InPACT

International Psychological Applications Conference and Trends

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BOOK OF ABSTRACTS

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BRIEF CONTENTS

FOREWORD

Dear Participants,

We are delighted to welcome you to the International Psychological Applications Conference and Trends (InPACT) 2019, held in Zagreb, Croatia, from 4 to 6 of May, 2019.

Modern psychology offers a large range of scientific fields where it can be applied. The goal of understanding individuals and groups (mental functions and behavioral standpoints), from this academic and practical scientific discipline, aims ultimately to benefit society.

This International Conference seeks to provide some answers and explore the several areas within the Psychology field, new developments in studies and proposals for future scientific projects. The goal is to offer a worldwide connection between psychologists, researchers and lecturers, from a wide range of academic fields, interested in exploring and giving their contribution in psychological issues.

The conference is a forum that connects and brings together academics, scholars, practitioners and others interested in a field that is fertile in new perspectives, ideas and knowledge. There is an extensive variety of contributors and presenters, which can supplement the view of the human essence and behavior, showing the impact of their different personal, academic and cultural experiences. This is, certainly, one of the reasons there are nationalities and cultures represented, inspiring multi-disciplinary collaborative links, fomenting intellectual encounter and development.

InPACT 2019 received 322 submissions, from more than 35 different countries from all over the world, reviewed by a double-blind process. Submissions were prepared to take form of Oral Presentations, Posters, Virtual Presentations and Workshops. 107 submissions (overall, 33% acceptance rate) were accepted for presentation in the conference.

The conference also includes:
- One keynote presentations by Prof. Dr. Glenys Parry (PhD, CPsychol, FBPsS, Emeritus Professor, School of Health & Related Research, University of Sheffield, United Kingdom).
- Two Special Talks, one by Prof. Dr. Michael Wang (Emeritus Professor of Clinical Psychology, University of Leicester, United Kingdom), and the other by Prof. Dr. Luís Delgado (Applied Psychology Research Center Capabilities and Inclusion (APPsyCI) – University Institute, Portugal).
We would like to express our gratitude to all our invitees.

This volume is composed by the abstracts of the International Psychological Applications Conference and Trends (InPACT 2019), organized by the World Institute for Advanced Research and Science (W.I.A.R.S.). The Conference addresses different categories inside Applied Psychology area and papers fit broadly into one of the named themes and sub-themes. The conference program includes six main broad-ranging categories that cover diversified interest areas:

- **CLINICAL PSYCHOLOGY**: Emotions and related psychological processes; Assessment; Psychotherapy and counseling; Addictive behaviors; Eating disorders; Personality disorders; Quality of life and mental health; Communication within relationships; Services of mental health; and Psychopathology.

- **EDUCATIONAL PSYCHOLOGY**: Language and cognitive processes; School environment and childhood disorders; Parenting and parenting related processes; Learning and technology; Psychology in schools; Intelligence and creativity; Motivation in classroom; Perspectives on teaching; Assessment and evaluation; and Individual differences in learning.

- **SOCIAL PSYCHOLOGY**: Cross-cultural dimensions of mental disorders; Employment issues and training; Organizational psychology; Psychology in politics and international issues; Social factors in adolescence and its development; Social anxiety and self-esteem; Immigration and social policy; Self-efficacy and identity development; Parenting and social support; Addiction and stigmatization; and Psychological and social impact of virtual networks.

- **LEGAL PSYCHOLOGY**: Violence and trauma; Mass-media and aggression; Intra-familial violence; Juvenile delinquency; Aggressive behavior in childhood; Internet offending; Working with crime perpetrators; Forensic psychology; Violent risk assessment; and Law enforcement and stress.

- **COGNITIVE AND EXPERIMENTAL PSYCHOLOGY**: Perception, memory and attention; Decision making and problem-solving; Concept formation, reasoning and judgment; Language processing; Learning skills and education; Cognitive Neuroscience; Computer analogies and information processing (Artificial Intelligence and computer simulations); Social and cultural factors in the cognitive approach; Experimental methods, research and statistics; and Biopsychology.

- **PSYCHOANALYSIS AND PSYCHOANALYTICAL PSYCHOTHERAPY**: Psychoanalysis and psychology; The unconscious; The Oedipus complex; Psychoanalysis of children; Pathological mourning; Addictive personalities; Borderline organizations; Narcissistic personalities; Anxiety and phobias; Psychosis; Neuropsychoanalysis.

This volume contains the abstracts and results of the different researches conducted by authors who focused on what they are passionate about: to study and develop research in areas related to Psychology and its applications. It includes an extensive variety of contributors and presenters that are hereby sharing with us their different personal, academic and cultural experiences.

We would like to thank all the authors and participants, the members of the academic scientific committee, and of course, to the organizing and administration team for making and putting this conference together.

Looking forward to continuing our collaboration in the future,

Prof. Clara Pracana
Full and Training Member of the Portuguese Association of Psychoanalysis and Psychoanalytic Psychotherapy, Portugal
Conference and Program Co-Chair

Prof. Michael Wang
Emeritus Professor of Clinical Psychology, University of Leicester, United Kingdom
Conference and Program Co-Chair

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KEYNOTE LECTURE

HOW DO PSYCHOLOGICAL THERAPIES CAUSE HARM – AND WHAT SHOULD WE DO ABOUT IT?

Prof. Dr. Glenys Parry

PhD, CPsychol, FBPsS

Emeritus Professor, School of Health & Related Research, University of Sheffield (United Kingdom)

Abstract

There is no doubt that psychological therapies are generally effective in helping people with a range of mental health difficulties find relief from distress and improve their quality of life. Both from practice-based evidence and well-controlled clinical trials, we see that those who engage in a bona fide therapy with a qualified practitioner are, on average, better off than those who do not. The effect sizes are, compared with many medical interventions, quite impressive.

Yet that phrase 'on average' hides a genuine problem; some people who undertake therapy have a bad experience, feel worse afterwards than when they started, and may experience lasting bad effects. Even a cursory internet search will reveal many blogs, websites, books and articles from people who say they have been harmed. Psychotherapy research has a history of neglecting the subject, but is now starting to take this problem seriously. Recent developments include psychometric measures of negative effects of treatment, qualitative and survey investigations and meta-analysis of negative outcomes. Understanding therapeutic harm is vital in taking steps to prevent it, and I shall give an overview of some key issues in appraising the evidence of whether therapy is harmful, what makes it harmful and what can be done to reduce the risk of harm.

We know a good deal about how successful therapy works, in terms of therapist competence, therapist characteristics, client characteristics, trajectories of change, therapeutic alliance rupture and repair, specific techniques and 'non-specific' factors. We know less about bad therapy or harmful therapy. For a start, these are not necessarily the same things. There is an important distinction between process and outcome; bad experience and poor outcome. Bad therapy, therapy which does not meet minimum standards of competent practice, is not necessarily harmful, and well-conducted therapy can have unwanted negative effects.

Unwanted negative effects are sometimes termed 'side' effects, although I reject this terminology and shall explain why. Much psychological research in therapy uses a medical framework, characterised by terms such as matching treatment to diagnosis, dose-response, side effects, and treatment compliance and so on. Whilst this metaphor has utility, to address the potential for harm, I advocate a dialogic understanding of the co-constructed therapeutic frame; two subjectivities meeting in the consulting room, each with their own histories and patterns of managing self in relation to others. I find a cognitive analytic approach the most useful in this regard.

Most therapists are neither excellent nor harmful, but have a mix of outcomes. Only a minority are psychotoxic, with fake qualifications, lack of training, narcissism, psychopathy, sexual abuse, financial abuse, emotional abuse, rigidity, lack of emotional intelligence or mentalisation capacity, and gross boundary violations.

However, I shall argue that the toxic few are not the main issue. I draw on evidence about clients' common experiences of harmful therapy, differences between therapists, therapist errors, inappropriate therapy choice, misdiagnosis, unresolved alliance ruptures, and what is known about the people most vulnerable to the risk of harm from therapy. From the therapist's perspective, I shall argue that there are clear limitations of therapist training and skill, and errors are inevitable. It is a natural defence to minimise and avoid discussion of our errors rather than accept them as a normal part of professional practice. A risk-averse, punitive system is not going to help, indeed it encourages defensive, secretive practice. Understanding the common causes of harm, creating a compassionate narrative and putting systems in place to mitigate risk is more useful. Therapy is undertaken within a systemic context – a private practice, a professional ethics framework, a public sector mental health service. These systems are powerful influences on the extent to which potentially harmful practice can be detected and prevented. I make five recommendations for safer practice at the individual, professional and organisational levels.

Biography

Glenys Parry is a clinical psychologist and Emeritus Professor at the University of Sheffield. She practises cognitive analytic therapy in a not-for-profit group practice in Sheffield.

She worked in the NHS from 1974 to 2011, where her roles included Consultant Psychologist and Psychotherapist, Director of Psychology Services, and Director of R&D. She has also been responsible for psychology and psychotherapy policy at the Department of Health (1992-1996) and has contributed to clinical guideline development at NICE. Professionally she is a Fellow of the British Psychological Society, MB Shapiro award holder, founder member of the Association for Cognitive Analytic Therapy and past Vice-President of the British Association for Counselling and Psychotherapy. As Professor of Psychological Therapies at the University of Sheffield (School of Health & Related Research 2002-2016), she conducted randomised trials, systematic reviews, qualitative research and service evaluations in a range of topics including the impact of life events and social support on depression, cognitive behaviour therapy for panic fear in asthma, health status of Gypsies and Travellers, therapist competence in cognitive analytic therapy, IAPT services, computerised CBT, care pathways in persistent depression and borderline personality disorder. Her project 'Understanding and Preventing Adverse Effects of Psychological Therapies' was funded by the UK NIHR Research for Patient Benefit programme.

SPECIAL TALKS

BION AND THE POPES OF HORROR

Prof. Dr. Luís Delgado

Applied Psychology Research Center Capabilities and Inclusion (APPsyCI) –
ISPA – University Institute (Portugal)

Abstract

In this communication of psychoanalysis (extra-therapeutic) applied to artistic productions the author focuses on the (in)ability to think of horror through two of the, roughly, forty interpretations made by the painter Francis Bacon – The Screaming Pope (1953) and Figure with Meat (1954) – of the portrait of Pope Innocent X (1650) by Diego Velázquez, which can be understood in the light of Wilfred Bion`s Theory of Transformations (1965), in which each interpretation/transformation leads the painter to the intensification of an unnamed terror, viscerally felt, without any capacity for mentalization, for naming, for a dream and the diffusion of the feeling of identity. For this, he created a technique capable of reproducing the deep psychic reality instead of the appearance of people. His aim was not to paint the horror that gave rise to "scream", but to paint the very "scream" of terror, so as to make the inaudible audible.

Keywords: Velázquez, Bacon, Bion, Horror, Transformations theory.

Biography

Luís Delgado studied clinical psychology at the Institute Henry Piéron – Université René Descartes, Paris V and is a professor at Instituto Superior de Psicologia Aplicada – University Institute – Lisboa, where he teaches methodology and projective techniques in clinical and teaches master and doctoral seminars. His greatest interest lies in the study of the psychodynamics of creativity and in psychoanalysis applied to artistic and literary objects. He has published two books on this subject and several articles in national and international journals. Luís Delgado is psychoanalyst and psychotherapist and, in addition to clinical practice, gives training to the students of his association of psychoanalysis – Associação Portuguesa de Psicanálise e Psicoterapia Psicanalítica – and promotes clinical cases supervision groups in a dynamic perspective. He is full member of Applied Psychology Research Center Capabilities & Inclusion – ISPA – University Institute, which provides investigation of psychological and social problems.

WHAT IS A CLINICAL PSYCHOLOGIST?
INTERNATIONAL PERSPECTIVES

Prof. Dr. Michael Wang

Emeritus Professor of Clinical Psychology, University of Leicester (United Kingdom)

Abstract

There are significant variations in the characteristics, role, function, activity and training of the clinical psychologist across the globe. This talk will review these in the context of international cultural and historical factors. Professional clinical psychology in China, Russia, Australia, the UK and the USA will be described and discussed within the context of national healthcare systems, culture and politics. What should be our frame of reference and criteria when comparing these professional profiles? An attempt will be made to summarise commonalities in roles and definitions across nations and cultures and to evaluate whether certain characteristics are more helpful than others.

Keywords: *Clinical psychology, international, profession, healthcare.*

Biography

Michael Wang is Emeritus Professor of Clinical Psychology and former DClinPsy Course Director at the University of Leicester. Although he takes a broad bio psychosocial approach to clinical problems, he has particular training and expertise in cognitive behavioural therapy and is a recognised consultant clinical neuropsychologist. He is a former Chair of the Division of Clinical Psychology of the British Psychological Society and has broad knowledge and experience of the profession and of training at national level. He is Chair of the Association of Clinical Psychologists UK.

He holds Visiting Professorships at the Universities of Madras (India), Anamalai (India), Xi'an (China), Ryazan (Russia) and is a Fellow of Madras Medical College.

He has a research interest in psychological aspects of anaesthesia and surgery and in 2015 was awarded the Humphry Davy Medal by the Royal College of Anaesthetists in recognition of this work.

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CLINICAL PSYCHOLOGY

QUALITY OF LIFE IN PATIENTS WITH SPINE TUMORS

Olga Y. Shchelkova[1], Aslan K. Valiev[2], Ekaterina B. Usmanova[3], & Evgeny A. Sushentsov[2]
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[2]*N.N. Blokhin Russian Cancer Research Center, Moscow (Russia)*
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Abstract
Introduction: Quality of life (QoL) in chronic somatic diseases is seen as integral characteristic of physical, psychological, emotional and social functioning of patient. QoL in oncological patients is studied intensively. Patients with spine tumors previously had poor prognosis. Modern surgical treatment in patients with spine tumors allows to increase survival rate. Consequently the issue of QoL in patients with spine tumors becomes especially actual.
The aim of the study was to reveal basic parameters of QoL in patients with spine tumors before and after surgical treatment.
Results: Study participants were 25 patients with spine tumors. The diagnosis was spine metastases from different primary sources. The methods were: VAS and Watkins scales, «SF- 36 Health Status Survey», Quality of Life Questionnaire-Core 30 of European Organization for Research and Treatment Cancer, Spine Oncology Study Group Outcomes Questionnaire. All patients had pain syndrome before treatment. Pain assessment using VAS and Watkins scales before and after treatment revealed pain reduction as a result of surgery. Patients with spine tumors assess their QoL in general after surgery significantly higher than before treatment. As well patients report increasing QoL after surgery on the parameters of neurological status and pain intensity which corresponds to VAS and Watkins scales assessment. Besides the results revealed improving of QoL in patients with spine tumors after treatment on the parameter of emotional functioning. The diagnosis of patients with spine metastases refers to last stages of the disease. So treatment in these patients in most cases initially aimed at palliative care helps not only reduce pain intensity but also increase their QoL and in this way allow patients have emotionally rich life.
Conclusion: Nowadays patients with spine tumors undergo effective surgical treatment which increases their survival rate and significantly improve their QoL.
The further research is needed to study psychological factors of QoL in patients with spine tumors in order to make relevant programs of functional, social and psychological rehabilitation for these patients.

Keywords: Quality of life, spine metastases, pain syndrome.

DOES LONELINESS HAVE NATIONALITY? CULTURAL AND INDIVIDUAL DIFFERENCES IN LONELINESS AMONG AMERICAN AND POLISH YOUNG ADULTS

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Radosław Trepanowski[2], & Agata Celejewska[2]
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Abstract
The current study was intended to determine the possible differences in social and emotional (i.e., family and romantic) loneliness a function of nationality and relationship status. Although the social construction of romantic relationships in Poland and the US has changed over recent years, the Polish culture with its stronger traditionalist value system may still place a higher premium on having a romantic or marital partner compared to the US. The family unit is also a more central and core element of one's social

network in Poland compared to the US. Associations between loneliness and romantic partner status were tested in 431 US and 395 Polish participants (mean age = 22.92) who completed the Social and Emotional Loneliness Scale for Adults - Short Form (SELSA-S; DiTommaso, Brannen, & Best, 2004). The analyses demonstrated that Polish respondents reported higher loneliness than US respondents, Wilks' $\lambda = 0.89$, $F(3,769) = 30.78$, $p < .001$ and single individuals reported higher loneliness than partnered individuals, Wilks' $\lambda = 0.60$, $F(3,769) = 169.26$, $p < .001$. There were also significant nationality and relationship status interactions in the domain of family loneliness, $F(1,771) = 6.47$, $p < .01$, and in the domain of romantic loneliness, $F(1,771) = 71.82$, $p < .001$. More specifically, single Polish participants reported higher family loneliness than Polish partnered participants. American participants reported the exact same level of family loneliness, regardless of their relationship status. In turn, the lack of a romantic partner was more strongly associated with increased romantic loneliness for Polish than for American participants. Although all participants reported increased loneliness when they were without a partner, this effect was particularly exaggerated among Polish participants. At the same time, Polish participants seem to benefit more (in terms of decreased romantic loneliness) than Americans do as a function of having a romantic partner.

Keywords: Loneliness, relationship status, young adults, Poland, USA.

POTENTIALS OF PSYCHOLOGICAL PREDICTION OF PATIENTS' THERAPEUTIC BEHAVIOR AFTER MYOCARDIAL REVASCULARIZATION

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Abstract
Introduction. The prognostication of high-tech heart surgery outcomes is a relevant aspect in medicine. However, in this field a prognosis of psychological nature is also in evidence, such as predicting the patients' return to work after myocardial revascularization when there are no medical contraindications for it, as well as predicting patients' adherence to supportive treatment after revascularization.
Aim: to evaluate the predictive potentials of the patients' psychological characteristics in terms of their returning to work and adherence to treatment after bypass grafting.
Methods. An interview for patients performed at different stages of treatment, which included questions on patient's labor activities and their adherence to treatment; psychometric techniques, the Big Five Questionnaire, the SF-36 Questionnaire, the Integrative Anxiety Test (IAT), the Lazarus and Folkman Ways of Coping Questionnaire (WCQ), the Technique for Diagnosing the Types of Attitude toward the Disease ("TOBOL") among them. 159 patients were studied in 2 stages: 1) 63 employable patients were examined regarding their return to labor activity after surgery; 2) 96 patients – regarding their adherence to medical recommendations after surgery.
Results. The discriminant analysis allowed to obtain the following data. The higher the scores on the "Extroversion" scale (BIG V), on the "Social Activity" scale (SF-36) and on the "Social Protection" scale (IAT), the higher the probability of the patient returning to work (Lambda = 0.76, $\chi^2 = 16.67$; $p < 0.001$). The lower the value on the "anosognosic type" ("TOBOL") and the higher the value on the "sensitive type" ("TOBOL") in combination with high values of the "search for social support" scale (WCQ), the higher the likelihood of the patient being adherent to treatment (Lambda = 0.62, $\chi^2 = 10.85$; $p < 0.01$).
Conclusion. The findings show a high significance of psychological characteristics for predicting the behavior of patients after myocardial revascularization. Further detailed study of these correlations is required, as well as consideration of implementing in the psychological support of patients at the cardiac surgery departments the results obtained.
Acknowledgement. This research was supported by the Russian Foundation for Basic Research (RFBR) (Grant No 18-013-00689 A).

Keywords: Cardiology, health outcomes, prognosis, psychological characteristics.

THE ROLE OF COGNITIVE FUNCTIONING IN THE SUCCESS OF SOCIAL REHABILITATION OF CARDIAC PATIENTS

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Abstract
The paper presents the results of an investigation of clinical characteristics and indicators of cognitive functioning (indicators of active attention and mental capacity, memory, verbal-logical and spatial thinking, as well as neuropsychological indicators of visual recognition of fragmented images), which are potentially significant for the resumption of work in the late postoperative period of patients with coronary heart disease (CHD), undergoing coronary artery bypass grafting (CABG). An attempt has been made to extract from the whole mass of the data obtained the most prognostically significant, which will allow to differentiate patients at the stage of preparation for CABG to those who will be able to continue working after the operation, and those who are more likely not able to return to work.
The present study enrolled 118 patients (of average age 59.71 ± 7.32 years) who underwent coronary artery bypass grafting with standard cardiopulmonary bypass technique. The examination using a neuropsychological test battery (including WAIS, TMT-test, Stroop test, TAS, Benton test, etc.) was performed in three stages: two days before CABG, 12-14 days and three months after the surgery.
Patients with CHD experience significant postoperative cognitive decline mostly in verbal memory and attention, while positive dynamics was observed in the visual and logical memory, as well as in spatial and verbal-logical thinking. Using factor analysis we identified 4 factors of cognitive functioning, which were called verbal memory, thinking, cognitive control and visual recognition. As a result of the study of indicators of cognitive functioning, which are potentially significant for the resumption of work in the late postoperative period, we constructed a model, according to which the accuracy of prediction of belonging to the "working" group and to the group of "nonworkers" in the remote postoperative period is 83.9% (the significance of the canonical function obtained is $p = 0.000066$). It was shown that the return to work in the long-term postoperative period is more typical for younger people who have lower indicators of the factors "Verbal memory" and "Thinking" before the operation and higher indicators of the factors "Verbal memory" and "Cognitive control" in the second and third stages of the study.

Keywords: Cognitive functioning, coronary artery bypass grafting, coronary heart disease, rehabilitation, labor forecast.

FEATURES OF THE PEOPLE REHABILITATION POTENTIAL WITH DIFFERENT CHARACTERISTICS OF LEARNED HELPLESSNESS AND HUMAN LIFE-WORLD STABILITY

Olga Petriaeva[1,2], Irina Loginova[1], & Olesya Volkova[1]
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[2]*Chair of Nervous Diseases with a course of Medical Rehabilitation, Krasnoyarsk State Medical University (Russia)*

Abstract
Rehabilitation potential is considered as the ability of a person to activate his biological and socio-psychological mechanisms for restoring destroyed health, employability, personal status and estate. It can be realized under the certain conditions and the consolidated assistance of rehabilitation services and society. The efforts of specialists (ergotherapists, social workers, clinical psychologists) and the closest social environment can be effective in specific conditions. The major participant of the rehabilitation activity is initially the person who needs rehabilitation. It is suggested that the problem of rehabilitation potential correlates with problem of learned helplessness of the person and problem of human life-world stability (constructive, unconstructive, stagnant). These two phenomena are similar in their definition and revealing the level of responsibility of the person for his life (Deci & Ryan, 2000). The learned helplessness as form of human life organization is the catalyst of psychological instability and somatic illness, it determines decrease in resilience of personality to harmful influences of the external environment, contributes to the development and exacerbation of psychological damages and

somatic diseases of various etiologies. The helplessness is formed and "taught" gradually, under the influence of a factor of social response to failures in life events or features of somatic health rather than level of stress factor or disease nature and their objective influence on personality (Volkova, 2016). It is very important for a person to have successful experience in overcoming difficulties. Then rehabilitation activities can rely on this positive experience and provide more confident progress of a person towards the restoration of lost functions. The human life-world stability is considered in psychology as an essential indicator of the success of the life self-fulfillment and transference of abilities inherent in him (human) into reality (Loginova, 2012). The important indicator of rehabilitation success is patients' ability to use the newly obtained functions in everyday life.

Keywords: Rehabilitation potential, learned helplessness, human life-world stability.

THE EFFECTS OF CIVIC PARTICIPATION ON JAPANESE OLDER ADULTS

Keiko Katagiri
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Abstract
The growing elderly population in Japan has invited many social problems, one such problem being a shortage of productive population members to support the large elderly dependent population. Another is the seniors themselves; normative roles for seniors after retirement do not exist. In 2013, the Japanese government amended the Elderly Persons Employment Stabilization Law, which requires companies to provide jobs to employees until the age of 65. However, most Japanese companies have a mandatory retirement age of 60, and once senior workers reach this age, the companies prepare new labour contracts under which they work at lower rates and no designation. Following this amendment, an increased number of workers in their 60s have joined the workforce. Work is one means for seniors to engage in society; however, it cannot be a source of self-esteem, as this changes after the age of 60, when retirement become mandatory. Katagiri proposed a model of civic participation for seniors; this model delineates three options: social participation, productive activity, and civic engagement. The purpose of this study was to explore the effect of working condition and social participation on health. We used data from a nationally representative sample of the 2012 Japanese General Social Survey. The responses of participants aged 60 to 74 years were analysed. Of these, 18.1% of respondents were full-time workers and 17.5% were part-time workers, while 66.4% did not work. We found that 32.5% people did not participate in any activities. About half the full-time and part-time workers did not engage in any non-work-related activities. We conducted an ANCOVA to compare mental health among individuals working under different conditions and engaging in non-work-related activities, controlling for subjective health and education. The results showed a main effect of participation in non-work-related activities for the male respondents. The male respondents engaging in social or civic activities showed better mental health than those not engaging in any activities, regardless of work status. For the female respondents, in addition to the same positive effect of participation, the respondents working part-time showed better mental health than those working full-time or not working. The effect of participation was similar to that seen in the male respondents. These results suggest that the meaning of work may differ for older workers. Work cannot be a source of self-esteem, and workers need meaningful activities to find meaning in life.

Keywords: Older workers, social participation, work life balance, civic engagement, meaning in life.

THE EFFECT OF LOCUS OF CONTROL IN RESPONSIBILITY AMONG PARTICIPANTS WITH TRAUMATIC EVENT HISTORY

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Abstract
Individuals' causal attributions between their behavior and a reward determine their future behaviors (LoC). When individual perceive limited control over an action, then the behavior appraised as a result of luck, and fate, as under the control of powerful others, or as unpredictable. It is called external LoC. When the event is perceived as contingent upon his/her behavior, it is internal LoC. Traumatic events are defined as disruptive to the daily routine, develop suddenly and unexpectedly, create horror, anxiety and panic, and disturb the process of making sense of the world. However, after traumatic event exposure it is possible to show psychological improvement, which is entitled as posttraumatic growth. Positive correlation between posttraumatic growth and responsibility has been found in the literature. Responsibility defined as individual's fulfilment of antecedents and consequences of their emotions, cognitions, and behaviors. It was thought that understanding the responsibility could be essential on the way through posttraumatic growth. The role of LoC in responsibility among people with traumatic event history was examined. A cross-sectional paper-pencil format study conducted with 139 participants who reported at least one traumatic event exposure included in the analysis. Informed consent, socio-demographic form, the Positive (PA) and Negative Affect (NA) Scale, the LoC Scale, the Social Desirability Inventory, and the Responsibility Scale were given to the participants. Correlational analysis shows that responsibility was positively correlated with PA for last six months and social desirability. The responsibility was negatively correlated with NA for last six months and belief in an unjust world. 2-stepped hierarchical regression analysis run to examine the role of LoC in the prediction of responsibility. Social desirability, PA and NA were entered in the first step. Significantly correlated belief in an unjust world dimension of LoC with responsibility entered in the second step. Results demonstrated that belief in an unjust world significantly predicted responsibility when controlled for social desirability and PA and NA. That is, those who believe in that world is an unjust place may think, feel or act responsibly more. And also, thinking, feeling or acting responsibly may be appraised as protective against feelings of failure, guilt or shame, fear of punishment, uncertainty and being victim of an uncontrolled event. Eventually this protection may be rewarding. On the way through posttraumatic growth, belief in an unjust world and responsibility may be influential factors especially on therapeutic process with individuals with traumatic event history.

Keywords: Trauma, growth, locus of control, responsibility.

WHY ARE SOME PEOPLE OPTIMISTIC WHILE OTHERS ARE NOT?

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Abstract
The purpose of this study was to examine factors that predict optimism and pessimism. Optimism, or positive bias, is the belief that undesirable events are more likely to happen to other people, than to oneself. Pessimism, on the other hand, is the belief that negative life events are more likely to happen to oneself. Although pessimism and optimism are inversely related, they are not opposite ends of the same continuum and should be measured separately. In this study, both dispositional traits (personality) and situational influences (coping styles) were examined in relation to optimism and pessimism. The sample consisted of 178 individuals (M age = 23.00; SD = 6.27; range = 19-50 years; 79% women) who completed an online survey. Participants completed the BFI-2 to assess personality, the Ways of Coping Scale to determine coping styles, and the Future Events Scales to measure optimism and pessimism. The results found a moderate negative correlation between optimism and pessimism, suggesting that although these constructs are related, they are still distinct. A hierarchical multiple regression analysis was conducted using optimism as the criterion variable. The overall model was statistically significant and accounted for 42% of the variance in optimism scores. Significant predictors were lower scores on negative emotionality (neuroticism), and higher scores on extraversion, agreeableness and

conscientiousness. As well, problem-focused coping made a unique contribution. Thus, optimists are emotionally stable individuals who are outgoing and sociable, easy to get along with, and responsible. They also are more likely to cope with a stressor by dealing directly with it. A second hierarchical multiple regression analysis was conducted using pessimism as the criterion variable, and again, the overall model was statistically significant, with 36% of the variance accounted for. However, a different pattern emerged with respect to the predictors. In this case, pessimism was predicted by age (being older), gender (being female), and higher negative emotionality (neuroticism) scores. Also, higher scores on emotion-focused coping contributed to the model. Pessimists, therefore, tend to be older and have more life experiences under their belts. They also tend to be women who are more anxious and depressed, and tend to put off dealing with stressors, which may not diffuse the situation. Taken together, these results suggest that our perceptions – whether we have a positive or negative bias – are influenced by both dispositional factors (like personality) and situation influences (like coping).

Keywords: Personality, coping, optimism, pessimism, positive bias.

E-MAIL COUNSELING FOR THE ULTRA-ORTHODOX COMMUNITY

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Abstract
This study examines a unique project of its kind among the ultra-Orthodox community, in which ultra-Orthodox M.A. students consult via e-mail to members of the community. The procedure is anonymous: the client's personal email details are stored in the system, students are given the content of the request without the identifying information; and they write a reply, which is transmitted through the system to the client, within a week at the most. Counseling model includes one answer via e-mail, with no further interaction.
The advantages of using e-mail as a medium for counseling include: therapeutic aspects of writing, the ability to maintain anonymity on the part of the client, asynchronous that allows the consultant to plan, design, correct, re-examine and save the text, as well as the independence of time and place for consultation process.
Psychotherapy or mental health care in the ultra-Orthodox sector involves shame, reluctance and resistance. An ultra-Orthodox applying psychological help within this enclave community, risks a negative label, both regarding himself and his family. Thus, the anonymity that characterizes the online counseling may be a solution and may have an additional value as first-aid for those who avoid turning to face-to-face help.
The present study analyzed a total of 60 cases of e-consultation within this project. Five stages were identified in the process, as well as unique aspects of e-counseling in the ultra-Orthodox sector. These findings will be discussed in light of counseling literature and methods of discourse analysis.

Keywords: E-counseling, ultra-orthodox, credibility, faith.

"I THINK HAVING ASPERGER'S HELPED ME WITH MY TRANSGENDER IDENTITY": THE LIVED EXPERIENCES OF YOUTH WITH GENDER DIVERSE IDENTITIES AND AUTISM SPECTRUM DISORDERS

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Abstract
With a growing body of research suggesting the co-occurrence of autism spectrum disorders (ASD) and gender variance (GV), only a handful of published studies have investigated the perspectives and experiences of GV youth with ASD. Current clinical care guidelines for this population have generally been obtained through expert knowledge and fail to consider the contribution and perspectives of key stakeholders with an insider perspective such as youth and their caregivers. As such, a semi-structured

focus-group and interview were conducted to explore the experiences and perspectives of four GV youth with ASD. Interviews were transcribed and analyzed for themes. The key themes identified were: 1) a clear understanding of their gender identity and related needs 2) significant perceived stigma related to their ASD diagnosis, 3) recognition of how ASD identity and gender identity intersect and impact one another, 4) complexities of medical systems can be challenging to navigate for youth with ASD, so a comprehensive team approach to services is important. This study seeks to increase our understanding of this population and contribute to improving the quality of clinical services for this transgender youth with ASD.

Keywords: Gender variance, autism spectrum disorders, gender identity, access to services, youth perspectives.

ACTING WITH AWARENESS PREDICTS NEGATIVE BUT NOT POSITIVE AFFECT IN A SAMPLE OF ADDICTS

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Abstract
Objective: Mindfulness has been associated with not only lower levels of psychopathology but also higher levels of positive psychological characteristics. Research has found that its impact is especially relevant in disorders related to emotion dysregulation, such as addiction. Mindfulness can be a valuable resource in addiction treatment and it is important to understand how the different dimensions may influence relevant therapeutic variables.
Our objective for this exploratory study was to not only explore the impact of the different mindfulness dimensions on symptoms of depressive, anxiety and stress, but also on the prevalence of positive and negative affect on the patients. Our hypothesis was that various dimensions of mindfulness would be significant predictors of both psychopathological symptoms, but also positive affect in treatment.
Method: The present study has a cross-sectional design, and was conducted as an exploratory analysis of the first results of a wider quasi-experimental study. Current results relate to 17 patients receiving treatment in VillaRamadas treatment center for addiction. The evaluation protocol was administrated before any mindfulness training was given. From the original and more extensive evaluation protocol, the relevant psychological measures for this study were the Kentucky Inventory of Mindfulness Skills (KIMS), the Depression, Anxiety and Stress Scale, 21 items (DASS-21), and the Positive Affect and Negative Affect Scale (PANAS).
Results: From 17 participants, 13 were male. Age varied from 19 to 64 years (M= 33, SD= 10.13).
Age presented moderate negative associations with stress and negative affect. Years of education had a moderate positive association with the describing dimension of mindfulness. Acting with awareness presented strong negative associations with depression, anxiety and negative affect, and a very strong negative association with stress. Depression, anxiety and stress showed strong positive associations with negative affect, but only depression presented a strong negative association with positive affect.
The mindfulness dimension of acting with awareness, was a significant predictor of depression (35%), anxiety (42.9%), stress (65.7%) and PANAS' negative affect (52.1%). It was not a significant predictor of positive affect.
Discussion: The only dimension of mindfulness significantly associated with the measures of psychopathology and negative affect, was acting with awareness. Contrary to our original hypothesis, even this dimension did not present a significant association with positive affect. Being an exploratory study, more research needs to be conducted to validate and better understand these results.

Keywords: Mindfulness, acting with awareness, addiction, negative affect, positive affect.

RELATION BETWEEN SUBJECTIVE AND PHYSICAL WELL-BEING AND MINDFULNESS

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Abstract
An individual's sense of well-being involves the complex interaction of psychological and health-related quality of life. Satisfaction with Life is reported subjectively and encompasses cognitive (assessment of life circumstances) and emotional (assessment of negative emotions) factors (Tay, Kuykendall, & Diener, 2015). Physical health is a more objective measure of overall physical and emotional functioning, social engagement, emotional well-being, energy levels, fatigue, pain, and general health perceptions (Hays & Morales, 2001). There is increasing evidence that mindfulness is associated with psychological and physical outcomes (Ludwig & Kabat-Zinn, 2008). Our purpose was to examine how different aspects of mindfulness (observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience) were related to physical and psychological well-being. In total, 513 non-clinical undergraduate participants completed questionnaires to measure life satisfaction, physical and psychological wellness and mindfulness. The current results highlight how personality and mindfulness affect both physical and psychological wellness. Specifically, emotional stability, extraversion, conscientiousness, and agreeableness were associated with better health outcomes and increased mindfulness. Some aspects of mindfulness (awareness and non-judging) were associated with both physical and psychological health. Given these results, we would suggest that individuals interested in improving their physical and psychological health might attend to an increased and non-judgemental focus on acting in the present moment.

Keywords: Five factor mindfulness, personality, psychological wellness, physical wellness.

PILOT TRIAL OF STEPPED CARE CBT FOR PEDIATRIC OCD

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Abstract
Introduction: Obsessive Compulsive Disorder (OCD) affects 1-2% of youth, with 75% of those having a comorbid disorder. OCD is typically impairing and disruptive to social, academic, and family functioning. Impairment related to OCD usually compounds over time and leads to significant distress, impairment, and dysfunction.
Evidence-based treatment for OCD includes cognitive behavioral therapy with exposures and response prevention (CBT-ERP) and selective seratonin reuptake inhibitors (SSRIs). These are often used in combination. However, for pediatric OCD, CBT-ERP is the preferred first line of treatment, with SSRI recommended for severe cases, non-responders to CBT, and for those where CBT is not available or acceptable.
Despite this, CBT-ERP has limited accessibility and dissemination for several reasons: relatively few trained experts, long waitlists, distance and travel time, requirement of 12-14 visits, and expenses (treatment, missed work, etc.). As a result, many youth do not receive the recommended treatment. Bridging this gap between research knowledge and implementation of good treatment is a primary concern.
We investigated an alternate treatment approach, Stepped Care CBT (SSCBT), to address the above concern. SSCBT has the advantage of allowing for larger caseloads for therapists, shorter wait times for patients, decreased life disruption, and decreased cost. The primary question was this: Can a parent-delivered, therapist-assisted CBT mitigate the need for full course, therapist-directed treatment?
Method: Forty-five youth were screened for the study. Thirty-four youth with OCD were randomized at a 2:1 ratio into SSCBT (n=22) or standard therapy (n=12). SSCBT consisted of Step One: a low therapist-intensity treatment, consisting of 3 clinic sessions with therapist, six weekly phone contacts, and 11 parent-child meetings guided by a workbook; and Step Two: for non-responders in Step One, nine sessions of therapist-directed standard in-clinic CBT-ERP. Standard care consisted of 12 sessions of in-clinic, therapist directed CBT-ERP.

Results: In the standard group, the treatment response rate was 83%. In SSCBT, the response rate was 79% after Step One and 93% after Step Two.
Discussion: The results provide support for the stepped care model as applied to CBT for OCD in youth. This has the potential to make effective treatment available to more youth, and at a significantly reduced cost and disruption. We also discuss secondary findings from the study, as well as strength, limitations, and suggestion for future research.

Keywords: Obsessive compulsive disorder, cognitive behavioral therapy, exposure and response prevention, stepped care, therapy.

THE THOUGHT OF LIVING WITH SPINAL CORD INJURY: HOW AN IMAGINED DISABILITY AFFECTS LIFE SATISFACTION

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Abstract
Paralysis resulting from a spinal cord injury is a traumatic, life changing event having both acute and prolonged effects on an individual's life satisfaction (LS). Ethical and methodological considerations make research on the initial impact of paralysis on LS using a patient population difficult. As spinal cord injury and other debilitating injuries can affect anyone, understanding how the average person thinks about living with paralysis caused by spinal cord injury offers important insight to how individuals might the injury during the initial days. Using an online-survey methodology we examined how the average person believes two levels of paralysis, paraplegia and quadriplegia, could affect their overall LS. Four-hundred and eighteen participants completed a demographics questionnaire, the Life Satisfaction Questionnaire-11, and the Big Five Inventory-2. Additionally, the participants indicated the degree to which they thought that their life was worth living. After completing these measures, they were asked to imagine themselves living with paraplegia. While doing this, they re-completed the LiSAT-11 and rated the degree to which they thought life would be worth living. They completed these measures one additional time, after imagining themselves living with quadriplegia. Analyses revealed a significant main effect of tSCI scenario on LiSAT-11 scores. LiSAT-11 scores were considerably lower than the participant's actual LS in both imagined paralysis conditions, being lowest in the quadriplegia condition. The degree to which they believed that their life would be worth living followed the same trend. Although participants believed that their lives were currently worth living, they believed life would be substantially less worth living if they were either paraplegic or quadriplegic. Several personality domains were also found to be associated with these factors. *Discussion:* The results of the present study provide insight into how traumatic spinal cord injury might affect LS and self-worth in, at least, the initial days of injury. The findings could also have implications for early psychological intervention.

Keywords: Life satisfaction, spinal cord injury, disability, paralysis.

ASSOCIATION BETWEEN PERCEPTION OF ACCEPTANCE AND REJECTION, AND DRAWINGS OF "PERSON PICKING AN APPLE FROM A TREE" AMONG PRIMARY SCHOOL CHILDREN

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Abstract
The present study examined and compared associations between perceptions of parental acceptance/rejection in 644 Greek school age children (323 boys and 321 girls, age range 10–12), and their "Person Picking an Apple from a Tree" (PPAT) drawings. Perception of parental behavior was

measured by the "Parental Acceptance-Rejection Questionnaire" (Rohner and Khaleque, 2005). Drawing content was analyzed quantitatively according to a reliable rating system called the Symbolic Content in PPAT drawings (SC-PPAT: Bat Or et al., 2014, 2017). We employed k-means cluster analysis and obtained three relatively discrete PPAT scripts. Drawing scripts were found to be associated with children's perceptions of parental behavior; these associations were found mainly among boys, especially to highly aggressive parents. These results demonstrate how empirical inquiry into PPAT content contributes to identifying implicit relational representations; furthermore, they reinforce the need to examine drawings from a holistic perspective, while focusing on the relational experience of children as expressed through their pictorial PPAT narratives.

Keywords: Parental acceptance-rejection, children, PPAT drawings, gender difference.

LINKS BETWEEN COGNITIVE DISTORTIONS AND COGNITIVE EMOTION REGULATION STRATEGIES IN NON-CLINICAL YOUNG ADULTHOOD

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Abstract
The cognitive content-specificity hypothesis, based on Beck's cognitive theory (1976), suggests that automatic thoughts and emotional status are positively related. Cognitive distortions, which involve erroneous information processing, and cognitive emotion regulation strategies, which are strategies implemented at the cognitive level to modulate the emotional response, could be linked. The objective of this study was to study these relationships between cognitive distortions (positive/negative) and cognitive emotion regulation strategies (adaptive/non-adaptive) in a non-clinical young adult population. 96 participants (age 18-39 years; 48 men; 48 women) completed the French version of the Cognitive Emotion Regulation Questionnaire and the French Cognitive Distortions Scale for adults, a recent tool to quantify the behavioural expression of the presence of cognitive distortions in individuals' usual reasoning, using a dichotomy between positive/negative poles, according to the Franceschi's model (2007, 2008). Negative distortions were positively correlated with the use of non-adaptive strategies of cognitive emotion regulation, while positive distortions were negatively correlated with the use of adaptive strategies. The main distortion linked to the use of non-adaptive strategies was selective abstraction, while those linked to the use of adaptive strategies were positive dichotomous reasoning, positive neutral omission, and minimization. The results obtained make it possible to consider the possibility that there may be interaction profiles between the presence of cognitive distortions in individuals' usual reasoning and the use of cognitive emotion regulation strategies. Cognitive distortions interfere with adaptive and non-adaptive strategies in a non-clinical young adult population. Mental health cannot therefore be characterized by the absence of cognitive distortions and the use of only adaptive strategies of cognitive emotion regulation.

Keywords: Cognitive emotion regulation, cognitive distortions, information processing, young adulthood, cognitive content.

COGNITIVE DISTORTIONS AND EMOTION REGULATION AMONG POST TRAUMATIC STRESS DISORDER VICTIMS

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Abstract
Many authors have studied the links between cognition and emotions, including the links between cognitive distortions and emotional cognitive regulation strategies. Nevertheless, the explorations of these two instances in a clinical population presenting a posttraumatic stress disorder have very little been explored. The literature on this subject suggests that a specific profile could emerge in these subjects compared to a different clinical population and / or non-clinical. 184 subjects divided into three groups

(60 subjects exposed to a traumatic event with PTSD, 61 subjects exposed to a traumatic event without PTSD, 63 control subjects) passed the CERQ, PCL-5 and a cognitive distortions scale.

The main results, which are preliminary results. highlight the presence of a profile distinguishing subjects with PTSD. They have difficulties in managing their emotions, as well as increased use of cognitive distortions, but they do not use them the most. The results lead us to question the cognitive functioning of people with PTSD but also the importance and consequences of therapeutic and drug monitoring of these patients.

Keywords: Cognitive distortions, cognitive emotional regulation, psychic trauma, posttraumatic stress disorder.

ACUTE POLYMORPHOUS PSYCHOTIC DISORDER. EVOLUTIONARY POSSIBILITIES

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Abstract
Motivation: psychotic confusion is often a psychiatric emergency encountered in several mental disorders, making it difficult to distinguish between a major depressive episode that overlaps perceptual distortions and delirious ideation, and an acute psychotic episode that risks developing into schizophrenia. A meticulous psychiatric interview performed after the remission of the psychotic phenomenology, bearing in mind the chronology of events and the fine analysis of the dispositional changes dictate the evolution and prognosis.
Objectives: we aim to highlight the functioning mechanisms and the therapeutic response of a 27-year-old female patient, admitted for an acute polymorphic psychotic episode, who presented schizophrenic symptoms, developed on a paranoid-narcissistic personality structure. The existence of rejection sensitivity prior to this episode calls for a differential diagnosis with a depressive episode of psychotic intensity, which gives rise to the opportunity of treatment with antidepressants, with careful consideration of the potential effect on the current psychotic episode.
Methods: emergency psychiatric hospitalization, medical surveillance, injectable antipsychotic administration due to negative symptoms and food refusal, daily psychiatric monitoring, EEG, cerebral MRI, psychological evaluation, psychodynamic interview, supportive psychotherapy for self-help.
Results: in the construction of the patient's diathesis, we identify early abandonment and change of attachment figure, personality traits from the narcissistic registry, fragility of the ego, sensitivity. Premorbid, uses defense mechanisms such as denial, repulsion, and vice versa. At the beginning of a young adult's life, the patient encounters a few failures in the workplace as well as in private life, which has changed his mood in the depressed sense over the past 6 months, the patient refusing SSRI type anti-depressives and psychotherapy. Later on, hallucinations and auditory pseudo-hallucinations, delusional preoccupation concerns centered on body function, and the idea of maintaining body image, the somatic delirium sketch, with bizarre behavioral changes, stereotypes and postures, in the last days before admission overwhelming food negativity and psychotic confusion. The rapid cutback of the episode is done with the classic injectable neuroleptic with subsequent passage on Aripirazole and the re-evaluation of the depressive component for the choice of the dual antidepressant SSRI.
Conclusions: the paranoid-narcissistic personality structure and the prevalence of denial mechanisms dictated the diagnosis of polymorphic psychotic disorder, wherein the central concerns are of a somatic nature, necessitating antidepressants and being post psychotic. There was an unfavorable response to the SSRI (Sertraline) which led to the psychotic distress becoming more intense. The treatment with dual AD (Mirtazapine) ultimately gave a positive result.

Keywords: Polymorphous psychotic disorder, somatic delirium, psychotic denial, paranoid-narcissistic personality structure.

EDUCATIONAL PSYCHOLOGY

DEVELOPMENT AND PSYCHOMETRIC PROPERTIES OF NEGORI (*NEGATIVE ORIENTATION QUESTIONNAIRE*)

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Abstract
There are several available questionnaires, internationally known and accepted, which measure negative problem orientation with one factor (e.g., Social Problem-Solving Inventory–Revised, SPSI–R, D'Zurilla et al., 2002; Social Problem-Solving Inventory–Adolescents, SPSI–A, Frauenknecht & Black, 2002). Our aim was to create such a multi-factor questionnaire that enables a more detailed and reliable analysis of interpersonal problems and one's negative problem orientation towards their solutions in adolescence. We carried out two data collections during the development of the questionnaire ($N_{2016}=952$, $N_{2017}=835$) among 12-, 15- and 18-year-olds in Hungary. The distribution of mothers' highest educational qualification in the three age groups was similar. The tested statements were chosen based on the category system of an earlier pilot research as well as students' and professionals' statements which were then organised into a factor structure. To analyse convergent and discriminative validity, SPSI–R (D'Zurilla et al., 2002) was used. The exploratory factor analysis and confirmatory factor analysis greatly support the theoretical factor structure in all age groups, and the path analysis also confirmed what had been thought about the system of connections of the variables. The result of the questionnaire development is the 21-item, 6-factor NEGORI (*Negative Orientation* Questionnaire) which bears quite good reliability indexes in all age groups and which can measure the following aspects within negative problem orientation: negative self-efficacy, the bad feeling caused by negative consequences, not dealing with the problem as being positive, problem avoidance as well as habits pointing to negative orientation and waiting with the solution. With the multi-factor questionnaire, we gained different and more detailed information as compared to previous data related to age and gender, which enables taking a lot more personal characteristics into consideration in addition to problem-solving styles when creating and using development programmes at schools that focus on social problem-solving and thus better concentrate on orientation which profoundly defines problem-solving.

Keywords: *Social problem-solving, negative problem orientation, questionnaire development, NEGORI, adolescents.*

INNOVATIVE METHOD FOR INTRODUCTION OF WRITTEN LANGUAGE: EXPERIENCE IN MEXICO

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Abstract
Introduction of written language at primary school represents one of the important aspects of school learning. In Mexico, as in many other countries, common methods of teaching are repetition, memorization and reproduction of given information: letters or syllables. Our presentation shows an example of implementation of a new method for introduction of written language based on activity theory and concept of guided orientation and comparison of the results with traditional methods. Written language is analyzed as symbolic codification and de-codification of oral words according to phonological and phonetic system of language. The Program for Training of Written language implies fulfilment of joint actions of children guided by teacher. Collective dialogue is the main type of interaction and children are free to move from place to place in the classroom. Children learn how to

codify and represent oral words of Spanish language with the help of external materialized and perceptive schemes. The results of application of the method show correct pronunciation of all known and unknown words, usage of correct space between words in writing, reduced number of orthographic mistakes. After working with the method for one year children commit less mistakes in reading and writing in comparison with the pupils who learn according to traditional methods. Our proposal is a new alternative method for initial education and especially for introduction of reading and writing in primary school. The main challenges of activity theory are preparation of specific orientation within conception of the zone of proximate development.

Keywords: Innovative education, methods of teaching, written language, primary education, orientation in teaching.

SOCIAL PROBLEM-SOLVING IN THE CLASSROOM

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Abstract
In Hungary, the examinations of social problem-solving and their factors mainly carried out by self-reported questionnaires both among adolescents and adults. On the other hand, it is necessary to apply other research methods in order to identify and understand interpersonal problems and solution processes. In our current research, we used observation to identify student-student and teacher-student problems during a lesson. The study occurred in 2017, when 34 lessons were observed (in all grades except 3 and 4). Among these, 8 took place in lower primary schools (6-10-year-olds), 12 in upper primary schools (10-14-year-olds), 14 in high schools (14-18-year-olds). We carried out the observations using a set of criterias established by our research group based on Chang et al. (2004), Eskin (2012) and Strough & Kenner (2012): the source of the problem, the subject of the problem, time perspective, frequency, organization, attitude, feasibility, problem solving styles and strategies, relationship between the members, behaviour of the teachers. The identified problems (based on age and gender) more or less are the same as we found during previous researches carried out by questionnaires: in lower primary school it is the mockery, and later the physical and verbal aggression which appears to be the main problems of the students. In the case of mockery and verbal aggression it is clear that they want to settle their differences as soon as possible. We experienced both in the questionnaire using researches and this observation, that negative orientation manifests in the verbal expression of inaccessibility. Teachers, except teachers in lower primary school, also have negative orientation towards a problem, and they think of a problem as a distractor, so their aim was the fast, behaviour-focused elimination of the situation. The problem-solving in upper primary and high schools were clearly teacher controlled, they immediately gave instructions to the students how to solve it based on their own consideration. We did not experience any kind of discussions, rethinking or evaluation of the situation among teachers. What we saw pays the attention to effect of the problems to classroom work, and interpersonal problems can influence students subject attitude and learning motivation. In the future, we are going to carry out other observations as well, and also planning to use a questionnaire to analyze as many aspects of problems solving as possible. This way we could get more and more precise data in order to develop a program for students and teachers.

Keywords: Social problem solving; classroom observation; behavior of teachers and students.

TUNING IN TO KIDS: A PILOTING STUDY TARGETED TO SUPPORT TURKISH PARENTS' EMOTION SOCIALIZATION

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Abstract
This study examined the contribution of Tuning in to Kids (TIK) Program on emotion socialization practices of Turkish parents as well as reducing preschoolers' emotional and behavioral problems. TIK is an evidence-based parenting program particularly teaches parents emotion coaching skills, which is to recognize, understand and respond to children's emotions in a reassuring way. Randomized controlled trials of TIK have found increases in parent emotion coaching and child emotion knowledge, and reductions in difficult child behaviors. On this basis, TIK helps parents to develop appropriate emotion socialization skills. When emotion socialization studies conducted with parents in Turkey are examined, significant numerous research on parents' emotion socialization has been documented; however, an intervention targeted to support emotion socialization practices of parents has never studied in this context. In this regard, the effectiveness of TIK Program among Turkey sample was examined in the current research. As a first stage TIK was adapted to Turkish under the guidance of field experts and a pilot implementation was performed. The content of program was organized in terms of clearance, comprehensibleness and applicability. In the second stage, a quasi experimental design was used to consider program impact on certain parent and child outcomes. Ethical permits to conduct this research was obtained by the Ethics Committee of the researcher's university. With the approval of ethics committee, researchers obtained the required informed assents of all parents. 60 parents, who has at least one child between three to six years old, were recruited via preschools and were assigned in experiment and wait list control groups according to their demographics. Parents filled a battery of assessment in order to assess their emotion socialization practices and to rate their children's emotional and behavioral problems. Parents in experiment condition participated in the 6 session TIK program between pre and posttests. They learnt emotion coaching skills and how to regulate their own emotions throughout the sessions. Follow up assessments were employed to examine retention effects. Data analysis was performed using a mixed model ANOVA. Preliminary results showed that program completion rates were high. Most of the participants reported high satisfaction with the program. There are statistically significant improvements in parents' non-supportive emotion socialization practices between pretests and posttests $(F(1,55)=20.464, p<0.01)$. However, there is no significant improvement was seen in children's parent-reported outcomes. This study which explores the potential use of TIK in Turkey sample is thought to make a significant contribution to the field. All the findings would be evaluated to use Tuning into Kids Program for early childhood education settings in Turkey.

Keywords: Emotion socialization, parenting program, early childhood, early intervention, tuning in to kids.

TURKISH VALIDITY AND RELIABILITY OF WATSON-GLASER CRITICAL THINKING APPRAISAL TEST'S SHORT FORM

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Abstract
Problem: Critical thinking has been the focus of attention for both philosophers and psychology experts since ancient times. Criticism is expressed etymologically in Greek as "critic" or "kritike", and in Latin as "criticus". Ennis, with his essay "Critical Thinking Concept" in Harvard Educational Review (1962), is the pioneer of contemporary critical thinking in the United States. In this article, Ennis tries to clarify the concept of critical thinking and proposes a taxonomy that includes twelve critical thinking structures.
Critical thinking is addressed in the field of education when Dewey started to use the concept of reflective thinking. According to Dewey (1909), reflective thinking is an active, permanent and careful evaluation of any belief or knowledge in the light of the ground that supports it.

According to the Delphi Report prepared by experts in the field of critical thinking (Facione, 1990), critical thinking is the explanation of purposeful, conceptual, methodological, critical or contextual ideas on which the decision is based, self-regulated judgment, resulting in interpretation, analysis, evaluation and inference The main aim of this study is to develop the Turkish version of the critical thinking scale which is an important concept in the evaluation of individual differences.

Method: Psychological test development and adaptation steps will be followed.

Instruments: Watson-Glaser Critical Thinking Appraisal Form S (Short Form) consists of 16 scenarios, 40 items, and 5 sub-tests. The sub-tests are Making Inferences, Recognition of Assumptions, Deduction, Interpretation, Evaluation of Arguments. Parallel forms of the test are available.

Data analysis: In data analysis, factor analysis will be carried out according to the structural equation model after obtaining an available Turkish scale form for linguistic equivalence study.

Keywords: Critical thinking, Watson-Glaser critical thinking scale-form S, university students critical thinking ability.

MATHEMATICS TEACHERS' PROFESSIONAL DEVELOPMENT – GENDER DIFFERENCE

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Abstract
As professionals, teachers need to invest into their professional development on a long-term basis in order to fulfil the job demands across their entire career. Additional insight into this issue can be obtained by exploring how teachers perceive their professional development. Therefore, the aim of this paper is to examine gender differences related to participation in various professional development activities, perceived impact of professional development, support for and obstacles to professional development, as well as, the need for professional development. Data was collected within the 2013 Teaching and Learning International Survey (TALIS 2013) on a sample of 440 Serbian mathematics teachers (ISCED 2) from 191 schools (65.7% female and 34.3% male teachers). A standardized TALIS questionnaire for teachers was used for data collection. The results show that more female teachers participated in at least one professional development activity during the previous 12-month period (93.1% vs. 86.2%, $\chi^2(1,444)$ = 5.559, p < .05) than their male colleagues. A similar number of female and male teachers attended various types of professional development activities (such as workshops, observation visits to other schools, in-service training courses, participation in teachers' networks, collaborative research, peer observation, etc.), except education conferences which were attended by more female teachers (63.4% vs. 48.1%, $\chi^2(1,444)$ = 9.795, p < .01). Additionally, female teachers spend more days in professional development activities in general (27 vs. 17 days). Furthermore, female teachers expressed a higher need for professional development than their male colleagues, especially in teaching students with special needs (68.1% vs. 58%, $\chi^2(1,435)$ = 4.358, p < .01), new technologies in the workplace (54.9% vs. 45.6%, $\chi^2(1,437)$ = 3.346, p < .05), approaches to individualised learning (48.8% vs. 39.7%, $\chi^2(1,438)$ = 3.263, p < .05), teaching cross-curricular skills (46.7% vs. 32.1%, $\chi^2(1,437)$ = 7.959, p < .01) and student behaviour and classroom management (45.8% vs. 31.3%, $\chi^2(1,438)$ = 8.581, p < .01). Male teachers more often highlighted a lack of employer support as a barrier to participation in professional development (38.3% vs. 28.6%, $\chi^2(1,439)$ = 4.206, p < .05). There is no deference between female and male teachers regarding their perception of professional development activities' impact and costs, as well as, the support obtained by the school. Based on the results it can be concluded that female mathematics teachers invest more in their professional development and they are more sensitive to development of competences that directly support teaching and learning.

Keywords: Teachers, mathematics, professional development, gender difference, TALIS 2013.

ADULT VISITORS' INTELLECTUAL FUNCTIONING EXPLORING CONTEMPORARY ART: EXPERIENCES THAT GENERATE SELF-DISCOVERY

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Abstract

Objectives: The aim of our research centres around accessing and understanding the intellectual functioning of adults' art experience encountering contemporary art in a museum context.
Methods: In order to access a visitor's aesthetic experience, the Thinking Aloud protocol (Dufresne-Tassé et al., 1998) was used to collect adult visitors' talk during their exploration of artworks at the Montreal Museum of Fine Arts. This method consists of recording what an individual visitor says, during his visit, that is, thoughts, ideas, reflections that might emerge during the exploration of artworks. The verbal comments of 67 visitors, aged 18 to 80 years old that possess different levels of education and frequent museums more than 3 times per year were recorded. The recorded comments were transcribed and analyzed using different instruments created in previous research projects (Emond, 2017).
Results: Our initial results are set in relation to Pelowski and Akiba's (2011) psychological model of art experience. Specifically, we present how visitors' contemporary art appreciation, that goes beyond the meta-cognitive stage, is the result of an art exploration that encourages imagining different selves and self-discovery (Minissale, 2013). Conclusion: This is to say that for a transformative aesthetic experience, an individual has to consider the pleasures of ambiguity featured by contemporary art. Our results reflect on the exploration of contemporary art as a form of creativity as proposed by Minnisale (2013), where visitors learn to valorize the process of adjusting their self-image through new experiences brought about by artworks.

Keywords: Adult visitors, intellectual functioning, art museum, contemporary art, aesthetic experience.

ADULT READING AND MEANING MAKING IN A MUSEUM EXHIBITION ABOUT ANCIENT CHINA

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Abstract

Adults of the general public type who visit an exhibition whose subject is almost unknown to them attach great importance to reading the major texts (panels) of that exhibition. These texts provide them with the conceptual structure of the exhibition. They allow them to discover and appropriate the subject of the exhibition with very few mistakes. But they do not support its enrichment through personal contributions, for example in the form implications derived from reasoning. Why? This is the simple, but unexplored question in the museum context, that is studied here.

Keywords: Adult visitors, reading, exhibition, meaning making.

THE TEACHING AND INTEGRATION OF PSYCHOLOGY INTO SAUDI ARABIAN CURRICULUM

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Abstract

The current state of psychology is examined in Saudi Arabia which includes stigma, professional outlook, and underserved populations. These have an effect on instructors and professors that are teaching psychology within the region and/or to this population. Teaching psychology in the Gulf Cooperation Council (GCC) countries has several challenges that one must take into consideration while developing and delivering the course. In Saudi Arabia, there are several aspects of psychology that can be

incorporated and must be dismissed due to the conservative Islamic society. Psychology courses must be adapted to the cultural context. Courses that are well adapted to the cultural context in undergraduate education throughout the Middle East have the possibility to bring about acceptance of psychology and reduce stigma overall. At some universities in Saudi Arabia, the integration of psychology into the curriculum is meant to support specific programs such as criminal justice. Not only does it support criminal justice, but students are learning basic and more advanced psychological concepts through different means than most university settings. This forces psychology to become a more interdisciplinary field at an earlier stage of learning. A review of the literature on integrating non-western cultures into psychology courses is discussed to incorporate psychology into other programs.

Keywords: Teaching psychology, Middle East, interdisciplinary psychology, non-western cultures.

UNDERSTANDING AND DEFINING INSTRUCTIONAL LEADERSHIP: SCHOOL PRINCIPALS' PERSPECTIVE

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Abstract
School principal's activities related to the positive effect on the quality of education are manifested in the domain of teaching and learning, i.e. instructional leadership. In the Republic of Serbia, school principals were unjustifiably unattended for a long period of time, and therefore the goal of this exploratory research was to investigate understanding of instructional leadership concept from school principals' perspective. Research sample consisted of 20 elementary and high schools principals and semi-structured interview was conducted. Inductive thematic analysis was used as a method of qualitative data analysis. The following topics were identified in participants' responds: Specifics, Priority and Variability of the instructional leadership. Theme Specifics implies that instructional leadership is defined through activities that constitute it. The narrow comprehension of Specifics is related with the understanding of instructional leadership as a process of improving quality of education through direct work and influence on teachers, while broad comprehension encompasses providing resources so that teachers work could be improved. Priority implies that instructional leadership is defined in the context of other principals' activities (such as finance and administration). Variability is different from other themes because it takes into consideration the change of instructional leadership practice over time and practice by different leaders. Brought together, the three themes mentioned above give a picture of all relevant aspects of instructional leadership. Direct work with teachers that relates with narrow comprehension of instructional leadership versus broad comprehension, represents the dichotomy of work activities presented in the relevant literature. Moreover, when discussing positioning instructional leadership in relation to other principal activities, it is noted that principals recognize its significance, but exert doubt about its priority. It is reasonable that the solution to this dilemma needs to be taken at the national level, making the necessary specifications in the legislation. Interesting questions that these findings raise are related with presence and universality of the mentioned transformation of instructional leadership in the school practice. Finally, it can be concluded that the defining concept of instructional leadership is wide, but within the frames of existent models. Investigating comprehensions of instructional leadership is important for improving the work of school principals. Thanks to the obtained data, it is possible to plan strategies for principals' training in various instructional leadership practices, as well as initiating changes in the legislative framework that regulates the work of principals.

Keywords: School leadership, instructional leadership, qualitative study, conceptions, effective schools.

THE IMPACT OF ADJUSTMENT, ENGAGEMENT AND HELP-SEEKING BEHAVIOUR TOWARDS ACADEMIC WELL-BEING OF INTERNATIONAL STUDENTS FROM DEVELOPED COUNTRIES WHO STUDY IN DEVELOPING COUNTRIES

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Abstract
To seek evidence of the correlation between college adjustment (CA), academic engagement (AE), help-seeking behaviour (HSB) and students' academic well-being (AW), quantitative research was conducted at STIE Triatma Mulya Stenden, Bali, Indonesia, involving 235 grand tour students from NHL Stenden University of Applied Sciences of Dutch and German nationalities who took minors for ten weeks. Analysis with Structural Equation Model shows that the model provided acceptable fit with CFI (0.992 > 0.9) and RMSEA (0.031 < 0.06). All parameter estimates were at 0.05 significant level (z > 2.58). With the note "minimum was achieved" and the value of *df* 14 (positive two digit numbers) the chi-square value is acceptable. Detailed findings are 1) with the regression coefficient value (β) = 0.286, *p*-value = 0.001 and *cr*-value of less than 3.321, CA has a significant effect on AE; 2) with β = -0.436, *p* = 0.031 and *cr* < -2.152, AE has a significant effect on HSB; 3) with β = 0.205, *p* = 0.125 and *cr* < -1.533, CA has no significant effect on HSB; 4) with β = 0.020, *p* = 0.728 and *cr* < 3.372, HSB does not have a significant effect on AW; 5) with β = 0.379, *p* = *** and *cr* < 3.372, AE has a significant effect on AW; 6) with β = 0.508, *p* = 0.001 and CR < 5879, CA has a significant effect on AW. To conclude, students' short stay, international education standard, the locals' hospitality and English language competency enable students to adapt and become academically engaged. If issues persist, they are mostly related to their inability to resist invitations to socialize during school days. Regrettably, the short stay discourages the students from seeking help when facing problems.

Keywords: College adjustment, academic engagement, help-seeking behaviour, academic well-being.

MEANING OF FOREIGNERS AMONG ESTONIAN, LATVIAN, LITHUANIAN AND RUSSIAN UNIVERSITY STUDENTS

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Abstract
The purpose of this pilot study was to explore how Estonia, Latvian, Lithuanian and Russian university students conceptualize the meaning of foreigners. The present study examines similarities and differences between Estonian (N=118), Latvian (N=101), Lithuanian (N=101), and Russian (N=92) university students' understandings about foreigners by self-reported open-ended questionnaire. The applied categorical quantitative analysis of the data was the basis for statistical analysis. Results revealed quite distinctive meanings associated with foreigners when comparing four samples' conceptualizations. The meaning of foreigners among university students was generally conceptualized in society level as an exclusion of people connected with different nationality and language, whereby Russian respondents empathized more differences in citizenship and three Baltic states respondents in attitudes and values. Overall acceptance or unacceptance of foreigners tended to depend on the level – foreigners were more accepted in personal level and unaccepted in society level. Additionally, all university students were generally open and tolerant toward foreigners in the area of individual differences evoked from cultural enrichment, but Latvian, Lithuanian and Russian students were more prone to accept foreigners when there was a mutual respect with common values, and Estonians expressed more the attitude about equality of people. University students in four study groups were generally agree, that foreigners have influenced

them more positive than negative way, but reasons were different: Lithuanians empathize more sympathy and helping behavior; Estonian and Latvian more enlargement of knowledge's with increase of tolerance; and Russian students' opinions were more connected with undirect influence by means of media, art and literature.

Keywords: Concept of foreigners, attitudes towards foreigners, university students.

THE ROLE OF TRAIT EMOTIONAL INTELLIGENCE IN THE PROCESS OF CAREER DECISION-MAKING

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Abstract
The process of career decision-making is an important experience in the adolescent´s period often manifested by decision-making difficulties. The study analyzes the influence of trait emotional intelligence (TEI) in the process of career decision-making, especially on career decision-making difficulties, career decidedness and career decision self-efficacy (CDSE) assessed in a sample of high school students during their 2nd career choice orientation testing. TEI as defined by Petrides (2009) and CDSE as defined by Betz et al. (1996), representing more stable personality-related variables, were studied in the context of career decision-making covering both more stable variables (emotional and personality-related aspects of career decision-making difficulties as specified by Saka, Gati & Kelly, 2008) and more developmental variables (career decidedness as defined by Lounsbury & Gibson, 2011). The study aims at the trait EI prediction level (as a personality trait) assessed by Trait Emotional Intelligence Questionnaire – Short Form (*TEIQue-SF*) created by Petrides (2009) adapted to the Slovak conditions by Kaliská, Nábělková and Salbot (2015) of career decidedness and career decision self-efficacy above the career decision-making difficulties by correlation and regression analysis. Career decision-making difficulties were assessed by the Emotional and Personality Career Decision-Making Difficulties Scale (*EPCD*; Saka, Gati & Kelly, 2008), career decidedness was assessed by Lounsbury and Gibson´s Career Decidedness Scale (*CDS*, 2011), career decision self-efficacy by the Career Decision Self-Efficacy Scale-Short Form (*CDSES-SF*, Betz et al., 1996). The research sample consisted of 322 high school students (average age: 17.7 /SD=.46/; 58.4% of females). Results proved that high trait EI is significantly positively correlated to decidedness, to career decision self-efficacy, and significantly negatively to all the factors and global level of career decision-making difficulties. Trait EI significantly predicts career difficulties over and above career decidedness and career decision self-efficacy. The results empirically support the relevance of both trait EI and career decision self-efficacy in the career decision process, with practical implications for diagnostics and intervention within career counseling, as a means to strengthen the effectiveness of the process of career decision making in career choice and in career development.

Keywords: Trait emotional intelligence, career indecision, career decidedness, career decision-making difficulties, career decision self-efficacy.

ESTONIAN AND FINNISH STUDENTS' EXPERIENCES ABOUT INTERNATIONAL CAREER GUIDANCE E-LEARNING COURSE

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Abstract
The present study consists of a need for assessment of Estonian and Finnish university students' experiences of developed common career guidance international course as a part of teacher training programs in two higher education institutions – University of Tartu and Tampere University of Applied Sciences. The research was based on a survey developed on small sample of Estonian (N=19) and Finnish (N=9) students who participated in integrated e-learning platform lasting one academic semester. At the

end of the course the collected data had been both quantitative and quantitative. The self-reported questionnaire for students consists of 13 questions about cognitive and learning skills concerning with participating in career guidance course; and for the qualitative approach as the concept mapping about the course as a base of data of quantitative content analysis. Results showed that the top learning experiences used during course by participants were collaborative work skills in international learning context and cognitive skills in the area of critical thinking as analyzing and evaluation of knowledges' in career guidance. Empirical findings provide evidence that course was suitable at enhancing students' academic skills and experiences.

Keywords: Career guidance, university students, one-group posttest research design.

THE RELATIONSHIP BETWEEN LEARNING STYLE AND ANXIETY AMONG JAPANESE UNDERGRADUATES

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Abstract
This study examined the relationship between learning style and anxiety among university freshmen, controlling for gender. Although many studies on learning style have been conducted since the 1960s, relatively little research has highlighted an association between learning style and anxiety. Particularly, there is limited information on how learning style relates to anxiety at a time when students experience the important transition from high school to university. This study sought to fill this gap.
Participants of the study consisted of 194 freshmen of a Japanese university located near Tokyo. The third version of Kolb's Learning Style Inventory was used to identify students' learning style, while the State-Trait Anxiety Inventory (STAI) developed by Spielberger was employed to examine the level of state and trait anxiety. Data were collected in a required course and analyzed using two-way analysis of variance (i.e., learning style and gender). In our sample, 71 students had an Accommodating learning style; 69, Diverging; 41, Assimilating; and 13, Converging. Thus, as a whole, Japanese freshmen were more inclined towards a feeling than a thinking learning orientation. The study included 143 men and 51 women.
Analysis of variance results revealed that the four learning styles significantly differed in both state and trait anxiety variables. However, there was an insignificant difference in both anxiety types between male and female students. Additionally, there was no interaction effect of learning style and gender in terms of both types of anxiety. The Tukey post hoc test showed that the Diverging learning style had a significantly higher level of state anxiety than the Accommodating style and Converging style. Also, the Diverging style had a significantly higher level of trait anxiety than the Accommodating style and a marginally higher level than the Converging style. These results suggest that regardless of gender, freshmen with a Diverging learning style, compared with other learning styles, tend to have the highest level of state and trait anxiety during this important academic transition.

Keywords: Learning style, state anxiety, trait anxiety, Japanese undergraduate students.

CROSS-CULTURAL RESEARCH ON DISCIPLINE TECHNIQUES, VALUES, AND ACADEMIC EXPECTATIONS OF TURKISH AND FINNISH MOTHERS

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Abstract
The modernization and economic growth of Turkey has had an impact on parenting practices, values, and expectations of Turkish families. Similarly, a change towards further individualism and independence can be noticed in child rearing practices and values in Finland. This study aimed to investigate child rearing and discipline approaches, values transferred to children, academic and other expectations and views of Turkish and Finnish mothers. Qualitative data was collected by conducting interviews with 15 Turkish

and 15 Finnish mothers, 30 mothers in total, who had adolescent children. The data was analyzed using content analysis. Findings indicated that Turkish and Finnish mothers' views differed, but similarities were also present. Both groups valued family lives and benevolence, Turkish mothers reported setting more rules regarding the child, positive punishments were the most used disciplinary techniques, and they also had high academic expectations. Finnish mothers, on the other hand, were seen to have lower academic expectations, more rules regarding the family and the home, and the most used disciplinary methods were negative punishments. Since there are no studies comparing Turkish and Finnish mothers in this field, this study is regarded to be valuable in the field of cross-cultural research.

Keywords: Child rearing, disciplinary practices, values, parental expectations, culture.

MINDFULNESS, SELF-ESTEEM, AND BURNOUT IN COUNSELORS AND PSYCHOLOGISTS WORKING AT SCHOOLS

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Abstract
Burnout is a struggle of today's workforce and is regarded as a risk factor for mental health professionals working with countless social, emotional, and career related issues. Understanding the role of resources would help with its prevention and early intervention. The aim of this study is to investigate the role of mindfulness and self-esteem as possible resources in relation to burnout in counselors and psychologists working at schools. Data were collected from 338 (229 females and 109 males) counselors and psychologists working at public schools in Turkey, among them 184 (54.4%) were counselors and 154 (45.6%) were psychologists. Participants' age ranged between 21 and 51 with a mean of 31.41 (SD = 8.09). Data were collected using a Demographic Information Form, and Turkish versions of the Mindful Awareness Attention Scale (Brown & Ryan, 2003; Özyeşil, Arslan, Kesici, & Deniz, 2011), the Self-Liking Subscale of the Two Dimensional Self-Esteem: Self-Liking and Self-Competence Scale (Doğan, 2011; Tafarodi & Swann, 2001), and the Burnout Measure Short Version (Pines, 2005; Tümkaya, Çam, & Çavuşoğlu, 2009). The internal consistencies of the scales in the current study were .87, .85, and .90 respectively. The results indicated no significant differences between the genders of the participants on variables of mindfulness, self-esteem, and burnout. There were significant negative correlations between mental health professionals' mindfulness and burnout levels (r = -.34; p < .001) and their self-esteem and burnout levels (r = -.53; p < .001). In addition, there were positive relationships between mental health professionals' mindfulness and self-esteem levels (r = .39; p < .001). Results of multiple regression analyses indicated that mindfulness and self-esteem accounted for 30.2% of variance in mental health professionals' burnout levels. In addition, mindfulness (β = -.15, p < .01) and self-esteem (β = -.47, p< .001) both uniquely contributed to burnout. Considering that mindfulness and self-esteem had significant unique contributions to burnout, teaching simple yet effective interventions and strategies for increasing mindfulness and self-esteem during their undergraduate program could be useful in preventing counselor and psychologist burnout in later years. As school counselors and psychologists feel more resourceful in preventing and dealing with burnout, they would be more effective in their work with students. Based on the results, the counseling and psychology curriculums could be reconstructed by including courses that focus on mindfulness based practices and those that strengthen one's relationship with himself/herself. Including courses such as positive psychology or increasing happiness and wellbeing could be valuable goals to focus on within the future directions of the counseling field.

Keywords: Mindfulness, self-esteem, burnout, mental health, school psychology.

SUPPORTING EMOTION SOCIALIZATION SKILLS OF PRESCHOOL TEACHER CANDIDATES

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Abstract
This research aims to investigate early childhood teacher candidates' emotion socialization skills and to provide support to improve those skills. As related to the basic purpose of the study, qualitative research method was used for sample selection, data collection and data analysis process. Participants were 22 early childhood teacher candidates. A semi structured interview, a focus group interview and reflective journals were used for data gathering. Data was analyzed by using content analysis. Findings showed that training support was effective for improving their emotion socialization skills. While teacher candidates' socialization practices of positive emotions enriched, they claimed to use more supportive socialization practices of negative emotions after the training. This study is believed to have direct impacts on preservice and in-service training plans and indirect effects on early support for children's emotional development.

Keywords: Emotion socialization, preschool teaching, teacher candidates, teacher training.

SOCIAL PSYCHOLOGY

THE ORGANIZATIONAL VALORIZATION OF EMPLOYEES WHO ARE SATISFIED WITH THEIR LIVE

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Abstract
Satisfaction with life seems to have many positive aspects. Our general hypothesis is that employees who feel satisfaction with life will be positively valued by their superiors, and that this positive value, which evokes the concept of social norms, allows us to assign to satisfaction with life a normative status. Three populations (128 line managers, 176 students destined to become human resource managers, and 307 employees) responded to a satisfaction with life questionnaire. Managers had to indicate, for each item, if they appreciated (or not) an employee feeling the satisfaction presented in the item; students had to indicate which items an employee should check if s/he wants to be positively (versus negatively) appreciated by his/her superior; and employees had to indicate if each item corresponded to the satisfaction they used to feel. Three hypotheses are developed and confirmed: managers positively value employees feeling satisfaction with life; students are aware of this positivity; spontaneously employees show satisfaction with life, which means, knowing that spontaneous self-presentation is often produced by social desirability, that employees are aware of the satisfaction positivity. These data are discussed under a conceptual and applied angle.

Keywords: Satisfaction with life, organizational normativity.

AN IMPLICIT MODEL OF ASSESSMENT OF ATTITUDE TO HEALTH OF SPECIALISTS IN AN ORGANIZATION

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Abstract
Attitude to health can be considered as one of the most important factors of efficiency and professional success of employees today, as a regulator of human behavior in a challenging and controversial professional situation. Studies of psychologists (starting with R. La Pierre's phenomenon, 1934) often fix the discrepancy between the declared attitude to health and true attitude and behavior. The imperfection of methods of diagnostics of attitude to health may be one of the reasons for such discrepancy. The authors suggest studying the attitude to health of specialists in an organization not only by traditional survey methods (for example, R.A. Berezovskaya's attitude-to-health questionnaire, a questionnaire on studying the barriers of health seeking behavior by Nikiforova G.S. and Dudchenko Z.F.), but also by means of an implicit method (based on the priming effect, implicit associative test). The article presents the results of the study conducted by using the implicit methodology for studying the attitude to health, which is based on a model of polar values.

Keywords: Implicit method, attitude to health, occupational health, dual model.

DECISION TREES: COMPARING REPORTED INTENTIONS AND THEORETICALLY EXPECTED INTENTIONS IN URBAN CONTEXT

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Abstract
The research concerns the validation of an extended version of the theory of planned behaviour (TPB). This model argues that the prediction of intentions depends on three determinants: attitude, perceived social norms and behavioural control. Our model integrates cognitive aspects (such as beliefs, importance or perceived effect) and past behaviours (based on habits such as frequency or duration of behaviour).
The second objective is to provide a differential perspective. The construction of a decision tree will make it possible to distinguish and to compare reported intention and the expected intention that participants should have reported based on the prediction model.
In order to test our model, we are interested in a new public policy in Angers (France, Pays de la Loire). The latter concerns traffic calming with the generalised reduction of the speed limit from 50km/h to 30km/h. We are studying the intention of young drivers to respect this 30km/h speed limit.
Participants are drivers (n=129, Mean Age=22.4 y.o., SD=3.8). They completed a questionnaire based on the extended version of the TPB model related to the 30km/h speed limit. Bayesian analyses are used to do the linear regression and build the decision tree.
The results confirmed the relevance of the model which is able to explain 53% of the behavioural intention variance. Linear regression confirmed previous results from the literature: attitude and behavioural control are the two most significant determinants of intention prediction according to TPB. In addition, perceived importance and frequency are two significant dimensions in this study. The decision tree is doubly relevant. On the one hand, it determines the most significant questions for predicting intent in nearly 60% of cases, and it is much better than a random prediction (p=.01). On the other hand, it identifies drivers who report an intention that matches their answers to other questions and drivers who report a dissonant intention in relation to their answers to significant questions in the model.
The study provides support to politicians, researchers and communicators who are charging the implementation of this type of measures. Awareness campaigns can have an impact on representational aspects in order to develop a sense of perceived importance. Urban planning in conjunction with public policies to reduce speed limit can also help to increase the frequency of behaviour related to compliance with the 30km/h and to perceive this speed as legitimate.

Keywords: Theory of planned behavior, past behaviors, decision trees, public policy, speed limit.

THE HEXACO PERSONALITY MEASURE AS A PREDICTOR OF JOB PERFORMANCE AND JOB SATISFACTION

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Abstract
The study aimed to examine the relationship between personality traits according to the Six Factor Personality Inventory (HEXACO), and job performance and job satisfaction. A total of 852 people (433 women and 419 men) from 154 different professions participated in the study. The age range of the participants was between 20 and 74, and they were working at a job for a period between 1-40 years. Participants answered the HEXACO Personality Inventory long form and evaluated their job performance and job satisfaction on a scale between 1 and 5. To predict job performance and job satisfaction, the data was analyzed by multiple linear regression. The sub-dimensions of Modesty, Fairness, Social Self-Esteem, Liveliness, Perfectionism, Diligence and the factors of Extraversion, Conscientiousness predicted job performance, and sub-dimensions of Modesty, Liveliness, Social Boldness, Forgiveness, Patience, Diligence and the factors of Extraversion, Agreeableness, and Conscientiousness predicted job satisfaction. Afterwards, job performance and job satisfaction levels of the participants were grouped as low, moderate, high. Total HEXACO scores of these groups were compared by MANOVA for sub-dimensions and factors. Job performance groups differed in the factors of Honesty-Humility,

Extraversion, Conscientiousness, Openness to Experience, and job satisfaction groups differed in the factors of Extraversion, Agreeableness, and Conscientiousness. As for the sub-dimensions, groups that were high in job performance and job satisfaction differed from the groups that were low in many personality traits.

Keywords: Job performance, job satisfaction, HEXACO, personality.

TYPOLOGY OF INSURANCE BEHAVIOR OF RUSSIAN CITIZENS

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Abstract
Ensuring the economic security of the personality is to create a mechanism of protection against internal and external threats in modern Russia. In this connection, the role of the policy of insurance of citizens as the most effective institution of risk management and security of health, personal property of citizens. The article presents the results of an empirical study of the attitude of Russian citizens to insurance policy of insurance and investment. The study consisted of three stages: at the preparatory stage - a longitudinal study of Russian clients of insurance companies was conducted, at the pilot study - a survey of policyholders on two developed scale multifactorial questionnaires investigating insurance preferences and financial anxiety. In the main study, which was presented by a heterogeneous sample, an Arsenal of techniques was used, which included a basic survey, a TAS questionnaire (in Soldatova's approbation), a questionnaire of economic attitudes (Deineka, Zabelin) and a Dinner satisfaction scale. A total of 1409 people took part in the study.
The article presents the results of theoretical understanding of the factors of economic security of the personality, which affect the insurance behavior of citizens. The questions of scientific development of insurance research in politics and Economics, the problem of psychology of personal security in the economy, the phenomenon of insurance in the economic life of the citizen and the phenomenon of trust as an indicator of political and economic reality. The problem of insurance culture and financial planning as a measure to reduce economic risks at the level of the state and the individual is raised. The theoretical model of insurance behavior is developed.
The Institute of insurance in our work is considered in the framework of psychological science as a category of risk avoidance, danger, threat, overcoming fear, as a system of economic security, creating a mechanism to protect the individual from internal and external fears and threats.

Keywords: Insurance behavior, insurance risks, economic security of the person, the typology of the insured, financial anxiety.

STUDENT'S IDEAS ABOUT THE PREREQUISITES AND MEASURES TO COMBAT CORRUPTIONS

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Abstract
In the context of "creeping" everyday corruption, it is extremely important to monitor attitudes towards corruption, especially among young people. The objective of the study was to identify the problems in attitude to corruption in Russia among students. The total sample included 181 students: 106 university students from St. Petersburg, Moscow and Chelyabinsk, and 81 students from St. Petersburg colleges. The study showed that the students associated responsibility for the level of corruption primarily with the institutions of power, accusing legislative branch and sharing the view of the weak interest of the government in eliminating corruption. According to students, combating corruption is also difficult due to the fact that corruption is not condemned in society. Correlation analysis of the data showed that those students who know the articles of the Criminal code of the Russian Federation related to corruption, higher assess the effectiveness of Russian legislation in combating corruption. The result confirms the importance of improving the legal culture of students, as in the protest movement corruption is often the

cause of destructive protests. As the most effective measures to combat corruption, students identify anti-corruption civic education and interaction with international organizations, and the least effective measure is considered fines. The results can be used in the development of educational programs.

Keywords: *Attitudes, corruption, students, countermeasures, prerequisites.*

A DESCRIPTIVE APPROACH TO MOBBING: THE ROLE OF SELF ESTEEM AND BODY IMAGE AT WORK

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Abstract
The present study is aimed to investigate perceived mobbing, self-esteem, and body image together. In this direction, relations between these constructs were examined, and mobbing scores of different socio-demographic groups were compared. Participants of the study were 223 female and 219 male, a total of 442 people, who have been working in public (165 people) or private sector (277 people) more than a year. Data were collected through the A Mobbing Scale, the Two Dimensional Body Image Scale, and the Coopersmith Self-Esteem Inventory. In order to explain perceived mobbing, different regression models and in order to demonstrate the relations between variables, different path models were tested. Results suggest that, self-esteem is the most important predictor of mobbing. Respectively, body image affects perceived mobbing indirectly through self-esteem. According to the results of covariance analysis that was performed for comparing socio-demographic groups, number of working years, and age has no significant effect on mobbing scores. In addition, results reveal that especially poor body image, low self-esteem, and bad economic conditions may be prominent risk factors for exposure to mobbing.

Keywords: Mobbing, self-esteem, body image.

PERSONALITY TRAITS AND REASONS TO LEAVE COUNTRY IN SERBIAN UNIVERSITY STUDENTS

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Abstract

This paper is referring to the problem of *brain drain*, used to describe 'the situation in which large numbers of educated and very skilled people leave their own country to live and work in another one where pay and conditions are better'. It is why this phenomenon has often been connected to the depletion of the intellectual and professional resources of a country or a region. Serbia has suffered a huge brain drain in recent years. The goal of this research is to examine what are the main reasons of university students to leave Serbia and whether it is possible to find out some personal dispositions for that. In addition, it is important to determine what percentage of students has a wish to go abroad and what are their plans and expectations. The research sample is consisted of 355 students of University of Nis, Serbia. About 62% of respondents sample was female (N=219). A questionnaire about students' interests and reasons for going abroad and leave Serbia was prepared by authors for research purposes. Personality traits are defined according to the Big Five model and assessed by The Big Five Inventory – BFI (John & Srivastava, 1999), intending to measure: extroversion, neuroticism, openness to experience, agreeableness, and conscientiousness. The main results are as following. About 36.2% of students planned to leave country, 49.2% of students said that they didn't sure yet, while only 14.6% didn't show willingness to go abroad and live in foreign country. The most common reasons for going abroad is searching for a work (46%) and the second one is a wish to continue education (19.7%). The greatest percentage of students plan to go by the help of scholarship (24.5%) or by the help of relatives (21.4%). Students of different faculties have different levels of priorities when it comes to economic reasons or

independence as a reason for going abroad. Some of them are ready to get jobs they would not accept to do in Serbia. Concerning the dimensions of personality, the results showed that primarily high openness to experience and high enough extroversion could be connected to students' willingness to leave their own country. Obtained data are useful for better explanation of strong interest and tendency to go abroad in students' population in Serbia. The findings are discussed in the light of up-to-date literature and studies.

AN INVESTIGATION OF THE RELATION BETWEEN PERSONALITY, JOB PERFORMANCE, AND JOB SATISFACTION VIA PROFILE ANALYSIS

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Abstract
The widespread use of personality tests in the process of personnel recruitment to evaluate the suitability of applicants for a particular job and to select employees who display personality traits that are informative in terms of high performance and satisfaction, demonstrates the need for further investigation of the relation between personality, job performance and job satisfaction. In this context, the present study aimed to determine the personality traits that predict job performance and job satisfaction. For this purpose, personality profiles of the participants were compared in terms of their levels of job performance and job satisfaction, depending on the Five Factor Model. From 278 different occupational groups, 4975 people (2833 men and 2142 women) between the ages of 19 and 85 participated in the study. The primary criterion for inclusion was working at a job for more than one year. Personality profiles were gathered through the long form of the Five Factor Personality Inventory. In order to assess perceived job performance and job satisfaction levels, participants were asked to rate how well they find themselves successful in their work and how satisfied they are with their work on linear scales ranging from 1 to 5 with half-units of increase. In the first place, multiple linear regression analyses were conducted in order to determine effects of personality traits in predicting job performance and job satisfaction. Results showed that all of the factors are significant predictors of job satisfaction. However, Openness to Experience factor found to be ineffective in predicting job performance evaluations. In the second place, based on their job performance and job satisfaction levels subjects were categorized into four groups and personality profiles of the groups were compared with MANOVA. Results indicate that the group who has high job performance and job satisfaction differed in many personality dimensions.

ACCULTURATION STRATEGIES AND PERCEPTION OF A NORTH AFRICAN WOMAN IN A JUDICIAL CONTEXT

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Abstract
This study examines some extrajudicial factors that may influence the judgment of a woman from North African immigration. The perception of women with North African origin in our society is a poorly researched subject in psychology whereas they are the target of many stereotypes. In this study, we have been interested in the judgments of men and women on a North African woman who committed an assault on another woman (with a French-sounding name). We particularly studied the effects of acculturation strategies adopted by the perpetrator (adoption of the culture of the host country/retention of the original culture) and the profile of the participant (gender and social dominance orientation, SDO. Two hundred and eighty-six students read a scenario describing an assault committed by a North African

woman who was then described according to one of the four acculturation strategies (assimilation, integration, separation, and marginalization) in many areas of daily life (work, family, social life…). The consequences of the assault for the victim were also manipulated (serious or minimal). After reading the scenario, participants judged the act and its perpetrator in four dimensions: judgment of the act, behavior explanation, and judgment of the perpetrator, perception of her masculine and feminine traits. Our results suggested that when the perpetrator did not adopt French culture and/or she maintained her original culture, participants judged her more negatively than in the other conditions and her behaviour was explained more by internal factors than external factors. These results were particularly observed for participants with high level of SDO. Otherwise, depending on the conditions of the experimentation, the judgments of women and men were different. The results of this study were discussed in view of stereotypical norms and threat feeling.

Keywords: Acculturation strategies, North African origin, gender, judgements, women delinquency.

HOLIDAYS IN CULTURAL MEMORY: SOCIAL MEDIA MINING ACROSS GENERATIONS

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Abstract
We present the first results of an ongoing study of the construction and transmission of cultural memories about national holidays in Russia. Due to a widespread adoption of social media among multiple generations as a first- or second-choice way of communication and social interaction, we were able to retrieve a relatively large volume of public data for a representative sample of urban population of Russia older than 14 years. A sample of 2200 public profiles and 13800 of their publications was downloaded from Vk.com – the most popular social media website in Russia (43% of urban population older than 12 years use it daily according to Kantar TNS MediaScope). Research sample was constructed using a public Vk.com API and Web Census method. Our analysis involved only posts (not reposts) with textual content that were published in the interval of two days before and two days after the date of a national holiday in 2010-2018: January 1st (The New Year), February 23rd (Army Day or Men's Day), March 8th (Women's Day) and May 9th (Victory Day). Content analysis involved standard text-mining procedures of data cleansing, stemming and spam filtering (most frequent terms were reviewed by experts to create a list of stop-words). An explorative topic modelling with LDA algorithm for four separate text corpuses has shown that the publications were mostly connected with a consumer behavior on holidays, but one topic was found to be specific for authors older than 39 years – greeting cards. Greeting cards were the most accessible, affordable and familiar element of a festive ritual in Russia during 20th century. A demographic group also known as "Generation X", those who have matured before public Internet and social media, are now transmitting their cultural memories digitally but with the most familiar and natural form of a pre-Internet illustrated message – a greeting card. Our research illustrates the advantages and limitations of automated analysis of big textual data in social psychology. We propose a novel procedure for automated longitudinal studies of cultural memory and social representations.

Keywords: Cultural memory, holidays, social media, data mining.

PARENT AND CHILDREN'S CHARACTERISTICS BY CUSTODY TYPE: A HIGH CONFLICT SAMPLE

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Abstract
Divorced parents face challenges that might lead to detrimental psychological difficulties to their own and their children. These challenges are even higher in high conflict interparental conditions. In this context, there are differential positions about the adequacy of shared or exclusive custody based on their influence

on parents' divorce adaptation. The goal of this study is to examine the psychological characteristics of parents and children in families with high interparental conflict by custody type. On this goal, a cross-sectional study was developed in Spanish public centers that support divorced parents with high interparental conflict. The study sample was 254 parents (39% fathers, 61% mothers) who ranged between 23 to 63 years old. Parents who participated had mainly exclusive custody (80%). We developed mean comparisons to test the differences between parents who had shared or exclusive custody. Results indicated that children of both groups had similar levels of somatization, anxiety/depression and aggressive symptoms. As well, parents who had shared or exclusive custody had similar parenting styles and general levels of psychological symptoms. Nevertheless, differences were encountered regarding co-parenting and general adjustment to divorce. Concretely, parents who had shared custody were those who indicated higher levels of coparenting and divorce adjustment. These results indicate that both types of custody might be linked to comparable psychological functioning for both children and parents. Complementary, these results pinpoint that custody assignments could be related to differential divorce adjustment that could influence parents and children long-term adaptation.

Keywords: Custody, parenting style, psychological symptoms, divorce, co-parenting.

THE HEALTH-PROMOTING BEHAVIORS FOR MARRIED COUPLES

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Abstract
The central aim of the current research is to understand the association between adult attachment style (i.e., attachment avoidance and attachment anxiety) and health-promoting behaviors of married couples in the Turkish sample. The data was gathered using demographic information form (including height and weight), Experiences in Close Relationships-Revised, and Healthy Life Style Behavior Scale II from 269 married couples. The actor-partner interdependence model (APIM) was performed to realize both intrapersonal and interpersonal effects simultaneously. Attachment avoidance and attachment anxiety were used as independent variables, health-promoting behaviors and body mass index (BMI) were used as dependent variables, and the duration of the marriage, the number of children, and the education levels of individuals were used as control variables. The saturated model demonstrated that some associations among variables were insignificant. Therefore, these insignificant relationships were reduced from the model one by one. Eventually, the final model fit the data very well [$\chi 2$ (13, N = 269) = 9.131, p = .763, GFI = .994, AGFI = .966, CFI = 1, RMSEA = .00]. Dyadic analyses demonstrated that the attachment anxiety of wives was not associated with any dependent variables. The results also showed that the attachment avoidance of both husbands and wives were significantly related to their own health-promoting behaviors. In other words, both husbands and wives who had higher levels of attachment avoidant were less likely to occupy in health-promoting behaviors. Moreover, the attachment anxiety of husbands was related to the BMI of wives. In the literature, it was indicated that individuals who have attachment avoidance reported unwilling to search for medical help about their complaints because of having problems in trusting health care professionals, the worse perception of general health, and fewer exercise behaviors. Additionally, the association between husbands' high attachment anxiety and their wives low BMI may be related to the critical and often coercive style of spouses who have attachment anxiety may influence their wives' weight perception and control.

Keywords: Adult attachment, health-promoting behaviors, BMI, married couples.

PSYCHOLOGICAL DETERMINANTS OF YOUTH PARTICIPATION IN THE LIFE OF THE COUNTRY

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Abstract
Today's youth as a socio-demographic group is one of the main capital of society, who directly affects on the innovative, creative and labor participation inside each country. A young age is a period when new rights and obligations for direct participation in the political life of society appear, and as a result – the transition from youth to civil maturity, social and legal responsibility.
In November-December 2018, a socio-psychological study was conducted, where the specificity of youth participation in the life of the country were analyzed. 1,000 people aged 18 to 30 years, 65% - women, residents of 5 countries: Azerbaijan, Armenia, Kyrgyzstan, Moldova and Russia. Methods: questionnaire, method of unfinished sentences, content-analysis. Data processing: primary descriptive statistics, correlation, factor and variance analysis.
The data on the level of knowledge of respondents about the political structure and characteristics of the electoral system of the state were received. The attitude of young people to the electoral process, as well as the priority forms and motives of their participation in political governance were revealed. The analysis of cognitive, emotional and behavioral component of young people's ideas about political elections is carried out.
In general, young people are well informed about their civil rights and responsibilities. Opportunities for participation in political governance are assessed as significant, associated with concern for the surrounding space and positioning of their interests. Elections are seen as an important democratic resource for change within the state, requiring respect for the principles of law and justice.
Youth largely has a degree of mobility, awareness and physical health, which allow it to react quickly and to change behavior, therefore, the identification of universal and specific ways of interaction between young people from different countries with the political system and the priority forms of participation in the life of his country, is particularly relevant.

Keywords: Youth, civic activity, participation, election, country.

ASYLUM INTERVIEW AS A FORK ON THE ROAD – FROM ASYLUM SEEKER TO IRREGULAR MIGRANT

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Abstract
Many asylum seekers have encountered various types of violence in their lives including physical and verbal harm, but also emotional violence. This paper evaluates yet another type of violence, namely epistemic violence, which asylum seekers may encounter when they arrive to a country seeking asylum. Epistemic violence is a failure of hearers to understand and acknowledge the speech of speakers in linguistic exchanges causing a negative impact on the speaker. Thus, epistemic violence is indirect and non-physical, yet it might have extremely severe legal and psychological consequences, such as a negative decision on an asylum request and the trauma caused by the decision and the situation in which person encounters the fork on the road: "Should I stay in Finland, or should I go?".
In 2015, Finland received an eightfold number of asylum applications compared with the previous years. Finnish authorities were not well prepared for the increase and in 2016 laws and regulations regarding immigration and legal aid were amended. According to the amended law, the legal assistance in the asylum interview is *in practice* no longer possible unless there are particularly serious reasons.
In this paper we report findings from interviews with 70 former asylum seekers regarding their experiences of their asylum interviews. We illustrate that many former asylum seekers did not experience to have been able to tell *their story* in such a way that their realities would have been understood and now they are irregular migrants.

Irregular migration is a timely phenomenon. Furthermore, it is highly multidisciplinary phenomenon requiring a holistic evaluation and discussion gathering academics from various disciplines including (but not being limited to) psychology, geography, sociology and law.

Epistemic violence needs to be avoided as much as possible in European immigration and social policies as it might increase irregular migration. Moreover, most importantly, it increases unnecessary agony and psychological stress for individual asylum seekers. Epistemic violence, as any other violence, has significant psychological effects through the negotiation of individual's self-esteem on a moment in which many experience to have lost the direction of the life. Consequently, we stress that the decision makers ought to acknowledge the possible side effects of the chosen social policies as those side effects such as an increase in experienced epistemic violence, might have extensive impact on living conditions and the quality of life of people in the society.

Keywords: Irregular migrants, asylum seekers, asylum interview, epistemic violence, Finland.

QUALITATIVE PSYCHOLOGICAL EFFECTS OF POLITICAL INFORMATION TO HIGH SCHOOL STUDENTS

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Abstract
The paper presents the results of an empirical study of high school students' assessment of the qualitative characteristics of political information and its relationship with the emergence of emotional (affective) and cognitive-behavioral reactions. Teenagers and young people are especially sensitive to media influence. Having a clear understanding of the nature of politics, its goals, objectives, means and other subtleties at this age is rare. This makes young people vulnerable to suggestion and manipulation. Violation of the principles of information and psychological security can lead to General neurotization, the formation of depressive States, increased anxiety, distortion of the picture of the world, the manifestation of other negative effects in the younger generation.

In 2016-2018, an empirical study was conducted, which tested hypotheses about the relationship between the assessment of high school students (senior pupils) of the qualitative characteristics of political information, the level of their media competence and self-assessment of their own mental states of recipients caused by the impact of political information.

As the object of study were selected high school students (10-11 grade) from St. Petersburg and Mirny, Republic Sakha, Yakutia, a total of 115 people (75 girls and 40 boys), aged 15 to 18 years (average age 16). Data was collected using questionnaires.

Analysis of the results of the study showed that the most important sources of political information for high school students are the Internet, the mass media and the family, the least important sources are religious associations. Assessing the political information, high school students especially noted such qualities as clarity, discrediting and disintegrating character, low level of disorganization.

In the process of interaction with political information, high school students actualized concealment as a mechanism of psychological protection (delay or rejection of reactions, concealment of information about yourself).

In general, the study identified and described the main mental areas of potential psychological and political effects in the interaction with political information. Specific psychological characteristics that can be subject to potential transformations, as well as factors of "motivation for political participation" and political "conformism-nonconformism" are highlighted. The quality of political information contributes to the emergence of conditionally "positive" psychological effects (in terms of the stability of the political system), like "the effect of involvement" and the development of political conformism. The qualities of falsifying, misinforming and disorienting political information contribute to the emergence of "negative" affective (hatred, antipathy, criticality) and cognitive-behavioral effects (rivalry, radicalism).

Keywords: Political information, psychological effects, information psychological safety, high school students.

LEGAL PSYCHOLOGY

SELF-ESTEEM AND CONFORMISM OF FEMALE STUDENTS AS PREDICTORS OF EXPERIENCED VIOLENCE BY PARTNER

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Abstract

Violence in partner relationship is a serious social problem. People in relationships could be victim to different forms of physical, psychological or sexual violence. There can be numerous consequences of such relationship, so it is crucial to thoroughly examine the problem and prevention measures. The goal of this research is to examine whether partner violence in female students can be predicted based on their self-esteem and conformism. Self-esteem is defined as evaluative part of self-image that is reflected throughout positive and negative feelings towards self and indicates the level of confidence, worth and value, whereas conformism is a personality trait characterized by passive acceptance of standards and values of relevant social group, without prior critical analysis.

The sample consisted of 180 female students from Faculty of Philosophy in Nis, who have been in a relationship within past six months. Questionnaire of experienced violent behavior in partner relationship (Ajdukovic, Löw and Susac, 2011) was used, that contains sub scales for assessment of physical, psychological and sexual violence; self-esteem scale (Rosenberg, 1965) and conformism scale (Pantic, 1981) were used also.

The applied linear regression analysis showed, that the examined indicative variables account for 7.7% variance of experienced psychological violence (R=.296, R2=.077, p<.000), and that both self-esteem (β = -,197 p < .008) and conformism (β = ,183 p < .014) are statistically significant predictors. For experienced physical violence the examined variables account for 12.1% variance (R=.361, R2=.121, p<.000) and again both self-esteem (β = -,261, p < .000) and conformism (β = ,200 p < .006) are statistically significant predictors. The scale used on a sample for sexual abuse assessment turned out to be unreliable, and as such it was omitted from further analysis. Cronbach's alpha coefficients was .518.

Even though there was not high enough percentage of explained variance, the obtained results showed that experienced physical and psychological violence in female students' partner relationships can be predicted based on their self-esteem and conformism. The direction of Beta coefficients showed that contribution of these variables were different. The experienced partner violence in female students will be higher if they have lower self-esteem and higher conformism.

Keywords: Violence, partner relationship, self-esteem, conformism.

COGNITIVE AND EXPERIMENTAL PSYCHOLOGY

MALLEABILITY OF WORKING MEMORY THROUGH CHESS TRAINING IN SCHOOL CHILDREN

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Abstract
Working memory refers to a cognitive processing space where information is received, managed, transformed, and briefly stored. It is an operational process of transforming information for the execution of cognitive tasks in different and novel ways. Many class room activities require children to remember information and mentally manipulate it. While the effect of chess training on intelligence and academic performance has been examined, its impact on working memory needs to be studied. This study, funded by the Cognitive Science Research Initiative, Department of Science and Technology, Government of India, analyzed the effect of one-year chess training on the working memory of children. A pretest–posttest with control group design was used. The sample consisted of 88 children in the experimental group and 90 children in the control group. It was selected from children of both the genders studying in school (grades 3 to 9). The experimental group underwent weekly chess training for one year, while the control group was involved in extracurricular activities offered by the school such as cricket, hockey, football etc. Working memory was measured by two subtests of WISC-IV INDIA. The Digit Span Subtest involves recalling a list of numbers of increasing length presented orally in forward and in reverse order, and the Letter–Number Sequencing Subtest involves rearranging jumbled alphabets and numbers presented orally following a given rule. Both tasks require the child to receive and temporarily store information, manipulate it, and present it in a changed format. The children were trained using *Winning Moves* curriculum, audio-visual learning method, hands-on chess training and recording the games using score sheets, analyze their mistakes, thereby increasing their Meta-Analytical abilities. They were also trained in Opening theory, Checkmating techniques, End-game theory and Tactical principles. Analysis of Covariance revealed that the experimental group had significant gains in working memory compared to the control group. The present study ascertains a link between chess training and working memory. The transfer of chess training to the improvement of working memory could be attributed to the fact that while playing chess, children evaluate positions, visualize new positions in their mind, evaluate the pros and cons of each move, and decide moves based on the information stored in their mind. If working-memory's capacity could be expanded or made to function more efficiently, it could result in the improvement of executive functions as well as the scholastic performance of the child.

Keywords: Chess training, cognitive development, executive functions, school children, working memory.

DEVELOPMENTAL PATTERNS OF SEX DIFFERENCES IN VERBAL AND VISUOSPATIAL ABILITIES

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Abstract
The present study explored the developmental patterns of sex differences in verbal and visuospatial abilities. Three hundred and twenty-six children and adults completed a battery of six cognitive tasks including two sets of abilities: The verbal cognitive battery included verbal fluency and short-term memory tasks. The visuospatial battery included mental rotation, localization, and form completion tasks.

Results showed significant sex×age interaction on the mental rotation task, with men outperforming women in the 3-D task, but with no sex differences shown in childhood in the 2-D task. Sex differences in verbal fluency were found with girls and women outperforming boys and men in this task. Findings are discussed within an integrative approach of biological as well as environmental factors.

Keywords: Cognitive abilities, sex differences, developmental pattern.

EMOTION REACTIONS TO ECONOMIC PREDICTIONS AND ITS EFFECTS ON REASONING AND LOGICAL THINKING

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Abstract
The goal of the present work was to explore the possibility that emotions evoked by a threat of financial difficulties could be enough to affect logical reasoning particularly in problems related to financial issues. For this, we manipulated emotional priming via the presentation of excerpt texts from the Portuguese media news that favor either a pessimistic or an optimistic view about the country's economic future. Afterwards, participants judged the logical validity of several syllogisms that had neutral content ("All flowers need water; Roses are flowers; Roses need water"), negative financial ("All minimum wage workers have financial difficulties; Call-center workers are payed the minimum wage; Call-center workers have financial difficulties"), or negative non-financial content (All cancer treatments are painful; chemotherapy is a cancer treatment; chemotherapy is painful.). Furthermore, participants also expressed in a rating scale how confident they were in their responses to each syllogism. Our hypothesis was that negative emotions triggered by the pessimistic view about the future of the Portuguese economy would lead to more financial preoccupation and attention focus to financial issues, which would be translated in an advantage in logical reasoning in responding to syllogistic problems involving financial content. Preliminary results indicate that participants primed with pessimistic news about the economic future of Portugal (compared to participants primed with optimistic news) performed better in syllogistic problems of financial content but showed lower confidence in their responses. These results, particularly the dissociation between performance and subjective confidence, will be discussed in light of their contribution to the extant literature on the impact on judgment and reasoning of emotional distress caused by financial difficulties.

Keywords: Reasoning, emotion, syllogism, decision-making, economic crisis.

SUSCEPTIBILITY OF PERCEPTION OF VERTICAL TO BLOOD GLUCOSE FLUCTUATIONS IN HEALTHY YOUNG ADULTS

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Abstract
Most studies on the relationship between glucose levels and cognitive function have focused on investigating the effects of exogenous glucose administration on cognitive abilities, with results pointing to inconsistencies in glucose-related effects on cognitive tasks. Disadvantages of such an experimental manipulation include discrepancy among studies in the timing of administration of tests, namely the timing between food intake and cognitive assessment, ranging from 15 min to 4 hours from the glucose drink, and cognitive testing occurring mainly during the postprandial state, leaving the later postabsorptive and possibly fasting states void of cognitive evaluation. It is preferable to evaluate how cognitive tasks can be affected by natural variations in blood glucose levels throughout the day. Perception of subjective visual vertical (SVV), which is essential for spatial orientation and daily

activities may be susceptible to glucose fluctuations since it is continuously constructed and updated by brain regions essential for human perception for verticality. SVV perception was assessed with a computerized rod and frame test (CRFT), a clinical exam that evaluates a subject's ability to align a rod to vertical position, with the recorded alignment errors providing information on the accuracy of spatial orientation. The test is carried out without a vertical reference in which the rod is displayed on a blank background and measures the subject's internal representation of vertical. Rod alignment deviation errors from gravitational vertical and time for alignment were compared between the postprandial (within 6 hours after last meal) and postabsorptive / fasting (more than 8 hours from last meal) states in 31 and 33 healthy young males respectively. The mean duration of food omission was shorter ($P < 0.0001$) and mean glucose level was significantly greater ($P = 0.0008$) in the postprandial phase. Significantly greater SVV deviation error was observed during the postprandial phase (Postprandial SVV: $0.88° \pm 0.45°$, Postabsorptive / Fasting SVV: $0.58° \pm 0.35°$; $P = 0.007$), while the mean time for rod alignment was significantly shorter (Postprandial SVV time: 7.44 ± 2.65 s, Postabsorptive / Fasting SVV time: 9.09 ± 3.44 s; $P = 0.04$).

Verticality perception is susceptible to blood glucose fluctuations throughout the day, with more accurate but slower response time during the postabsorptive/fasting phase. Activities that rely on verticality perception/spatial orientation may be performed more efficiently outside the postprandial phase.

Keywords: Verticality perception, CRFT, postprandial glucose, postabsorptive/fasting glucose.

PSYCHOANALYSIS AND PSYCHOANALYTICAL PSYCHOTHERAPY

IN SEARCH OF EVIL: AFFECTIVE DIMENSIONS OF PRESIDENTIAL ELECTIONS 2018 IN GEORGIA

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Abstract
The paper discusses how employing theoretical elements and interpretive frames of psychoanalytic anthropology, particularly from Lacanian perspective, help to conceptualize and analyze the affective dimensions in elections by creation the image of enemy as evil. Psychoanalytical theoretical vocabulary became the main source to capture affective dimension of politics by analyzing the texts, images and discourse how various emotions are signified in political speech. Election as a conventional public activity involves different political parties declaring their political values and competing to convince the large groups of population to vote for and follow specific discourses in order to get the majority in elections and win by setting parameters through which desire is produced, regulated and channeled (Kolvraa, 2018). The common knowledge of building the electoral discourses involves construction of image of enemy, evil, that has to carry the guilt for the perpetual postponement of utopia (Zizek, 1990), i.e. fulfillment of the emotional pull of certain political ideas. By Lacan human subject is never integrated into the symbolic world of language and traced by feelings of something loss and driven by the desire to recapture the lost enjoyment. By Glynos (2010), Starvakakis (2007) and Zizek (2005) this framework was used to understand the affective dimensions of ideological discourses. "This means that ideological discourses must produce fantasmatic narratives or scenarios which promise a utopian future of full satisfaction" (Kolvraa, 2018). In narratives like fascism, radical nationalism, Stalinism loss of enjoyment is replaced as a "stolen" by the enemy than contributes to maintain expectation of impossible – "a return to the fullness of jouisance in a utopian society" (Kolvraa, 2018). However the question of enjoyment still remains open in terms of affective dimension of political discourse – how it is achieved by the discourses of regaining of lost or defeating the enemy. We are analyzing the concrete presidential elections in Georgia, former soviet and new democratic country as a multidimensional social phenomenon coming from Stalinist and nationalist authoritarian past straggling to establish democratic institutions, laws and regulations, implementing elections as a main source of democratic governance. The case of last presidential elections is discussed as ambiguous model where discourses of enemy is floating form lost to stolen enjoyment of utopian society

Keywords: Psychosocial, affective dimension, elections, enemy.

* POSTERS *

CLINICAL PSYCHOLOGY

A LONGITUDINAL STUDY OF SCHOOL SATISFACTION
-MENTAL HEALTH AND SOCIAL SKILLS UPON COLLEGE ADMISSION-

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Abstract
The university entrance rate in Japan has been increasing over decades. Since 2005, it has finally exceeded fifty percent of high school graduates (Katase, 2007). As the entrance rate has gone up, the number of students who suffers from university maladjustment has also been increasing (Yamada, 2006). In this research, the author examined the possibility of using satisfaction with school life as an indicator to prevent such maladjustment, and conducted a two-year longitudinal study on female college students (four-year college and two-year college). The state of mental health and social skills was examined just after the commencement of the semester in April, and satisfaction with school life (motivation for school life; approval; maladjustment) was examined in the same students three months later in July, and a year later in July.

Based on the results of a *t*-test between 19 students who were in a poor mental health state upon admission and the remaining 162 students, significant statistical differences were found in satisfaction levels in the sophomore year between two groups (Motivation/ Approval $p<.01$; Maladjustment $p<.05$). Moreover, among the 19 students with poor mental health, there was no significant change in school satisfaction from freshman to sophomore, although 5 students with relatively higher social skills showed a lower score of Maladjustment ($p<.05$) than the other students. Even if students were at risk of poor mental health upon admission, it seems to be safe to assume that acquisition of social skills, possibly through institutional support, will be helpful to increase their resistance to anticipated maladjustment.

Keywords: College student, college adjustment, prevention of maladjustment, mental health, social skills.

RELATIONSHIP BETWEEN MINDFULNESS, SELF-COMPASSION AND DIFFICULTIES IN EMOTION REGULATION IN ADDICTS

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Abstract
Difficulties in emotion regulation is one of the main characteristics of addictive disorders. Both mindfulness and self-compassion have been offered as possible alternative strategies of emotion regulation and have also been found to be connected.

Our objective was to understand how predisposition to be mindful (to be in the present moment), self-compassion and difficulties in emotion regulation relate to each other in a sample of addicts.

The present study was exploratory and has a cross-sectional design. Current results relate to 17 patients who were receiving treatment in VillaRamadas treatment center for addiction. The psychological measures used were: Mindful Attention and Awareness Scale (MAAS), Self-Compassion Scale (SCS) and Difficulties in Emotion Regulation Scale (DERS).

From the 17 participants, 13 were men. Age varied from 19 to 64 years (*M*= 33, *SD*= 10.13). MAAS presented strong negative association with self-judgment and all its subscales, and a moderate negative association with the DERS total score. It did not show any significant association with self-compassion or any of its subscales.

The DERS total score showed strong positive associations with both the total score of self-judgment, and the subscales self-criticism and over-identification and a moderate association with isolation. It also presented a moderate negative association with self-compassion, and strong negative associations with the subscales self-kindness and mindfulness.

MAAS was a significant predictor of self-judgment, explaining 50.9% of its variability. Both self-compassion and self-judgment were significant predictors of DERS, explaining 27.4% and 55.3% of its variance, respectively.

RE-CONNECTING ONESELF TO THE WORLD OF PEERS VIA THE CONTEMPLATION OF AN ARTWORK

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Abstract
Some teenagers have no more confidence to exchange with each other and with adults through words. Not desire can enroll in the relation because it has become suspicious; or even defying due to psychic and emotional pain. This suffering is trying to be hidden because is even hardly accessible, intelligible to their conscience. They are in a vulnerable period and some of them are closing them in on themselves.
These teenagers, who lock themselves certainly to looking away, might catch their gaze in a pictorial scene. This scene included in a frame containing an art production which is given to see, that invites contemplation without risk of intrusion. It would provide, without doubt, a space to rush, or even to take refuge there. It would be a landscape that would allow these teenagers to flee in a space deeper and deeper, echoing the depth of their physical and emotional proven. Maybe in this place at once more and less distanced, these young teens might find a correct distance, more adjusted; they can develop more openness and further more deploy their senses.
By sense, we mean both the sensory modalities, the sense of direction and meaning.
Take the time to let yourself be surprised by an artist's painting which has been chosen, be able to choose it to contemplate in his own way, in a small room would promote an authentic encounter between the teenager and the artist via the painting. his intertwining of spaces and double projections and transfers build an environment sufficiently containing. It invites to daydreaming, poetry and a great sense of wonder offsetting an environment of the depression and destruction.
This moment of intimate and authentic meeting would promote the deployment of self-confidence and in each other. Effectively, the young teenager feels intimately known by this other who expresses through his artwork. Thus, the identification process is initiated.
Thus, the aim of this oral paper is to emphasize the importance of a device such as the Artothèque to accompany early adolescents who are in down development and have difficulty in communication and relationship with the other.
Some clinical cases will be presented to illustrate the authentic encounter between the young and the artwork at one point and thereafter.

MOTIVATION AND EMOTIONS IN EFFECTIVE EATING HABITS CHANGE. MULTI-METHOD EXPLORATORY STUDY

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Abstract
Many studies have shown that attempts to change one's behaviour often end in failure. Old habits reassert themselves and new attempts to alter them are necessary, leading to frustration and disappointment.
The aims of the study were to explore within one theoretical framework the importance of motivation and emotion in the process of changing eating habits, and to estimate the role of health professionals in the process. The research employed a multi-method approach, and quantitative and qualitative studies were

conducted. The main goal of the quantitative study 1. was to assess the role of health professionals in achieving effective change and to widen the knowledge of psychological (motivational and emotional) determinants of the effectiveness of eating habits change. The purpose of the quantitative study 2. was to deepen the knowledge acquired in the first study. A total of 420 men and women undergoing the process of change were recruited to participate in the first study. Motivation was measured by Treatment Self-Regulation Questionnaire (Diet) (Ryan & Connell, 1989; Levesque, Williams, Elliot, Pickering, Bodenhamer et al., 2007), emotions experienced in the process were assessed by Scale of Positive and Negative Experience (Diener & Biswas-Diener, 2009) and emotional attitude towards a process of change – by Scale on Emotions Related to the Behaviour Change, created for the purpose of the study. Three measures of declared effectiveness of diet change were applied: objective (change in weight in kilograms) and subjective (evaluation of dietary change into more healthful food consumption and satisfaction with self-efficacy in the process). Study 2. was conducted using individual, semi-structured, in-depth interviews (IDIs) (Angrosino, 2010; Kvale, 2010). Two groups of respondents were examined: 6 individuals changing their eating habits and 7 health professionals. The thematic analysis (TA; Braun & Clark, 2006; Clark et al., 2015) deductive method was used to analyze collected data. Results from both studies show that emotional attitudes toward dietary changes and emotional experiences during the process of change – neglected thus far in empirical studies – are crucial for the effectiveness of the process. Moreover, the emotional aspects modify the relationship between different types of motivation (as defined within the Self-Determination Theory) and the effectiveness of the process.

Keywords: Weight loss, motivation, emotions, health professionals, patients, self-determination theory.

COMBINATION OF ATTACHMENT PATTERNS IN ROMANTIC RELATIONSHIP AND ITS QUALITY

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Abstract
The aim of this study was to explore the connection between a combination of attachment patterns in a couple and their relationship`s quality. The study involved 200 heterosexual couples ($N = 400$), aged 21 to 45 with the relationship's length from 0,5 to 25 years. We used *Experiences in Close Relationships* questionnaire and cluster analysis (*k*-means procedure) to isolate three main attachment patterns: secure, anxious, avoidant. We also referred to *Couple Satisfaction Index-32* and *Partnership Questionnaire* to measure different aspects of a relationship`s quality: satisfaction, quarreling, tenderness and mutual communication. The key results of the comparisons between couples, isolated on the basis of a combination of attachment patterns showed that: (1) a combination of two secure patterns was the most while a combination of anxious–avoidant and two avoidant patterns the least beneficial to a relationship`s quality; (2) a combination of secure and insecure patterns turned out to be more favourable than a combination of two insecure ones; (3) a configuration of two anxious patterns appeared to be partly beneficial and partly detrimental; (4) a combination of a man with a secure and a woman with an insecure pattern would be more advantageous than a "reversed" combination of a man with an insecure pattern and a woman with a secure pattern.

Keywords: Romantic relationship, combination of attachment patterns, self-report measures.

EDUCATIONAL PSYCHOLOGY

FAMILY FUNCTIONING CHARACTERISTICS INVOLVED IN ADOLESCENT DEPRESSIVE SYMPTOMS

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Abstract
Research has shown that family functioning contributes to depressive symptoms in adolescents, with a wide range of family functioning characteristics associated to adolescent depressive symptoms. However, these family attributes have been studied through different studies, methodologies and theoretical frameworks, and do not allow envisaging a single whole picture of the family attributes associated to adolescent depressive symptoms. The objective of this study was to overcome this deficit. We followed a systematic approach and used the Family Assessment Device (FAD), which comprehensively identify six family variables in which healthy and unhealthy families differ: Problem Solving (PS), Communication (CM), Roles (RL), Affective Responsiveness (AR), Affective Involvement (AI) and Behaviour Control (BC). Independent regression analyses conducted for each variable showed that all the FAD variables significantly predicted BDI scores. However, when the six variables were introduced simultaneously in the same equation to control for the shared explained variance, only AR and AI showed significant effects, with BC approaching significance. These results were confirmed through Pratt's measure, which showed that the non-overlapping effects of AR, AI and BC accounted for virtually the whole variance explained by the FAD dimensions. Conclusions at both methodological and applied levels emerge from these results. At a methodological level, these results prove the need for controlling the shared variance between family variables before deriving any conclusion about their role. At an applied level, they showed that the family affective aspects are the most important regarding adolescent depression, with only behaviour control playing a role within the non-affective variables.

Keywords: Family functioning, adolescent depression.

ADJUSTMENT OF GRADUATE STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

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Abstract
The difficulties of undergraduate students with ADHD are widely documented (Emmers, Jansen, Petry, van der Oord, & Baeyens, 2017). This allows the development of support measures tailored to their needs. Many of these students complete their undergraduate studies and enter master's and doctoral programs. Graduate studies present additional challenges, particularly related to independent research and writing. However, few studies have explored the adjustment of students with ADHD at the graduate level, that is their ability to meet the demands of their study environment. This study aims to compare the adjustment of master's and doctoral students with ADHD ($n = 16$) and without ADHD. Participants completed a French translation of the Student Adaptation to College Questionnaire (Pariat, 2008, Baker & Syrik, 1999). This scale measures four dimensions of adjustment: academic, social, personal-emotional and goal commitment/institutional attachment. Students with ADHD present average scores for the overall scale and the four subscales. Moreover, their scores do not differ significantly from those of the students without ADHD. These results indicate that graduate students with ADHD may respond as well to the demands of their study environment as their peers without ADHD, despite the additional challenges

associated with their diagnosis. Further studies should explore the conditions and mechanisms facilitating their adaptation.

Keywords: ADHD, adjustment, university, graduate students.

FACTORIAL VALIDITY OF THE DESCRIPTIVE/INJUNCTIVE NORM PREFERENCE SCALE

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Abstract
This study was the second report of developing the Descriptive/Injunctive Norm Preference Scale. This scale intended to measure individual differences in personal attitudes against social norms. Cialdini et al. (1991) distinguished social norms into two types. Descriptive norm is decided by what behavior most people engage in a particular situation, which is reflected in perceived typicality. Injunctive norm, on the other hand, is defined by habits or moral rules, which represents what people approve/disapprove. This study was a part of the process to develop the scale that assess the tendency how people prefer to obeying/violating descriptive/injunctive norms. The pilot study created 90 items inquiring ones' attitudes (cognition, affection, and behavior) toward descriptive/injunctive norms.
Previous exploratory factor analysis (EFA) extracted 3 factors from the selected 56 items out of the pilot scale; F1: Apprehension of deviance from descriptive norms, F2: Regard for injunctive norms, and F3: Aversion to injunctive norms. This study tried to replicate the factor structure, and to examine the construct validity of the scale. Participants were recruited anew from a research company panel, and 400 hundred adults (200 females and 200 males) responded to online questionnaires. Confirmatory factor analysis (CFA) indicated the goodness of fit to be fair to the 3-factor model hypothesized from a priori analysis. Further verification in comparison with other related psychological constructs would be needed to examine its content validity.

Keywords: Scale development, factorial validity, injunctive and descriptive norms.

THE *RENCONTRES FOCUS*: OUTCOMES OF A LEARNING AND STUDY SKILLS BASED PROGRAM FOR UNDERGRADUATE STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

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Abstract
Undergraduate studies require good organizational, planning and time management skills. As several studies showed, students with Attention Deficit Hyperactivity Disorder (ADHD) have weaker learning and study strategies than students without ADHD (Gormley, DuPaul, Weyandt, & Anastopoulos, 2016; Reaser, Prevatt, Petscher, & Proctor, 2007). Some universities have therefore implemented support measures for those students. In Quebec (Canada), Landry (2012) developed the *Rencontres FOCUS*, which aim to enhance learning and study skills. This study evaluated the effects of the *Rencontres* FOCUS on the learning and study strategies of thirteen undergraduate students with ADHD (six men and seven women, M_{age}= 29.2 years). The French version of the *Learning and Study Strategy Inventory* (LASSI, Weinstein and Palmer, 2002) was used to evaluate participants' study skills. Dependent *t*-tests compared the pre and post-intervention scores. Participants significantly improve on *Anxiety, Concentration, Selecting Main Ideas* and *Test Strategy* subscales with a moderate to large size effect. However, results indicate that the participants remain below the 50th percentile of the LASSI. This suggests that, despite their progress, those students have to continue to improve their study skills. The results also reveal that the *Rencontres FOCUS* seems relevant for the development of study strategies for students with ADHD.

Keywords: ADHD, university, study skills, group intervention.

DEVELOPING ACADEMIC SKILLS IN DIGITAL ENVIRONMENTS: MEDIA EFFECTS ON PERFORMANCE AND METACOGNITIVE JUDGMENTS

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Abstract

The prevalence of digital academic materials and their use is constantly growing. However, surveys report that most readers prefer to read long texts such as academic papers and textbooks in print rather than digital format. Moreover, accumulating evidence on in-depth processing of digital text points to the disturbing finding - understanding digital text is inferior to that of printed text. In an effort to overcome these contradictory trends, the current study investigated the effectiveness of an instructional intervention for preservice teachers, which focused on developing academic reading and writing skills in a digital environment. The instruction took place in a computer lab, during which the instructor demonstrated reading and writing strategies in a digital environment using frontal teaching methods. Then, the participants practiced these strategies in their scientific reading and writing. Multiple testing points were implemented in both media conditions: digital and paper. The mid-term testing point demonstrated that emphasizing in-depth processing diminished the 'media effect' (differences in performance between digital and paper conditions) reported in the literature for reading comprehension. Also there were no differences in academic writing between paper and digital groups. Confidence ratings for academic reading and writing were higher in the digital setting. Interestingly, differences in the evaluation (calibration analyses) of reading and writing were observed among media groups. While the digital group was more calibrated on their assessment of writing quality, the paper group was more calibrated in their assessment of reading comprehension. In this paper, we will discuss the importance of incorporating a digital module into the curriculum of preservice teachers, which should increase students' awareness to biases they may have about academic performance in digital environments.

Keywords: Academic writing, academic reading, preservice teachers, prediction of performance, judgement of learning.

A STRUCTURAL MODEL OF THE TEST FOR CREATIVE THINKING-DRAWING PRODUCTION (TCT-DP) IN ADULTS- REVISED

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Abstract

The Test for Creative Thinking-Drawing Production (TCT-DP, Urban & Jellen, 1996) is one of the best instruments for the creative potential assessment, which has been considered a crucial dimension in the organizational context. Considering its factorial structure, most studies have been limited using an exploratory approach. This research aims to assess the factorial structure of the TCT-DP (Form A) for a Portuguese adult sample, with a total of 620 workers, revisiting the results obtained in a study of Almeida, Ibérico Nogueira and Lima (2018). Two studies were performed. In Study 1, an exploratory factor analysis (EFA) was performed to assess the factorial structure of the TCT-DP. Take part in this study three hundred two individuals from Portugal, most of them were women (55,6%) and had an undergrad degree (74,8%), with age range from 18 to 86 years (M = 41.1, SD = 10.7). In Study 2, there were three hundred eighteen individuals from Portugal, most of them were women (56,6%) and had an undergrad degree (79,9%), with age range from 19 to 70 years (M = 40.6, SD = 10.1). We perform a confirmatory factor analyses aiming to replicate the factorial solution identified in Study 1. The two-factor solution (F1- Adaptiveness; F2- Innovativeness) proposed in Study 1 had acceptable to marginal fit indices: $\chi2 = 127,8$, $df = 34$, $\chi2/df = 3.76$, GFI = .93, CFI = .83, RMSEA = .093, CI 90% [.076, .0111], ECVI = 0.54. As in the study of 2018, two factors, Adaptiveness and Innovativeness, emerged and are composed by the same items, which led us, in the discussion, to a reflection about the

parental practices features. Our model, already called TTT - Two Tracks of Thought, highlights the importance of both non-conventional and conventional thinking for the creative process.

Keywords: Creativity, TCT-DP, confirmatory factorial analysis.

POSITIVE EMOTIONAL ATMOSPHERE OR TECHNOLOGY-BASED TRAINING: TEACHERS' PRIORITIES DEPENDING ON THEIR PERSONALITY

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Abstract
Positive classroom atmosphere is one of the most powerful tools to enhance and promote students' learning. Moreover, a modern teacher is encouraged to keep up with technology and use it in the teaching process. From the perspective of professional roles multidimensionality approach, psychologists emphasize that we cannot perform all roles equally. Because each role involves different contexts, relationships, responsibilities and likely different personality characteristics. This study aimed to identify teacher's personality characteristics (personality traits and professional identity), which determines the teachers' priority in classroom. 436 vocational teachers from Lithuania filled up a self-administered questionnaire. It consisted of the Teachers' Professional Identity Questionnaire (Beijaard et al., 2000), Big Five Inventory (BFI; John et al., 2008) and two items to clarify VET teachers' priorities in the classroom. The results revealed that two completely different characteristics of personality are related to different preferences in the classroom. The personality trait of agreeableness is significant in predicting preference to favor a good emotional atmosphere ($p < .01$), and the didactical expert role predicts teachers' preference to favor technology-based training ($p < .001$).

Keywords: Vocational teachers, professional identity, personality traits, technology-based training, classroom atmosphere.

NORMATIVE VALUES FOR THE TEST FOR CREATIVE THINKING-DRAWING PRODUCTION (TCT-DP), OVER THE SCHOOL YEARS IN PORTUGUESE PRIVATE SCHOOLS

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Abstract
The Test for Creative Thinking-Drawing Production (TCT-DP) has been widely used for the creative potential assessment. However, there are no tables of normative values for the different years of schooling and gender in the Portuguese private schools. This is our contribution in this work.
Take part in this study 294 individuals from Portugal, with age range from 15 to 22 years (M = 17.7, SD = 1.64), most of them were women (55%) and was enrolled in the 10th (60.6%) and 12th school year (39.4%).
The t-tests performed indicate that there are no statistically significant differences between the school years for the two factors of the TCT-DP and for a total factor. Regarding gender, statistically significant differences were observed only for the conventional factor, with women having a higher mean than men.
The present study is the first phase of a larger research project that aims to characterize the levels of creativity and elaboration of normative tables of students of private schools.

Keywords: Creativity, TCT-DP, assessment, private schools.

EMPATHY AND CLASSROOM CLIMATE AS PREDICTORS OF STUDENT'S WELL-BEING: AN INTERNATIONAL PILOT STUDY

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Abstract

One of the key ingredients of social, emotional and intercultural competencies, which contributes significantly to a positive and inclusive classroom climate is empathy (Zorza, 2015). Empathy enables us to understand others and feel connected with them (Eisenberg, et al., 1996). High ability of empathy, which includes cognitive (e.g. taking the perspective of another) and emotional components (e.g. personal distress), is associated with numerous positive effects on relationships and behaviour (e.g. prosocial behaviour), while the lack of it is associated with many negative effects (e.g. aggression) (Davis, 1980). Establishment of positive relationships with others and empathy are associated with psychological well-being of students (Shanafelt et al, 2005). The aim of the present study was to analyse the associations between empathy, perceived classroom climate and well-being among students of the 8th-grade. We will present the analysis from three EU countries (*N*: Slovenia: 107, Sweden: 86, and Croatia: 79) who participated in the pilot of the European Erasmus KA3+ Hand in Hand project. We analysed predictive power of empathy (IRI; Davis, 1980) and the perceived classroom climate (Positive class climate; Stöber, 2002) on the well-being (WEMWBS; Stewart-Brown et al., 2011). Results show, that in all countries, personal distress (one component of empathy) is an important predictor of the student's well-being. Results are discussed in light of guidelines for school practice.

Keywords: Empathy, classroom climate, well-being, students.

EDU-CAR: QUALITATIVE ANALYSIS OF AN INTERVENTION FOR THE DEVELOPMENT OF SOCIO-EMOTIONAL AND CAREER COMPETENCES

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Abstract

This study aims to qualitatively analyze the communication strategies used by the psychologist and the participants in a career intervention that aimed at the development of socioemotional and career skills in high school students. A total of 44 students (55% boys, ages: M = 15.16, SD = 0.7) from two public high school classes in the interior of São Paulo, Brazil participated in the intervention. The program was structured in two modules, the first one for the work of the socioemotional competences and the second module for the work of the career competences. The program comprised a total of 12 sessions. The sessions were held weekly. The data were obtained through audio records that were transcribed and analyzed based on content analysis. Data were analyzed by intervention session and by classroom. The registration of 20 sessions constitutes the corpus of analysis of this study. Questions about the quality of the activities and about the quality of student participation, in their opinions, were evaluated. The analysis of the frequencies of the registers of the categories of interventions of the psychologist and of the reactions of the students allowed verifying the effectiveness of the intervention. The results show that the school was identified as a place of preparation for work and that the topics covered were considered important for life. Most of the students considered the quality of the activities developed in the intervention as good, and their participation as regular.

Keywords: Intervention, qualitative, socio-emotional skills, career development, high school.

SOCIAL PSYCHOLOGY

CONTENT OF FATHER AND MOTHER STEREOTYPES IN JAPAN, COMPARED TO OVERALL GENDER STEREOTYPES

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Abstract
Suzuki (2017) reviewed the studies on gender inequality and concluded that gender stereotypes contribute to the persistence of gender discrimination in the workplace and at home. It has also been verified that the content of father (Troilo, 2013) and mother stereotypes (Ganong & Coleman, 1995) differed from overall gender stereotypes in American society. This study investigated whether the content of father and mother stereotypes was dissimilar to that of overall gender stereotypes in Japan. That is, does the content of father (versus men) and mother (versus women) stereotypes differ from the typically held gender stereotypes?
A survey was conducted among undergraduates ($N = 266$; *Men* $= 106$, *Women* $= 160$), with a mean age of 19.05 years ($SD = 1.02$ years). The results indicated that the content of father stereotype was different from that of men and that of mother stereotype was different from that of women. This implies that the idea that 'fathers (rather than men) should work outside the home and mothers (rather than women) should keep the house', is held in Japanese society. In the future, it would be helpful to examine not only explicit stereotypes but also implicit stereotypes about fathers and mothers. Further, it would be useful to study stereotypes held by older and/or less educated adults.

Keywords: Stereotype, father, mother, gender.

THE EFFECTS OF PSYCHOLOGICAL GAMES ON NONVERBAL COMMUNICATION SKILLS OF THE YOUTH

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Abstract
This study examined the effects of psychological games on nonverbal communication skills. Werewolf-Game was used as a psychological game. Werewolf game has about 10 participants and they were divided into two teams, werewolf team and citizen team. Werewolf tells a lie and attacks the citizens, citizens try to find the wolf by conversation and expel it. As for this game, members of werewolf team have to tell lies and others must find out them, so nonverbal communication skills also become very important.
Participants were 60 university students (36 males and 24 females, Average age is 20.62.). Half participants were divided into an experimental group, and the others were into the control group. The experimental group members played werewolf-games 6 times, and control group members did not. Their nonverbal communication skills (3 factors) were measured: nonverbal expression, nonverbal sensitivity, and nonverbal control. The questionnaire was carried out 3 times: 2 weeks before the games, 2 weeks after the games, and 4 weeks after.
According to ANOVA (2×3), interaction effect was significant. There was no significant difference in the means of all scales between experimental and control group before the games. Two weeks after the games, nonverbal expression and nonverbal control skills in experimental group became higher than before, and those two skills were higher than those of control group. In addition, those two skills were maintained high four weeks later. These results indicate the possibility that nonverbal communication skills are promoted by the training which used psychological games.

Keywords: Psychological games, nonverbal communication skills, communication skill training, Werewolf-Game.

CONTENT VALIDITY OF THE DESCRIPTIVE/INJUNCTIVE NORM PREFERENCE SCALE

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Abstract
The purpose of this study was to examine a content validity of the descriptive/injunctive norm preference scale (DINPS). This scale measures a tendency which people prefer injunctive norms (i.e. the social rules we have to comply) or descriptive norms (i.e. the perceptions of actual behavior showed by almost all people). Three scales were adopted to consider a content validity of DINPS. First, the need for uniqueness scale (Snyder & Fromkin, 1977, 1980) was used because this scale measured a stable individual deference which people want to be unique. Second, the F scale (Adorno et al., 1951) was used to assess that people agree or disagree with 9 subscales as "conventionalism", "authoritarian submission", "authoritarian aggression", "anti-intraception", "superstition and stereotypy", "power and toughness", "destructiveness and cynicism", "projectivity", and "sex". Finally, the individual and social orientedness scale made by Ito (1993) was used. This scale measured two aspects: 1) social orientedness concerned the orientation to others and the external (interpersonal) adjustment, 2) individual orientedness concerned the orientation to self and the internal adjustment. Forty hundred respondents compete these four scales by on line survey. According to correlational analyses, it was found that there was a content validity of DINPS modestly.

Keywords: Content validity, descriptive norm, injunctive norm, scale.

ROAD LESS TRAVELED: MOTIVATIONS AND PATHWAYS OF FILIPINO LESBIANS AND GAYS IDENTIFYING AS EX-GAYS

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Abstract
This study explores the motivations and the pathways of past self- identifying Filipino lesbians and gays. In this study, the researchers seek to (1) understand the motivations that influenced ex-gays in modifying their sexual orientation and (2) delve more into the different pathways (stages and/or steps) that are involved in the sexual orientation modification of ex-gays specifically in the Philippine context. A semi-structured interview was conducted with 10 self- identified Filipino ex-gays. Inductive thematic analysis was then used to analyze the data and to identify common themes. Four themes emerged as motivations of ex- gays respectively; Identity Dissonance, Spiritual Conviction, Cognitive Reconstruction, and Influential Role Models. Likewise, three themes materialized as common pathways taken by ex- gays, namely; Church Involvement, Accountability/Support Groups, and Adaptation of New Lifestyle. Moreover, the study clarifies the existing definition of being an ex-gay.

Keywords: Ex-gay, sexual orientation, and sexual orientation modification process.

UNIVERSITY TEACHERS' PROFESSIONAL IDENTITY: A ROLE OF SELF-DETERMINATION THEORY

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Abstract
Based on scientific literature, professional identity development of teachers in higher education leads to many positive work outcomes and is one of the essential elements of psychological well-being. This study investigated the role of Self-Determination theory (SDT) in the role of university teachers' sense of professional identity. SDT explains how its components play in producing highly motivated individuals, leading to the development of one's sense of self. Thus, the aim of this study is to identify the relationship

between university teachers' professional identity and SDT. Sample consisted of 257 university teachers from Lithuania. Professional Identity Questionnaire (Kovalcikiene, 2014) was used to measure university teachers' identification with three professional roles: researcher, teacher and practitioner (or service provider). The SDT components (autonomy, competence and relatedness) were assessed using Basic Psychological Need Satisfaction and Frustration Scale – Work Domain (Chen et al., 2015). The results revealed that all components of self-determination, i.e. autonomy, competence and relatedness were related (p < .01, in all cases) with university teachers' identification with all three professional roles (researcher, teacher and practitioner) as well as overall professional identity. The regression analysis revealed that only competence of university teachers significantly associated with their professional identity: researcher, teacher, practitioner and overall (p < .001, in all cases). Scientific contribution of this research implies empirical study of the role of SDT in university teachers' professional identity.

Keywords: Professional identity, self-determination theory, university teachers.

SELF-CONCEPT AND ANXIETY OF POTENTIAL SLOVAK LEADERS

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Abstract
Purpose: The purpose of this paper is to examine self-concept and anxiety of the Slovak university students as future leaders. The positive self-concept and emotional stability are considered important characteristics of effective leaders.
Research method: Our research sample consisted of 199 students (mean age=20.04; SD=1.58;) of Matej Bel University (field of study: management and education). The available and intentional sampling was used. The research tools were: State-trait anxiety inventory (Slovak version: Müllner, Ruisel, & Farkaš, 1980) and Piers-Harris self-concept scale for children and adolescent 2 (Czech version, 2015; translation to Slovak: Ďuricová & Ladnová, 2018). Reliability (inner consistency) of measured variables was acceptable (Cronbach alpha from .558 to .902 for state and trait anxiety and all self-concept dimensions. The correlation research study was conducted.
Results: Our findings prove negative moderate or strong statistically significant correlations between all self-concept dimensions and state and trait anxiety (from -.262 to -.567; p=.001). There has been proved strong significant relation between the total self-concept and state and trait anxiety (-.556; -.684; p=0.001).
Research limitations: Data were self-reported. The sample size.
Value: This paper presents the contribution to the research of relevant personal factors of tomorrow´s leaders in education and economics in Slovakia.
The paper was supported by The Slovak Research and Development Agency: APVV 17-0557 project.

Keywords: leadership, trait anxiety, state anxiety, self-concept.

PERCEPTION OF (THE) PSYCHOLOGICAL MOTIVES OF TATTOOING OF ALL AGES

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Abstract
Reviewing the current psychological research, one can reach a conclusion that previously tattooing the body has been mainly seen through the perspective of clinical psychology – usually as body self-mutilation, proving a negative attitude to oneself, or as the occurrence of mental disorders. Tattooing yourself was also often associated with other risk-taking behaviors such as the use of psychoactive substances.
Currently, more and more people are tattooing themselves, more and more tattoo studios are being set up. Therefore, the idea was to look again at the motives of people's tattoos and how tattoos are currently perceived by people of all ages.

The study is question, which was carried out from October 2018 till April 2019, focuses on the perception of the motives of tattooing trough different age cohorts.

A total of 407 people from different development stage (pre-school period, early school-age period, adolescents, early adults, middle adults and late adults) took part in the study. The study was conducted using semi-structured interview.

The collected data were analyzed using the x^2 test, the *V-Cramer* test and with the *Bonferroni method.*

The results of the research have shown that people of different ages exhibit a different perspective of the motives for tattooing.

In addition, it turns out that the motives of tattooing are perceived not only as a negative, but also as a positive phenomenon, for example, indicating personal development and the pursuit of self-realization – in accordance with assumption of Abraham Maslow's hierarchy of needs.

Detailed results will be presented during the conference.

The results obtained in the study will be used to create a standardized questionnaire to study the psychological motives of tattooing and another body modifications. The study is also the first stage of a broad research project on the mechanisms of body modifications among people of all ages.

Keywords: Development psychology, social psychology, personal growth, body modification, tattooing.

A CASE STUDY ON THE PROCESS OF INTERPERSONAL RELATIONSHIP FORMATION BETWEEN MUSLIMS AND JAPANESE HOSTS

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Abstract
This study aims to explore the process of interpersonal relationship formation between international Muslim students and their Japanese hosts in Japan. I conducted a semi-structured interview with eight Muslim international students in Japan, and analyzed the data by using the Trajectory Equifinality Model. Results showed that, step by step, the students underwent seven similar experiences in the interpersonal relationship formation process with Japanese hosts: (1) assumption of cultural differences, (2) consideration of coping policy, (3) contact with the Japanese, (4) perception of cultural differences, (5) occurrence of difficulties, (6) consideration of coping strategies, and (7) coping strategies. Difficulties based on cross-cultural conflict hindered the formation of relations with hosts. The results suggested, therefore, that the key to building relationships is learning how to cope with difficulties. In addition, the combination of cultural preservation and interpersonal relationship formation was divided into three types. The first was to adjust criteria for the observance of religious mandates, so as to also become acquainted with Japanese religious customs. The second was to limit relations with the Japanese, because religious discipline and compliance with mandates is top priority. The third option was not to give up on exchanges with the Japanese or on culture preservation, so as to be able to explain the norms of their own culture and to carry them out with understanding. This study revealed effective skills that make it possible to both preserve the mother culture and form relationships.

Keywords: Muslim students in Japan, interpersonal relationship, cross-cultural contact.

STIGMATIZATION OF PEOPLE WITH ALCOHOL DEPENDENCE COMPARED TO PEOPLE WITH SCHIZOPHRENIA

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Abstract
Previous stigma research has shown considerable differences between various disorders. However, most studies neglected the impact on stigmatization that behaviour, diagnosis and the label as a disease have separated from each other. To counteract this limitation we examined differences in public conceptions of the most stigmatized mental illnesses: alcohol dependence and schizophrenia.

We analysed responses to vignettes describing individuals meeting DSM-III-R criteria for alcohol dependence and schizophrenia, without mentioning the name of the disease. The purpose is to explore whether there are differences regarding 1) the stigma, containing personal attributes (stereotypes), emotional reactions (prejudices) and social distance (discrimination), 2) the impact of labelling the behaviour in the vignette as a disease, and 3) the impact of giving the right diagnosis.

We found differences of stigmatization between alcohol dependence and schizophrenia. Contrary to previous research, labelling the behaviour in the vignettes as a disease has a positive impact on stigmatization towards people with alcohol dependence and schizophrenia. One of the most notable differences between the two disorders is that, regarding alcohol dependence, giving the right diagnosis affects all components of stigma negatively, while giving the diagnosis schizophrenia shows less negative reactions.

Our findings illustrate the need for differentiation between mental disorders as well as between the different components of stigma. Moreover, labelling with a disease or diagnosis has a various influence on stigmatization between alcohol dependence and schizophrenia. The described differences of public conceptions have important implications for the planning of anti-stigma programs and may help developing more customized interventions.

Keywords: Stigmatization, alcohol dependence, addiction, schizophrenia.

COGNITIVE AND EXPERIMENTAL PSYCHOLOGY

HETEROGENEITY OF THINKING: CASE OF RELIGION

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Abstract

According to Lev Vygotsky's cultural-historical theory, thinking goes through four stages: syncretic concepts, everyday concepts, pseudoconcepts, and true (structural-systemic, by Aaro Toomela) concepts. Toomela suggested, that religious beliefs tend to form on the stage of everyday concepts. The first step of the work was to distinguish different stages of concepts in the human mind by examining the words the person uses during an interview. The second step was to examine whether there any contradictions between religious and scientific concepts. Through the framework of the theory of heterogeneity of thinking, it was analyzed if and how the person comes to terms with contradictory areas of life.

Keywords: Contradictions, cultural-historical psychology, heterogeneity of thinking, religion.

* VIRTUAL PRESENTATIONS *

CLINICAL PSYCHOLOGY

PARENTAL SUPPORT, MENTORING RELATIONSHIP AND 30-DAY PREVALENCE OF ALCOHOL USE AMONG HIGH SCHOOL BOYS AND GIRLS

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Abstract

Parental and nonparental significant adults are important developmental assets for adolescents. Previous studies confirm positive association of mentoring, parent-child relationship and substance use prevention. The aim of this paper is to explore a mediational effect of mentoring in relation to perceived paternal and maternal support and a 30-day prevalence of alcohol use among high school students in Slovakia.

Items from the ESPAD study were used for measuring the 30-day prevalence of alcohol use. The Resilience and Youth Development Module questionnaire was used and adapted for exploring the perceived support from the mother and the father. In addition, a single item measure for examining the existence of a mentoring relationship was used. 177 students (53.7% girls; Mage=1.92; SD=1.69) participated in the research. Descriptive analysis and binary logistic regression were used for data analyses in SPSS 16. Analyses were conducted separately among boys and girls.

Out of the 177 students, 70 (39.5%) reported the existence of a mentoring relationship and 113 students (63.8%) reported alcohol use in the last 30 days. Results did not confirm significant mediational effect of a mentoring relationship on examined variables. Nevertheless, both the existence of a mentoring relationship and alcohol use in the last 30 days were more frequently found among boys who perceived a lower level of paternal and maternal support. Perceived paternal and maternal support were not significantly associated with the examined variables among girls.

Results point to different correlates of alcohol use depending on gender and also distinctions of significant parental and nonparental adult roles in the middle and late adolescents' development. Suggestions for counselling significant adults and adolescents are discussed.

Keywords: Significant adult, mentoring relationship, alcohol use, adolescents.

THE ADDICTIVE PERSONALITY: MYTH OR CORNERSTONE OF PREVENTION AND TREATMENT?

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Abstract

The concept of an addictive personality offers an attractive and intuitive construct for defining the parameters of prevention, diagnosis and treatment of substance abuse and addictive disorders. However, despite the intellectual and practical appeal, it remains controversial, with researchers and practitioners heavily debating its fundamental validity. In a seminal research study, Alan R. Lang, in conjunction with the US National Academy of Science, found that while there was no single identifiable personality type that could be used to exclusively determine susceptibility to addiction or constitute an "addictive personality," there are, however, significant personality factors that tend to underlie addictive behavior. Specifically, these included, impulsivity, sensation seeking, nonconformity, social alienation, tolerance for deviance, and heightened stress coupled with lack of coping skills. Proponents of the addictive personality paradigm argue that these common characteristics represent critical information for intervention and treatment, as well as in the realm of development and prevention. Conversely, opponents contend that not only does empirical research not support the conclusion, but neither does the theoretical framework of addiction as disease. They contend that this view is deterministic and undermines the complex and multifaceted nature of addiction, thus limiting the approaches to treatment and potentially increasing the stigma associated with addictive disorders. Currently, most researchers and practitioners

would argue against the notion of a deterministic addictive personality, but consider the potential of individual personality factors to influence behavior in both positive and negative ways and thus, incorporate relevant strategies into a comprehensive treatment plan.

As we now face a global epidemic of opioid abuse that surpasses previous waves of drug use in both magnitude and severity, perhaps it is time to reevaluate the role of personality as a contributor in both the development and rehabilitation of addiction and how such information, taken in context with other relevant factors, can best serve to combat the widespread epidemic.

Keywords: addiction, personality, addictive personality, substance abuse

SPIRITUALITY, QUALITY OF LIFE, DEPRESSION AND DEMENTIA

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Abstract
This study aimed to observe dementia's role in the relationship between spirituality, quality of life, and depression in aging. The sample included 61 participants between 65 and 98 years old, separated into two groups: participants diagnosed with dementia (N=31) and control participants (N=30). There was no significant difference in spirituality between demented and control participants; however, different patterns of correlation were observed between spirituality, depression, and quality of life in these groups. Although the level of spirituality did not differ despite dementia, this pathology would appear to play a role in the relationship between spirituality, quality of life, and depression.

Keywords: Dementia, depression, elderly, quality of life, spirituality.

BRIEF THERAPY APPROACHES IN THE TREATMENT OF SUBSTANCE ABUSE AND ADDICTION

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Abstract
The use of brief intervention and brief therapy techniques that are focused on short-term, problem-specific approaches, has become an increasingly important part of the continuum of care in the treatment of substance abuse problems and addictive disorders. With the health care system changing to a managed model of care and with changes in reimbursement policies for substance abuse treatment, these short, problem-specific approaches can be valuable in the treatment of addictive disorders. They provide the opportunity for clinicians to increase positive outcomes by using these modalities independently as stand-alone interventions and, more commonly, as additions to other forms of substance abuse and mental health treatment. Furthermore, they can be used in diverse venues, including opportunistic settings (e.g., primary care, home health care) and specialized substance abuse treatment settings (inpatient and outpatient).

Appropriate for a variety of substance abuse problems from at-risk use to dependence, brief interventions and brief therapies can help clients reduce or stop abuse, act as a first step in the treatment process to determine if clients can stop or reduce on their own, and/or act as a method to change specific behaviors before or during treatment. Currently, the psychotherapy of substance abuse utilizes a wide variety of treatment modalities based on diverse theoretical perspectives, including, cognitive-behavioral, strategic and interactional, humanistic and existential, psychodynamic, family systems and group therapy.

Keywords: Brief therapy, substance abuse, addiction therapy, addiction, substance abuse treatment.

EDUCATIONAL PSYCHOLOGY

GENDER-BASED LINEAR CORRELATION OF EMOTIONAL QUOTIENT WITH STUDY HABITS AND ACADEMIC SUCCESS OF JUNIOR COLLEGE STUDENTS

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Abstract
The main aim of the study is to examine the emotional quotient, study habits, and academic success of the Junior College Students that are useful to the school administrators, guidance and counseling practitioners, faculty, researchers, and to the respondents themselves to have a better understanding and come up with an intervention program. The main source of data came primarily from the three hundred thirty-eight (338) Junior College students who were enrolled for the Second Semester, Academic Year 2017-2018 at World Citi Colleges, Quezon City. Two sets of standardized tests were utilized in the study; the Study Habits and Attitudes (SSHA) by Brown, W.F & Holtzman which consist of 100 items and the Baron Emotional Quotient Inventory (BarOn EQ-i:S) by Reuven Bar-On. According to BarOn, emotional intelligence is a combination of emotional and social competencies that determine how effective a person relate with himself, others and cope with daily demands and pressures. Emotional intelligence is an important factor in determining a persons' ability to succeed in life and directly influences his over-all well - being. Emotional Intelligence is developed over time, changes throughout life, and can be improved through training and remedial programs. It includes intrapersonal, interpersonal, stress management, adaptability, and general mood, that when manage well, this will lead to effective performance. Findings from the study revealed that respondents have effective skills in interpersonal and adaptability scales; stress management and general mood for female only but with low emotional and social capacity on interpersonal and total EQ, and stress management and general mood. Female respondents displayed effective study habits as compared to male respondents. Respondents are average performers in terms of academics. Gender has a potential impact on emotional quotient, study habits and academic performance. Respondents who are emotionally intelligent are expected to display effective study habits and attitudes that lead to high academic performance. There exists linear correlation between gender and emotional quotient, gender and study habits and gender and academic performance. Based from the results an intervention program was created.

Keywords: Academic success, adaptability, emotional quotient, stress management, study habits and attitudes.

RESTING STATE EEG POWER ANALYSIS IN FILIPINO CHILDREN WITH DYSLEXIA

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Abstract
Dyslexia is a neurocognitive disorder characterized by severe and persistent reading difficulties despite normal intellectual functioning and appropriate schooling. To better understand the neural underpinnings of dyslexia, this study investigated the neurophysiological differences between normal readers (NR group) and readers with dyslexia (DYS group) by analyzing their brain activity at eyes-closed resting

state using mobile electroencephalography (mEEG). The results revealed that the DYS group exhibited an overall larger power activation in the theta and beta frequency bands, as well as a dominance of delta, theta, and beta frequencies across all scalp sites. Increased delta and theta activity was found in the left frontal region, whereas significantly stronger beta power was found in the right hemisphere. Moreover, weaker alpha activity was observed in the left frontal and right posterior regions. These findings provide evidence of an atypical and less integrated linguistic network in dyslexia.

Keywords: Dyslexia, reading, mobile electroencephalography, resting state.

POSITIVE SELF-ESTEEM, SATISFACTION AND THE UNPLUGGED PROGRAM AMONG SLOVAK SCHOOLCHILDREN

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Abstract
Background: The aims of this study were to explore the changes in schoolchildren's positive self-esteem, satisfaction with themselves and their surroundings following the Unplugged program as well as the indirect effect of Unplugged on satisfaction through self-esteem. Method: In the school year 2013/2014, the program Unplugged was implemented in Slovak primary schools. The study was carried out as a cluster randomized controlled trial with data collection conducted immediately before program implementation (T1), immediately after program implementation (T2), and at three months (T3) after program implementation. The program included 1195 participating schoolchildren (M=11.52; 47.4% boys). The schools were randomly assigned to an experimental (n=540) and control group (n=655). The experimental group was exposed to the program Unplugged which consisted of 12 lessons (http://www.eudap.net/). The effect of participating in Unplugged and gender was explored through the changes in positive self-esteem and satisfaction with themselves and surroundings. This was followed across the three contact points at the baseline (T1) and two follow-up measures (T2, T3) with group (experimental/control) and gender as the between-subject factors. GLM Repeated Measures were used for the data analyses. The indirect effects of the group (experimental/control) on satisfaction through self-esteem were explored using the Hayes' PROCESS tool. In order to explore whether the indirect effect was moderated by gender, separate analyses were performed on each respective part of the data. Results: There was a significant main effect of time measures on the self-esteem expressed by the schoolchildren. The contrast analysis revealed that positive self-esteem was significantly higher at the second follow-up (T3) than at the first follow-up test (T2). There was a significant interaction effect between self-esteem and the group. This effect indicated that the level of self-esteem differed between the participants and non-participants of the Unplugged program. The contrast analysis revealed that positive self-esteem was significantly higher at the second follow-up (T3) than at the baseline test (T1) among the participants of the Unplugged program. The partial indirect effects of the group (experimental/control) on satisfaction through self-esteem was found at the second follow-up test (T3) among girls. Conclusion: The results have confirmed a short-term effect of the Unplugged program in increasing the positive self-esteem of schoolchildren, as well as an indirect effect of satisfaction in girls through positive self-esteem three months after program implementation.

Keywords: Unplugged program, self-esteem, satisfaction, schoolchildren.

PSYCHOLOGICAL LITERACY OF TEACHERS IN THE ROLE OF YOUTH MENTORS

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Abstract
The concept of psychological literacy is important in education, but its use is lacking in Slovakia as well as mentoring relationships in school environment. Psychological literacy is defined as the ability to understand basic psychological principles and the ability to use these principles in practice. Mentoring of youth is understood as the existence of a nonparental significant adult who provides social support. Knowledge and skills needed for this role as part of psychological literacy should be included in the curriculum of education students.
The aim of the contribution was to explore the understanding of psychological literacy of teachers in Slovakia in terms of knowledge, competencies and attitudes, specifically for the role of the natural mentor of pupils.
Three focus groups were conducted with 18, 20 and 24 participants (82% of women; Mage=41,4; 68% of teachers have 15-20 years of practice) and two moderators in three regions of Slovakia. Participants were primary and secondary school teachers, selected based on willingness to participate in the research.
Six theoretical areas of psychological literacy were identified: (1) respecting psychological patterns in pedagogical practice; (2) counselling interview (3) competencies for cooperation in the school context; (4) commitment to the teaching profession; (5) life skills (critical thinking; self-regulation; social competence); (6) ability to handle stressful situations. These six theoretical areas will be the base for the Q-methodology creation and further for the preparation of theoretical model of psychological literacy of teachers.
Research will also contribute to the innovation of the psychological training of future teachers at universities in Slovakia. The understanding of the concept of mentoring in the school context and the role of a teacher as a mentor is discussed.

Keywords: Psychological literacy, teachers, education, mentoring.

PARENTAL STRATEGIES AND ADOLESCENTS' PROBLEM BEHAVIOUR IN SCHOOL ENVIRONMENT: THE MEDIATION EFFECT OF RULES INTERNALIZATION

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Abstract
Research regarding parent-child processes has demonstrated that rules set up by parents towards their children plays protective role in problem behaviour in school environment. However, recent studies have revealed inconsistent associations among parental strategies which parents used to set up the rules and adolescents' problem behaviour. This study explores two different parenting strategies of rules setting to test the hypothesis that an autonomy-supportive strategy would relate negatively, whereas controlling strategy would relate positively, to adolescents problem behaviour. Moreover, mediation analyse was explored to test whether associations among parenting strategies and adolescents' problem behaviour could be explained by level of internalization of parental rules.
A cross-sectional representative dataset from elementary schools was used (N = 581, M =13.5 years, SD = 0.59, 51.7% of boys). Problem behaviour of adolescent were measured by 21 items scale (e.g. "Did you take something what did not belongs to you?"). Two types of parental strategies were explored: (1) autonomy - supportive strategy was measured by 7 items scale (e.g. "My father/mother allows me to make decision by my own"); (2) controlling strategy was measured by 8 items scale (e.g."My father/mother reminds me my previous mistakes whet criticizing me"). Internalization of parenting rules was assessed by 22 items questionnaire which consist from four separate scales

(1) identification; (2) introjection; (3) external regulation and (4) rebellion. Linear regression models and mediation analyses were used for data analysis in SPSS 21.

As it was predicated the parenting strategies were significantly associated with level of problem behaviour of adolescents. Higher autonomy-supportive strategy by mother and father was related with less problem behaviour (B = -0.124* in mothers; B = -0.147* in fathers). On the other hand, higher controlling strategy by mother and father was related to higher rates of problem behaviour (B = 0.172* in mothers, B = 0.201* in fathers). The association among autonomy – supportive strategy and problem behaviour was partially mediated by identification (-1.461***) and by introjection (-0.0721*). The association among controlling strategy and problem behaviour was partially mediated by rebellion (0.0953***).

The results of this study point to importance of parental strategies in adolescence period as autonomy and controlling ways of setting rules may have opposite effect on problem behaviour. Moreover, both strategies impact the processes of rules internalization (identification, introjection and rebellion) which seems to be very important in this context.

Keywords: Internalization, problem behaviour, parental strategies, psychological control.

SOCIAL PSYCHOLOGY

DYNAMICS OF SOCIO-CULTURAL AND LINGUISTIC IDENTITY IN THE PROCESS OF SOCIALIZATION IN A MULTICULTURAL SOCIETY

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Abstract

The relevance of the problem of socialization in multicultural space is extremely high. Its significance is connected with the processes of globalization and increasing migration. In this situation, the sociocultural and, especially, linguistic identity can be analyzed as a bonding and bridging social capital that helps or complicates socialization depending on the specifics of the social situation.

These assumptions were checked in the empirical research of the socio-cultural and linguistic identity of the three groups of ethnic Germans: living in Russia, in the CIS and those, who moved to Germany.

The obtained data showed the bilingualism of the majority of respondents. At the same time, respondents from Russia and Germany consider both Russian and German languages as native, while respondents from the CIS no longer regard German as their mother language. For them ethnic, not linguistic identity is the most essential for socialization in a multicultural society.

For Germans living in Russia, on the contrary, both languages help in communication and in professional activity. For the Germans who now live in Germany, the Russian language helps in understanding their sociocultural specifics. The future is associated with the German language.

Our respondents answer that the main group of socialization for them is the family. This was especially marked in the answers of respondents living in Russia and Germany. So we can state that in a complex multicultural environment the family for them is not only a group of socialization, but also an object of identity, partly playing the role of the psychological defense and support in a changing world.

The obtained material also showed the tendency towards individualization. For the respondents from Russia and Germany the main identity groups, besides family, are professional groups and groups with common interests.

Thus, it can be concluded that linguistic identity plays the role of both - bonding and bridging social capital. In positive socialization, sociocultural identity plays the role of a bridging rather than a connecting capital. Mixed linguistic identity is predominantly a positive moment, increasing socialization in a multicultural environment.

Keywords: Socialization transitivity identity multicultural world.

VIOLENCE AGAINST TEACHERS IN THE SCHOOL ENVIRONMENT: AN EXPLORATIVE STUDY

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Abstract

Violence in school against teachers is a current problem characterized by complex dynamics (Espelage et al., 2013; Mc Mahon et al., 2014), and can take many forms, from verbal assaults to psychological and physical attacks.

Our study has explored the teachers' perception and their experiences with respect to this phenomenon. The tool used for the study is composed by a questionnaire (QUIVAT, *Questionnaire investigating Violence Against Teacher*, Corradini and Marano, 2018) supplemented by focus group discussions to better analyze teachers' safety in the school environment, the characteristics of their specific workplace, their proposals about prevention measures.

Four primary and four upper secondary schools in a major European city (included 54 teachers: 24 of them from primary and 30 from secondary schools) were involved in the study.

We conducted data collection and integrated analysis (ATLAS.ti; IBM SPSS) by reducing the data into themes through a process of coding and condensing the codes in seven categories. The outcomes of this exploratory study show that 63.4% of teachers, at all school levels, has experienced some forms of school-related violence, and the verbal type is the one they are most exposed to. Regression analysis indicates that the causes of the problem are mainly attributed to situational and social/environmental factors.

We discuss these results considering also the self-reported health implications by those teachers exposed to the violence and the importance of prevention measures.

Keywords: Violence, school, stress, victimization, prevention.

ATTITUDES OF CITIZENS TO THE POLICY OF HOMELESSNESS IN ST. PETERSBURG

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Abstract
The problem of homelessness in Saint-Petersburg is very acute at the moment. According to statistics, there are estimated 12 000 homeless people in the streets, with that number growing every year. This problem relates to studies in social and political psychology. A psychological research was conducted, aimed at researching socio- psychological characteristics and features of homelessness so that a typology of homeless people can be created in order to socialize them. Preparatory stage of this study was a through observation of homeless people, including an in-depth interview for a better study. At this point, following types of homeless people were proposed: hustlers, vagrants, people ready for change, people not ready for change, escapists using drugs and alcohol, and reasons for losing home were identified as well. Taking results of preparatory stage into account, the design of main study was made, including a scale multi-factor questionnaire. 60 homeless people in Saint- Petersburg were surveyed. They were asked to evaluate the scale of agreement with statements divided into blocks. Blocks were formed from different spheres in order to capture all the psychological reasons for becoming homeless. Among others, there was family block to evaluate the family relationships, block of dependency on alcohol or drugs, block of socialization to evaluate readiness to embrace change, block of mental disorders.

Exploratory factor analysis of questionnaire data united the signs of factors, which we gave following names: factor of readiness/not readiness to accept change, factor of family conflict in childhood, factor of divorce/leaving/isolation from family, factor of forgetfulness or capacity to leave relationships, adventurer factor, vagrancy factor, alcoholism due to post-traumatic disorder. Psychological features of homelessness in the following study are seen in the boundaries of psychological science as evading risk, danger, threat, responsibility, overcoming fear, as a way to escape reality creating personal defense mechanism against internal and external threats and fears. The questionnaire for homelessness helps identify and predict psychological and sociological features which can leave the person on the streets and thrown out of society, which can help create patterns for socializing homeless people and preventing homelessness in Saint-Petersburg.

Keywords: Homeless people types, psychological reasons for homelessness, vagrancy, problem of socializing homeless people.

ORGANIZATIONAL SUPPORT AND WORK ENGAGEMENT OF DEAF AND HARD OF HEARING EMPLOYEES: DIVERSITY MANAGEMENT CHALLENGES

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Abstract

The management of workforce diversity has been attracting attention among researchers and practitioners in the field of work and organizational psychology over the past ten years. Nevertheless, little is known whether existing concepts, theoretical models and assessment approaches could explain to the utmost work behaviour of minority employees. Work engagement is a positive, affective-motivational state of work-related well-being characterized by vigor, dedication and absorption. As it is deeply embedded in Job Demands–Resources Model (JD–R), it is usually an outcome of job resources such as positive work climate and organizational support. Such supportive climate could be crucial in integrating and supporting diverse workers. It could be particularly challenging to shape the proper form of organizational support for employees that use different channels of communication.

The current study explored the relationship between Work Engagement and Perceived Organizational Support among 101 hard of hearing and deaf persons working at different organizations in Serbia. These concepts were measured with Utrecht Work Engagement Scale (UWES) and Survey of Perceived Organizational Support (SPOS) in paper and pencil form, supported by video translation in Serbian sign language.

Perceived organizational support significantly positively correlated with work engagement in the entire sample of hard of hearing and deaf employees ($r = 0.35$, $p < .001$). Nevertheless, when subsamples were divided by the degree of hearing impairment (56-70dB; 71-90dB; more than 91dB), the correlation persisted only among employees with the hearing impairment between 71-90dB ($r = 0.64$, $p < .001$). The correlation was insignificant in groups of employees with the hearing impairment between 56-70dB and with the hearing impairment of more than 91dB. The significant differences in levels of work engagement were found only between the employees with the hearing impairment between 56-70dB ($M = 37.55$, $SD = 7.06$) and employees with the hearing impairment of more than 91dB ($M = 43.53$, $SD = 6.45$); $F(2,84) = 5.189$, $p < 0.01$.

The results were discussed in the context of complex interplay between level of impairment, work engagement and properly shaped organizational support. The research is solid standpoint for deeper and further research of these concepts within sensitive working populations and provides research input for diversity management.

Keywords: *Hard of hearing and deaf employees, work engagement, perceived organizational support, diversity management, Serbia.*

ALCOHOL USE IN ASSOCIATION WITH UNORGANIZED SOCIAL ACTIVITIES IN FREE TIME AND ACCESSIBILITY OF ALCOHOL AMONG EARLY ADOLESCENTS

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Abstract

Objectives: This study aimed to explore the role of unorganized social activities in free time and the accessibility of alcohol in explaining alcohol use in the past 30 days among early adolescents.

Methods: A representative sample of 653 (52.9% girls) early adolescents (mean age =11.72 at T1; mean age = 13.09 at T5) was collected within a five-wave longitudinal design with a baseline (T1), 3-month follow up (T2), 6-month follow-up (T3), 12-month follow-up (T4) and 15-month follow-up (T5) measurement. Alcohol use in the past 30 days and accessibility of alcohol was measured by the questionnaire of the international study ESPAD. Student´s free time activities questionnaire was also used from ESPAD to represent unorganized social activities. Respondent´s alcohol use (dichotomized: 0-not used, 1-used) served as the outcome variable and accessibility of alcohol and unorganized social activities served as the independent variables. Binary logistic regressions were used to analyse the data at every

measurement period. The role of gender as a potential moderator of alcohol use was further addressed. Alcohol use at T1 was used as a control variable.

Findings: In each of the 5 measurement points, both accessibility of alcohol and participation in unorganized social activities increased the probability of alcohol use while controlling for alcohol use at T1. Gender differences in alcohol use were found at T1 with boys reporting higher alcohol use than girls. Moreover, a moderation effect of gender and accessibility of alcohol on alcohol use was confirmed at T1 showing that the probability of alcohol use was the highest for the girls with a high accessibility to alcohol.

Conclusions: This study contributes to the current knowledge regarding predictors of alcohol use among early adolescents.

Keywords: Alcohol drinking, unorganized social activities, alcohol accessibility.

INCREASING CAPACITY IN WORK WITH WAR VICTIMS AND MIGRANTS: PRAGMATIC EMPOWERMENT TRAINING (PET)

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Abstract

According to a variety of publications and in our experience, there is a very large deficit in the number of people available to work with the psychological traumas of war and migration and other disasters, primarily those created by humans. While symptoms of such traumas may be relieved by drugs to some degree, drug treatment does not solve the basic issues. The consequences are a lack of functionality of the victims of trauma at various levels, as well as increased physical illness. Further, the training and employment of professionals is costly and time-consuming. In work by the first author since 1988 with asylum seekers and refugees in The Netherlands and since 1995 in the Western Balkans, we have found that "barefoot therapists", aka "peer supporters" from the beneficiary communities can be trained using participatory methods in about 150 hours to provide at very least first-line assistance using methods based on Carl Rogers' participatory education model. This also has the advantage of greater acceptance by the beneficiaries, especially in situations in which psychological treatment is stigmatized.

Keywords: Psychological trauma treatment, war trauma, peer support, asylum seekers, integration.

MIGRATION FACTORS RELATED TO EMIGRATION INTENTIONS AMONG UNIVERSITY STUDENTS IN SLOVAKIA

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Abstract

Background: In Slovakia, there has been an increase in the number of students who aim to move abroad. We hypothesized that experience with living abroad might increase the likelihood of emigration intentions because people (in this study, university students) with migration experience might feel more confident after carrying out and experiencing their emigration intentions.

Objectives: The main objective of this study was to explore whether factors such as emigration self-efficacy (ESE), evaluation of migration experience (EME) and the frequency of migration experience (FME) are related to the emigration intentions (EI) of young people (under 30 years old) in Slovakia. The moderation effect of gender in the relationship between the independent variables and dependent variable (EI) was also tested.

Methods: The sample consisted of 474 university students from Slovakia (M=22.4, SD=2.13) from which 76.8% were women, all participating in the Student Life Cohort Study (SLiCE 2016) which mostly focuses on the emigration/migration intentions and risk behaviour of university students. The data for this

sample were collected via an online survey. Standard multiple regression was used and the analysis was adjusted for gender.

Findings: Our model explained 26.1% of the variance in EI. ESE was found to make the largest unique contribution to explaining emigration intentions (β=0.373, pα<0.001) followed by EME (β=0.138, pα<0.05) and FME (β=0.121, pα<0.05). Therefore, higher emigration self-efficacy, more positive migration experience and more frequent migration experience all have a positive unique effect on EI. Gender was not significant so we couldn´t confirm the moderation effect of gender in the relationship between the independent variables and the dependent variable (EI).

Conclusion: We found that emigration self-efficacy, evaluation of migration experience and the frequency of migration experience were related to emigration intentions among young people in Slovakia. These results contribute to a better understanding of the role of these factors in explaining emigration behaviour among young people in Slovakia.

Keywords: Emigration intentions, emigration self-efficacy, migration experience, university students.

WORKPLACE RELATIONSHIPS AS A SYMPTOM OF ORGANIZATIONAL CULTURE AND A LEVER FOR CULTURE TRANSFORMATION

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Abstract
This theoretical paper proposes an original approach to transforming organizational culture through the lever of workplace relationships. It explores the concept of organizational culture at five levels, from the most visible to the most deep and fundamental, the complexity of workplace relationships, their kinds and types. It further articulates how workplace relationships appear as a symptom of organizational culture, and how culture, both societal and organizational, influences interpersonal relationships at work, as well as lives in those relationships, and how a company's culture can be influenced and transformed through workplace relationships.

Keywords: Organizational culture, workplace relationship, professional relationship.

CYBERBULLYING VS. TRADITIONAL BULLYING – DO VICTIMS REACT DIFFERENTLY?

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Abstract
Bullying is a deliberate use of force or coercion to abuse or intimidate others. Cyberbullying is bullying that takes place in the virtual space over digital devices like cell phones, computers, and tablets. In view of the differences between physical and virtual spaces, it can be presumed that differences would be found between the bullying victims' coping strategies. This study hypothesized that children who are victims of traditional bullying tend to report it at school, whereas cyberbullying victims use the characteristics of the virtual space (anonymity, invisibility, lack of eye contact) to retaliate against their aggressors. The sample included 1,295 3rd- to 9th-graders, of which 955 responded that they had been victims of at least one type of bullying (either traditional or cyber). The study found that victims of traditional bullying tended to act to break out of the situation more than cyberbullying victims did. Moreover, it was found that victims of traditional bullying tended to report it at school, and cyberbullying victims tended to report it to parents. However, the hypothesis that victims of cyberbullying would use cyber characteristics to retaliate was not supported. Additionally, a link was found between the victims' age and their use of anti-bullying strategies: The younger they were, victims of traditional bullying tended to react.

Keywords: Cyberbullying, traditional bullying, victims, school, action strategies.

EFFECTIVE MEASURE OF ORGANIZATIONAL CULTURE

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Abstract
This theoretical paper presents a theory of organizational culture and a framework approach to measuring it through two aspects that connect the "hard" business results with "soft" culture and people experiences: through the strength of organizational culture on one hand, and on the other hand, through the impact culture has on the business of the organization. Ensuing practical approach includes ways of effective study of organizational culture, meaningful diagnosis that is based on the function and impact of culture that delivers business insight for leaders to exercise effective management of what can be done about culture, given the diagnostic results. It further articulates ways to ensure alignment of culture with the business strategy in order to help deliver sustainable and holistic results.

Keywords: Organizational culture, culture measure, strategy, alignment, framework.

COGNITIVE AND EXPERIMENTAL PSYCHOLOGY

THE MEANING-BASED APPROACH TO ASSESSING THE IMAGES OF YOUNG AND ELDERLY WOMEN AND MEN

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Abstract
The study was inspired by the widely documented evidence about socio-cultural changes in the status and behavior of women in recent decades. The objective was to compare the images that younger and older women have of younger and older women and to compare these images with the images they have of younger and older men. It was expected that the differences would be larger in regard to the images of women than of men. The participants were 80 younger (25-40 years old) and 80 older women (50-65 years old). The method consisted in administering a meaning-based questionnaire of 43 items which provided scores for four clusters referring to perceptual-sensory, actional-dynamic, experiential-cognitive and contextual-situational aspects. The assessed images were of young women, older women, young man and older men. Mean comparisons between and within groups showed highly significant differences in the images of women and men, in most clusters, more in regard to women than to men. The findings indicate major differences in conceptions relating to gender and age. The meaning-based assessment tool proved to be sufficiently sensitive to differences and sufficiently comprehensive to provide an overall perspective.

Keywords: Gender, age, meaning, conception, women.

THE ROLE OF TRAINING OR HINTS RELATING TO "THINKING IN OPPOSITES" IN INSIGHT PROBLEM SOLVING

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Abstract
In recent years, there has been a growing desire to remove the mystery from insight, the underlying processes of which are not fully understood (Gilhooly et al., 2015). The present research focuses on the hypothesis that "thinking in opposites" might facilitate the process of representational change required for solving visuo-spatial insight problems (Bianchi et al., 2019; Branchini et al., 2015, 2016). There is evidence in Cognitive Science that opposites (or contrasts) are a central cognitive structure in space perception (e.g. Bianchi et al., 2017) and language (e.g. Jones et al., 2012) and they are fundamental to inductive (Gale and Ball, 2012) and deductive reasoning (Augustinova, 2008). They are also involved in creative thinking (Rothenberg, 2001).
In particular, the study reports the results of research carried out with the aim of investigating whether prompting problem solvers to use a strategy based on the manipulation of opposites (i.e. inside-outside, large-small) would improve their performance (Bianchi et al., 2019). Two hundred and forty undergraduate students were asked to analyze the spatial features inherent to six problems in terms of opposites before embarking on their search for a solution. Two hint and two training conditions were studied.
The results show that success rates increased when the participants were explicitly trained to use opposites.

In relation to the current debate on the factors which facilitate insight problem solving (e.g. Ahmed and Patrick, 2006; Cunningham and MacGregor, 2008; Patrick et al., 2015), our results add evidence that a prompt "to think in opposites" is a facilitating factor when it is given explicitly (i.e. as part of training). The findings are also discussed in relation to a debate on the same subject regarding the differences between the role of Type 1 processes (which are automatic, unconscious and associative) and that of Type 2 processes (which are controlled, conscious and analytical) (e. g. Weisberg, 2015, 2018). In particular, we provide suggestions concerning the nature of the role of opposites in the generation of potential solutions (Type 1 processes) and in the evaluation of these various potential alternatives with a view to homing in on a single solution (Type 2 processes).

Keywords: Insight problem solving, opposites, representational change, training versus hint, Type 1 versus Type 2 processes.

KNOWLEDGE OF PROSPECTIVELY RELEVANT INFORMATION IMPROVES SEARCH PERFORMANCE

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Abstract

When searching for a target among distractors, we are able to focus our attention to those properties of the target or parts of the display relevant for the current search while ignoring irrelevant properties. However, it is unclear whether we can make use of irrelevant information when we are aware that these properties will become relevant in future searches. The aim of the current experiment was therefore to investigate whether and how the pre-knowledge about which parts of the display will become relevant in future searches affects the current and future searches in the same display. To this end, we had 20 participants perform two blocks of searches while their eye movements were recorded. During the first block, participants searched in 10 different search displays for different target letters that were superimposed on drawings of objects. Each search display was repeated 10 times, thus resulting in 100 searches per block. Half of the participants were instructed to ignore the objects accompanying the letters; the other half of the participants were told that, in a second block of searches, the objects would have to be searched for. Hence, in the latter case, participants were aware that the objects would become relevant in a further search task. The results showed that, in the first block (letter search), participants performed the search task equally fast, regardless of their pre-knowledge about the objects' prospective relevance in the second block. In the second block (object search), search performance was better for those participants who knew about the objects' relevance in advance compared to participants who had been told to ignore the objects. This suggests that participants are able to use relevant information from a previous search for future searches, without compromising search performance in the first search.

Keywords: Visual search, eye tracking, item relevance.

* WORKSHOPS *

ADOLESCENT FRONTAL LOBE BRAIN DEVELOPMENT: EFFECTS OF SOCIAL AND ECONOMIC DEPRIVATION AND IMPLICATIONS FOR INTELLECTUAL ASSESSMENT, ACADEMIC REMEDIATION, AND COURT CASE DISPOSITION

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Abstract
Neuroscience has documented the substantive growth of frontal lobe gray matter during the adolescent years, similar to the brain growth spurt in early childhood – both precursors of preparation for quantitative and qualitative adaptive learning. Several United States Supreme Court decisions (Roper v. Simmons; Graham v. Florida; JDB v. North Carolina; Miller v. Alabama) have affirmed the historical chronological age of 'majority' being 18 years old, is inconsistent with what it means to be an adult. Mature cognitive processing is more appropriately characterized by the "Jean Piagetian" formal operations stage, i.e., abstract thinking, logical thinking, decision-making, and long-term planning. Formal operations is now acknowledged to be achieved during a young adult's mid-20's years of age.

"Adult" (mature) cognitive functioning is a combination of adequate brain tissue (gray matter), and learning (white matter). White matter is accumulated as a person grows, develops adaptive schema, has experiential practice, is taught, learns from modeling, and observations. We can thus infer that the more diverse are these ways of 'becoming an adult,' the more competent the young adult will be.

Current educational and IQ normative data we have on adolescents is from majority (i.e., non-ethnic majority) youth. Not yet answered is what are the norms for ethnic minority young adults (mid -20's), who have social, economic, academic, and/or experiential deprivation?

If such life experiences result in less white matter, and less complex white matter – are consequently, the normative data on "deprived" ethnic minority youth significantly different from majority youth? If yes, the implications are enormous for such issues as: (1) educational remediation; (2) IQ testing, (3) juvenile court case disposition, (4) the youth's lifelong success, (5) citizenship behaviors, (6) self, and (7) familial sufficiency.

This workshop will explore these complex issues, and make recommendations for the following next steps: empirical data collection, 'intervention' program changes, and policy reforms.

Keywords: Brain, adolescent, IQ, judges.

COMPREHENSIVE TREATMENT FOR TIC DISORDERS

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Abstract
Purpose: This workshop will help mental health professionals increase knowledge of tic disorders.
Background: Tic disorders, including Tourette's, affect around 1 in 100 children, with many continuing to have tics in adulthood. Impairment can be in the areas of emotional difficulties, social problems, family problems, school/work, physical problems, sleep issues, etc. Often, the nature of tics is unpredictable and uncontrollable, which leads to an increased sense of frustration.

Tic disorders are often comorbid with other conditions, such as OCD, ADHD, depression, and anxiety. In addition, many individuals with Tourette's have difficulty with emotional control, outbursts, and rage. Often, these are misunderstood by others and addressed in unhelpful ways.

Knowledge about the nature of tics, common issues, and treatment strategies, is typically low, even in the mental health field. Additionally, tics can sometimes be difficult to identify, or may be confused with other movements or sounds. Attendees of this workshop will better be able to identify tics, common problems, and successful treatment strategies.

Key points: We will discuss:
-Differential identification of tics (vs. compulsions, movements, stereotypies)
-Comprehensive Behavioral Interventions for Tics (CBIT), including Habit Reversal Training
-Pharmacological treatment
-Managing typical comorbid conditions and reducing dysfunction
-Ongoing research
Procedure:
-Information will be presented by an expert in a discussion format, with interaction and questions from attendees. Short videos will be used for demonstrating common tics and interventions. There will be interactive demonstration of some of the major techniques.
Description of the participants: Participants will be mental health professionals or others who wish to develop knowledge in identification and treatment of tic disorders. Maximum number will be 40.

Keywords: *Tics, Tourette's, CBIT, HRT.*

AUTHOR INDEX