

# **1. Welcome to the Programme**

## **1.1 Message from the Dean**

The importance of a Liberal Arts education has never been more in need of emphasis than nowadays, when educational institutions are called upon to ascertain society's commitment to the values of inclusion, diversity, ethical accountability and responsible citizenship. A Liberal Arts education offers a broad as well as in-depth exposure to knowledge that cultivates refined understanding, global consciousness, and ability to deploy creative synthesis which is the foundation of critical, innovative thought. Not surprisingly, research shows, a Liberal Arts degree is the ticket to employability and professional success, as Liberal Arts majors are more and more in demand in today's job market for their informed decision-making abilities, communication skills, and structured habits of mind.

**Helena Maragou, PhD**

Dean, School of Liberal Arts & Sciences

## **1.2 Message from the Department**

Dear Psychology Major,

Welcome to a great Psychology Department. You have in your hands a very valuable resource, and I trust it will serve you well during the months and years ahead. This handbook has evolved over the years to its present form as a result of the issues faced by students that have come before you. It contains answers to many questions that will naturally arise as you make progress toward your goal of becoming a psychologist.

Psychology is the scientific study of mental processes. It is one of the broadest, most exciting, most relevant and rapidly changing field of study. It encompasses the perceptions, thoughts, feelings and actions of people from infancy to old age, as well as comparable phenomena in groups, organizations and societies, in animals, and in computers. Its methods range from laboratory experiments to field surveys; and its topics from 'pure' studies of brain structure and function to 'applied' analyses of conflicts, accidents, and mental disorders. You will be learning about the latest discoveries from people who are involved in making them. As the course proceeds, you will find out more about the discovery process, and take a growing part in it. Our course is designed to provide a broad and thorough grounding in the subject and its methods, from which to launch a career in any of the wide variety of specializations available in the field at graduate level or in a number of other occupations. You will spend the first two years mastering the basic 'core' areas of the subject before choosing from a more varied selection in the final year according to your interests and career plans. So, welcome to the Major of Psychology. We are delighted that you have enrolled in our undergraduate program, and we will support your efforts to achieve your degree.

**Chrysanthi Nega, PhD**

Department Chair

### 1.3 Academic Calendar

[https://www.acg.edu/wp-content/uploads/2024/01/UG\\_Calendar\\_2024\\_25.pdf](https://www.acg.edu/wp-content/uploads/2024/01/UG_Calendar_2024_25.pdf)

#### Key Contacts

- American College of Greece: +30 210 600 9800
- Department Chair: Chrysanthi Nega, [cnega@acg.edu](mailto:cnega@acg.edu) ; ext. 1460, room: 606B
- Assistant Department Chair: Eleni Konsolaki, [ekonsolaki@acg.edu](mailto:ekonsolaki@acg.edu) ; Ext. 1612, room 508
- Dean's Office: [libarts@acg.edu@acg.edu](mailto:libarts@acg.edu@acg.edu) ext. 1359, room 515
- Academic Advising Office: [dc.adv@acg.edu](mailto:dc.adv@acg.edu) ext. 1431
- Student Success Centre: [ssc@acg.edu](mailto:ssc@acg.edu) ext.1326, 1333
- Registrar's Office: [registrar@acg.edu](mailto:registrar@acg.edu) ext. 1331, 1328, 1449, 1445
- Validation Office: [validation@acg.edu](mailto:validation@acg.edu) ext. 1428
- Student Affairs: [studentaffairs@acg.edu](mailto:studentaffairs@acg.edu) ext. 1197, 1442
- Student Government: [dc.sgorg@acg.edu](mailto:dc.sgorg@acg.edu) ext.1373
- Library helpdesk: [libraryreference@acg.edu](mailto:libraryreference@acg.edu) ext. 1434, 1267
- SASS: [sass@acg.edu](mailto:sass@acg.edu) ext.1273, 1276
- Study Abroad Office: [studyabroadoffice@acg.edu](mailto:studyabroadoffice@acg.edu) ext. 1029, 1412
- Career Office: [career@acg.edu](mailto:career@acg.edu) ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, [atriga@acg.edu](mailto:atriga@acg.edu) ext. 1167
- ACG Health and Wellness center ext. 1500 & 1093
- Psychology Society: [dc.psychosoc@acg.edu](mailto:dc.psychosoc@acg.edu)

### 1.4 Keeping in Touch

Academic and administrative staff at ACG use your student email address to contact you. It is important that you check this account regularly. You can forward emails from your student email address to a preferred personal email address. However, spam filters needed by the College mean that emails sent from external email addresses may be delayed, blocked or deleted. It is, therefore, important that your student email address is the only email address that you use to contact College staff.

We will inform you of cancelled classes / activities / course notices as soon as possible. This will be via Blackboard, an email to your student email address or, if urgent, via the mobile phone number on our contact records.

Please make sure that you inform the Registrar's Office whenever you change your address and contact details. This will ensure we can always contact you in an emergency, and that you receive any important College communications that we may need to send you.

## 2. Studying on this Programme

All degree seeking students entering Deree- The American College of Greece (Deree-ACG) will be required to register for both the US, NECHE accredited bachelor's degree, and the European - UK award validated by the Open University. The following may be exempted from this rule: a) Students pursuing parallel studies at the Greek University/TEI. b) Transfer students who have transferred 92 US credits or above applicable to their program c) Readmitted students who have interrupted their studies before 2010 will have the option of pursuing only a Deree US degree. Students who wish to be considered for these exemptions must petition the Committee on Academic Standards and Policies (CASP) through the Student Success Center during the first month after their initial registration at Deree.

### 2.1 Programme Philosophy and Mission

In congruence with the mission of the College, the mission of the Psychology Department is to provide students with a broad knowledge base of the fundamental theoretical principles and research skills in the field, to cultivate critical thinking, and prepare students to pursue successful postgraduate studies in psychology or related fields.

### 2.2 Programme Learning Outcomes:

The overall goals of the Psychology programme are to:

- a) Enhance the breadth of knowledge, of theory content, of practice and research of psychology, as well as historical trends in psychology.
- b) Provide opportunities for students to develop analytical, critical evaluation and problem- solving skills for assessing psychological issues and evaluating research findings through advancing coherent documentation.
- c) Develop students' cognitive, practical and transferable skills specific to the science of psychology.
- d) Apply psychological theory, methodology and findings to develop a greater understanding of the whole person, as an individual and as a member of a large community, society, and culture.
- e) Increase professional ethical awareness and recognize the complexity of sociocultural and international diversity.
- f) Prepare students to pursue graduate studies as well as to succeed in their professional lives.

### What will you learn?

Upon completion of the Psychology Programme, you will be able to:

#### Knowledge and Understanding

- Demonstrate knowledge of the historical, cultural and philosophical contexts of the emergence and development of the Psychology discipline.

- Demonstrate knowledge and understanding of a variety of influences on psychological functioning and how they are conceptualised across the core domains of Psychology.
- Demonstrate knowledge and understanding of basic quantitative and qualitative research methodology and some statistical concepts and techniques.
- Demonstrate knowledge and a critical understanding of a range of influences on psychological functioning and how they are conceptualised across the core domains of Biological Psychology, Cognitive Psychology, Developmental Psychology, Individual Differences and Social Psychology.
- Demonstrate knowledge and critical understanding of a range of research paradigms, methodological approaches and intermediate to advanced measurement and analytical techniques.
- Demonstrate in depth- knowledge and a critical understanding of a range of influences on psychological functioning and how they are conceptualized in Cognitive Psychology and Psychoapathology.
- Demonstrate conceptual understanding and detailed knowledge of theory and research in specialized applied areas of Psychology.
- Conceptualize a research design demonstrating advanced understanding of principles and procedures of psychological research.

#### Cognitive Skills

- Recognise different perspectives on psychological issues and that psychology involves a range of research methods, theories, evidence and applications.
- Identify general patterns in behaviour, psychological functioning and experience.
- Examine practical, theoretical and ethical issues of psychology as a discipline.
- Apply alternative perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications.
- Interpret and intergrade general patterns in behaviour, psychological functioning and experience.
- Employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in Psychology.
- Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications.
- Evaluate and integrate evidence, reason scientifically and make critical judgements about arguments in psychology.
- Evaluate the ethical implications of psychological research, demonstrate how ethical concerns for participants can be addressed and justify the need for professional code of conduct.



### Practical and Professional Skills

- Reason statistically and demonstrate competence in a range of statistical methods and designs, using software packages when appropriate.
- Formulate and realize objectives to set briefs, deadlines and formats.
- Develop an increasing ability to manage and evaluate pace, depth and breadth of independent learning in relation to module content.
- Reason statistically and apply a range of statistical designs and methods using software packages where appropriate.
- Set and realize objectives with increasing independence.
- Demonstrate a growing competency in sourcing, critical evaluation, oral presentation of research materials and the writing of scientific reports.
- Conduct an extensive piece of independent empirical research using appropriate psychological tools present and evaluate research findings, employing evidence-based reasoning and examining practical, theoretical and ethical issues relevant to the research.
- Formulate and realize independently module objectives to a range of set formats, briefs and deadlines maintaining an effective time management.

### Key/Transferable Skills

- Use computing and information processing skills: use of the internet and the Web, use of computer application packages, use of library data bases.
- Work individually and in groups to solve problems.
- Engage in self-reflection and self-awareness developing an understanding of current trends in conceptual, cultural and ethical issues.
- Communicate ideas and research findings both effectively and fluently by written, oral and visual.
- Work individually and in groups to solve problems, find alternative solutions and reach specific goals.
- Evaluate current trends in conceptual, cultural and ethical issues.
- Work individually and in groups to solve problems, to find alternative solutions, to reach specific goals and evaluate outcomes.
- Critically evaluate current trends in conceptual, cultural and ethical issues.

## **2.3 Programme Structure**

The Psychology programme is providing students with a high quality, well rounded and challenging education. It encourages analytical and critical thinking, the careful appraisal of evidence and the application of various technical skills. The programme tackles a wide range of theoretical issues and practical techniques in psychology and serves as an advantageous springboard

for future postgraduate training and a wide range of employment opportunities. Students learn about a broad range of topics within the discipline of psychology, including the application of psychological knowledge in a range of professional areas. The programme provides an excellent preparation for further training in Psychology at MSc and PhD levels, and is also very well suited for those interested in pursuing careers across a broad range of sectors.

In order to gain a BSc (Hons) in Psychology, you will need to obtain 360 UK credits (120 credits per level). All modules are assigned one of the three level designations (Level 4, Level 5, level 6) according to the increasing demands being placed upon students as they undertake learning at higher levels. Students must first complete six Level 4 modules before they take Level 5 modules and must have complete half of Level 5 modules before they take Level 6 modules. Students need to work closely with their advisors before their registration in order to select the correct modules and avoid any delay in their graduation.

*Please note that:*

Level 4 - equivalent in standard to the first year of a full-time undergraduate degree programme

Level 5 - equivalent in standard to the second year of a full-time undergraduate degree programme

Level 6 - equivalent in standard to the third year of a full-time undergraduate degree programme

- Compulsory modules – must be taken
- Optional modules – select from a range of identified modules

Learning accredited at each level will reflect the student's ability to:

#### **Level 4**

Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialized skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts taking responsibility for the nature and quality of outputs.

#### **Level 5**

Generate ideas through the analysis of concepts at an abstract level with a command of specialized skills and the formulation of responses to well defined and abstract problems; analyze and evaluate information; exercise significant judgment across a broad range of functions; accept responsibility for determining and achieving personal and/or group outcomes.

## Level 6

Critically review, consolidate and extend a systematic and coherent body of knowledge utilizing specialized skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgment in a range of situations.

PSYCHOLOGY: Programme Content
<b>Module titles – Level 4</b> <b>Compulsory Modules:</b> PS 1000 Psychology as a Natural Science (Level 4) – 15 credits PS 1001 Psychology as a Social Science (Level 4) -15 credits PS 2010 History and Systems of Psychology (Level 4) – 15 credits PS 2207 Infancy and Preschool Years (Level 4) – 15 credits PS 2236 Human Learning & Memory (Level 4) – 15 credits PS 2257 Psychology of Diversity and Social Issues (Level 4) – 15 credits PS 2260 Introduction to Statistical Thinking (Level 4) – 10 credits PS 2347 Analysis of Quantitative Data (Level 4) – 20 credits
<b>Module titles – Level 5</b> <b>Compulsory Modules:</b> PS 3512 Personality Psychology and Individual Differences (Level 5) – 15 credits PS 3526 Social Psychology: Theories and Applications (Level 5) – 15 credits PS 3532 Testing and Assessment (Level 5) - 20 credits PS 3618 Nonexperimental Research in Psychology (Level 5) – 20 credits PS 3630 Biological Psychology (Level 5) – 15 credits PS 3734 Experimental Cognitive Psychology (Level 5) – 20 credits  <b>Optional Modules:</b> <b>One of the two following courses (Level 5) – 15 credits</b> PS 3508 Childhood & Adolescent Development (Level 5) – 15 credits PS 3509 Adulthood and Aging (Level 5) – 15 credits

**Module titles-Level 6****Compulsory Modules:**

PS 4751 Adult Psychopathology (Level 6) – 15 credits  
PS 4839 Advanced Topics in Cognitive Psychology (Level 6) – 15 credits  
PS 4861 Final Year Project I (Level 6) – 10 credits  
PS 4935 Final Year Project II (Level 6) – 20 credits

**Optional Modules:****Four of the following courses (Level 6) – 15 credits:**

PS 4080 Internship in Psychology  
PS 4621 Educational Psychology  
PS 4643 Child and Adolescent Psychopathology  
PS 4649 Forensic Psychology  
PS 4652 Counseling and Psychotherapy  
PS 4662 Trauma and Resilience  
PS 4663 Social Cognition  
PS 4719 Health and Lifelong Adaptation  
PS 4723 Stress and Wellbeing  
PS 4744 Addictive Behavior and Mental Health  
PS 4924 Industrial/Organizational Psychology  
PS 4965 Topics in Neuropsychology  
PS 4990 Social Neuroscience

**2.4 Description of Modules**

Over the first two years, the majority of modules are compulsory, while at the third year students can choose from a number of optional modules. Each year students study a total of 120 credits and the modules build over the years to provide both breadth and depth of understanding. The first two years provide a thorough grounding in basic areas of psychology, laboratory work and statistics. During the first year, students take two modules in general psychology, which provide foundation knowledge of the subject matter, one module delineating the evolution of psychology as a discipline and five modules in core areas.

The second year provides a consolidation of the core domains in psychology. At the second year, the programme deepens methodological knowledge and skills with three research related modules which have compulsory Lab sessions. Three additional compulsory modules provides the opportunity to explore the breadth of the content areas in psychology. One optional module in the area of developmental psychology gives students the opportunity to acquire knowledge of either child/adolescent development or adult development and aging.

During the third year, modules offer the opportunity to conduct an original piece of research work in the form of an empirical project, as well as to select from a wide variety of electives in pure and applied areas of psychology, allowing students to follow their own areas of interest. In addition, students are required to take two compulsory modules covering in depth core material.

## **2.5 Laboratory Facilities**

Psychology Labs introduce students to a setting of scientific research. They allow students to participate in faculty research as well as to design and carry out their own studies. Psychology students can carry out cognitive, social, psycho-physiological studies as well as surveys.

The research laboratories include:

- The Cognitive / Social Psychology labs. Two laboratories with a total of 34-station computers are available used mainly by students taking statistical and experimental laboratory courses. For the purpose of such modules, experiments are designed and run in the areas of Cognition, Perception, and Social psychology using CogLab, PsychStudio, LimeSurvey and E-Prime software and then data are analyzed using the Statistical Package for the Social Sciences (SPSS). QDA (Qualitative Data Analysis) software products are also available to students to demonstrate the organization and analysis of non-numerical and unstructured data.
- PsychNet Lab: A new laboratory has been established including the following equipment for physiological measurements: Eye-Tracking device, GSR to measure Galvanic Skin Response, Virtual Reality device (VR) and Electroencephalography device (EEG).
- Observation Facilities. These rooms are equipped with a one-way mirror and video-recording equipment that allows the registration and frame-by-frame analysis of audio and visual input.

## **2.6 Academic Faculty and Contact Details**

The following faculty members teach modules of the Psychology programme:

- **Alexandratou, Gina (Georgia),** Ph.D., Associate Faculty  
Dr Alexandratou has a BSc in Psychology (University of Athens, Greece), a M.Ed. in Educational Psychology (University of Manchester, U.K.) and a Ph.D. in Economic Psychology (University College London, U.K.). Dr Alexandratou has been a member of the DEREI faculty since 2015. She mainly teaches, beyond introductory modules, modules on Diversity, Developmental psychology, Social Psychology as well as Social Cognition. She has been working in the area of private and public higher education for twenty years and has served as head

of psychology programs. Her research and academic interests are in the areas of social psychology and consumer psychology and in particular identity related and symbolic meanings of possessions, compulsive consumption, materialism, treasured possessions, psychology of advertising as well as developmental psychology with emphasis on identity formation in adolescence. She is a member of the British Psychological Society, with the status of Chartered Psychologist.

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- **Armaos, Remos, Ph.D., Assistant Professor**

Remos Armaos, PhD is an education and psychology researcher, project evaluator and addiction specialist, Head of KETHEA Education Department and HOU adjunct professor in adult education methodologies. Dr. Armaos has over 20 years of experience as an adult trainer and program developer, research analyst, consultant and supervisor. He has integrated transformative learning into his research, training and academic services which include treatment integrity evaluation, consultation/supervision planning, training skills development, academic upskilling, community profiling, digital and project management. Dr. Armaos' publications include peer-reviewed journal articles and book chapters on educationalists, mental health professionals' and prevention specialists' training, capacity building, and empowerment. He is a national and European level expert evaluator on lifelong learning projects, co-editor of peer-reviewed journal *Exartiseis*, Board member of the International Society of Addiction Journal Editors, while he has several publications in peer reviewed journals, book review and other conference presentations in the field of education and addictions.

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- **Apergi, Tinia, Psy.D., Associate Professor**

Dr. Fotini-Sonia Apergi is an alumna of Deree, The American College of Greece, Psychology department, earned an MA in General Psychology from New York University, and an MS in Applied Psychology from Long Island University. She completed her Psy.D. in Clinical Psychology at Long Island University, C.W.Post in New York, with a focus on family violence and child abuse and a second specialty in developmental disabilities.

Her focal points encompass child abuse prevention, professional capacity building to recognize and counter child abuse, advocating for child-friendly and restorative justice approaches for abuse survivors, and addressing gender-based violence. She is consulting in and supervising projects on capacity building, program evaluation, and training curriculum design with diverse Greek and International NGOs, focusing on Child Protection and Safeguarding. Her research interests lie in the area of child abuse and neglect, domestic and gender-based violence.

E-mail: [tapergi@acg.edu](mailto:tapergi@acg.edu); office #: 505; telephone extension: 1010

- **Beratis, Ion, Ph.D., Assistant Professor**  
 Ion N. Beratis is a member of the Psychology Department since 2011 and holds the position of the Assistant Professor of Psychology. His studies include an undergraduate degree in Psychology from the Psychology Department of the National University of Athens, an MSc degree in Neuropsychology from the University of Edinburgh, and a PhD degree from the 1st Department of Psychiatry of the Medical School of the National University of Athens. In addition, he has received clinical training in cognitive and behavioral therapy by completing the program of the Greek Society of Cognitive Psychotherapies. His particular research interests cover the following domains: neurocognitive/neuropsychiatric symptoms of individuals with mild cognitive impairment (MCI) and mild-dementia, risk factors for development of schizophrenia, impact of neurodegenerative disorders on driving skills, cognitive symptoms of individuals with multiple sclerosis, clinical and cognitive symptoms of individuals with genetic Parkinson's disease, intervention programs for individuals with MCI and mild-dementia. E-mail: [iberatis@acg.edu](mailto:iberatis@acg.edu); office #: 508; telephone extension: 1612
- **Canellopoulou, Mary, Ph.D., Assistant Professor**  
 Mary Canellopoulou (Pierce' 85, Deree' 90) is a member of the Department of Psychology since 1998. She has taught a wide range of courses including History and Perspectives in Psychology, Learning and Memory and Health Psychology. She also offers STEM courses at the International Honors Program in the areas of human consciousness and the eating disorders. She earned her doctorate degree from Brunel University, London, in the domain of clinical & cognitive neuropsychology. She has received clinical training in neuropsychological screening at the Centre of Health, Sickness and Disablement, Middlesex, UK and at St. Thomas Hospital, London. She is actively involved in research on memory pathology in organic brain syndromes. Her research findings have been presented in various congresses as well as in a range of journals such as "Neuropsychologia" and "Annals of Psychiatry". Dr. Canellopoulou is a qualified CBT and Gestalt psychotherapist. Also, she has clinical training in hospice care & health psychological services for chronic patients as well as in CBT family-based psychoeducation at the National & Kapodistrian University of Athens. She is a certified BPS Master Practitioner in Eating Disorders and a trained DBT skills educator at the Linehan Institute, University of Washington at Seattle. Her current research interests focus on the study of executive functions and forms of encephalopathy in neurological patients as well as on family dynamics in anorexia nervosa. E-mail: [mcanellopoulou@acg.edu](mailto:mcanellopoulou@acg.edu); office #: 505; telephone extension: 1010
- **Ganetsou, Evanthia, Ph.D., Assistant Professor**  
 Dr. Evanthia Ganetsou (PhD) is Assistant Professor of Psychology, teaching modules on developmental psychology and educational psychology and academic practices at ACG since 2000. Dr. Ganetsou earned her PhD and MSc from the University of London. Her research interests include the impact of technological tools on children's cognitive and psychosocial development (e-

games, social media, online gambling practices); screen time and childhood obesity; children's drawings as diagnostic tools; the contributions of parental practices and fairy tales on children's moral development; designing intervention programs and pedagogical practices for students with SpLD, ASD, ADHD and children with physical disabilities; assessment of academic skills and underachievement. Dr. Ganetsou has worked as a counselor in several mental health and school settings, and has been a member of the British Psychological Society with the status of Chartered Psychologist since 1999.

E-mail: [eganetsou@acg.edu](mailto:eganetsou@acg.edu); office #: 510; telephone extension: 1418

- **Giannoulis, Katingo, Ph.D., Adjunct Faculty**

Dr Giannoulis holds a BA (Hons) in Psychology, a Masters (MSc) in Clinical Psychology from the University of Surrey and a Ph.D from the University of London. She has over 30 years' experience working as a clinical psychologist in Athens and in London. She has been an instructor at Deree College since 2011, at both the undergraduate and post-graduate Schools.

She has specialised in working with individuals with neurodevelopmental disorders (eg autism spectrum disorder ASD) and in specialised family counselling. From 1995-2008, she worked in specialist autism multi-disciplinary centres in NHS hospitals in London (Guy's & Maudsley). She also provides consultation and training services to educational establishments as well as supervision services.

She is a Chartered Clinical Psychologist and an Associate Fellow of the British Psychological Society (BPS) and a member of a number of professional bodies (eg the BPS Clinical Psychology and Neuropsychology Divisions, the Greek Scientific Network for ASD etc).

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- **Janicic, Adriana, PsyD, Part-time Faculty**

Dr. Adriana Janicic earned her PsyD in clinical psychology from Pepperdine University, California, with an emphasis on psychodynamic and multicultural orientations, as well as a research focus on trauma and training mental health professionals. Dr. Janicic has worked in numerous settings in the US, including community mental health, hospital, neuropsychological testing, and university counselling. Her work across these settings involved a particular commitment to serving the diverse undocumented population and sexually exploited minors/individuals. Dr. Janicic joined the Psychology Department faculty in 2020. She is a licensed clinical psychologist in both California and Greece, and is a certified yoga instructor. Dr. Janicic is currently also in private practice, administers psychoeducational testing at a school setting, and provides consultation, psychological services, and trauma-informed yoga for humanitarian organizations- serving both trauma survivors and the humanitarian aid worker community. Her research interests include trauma, somatic therapies, global mental health, women's health, supervision, and training.

E-mail: [AJanicic@acg.edu](mailto:AJanicic@acg.edu) ; office #:510 telephone extension: 1418



- **Janikian, Mari, Ph.D., Associate Professor**

Dr. Mari Janikian is a graduate of The American College of Greece where she received a BA in psychology. She earned her PhD in school and counseling psychology from Northeastern University in Boston, Massachusetts. Dr. Janikian completed a Post-Doctoral Fellowship in clinical child and adolescent psychology at Harvard Medical School. She has gained clinical experience at hospitals, mental health clinics as well as schools in Boston. Additionally, she served as a scientific collaborator of the Adolescent Health Unit (AHU)-University of Athens Medical School. Dr. Janikian was one of the primary investigators in a research project on adolescent Internet use funded by the European Commission. Her current research interests focus on youth digital well being, specifically on the intersections of contemporary technologies with the social and emotional lives of children and adolescents. The culmination of her scientific collaborative works has been published in international peer-reviewed journals and has been presented in regional and international conferences.

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- **Kalaitzidis, Ioannis, Ph.D., Associate Professor**

Dr Ioannis Kalaitzidis is Associate Professor of Cognition and Education at Deree and Research Fellow at the Center of Excellence in Logistics, Shipping & Transportation (ACG 150). He holds a Ph.D. in Cognition from the Macquarie University. He also possesses an M.A. in Counseling Psychology and a B.Sc. in Psychology from the University of Nottingham and a B.Sc. in Education from the University of Patras.

In Australia, he employed within the Faculty of Medicine and the Faculty of Arts at Macquarie University as Research Associate working on Memory and on the implementation of Team Based Learning Programs. He joined the ACG in 2021 as the Director of the newly established Elementary School.

His area of expertise includes Working Memory and Educational Psychology. His current research focuses on Maritime and Aviation Situational Awareness. Specifically, he investigates the effects of Associative Processes on Information Processing and Working Memory.

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- **Karakitsou, Sissy (Chrysoula), Ph.D., Assistant Professor**

Sissy (Chrysoula) Karakitsou received her Ph.D. in developmental psychology and her MSc in health psychology, both from Stirling University. She is a member of the Deree Psychology faculty since 2000, teaching mainly undergraduate courses and supervising graduate theses. She has served as Programme manager for three years, has worked as a research consultant at centers for rehabilitative education and adolescent mental health, while she was a member of the International advisory board for the European Internet Addictive Behaviors research projects. Her research and academic interests are in the area of non-experimental methodologies with an emphasis on

qualitative methodologies and mix methods examining life histories, attitudes, and practices of emerging adults.

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- **Karayianni Irene, Ph.D., Assistant Professor**

Assistant Professor of Human Learning & Memory and Research, fellow at the Teaching and Learning Center, and Affiliated Faculty at the Center of Excellence. She earned a PhD in Experimental Cognitive Psychology from the University of Sussex and an AC in Strategic Pharmaceutical Marketing from EEFAM & the University of Piraeus. Her research interests include memory awareness, AI in education, and student engagement. Her professional experience spans Marketing, Consumer Psychology, Business Analytics, Organizational Psychology, and Social Research, with roles in pharmaceutical and market research companies, and the Center for Renewable Energy Sources in Greece. She has participated in European projects related to buildings energy performance regulation, employee engagement, and various aspects of marketing. She is a mentor at Women on Top, a peer reviewer for academic journals, and a member of the International AI in Education Society, RAISE network, and the APA Society for the Teaching of Psychology.

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- **Koliris, Maria Ersi, DPsych, Part-time Faculty**

Degrees: BSc (Hons) Social Psychology, University of Kent; MSc Counselling Psychology, City University; Post-MSc Counselling Psychology, City University; DPsych(Prof) Psychotherapy by Professional Studies (Metanoia Institute/Middlesex University). Dr.M.E.Koliris has been a member of the Psychology department since 2018. She teaches courses on the undergraduate programme (Psychology of Addictions; Introduction to Counselling Psychology) and on the graduate programme (Mindfulness-based Interventions). In addition, she is a clinical supervisor at the Student Counselling Centre, supervising graduate interns doing their clinical practicum. Dr.Koliris is a clinical practitioner, a supervisor and a trainer/instructor. She has taught Psychology/Counselling in both private and state institutions in Greece since 2004. As a practitioner, between 1999-2007 she worked for the NHS (National Health System) as well as for university counselling services in the UK and later for the NGO sector (socially excluded populations) in Greece. Since 2004 she has been running her own private practice providing clinical assessment, therapy and supervision. From 2007 onwards she has been facilitating mindfulness-based seminars and she has received certification as a mindfulness teacher (University of Bangor). Her research interests are within the qualitative research area and in particular about the role of mindfulness in promoting practitioner wellbeing.

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- **Konsolaki, Eleni, Ph.D., Assistant Professor**

Eleni Konsolaki obtained her BSc in Psychology and MSc in Cognitive Science from the National and Kapodistrian University of Athens. She completed her

second MSc in Statistics at the Athens University of Economics and Business and obtained her PhD in Neuroscience from the Biomedical Research Foundation of the Academy of Athens (BRFAA). She continued her post-doctoral neuroscience studies at BRFAA and worked at the Sotiria General Hospital. Dr. Konsolaki has been a faculty member of the Psychology Department since 2015, now she is serving the Department as Assistant Chair. Her research work, which has been supported by Onassis and Propondis Foundations, the Foundation for Education and European Culture, and the State Scholarships Foundation (IKY), has been published in peer-reviewed journals and awarded by the University of Athens. Recently, she has collaborated with Tziola Publications for the translation of the book Biopsychology by Pinel and Barnes in the Greek language.

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- **Kourtesis, Panagiotis**, Ph.D., Assistant Professor

Dr. Panagiotis Kourtesis is a VR/XR neuroscientist, human-computer interaction researcher, and software developer with experience in Greece, France, and the United Kingdom. He has a PhD in Experimental Psychology & Cognitive Neuroscience from the University of Edinburgh and post-doctoral research experience at the National Research Institute of Computer Science and Automation (INRIA) of France. He is an Assistant Professor of Cognitive Psychology and Head of the Psychology Network Lab (PsyNet Lab) at the Psychology Department of the American College of Greece. Also, he is a Senior Researcher at the Department of Psychology and the Department of Informatics and Telecommunication of the National and Kapodistrian University of Athens, and a Visitor Academic at the Psychology Department of the University of Edinburgh. His expertise includes VR/XR software development, HCI and experimental psychology research methods, statistical analysis, and cognitive neuroscience.

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- **Martinos, Marina**, Ph.D., Assistant Professor

Marina Martinos gained her PhD in Developmental Cognitive Neuroscience at UCL Great Ormond Street Institute of Child Health. She subsequently did a postdoc in the UCL Clinical Neurosciences department investigating the effects of long-lasting seizures on neurodevelopment followed by an MRC funded project looking at the effects of early oxygen deprivation on neurodevelopment using structural MRI, eye tracking and neuropsychological tests. She is currently an Assistant Professor in the ACG Psychology department and an associate staff member at the UCL Great Ormond Street Institute of Child Health. For the next two years she will be working on an ELIDEK funded project looking at the educational and occupational trajectories of adults diagnosed with ASD in childhood in Aghia Sofia, Paidon hospital. Her favorite person is her grandmother.

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- **Nega, Chrysanthi**, Ph.D., Associate Professor  
 Dr. Chrysanthi Nega is Associate professor and Chair of Psychology department at the American College of Greece. She has earned her Ph.D. in Cognitive Psychology from City University, London, UK. She is teaching courses and supervising thesis, both at the graduate and undergraduate levels, since 2002. Her research and academic interests are in the areas of experimental methodology investigating topics such as memory awareness for facial stimuli, facial affect recognition, working memory, and moral decision-making. From 2016-2022, Dr. Nega served as a senior research coordinator for the “Safe-Touches” Sexual Abuse Prevention Program delivered in public elementary schools, and she is currently participating in an Erasmus + program (Rise Empowered Above Sexual Violence in Sports). She has recently started work on bringing different lines of research together, including neurocognitive assessment in people with Mild Cognitive Impairment and the effects of media multitasking on cognitive and affective functioning. She has presented at international and European conferences and published in peer-reviewed journals. Indicative publications: <https://www.researchgate.net/profile/Chrysanthi-Nega>  
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- **Orfanidou, Eleni**, Ph.D., Assistant Professor  
 Dr. Eleni Orfanidou is an experimental cognitive psychologist and a researcher on language and neuroscience with experience in Greece and the UK. She has an MSc (Imperial College, UK) and a PhD in Cognitive Neuroscience (University of Cambridge) and post-doctoral research experience at UCL, UK (Deafness, Cognition and Language Research Center). She is an Assistant Professor at the American College of Greece since 2019. Prior to that, she was an Assistant Professor at the University of Crete, Psychology Department. Her research interests include various aspects of psycholinguistics/ neurolinguistics. She has used fMRI and behavioural experiments to investigate the neural basis of word recognition in English, Greek and British Sign Language.  
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- **Paizi, Despina**, Ph.D., Assistant Professor  
 Dr. Despina Paizi earned her PhD in Cognitive Neuroscience from Sapienza University of Rome, in Italy. During her studies she was trained in the assessment and remediation of language and learning disabilities in children and adults. She completed a post-doctoral research fellowship at the Institute for Sciences and Technologies (ISTC-CNR) in Rome with a focus on bilingual readers of English and Italian. Her academic and research interests lie in the areas of cognitive and developmental psychology, acquired and developmental language disorders, learning disorders, the representation of language in the brain, bilingualism, and instructional modification for students with a variety of learning differences. She also collaborates with private schools in Athens as an educational consultant on the identification of learning differences, instructional differentiation, and inclusion strategies.  
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- **Pantazakos, Themistoklis**, Ph.D., Assistant Professor

Dr. Pantazakos completed his Ph.D. at University College London. He worked on the development of mental health interventions for autism that are less oriented towards making the client conform to societal norms, and more oriented towards improving their subjective quality of life. His research continues to focus on this area, with expansions into the mechanisms of perception. He explores questions surrounding the constructivist nature of our perception, and the extent to which our percepts are veridical representations of the external world.

Dr. Pantazakos also holds an M.Sc. in Philosophy of Science from the London School of Economics, where he won the Imre Lakatos award for outstanding performance. He is published widely and in field-leading journals, such as Philosophical Psychology, Frontiers in Psychology, Synthese, and Studies in History and Philosophy of Science Part C. He is currently under contract with Springer for a monograph addressing the epistemology of perception and its impact on science's quest for the truth.

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- **Petropoulos Petalas, Diamantis**, Ph.D., Assistant Professor

Diamantis has a multidisciplinary background spanning from social sciences (Sociology, Panteion University; Sociobiology & Education, University of Athens) to cognitive neuroscience (Brain & Cognition, University of Amsterdam; Media Psychology, Radboud University; Neuropolitics, Amsterdam University).

His primary research interests lie in the fields of media psychology and political neuroscience, employing behavioural and electrophysiological methods and (mainly) experimental designs.
- **Pelios, Lilian**, Ph.D., Associate Faculty

Dr. Pelios completed her undergraduate studies at Deree College in psychology and sociology; her Masters at Queens College in New York, in Clinical Behavioral Applications in Mental Health Settings, and her Doctoral at Temple University in Philadelphia, where she studied Psychological Studies in Special Education, with an emphasis in Applied Behavior Analysis. She is a certified Behavior Analyst and she has worked and continues to work with children and youth with learning and developmental disabilities (ADHD, ADD, CD, ODD, ASDs). Therapy was conducted in a variety of settings such as inpatient and outpatient hospital settings, day treatment centers, home, school, and the community. Currently she works as partner and clinical director overseeing services related to autism and other developmental disabilities. She is also an adjunct professor at the American College of Greece, where she teaches in both the undergraduate program of psychology and the graduate, Applied Educational Psychology program.

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- **Ranga, Myrto**, Ph.D., Assistant Professor

Dr. Myrto-Maria Ranga, has been a member of the Psychology Department since 2022. She has taught courses in the areas of adult development and aging, as well as diversity and human rights. Being a member of the Administrative Board of the NGO "50plus Hellas, she has implemented projects in the areas of activation and participation of older people in the society, life-long learning and research on age-friendly environments and technologies. She completed her PhD in Psychology-Gerontology at the University of Dortmund, Germany and has a Master of Applied Social Psychology from the University of Bath. Lecturer at the University of Essen in Germany in 2006-2008. Founding member of the Lifelong Development Center "DIA VIOU EXELIXI", for psychological support, counseling, psychotherapy, myragogy, gerontology and geragogy. Besides her love for older people, she loves snowboarding, dancing and good food, since all contribute to an active and healthy aging!

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- **Sarri, Margarita**, Ph.D., Part-time Faculty

Dr Sarri is a licensed clinical psychologist with many years of professional experience spanning the clinical, teaching and research domains. As a clinician, Dr Sarri specializes in developmental trauma and personality disorders. She previously worked for a number of years as a clinical psychologist for the UK national health service in London and taught for the Open University UK and other London based academic institutions. Her background is in psychology and neuroscience, having completed her master's and doctoral (PhD) and post-doctoral positions in cognitive neuroscience and neuropsychology at University College London and University of Cambridge. She also holds a doctorate in Clinical Psychology (DClinPsy) from Royal Holloway University of London.

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- **Stathopoulou, Tina**, Ph.D., Part-time Faculty

Tina Stathopoulou graduated from the American College of Greece with a B.A. in Psychology, from the University of Tennessee, Knoxville, USA, with an M.A. and a Ph.D. in Experimental Psychology, and from Chestnut Hill College, Philadelphia, USA, with a M.Sc. in Counseling Psychology and a specialization in Couples and Family Therapy. She worked as a postdoc researcher at the Institute of Research in Cognitive Science at the University of Pennsylvania and at Drexel University, Philadelphia. She has been trained in Systemic Therapy, Cognitive-Behavioral and Rational Emotive Behavioral Therapy. She works for over 24 years as a psychology professor at the undergraduate and graduate level at academic institutions both in Greece and US as well as IB psychology teacher in IB schools. She has published her research in books and peer-reviewed journals and presented at conferences in USA, Greece and Italy. Her research interests lie in the areas of attentional deficits, disability and employment, parental abuse, substance abuse in families, volunteerism,



psychology and politics and neuropsychology. She also holds certificates in Piano studies and French Literature.

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- **Syngelaki, Eva**, Ph.D., Associate Faculty

Dr. Eva-Manolia Syngelaki obtained her Ph.D. in developmental psychopathology from Cardiff University, investigating offending behavior in antisocial youths. She has received certified psychotherapy training in Cognitive Behavioral Therapy from the 1st Department of Psychiatry, University of Athens at Aiginiteio Hospital and has clinical experience with a wide range of clinical disorders with both adults and children. She has been extensively involved in the implementation of prevention programmes in school settings, where some of her primary duties were research, training and supervision of teachers. She has also considerable experience in conducting seminars and workshops for both mental health professionals and teachers. Her current research interests lie in the area of child and adolescent development and psychopathology, and on prevention and intervention programs in school settings. She has been teaching at the undergraduate and graduate department at Deree, the American College of Greece since 2013.

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- **Spentza, Ioanna**, MSc, Full time Faculty

She obtained a Bachelor's Degree (BA) in Psychology from the American College of Greece. Following, she attended University College London (UCL) and completed a Master of Science (MSc) in Research Methods in Psychology and Statistics, with a master thesis focusing on problem solving, semantic search and cognitive maps. After the completion of her MSc she started working in the American College of Greece as a Lab Instructor in the Psychology department, where she was involved in Statistics and Experimental Psychology courses as well Final Year II Project supervision. She is currently teaching Experimental Cognitive Psychology and Testing and Assessment, while still supporting the Final Year II Project supervision. Simultaneously, she is pursuing her PhD degree in the University of Sheffield with topic: "Executive functioning and the exploration of factors that affect everyday problem solving in elderly".

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- **Thomadaki, Olga**, Ph.D., Assistant Professor

BA in Psychology, Deree- The American College of Greece; MSc, Post-MSc, in Counseling Psychology, City University, London; PhD in Counseling Psychology with a specialty in Trauma, Bereavement and Positive Psychology, City University, London. Dr. Olga Thomadaki has been a member of the Deree Psychology faculty since 2009. She has taught courses in both undergraduate and graduate programs. She has taught numerous courses such as introductory courses in psychology, theories of personality, psychopathology, cognitive behavioral psychotherapy, and qualitative research. Her research interests include positive psychology, trauma, cognitive behavioral therapy

and qualitative methodologies. She is a licensed psychologist both in United Kingdom (CPsychol, AFBPsS) and Greece. She has served as an advisor in numerous qualitative graduate theses and she is actively involved in the Student Counseling Center of the American College of Greece serving as a clinical supervisor. E-mail: [thomadakio@acg.edu](mailto:thomadakio@acg.edu) ; office #: CN-3116, telephone extension: 1505

- **Ventouratos-Fotinatos, Ritsa S., Ph.D., Professor**

Dr. Ritsa Fotinatos-Ventouratos obtained her Ph.D. from The University of Manchester, UK.

As a Full Rank Professor, she lectures in the domains of Social and Industrial-Organizational Psychology, as well as teaching modules in Stress and Wellbeing, and Diversity & Social Issues. Professor Ventouratos-Fotinatos has been the Head of Department in 2006-2008. Her research interests lie in the areas of Stress in the Workplace in relation to Mental Capital and Wellbeing, paying attention to Gender Differences, whilst investing the social impact on the changing and diverse nature of the world of work. She is a member of the British Psychological Society, and has convened (2017-2020) the International Committee, & in 2023, she served as a member of the Scientific Committee for the European Congress of Psychology. She is a Consulting Editor for the International Journal of Stress Management, APA Journal, Impact Factor 4.0.

Her work is frequently presented at International Conferences and Congresses. Her International Books (2015) co-authored with Professor Sir Cary Cooper (CBE), is entitled “The Economic Crisis and Occupational Stress, Edward Elgar Publishing. Further, in 2019, she published a Book Chapter “The Social Implications of the Gender Wage Gap”, and in 2021, she wrote a Contributing Book Chapter entitled “Organizational Stress Around the World”, Edited by Sharma, Cooper, & Pestonjee. Recently (2024), Professor Ventouratos-Fotinatos published with her Co-Authors Professor Sir Cary Cooper, & Antoniou the International Edited Book entitled “Resilience in Modern Day Organizations” Routledge Publishers.

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## **2.7 Internship Information**

### **Overview of Internship:**

The internship module is an integral part of the undergraduate curriculum, and it is thus designed to meet the goals of the undergraduate program. It contributes to the creation of the foundation needed to prepare professionals competent for independent practice at the *entry level* of the profession. During internship, students gain experience working on their own, or as partners at their internship site.

An internship involves working at a setting that provides clinical, behavioural, psychoeducational, or other professional psychological services in exchange



for academic credit, training, and supervision from said internship setting. Internship agencies vary widely and include private and state hospitals, clinical practices, community organizations, schools, research labs and businesses.

During the practicum, students are expected to demonstrate their skills in the following core areas:

- Professional Identity and Behavior
- Intervention/ prevention
- Culture and Diversity
- Ethical and Legal Issues
- Communication and Information Technology
- Problem solving

#### **Internship Instructor:**

The instructor meets weekly with students who present individual case studies and have their progress monitored. In this way, group supervision of students is provided, and instructor maintains communication with on-site supervisor, making if-needed on-site visits. Any dialogue between the trainee and the agency regarding significant problems occurring on-site will be initiated with the assistance of the instructor.

#### **Prerequisites for Internship:**

Prior to beginning an internship students will have completed all level 4 and 5 modules in addition to all the required courses of Level 6, except for Dissertation, and at least two optional modules.

All students are required to complete and submit an Internship Readiness Statement to the Chair of the department and Internship instructor. The faculty reserves the right to deny acceptance for the internship module based on student's readiness and professional development and recommend to the student to attend additional courses.

#### **Duration of Internship Training:**

The department requires that all students complete a minimum of 200 supervised practical training hours prior to graduation.

### **Policy on Student Concerns and Dismissal from Internship:**

The Undergraduate Psychology Internship Supervisor will provide students with a course syllabus. As with any other course, this will stipulate meeting times, course requirements, due dates, grading criteria, and the like.

The Chair of the department and the internship instructor maintain the right and responsibility to review at any time any circumstances or student behaviors that could affect their status in the internship experience. The Chair of the department and the internship instructor also maintain the right to, at any time, review competencies for individual professional practice that may impact whether a student should continue in the internship setting. The Chair of the department and the internship instructor have the right and responsibly to review students whose demeanor or behaviors are not appropriate. Students can be asked to drop the course if there is evidence of unethical, unprofessional, or impaired behaviors including but not limited to the following:

- Violation of professional standards or ethical codes
- Inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency
- Behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness, or poor compliance with supervisory requirements
- Interpersonal behaviors and interpersonal functioning that impairs one's professional functioning
- Inability to exercise sound professional judgment, poor interpersonal skills, and pervasive interpersonal problems
- Academic misconduct or dishonesty
- Criminal conviction/felony
- Failure to comply with university or department timetables and requirements
- Cognitive, affective, and/or behavior impairments that obstruct the training process and/or threaten the welfare of others
- Substance abuse
- A problem, which is not a mere reflection of a skill deficit that could be rectified by additional academic or didactic training
- A disproportionate amount of attention by training staff is required,
- The intern's behaviour does not change as a function of feedback, remediation efforts, and/or time.

More details relating to internship support and policies, as well as relevant forms can be found in the Psychology Internship Handbook for Undergraduate Students.

## 2.8 Library Help

Your department liaises with JS Bailey Library staff to ensure physical and electronic information resources for your subject are available. Library staff are available to support you personally and will work with you throughout your time at the College.

If you have any questions about using the Library, such as logging-in, printing or using our various databases you can get help:

- from the front desk on the ground floor of the JS Bailey Library
- online: <http://library.acg.edu/help>
- by phone: +30 210 600 9800 ext. 1434

The JS Bailey Library's website [library.acg.edu](http://library.acg.edu) provides access to thousands of resources and information about Library services. You can also access key services via your smart phone or tablet.

John S. Bailey Library provides high-quality print, electronic and audio-visual collections to support you throughout your studies. These collections include:

- 129.000 print books, 7.858 in Psychology
- 132.000 e-books
- 12.500 academic journals with access to over 10 million articles. Academic journals on Psychology are 465.
- 3.500 DVDs, CDs, videos and multimedia CD-ROMs

To access print books, e-books and audio-visual materials use the [Library Catalog](#). Electronic journals and other electronic resources are available through the library website under [Databases](#). Most electronic resources are also accessible [off campus](#).

Course reserves are located at the Circulation Desk. A list of items on reserve by course and instructor is accessible through [Course Reserves](#) on the library website.

To [borrow](#) library material you need to present your student ID card. You may view or renew borrowed items online by logging on to your [Library Account](#).

The library provides 28 computer workstations with MS Office and other software, printing and photocopy services, and wireless internet access. There is ample space for individual and group studying, study carrels and comfortable seating.

Please contribute to the maintenance of a welcoming and conducive environment for research, teaching and learning by adhering to the [Library Code of Conduct](#).

If you need help conducting research or have any questions about using our facilities, you can reach us:

by email: library@acg.edu  
by phone: +30 210 600 9800 ext. 1348

## 2.9 External Examiner

The External Examiner assures that you are assessed fairly in relation to other students on the same programme and that your award is of the same standard as similar programmes offered by other UK higher education institutions.

The External Examiners for this programme are: Dr. Harriet Tenenbaum, University of Surrey and Dr. Ian Walker, University of Surrey.

Academic Society Advisors provide an oral summary of External Examiners' reports in the first Academic Society General Assembly meeting after each Board of Examiners. Information on the External Examiner's report could be provided by your Department Chair upon request.

## 2.10 Opportunities for Graduates

### Graduate Studies

If you wish to pursue graduate studies in psychology in the United Kingdom, the following pamphlets published by the British Psychological Society (BPS), available on reserve at the Deree College library, should be helpful:

- *Psychologists and students wishing to come to the UK*
- *Career Choices in Psychology*
- *General information about the society*
- *Graduate membership of the society*
- *Regulations for the society's postgraduate qualifications BPS*
- *Health professions council-professions*

You can also find useful and continuously updated information at the Society's website <http://www.bps.org.uk>

Please note that in order to be accepted to a program of studies approved by the BPS you should obtain the Graduate Basis for Chartership (GBC) from the BPS.

DEREE graduates are eligible for Graduate Membership in the Society with the GBC if they meet the following requirements:

- A Second Upper class degree (2.1)
- Psychology courses comprise at least fifty percent of the studies undertaken to complete the qualification
- All relevant documents are authenticated

If you wish to pursue graduate studies in psychology in the United States, the following pamphlets published by the American Psychological Association, available on reserve at the John S. Bailey Library, should be helpful:

- *Careers in Psychology*
- *American schools of professional Psychology*
- *Psychology: Scientific Problem Solvers—Careers for the 21<sup>st</sup> Century*
- *Graduate Studies in Psychology*

Additionally, you can consult the APA's *Monitor on Psychology*, a magazine published 11 times a year and available at the John S. Bailey Library. You can also find useful and continually updated information at the association's website <http://www.apa.org>.

### Career Opportunities

The study of psychology at the undergraduate level constitutes a fine preparation for many professions, such as teaching (especially preschool children), human resources management, public relations, career consultancy, communications management, the media, market research, advertising, and journalism. Additionally, job opportunities for psychologists can be found in business, in non-profit organizations, in research and in computer firms where they can work as consultants.

Undergraduates today recognize the need to be flexible in their goals and therefore prepare themselves to work in multidisciplinary settings. Psychology courses contribute to these goals by enabling them to develop good research and writing skills, to become good problem solvers, and to achieve a high-level ability to analyze, synthesize, and evaluate information.

It has been our experience that students who are considering pursuing a career in psychology, or in a psychology-related field necessitating graduate study, profit most by spending the first year after graduation in gaining work experience, attending professional seminars and conferences, assisting in research and exploring the needs of the market. In this way, after their grounding in solid academic knowledge, they can better proceed to make mature decisions about their future.

Many of our graduates have continued their studies at prestigious graduate schools in the United States and Europe, while others have gone directly into the job market.

### **3. Assessment and Feedback**

#### **3.1 Assessment**

##### **Assessment Strategy and Procedure**

Although courses may employ assessment instruments which perform only a diagnostic or formative function, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a module. The assessment of a student's academic performance requires a judgment of the quality of his or her work. In all cases, these assessments are governed by criteria which are explicit and communicated to students. More information on the assessment strategy and the general grading criteria of the College can be found in [Student Resources](#).

##### **Examination Regulations and Procedures**

Examination regulations apply to in-class assessments, such as examinations, laboratory tests etc., for all students registered in DERE courses and aim at promoting academic honesty through appropriate conduct. More information on procedures for exam security and invigilation is provided in [Student Resources](#).

##### **Student Identity**

Students must carry with them their DERE ID card in the examination room. For details on Checking of Student Presence Procedure, please visit *myACG*.

##### **Entering and Leaving the Exam**

Students who arrive late may be admitted to the exam, but no additional time will be given. Students should be allowed to enter and take the exam up until a quarter of the allotted time has passed. Students should not be allowed to leave before a quarter of the allotted time has passed. Students should bring as little as possible to the examination room. Any bags, books, notes, should be placed underneath the chair. Food and drink (including coffee) are not permitted in the exam room except for clear bottles of water.

##### **Exam Conduct**

Students should bring their own pens, pencils, approved calculators, and other materials needed for the examination. All exams should be written legibly in black or blue ink. Pencil may only be used for diagrams, graphs, etc. Exam answers written in pencil are not acceptable. Entry/leaving an exam should be done as quietly as possible.

##### **Mobile Phones and Electronic Devices**

Mobile phones and electronic devices must be switched off – not on “silent” – in clear view and placed underneath the chair. If students use or attempt to use their phone / electronic device during the exam it will be regarded as a disciplinary offence. Students will be held responsible if their mobile phone /

electronic device rings / vibrates during the exam. Any student caught using Bluetooth or any electronic device in the exam will be asked to leave immediately and will face disciplinary action.

### **Student Answers/Examination Paper**

All answers must be legibly written on exam paper provided by the exam proctor. Students are not permitted to write answers on the question paper. Students must clearly cross out any (rough) work that is not to be graded. If extra exam paper is needed, it will be provided by the exam proctor. The only paper that can be used is the paper provided by the College and should all be returned to the proctor at the end of the exam.

### **Return of Exam Papers**

Students must put the exam question paper and all answer papers together and submit both to the exam proctor. Failing to do so will result in failure in the exam.

### **Assessment Schedule**

Please note the exam/assessment periods in the academic calendar and make sure that you are available during that period.

### **Examination Schedule**

The examination schedule is published on *myACG*. Please keep checking for updates.

### **Coursework**

Where a module is wholly or partly assessed by coursework, the submission date and method of submission will be clearly stated on the Course Information Packet circulated to students by the instructor on the first day of classes and posted on the course Blackboard container.

When you submit an assignment, it is important that you ensure the following information is on the assignment front sheet:

- ✓ Your name
- ✓ Year and semester
- ✓ Name of the instructor for whom the assignment has been done
- ✓ Name of the module for which the assignment has been done

Your responsibilities:

- ✓ Keep a record of your work
- ✓ Keep copies of all assignments
- ✓ Ensure your work is handed in within the deadlines

Each piece of assessed work will receive a mark and feedback. The method and form of feedback for each module will depend on the assessment method.

### **3.2 Giving your Feedback about this Programme**

We are keen to work with you to enhance your programme. Opportunities for you to feedback to us formally include student participation in the Programme Committee, the Academic Society, Student Course Evaluation, Senior Exit Surveys, meetings with the Dean, meetings with the VPAA, and other student surveys. Informal feedback is also welcome at any time either via your instructor or your department chair.

#### **School of Liberal Arts and Sciences Programme Committee**

The School of Liberal Arts and Sciences Programme Committee is responsible for the routine monitoring of programmes, including the consideration of student feedback, performance data and external examiners' reports. Proposals approved by the Committee are forwarded to the DERE Curriculum Committee and Academic Council. The Programme Committee is chaired by the Academic Dean of the School. Committee membership includes all Department Chairs and Programme Coordinators, as well as the president of each student academic society. This ensures that the student community has a voice in decisions about curriculum, teaching and learning, and the development of the School of Liberal Arts and Sciences.

#### **Departmental Academic Society**

The Psychology Department has a student society, with the express purpose of helping Psychology majors pursue their educational, intellectual and career interest. Psychology Society organizes field trips, on-campus lectures, and informational meetings about the programme. All Psychology majors automatically become members of the Psychology Society and are urged to actively participate in the Society's activities. The faculty advisor to the Society provides guidance and supervises the organization of student elections to the society's governing board according to the society's constitution. The board of students implements all planned activities. The societies also maintain a Blackboard site for all students majoring in the programme where academic information can be posted.

#### **Student Course Evaluation**

Student evaluations of courses and instructors are administered by the Office of the Registrar at the end of each academic term. The online course evaluation system is easy, convenient, secure, anonymous, and confidential. The course evaluation system is administered by the Registrar's Office. Information about the course evaluation system is available through the college website or by emailing [registrar@acg.edu](mailto:registrar@acg.edu).

#### **Senior Exit Survey**

Student feedback comprises an integral part in the continuous development and success of School of Liberal Arts and Sciences programmes. In that spirit, we ask prospective graduates a Senior Exit Survey. The survey includes questions on student satisfaction with the education provided by the



Psychology Department and with their overall College experience at DERE. The aim is to identify areas of good practice as well as areas that need improvement. Based on the data collected through the Senior Exit Survey, a report is developed by an interdisciplinary School of Liberal Arts and Sciences faculty committee. All data collected in this survey are held anonymously and securely. Responses cannot be traced back and all results are presented in an aggregated form. When you reach the final semester of study, you receive the relevant link in your student email address.

### **3.3 What Happens with your Feedback about this Programme?**

Your feedback helps us to continually enhance this programme. You can find out what actions have been taken in response to your feedback through your academic society, student government, department chair or instructor. Updates on action taken are also provided through blackboard and *myACG*. Student feedback is used in a variety of ways, including:

- Improvement of methods of Teaching and Learning
- Module Leader Reports
- Annual Performance Evaluation of academic staff

### **3.4 Getting Feedback on your Assessed Work**

The College has committed to a two-week turnaround for feedback. Each module handbook will provide you with specific guidelines on the turnaround for feedback.

### **3.5 How do I Get my Results?**

Results from module assessments and decisions on progression to the next level or awards (if you are in the final level) are available from *myACG*. Results normally appear within ten working days after the end of the examination period. Marks on individual assessments are not finalized until the Board of Examiners' meeting (the meeting where your end of year outcome will be decided). If you are unsure about when you might receive your results or have queries relating to your results, you may contact your module instructor via email.

### **3.6 Issues with Assessment**

If you are experiencing problems which are adversely affecting your ability to study (called 'mitigating circumstances'), then you can apply providing some form of evidence of your circumstances to verify your request.

Examples of acceptable extenuating circumstances include:

- Bereavement

- Illness
- Hospitalization
- Transport cancellation, where this may be evidenced
- Court attendance
- Serious family illness where the impact on the students' ability to undertake assessment may be demonstrated
- Accident

The following are not acceptable extenuating circumstances:

- Holidays
- Weddings
- Family celebrations
- Printing problems
- Computer failure, corrupt USB sticks
- Financial problems
- Work related problems
- Accommodation issues
- Misreading assessment arrangements

### **Late Submission**

You must submit work by the deadlines set in the course outline. A 10% reduction for each working day of late submission will be implemented if (a) the earned grade is above 40 and (b) the work is submitted within 6 working days of the deadline. You will fail the assessment if work is submitted late by 7 or more working days after the deadline.

### **Resits**

In the case of an initial failure of one or more assessments in a course, you have the right to be reassessed in (i.e., resit) the element that you have failed. This reassessment will normally be scheduled prior to the commencement of the following semester. Only one resit per each assessment element is allowed in each module. The maximum grade you can obtain for the reassessed component of the course is a pass (Grade C – 40%). If you fail the resit, you will not receive the credit for that course.

### **Academic Appeals**

Students registered in a validated program, may appeal against a decision of the Board of Examiners. Students' rights of appeal are limited to two grounds:

- either that the candidate's performance in an assessment was adversely affected by illness or factors which s/he was unable, or for valid reasons unwilling, to divulge before the Board of Examiners reached its decision

- or that there has been a material administrative error, an assessment was not conducted in accordance with the current regulations for the program or special arrangements formally agreed, or that some other material irregularity relevant to the assessment has occurred.

Disagreement with the academic judgment of a Board of Examiners in assessing the merits of an individual element of assessment does not constitute grounds for an academic appeal. Responsibility for the submission of documentary evidence in support of the appeal rests with the student.

Appeals must be submitted in writing to the Registrar no later than 14 days following the publication of Examination Board results. All appeals must be submitted in writing to the Registrar by the end of the second week of the following session/semester.

On receipt of the appeal, the Registrar informs the department chair/area coordinator and Academic Council (through the Chief Academic Officer) and submits to them all relevant evidence and correspondence.

The Academic Dean will undertake an initial assessment of the validity of the appeal and advise the student accordingly. In the light of this advice, the student should decide whether s/he wishes to proceed with the appeal. Alternatively, the student may decide to withdraw his or her appeal and/or lodge a complaint in accordance with the College's complaints procedure. The subcommittee of the Academic Council will hear the appeal. The appellant may be called to appear before the subcommittee. The subcommittee may also require the Chair of the Board of Examiners to appear separately before it. The appellant and the Chair of the Board will not be present when the subcommittee considers the evidence and formulates its decision. The subcommittee must inform the student and the Board of Examiners of its decision within seven days of the hearing. The student has the right to subsequently appeal to the President in writing against the decision of the subcommittee. If the appellant wishes to contest the President's decision s/he has the right to lodge an appeal with the Open University. The student will obtain contact details for the President and the Open University at the Student Success Center.

The Registrar's Office will keep records of outcomes for all appeals cases. The Academic Council will receive annual summary reports regarding all appeals received by the College.

### **Cheating, Plagiarism and other forms of Unfair Practice**

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating, impersonation, supplying false documentation, use of inadmissible material and disruptive behavior in class

or during examinations. Responsibility for reviewing breaches of academic integrity is held by the Committee on Standing and Conduct.

### **3.7 Academic Misconduct and Penalties**

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the Committee on Standing and Conduct. If a member of the Committee originates the charge, then that member will be recused from the decision-making process, and any other process related to the case, other than those related to the role of complainant/witness. On receipt of the allegation of a breach of academic integrity, the Chair must inform the Chair of the Board of Examiners that is responsible for the assessment. The Board should then suspend its decisions on the candidate's grade(s) until the facts have been established (see [Student Resources](#) - Regulatory Framework).

Once the Committee on Standing and Conduct has considered the allegation and reached a conclusion on whether an offence has occurred, it should issue a report with a recommendation regarding the outcome for the student to the Chair of the relevant Board of Examiners. If it has been established that an offence has occurred, the Board will judge the significance of the misdemeanor and exercise its discretion as appropriate to the case. If it is established that a student has attempted to gain an unfair advantage, the examiners shall be given the authority to rule that the student has failed part or all of the assessments, and the authority to determine whether or not the student should be permitted to be reassessed.

Independently of the assessment decisions made by the Board of Examiners on offences pertaining to validated courses/programs, the Committee on Standing and Conduct is empowered to consider a wider range of sanctions that might be applied when a student is found guilty of a breach of academic integrity.

The following list of sanctions is indicative and can be imposed by majority vote of the Committee:

**Admonishment Letter (or Letter of Warning):** The student is advised in writing that her/his behavior violates rules of academic integrity and that a recurrence will lead to more serious sanctions. The Committee will deliberate on whether the letter should or should not appear in the student's file permanently or for a lesser period of time.

**First Offence File:** The student's name and a description of the offense is filed in a shared electronic folder, accessible by the Chief Academic Officer, the academic Deans, the Dean of Students and department chairs. Second offences automatically result in a hearing.

**Disciplinary Probation:** The student is advised in writing that his/her behavior violates rules on academic integrity and is given a probationary period (to be decided upon by the Committee) to show by good behavior that a more stringent penalty should not be imposed. During the period of the probation, the student is required to terminate association with all extra-curricular activities and resign from any student office.

**Suspension:** The student's relationship with the College will be discontinued until the end of the semester or term. The student will forfeit any fees involved with the College.

**Dismissal:** The student's relationship with the College will be terminated indefinitely. The right to apply for readmission shall be denied.

Before announcing judgment/sanctions, the Chair of the Committee on Standing and Conduct consults with the Chair of the Academic Council, who has the right to recommend other sanctions. If the Chair of the Academic Council is in agreement with the Committee's recommendations, the Chair of the Committee will inform the student and the plaintiff (in writing and within three days of the hearing) of the final judgment and the actions to be taken. If the Chair of the Academic Council proposes other or additional sanctions, the chair of the Committee must communicate these recommendations to the Committee within three days and re-deliberate. Majority vote once again determines final sanctions. Communications procedures as outlined above apply. A final written report to the Academic Council on a case-by-case basis, is prepared within 14 days, and includes the complaint, the Committee's judgment and sanctions.

Within three *working* days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of the Committee. The appeal is addressed first to the Committee on Standing and Conduct. If the Committee does not deem any change to the decision is warranted subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final. The student may appeal against the decision of the Board of Examiners in accordance with the regulations for academic appeals (Section 9, Appendix D – Regulatory Framework).

### **3.8 Complaints Procedure**

Complaints are specific concerns about the provision of a course / module or a program of study or related academic or non-academic service. When appropriate, a complaint is first resolved through informal discussion with the party / office directly involved. If not resolved at that level, a formal complaint is submitted by the student to the Registrar's Office within 14 days from the day the outcome of this discussion is made known to the student. Upon receipt

of the complaint, the Registrar forwards the complaint with all relevant documentation to a panel consisting of the Chief Academic Officer, the Academic Deans and the Dean of Students.

Depending on the nature of the complaint, the academic Dean or Dean of Students will undertake an initial assessment of the validity of the complaint and advise the student accordingly. In the light of this advice, the student should decide whether s/he wishes to proceed with the complaint.

In the event that the student decides to proceed with the complaint, a subcommittee of the Academic Council will be convened no later than three weeks after receiving the student's decision. The membership of the subcommittee shall not include any member of faculty or the administration who has been involved in the complaint or who is a member of the relevant Board of Examiners.

The subcommittee of the Academic Council will hear the complaint. The appellant may be called to appear before the subcommittee. The subcommittee may also require the relevant member of faculty and/or Administration to appear separately before it. The appellant and any member of staff against whom the complaint has been made will not be present when the subcommittee considers the evidence and formulates its decision. The subcommittee must inform the student and the Chair of the Board of Examiners (if the complaint concerns a validated course/program) of its decision within seven days of the hearing. The student has the right to subsequently appeal to the President against the decision of subcommittee. If the appellant wishes to contest the President's decision s/he has the right to lodge a complaint with the Open University. The student will obtain contact details for the President and the Open University at the Student Success Center.

The Registrar's Office will keep records of outcomes for all complaints cases. The Academic Council will receive annual summary reports regarding all complaints received by the College.

## **4. Where to Get Help**

### **4.1 Downloading College Forms**

All standard student forms are available online on [www.acg.edu](http://www.acg.edu) as well as on *myACG* → *Student Resources* → *Forms*

### **4.2 Academic Advising**

The Academic Advising Office aids students in choosing and completing their academic programs. The advising staff provides academic advice and information to undergraduate students, advising all first-year students, some

second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their major they participate in an advising program that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters.

International students have an additional non-academic international student advisor who assists them in their efforts to adjust to the new culture and supports them in obtaining any student visas and residence permits required by Greek law.

#### **4.3 Student Academic Support Services**

The Student Academic Support Services (SASS) is open daily and offers academic assistance to all DERE-ACG students through individual learning facilitation sessions and/or workshops. SASS learning facilitators are peers who assist students in improving and strengthening academic study skills.

#### **4.4 The ACG Counseling Center**

The Counseling Center of The American College of Greece offers a broad range of psychological services available to currently enrolled DERE students. Our services are designed to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transitions of university life as well as help faculty and staff function more effectively in their work with students.

##### **Description of Services**

The services rendered include assessment of various psychological and interpersonal difficulties and interventions in order to help students deal with those difficulties. Services are provided by graduate psychology students in practicum, under the supervision of clinical psychology faculty.

Problems/Difficulties typically presented by students include, but are not limited to, the following:

- Emotional problems such as depression, anxiety and intense fears
- Social problems, such as difficulties with peer interactions, aggression and social withdrawal
- Problems within the family of students, such as lack of effective communication
- Psychophysiological problems, such as migraines, headaches or psychosomatic symptoms
- Educational problems, such as learning difficulties
- Self-control problems such as eating disorders and smoking.

**Location:** The Counseling Center is located at the ground floor (level 0) of the Communication Building. You can visit us during the operation hours, or call us at 210 600 9800, ext. 1080, 1081 and request for an appointment. You can also contact us via e-mail, at [counseling@acg.edu](mailto:counseling@acg.edu)

Operating hours Monday-Friday: 10.00-17.00

Director of the Counseling Center: Nikos Takis, Ph.D. Clinical Psychologist  
Individual and Group Psychotherapist

#### **4.5 Office of Student Affairs**

The Office of Student Affairs is dedicated to promoting student development and continually improving the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values, such as presentations, lectures, excursions, debates, theatrical plays, blood drives, happenings and events. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. All the student groups have an advisor, or coach, who is knowledgeable in the subject area, monitors their activity, attends their general assemblies and supports the group during the year.

#### **4.6 Student Success Centre**

The Student Success Centre supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Student Success Centre aims to create the optimum conditions so that students can follow the path to academic success. Students may visit the Student Success Centre to pay a bill, request a certificate, obtain a form, arrange to bring a visitor on campus, obtain their transcript, see an academic advisor, ask about OU validation, change a course, and obtain or replace their student ID. The SSC web page has been set up to reflect the one-stop concept of the Centre and includes information from different departments. It may be accessed from the "Quick Links" on the ACG homepage ([www.acg.edu](http://www.acg.edu)) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information.

#### **4.7 Disability Status and Provisions**

Students are responsible for alerting the Educational Psychologist to a known or suspected disability and/or learning difference, and for providing relevant documentary evidence if available. The Educational Psychologist suggests actions to be taken to accommodate such cases, having ensured that there has



been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee on Disability and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with disabilities and learning differences may be eligible for special accommodations, such as extra time for examination completion, and receive support and educational counseling from the Educational Psychologist on campus.

#### **4.8 Career Services**

The Office of Career Services offers centralized, comprehensive and coordinated career development, through appointments, sessions and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. In the past three years the Office has expanded the quality of the services offered by acquiring a Career Services Manager tool, Goinglobal, as well as the handling of the international internship positions and the work study positions, transforming it thus into a hub for career-related issues. The Office moved dynamically to the era of social media utilizing Facebook and LinkedIn. The variety of programs and services offered to students and alumni include: counselling sessions about career advising and graduate studies advising; an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major; Goinglobal, a tool offering job openings abroad; skills workshops about job search and job interview techniques; Career networking events; JobBank offering part-time and full-time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship program.

#### **4.9 Study Abroad**

The Study Abroad Programme not only brings US and international students to Athens, it also sends DERE students to several partner universities in the US and other countries. The International Internship and Study Abroad Program combines and provides a first-of-its-kind career and academic program in Greece and is open to all undergraduate students. Students have the opportunity to intern with a leading multinational company abroad and follow this up with a semester of study with an international partner university. The College is proud to be partnering with a select number of institutions that span the globe such as Northern Arizona University, Mercy College, Texas A&M, Kingsville, University of Utah, the American University in Cairo, and Richmond – The American International University in London, to name a few.

## **5. What to do if you.....**

### **5.1 .....are absent for more than one day**

You must notify your instructor(s) if you are absent for more than one day. If you are going to apply for Mitigating Circumstances, you will need to provide written evidence of the reason for your absence (see section 3.6).

### **5.2 .....are ill**

If you are absent through illness on the day of an examination or assignment deadline and you intend to apply for mitigation, you must also provide us with details and any available evidence as soon as possible. Contact the Student Success Centre to get a copy of the appropriate Mitigating Circumstances form.

### **5.3 .....have a comment, compliment or complaint**

We are committed to providing a quality, student-centered experience for all our students. We welcome comments and compliments from students, and find them valuable for on-going improvements. Comments and compliments about your course can be raised with your instructor(s) and/or Department Chair. If you have a specific complaint about an act or omission of the College, you may be able to make a formal complaint in writing under the Complaints Procedure (see section 3.8).

### **5.4 .....are considering withdrawing from the course**

You must consult with your advisor if you wish to defer your studies, withdraw from a course, or to transfer registration from one course or award (major) to another. Applications for deferral, withdrawal or transfer should then be lodged with the Registrar's Office. Applications are subsequently considered by the Committee of Academic Standards and Policies (CASP). CASP decisions are governed by the following regulations:

- Students are permitted to change a course within the first two days of teaching.
- Beyond this period, students may withdraw from a course within the first two weeks of teaching whilst retaining the right to re-enroll in the said course in the future.
- Changes after this deadline will only be considered in exceptional circumstances. Students shall not be permitted to withdraw and then subsequently re-enroll in a course after the submission or completion of the first summative assessment.

### **5.5 ....need a reference letter**

If you need a reference letter from one or more of your instructors, fill in the Reference Request Form from *myACG* (→ *Student Resources* → *Forms*), stating the reason why you need the reference, as well as the number of hard and/or electronic copies requested.

## **5.6.....an issue arises between a student and a professor**

- First and most importantly talk to the professor. Make an appointment during office hours and have a serious talk. Listen to what the professor has to say from her/his perspective and try to work out a resolution. Most problems between students and professors can be worked out at this level.
- In case you feel the conflict cannot be worked out or is too serious to bring directly to the professor, make an appointment and talk with the department Chair.

## **6. Other Relevant Policies**

### **6.1 Attendance Policy**

All students are required to attend 80% of instructional class time. Some modules, especially those with Laboratory component may impose a stricter attendance requirement. Specific policies are included in the relevant course outlined and are provided in the first day of classes.

The number of permitted student absences in courses are three (3) in classes that meet once a week or during accelerated terms; six (6) for Tuesday-Thursday/Monday-Wednesday classes; and nine (9) for Monday-Wednesday-Friday classes. Academic Departments may decide on a stricter policy. Students who exceed the allowed number of absences receive an F in the course. Students are not allowed to resit assessments in courses where they have exceeded the allowed number of absences. Cases of mitigating/extenuating circumstances for excessive absences will be considered by CASP only if the student presents official and original documentation regarding admission to a hospital, or evidence of a very serious family emergency or other serious matter.

### **6.2 Student Punctuality Policy**

It is the responsibility of students to be in class on time, and the responsibility of instructors to begin their class on time and end it on time. Students are considered absent and will be recorded as such, if they arrive to class 10 minutes (or more) later than the scheduled class starting time.

Individual instructors reserve the right to have a more stringent policy, provided that this policy is listed in the Course Information Packet.

### **6.3 Turnitin Policy and Student Guidelines**

The College is using Turnitin software to assist in the detection of plagiarism. If a case of cheating is proven, disciplinary procedures will be followed, as described in sections 3.6 and 3.7. More information about the College's Turnitin Policy can be found in [Student Resources](#).

Guidelines for Student Use of Turnitin:

- Students are only permitted to submit their own work and only for assignments created by DEREЕ faculty for DEREЕ courses.
- Students are not allowed to submit the work of others.
- Students are not allowed to have their own work submitted by others.
- Students are responsible for submitting assignments to Turnitin on time.
- Work submitted to Turnitin remains in a large database of papers against which future papers are scanned.

### **6.4 Transfer of credits**

Students who transfer must be in Good Academic Standing at their previous institution. Students who wish to transfer from US institutions must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.75 or above. Transfer students must contact the Academic Advising Office and the Validation Office after they are admitted to the College.

### **6.5 Evaluation of Transfer Credits**

The transfer credit process begins immediately after the student's first registration and only after the student has submitted both the official transcript(s) and the course syllabi or descriptions of substantial length from official publications of the institution. Course syllabi may be required for a better evaluation of the student's completed prior academic work. All submitted documents not in English or Greek must be accompanied by certified English or Greek translations and must be submitted to the Validation Office before the end of the student's first semester. The assessment process of the student's prior academic work will be completed no later than two months (excluding vacation period) after the student has submitted a complete folder of the required documents as stated above.

Students cannot be granted credit (or be exempted from) courses at Level 6 and/or for more than 4 courses (i.e., 12 US credits or 60 UK credits) at Level 5. All transfer credit requests are handled by the Validation Office.

## **6.6 Credit by Assessment for Professional Experience**

Credit by assessment may be earned for experiential learning (professional experience) by experienced professionals\* who wish to begin or complete their studies. Such credit may fulfill up to 36 US credits required for a degree.

No credit by assessment can be awarded for Level six (6) courses, except for validated internship courses.

No credit by assessment can be awarded for more than four (4) Level 5 courses.

The method of assessment, the number of credits to be earned as well as the course(s) for which experiential credit will be given will be decided by the relevant academic department(s) depending on the disciplines for which credit has been requested. The academic department of the student's declared major will report the results of the assessment to the relevant School Dean for approval. The Office of the Dean will send the final approved evaluation to the Registrar's Office.

\* Students must submit an application in order to take advantage of the Credit by Assessment program. The application includes an updated resume and a statement that describes knowledge and skills gained through experience-based learning and how they relate directly to course(s) for which credit requested. Students may also submit certificates of training, work samples, and other documents appropriate as evidence of equivalent to college learning.

Once the application is approved a fee of 90 Euros per credit hour to be assessed will be charged to the student.

## **6.7 Student matriculation**

For the US NEASC accredited degree students have the right to complete their studies in accordance with the educational programs and requirements in effect at the time they were first admitted to the College. The maximum period of matriculation for a US NEASC accredited degree is 10 years.

If the degree requirements should change during the student's period of studies at the College, the student may choose to complete those degree requirements in effect upon entry or any other set of requirements introduced subsequently and prior to graduation; all the specified requirements for the particular degree chosen must be met.

Students must observe all current prerequisites for courses. Students may stay informed about current prerequisites/co-requisites of courses by consulting annually the latest online College Catalog.

Re-admitted students are required to follow the program requirements in effect of their re-admission.

## **6.8 Safety, Health and Wellbeing**

The College committed to providing a vibrant and sustainable working environment that values wellbeing and diversity. This commitment exists alongside our wider legal and moral obligations to provide a safe and healthy working environment for our staff, students and members of the public who may be affected by our activities.

### **Disabled Students**

You are expected to declare any disability that would affect your safety in the event of a fire or earthquake, e.g., hearing impairment or the use of a wheelchair. Disabled students must declare their disability, to the College, for it to be taken into consideration.

### **Accident and Incident and Reporting**

All accidents and incidents and dangerous occurrences must be reported to, and recorded by College staff. In case of accident or medical emergency, you need to contact the College nurse. ACG First Aid Protocol and Medical Emergency Flow Charts are given in [Student Resources](#).

### **Smoking**

No smoking is permitted in any of ACG buildings; ACG is a smoke free campus.

## List of Appendices

**Appendix A:** Undergraduate Online Catalog (including Regulations for Validated Awards of the Open University) <http://www.acg.edu/academics>

**Appendix B:** Sample Student Timetable

## Appendix B: Sample Student Timetable

	FALL SEMESTER					SPRING SEMESTER				
YEAR	MODULE RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/OPTIONAL	RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/OPTIONAL
1	PS 1001	Psychology as a Social Science	15	4	compulsory	PS 2207	Infancy and Preschool Years	15	4	compulsory
	PS 1001	Psychology as a Natural Science	15	4	compulsory	PS 2236	Human Learning & Memory	15	4	compulsory
	PS 2010	History and Systems of Psychology	15	4	compulsory	PS 2257	Psychology of Diversity and Social Issues	15	4	compulsory
	PS 2260	Introduction to Statistical Thinking	10	4	compulsory	PS 2347	Analysis of Quantitative Data	20	4	compulsory
		TOTAL	55				TOTAL	65		
2	PS 3618	Nonexperimental Research in Psychology	20	5	compulsory	PS 3532	Testing & Assessment	20	5	compulsory
	PS 3526	Social Psychology: Theories and Applications	15	5	compulsory	PS 3512	Personality Psychology and Individual Differences	15	5	compulsory
	PS 3630	Biological Psychology	15	5	compulsory	PS 3734	Experimental Cognitive Psychology	20	5	compulsory
	*	Psychology Option	15	5	compulsory					
		TOTAL	65				TOTAL	55		
3	PS 4861	Final Year Project I	10	6	compulsory	PS 4935	Final year Project II	20	6	compulsory
	PS 4751	Adult Psychopathology	15	6	compulsory	PS 4839	Advanced Topics in Cognitive Psychology	15	6	compulsory
	**	Psychology Option	15	6	optional	**	Psychology Option	15	6	optional
	**	Psychology Option	15	6	optional	**	Psychology Option	15	6	optional
		TOTAL	55				TOTAL	65		

*	PSYCHOLOGY OPTIONS - LEVEL 5	FREQUENCY
PS 3508	Childhood and Adolescent Development	Fall/Spring/ Summer I
PS 3509	Adulthood and Aging	Fall/Spring

**	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 4719	Health and Lifelong Adaptation	Spring
PS 4621	Educational Psychology	Fall/Summer I
PS 4649	Forensic Psychology	Fall/Spring
PS 4924	Industrial/Organizational Psychology	Fall

**	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 4744	Addictive Behavior and Mental Health	Fall/Spring
PS 4652	Psychotherapy and Counselling	Fall/Spring
PS 4662	Trauma and Resilience	Fall/Spring



<b>PS 4643</b>	Child & Adolescent Psychopathology	Fall/Spring
<b>**</b>	<b>PSYCHOLOGY OPTIONS - LEVEL 6</b>	<b>FREQUENCY</b>
<b>PS 4623</b>	Stress and Wellbeing	Spring/Summer I
<b>PS 4763</b>	Social Cognition	Fall
<b>PS 4965</b>	Topics in Neuropsychology	Fall/Spring
<b>PS 4990</b>	Social Neuroscience	Summer I

<b>**</b>	<b>PSYCHOLOGY OPTIONS - LEVEL 6</b>	<b>FREQUENCY</b>
<b>PS 4080</b>	Internship in Psychology	Fall/Spring

### Projected Timetable for modules

<b>RUBRIC</b>	<b>MODULE TITLE</b>	<b>Frequency of offering the module in academic year</b>
PS 1000	Psychology as a Natural Science	Fall/Spring/Summer I/Summer II
PS 1001	Psychology as a Social Science	Fall/Spring/Summer I/Summer II
PS 2010	History and Systems of Psychology	Fall/Spring/Summer I
PS 2207	Infant and Preschool Years	Fall/Spring
PS 2236	Human Learning & Memory	Fall/Spring/Summer I
PS 2257	Psychology of Diversity & Social Issues	Fall/Spring/Summer I
PS 2260	Introduction to Statistical Thinking	Fall/Spring
PS 2347	Analysis of Quantitative Data	Fall/Spring
PS 3532	Testing & Assessment	Fall/Spring/Summer I
PS 3508	Childhood & Adolescent Development	Fall/Spring/Summer I
PS 3509	Adulthood & Aging	Fall/Spring
PS 3512	Personality Psychology and Individual differences	Fall/Spring/Summer Term
PS 3618	Non-experimental Research in Psychology	Fall/Spring
PS 3526	Social Psychology: Theories and Applications	Fall/Spring
PS 3630	Biological Psychology	Fall/Spring/Summer I
PS 3734	Experimental Cognitive Psychology	Fall/Spring
PS 4080	Internship in Psychology	Fall/Spring
PS 4662	Trauma and Resilience	Fall/Spring
PS 4719	Health and Lifelong Adaptation	Spring
PS 4621	Educational Psychology	Fall/Summer I
PS 4723	Stress and Wellbeing	Spring/Summer I
PS 4643	Child and Adolescent Psychopathology	Fall/Spring
PS 4744	Addictive Behavior and Mental Health	Fall/Spring
PS 4649	Forensic Psychology	Fall/Spring
PS 4751	Adult Psychopathology	Fall/Spring
PS 4652	Psychotherapy and Counselling	Fall/Spring
PS 4663	Social Cognition	Fall
PS 4839	Advanced Topics in Cognitive Psychology	Fall/Spring
PS 4861	Final Year Project I	Fall/Spring

PS 4924	Industrial/Organizational Psychology	Fall
PS 4935	Final Year Project II	Fall/Spring
PS 4965	Topics in Neuropsychology	Fall/Spring
PS 4990	Social Neuroscience	Summer I

### Useful Information & Links

- The American College of Greece // <http://www.acg.edu>
- BlackBoard // <https://blackboard.acg.edu/webapps/login/>
- MyACG // <http://www.campusweb.acg.edu/ICS/>
- Student Success Center // Email: [ssc@acg.edu](mailto:ssc@acg.edu)

### Required and Optional Modules Description

Please see the College's online

catalog: [http://www.acg.edu/sites/default/files/pdfs/DEREE\\_OU\\_ST\\_HBK\\_2012-13.pdf](http://www.acg.edu/sites/default/files/pdfs/DEREE_OU_ST_HBK_2012-13.pdf)

Student's guide to studying on a programme validated by the Open University

[http://www.acg.edu/sites/default/files/images/ouvs\\_student\\_guide\\_2012-ebook.pdf](http://www.acg.edu/sites/default/files/images/ouvs_student_guide_2012-ebook.pdf)

### Open University Links

The Open University – Open Learn <http://www.open.edu/openlearn/>

The Open University - Learning Space <http://openlearn.open.ac.uk/>

The Open University on iTunes <http://www.open.edu/itunes/>

Learn with the Open University <http://www.youtube.com/user/OUlearn>