

# Sofia Triliva

**Address:** University of Crete, Department of Psychology, University Campus at Gallos, Rethymno, 741 00, Crete, Greece

**E-mail :** triliva@uoc.gr

**Place of Birth:** Kastos, Lefkada, Greece

**Citizenship:** Greek and United States

**Languages:** English and Greek

## ***EDUCATION***

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**1984 – 1990**                      **Psy. D., Doctor of Psychology** | Rutgers University, Graduate School of Applied & Professional Psychology

New Brunswick, NJ, USA

**1982 – 1984**                      **M.A.** | Columbia University, Teachers College

NY, USA

*Counselling Psychology*

**1978 – 1982**                      **B.A.** | Rutgers University

NJ, USA

*Psychology and Education*

## ***LICENSURE***

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▪ **1995**    **Licensed Clinical Psychologist** | *Ministry of Health and Welfare, Greece*

▪ **1988**    **Licensed School Psychologist** | *New Jersey, USA*

Supervised practicum experience:

-Westfield Public Schools, New Jersey

-Bound Brook Schools, New Jersey

▪ **1982**    **Certified Teacher of the Handicapped** | *New Jersey, USA*

Teaching practicum experience:

-Saddlebrook, New Jersey

-New Brunswick, New Jersey

## ***HONORS AND AWARDS***

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▪ 1989–1990                      **Fulbright Fellow**, Dissertation Award | *FulbrightFoundation*

▪ 1982–present                      **Member, Phi Beta Kappa Honor Society**

## ***ACADEMIC APPOINTMENTS***

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Oct. 2017 – present	<b>Professor</b> of Clinical Psychology, <i>Department of Psychology, University of Crete</i>
June 2012 – 2017	<b>Associate Professor</b> of Clinical Psychology, <i>Department of Psychology, University of Crete</i>
Mar. 2002 – 2012	<b>Assistant Professor</b> of Clinical Psychology, <i>Department of Psychology, University of Crete</i>
Sept. 1994–Mar. 2002	<b>Lecturer</b> in Psychology, <i>Department of Psychology, University of Crete</i>
Sept. 1990 –Sept. 1993	<b>Adjunct Faculty</b> , <i>Department of Psychology, University of Crete</i>

## ***ADMINISTRATIVE APPOINTMENTS***

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Oct. 2022 –	<b>Director of MSc program: Clinical Interventions in Addictions</b>   <i>Department of Psychology, University of Crete</i>
Sept. 2022 –	<b>Vice Chair</b>   <i>Department of Psychology, University of Crete</i>
Sept. 2014 – Sept.2018	<b>Vice Chair</b>   <i>Department of Psychology, University of Crete</i>
1991 – present	<b>Member</b>   <i>Departmental Committees, Dept. of Psychology, University of Crete</i> - incl. Curriculum Development, Graduate Steering Committees, and Ethics Review Board for student projects
Sept. 2003 – 2004	<b>Director</b>   <i>Counseling Center</i> University of Crete
Sept. 2002 – Aug. 2004	<b>Member</b>   <i>Steering Committee for the Establishment of the Counseling Center</i> University of Crete
May 2000 – May 2002	<b>Member</b>   <i>National Committee on Psychotherapy Licensure</i> Greek Ministry of Health and Welfare

## ***HONORARY POSITIONS***

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- Feb. 2012–Jan. 2013**      **Visiting Scholar** | *New York University*  
New York City, NY, USA      Center for Health, Identity, Behavior and Prevention Studies (CHIBPS)
- Sept. 2004–June 2005**      **Visiting Scholar** | *University of British Columbia*  
Vancouver, BC, Canada      Centre for Research in Women’s Studies and Gender Relations

## ***CLINICAL TRAINING & EXPERIENCE***

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- 1995–2012**      **Family Primary Prevention Programming**, Rethymnon, Crete  
Community Outreach Coordinator (Pro Bono)  
*Providing preventive programming to the greater Rethymnon community*
- 2003–2004**      **Drug Prevention Programming**, Crete | National Drug Prevention Board: OKANA/KESAN (Pro Bono)  
Consultant  
*Developing and supervising drug primary prevention programming for the greater Rethymnon and Heraklion communities*
- 1988 – 1989**      **Child and Adolescent Psychiatric Unit** | Mount Sinai Hospital, Hartford CT, USA  
Clinical Intern:  
- *Individual, Group, and Family Therapy*  
- *Psychodiagnostic Evaluation*
- 1985 – 1989**      **Psychological Clinic** | Graduate School of Applied and Professional Psychology, Rutgers University, USA
- 1986 – 1988**      **Cook College Counseling Center, Rutgers College Counseling Center, and Bonnie Brae Educational Center**  
Clinical Practicum

## ***RELATED PROFESSIONAL EXPERIENCE***

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- Mar. 2010 –Feb. 2012**      **Adult Educator** | Greek Ministry of Education  
*Professional Development of Primary and Secondary School Teachers: Multicultural Education – Inclusion of Ethnic Minority Students in Greek Schools*
- Sept. 2009 –June 2010**      **Adult Educator** | School District of Crete  
*Professional Development of Primary and Secondary School Teachers: Application of Reflective Practice and Experiential Learning Techniques in the Classroom*

- 1995**                      **Adult Educator** | Teacher Education Center of Crete, Greek Ministry of Education  
*Professional Development of Secondary School Teachers: Adolescent Development*
- 1990 - 2012**                **Advisor-Consultant** | AGAPE (non-profit organization)  
*Training Program for People with Developmental Disabilities*
- Sept. 1991 – June 1992**   **Adjunct Faculty** | School of Nursing, Rethymnon, Crete, Greece  
*Introduction to Clinical Psychology*
- 1988 - 1989**                **Clinical Internship** | Mount Sinai Hospital, Connecticut, USA
- 1986 –1987**                **Counselor** | Rutgers University, New Jersey, USA  
*Graduate School of Applied and Professional Psychology  
Outreach Program for Parents*
- 1984 – 1987**                **Counselor** | Cook College Counseling Center, Rutgers College Counseling Center, USA
- Sept. 1982 –June1985**   **Special Education Teacher** | East Orange School District, USA

### **COMMUNITY OUTREACH & PRO BONO PROFESSIONAL EXPERIENCE**

- Sept.1991 – Nov. 2012**   **Consultant/Counselor** | *Lykeion ton Hellenidon (Lyceum for Greek Women), Rethymnon Branch, Crete*
- Building Bridges between the University and the Community***  
-Coordinated Programming for Parenting and Family Life  
-Developed and implemented year-long community-wide interventions
- Sept.1991 – today**        **Consultant** | *AGAPE Program for People with Multiple Disabilities*  
-Provided staff development and training, curriculum development, as well as clinical consultation with service users and their families
- 1996 - 2000**                **Consultant, CommunityOutreach** for children and families who come into contact with the criminal justice system | *Child Protection Agency, Prefecture of Rethymnon*  
-Appointed by the University of Crete  
-Advised staff, helped in decision-making

## **EDITORIAL WORK**

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- *Behavioral Medicine* (2013 – present: **Associate Editor**)
- *Annual Review of Critical Psychology* (2006 – present)
- *Outlines: Critical Social Studies* (Editorial Board)

## **REVIEWER FOR ACADEMIC JOURNALS**

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- *Have consistently reviewed manuscripts*

## **PUBLICATIONS**

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### **Books**

Along with esteemed colleagues, we have created, evaluated and published both the empirical validation as well as the intervention protocols of 7 handbooks of prevention and mental health promotion. They are applied widely in schools, prevention centers, and communities in Greece and in Cyprus.

1. **Triliva, S.**, Xarli, P., & Spinthaki, A. (2012). *Nurturing teachers' identities: From learning to teaching* [in Greek]. Thessaloniki: Epikentro.
2. **Triliva, S.** & Anagnostopoulou, T. (2008). *Experiential learning: A handbook for mental health professionals and educators applying mental health promotion programming* [in Greek]. Athens: Topos.
3. **Triliva, S.**, Anagnostopoulou, T., & Hatzinikalaou, S. (2008). *Neither better nor worse just different* [in Greek]. Athens: Gutenberg.
4. **Triliva, S.**, & Chimienti, G. (2002). *Self-discovery, awareness, composure, respect: Emotional and social competence* [in Greek]. Athens: Patakis. Available online at: <http://crete.academia.edu/SofiaTriliva/Books/60790801>
5. **Triliva, S.**, & Chimienti, G. (1998). *Conflict control: You and Me = We* [in Greek]. Available online at: <http://crete.academia.edu/SofiaTriliva/Books/1161815>
6. **Triliva, S.**, & Chimienti, G. (1998). *Conflict control: Experiential exercises* [in Greek]. Athens: Ellinika Grammata.
7. Chimienti, G., **Triliva, S.**, & Nasr, A. (1993). *Conflict control: A classroom program for reducing interpersonal conflict*. Lebanon: Institute for Women's Studies in the Arab World. (Limited circulation).

### **Peer-Reviewed Journal Articles**

1. Sools, A., de Groot, E., Coppers, J. & **Triliva, S.** (2022). Young people's situated capacity to imagine a desired post-pandemic future: A qualitative methodology for assessing Futures Consciousness, *Futures*, 144, 103045, <https://doi.org/10.1016/j.futures.2022.103045>.
2. Tsabanaki, A., Kokkinaki, T., **Triliva, S.** & Karademas, E. (2022). Intersubjectivity in interactions between breastfeeding infants and their mothers: A longitudinal observational study in the first year of life, *European Journal of Developmental Psychology*, <https://doi.org/10.1080/17405629.2022.2125953>
3. Nguyen Long, L. A., **Triliva, S.**, Davids, T., & Fragkiadaki, E. (2022). Emerging from the global syndemic crucible: Finding belonging in a post corona future. *Futures*, 143, 103034. <https://doi.org/10.1016/j.futures.2022.103034>
4. Meyer, C.Heinzl, L.Kampisiou, C., **Triliva, S.**, Knaevelsrud, C., & Stammel, N. (2022). Do Gender and Country of Residence Matter? A Mixed Methods Study on Lay Causal Beliefs about PTSD. *International Journal of Environmental Research and Public Health*, 19(18), 11594. <https://doi.org/10.3390/ijerph191811594>
5. Canessa, C., Vavvos, A., **Triliva, S.**, Kafkalas, I., Vrachioli, M., & Sauer, J. (2022). Implementing a combined Delphi and Focus Group Qualitative Methodology in Nexus Research Designs: the case of the WEFE Nexus in Apokoronas, Crete. *PLoS ONE*, 17(7), e0271443. <https://doi.org/10.1371/journal.pone.0271443>
6. Koutra, K., Paschalidou, A., Roumeliotaki, T. & **Triliva, S.** (2022). Main and interactive retrospective associations between parental rearing behavior and psychological adjustment in young adulthood. *Current Psychology*. <https://doi.org/10.1007/s12144-022-03011-3>
7. Meyer, C., Kampisiou, C., **Triliva, S.**, Knaevelsrud, C., & Stammel, N. (2022). Lay causal beliefs about PTSD and cultural correlates in five countries. *European journal of psychotraumatology*, 13(1), 2029333. <https://doi.org/10.1080/20008198.2022.2029333>
8. Vavvos, A., Tzanakis, M., & **Triliva, S.** (2022). "From the World of Falsehood to the World of Truth": Recovery and reflexivity in Clubs of Families with Alcohol-related Problems in Crete. *Journal of Community Psychology*, 1-17. <https://doi.org/10.1002/jcop.22796>
9. Zisopoulos, G., **Triliva, S.**, & Roussi, P. (2022). Processing Intensive Care Unit Treatment Experiences: A Thematic Analysis of a Diary Intervention. *Qualitative Health Research*, 32(2), 371-384. <https://doi.org/10.1177/10497323211055459>

10. Koutra, K., Mavroeides, G. & **Triliva, S.** (2022). Mental Health Professionals' Attitudes Towards People with Severe Mental Illness: Are they Related to Professional Quality of Life? *Community Mental Health Journal*, 58, 701-712. <https://doi.org/10.1007/s10597-021-00874-x>
11. Anestis, E. Eccles, F.R. J., Fletcher, I., **Triliva, S.**, & Simpson, J. (2021). Healthcare professionals' involvement in breaking bad news to newly diagnosed patients with motor neurodegenerative conditions: A qualitative study. *Disability and Rehabilitation*, DOI: 10.1080/09638288.2021.2002436
12. Fragkiadaki, E., **Triliva, S.**, & Anagnostopoulos, F. (2021). Application of Interpretative Phenomenological Analysis methodology in psychotherapy impact research: Experience of psychotherapy of a person with Multiple Sclerosis. *Qualitative Methods in Psychology Bulletin*, Spring 2021(31), 26 – 34.
13. Fragkiadaki, E., Anagnostopoulos F., **Triliva, S.**, Angnostopuli, M., & Theotoka, I. (2020). Patients with multiple sclerosis in psychotherapy: Processes of meaning making and self-transformation. *International Journal of Psychology and Psychoanalysis*, 6(1), <https://doi.org/10.23937/2572-4037.1510046>
14. **Triliva, S.**, Sools, A. M., & Philippas, T. (2020). Using narrative futuring as a means of facing liminal employment status and space. *Qualitative Psychology*. Advance online publication. <https://doi.org/10.1037/qup0000185>
15. Van Beveren, L., Rutten, K., Hensing, G., Spyridoula, N., Schønning, V., Axelsson, M., **Triliva, S.**...Vandamme, J. (2020). A Critical Perspective on Mental Health News in Six European Countries: How Are “Mental Health/Illness” and “Mental Health Literacy” Rhetorically Constructed? *Qualitative Health Research*. <https://doi.org/10.1177/1049732320912409>
16. Fragkiadaki, E., **Triliva, S.**, Natsopoulou, O., & Tzanakis, E. (2020). From social workers to socio-therapists: The transformative journey of substance abuse therapists. *Journal of Social Work Practice in the Addictions*, 20(2), 89-104. <https://doi.org/10.1080/1533256X.2020.1691408>
17. **Triliva, S.**, Ntani, S., Giovazolias, T. et al. (2020). Healthcare professionals' perspectives on mental health service provision: A pilot focus group study in six European countries. *International Journal of Mental Health Systems*, 14, 16. <https://doi.org/10.1186/s13033-020-00350-1>
18. Fragkiadaki, E., Ghafoori, B., **Triliva, S.**, & Safakianaki, R. (2020). A Pilot Study of a Trauma Training for Healthcare Workers Serving Refugees in Greece: Perceptions of Feasibility of Task-Shifting Trauma Informed Care, *Journal of Aggression, Maltreatment & Trauma*, 29:4, 442-460, <https://doi.org/10.1080/10926771.2019.1662866>
19. Marvakis, A., Batur, S., Kessi, S., Painter, D., Schraube, E., Strohm Bowler, E., & **Triliva, S.** (2019). Special Issue: Kritische Psychologie (Eds.). *Annual Review*

of *Critical Psychology*, 16, Discourse Unit. <https://discourseunit.com/annual-review/arcp-16-kritische-psychologie-2019>.

20. Batur, S., Kessi, S., Marvakis, A., Painter, D., Schraube, E., Strohm Bowler, E., & **Triliva, S.** (2019). Kritische Psychologie: Refining theory, methodology and empirical research. *Annual Review of Critical Psychology*, 16, 3-9. Discourse Unit. <https://discourseunit.com/annual-review/arcp-16-kritische-psychologie-2019>.
21. Vavvos, A., & **Triliva, S.** (2018). The neo-liberal myth of austerity: Debt and solidarity in the forefront of public space. *Journal of Social and Political Psychology*, 6(2), 315-330. <https://doi.org/10.5964/jspp.v6i2.740>
22. Sools, A., **Triliva, S.**, Fragkiadaki, E., Tzanakis, M., & Gkinopoulos, T. (2018). The Greek Referendum Vote of 2015 as a paradoxical communicative practice: A narrative future-making approach, *Political Psychology*, 39(5), 1141-1156. <https://doi.org/10.1111/pops.12474>
23. Kyriakidou, N., & **Triliva, S.** (2018). The constant “tug of war” in mental health care in Greece, *Mental Health Review Journal*, 23(3), 121-130. <https://doi.org/10.1108/MHRJ-11-2017-0050>
24. Dafermos, M., **Triliva, S.** & Varvantakis, C. (2017). Youth tubing the Greek crisis: A cultural-historical perspective. In: Michalis Kontopodis; Christos Varvantakis and Christoph Wulf, eds. *Global Youth in Digital Trajectories*. Abingdon, Oxford; New York, NY: Routledge, pp. 69-95. ISBN 978-1-138-23603-5
25. Sools, A., **Triliva, S.**, & Phillipas, T. (2017). The role of desired future selves in the creation of new experience: The case of Greek unemployed young adults. *Style*, 51(3), 318-336. 10.1353/sty.2017.0028
26. Sools, A. **Triliva, S.**, Fragkiadaki, E., & Tzanakis, M. (2017). De casus van het Griekse Referendum in 2015: Persoonlijke toekomstverbeelding als prospectief reflectie-instrument. *Tijdschrift positieve psychologie*, 2(10), 26-31.
27. Marvakis, A., **Triliva, S.**, & Tourtouras, C. (2017). Neoliberalismus (nichtnur) in Griechenland und seine Konsequenzen für die Psychologie: Neue Arbeitsregime, neue Psychologinnen. *Journal für Psychologie*, Jg. 24
28. Karakoula, P., & **Triliva, S.** (2016). Narcissistic Vulnerability and Addiction: Findings from a Study of People in Treatment. *Journal of Drug Issues*, 46(4), 396-410. <https://doi.org/10.1177/0022042616659761>
29. Koutra, K., Simos, P., **Triliva, S.**, Lionis, C., & Vgontzas, A. N. (2016). Linking family cohesion and flexibility with expressed emotion, family burden and psychological distress in caregivers of patients with psychosis: A path analytic model. *Psychiatry research*, 240, 66-75. <https://doi.org/10.1016/j.psychres.2016.04.017>



30. Koutra, K., **Triliva, S.**, Roumeliotaki, T., Basta, M., Lionis, C., & Vgontzas, A. N. (2016). Family Functioning in First-Episode and Chronic Psychosis: The Role of Patient's Symptom Severity and Psychosocial Functioning. *Community mental health journal*, 52(6), 710–723. <https://doi.org/10.1007/s10597-015-9916-y>
31. Koutra, K., **Triliva, S.**, Roumeliotaki, T., Basta, M., Simos, P., Lionis, C., & Vgontzas, A. N. (2015). Impaired family functioning in psychosis and its relevance to relapse: A two-year follow-up study. *Comprehensive psychiatry*, 62, 1–12. <https://doi.org/10.1016/j.comppsy.2015.06.006>
32. Koutra, K., **Triliva, S.**, Roumeliotaki, T., Lionis, C., & Vgontzas, A. N. (2015). Identifying the socio-demographic and clinical determinants of family functioning in Greek patients with psychosis. *The International journal of social psychiatry*, 61(3), 251–264. <https://doi.org/10.1177/0020764014540151>
33. Simpson, J., **Triliva, S.**, Thomas, C., Chatzidamianos, G., & Murray, C. (2015). Living with a long-term physical health condition: Psychological experiences of older lifestyle migrants. *The European Health Psychologist*, 17(2), 72-78.
34. **Triliva, S.**, Varvantakis, C., & Dafermos, M. (2015). YouTube, young people, and the socioeconomic crises in Greece. *Information, Communication and Society*, 18(4), 407-423. <https://doi.org/10.1080/1369118X.2014.953564>
35. Koutra, K., Economou, M., **Triliva, S.**, Roumeliotaki, T., Lionis, C. & Vgontzas, A. N. (2014). Cross-cultural adaptation and validation of the Greek version of the Family Questionnaire (FQ) for assessing expressed emotion. *Comprehensive Psychiatry*, 55, 1038-1049. <https://doi.org/10.1016/j.comppsy.2014.02.017>
36. Koutra, K., **Triliva, S.**, Roumeliotaki, T., Stefanakis, Z., Basta, M., Lionis, C., & Vgontzas, A. N. (2014). Family functioning in families of first-episode psychosis patients as compared to chronic mentally ill patients and healthy controls. *Psychiatry research*, 219(3), 486–496. <https://doi.org/10.1016/j.psychres.2014.06.045>
37. Koutra, K., Vgontzas, A. N., Lionis, C., & **Triliva, S.** (2014). Family functioning in first-episode psychosis: A systematic review of the literature. *Social psychiatry and psychiatric epidemiology*, 49(7), 1023–1036. <https://doi.org/10.1007/s00127-013-0816-6>
38. **Triliva, S.**, Anagnostopoulou, T., & Vleioras, G. (2014). Sensitizing children to the social and emotional mechanisms involved in racism: A program evaluation. *International Journal of Emotional Education*, 6(2), 3-20.
39. **Triliva, S.** & Georga, A. (2014). Austerity and precarity: The social milieu creeps into the psychotherapeutic context. *Rivista di Psicologia Clinica*, 1, 140-153.
40. Dafermos, M., Marvakis, A., Mentinis, M., Painter, D., & **Triliva, S.** (2013). This world is not enough: The dialectics of critical psychology. *Annual Review of Critical Psychology*, 10, 1-3.

41. Fragkiadaki, E., **Triliva, S.**, Balamoutsou, S., & Prokopiou, A. (2013). The path towards a professional identity: An IPA study of Greek family therapy trainees. *Counseling and Psychotherapy Research*, 13(4), 290-299. <https://doi.org/10.1080/14733145.2013.768287>
42. Karakoula, P., **Triliva, S.**, & Tsaousis, I. (2013). Description of the basic psychometric characteristics and the factor structure of the Greek version of the Pathological Narcissism Inventory. *Hellenic Journal of Psychology*, 20(2), 160-175.
43. Koutra, K., Basta, M., Roumeliotaki, Z., Stefanakis, Z., **Triliva, S.**, Lionis, C., & Vgontzas, A. N. (2013). Family functioning, expressed emotion and family burden in relatives of first-episode and chronic patients with schizophrenia and bipolar disorder: Preliminary findings. *European Psychiatry*, 28(Suppl. 1), 1. doi:10.1016/S0924-9338(13)76410-1
44. Papadopoulou, D., & **Triliva, S.** (2013). Personal and familial impingements in the decision-making processes of undergraduate psychology students: A qualitative study [in Greek]. *Review of Counselling and Guidance*, 101, 224-237.
45. **Triliva, S.** (2013). The business of change in systemic psychotherapy: Can change agents encompass the crisis-ridden wider social systems in their praxis? *Annual Review of Critical Psychology*, 10, 13-18.
46. **Triliva, S.**, Fragkiadaki, E. & Balamoutsou, S. (2013). Forging partnerships for mental health: The case of a prefecture in crisis ravaged Greece. *European Journal of Psychotherapy, Counselling and Health*, 15(4), 375-390. doi:10.1080/13642537.2013.849275.
47. Koutra, K., **Triliva, S.**, Roumeliotaki, T., Lionis, C., & Vgontzas, A. N. (2013). Cross-Cultural Adaptation and Validation of the Greek Version of the Family Adaptability and Cohesion Evaluation Scales IV Package (FACES IV Package). *Journal of Family Issues*, 34(12), 1647-1672. <https://doi.org/10.1177/0192513X12462818>
48. Leontopoulou, S., & **Triliva, S.** (2012). Explorations of subjective wellbeing and character strengths among a Greek university student sample. *International Journal of Wellbeing*, 2(3), 251-270. doi:10.5502/ijw.v2.i3.6
49. **Triliva, S.**, & Brusten, K. (2011). From icon to person: Findings from a qualitative study of motherhood in Crete. *Europe's Journal of Psychology*, 7(4), 640-663.
50. Giovazolias, T., Leontopoulou, S., & **Triliva, S.** (2010). Assessment of Greek university students' counselling needs and attitudes: An exploratory study. *International Journal for the Advancement of Counselling*, 32(2), 101-116. <https://doi.org/10.1007/s10447-010-9092-2>
51. **Triliva, S.** (2010). Women's subjective experiences of food and eating on the island of the "Mediterranean diet". *Europe's Journal of Psychology*, 6(4), 170-191.

52. **Triliva, S.**, Anagnostopoulou, T., Hatzinikolaou, S., Chimienti, G., & Mastorakou, A. (2009). The development and evaluation of a program to sensitize Greek grammar school students to issues relating to disability. *European Journal of Counselling Psychology, 1*(1), 3-17.
53. Velikis, I., Anagnostopoulou, T., Mastorakou, A., **Triliva, S.**, & Gouva, M. (2009). The relationship between experiences of abuse and neglect in childhood, alexithymia and health problems in university students [in Greek]. *Hellenic Journal of Nursing, 48*(3), 325-331.
54. **Triliva, S.**, & Dafermos, M. (2008). Philosophical dialogues as paths to a more "positive psychology". *Journal of Community and Applied Social Psychology, 18*(1), 17-38. <https://doi.org/10.1002/casp.909>
55. Prokopiou, A., **Triliva, S.**, & Digridakis, M. (2007). Sustaining the dialogue by co-creating the sequence of meanings: A post-modern systemic approach developed within a Greek therapeutic context. *Journal of Family Psychotherapy, 18*(4), 61-79. [https://doi.org/10.1300/J085v18n04\\_05](https://doi.org/10.1300/J085v18n04_05)
56. Dafermos, M., Marvakis, S., & **Triliva, S.** (2006). (De)constructing psychology in Greece. *Annual Review of Critical Psychology, 5*, 180-191.
57. **Triliva, S.**, & Poulou, M. (2006). Greek Teachers' Understandings and Constructions of What Constitutes Social and Emotional Learning. *School Psychology International, 27*(3), 315-338. <https://doi.org/10.1177/0143034306067303>
58. Zira, M., & **Triliva, S.** (2005). Co-dependence: A controversial construct [in Greek]. *Child and Adolescent: Mental Health and Psychopathology, 7*(1), 45-65.
59. **Triliva, S.**, & Poulou, M. (2004). Emotional intelligence: Definitions, conceptual models and reflections [in Greek]. *Eleftherna, 1*, 275-295.
60. **Triliva, S.**, & Stalikas, A. (2004). The use of psychological tests and measurements by psychologists in the role of counsellor in Greece. *Counselling Psychology Review, 19*(4), 32-39.
61. Roussi, P., Avdi, E. & **Triliva, S.** (2003). Psychodynamic and cognitive-behavioral counseling with people experiencing health problems: Points of convergence and divergence [in Greek]. *Psychology, 10*, 378-398.
62. **Triliva, S.**, & Chimienti, G. (2000). Heterogeneity in behavior patterns in children belonging to groups with variant levels of peer acceptance [in Greek]. *Psychology, 7*(1), 134-149.
63. **Triliva, S.**, & Chimienti, G. (1996). The evaluation of a social and emotional learning curriculum in Greek primary schools [in Greek]. *Psychological Issues, 7*(1), 52-65.
64. Chimienti, G. & **Triliva, S.** (1995). Cognitive and behavioral changes following social skills training with Greek and Lebanese elementary school children.

65. **Triliva, S.** & Chimienti, G. (1993). The relationship between behavior and sociometric positioning in Greek 3rd and 4th graders [in Greek]. *Psychological Issues*, 6(1), 39-58.
66. **Triliva, S.** (1991). The use of genogram in family therapy [in Greek]. *Psychological Issues*, 4(4), 353-361.

### **Book Chapters**

1. Vavvos, A., & **Triliva, S.** (2022). Protesting against property foreclosures in a fragmented social-political sphere: An action-oriented model. In C. Walker, S. Zlotowitz, & A. Zoli (Eds.), *The Palgrave Handbook of Innovative Community and Clinical Psychologies* (pp. 79-99). London: Palgrave Macmillan.
2. Dafermos, M., **Triliva, S.**, & Varvantakis, C. (2017). Youth tubing about the Greek crisis: A cultural historical perspective. In M.Kontopodis, C. Varvantakis, & C. Wulf, (Eds.). *Global youth in digital trajectories* (pp. 69-96). London: Routledge.
3. **Triliva, S.**, & Marvakis, A. (2017). Neo-liberal psy-practices in Greece. In L. Huerta & J. M. F. Osorio (Eds.). *Las ciencias sociales: Al otro lado del discurso neoliberal*. Puebla, México: Benemérita Universidad Autónoma de Puebla.
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5. **Triliva, S.** & Stalikas, A. (2012). The use of psychological tests and assessment tools in Greece [in Greek]. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *Psychometric instruments in Greece* (pp. 99-115). Athens: Pedio.
6. **Triliva, S.** & Chatzinikolaou, S. (2011). Promoting emotional development and mental health [in Greek]. In A. Matsopoulos (Ed.), *From risk to resilience: interventions for schools and families* (pp. 172-258). Athens: Papazisi.
7. **Triliva, S.** & Dafermos, M. (2008). The role of ethical sensitivity and standards of conduct in professional practice [in Greek]. In T. Anagnostopoulou (Ed.), *Ethical issues in psychology* (pp. 51-90). Thessaloniki: Institute of Psychology and Health.
8. **Triliva, S.**, & Marvakis, A. (2007). Community psychology initiatives in Greece. In S. Reich, M. Riemer, I. Priletensky, & M. Montero (Eds.), *International community psychology: History and theories* (pp. 365-377). New York: Springer.

9. **Triliva, S.** & Chimienti, G. (2004). Complementing traditional modes of education: Volunteerism and service learning in the community [in Greek]. In S. Kalantzi-Azizi and M. Zafeiropoulou (Eds.), *Adjustment in school: preventing and intervening when difficulties arise* (pp. 439-479). Athens: Ellinika Grammata.
10. Mamalakis, G. & **Triliva, S.** (2002). Life Orientation Test-LOT (Greek version) [in Greek]. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *Psychometric tools in Greece* (pp. 334-335). Athens: Ellinika Grammata.
11. Mamalakis, G. & **Triliva, S.** (2002). Life Orientation Test-Revised-LOT-Revised (Greek Version) [in Greek]. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *Psychometric tools in Greece* (pp. 336-337). Athens: Ellinika Grammata.
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13. Roussi, P., **Triliva, S.** & Kioseglou, G. (2002). Coping Orientation to Problems Experienced- COPE(Greek Version) [in Greek]. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *Psychometric tools in Greece* (pp. 289-290). Athens: Ellinika Grammata.
14. **Triliva, S.** (2002). Personal Authority in the Family System Questionnaire (Greek Version) [in Greek]. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *Psychometric tools in Greece* (pp. 376-377). Athens: Ellinika Grammata.
15. **Triliva, S.** (2002). Ego Identity Scale (Greek version) [in Greek]. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *Psychometric tools in Greece* (pp. 310-311). Athens: Ellinika Grammata.
16. **Triliva, S.** & Roussi, P. (2002). Ethical issues in psychological assessment [in Greek]. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *Psychometric tools in Greece* (pp. 45-70). Athens: Ellinika Grammata.
17. **Triliva, S.** & Karampetsou, A. (2001). The implementation of a program aiming to enhance the social-emotional skills of young people with intellectual disabilities [in Greek]. In A. V. Riga (Ed.), *Practicum experiences of psychology undergraduates: Organizing, implementing, and creating future prospects* (pp. 89-95). Athens: Ellinika Grammata.
18. **Triliva, S.**, Vasilaki, E., & Chimienti, G. (2001). Anxiety, depression and coping strategies in Greek lyceum students [in Greek]. In E. Vasilaki, S. Triliva, & E. Bezevegis (Eds.), *Stress, anxiety and coping* (pp. 127-143). Athens: Ellinika Grammata.
19. Tsagarakis, M., **Triliva, S.**, & Papadakis-Michaelidi, E. (2002). Experiences in Close Relationships (Greek version) [in Greek]. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *Psychometric tools in Greece* (pp. 355-356). Athens: Ellinika Grammata.

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21. **Triliva, S.** (2000). Introduction to the applications of “emotional intelligence”: Conflict control [in Greek]. In N. Petropoulos & A. Papastylianiou (Eds.), *Challenges within the school communities: Research and intervention* (pp. 373-389). Athens: Ministry of Education and Religion/Pedagogical Institute.
22. **Triliva, S.** & Roussi, P. (2000). Dimensions of emotional intelligence [in Greek]. In A. Kalantzi-Azizi, & E. Bezevegis (Eds.), *Issues in training and sensitizing mental health professionals who work with children and adolescents* (pp. 201-214). Athens: Ellinika Grammata.
23. **Triliva, S.** (1997). Developing skills for leading a better life [in Greek]. In M. Pourkos (Ed.), *Students’ individual differences and alternative psychoeducational approaches* (pp. 303-312). Athens: Gutenberg.
24. **Triliva, S.** (1992). Theme-centered group therapy for children with aggressive tendencies [in Greek]. In I. N. Nestoros (Ed.), *Aggression in the family, school and community* (pp. 353-362). Athens: Ellinika Grammata.

#### ***Article in Peer-Reviewed Conference Proceedings***

1. Matsopoulos, A., & **Triliva, S.** (2007). From risk to resilience: Programs for the enhancement of social-emotional skills for all children in schools. In M. Tzouriadou (Ed.), *Proceedings of the European Dimension of Special Education: Emergence of a different profile* (pp. 255-265). Thessaloniki: University Studio Press.

#### ***Other Published Work***

1. **Triliva, S.**, Kontopodis, M., Dafermakis, M., & Varvantakis, C. (Eds.) (2013). *Cross-cultural/trans-national field research ethics guide in the social sciences*. Athens, Greece: DIGIT-M-ED. (open-access, <http://digitmed.wordpress.com/>).
2. **Triliva, S.**, Anagnostopoulou, T., Marvakis, A., & Pavlou, M. (2012). *A plan for action in fighting racism, discrimination and violence in schools: Educators’ guide* [in Greek]. Athens: Ministry of Education, Lifelong Learning and Religion. (<http://www.ekt.gr/info-serv/diglib/>)
3. **Triliva, S.**, Anagnostopoulou, T., Mentinis, M., Mpouhoua, S., Pavlou, M. (2012). *A plan for action in fighting racism, discrimination and violence in schools: Recording and assessing educators’ needs* [in Greek]. Athens: Ministry of Education, Lifelong Learning and Religion.
4. **Triliva, S.**, Anagnostopoulou, T., Parsanoglou, D., Mentinis, M., Marvakis, A., Kalogeridou, O., & Pavlou, M. (2011). *A plan for action in fighting racism,*

*discrimination and violence in schools: Recording interventions in Greek schools*[in Greek]. Athens: Ministry of Education, Lifelong Learning and Religion.

5. **Triliva, S.**, Anagnostopoulou, T., & Pavlou, M. (2011). *A plan for action in fighting racism, discrimination and violence in schools: Recording effective interventions in countries around the world* [in Greek]. Athens: Ministry of Education, Lifelong Learning and Religion.
6. Anagnostopoulou, T., **Triliva, S.** & Hatzinikolaou, S. (2007). *Learning to co-exist: A mental health promotion program focusing on social skills* (DVD) [in Greek]. Thessaloniki: Ministry of Education, Lifelong Learning and Religion (Operational Programme for Education and Initial Vocational Training II) and National Institute of Youth.
7. Anagnostopoulou, T., **Triliva, S.**, Hatzinikolaou, S., & Chimienti, G. (2004). *Neither better nor worse, just different* [in Greek]. Athens: Ministry of Education, Lifelong Learning and Religion and National Institute of Youth, O.P. Education and Initial Vocational Training II (Supporting initiatives to promote health).
8. **Triliva, S.**, Vasilaki, E. & Chimienti, G. (1998). Stress, depression and coping in high school students studying for the Greek university entrance exams. In R. Schwarzer (Ed.), *Advances in health psychology research* [CD-ROM]. Berlin: Freie Universität Berlin, Institut für Arbeits-, Organisations- und Gesundheitspsychologie.
9. **Triliva, S.** (1993). Families and drug addiction [in Greek]. In E. Anifantaki & C. Lionis (Eds.), *Preventing drug use and abuse: The schools' and educators' roles* (pp. 36-39). Rethymnon: Drug Prevention Network of Rethymnon. Edited Published Work
10. Dafermos, M., Marvakis, A., Mentinis, M., Painter, D., & **Triliva, S.** (Eds.). (2013). Special Issue "Critical psychology in a changing world: Building bridges and expanding the dialogue". *Annual Review of Critical Psychology, 10*. (<http://www.discourseunit.com>). [Names in alphabetical order]
11. Marvakis, A., Motzkau, J., Painter, D., Ruto-Korir, R.C., Sullivan, G., **Triliva, S.**, & Weiser, M. (Eds.). (2013). *Doing psychology under new conditions*. Concord: Captus. [ISBN 978-1-55322-279-8. Names in alphabetical order]
12. Anagnostopoulou, T., & **Triliva, S.** (Eds.). (2012). *Nancy McWilliams, Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (Revised Edition) [Greek translation]. Thessaloniki: Institute of Psychology and Health. [ISBN 978-960-873-104-2]
13. Stalikas, A., **Triliva, S.**, & Roussi, P. (Eds.). (2012). *Psychometric instruments in Greece: A compilation and description of the questionnaires, tests, and assessment batteries used in Greece* [in Greek]. Athens: Pedio. [ISBN 978-960-546-081-5]

14. Dafermos, M., Marvakis, S., & **Triliva, S.** (Eds.). (2006). Special Issue "Critical psychology in a changing world: Contributions from different geo-political regions". *Annual Review of Critical Psychology*, 5.
15. Stalikas, A., **Triliva, S.**, & Roussi, P. (Eds.). (2002). *Psychometric instruments in Greece* [in Greek]. Athens: Ellinika Grammata.
16. Vasilaki, E., **Triliva, S.**, & Mpezebegis, E. (Eds.). (2001). *Stress, anxiety and coping* [in Greek]. Athens: Ellinika Grammata. [ISBN 978-960-393-905-4]
17. Anagnostopoulou, T., & **Triliva, S.** (Eds.). (2000). *Nancy McWilliams, Psychoanalytic diagnosis* [Greek translation]. Athens: Ellinika Grammata.

### ***COURSES TAUGHT & SUPERVISION OF STUDENTS***

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- **Graduate Courses** | Sept. 2004 - present
  - *Introduction to Counseling and Therapy Skills*
  - *Systems Theory as it is applied to psychotherapeutic interventions*
  - *Childhood Psychopathology*
  - *Psychotherapeutic Interventions in Childhood and Adolescence*
  - *Prevention and Mental Health Promotion I & II*
  - *Families and Addiction: Post-Modern*
  - *Post-Modern Family Therapy Interventions in Addictions*
  - *Laboratory: Interventions in Families Facing the Challenges of Addictions*
  - *Qualitative Methodologies in the Addiction Research*
  - Hybrid Course: *Family Therapy*, in collaboration with Dr. Bitaghafoori, California State University, Long Beach
  
- **Undergraduate Courses** | Sept. 1990 - present
  - *Interviewing Techniques in research and clinical work*
  - *Psychometrics*
  - *Psychoanalytic Theories of Personality Development*
  - *Psychopathology of Childhood and Adolescence*
  - *Systemic Epistemic Thought: Families and Family Psychotherapy*
  - *Ethics and Psychology*
  - *Psychoanalytic Theory and Character Pathology*
  - *Developmental Psychology: Childhood and Adolescence*
  - *Developmental Psychology: Life-Span Perspectives*
  - *Positive Psychology Seminar*
  - *Community Psychology Seminar: Theory, research and interventions*
  - *Laboratory in Community Psychology: Research and Practice (Service Learning)*



- *Mental Health and Community: Qualitative Research and Critical Perspectives*
- *Adult Psychopathology*
- *New Media in Clinical Psychology*

- **Supervision of Doctoral, Master's, and Undergraduate Theses**
- **Supervision of Practicums (graduate and undergraduate)**

#### ***MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS***

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- 1987- *American Psychological Association*
- 1995- *Hellenic Psychological Society*
- 2003- *International Family Therapy Association*
- 2004- *Community Psychology Network*
- 2005- *European Family Therapy Association*
- 2011- *Society for Psychotherapy Research*

#### ***RESEARCH INTERESTS***

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My research focuses on community practices found to enhance wellbeing through dialogue that challenges oppressive social, relational and cultural conditions, and which can lead to group solidarity and reciprocity. During the past 'crisis' years, my research has focused on how mental health services and professionals perform their work in contexts where socioeconomic upheaval prevails.

#### ***RESEARCH SUPPORT***

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##### ***1. MOVING- Mountain Valorization through Interconnectedness and Green Growth***

*Funding source:* Horizon 2020

*Role:* Research Partner within the University of Crete Team.

*Research focus:* Mountain communities, community of practice, sustainability, and value chains.

## **2. SIGMA-Nexus - Sustainable Innovation and Governance in the Mediterranean Area for the WEF Nexus**

*Funding source:* The PRIMA program and the European Commission

*Role:* Research Partner within University of Crete team.

*Research focus* Water-Energy-Food-Ecosystems Nexus understandings and sustainability in farming communities: qualitative methods in research designs

## **3. EMBRACE HE-Enabling Mental Health Benefits: resilience, achievement, competencies and engagement in improved higher education policy and practice for student wellbeing( 2019- 2022)**

*Funding source:* European Commission, ERASMUS+

*Role:* PI University of Crete team

## **4. Teaching, research and professionalization in the field of clinical psychological digital interventions (2020-2022)**

*Funding source:* Deutscher Akademischer Austauschdienst

*Collaboration:* Freie Universität Berlin, University of Crete, and Aristoteles University Thessaloniki

*Role:* PI

*Focus:* The aim of the German-Greek university partnership is the professionalization, further training and strengthening the international competitiveness of Greek graduate and undergraduate students. This is to be achieved through transnational cooperation in teaching and research within the framework of a teaching research project for development, evaluation and implementation of a transdiagnostic Internet-based intervention for adults confronting emotional challenges.

## **5. Post-Corona Futures Project(2020- present)**

University of Twente- Story Lab

This project groups three studies on the way we deal with the future in corona times.

Study 1: "Will the Future Never be the Same? Letters from a Post-Corona Future"

Study 2: How Future Perspectives Evolve During the COVID-19 Crisis: A Longitudinal Study

Study 3: Anticipatory Moral Imagination in Corona Times: A Study Based on Drawings

## **6. Mentally- Improving access to mental health care and mental health literacy**

*Funding source:* EU PP-2-2-2016

*Role:* Research partner within the University of Crete team

## **7. Digital Communication Media in Clinical Psychology |2016-2019**

*Funding source:* Deutscher Akademischer Austauschdienst - DAAD

*Role:* Program coordinator on behalf of the University of Crete

### **8. System for Monitoring the Labor Market and Identifying Skills Demand**

*Funding source:* EU Operation Program "Crete", 2014-2022

*Aim:* Develop strategies to aid unemployed youth to re-integrate into the job market in Crete, matching their needs for "reskilling" to the skills demand of the local economy.

In collaboration with Dr. V. Tzouvelekas (Department of Economics), Dr. N. Papadakis and Dr. K. Pigounakis (Department of Political Science), the Administrators of the Region of Crete, University of Crete's Public Opinion Research Unit, and local stakeholders.

### **9. Future Narratives during Difficult Times: A Qualitative Study of the Lives of Unemployed Young People in Greece**

*Funding source:* University of Crete Research Committee

Completed research: *Futuring and the Greek Referendum Vote of 2015*.

*Aim:* Implementing narrative futuring and examining its potential to enhance resilience and promote hope.

In collaboration with Dr. Anneke Sools (Twente University, the Netherlands), Dr. Eva Fragkiadaki, Dr. Manolis Tzanakis (Department of Sociology, University of Crete), and Dr. Miltiades Hadjiosif (University of West of England).

### **10. Global Perspectives on Learning and Development with Digital Video-Editing Media: A Qualitative Inquiry in Everyday Lives of Marginalized Young People**

June 2012 – June 2014

*Funding source:* FP7-PEOPLE-2012, Marie Curie Actions -IRSES - International Research Staff Exchange Scheme

*Aim:* An international research staff exchange that contributed to advancing the current understandings of the potential of multimedia and digital filming for teaching, learning, and youth empowerment – a topic with major implications for Europe and the whole world.

Partner Universities: University of Crete (Coordinators: Manolis Dafermakis, Sofia Triliva), Free University Berlin, Institute of Education/University of London, Moscow State University of Psychology and Education, Jawaharlal Nehru University, and Pontifícia Universidade Católica de São Paulo.

### **11. Preventing Prejudice, Discrimination, Racism, and Violence in Greek Public Schools: A Plan for Action | Oct. 2010 - Apr. 2012**

*Funding source:* Operational Programme "Education and Lifelong Learning"

*Aim:* Support planning and implementing a national strategy to eliminate educational inequalities and exclusion, as well as discrimination and racism.

In collaboration with i-RED: Institute for Rights Equality and Diversity.