

## PERSONAL INFORMATION

**Maria Karagianni**

 18 Venizelou, 54646 Thessaloniki (Greece)

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Sex Female | Date of birth 10 Jun 1985 | Nationality Greek

## EDUCATION AND TRAINING

15 Sep 2003–16 Jul 2008

**Psychologist**

Aristotel University of Thessaloniki, Thessaloniki (Greece)

- Experimental and Cognitive Psychology
- Developmental and Educational Psychology
- Social and Clinical Psychology

22 Oct 2010–15 Jun 2013

**Cognitive Psychology and Neuropsychology**

Aristotel University of Thessaloniki, Thessaloniki (Greece)

A. Have developed the competencies to exercise the profession of the Cognitive Experimental Psychologists or Neuropsychologist, by integrating science and practice. Specifically, they will have learned to apply scientific knowledge to the evaluation, conceptualization, and enhancement of human cognitive functions and to design and implement intervention and training programmes for cognitive impairments

B. Be able to generate new ideas, to develop and formulate scientific and research questions; to search, analyze and synthesize the extant research data; to do the latter via a scientific approach and new technologies

C. Be able to take a critical approach to their work and to be self-critical when that is necessary; be trained to work efficiently both when working as individuals, as well as when members of multidisciplinary teams; have learned how to adapt to new professional environments and how to engage in active decision-making

D. Becompetent in handling bibliographical and research data bases, software for statistical analyses, educational learning environments and in communicating in English, which is very important fortheir professional and personal development

E. Have learned

(i) to be sensitive to ethical issues, to adhere to the professional and research ethics code and more generally to develop professional, social and ethical responsibility,

(ii) to respect human diversity and multiculturalism and to offer high quality services to diverse groups of people, and

(iii) to comprehend and resolve educational and professional problems by bringing into focus underlying gender issues when relevant.

7 Sep 2015–13 Sep 2015

**Certificate of Training in TMS - EEG**

Aalto University, Helsinki (Finland)

3 Oct 2011–Present

**Certificate in Cognitive Behavioral Therapy (CBT)**

Greek Association for Cognitive and Behavioural Psychotherapies (GACBP), Thessaloniki (Greece)

## WORK EXPERIENCE

- 3 Oct 2006–28 Jun 2007 **Volunteere Psychologist**  
KEPEP Agios Dimitrios, Thessaloniki (Greece)  
Volunteere work with children in Rehabilitation centre for children (KEPEP) Agios Dimitrios
- 5 Apr 2010–29 Sep 2011 **Psychologist**  
Association of Alzheimer's Disease and Related Disorders, Thessaloniki (Greece)  
Volunteere work in Association of Alzheimer's Disease and Related Disorders in Thessaloniki.  
Working in several programmes with elderly people with demetia.
- 2 Dec 2010–30 Apr 2012 **Neuropsychologist**  
Medical Informatics Laboratory, Aristotel University of Thessaloniki, Thessaloniki (Greece)  
Neuropsychological Assessments in FP7 EU funded project Long Lasting Memories
- 29 Sep 2011–30 May 2012 **Neuropsychologist**  
C' Department of Neurology,G Papanikolaou University Hospital, Aristotel University of Thessaloniki, Thessaloniki (Greece)  
Practice Training for the postgraduate studies
- 15 Sep 2012–29 Jul 2013 **Assistant Researcher**  
C' Department of Neurology,G Papanikolaou University Hospital, Aristotel University of Thessaloniki, Thessaloniki (Greece)  
Assistant Researcher in TMS-EEG protocols in patients with epilepsy and M.S.
- 2 May 2014–30 Apr 2015 **Research Fellow**  
A Department of Neurology AHEPA University Hospital, Thessaloniki (Greece)
- 2 Apr 2014–Prese **Neuropsychologist**  
Medical Physics Laboratory, Medical Department, Aristotel University of Thessaloniki, Thessaloniki (Greece)  
Working on research projects involving the use of new technologies, depression, mild cognitive impairment, quitting smoking. These projects concern many different populations like patients with Parkinson , Down syndrome and elderly people. More particular tasks are cognitive assessment, quality of life , analysis of improved efficiency in health and care systems, strengthening Support of Patients with Alzheimer's disease and their caregivers, study and design of stakeholders network engagement, analysis of improved efficiency within the health and care systems and analysis of improved quality of life of involved users and carers.

#### Awards / Distinctions:

- Award as a member of a team for a paper in Epilepsy and theory of mind
  - Scholarship of 25.000\$ at Denison University

PERSONAL SKILLS

Mother tongue(s) Greek

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C2	C2	C2	C2
	Proficiency of Cambridge Proficiency of Michigan				
French	C1	C1	C1	C1	C1
	DELTA C1				
German	B1	B1	B1	B1	B1
	GOETHE-ZERTIFIKAT B1				

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user  
Common European Framework of Reference for Languages

Digital skills

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Independent user	Independent user	Basic user	Basic user	Independent user

Digital skills - Self-assessment grid

Driving licence B1, B, BE

Maria Karagianni

Mother tongue(s)






Greek

Other language(s)

English, French, German

### English

#### Self-assessment of language skills






UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
<b>C2</b> Proficient user	<b>C2</b> Proficient user	<b>C2</b> Proficient user	<b>C2</b> Proficient user	<b>C2</b> Proficient user

#### Certificates and diplomas






Title	Awarding body	Date	Level*
Proficiency of Cambridge	English Council	-	-
Proficiency of Michigan	-	-	-

### French






#### Self-assessment of language skills

UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
<b>C1</b> Proficient user	<b>C1</b> Proficient user	<b>C1</b> Proficient user	<b>C1</b> Proficient user	<b>C1</b> Proficient user

Certificates and diplomas			
Title	Awarding body	Date	Level*
DELFC1	–	–	–

German				
Self-assessment of language skills				
UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
<b>B1</b> Independent user	<b>B1</b> Independent user	<b>B1</b> Independent user	<b>B1</b> Independent user	<b>B1</b> Independent user
Certificates and diplomas				
Title	Awarding body	Date	Level*	
GOETHE-ZERTIFIKAT B1	–	–	–	

# Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic user	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction]	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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