

International Psychological Applications  
Conference and Trends

29 April - 1 May  
Budapest,  
HUNGARY

IMPACT  
2017

## BOOK OF ABSTRACTS

Edited by:  
Clara Pracana  
Michael Wang

**Edited by:**

**Prof. Clara Pracana**

Full and Training member of the Portuguese Association of Psychoanalysis and Psychoanalytic  
Psychotherapy, Portugal

&

**Prof. Michael Wang**

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

Published in Lisbon, Portugal, by W.I.A.R.S.

[www.wiars.org](http://www.wiars.org)

**Copyright © 2017 World Institute for Advanced Research and Science**

All rights are reserved. Permission is granted for personal and educational use only.

Commercial copying, hiring and lending is prohibited. The whole or part of this publication material cannot be reproduced, reprinted, translated, stored or transmitted, in any form or means, without the written permission of the publisher. The publisher and authors have taken care that the information and recommendations contained herein are accurate and compatible with the generally accepted standards at the time of publication.

The individual essays remain the intellectual properties of the contributors.

ISBN: 978-989-99864-0-4

## BRIEF CONTENTS

---

Foreword	v
Organizing and Scientific Committee	vii
Sponsor	x
Keynote Lectures	xi
Special Talks	xv
Index of Contents	xvii
Author Index	



## FOREWORD

---

Dear Participants,

We are delighted to welcome you to the International Psychological Applications Conference and Trends (InPACT) 2017, taking place in Budapest, Hungary, from 29 of April to 1 of May, 2017.

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 2017 received 243 submissions, from 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. It was accepted for presentation in the conference 128 submissions (29% acceptance rate).

The conference also includes:

- Two keynote presentations by Prof. Dr. Leslie G. Walker (Professor of Cancer Rehabilitation at the University of Hull, United Kingdom) and by Prof. Dr. Howard S. Schwartz (Professor of Organizational Behavior in the School of Business Administration, Oakland University, USA);
- Two Special Talks one by Prof. Dr. Michael Wang (Professor of Clinical Psychology, University of Leicester, United Kingdom), and the other by Dr. António Alvim (Portuguese Association of Psychoanalysis and Psychoanalytic Psychotherapy, 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 2017), 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 express thanks to 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*

## SCIENTIFIC COMMITTEE

---

### Conference and Program Co-Chairs

**Clara Pracana**

Full and Training member of the Portuguese Association of Psychoanalysis and Psychoanalytic Psychotherapy, Portugal

**Michael Wang**

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

### International Scientific Committee

**A. Nuray Karanci**, Middle East Technical University, Turkey

**Abdulqawi Salim Alzubaidi**, Sultan Qaboos University, Oman

**Abraham A. Argun**, Argun Affiliated Psychological Services, USA

**Acácia Santos**, São Francisco University, Brazil

**Adilia Silva**, Independent Researcher/Clinician, South Africa

**Adriana Baban**, Babes-Bolyai University, Romania

**Adriane Roso**, Universidade Federal de Santa Maria – UFSM, Brazil

**Alessio Avenanti**, Università di Bologna, Italy

**Ali Kemal Tekin**, Sultan Qaboos University, Oman

**Alipio Sánchez Vidal**, University of Barcelona, Spain

**Alison Attrill-Smith**, University of Wolverhampton, United Kingdom

**Alois Ghergut**, University Alexandru Ioan Cuza from Iasi, Romania

**André Francisco Pilon**, University of São Paulo, Brazil

**Andrea Guazzini**, University of Florence, Italy

**Andreja Avsec**, University of Ljubljana, Slovenia

**Andreja Bubic**, University of Split, Croatia

**Ann Marie Bissessar**, University of The West Indies, Trinidad and Tobago

**Anna Alexandrova-Karamanova**, Institute for Population and Human Studies – BAS, Bulgaria

**Anna Janovská**, Pavol Jozef Šafárik University in Košice, Slovakia

**Antonio Aiello**, University of Pisa, Italy

**António Alvim**, Portuguese Association of Psychoanalysis and Psychology, Portugal

**Assunta Marano**, Themis Research Centre / University of Aquila, Italy

**Atmane Ikhlef**, Independent Consultant / Researcher, Algeria

**Auksė Endriulaitienė**, Vytautas Magnus University, Lithuania

**Ayse Esra Aslan**, Istanbul University, Turkey

**Başak Bahtiyar**, Maltepe University, Turkey

**Beata Kunat**, University of Białystok, Poland

**Bernard Gangloff**, University of Rouen, France

**Bernard Pak-ho Wong**, Hong Kong Shue Yan University, Hong Kong

**Binnur Yesilyaprak**, Ankara University, Turkey

**Brij Mohan**, Louisiana State University, USA

**Chris McVittie**, Queen Margaret University, United Kingdom

**Christoph J. Kemper**, University of Luxembourg, Luxembourg

**Claudio Sica**, University of Firenze, Italy

**Colette Dufresne-Tassé**, Université de Montréal, Canada

**Cristian Vasile**, Ploiesti University & International Society for Applied Psychology, Romania

**Daniel Süß**, Zurich University of Applied Sciences & University, Switzerland

**Daragh T. Mcdermott**, Anglia Ruskin University, United Kingdom

**David Aparisi**, Universidad de Alicante, Spain

**David Vaidis**, Université Paris Descartes,  
France

**Deborah Wooldridge**, Bowling Green State  
University, USA

**Derek Chadee**, University of The West Indies,  
Trinidad and Tobago

**Diego Lasio**, University of Cagliari, Italy

**Edith Galy-Marie**, Aix-Marseille University,  
France

**Edwiges Silveiras**, University of São Paulo,  
Brazil

**Edwin Herazo**, Human Behavioral Research  
Institute, Colombia

**Elena Levchenko**, Perm State University,  
Russia

**Eleni Petkari**, European University of Cyprus,  
Cyprus

**Elias Kourkoutas**, University of Crete, Greece

**Emel Kuruoglu**, Dokuz Eylul University,  
Turkey

**Emerson Rasera**, Federal University of  
Uberlandia, Brazil

**Eva Sollarova**, Constantine The Philosopher  
University, Slovakia

**Ewa Mörtberg**, Stockholm University, Sweden

**Fabio Madeddu**, University of Milan –  
Bicocca, Italy

**Fotios Anagnostopoulos**, Panteion University  
of Social & Political Sciences, Greece

**Gandharva Joshi**, Saurashtra University, India

**Gilberto Safra**, University of São Paulo, Brazil

**Gordana Jovanović**, University of Belgrade,  
Serbia

**Greta Defeyter**, Northumbria University,  
United Kingdom

**Grzegorz Pochwatko**, Polish Academy of  
Sciences, Poland

**Helena Klimusová**, Masaryk University, Czech  
Republic

**Henry Grubb**, University of Dubuque, USA

**Hossein Kareshki**, Ferdowsi University of  
Mashhad, Iran

**Igor Menezes**, Federal University of Bahia,  
Brazil

**Isabella Corradini**, Themis Research Centre,  
Italy

**Isabella McMurray**, University of  
Bedfordshire, United Kingdom

**Ivandro Soares Monteiro**, ORASI Institute,  
Portugal

**Jakob Pietschnig**, University of Vienna,  
Austria

**Janina Uszyńska-Jarmoc**, University of  
Bialystok, Poland

**Joanne Dickson**, Edith Cowan University,  
Australia

**Kamna Chhibber**, Fortis Healthcare, India

**Karen Blair**, St. Francis Xavier University  
Antigonish, Canada

**Katalin Hejja-Nagy**, Eszterhazy Karoly  
University, Hungary

**Katherine Makarec**, William Paterson  
University, USA

**Kostas A. Fanti**, University of Cyprus, Cyprus

**Kristi Kõiv**, University of Tartu, Estonia

**Lada Kaliská**, Matej Bel University, Slovakia

**Ladislav Lovaš**, Pavol Jozef Šafárik University,  
Slovakia

**Laura Furcsa**, Eszterházy Károly University,  
Hungary

**Lilly Both**, University of New Brunswick in  
Saint John, Canada

**Lisa Best**, University of New Brunswick,  
Canada

**Loreta Bukšnytė-Marmienė**, Vytautas Magnus  
University, Lithuania

**Luca Cerniglia**, Università Telematica  
Internazionale Uninettuno, Italy

**Luciana Kind**, Pontifical Catholic University  
of Minas Gerais, Brazil

**Madelene Sta. Maria**, De La Salle University  
Manila, Philippines

**Mandy Rossignol**, University of Mons,  
Belgium

**Marcello Nonnis**, University of Cagliari, Italy

**Marcelo F. Costa**, University of São Paulo,  
Brazil

**Marco Vassallo**, Council for Agricultural  
Research and Economics (CREA), Italy

**Margit Höfler**, University of Graz, Austria

**Martin Eisemann**, Tromsø University, Norway



**Mary M. Chittooran**, Saint Louis University,  
USA

**Michael Zeiler**, Medical University of Vienna,  
Austria

**Mohammad Hakami**, Islamic Azad  
University-Karaj Branch, Iran

**Mojca Juriševič**, University of Ljubljana,  
Faculty of Education, Slovenia

**Naved Iqbal**, Jamia Millia Islamia, India

**Neala Ambrosi-Randić**, Juraj Dobrila  
University of Pula, Croatia

**Nuria Carriedo**, UNED. Universidad Nacional  
de Educación a Distancia, Spain

**Olga Deyneka**, St. Petersburg State University,  
Russia

**Olga Orosová**, Pavol Jozef Šafárik University  
in Košice, Slovakia

**Omar Rahman**, University of South Florida,  
USA

**Otilia Clipa**, Stefan cel Mare University,  
Romania

**Ovidiu Gavrilovici**, “Alexandru Ioan Cuza”  
University, Romania

**Oya Hazer**, Hacettepe University, Turkey

**Páraic Scanlon**, Birmingham City University,  
United Kingdom

**Patrizia Meringolo**, Università degli Studi di  
Firenze, Italy

**Plamen Dimitrov**, The Bulgarian Psychological  
Society, Bulgaria

**Regina Fernández Morales**, Universidad  
Rafael Landivar, Guatemala

**Reinhold Viehoff**, Martin Luther University,  
Germany

**Rivka Tuval-Mashiach**, Bar-Ilan University,  
Israel

**Ronald Hambleton**, University of  
Massachusetts, USA

**Saija Helmi**, University of Tampere, Finland

**Samir Parikh**, Fortis Healthcare, India

**Sema Karakelle**, Istanbul University, Turkey

**Sharo (Shahrokh) Shafaie**, Southeast Missouri  
State University, USA

**Shulamith Kreitler**, Tel-Aviv University,  
Israel

**Silvia Cimino**, Sapienza University of Rome,  
Italy

**Simona Trip**, University of Oradea, Romania

**Stefan Höfer**, Innsbruck Medical University,  
Austria

**Suppiah Nachiappan**, Sultan Idris Education  
University, Malaysia

**Susana Corral**, University of Deusto, Spain

**Suzie Savvidou**, The University of Sheffield  
International Faculty, Greece

**Sylvia Kwok**, City University of Hong Kong,  
China

**Tali Heiman**, The Open University of Israel,  
Israel

**Tyrone Pretorius**, Monash University, South  
Africa

**Valentin Bucik**, University of Ljubljana,  
Slovenia

**Victor Martinelli**, University of Malta, Malta

**Vildan Mevsim**, Dokuz Eylul University,  
Turkey

**Vittore Perruci**, Università della Valle d'Aosta,  
Italy

**Werner Leitner**, IB Hochschule, Germany

**Wouter Vanderplasschen**, Ghent University,  
Belgium

**Yonghui Wang**, Shaanxi Normal University,  
China

**Yousef Abdelqader Abu Shindi**, Sultan  
Qaboos University, Oman

**Zoe Bablekou**, Aristotle University of  
Thessaloniki, Greece

**Zvezdan Penezić**, University of Zadar, Croatia

## SPONSOR

---



<http://www.wiars.org>

## KEYNOTE LECTURES

---

### THE APPLICATION OF PSYCHOLOGY TO UNDERSTANDING AND TREATING CANCER: ACHIEVEMENTS AND PROSPECTS

**Emeritus Professor Leslie G. Walker**

*MA (Hons), PhD, DipClinPsychol, CClinPsychol, CBiol, CSci, FSB, FBPSS  
Professor of Cancer Rehabilitation at the University of Hull (United Kingdom)*

#### Abstract

Cancer is a leading cause of mortality and morbidity worldwide. In 2012, an estimated 8.2 million deaths were due to cancer. In the USA, the lifetime risk of developing any type of cancer is currently 42% for men and 38% in women, and the risk of dying from cancer is 23% for men and 19% for women. Fortunately, cancer survival is improving and has doubled in the last 40 years in the UK, although there are wide variations in survival across cancer types and countries.

Although interest in psychosocial aspects of cancer goes back at least as far as Galen the revered Greek physician, it was not until the early 1980s that there was a burgeoning of interest in this field. A simple PubMed literature search using the terms “psychology and cancer” shows that whereas only 319 articles were published during the year 1980, this had risen to 1,502 during the year 2000, and as many as 4,606 during the year 2015, with a cumulative overall total of 62,655 publications up to the end of 2015.

Psychologists have made useful contributions in a number of areas. These include an understanding of behavioural and other psychological aspects that contribute to the onset and progression of cancer; an appreciation of psychosocial factors influencing the uptake of cancer screening and its psychosocial sequelae; how best to provide information to patients (including how and when to communicate ‘bad news’); psychological interventions to ameliorate cancer treatment side effects (chemotherapy, radiotherapy and surgery); how to prevent and manage cancer-related psychosocial morbidity, and psychosocial and complimentary interventions to optimise quality of life before, during and after cancer treatment. These contributions will be reviewed, with particular reference to our own clinical and research studies (see [www.lgwalker.com](http://www.lgwalker.com)).

Undoubtedly, significant progress has been made in the last 35 years. The application of the methods and findings of psychology in particular, and the social sciences more generally, have led to major advances in understanding various aspects of cancer and improving the quality of life of patients and their families. However, a great deal remains to be done in terms of applying the knowledge already gained, particularly in terms of preventing distress; improving quality of life before, during and after treatment; supporting the cancer workforce, and integrating psychosocial science conceptually and organisationally with other aspects of cancer.

---

#### Biography

Leslie G. Walker is Emeritus Professor of Cancer Rehabilitation at the University of Hull, Kingston upon Hull, United Kingdom. Since retiring from the NHS in 2009, he continues to carry out research and give invited lectures. Until November 2009, in addition to holding the Foundation Chair of Cancer Rehabilitation, he was the Clinical Lead for the Division of Cancer in the Postgraduate Medical Institute, University of Hull. He was also Director of the Institute of Rehabilitation, and a member of the Faculty of the Hull York Medical School (HYMS).

In 1999, he founded a unique Oncology Health Service and he directed the service until 2009 when he retired from the NHS. Each year, more than 2,500 people with cancer access the Service for the first time, and each week some 375 people with cancer and their relatives attend the custom built, fully integrated Oncology Health Centre. The service has won a number of awards, and the approach is known internationally as the “Hull model”. Current research includes psychosocial aspects of Li Fraumeni syndrome; the effects on quality of life of vaccination with human telomerase reverse transcriptase (hTERT) peptides, and psychosocial aspects of cancer screening. Previous research has focussed on the psychoneuroimmunology of breast, brain and colorectal cancers; relaxation, hypnotherapy and guided

imagery to alleviate the side effects of various cancer treatments; the evaluation of different models of providing psychosocial care, and the development and evaluation of psychological and complementary interventions for people with cancer. Over the years, he has received funding from a wide range of sources, including the Medical Research Council, the Wellcome Trust, Cancer Research UK, the HTA Programme, and the NHS R&D Programme (Cancer).

Professor Walker currently serves on a number of committees, including the The National Institute of Health Research Evaluation, Trials and Studies Coordinating Centre College of Experts; the Tenovus Research Committee; the Clinical Reference Group of Breast Cancer Care, and the Clinical Experts Reference Group of Breakthrough Breast Cancer.

He is a former Co-Chair of the Nominating Committee of the International Psychosocial Oncology Society, and he has served two terms of Office as Chairman of the British Psychosocial Oncology Society. He was Chairman of the Research Committee of Breast Cancer Care and was also a Member of the Population and Behavioural Sciences Committee of Cancer Research UK; the Council of the British Society of Experimental and Clinical Hypnosis; the Research Committee of the National Cancer Survivorship Initiative (Department of Health); the National Cancer Research Institute Complementary Therapies Clinical Studies Development Group; and three Medical Research Council Multicentre Trial Steering Committees.

He is a Fellow of the British Psychological Society, an Honorary Life Member of the British Association for Clinical and Academic Hypnosis, and a former Fellow of the Royal Statistical Society, the Society of Biology and the Royal Society of Medicine.

Further information, including publications and contact details, can be obtained from <http://www.lgwalker.com> .

---

# THE CHILDREN OF POLITICAL CORRECTNESS

**Emeritus Professor Howard S. Schwartz, PhD**

*Professor of Organizational Behavior in the School of Business Administration,  
Oakland University (USA)*

## Abstract

Within the past year or so, political correctness, thought by many to have disappeared from the American university setting, is said to have returned in a new form. The old PC was characterized by pressures to eliminate speech seen as objectionable on moral grounds. The new form, it is said, is marked by a drive to suppress speech seen as dangerous, in the sense that it threatens the safety and security of those whom it reminds of previous traumas having to do with racism, sexism, homophobia, and the like. Those who express these fears, sometimes mockingly referred to as “precious snowflakes”, demand to be protected from these “microaggressions” by the use of “trigger warnings” when they may be subjected to ideas that that they may find disturbing. They demand that “safe spaces” be established for them where they may recover from their “post traumatic stress disorder,” and they have no compunctions about damaging the livelihoods and reputations of those who do not support their program.

A question has arisen as to where these precious snowflakes have come from. The most common answer is that they are the children of “helicopter parents” who have obsessively protected them from all threat, and so rendered them overly vulnerable. My claim will be, to the contrary, that they are not the children of helicopter parents but of political correctness itself, which never disappeared but simply became a feature of social structure. They grew up with the idea that the myths of oppression fostered by PC represent the real world, which is corrupt. They have developed a sense of themselves as “pristine selves”, who are entitled to be touched by nothing but love; the world, if not corrupted, would be their mother. They believe that this would be their condition if the love had not been stolen by the villains established by PC: the white heterosexual males who represent the patriarch, the father, who is responsible for its corruption.

In my presentation I will develop this theory of the precious snowflakes, beginning with an analysis of videos taken at a recent confrontation at Yale University. Then I will explore what it would mean for our society to be recast in accordance with the domination of this psychology.

---

## Biography

Howard S. Schwartz is a professor emeritus at Oakland University. He studied philosophy at Antioch College, the University of Pittsburgh, and UCSD. His PhD is in organizational behavior from Cornell University. Schwartz’s scholarly work concerns the psychodynamics of political correctness. He has published three books on the subject, the latest of which is *Political Correction and the Destruction of Social Order: Chronicling the Rise of the Pristine Self*. It was released in October by Palgrave Macmillan. He currently lives in New York City with his wife Ann.



## SPECIAL TALKS

---

### A MODEL OF CONSCIOUSNESS

**Prof. Dr. Michael Wang**

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

#### Abstract

I have spent the last 25 years collaborating with anaesthetists attempting to address the problem of accidental awareness during general anaesthesia and investigating intra-operative cognitive processing. I have also conducted some anaesthetic research on myself and have also required major surgery under general anaesthesia in recent years (and have presented much of this at previous InPACT conferences). Despite an enormous body of research knowledge of the neuropharmacology of anaesthesia, and impressive levels of practical skill and competence, it is generally accepted that anaesthetists have little idea what they are doing when they render a patient unconscious. It is common for anaesthetists to exclaim in exasperation “But we have no model of consciousness!” After all this time, I think I have gained some insights from my research and experience in the operating theatre, and have the temerity to imagine I might be able to propose a crude model that might have some utility. I will outline the model and the evidence I draw on which has led to this proposal.

---

#### Biography

Prof. Michael Wang, BSc(Hons), MSc(Clin.Psy), PhD, C. Psychol., FBPSS, is Emeritus Professor of Clinical Psychology in the Clinical Psychology Unit, Centre for Medicine, University of Leicester, and former Director of the National Health Service-funded Doctoral Postgraduate Clinical Psychology Training Course (2005-2014). He is a former Chair of the Division of Clinical Psychology of the British Psychological Society. Prof. Wang is also a full practitioner member of the BPS Division of Neuropsychology and a member of the BPS Division of Health Psychology.

He has worked as a clinical psychologist for more than 35 years. Prior to his appointment in Leicester he was Director of the 6-year, integrated Doctoral Clinical Psychology Training Course at the University of Hull. Throughout his academic career he has maintained an Honorary Consultant role in the NHS, treating patients with anxiety disorders, depression and obsessional compulsive disorder. He has more than 20 years' experience of examining patients with traumatic brain injury for the UK courts.

He obtained his three degrees from the University of Manchester: following graduating with a BSc in Psychology in 1978 he began his professional postgraduate training in Clinical Psychology in the Faculty of Medicine. Subsequently he completed a research PhD in 1990 which investigated learning and memory in alcoholics.

Over recent years Prof Wang has gained an international reputation for his research on cognitive and memory function during general anaesthesia. In 2004 he organized the 6th International Symposium on Memory and Awareness in Anaesthesia and Intensive Care (in Hull) – the foremost international forum for clinical research in this particular field. He has held appointments on a number of prominent committees in the British Psychological Society including the professional accrediting body for clinical psychology training, and a committee that is in the process of determining national standards for competence in the use of neuropsychological tests. He has served as an expert advisor on a NICE (UK) Committee in relation to the monitoring of depth of anaesthesia and also as an expert member of the Royal College of Anaesthesia's National Audit Project 5 (a national audit of anaesthetic awareness reports). In 1999 he was made Fellow of the British Psychological Society and is also a Fellow of the Royal Society of Medicine.

In 2015 he was awarded the Humphry Davy Medal by the Royal College of Anaesthetists for his contribution to the understanding of accidental awareness during general anaesthesia.

Prof. Wang has published more than 60 papers in peer-reviewed journals, and numerous book chapters. He has been an invited speaker at international conferences on more than 30 occasions. In collaboration with colleagues he has won more than £1.2 million in research funding. He has supervised more than 40 doctoral research projects over the past 25 years. He has been a regular contributor and session chair at recent InPACT conferences, and recently joined the conference team as a co-organiser.

# **ANALYZING DREAMS OR DREAMING ANALYSIS: THE PERSPECTIVE ABOUT DREAMS AND DREAMING FROM THE ANALYTIC FIELD THEORY**

**Dr. António Alvim**

*Portuguese Association of Psychoanalysis and Psychoanalytic Psychotherapy (Portugal)*

## **Abstract**

Dreams are one of the most important mental phenomena tackled by psychoanalytic investigation and clinic practice, since Freud's publication of "The Interpretation of Dreams" in 1900, where they have earned the epithet of a royal road to the unconscious; from a popular point of view, dreams have also earned an iconic status – maybe only second to sexuality, but also mingled with it -, to which Freud's functional description of dreams as a realization of forbidden desires, may have contributed. However, and if the analyst doesn't see himself as an active part of the dreaming process, this iconic status may endanger the psychoanalytic process, saturating it as a quest to unveil the patient's unconscious, where the analyst assumes a translator or decodifier function, losing its main role as an enzyme to the transformative processes that the patient's (proto)emotional experiences must undergo if mental growth is to be achieved, and mental pain to be made more thinkable and tolerable. From a psychoanalytic field perspective, rooted on Bion's conceptions about mental functioning and development, dreams become not only a privileged way to reach the unconscious, but the proper way for its expansion: dreams and dreaming are taken not as an icon but as the fundamental method for mental transformation. As such, psychoanalysis becomes not only interested in analyzing dreams, but mostly in dreaming the analytic experience, fostering material for thoughts and the capacity to think them.

**Keywords:** *Dreams (and dreaming), Transformation (of emotional experience), Mental growth, Psychoanalytic Process, Psychoanalytic Field.*

---



## INDEX OF CONTENTS

---

### ORAL PRESENTATIONS

---

#### *Clinical Psychology*

<b>Impairment in childhood obsessive-compulsive disorder: The mediational role of internalizing and externalizing symptoms</b>	<b>3</b>
<i>Omar Rahman &amp; Eric Storch</i>	
<b>Quality of life in patients with primary and metastatic bone tumors</b>	<b>4</b>
<i>Olga Shchelkova &amp; Ekaterina Usmanova</i>	
<b>School-based sexual abuse prevention: Increasing knowledge in children, teachers and parents</b>	<b>4</b>
<i>Chrysanthi Nega, Tinia Apergi, &amp; Eva Syngelaki</i>	
<b>Predictors of binge eating symptomatology</b>	<b>5</b>
<i>Jennifer McKenzie &amp; Lynne M. Harris</i>	
<b>Having high standards for others contributes to life satisfaction beyond a well-balanced personality</b>	<b>5</b>
<i>Samantha A. Fowler, Leanne L. Davis, Lilly E. Both, &amp; Lisa A. Best</i>	
<b>Predictors of overall life satisfaction in males and females: The importance of body appreciation</b>	<b>6</b>
<i>Leanne L. Davis, Samantha A. Fowler, Lisa A. Best, &amp; Lilly E. Both</i>	
<b>Direct and indirect effects of interpersonal competence on young adults' mental health through relationship status</b>	<b>6</b>
<i>Chris Segrin, Katarzyna Adamczyk, Corey A. Pavlich, &amp; Małgorzata Osowiecka</i>	
<b>An investigation of the predictive role of satisfaction with relationship status for young adults' mental health</b>	<b>7</b>
<i>Katarzyna Adamczyk &amp; Małgorzata Osowiecka</i>	
<b>Standardizing yoga: assessing components within yoga as complementary and alternative medicine for U.S. military veterans</b>	<b>7</b>
<i>Jacob N. Hyde &amp; Jeni Hunnicutt</i>	
<b>The effects of concussion: Perceptions and awareness of sufferers</b>	<b>8</b>
<i>Cecile Proctor &amp; Lisa A. Best</i>	
<b>Measuring Alexithymia via trait approach-i: A Alexithymia scale item selection and formation of factor structure</b>	<b>8</b>
<i>Arkun Tatar, Gaye Saltukoğlu, Seda Alioğlu, Sümeyye Çimen, Hülya Güven, &amp; Çağla Ebru Ay</i>	
<b>Humor and self-regulation depletion</b>	<b>9</b>
<i>Monika Hricová</i>	

<b>Goal dysregulation in depression</b>	<b>9</b>
<i>Joanne M. Dickson &amp; Nicholas J. Moberly</i>	
<b>Burnout, stress and compassion fatigue among helping professionals</b>	<b>10</b>
<i>Miroslava Köverová &amp; Beáta Ráczová</i>	
 <b><u>Educational Psychology</u></b>	
<b>Efficacy of mindfulness based cognitive therapy on children with anxiety</b>	<b>11</b>
<i>Rima Shetty</i>	
<b>Bullying in schools in India: Effectiveness of anti-bullying squads</b>	<b>11</b>
<i>Samir Parikh &amp; Kamna Chhibber</i>	
<b>The link between L2 learners' positive psychological well-being and their attitudes towards peer feedback in China, Taiwan and Oman</b>	<b>12</b>
<i>Chu Rong-Xuan, Fatma Al Hajri, &amp; Qian Dai</i>	
<b>Emotions, meaning making and the psychological development of the adult museum visitor</b>	<b>12</b>
<i>Colette Dufresne-Tassé &amp; Elisabeth Meunier</i>	
<b>Attribution of students' success and failure: Basis for a guidance program</b>	<b>13</b>
<i>Mary Ann I. Diaz, Elenita M. Tiamzon, &amp; Elsa L. Batalla</i>	
<b>Investigating the role of individual differences in the prediction of academic performance</b>	<b>13</b>
<i>Omar Al Ali</i>	
<b>Parenting programmes: A transplant model in practice</b>	<b>14</b>
<i>Katy Smart</i>	
<b>Putting the past in its place: An alternative type of assessment for measuring self-awareness in counselling students</b>	<b>14</b>
<i>Suzie Savvidou &amp; Petros Kefalas</i>	
<b>The predictive value of personal control expectancies on the scientific interests of secondary school students</b>	<b>15</b>
<i>José Tomás da Silva, Maria Paula Paixão, Teresa Sousa Machado, &amp; Maria Isabel Festas</i>	
<b>Parents, peers, teachers &amp; school: Attachment's figures along development: The PiML questionnaire</b>	<b>15</b>
<i>Teresa Sousa Machado, Carolina Neves, José Tomás da Silva, &amp; José Pacheco Miguel</i>	
<b>The childhood career development scale (CCDS) – Psychometric properties in a sample of Portuguese pre-adolescents</b>	<b>16</b>
<i>José Tomás da Silva, Sofia Vieira, Teresa Sousa Machado, &amp; Ludovina Almeida Ramos</i>	
<b>Different perceptions of the teaching profession by male and female teachers</b>	<b>16</b>
<i>Danijela S. Petrović</i>	
<b>Metacognitive skills and mathematical problem-solving among 6<sup>th</sup> grade students</b>	<b>17</b>
<i>Amal A. Al-Shabibi</i>	
<b>Technology use: The influence of psychological variables</b>	<b>17</b>
<i>Kathryn Flood, Rory McPhee, Diane Buhay, &amp; Lisa Best</i>	

<b>Examination of inclusive distance towards students with special education needs</b> <i>Danijela S. Petrović</i>	<b>18</b>
<b>Elementary and middle school students' perceptions of tests</b> <i>Gökçe Bulgan</i>	<b>19</b>
<b>Implementation of social-emotional learning programs in Japanese schools: School teachers' perceived anchor points</b> <i>Reiz Koizumi</i>	<b>19</b>
<b>Parenting stress and its influential factors: Among Kosovo mothers</b> <i>Zamira Hyseni Duraku</i>	<b>20</b>
<b>Parent-adolescent conflict resolution model to enhance time management, study habits and achievement</b> <i>Fatma Ebru Iki, Feridun Balci, Kemal Balkan, &amp; Yunus Havan</i>	<b>20</b>
<b>Argumentative design and classroom discussion mediation: Creating a reflective environment</b> <i>Gabriel Macedo, Nancy Ramírez, &amp; Selma Leitão</i>	<b>21</b>
<b>Psychoeducation on reproductive health for adolescent with intellectual disability</b> <i>Frieda Maryam Mangunsong</i>	<b>21</b>
 <b><u>Social Psychology</u></b>	
<b>Intellectual humility and morality concerning political and social issues in the United States</b> <i>Megan C. Haggard, Wade C. Rowatt, &amp; Joseph Leman</i>	<b>23</b>
<b>Religious practices in resilience of Indonesian disaster survivors</b> <i>Julia Suleeman</i>	<b>23</b>
<b>What becomes of the selectively mute? Exploring narratives of adolescents previously diagnosed with selective mutism</b> <i>Paschale McCarthy</i>	<b>24</b>
<b>Suicides of young Guarani / Kaiowá of Mato Grosso do Sul, Brazil</b> <i>Sonia Grubits</i>	<b>24</b>
<b>Is shame emotion stronger than guilt emotion in Javanese and buginese cultures?</b> <i>Guritnaningsih Santoso, Lucia R. M. Royanto, &amp; Julia Suleeman</i>	<b>25</b>
<b>Subjective well-being among teachers with and without victimization experiences</b> <i>Kristi Kõiv</i>	<b>25</b>
<b>Treatment of occupational mental health in France and Sweden – between the stress models and psychodynamics of work</b> <i>Jonathan Benelbaz</i>	<b>26</b>
<b>Romantic attachment and parents' attachment: A study with Portuguese vs Brazilians young adults</b> <i>Flávia Ferro Costa Veppo, Teresa Sousa Machado, &amp; José Pacheco Miguel</i>	<b>26</b>
<b>The Yezidi minority refugee population and European humanitarian organizations</b> <i>Kyle A. Msall</i>	<b>26</b>

<b>Unconscious-consciousness: A comprehension dialectical since Vigotsky's psychology</b> <i>Jeferson Montreozol, Edna Kahhale, &amp; Inara Leão</i>	27
<b>Goal progress in self-care: Mediating role of commitment to self-concordant goals</b> <i>Ladislav Lovaš &amp; Marcela Bobková</i>	27
<b>Sexuality as dialectics synthesis: An analysis from social-historical psychology</b> <i>Jeferson Montreozol, Edna Kahhale, &amp; Inara Leão</i>	28
<b>Parent career behaviour and emotional autonomy in adolescence</b> <i>Tatiana Konshina &amp; Tatiana Sadovnikova</i>	28
<b>The factor of economic security of person in the regulating of insurance and investment policy</b> <i>Olga Medyanik</i>	29
<b>The biography game – Interconnection and exchange processes in the context of adolescent computer game usage</b> <i>Florian Lippuner &amp; Daniel Süs</i>	30
<b>Men's gender identity as the factor of fathering in Russia</b> <i>Tatiana Sadovnikova</i>	30
<b>Implementating the evidence-based triple P – Positive Parenting Program: Diversity in practitioners' experiences</b> <i>Marie-Kim Côté &amp; Marie-Hélène Gagné</i>	31
<b>Values as a factor in students' attitudes toward extremism</b> <i>Olga Deyneka</i>	31
<b>Implicit negotiation beliefs, achievement goals and integrative negotiation behavioral intentions</b> <i>Gal Mozes, Noa Nelson, &amp; Rachel Ben-ari</i>	32
<b>Life values, environmental attitudes and environmental behaviors of employees: Turkish sample</b> <i>Nevin Kılıç, Çiğdem Vatansever, &amp; Melek Astar</i>	32
<b>Examination of the relationship between emotional stability, personality and procrastination tendency on working women</b> <i>Gaye Saltukoğlu, Melek Astar, &amp; Arkun Tatar</i>	33
 <b><u>Legal Psychology</u></b>	
<b>"Everything changes": Listening to individuals bereaved through homicide</b> <i>Filipa Alves-Costa, Catherine Hamilton-Giachritsis, &amp; Sarah Halligan</i>	34
<b>Role of prevolitional processes in online video games playing: Test the validity of extended model of goal-directed model</b> <i>Bibiána Kováčová Holevová</i>	34
<b>Sexual arousal as a function of stimulus mode: Strengthening phallometric assessment</b> <i>Richard J. Howes &amp; Sarah E. Howes</i>	35

<b>Transnational aspect of migration as a factor of terrorism</b>	<b>35</b>
<i>Igor Medyanik</i>	

<b>A study on the coping styles and well being of female prison inmates in Odisha</b>	<b>36</b>
<i>Arjyalopa Mishra, Swagata Banerjee, &amp; Anamika</i>	

### **Cognitive and Experimental Psychology**

<b>Mood states prediction by stochastic Petri nets</b>	<b>37</b>
<i>Mani Mehraei</i>	

<b>A novel procedure to develop items of the cognitive reflection test applying process dissociation approach</b>	<b>37</b>
<i>Tomas Maceina</i>	

<b>Effects of hypnotic suggestion on DRM illusion</b>	<b>38</b>
<i>Frédérique Robin &amp; Justine Bonamy</i>	

<b>Detecting lies from behavioural clues of emotion, cognitive load, and attempts to control behaviour</b>	<b>38</b>
<i>Derek J. Gaudet &amp; Lisa A. Best</i>	

<b>The role of sex hormones in individual differences in cognitive abilities</b>	<b>39</b>
<i>Efrat Barel &amp; Orna Tzischinsky</i>	

<b>The impact of spatiotemporal attention on the negative compatibility effect</b>	<b>39</b>
<i>Yongchun Wang, Yonghui Wang, Saisai Hu, &amp; An Cao</i>	

<b>The role of attentional resources in explaining sex differences in object location memory</b>	<b>40</b>
<i>Efrat Barel</i>	

<b>Identifying visitors' focus of interest during the appreciation of contemporary art</b>	<b>40</b>
<i>Anne-Marie Émond, Dominic Marin, &amp; Joao Pedro Pais Mendonca</i>	

<b>Eat properly; don't be a pig: making inferences through two display modes, text vs image</b>	<b>41</b>
<i>Geoffrey Ventalon, Charles Tijus, Maria José Escalona Cuaresma, &amp; Francisco José Domínguez Mayo</i>	

<b>A conception of creativity typology: Methodological approach</b>	<b>41</b>
<i>Diana Bogoyavlenskaya &amp; Liubov Kotlyarova</i>	

### **Psychoanalysis and Psychoanalytical Psychotherapy**

<b>A therapist's struggle to establish the psychoanalytic frame</b>	<b>42</b>
<i>Sevilay Sitrava</i>	

## POSTERS

---

### *Clinical Psychology*

<b>Science of psychology: Science of the breath</b> <i>Marianna Masiorski</i>	45
<b>Quality of life, anxiety and depression in patients with chronic pain who are receiving ambulatory care</b> <i>Aline Cristina Antonechen, Maribel Pelaez Dóro, &amp; Iris Miyake Okumura</i>	45
<b>Effectiveness of emotionally focused couple therapy for adoptive couples in Taiwan</b> <i>Sung-Hsien Sun &amp; Wan-Chieh Huang</i>	46
<b>The evidence base for cognitive behavioural therapy in irritable bowel syndrome: Where next?</b> <i>Daan De Coster</i>	46
<b>Psychometric characteristics of the Bulgarian version of the Toronto Alexithymia scale (TAS-20)</b> <i>Kiril Bozgunov, Vencislav Popov, Elena Psederska, Georgi Vasilev, Dimitar Nedelchev, &amp; Jasmin Vassileva</i>	47
<b>An examination of parenting styles and early maladaptive schemas on psychological symptoms</b> <i>Burcu Kömürcü &amp; Serel Akdur</i>	47
<b>Analysis of moral disengagement of adolescents who are abused by their couples</b> <i>Isabel Cuadrado-Gordillo &amp; Inmaculada Fernández-Antelo</i>	48
<b>The role of personality on self-reported difficulties in executive function</b> <i>Daniel Adrover-Roig, Raúl López-Penadés, Victor Sanchez-Azanza, Lucía Buil-Legaz, &amp; Eva Aguilar-Mediavilla</i>	48
<b>Relationship experience: an evaluation in terms of early maladaptive schemas</b> <i>Büşra Aslan &amp; Gülşen Kaynar</i>	49
<b>Siblings' graphic representations the of a family member with autism spectrum disorder: An exploratory study</b> <i>Georgette Goupil, Nathalie Poirier, &amp; Julien Morand</i>	49
<b>Validity and accuracy for the TCT- DP in different school levels</b> <i>Sara Ibérico Nogueira, Maria Leonor Almeida, &amp; Tiago Souza Lima</i>	49
<b>Factors associated with self-destructive behaviour among school pupils</b> <i>Anna Janovska, Olga Orosová, &amp; Beata Gajdošová</i>	50
<b>Psychotherapeutic support for breast cancer patients: Structured palliative care therapy versus acceptance and commitment therapy</b> <i>Arunima Datta, Prathama Guha Chaudhuri, &amp; Ashis Mukhopadhyay</i>	50
<b>Social relationships of teenagers with high-functioning autism spectrum disorder</b> <i>Ariane Leroux-Boudreault &amp; Nathalie Poirier</i>	51
<b>Trait emotional intelligence construct and incremental validity in the Slovak conditions</b> <i>Lada Kaliská &amp; Eva Sollarova</i>	51

<b>Interrelation between achievement motivation, mental health and mental disorders</b>	<b>52</b>
<i>Olga Tapalova, Nadezhda Zhiyenbayeva, &amp; Zarema Zhiyenbayeva</i>	

### **Educational Psychology**

<b>Online burnout prevention among Hungarian teachers</b>	<b>53</b>
<i>Szilvia Horváth</i>	
<b>Development of psychological protocol of evaluation and follow-up of pre-lingual adult deaf with indication for the coclear implant</b>	<b>53</b>
<i>Lesle Freitas Maciel &amp; Edna Maria Severino Peters Kahhale</i>	
<b>Testing “visual impedance” in reasoning by reducing reading and writing requirements</b>	<b>54</b>
<i>Elpida Panagiotidou, Francisca Serrano, &amp; Sergio Moreno-Ríos</i>	
<b>Predictors of academic success and educational expectations: Role of teacher involvement, academic self-efficacy, age and gender</b>	<b>54</b>
<i>Demet Kara</i>	
<b>Agreeableness and extraversion in Brazilian students: A comparative study in the function of sex</b>	<b>55</b>
<i>Mara Leal, Tatiana Ferreira, &amp; Lucy Melo-Silva</i>	
<b>The education in Greece: The case of hospital education</b>	<b>55</b>
<i>Aikaterini Palasidou &amp; Maria Palasidou</i>	
<b>Responsibility in Brazilian high school students: Is there difference between girls and boys?</b>	<b>56</b>
<i>Mara Leal, Lucy Melo-Silva, &amp; Maria do Céu Taveira</i>	

### **Social Psychology**

<b>Maternal social support and the quality of delivery experience</b>	<b>57</b>
<i>Franca Tani, Valeria Castagna, &amp; Lucia Ponti</i>	
<b>Communication skills and social support at workplace</b>	<b>57</b>
<i>Koshi Makino</i>	
<b>Factors of lifetime prevalence of alcohol use among early adolescent boys and girls</b>	<b>58</b>
<i>Beata Gajdošová, Olga Orosová, Anna Janovska, &amp; Marianna Berinšterová</i>	
<b>Economic and psychological factors of emigration intentions among Slovak university students</b>	<b>58</b>
<i>Olga Orosová, Beata Gajdošová, Marta Kulanová, &amp; Marianna Berinšterová</i>	
<b>Motivational readiness of personnel of a high tech industrial enterprise to the continuation of work at the stage of its decommissioning</b>	<b>59</b>
<i>Liubov Kotlyarova &amp; Ekaterina Sysoeva</i>	
<b>Sociocultural pressures about body image and the moderating role of gender among Slovak university students</b>	<b>59</b>
<i>Lucia Hricová &amp; Olga Orosová</i>	

<b>Normative beliefs as a mediator of the relationship between time spent online and activation for leaving the country</b>	<b>60</b>
<i>Marta Kulanová, Olga Orosová, &amp; Jozef Benka</i>	

<b>Are we teaching what we're preaching? The relationship between the values of life and creativity levels in college level and non-college level teachers</b>	<b>60</b>
<i>Leonor Almeida, Joana Gentil Martins, Maria Malheiro Garcia, Beatriz Francisco Marques, Mariana Sofia Serras, &amp; Beatriz Perry da Câmara</i>	

### **Legal Psychology**

<b>Adolescents' experiences of victimization as modulating variables in the emergence of divergent conceptualizations of cyberbullying</b>	<b>62</b>
<i>Inmaculada Fernández-Antelo &amp; Isabel Cuadrado-Gordillo</i>	

<b>The role of the intergenerational transmission of attachment on the intimate partner violence</b>	<b>62</b>
<i>Franca Tani &amp; Lucia Ponti</i>	

<b>Patterns of abuse: Profiling child sex abuse cases using machine learning</b>	<b>63</b>
<i>Nicholas Wisniewski &amp; David Jimenez</i>	

### **Cognitive and Experimental Psychology**

<b>Media multitasking: are you a super tasker?</b>	<b>64</b>
<i>Lobna Cherif &amp; Sophie Kenny</i>	

<b>The study for relation between color preference and its reaction time</b>	<b>64</b>
<i>Shengai Jin &amp; Yasuhiro Kawabata</i>	

<b>Evaluating and preventing cognitive failures in a company of the Brazilian electrical sector</b>	<b>64</b>
<i>Ederaldo Lopes, Adriano Pereira, Adriano Andrade, Selma Milagre, Jenaina Magela, &amp; Paulo Roberto Prado</i>	

<b>Judgment of the consistency between a textual prime and a hybrid pictorial metaphor of animal</b>	<b>65</b>
<i>Geoffrey Ventalon, Charles Tijus, Maria José Escalona Cuaresma, &amp; Francisco José Domínguez Mayo</i>	

<b>Brazilian indigenous women: Education and public policy</b>	<b>65</b>
<i>Sonia Grubits</i>	

<b>Comparing personality tests: Is bigger better?</b>	<b>66</b>
<i>David Freeze, Tracy A. Freeze, &amp; Lisa A. Best</i>	

### **Psychoanalysis and Psychoanalytical Psychotherapy**

<b>Narcissistic injury in patients with haematological diseases: From diagnosis to clinical follow-up</b>	<b>68</b>
<i>Iris Miyake Okumura, Maribel Pelaez Dóro, &amp; Aline Cristina Antonechen</i>	



## VIRTUAL PRESENTATIONS

---

### Clinical Psychology

- Who am I? A meaning-based approach to assessing the self-image** 71  
*Shulamith Kreitler*
- Relationship between family cohesion, resilience and self esteem among Indian adolescents** 71  
*Jennifer Chandani & Geetha Raman*

### Educational Psychology

- Improving cognitive deficits related to common psychiatric disorders with an innovative assessment and training program** 72  
*Paul B. Cliveden, Martina Ratto, & Keiron T. Sparrowhawk*
- The quality of parenting and self-efficacy of adolescents** 72  
*Snežana Stojiljković & Jelisaveta Todorović*
- Normative beliefs, perceived high expectations from adults in school and prevention program unplugged – gender differences** 73  
*Marianna Berinšterová & Olga Orosová*

### Social Psychology

- Emotional and personal well-being's relations with the extraversion-introversion, burnout and adaptation** 74  
*Galina Glotova & Larisa Karapetyan*
- On burnout perception among secondary school teachers: A pilot study** 74  
*Isabella Corradini, Assunta Marano, & Federico Paolinelli*
- Conflict strategies as predictors of social anxiety in adults** 75  
*Galina Kozhukhar*

### Cognitive and Experimental Psychology

- Improving learning and school achievement with an assessment and training program of basic cognitive function** 76  
*Martina Ratto, Paul B Cliveden, & Keiron T. Sparrowhawk*
- Mending Maya: An analysis of aging and intergenerational connection in Delhi, India** 76  
*Aleksandr Chandra*
- Is there a conceptual set bias in multiple-target search?** 77  
*Margit Höfler & Birgit Hübner*

## WORKSHOP PRESENTATIONS

---

### **Clinical Psychology**

- Evidence-based treatment strategies for Trichotillomania and compulsive skin picking** 81  
*Omar Rahman*

### **Educational Psychology**

- Creativity: Its cognitive, emotional and motivational aspects** 82  
*Shulamith Kreitler*

### **Psychoanalysis and Psychoanalytical Psychotherapy**

- Engaging and managing angry young men with mental health issues: A six-session intervention** 83  
*Warrick Brewer*

---

### **AUTHOR INDEX** 85



# ORAL PRESENTATIONS



## CLINICAL PSYCHOLOGY

---

### **IMPAIRMENT IN CHILDHOOD OBSESSIVE-COMPULSIVE DISORDER: THE MEDIATIONAL ROLE OF INTERNALIZING AND EXTERNALIZING SYMPTOMS**

**Omar Rahman & Eric Storch**  
*University of South Florida (USA)*

#### **Abstract**

##### ***Introduction***

Obsessive-compulsive disorder (OCD) is an anxiety disorder that typically has a chronic and severe course in both children and adults. Up to 90% of youth have impairment in at least one area of living (social, academic, and family functioning) and over 50% endorsed impairment in all three areas (Piacentini et al. 2003)

OCD symptoms cause direct functional impairment in children and adolescents. Obsessions can lead to difficulty concentrating on schoolwork, may negatively affect an individual's social interactions, and may lead to avoidance behaviors. Compulsions often take up a significant portion of an individual's time, leading to lateness or missed engagements.

Additionally, children and adolescents with OCD have high rates of internalizing and externalizing comorbid disorders, such as depression and disruptive behavior. It is likely that some of the functional impairment related to OCD in youth may be due to the indirect effects of OCD, mediated through internalizing and externalizing symptoms. The present study investigated whether internalizing and externalizing symptoms mediate the relationship between OCD severity and impairment.

##### ***Method***

###### ***Participants***

Participants were 108 children and adolescent patients at a university outpatient specialty clinic (n = 108) which specializes in OCD treatment. They were recruited for the study from the standard patient population. All had a principal diagnosis of OCD.

###### ***Procedure***

All participants completed the human subjects informed consent processes approved by the institutional review board. The measures were completed by parents and children in the clinic at their pre-treatment evaluation. The Children's Yale-Brown Obsessive Compulsive Scale (Scahill et al., 1997) was used to assess OCD symptom severity. The parent and child versions of the Child Obsessive Compulsive Impact Scale (Piacentini et al., 2003) was used to assess OCD-related impairment in specific areas, such as school, social activities, and home/family. The Child Behavior Checklist (Achenbach, 1991) 32-item Internalizing scale and the 33-item Externalizing scale were used to assess internalizing and externalizing symptoms.

##### ***Results***

Sobel tests were used to assess mediation. The relationship between OCD symptom severity and impairment was partially mediated by child internalizing and externalizing symptoms. This was the case for both parent and child-rated impairment. The percent mediation ranged from 29.7 to 37.4. We also found that parents reported greater impairment compared to children, similar to Piacentini et al. (2003).

##### ***Discussion***

These findings suggest that internalizing and externalizing symptoms play an important role in impairment for pediatric OCD patients. This, along with future longitudinal research, may help to improve treatment strategies for children who present to treatment for OCD with co-occurring internalizing and externalizing symptoms.

**Keywords:** *OCD, impairment, internalizing, externalizing.*

---

## QUALITY OF LIFE IN PATIENTS WITH PRIMARY AND METASTATIC BONE TUMORS

**Olga Shchelkova & Ekaterina Usmanova**

*Saint-Petersburg State University, Saint-Petersburg (Russia)*

### **Abstract**

**Introduction:** Actually quality of life research in medicine and clinical psychology is progressing worldwide. Studies of QoL in patients with bone tumor aims at research QoL in children and adolescents with bone sarcoma. There are also studies aimed at comparative analysis of QoL in patients with bone tumor underwent limb sparing surgery and amputation. While issue of QoL in adults with bone tumor focused on psychological factors of QoL is not discussed.

**The aim** of the study was to reveal the basic aspects and personality factors of QoL in patients with bone tumor and compare QoL in patients with primary bone tumor and bone metastases.

**Results:** According the goal of the basic aspects of QoL research general group (n=120) was split into four groups depending on diagnosis: osteosarcoma (n=41), giant cell tumor (n=31), chondrosarcoma (n=30) and bone metastases (n=18). The study revealed that objective physical status in patients with primary bone tumor significantly better than objective physical status in patients with bone metastases. And objective physical status in patients with different forms of primary bone tumor is the same. Patients with bone metastases assess their health significantly worse than other patients. Patients with bone metastases have the most intensity pain among all patients: patients with bone metastases characterize their pain as more widespread and have more functional restrictions due to bone incision. Moreover the study revealed personality significant influence on QoL related to bone tumors. Such characteristics in structure of personality as high degree of self-consciousness, personal resources, cooperation and disposition to positive revaluation in difficult situation correspond to higher QoL. Otherwise low personal resources and slight problem solving behaviour, low degree of self-consciousness and high social dependence correspond to decrease of QoL in patients with bone tumors.

**Conclusion:** Patients with bone metastases have lower quality of life compared with patients with primary bone tumor on parameters of physical functioning, possibility of daily activities, social functioning and general health, and besides pain intensity, that corresponds to objective physical status in patients of this group. Furthermore the results revealed differences in QoL parameters associated with personality characteristics in patients with bone tumors.

**Keywords:** *Quality of life, psychological factors, bone tumor.*

---

## SCHOOL-BASED SEXUAL ABUSE PREVENTION: INCREASING KNOWLEDGE IN CHILDREN, TEACHERS AND PARENTS

**Chrysanthi Nega, Tinia Apergi, & Eva Syngelaki**

*Psychology Department, The American College of Greece-Deree College & ELIZA-Society for the Prevention of Cruelty to Children (Greece)*

### **Abstract**

Due to the worrying prevalence rates and serious consequences of child sexual abuse, many school-based preventive programs have been developed in recent years. In Greece one out of six females and one out of four males become victims of sexual abuse before the age of 18 years but schools do not offer abuse prevention programs. This study presents a three-folded prevention program addressing all significant parties involved, children, teachers and parents. A sample of 467 primary school students, 1-3 grades, took part in the Safe Touches program, a classroom based curriculum, and outcomes were assessed by the Children Knowledge of Abuse Questionnaire-RIII. Children in second and third grade attained significantly greater increases on the inappropriate touch knowledge from pre- to post-test than children in first grade. For teachers (n=75) and parents (n=110) a 2-hours training workshop was delivered. Concepts covered in the workshops were recognition of signs and symptoms, psychological consequences, legislation and reporting procedures. Teachers reported an increase in the awareness of signs and symptoms, as well as an increase of the knowledge of reporting procedures. Parents showed an increase in the perceptions and indications of child sexual abuse, as well as in their attitudes towards

school child sexual abuse prevention education. Overall, the program targeted children, teachers and parents in primary prevention and proved effective in enhancing children's knowledge and prevention skills, as well as building awareness in parents and teachers. Future research should focus on the adaptation of the appropriate touches concept, behavior change as an outcome measure, and expansion of the program on younger ages.

**Keywords:** *CSA prevention intervention, education, children, teachers, parents.*

---

## **PREDICTORS OF BINGE EATING SYMPTOMATOLOGY**

**Jennifer McKenzie & Lynne M. Harris**

*School of Psychological Sciences, Australian College of Applied Psychology (Australia)*

### **Abstract**

Binge Eating Disorder (BED) is characterised by the consumption of large amounts of food in a relatively short period of time without compensatory behaviour, such as purging or compulsive exercise. Much of what is known about BED comes from studies of overweight or obese treatment seeking individuals, although about 50% of those with BED are in the non-obese weight range. This study examined predictors of binge eating symptomatology in a non-treatment seeking general population sample who were in the normal weight range (n=223) or in the overweight / obese range (n=179). Participants completed an online questionnaire comprising self-report measures of physical and psychological health, demographics and height and weight. Hierarchical regression analysis indicated that the significant predictors of binge eating symptomatology for those in the normal weight range were age, self esteem, weight concerns, and dietary restraint, accounting for 71% of variance in the severity of BE symptomatology. For those in the overweight or obese BMI range, weight concerns, and depression were the only significant predictors, accounting for 67% of variance in the severity of BE symptomatology. The findings have implications for treatment of individuals with BE symptomatology.

**Keywords:** *Binge eating, body mass index, self esteem, restraint.*

---

## **HAVING HIGH STANDARDS FOR OTHERS CONTRIBUTES TO LIFE SATISFACTION BEYOND A WELL-BALANCED PERSONALITY**

**Samantha A. Fowler, Leanne L. Davis, Lilly E. Both, & Lisa A. Best**

*Department of Psychology, University of New Brunswick, 100 Tucker Park Road, Saint John, NB E2L 4L5 (Canada)*

### **Abstract**

Although perfectionism has been associated with life satisfaction in several studies, researchers have failed to account for the influence of personality on life satisfaction. Previous research has indicated that personality is associated with both life satisfaction and perfectionism. Therefore, in the present study, the hypothesis that specific perfectionism dimensions contribute to the prediction of life satisfaction beyond the influence of personality was tested. An online sample of participants completed questionnaires assessing perfectionism, personality, and life satisfaction. Correlational analyses revealed that several perfectionism dimensions (Concern Over Mistakes; Need for Approval; Parental Pressure; and, Rumination) were negatively correlated with life satisfaction and the dimension of Organization was positively correlated. Regarding personality, perfectionism dimensions were most consistently correlated with Neuroticism, Introversion, and Conscientiousness. A hierarchical regression analysis was conducted to determine if perfectionism contributed unique variance in the prediction of life satisfaction, beyond that of personality. Age and gender were entered in the first step of the analysis, to control for their effects. The personality factors of Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness were entered in the second step. Finally, the eight perfectionism dimensions were added in the third step. Overall, low Neuroticism as well as high Extraversion, Conscientiousness, and High Standards for

Others significantly predicted life satisfaction. These results suggest that perfectionism contributes unique variance in the prediction of life satisfaction beyond the influence of personality. Given the association between High Standards for Others and life satisfaction, future research should explore the mediating role of interpersonal relationships.

**Keywords:** *Perfectionism, Personality, Life Satisfaction.*

---

## **PREDICTORS OF OVERALL LIFE SATISFACTION IN MALES AND FEMALES: THE IMPORTANCE OF BODY APPRECIATION**

**Leanne L. Davis, Samantha A. Fowler, Lisa A. Best, & Lilly E. Both**

*Department of Psychology, University of New Brunswick, 100 Tucker Park Road, Saint John,  
NB E2L 4L5 (Canada)*

### **Abstract**

Recent research indicates that body image is strongly linked to general life satisfaction in both males and females; satisfaction is negatively associated with body dissatisfaction and positively associated with body appreciation. Further, the moderate relation between personality and life satisfaction is well-documented. Therefore, our purpose was to investigate if body dissatisfaction and appreciation contribute to the prediction of life satisfaction over and above the influence of personality. In this study, an online sample completed questionnaires assessing life satisfaction (Life Satisfaction Questionnaire-11), personality (Big Five Inventory), body dissatisfaction (Body Image Ideals Questionnaire), and body appreciation (Body Appreciation Scale-2). Separate regression analyses were conducted to determine predictors of life satisfaction in males and females. Age and body mass index (BMI) were entered in Step 1, personality factors (Neuroticism, Extraversion, Openness to Experience, Agreeableness, Conscientiousness) were entered in Step 2, and Body Dissatisfaction and Body Appreciation were entered in Step 3. Both models were statistically significant, predicting 56.8% (males) and 52.7% (females) of the variance in life satisfaction. For males, life satisfaction was predicted by lower Neuroticism as well as higher Extraversion and Body Appreciation. On the other hand, lower BMI, Neuroticism, and Openness, as well as higher Extraversion, Agreeableness and Body Appreciation predicted life satisfaction in females. Overall, results suggest that men and women who are sociable, emotionally stable and accepting of their bodies have higher life satisfaction. We would suggest that a shift in focus from negative to positive body image perceptions may prove beneficial to both clinicians and researchers.

**Keywords:** *Body Appreciation, Body Dissatisfaction, Personality, Life Satisfaction.*

---

## **DIRECT AND INDIRECT EFFECTS OF INTERPERSONAL COMPETENCE ON YOUNG ADULTS' MENTAL HEALTH THROUGH RELATIONSHIP STATUS**

**Chris Segrin<sup>1</sup>, Katarzyna Adamczyk<sup>2</sup>, Corey A. Pavlich<sup>1</sup>, & Malgorzata Osowiecka<sup>3</sup>**

<sup>1</sup>*Department of Communication, University of Arizona (USA)*

<sup>2</sup>*Adam Mickiewicz University in Poznan (Poland)*

<sup>3</sup>*University of Social Sciences and Humanities in Warsaw (Poland)*

### **Abstract**

This study examined the indirect effects of interpersonal competence on positive mental health measured in terms of emotional, psychological and social well-being, and depression through relationship status (single vs. in a relationship). Three hundred and eighty five US participants (253 female and 125 male) aged years 18-39 old ( $M = 21.64$ ,  $SD = 2.76$ ) completed the Interpersonal Competence Questionnaire – Revised (ICQ-R; Buhrmester, Furman, Wittenberg, & Reis, 1988), The Mental Health Continuum Short Form (MHC-SF; Keyes, 2009), and The Center for Epidemiologic Studies Depression Scale (CES-D; Radloff, 1977). The relationship between interpersonal competence and mental health was mediated by partner status, indirect effect  $B = -.04$ , 95% c.i. =  $-.15 - -.02$  (estimated with bias corrected bootstrapping, based on 5000 bootstrap samples). The relationship between interpersonal competence and depression was mediated by partner status, indirect effect  $B = .03$ , 95% c.i. =  $.01 - .07$  (estimated with



bias corrected bootstrapping, based on 5000 bootstrap samples). In light of the obtained results it appears that one reason why people who have lower interpersonal competence are at risk of having poor mental health (i.e., high scores on CES-D and low scores on positive mental health) is because they are less likely to be in a romantic relationship. From the perspective of attachment theory, it could be indicated that the lack of an attachment figure puts people at risk of downgraded mental health.

**Keywords:** *Relationship status, positive mental health, depression, interpersonal competence, young adults.*

## AN INVESTIGATION OF THE PREDICTIVE ROLE OF SATISFACTION WITH RELATIONSHIP STATUS FOR YOUNG ADULTS' MENTAL HEALTH

Katarzyna Adamczyk<sup>1</sup> & Małgorzata Osowiecka<sup>2</sup>

<sup>1</sup>*Institute of Psychology, Adam Mickiewicz University in Poznan (Poland)*

<sup>2</sup>*University of Social Sciences and Humanities in Warsaw (Poland)*

### Abstract

Numerous papers provided strong evidence for the existence of the linkage between marital status and mental health demonstrating that married people reported the best health when compared to never-married and formerly married people (e.g. Wadsworth, 2016). At the same time, a recent study by Lehmann and colleagues (2015) suggested that satisfaction with relationship status may be a more important determinant of well-being than marital status per se. The aim of the current study ran on a sample of 277 Polish participants aged 20-40 ( $M = 23.97$ ,  $SD = 4.48$ ) was therefore to test whether satisfaction with relationship status is a stronger predictor for mental health (emotional, social and psychological well-being, and depression) than relationship status. The performed hierarchical regression analyses systematically showed that satisfaction with relationship status was the only significant predictor of emotional well-being ( $\beta = .29$ ,  $p = .000$ ), psychological well-being ( $\beta = .23$ ,  $p = .002$ ), and depression ( $\beta = -.28$ ,  $p = .000$ ) than relationship status. With respect to social well-being, the analyses demonstrated that neither satisfaction with relationship status ( $\beta = .08$ ,  $p = .266$ ) nor relationship status were predictive of social well-being, ( $\beta = .04$ ,  $p = .639$ ). In line with Lehmann and colleagues' (2015) study, being satisfied with one's current relationship status (single vs. partnered) appears to be a more important factor in explaining well-being (i.e., emotional and psychological well-being, and depression) than relationship status alone.

**Keywords:** *Satisfaction with relationship status, relationship status, positive mental health, depression.*

## STANDARDIZING YOGA: ASSESSING COMPONENTS WITHIN YOGA AS COMPLEMENTARY AND ALTERNATIVE MEDICINE FOR U.S. MILITARY VETERANS

Jacob N. Hyde, Psy.D.<sup>1</sup> & Jeni Hunnicutt, M.A.<sup>2</sup>

<sup>1</sup>*Graduate School of Professional Psychology, University of Denver (USA)*

<sup>2</sup>*Department of Communications Studies, University of Denver (USA)*

### Abstract

Within the last 15 years there has been a significant increase in the rate of cognitive injury, physical disability, chronic pain, and psychiatric illness among U.S. Military Service members and Veterans (McGeary, McGeary, Moreno, & Gatchel, 2016). Research that identifies evidence-based behavioral treatments for co-morbid physical and psychiatric conditions among U.S. Military populations is expansive, however, given the increase and growing complexity of these conditions, the identification and exploration of Complementary and Alternative Medicine (CAM) treatments is urgently needed (Park, Finkelstein-Fox, Barnes, Mazure & Hoff, 2016) to restore functioning and decrease symptoms in these populations. Research examining the effects of yoga and meditation practices with U.S. Military populations has uncovered several benefits, to include reducing Post Traumatic Stress Disorder symptomology (Jindani, Turner, & Khalsa, 2015; Johnston, Minami, Greenwalk, Reinhardt, & Khalsa,

2015) and improving overall mental health and quality of life (Stoller, Greuel, Cimini, Fowler, & Koomar, 2011; Fiore, Nelson, & Tosti, 2014). Though research depicts that yoga and meditation practices have multiple benefits, lack of consistency across yoga intervention programs is proving to create challenges in the interpretation and application of findings as well as study replication. As there are multiple styles, definitions, and practices of yoga, there is a need for future research to identify which elements of yoga address physiological and psychological symptoms while also exploring which components are beneficial in the treatment of said symptoms (Jindani, Turner, & Khalsa, 2015). The current study employs a six-week yoga treatment protocol, divided into three components intended to address the physical, cognitive, and behavioral domains of participants. This study has presented multiple challenges during its inception as a psychologist partnered with a communication studies scholar, both of whom are U.S. Military Veterans to design, implement, and measure a yoga protocol that is replicatable, efficacious, and empirical. Considerations for multi-disciplinary program creation, complementary treatment measurement, and the benefits of multi-disciplinary and interprofessional work are described.

**Keywords:** *Yoga, Veteran, CAM, US Military, multi-disciplinary.*

---

## **THE EFFECTS OF CONCUSSION: PERCEPTIONS AND AWARENESS OF SUFFERERS**

**Cecile Proctor & Lisa A. Best**

*Department of Psychology, University of New Brunswick, 100 Tucker Park Road, Saint John, NB E2L 4L5 (Canada)*

### **Abstract**

Concussion is a mild traumatic brain injury (mTBI) defined by a change in mental status (i.e., consciousness) resulting from mechanical trauma to the brain. Approximately 144,000 Canadians suffer a concussion each year, with an average age of first occurrence of 10 years. Although most people recover from concussion, long term physical and psychological effects can occur; depression, anxiety, and cognitive deficits are commonly reported. Thus, our purpose was to examine people's understanding of the impact of concussion on normal life activities and overall quality of life. Further, we examined the impact of different levels of concussion on a set of psychological variables. In this online study, 191 participants were recruited from social media sites and concussion-related discussion boards. The sample ( $M_{age} = 39.94$  years) included 67 participants indicated having one concussion, 84 reported multiple concussions, and 40 had no prior concussions. Psychological questionnaires including Satisfaction with Life (SWL), Loneliness, Depression, Social Isolation, Leisure Satisfaction, and Personality were distributed. Results indicated that participants who reported at least one concussion had a lower SWL score and a depression score indicating a moderate level of depression. Comparatively, participants with no history of concussion had the lowest depression scores and high average SWL scores. Perceptions of concussion symptoms, severity and advice that was given from medical professionals was inconsistent suggesting that concussion education that covers the potential for long-term psychological consequences is necessary for both laypersons and professionals.

**Keywords:** *Concussion, Mild Traumatic Brain Injury (mTBI), Satisfaction with Life (SWL), Depression, Loneliness.*

---

## **MEASURING ALEXITHYMIA VIA TRAIT APPROACH-I: A ALEXITHYMIA SCALE ITEM SELECTION AND FORMATION OF FACTOR STRUCTURE**

**Arkun Tatar<sup>1</sup>, Gaye Saltukoğlu<sup>2</sup>, Seda Alioğlu<sup>2</sup>, Sümeyye Çimen<sup>2</sup>, Hülya Güven<sup>2</sup>, & Çağla Ebru Ay<sup>2</sup>**

<sup>1</sup>*Department of Psychology, The University of Texas at Austin/Research Scholar, TX (USA)*

<sup>2</sup>*Department of Psychology, FSM Waqf University (Turkey)*

### **Abstract**

It is not clear in the literature whether available instruments are sufficient to measure alexithymia because of its theoretical structure and it has also been reported that plenty of measuring instruments are needed to measure this construct. It is also known that all of the instruments have different kinds of error sources.

The only instrument in Turkish is the two forms, old and new, of the Toronto Alexithymia Scale. So, the purpose of this study was to develop a new scale to measure alexithymia, selecting items and constructing the factor structure. An item pool of 100 items were prepared and administered to 628 women and to 489 men, a total of 1117 people ranging in age from 19 to 82 years (mean = 35.05). The data were analyzed by Explanatory Factor Analysis, Confirmatory Factor Analysis and Item Response Theory and 28 items were selected. The new form of 28 items was administered to 415 university students, 271 women and 144 men, ranging in age from 18 to 30 (mean = 21.44). The results of Explanatory Factor Analysis revealed a five factor construct of "Solving and Expressing Affective Experiences", "External Locused Cognitive Style", "Tendency to Somatize Affections", "Imaginary Life and Visualization", "Acting Impulsively" and also a two factor construct representing "Affective" and "Cognitive" components of the construct. All of these components of the construct showed good model fit and high internal consistency. New form was tested in terms of internal consistency, test-retest reliability, and concurrent validity using Toronto Alexithymia Scale as criteria, discriminative validity using Five Factor Personality Inventory Short Form. The results showed that the new scale met the basic psychometric requirements. Results have been discussed in line with related studies.

**Keywords:** *Alexithymia, Alexithymia Scale, Affective, Cognitive.*

---

## HUMOR AND SELF-REGULATION DEPLETION

**Monika Hricová**

*Department of Psychology, Faculty of Arts, Pavol Jozef Šafárik University in Košice (Slovak Republic)*

### Abstract

Based on theoretical knowledge from Baumeister within the power model of self-regulation, it was proved that activities requiring level of self-regulation by energy depletion, reduces the power of self-regulation in the next self-regulatory activity. The aim of our paper was to experimentally verify that humor can restore energy to power sources, increasing the power of self-regulation in the next self-regulatory activity. The research was conducted by experiment which was realized in four groups (n = 88). The first group (n = 22) had the task of carrying out only a self-regulatory activity (unsolvable anagrams) with goal to measure time. The second group (n = 22) underwent primary self-regulation depletion activity (focusing attention on the chocolate) and then solved anagrams, at which the time was measured again. The third group (n = 22) completed the primary depletion activity with chocolate, then watched humorous videos and also solved anagrams. The fourth group (n = 22) completed only humorous video and subsequently measured time in solving anagrams. Results confirmed that humor can restore energy to power sources. Participants in group three (self-regulation depletion and humor) had significant higher persistence on anagrams compare to those who focusing attention on the chocolate without humor ( $p < .001$ ). The results also suggested that persistence on unsolvable anagrams was significant worse in second group (chocolate + anagrams) compared to first group (anagrams) ( $p < .001$ ).

**Keywords:** *Ego depletion, self-regulation, humor.*

---

## GOAL DYSREGULATION IN DEPRESSION

**Joanne M. Dickson<sup>1</sup> & Nicholas J. Moberly<sup>2</sup>**

<sup>1</sup>*Department of Psychology, Edith Cowan University (Australia)*

<sup>2</sup>*Mood Disorders Centre, University of Exeter (United Kingdom)*

### Abstract

Goal motivation is fundamental to human experience and well-being. Despite the development of prominent theoretical models of goal motivation and its importance in daily life, research has rarely examined goal dysregulation processes in clinical depression. This research presents data from two studies that aimed to investigate aspects of goal regulation in clinically depressed adults, relative to never depressed adults. In both studies, depressed participants were recruited from Improving Access to Psychological Therapy clinics in the north of England and control participants were recruited from the same region. In Studies 1 and 2, participants generated personally important approach goals (e.g., *improve*

*my marathon time*) and avoidance goals (e.g., *avoid getting upset over little things*). In Study 1, participants generated explanations why they would and would not achieve these goals. Goals and causal explanations were subsequently coded as either specific or general. In Study 2, participants completed self-report measures of goal attainment, and the ease of disengagement from unattainable goals and re-engagement with new goals. Results, in Study 1, found that compared to controls, depressed individuals did not generate significantly fewer goals or causal explanations for, or against, goal achievement and valued their goals similarly. Compared to controls, however, depressed individuals generated less specific goals, less specific explanations for approach (but not avoidance) goal achievement, and less specific explanations for goal non-attainment. In Study 2, both groups (depressed and never depressed) reported a similar number of goals and valued their personal goals similarly. However, depressed participants reported fewer approach goals (but not more avoidance goals), rated their approach goal (rewarding) outcomes as less likely to happen and avoidance goal (threatening) outcomes as more likely to happen. Depressed individuals also reported greater ease of disengagement from unattainable goals and more difficulty re-engaging with new goals than controls. Overall, the results suggest that motivational deficits in depression may stem partly from a reduction in the specificity of personal goal representations, and related pessimistic cognitions that hinder goal-directed behaviour. Our findings extend current knowledge of the psychopathology of depression from a goal regulation perspective and may inform the development of more effective goal-based treatments for depression.

**Keywords:** *Depression, goal motivation, goal specificity, goal expectancy, goal disengagement and re-engagement.*

---

## **BURNOUT, STRESS AND COMPASSION FATIGUE AMONG HELPING PROFESSIONALS**

**Miroslava Köverová & Beáta Ráczová**

*Department of Psychology, Pavol Jozef Šafárik University in Košice (Slovakia)*

### **Abstract**

The study presents the results of the first part of the broader study investigating the resources of, and the prevention possibilities of, the negative consequences of helping. The aim was to explore the level of burnout, perceived stress and compassion fatigue among helping professionals with regard to the length of practice. It was hypothesized that less experienced helpers would indicate lower levels of burnout, perceived stress, and compassion fatigue than more experienced helpers. Research participants were 748 workers of helping professions in Slovakia. The respondents completed the Slovak adaptation of Maslach burnout inventory (MBI), Perceived stress scale (PSS) and Professional quality of life scale (PROQoL) - Compassion fatigue subscale. The assumptions were confirmed. The results showed the incidence of the higher levels of burnout, perceived stress and compassion fatigue among helping professionals with the longer work experience. These results suggest that the length of practice plays an important role in experiencing negative consequences of helping, and thus influences the quality of work life of helping professionals. The findings form a basis for the further preparation of the prevention programs with the main focus on the workers with the longer work experience.

**Keywords:** *Burnout, stress, compassion fatigue, helping professionals, length of work experience.*

---

## EDUCATIONAL PSYCHOLOGY

---

### EFFICACY OF MINDFULNESS BASED COGNITIVE THERAPY ON CHILDREN WITH ANXIETY

**Rima Shetty**

*Assistant Professor, Dept. of Clinical Psychology, Manipal University (India)*

#### **Abstract**

**Background:** Anxiety disorders and the related symptoms are very common among school children with very little data available about the epidemiology and effective interventions. In India very few studies have evaluated the effectiveness of mindfulness based interventions on children especially among children with anxiety. Hence the present study examined the efficacy of mindfulness based cognitive therapy (MBCT-C).

**Method:** After having screened for anxiety 52 (25 boys and 27 girls) children were randomly allotted to either MBCT-C group or group therapy. Measures of anxiety were obtained using Spence children's anxiety scale (SCAS) wherein both parent and child versions were used. A related deficit commonly found among children with anxiety, emotion regulation was measured using emotion regulation questionnaire – child and adolescent (ERQ-CA). The three scales were administered before and after children had undergone 12 weeks of respective interventions.

**Results:** The findings of the study provide support for MBCT-C as an effective intervention for children with anxiety. In the present study MBCT-C was found to be more effective than group therapy for improving anxiety among children. The study also provided support for MBCT-C in improving emotion regulation wherein it was found to be as effective as group therapy which included components of cognitive therapy in improving emotion regulation among children.

**Conclusion:** Present study provides support for MBCT-C as an effective intervention for children with anxiety.

**Keywords:** *Mindfulness, anxiety, emotion regulation.*

---

### BULLYING IN SCHOOLS IN INDIA: EFFECTIVENESS OF ANTI-BULLYING SQUADS

**Dr. Samir Parikh & Ms. Kamna Chhibber**

*Department of Mental Health and Behavioural Sciences, Fortis Healthcare (India)*

#### **Abstract**

**Objective:** Bullying is a rising problem in schools in India which is seen to have significant negative social, emotional and psychological consequences for students. The current research has been conducted to determine the extent of the problem of bullying. An attempt has been made to utilize the concepts of social psychology in order to devise an effective strategy to combat the problem of bullying in schools in India.

**Methodology:** A quantitative analysis of various aspects relating to bullying was conducted by gathering information from both students and teachers across 20 schools (2176 students; 1480 teachers) in India to determine the extent of the problem. Schools were helped to develop Anti-Bullying Squads comprising of students and supported by teachers to counteract bullying activities in the school and to devise effective strategies to combat the problem of bullying. A qualitative understanding of the effectiveness of the activities undertaken by the Anti-Bullying Squad was done post 2 months of its institution.

**Results:** The analysis of results demonstrated an emphatic agreement to the presence of bullying in schools in India. The constitution of the Anti-Bullying Squad was determined to be effective on the basis of the qualitative analysis which was conducted in being able to formulate ways of combating the problem and also in being able to diffuse potential bullying situations. A significant positive connotation was seen to be attached to the presence of the squad in the schools.

**Conclusion:** There is a need for taking proactive measures in schools to counteract bullying. This has been a largely unaddressed problem in India and the constitution of Anti-Bullying Squads is a significant step forward in diffusing the problem.

**Keywords:** *Bullying, Anti-Bullying Squad, Psychological well-being, School mental health.*

---

## **THE LINK BETWEEN L2 LEARNERS' POSITIVE PSYCHOLOGICAL WELL-BEING AND THEIR ATTITUDES TOWARDS PEER FEEDBACK IN CHINA, TAIWAN AND OMAN**

**Chu Rong-Xuan<sup>1</sup>, Fatma Al Hajri<sup>2</sup>, & Qian Dai<sup>3</sup>**

<sup>1</sup>*Department of English, Shih Hsin University (Taiwan)*

<sup>2</sup>*Tracer Studies, Ministry of Higher Education (Oman)*

<sup>3</sup>*Mental Health Education and Counseling Centre, Sichuan University (China)*

### **Abstract**

This study investigated the relationships between L2 learners' positive psychological well-being and their attitudes towards peer feedback in the L2 classroom. Seligman's PERMA (positive emotions, engagement relationships, meaning and accomplishment) model and a published peer feedback perceptions questionnaire were adapted for the investigation. The university students aged 18-25 from China (n=497), Taiwan (n=620) and Oman (n=515) were invited to participate in the study. The results showed positive correlations between the students' attitudes towards peer feedback and their positive psychological well-being for Chinese ( $r=.60$ ,  $p<.001$ ), Taiwanese ( $r=.50$ ,  $p<.001$ ) and Omani ( $r=.41$ ,  $p<.001$ ) samples. In addition, the results showed a significant predictability of PERMA components on the L2 learners' attitudes towards peer feedback across the samples. Also, the results revealed a significant difference in both positive psychological well-being and attitudes towards peer feedback between the samples,  $F(4,2870) = 58.76$ ,  $p < .001$ , Wilks's  $A = 0.85$ , partial  $\eta^2 = .08$ . These results suggest that L2 learners' psychological well-being may play an integral role in their attitudes towards peer feedback and point to the potential benefits of positive mental health for promoting collaborative learning in the L2 classroom.

**Keywords:** *Positive psychology, peer feedback, cross culture, language learning.*

---

## **EMOTIONS, MEANING MAKING AND THE PSYCHOLOGICAL DEVELOPMENT OF THE ADULT MUSEUM VISITOR**

**Colette Dufresne-Tassé & Elisabeth Meunier**

*Maîtrise en museology, Université de Montréal (Canada)*

### **Abstract**

Most professionals of the museum milieu consider emotions as a powerful factor motivating a visitor to deal with the objects presented in their exhibitions. The present research, conducted with adult visitors of the general public type, not only shows that this is not the case, but also that emotions are so rare with this type of visitors that they cannot contribute much to their psychological development.

**Keywords:** *Emotion, production of meaning, museum, adult visitor, psychological development.*

---

## ATTRIBUTION OF STUDENTS' SUCCESS AND FAILURE: BASIS FOR A GUIDANCE PROGRAM

Mary Ann I. Diaz, RGC<sup>1</sup>, Elenita M. Tiamzon, PhD<sup>2</sup>, & Elsa L. Batalla, PhD<sup>2</sup>

<sup>1</sup>*Guidance and Counseling Department, World Citi Colleges (Philippines)*

<sup>2</sup>*College of Arts and Sciences, World Citi Colleges (Philippines)*

### Abstract

Fritz Heider and Bernard Weiner theory of attribution is a theoretical framework of academic attribution of students' success and failure. The focus of our research is the identification of the association and attribution of the students' success and failure.

In this study we presented results carried out by 240 sophomore students of World Citi Colleges, of different programs (180 females and 60 males) by using purposive sampling method. The students with academic performance ranging from 75 to 80 in their high school were considered.

We were interested to find out the difference or the change of success and failure of the sophomore students based on the three major consideration of attribution. As the main source of data, self-constructed questionnaire was used as assessment tool. The assessment tools focused on the academics, career, and personal attribution of students.

The questionnaire was administered in three consecutive days and retrieved back the questionnaires/checklist forms on the same day of the administration.

The study used the weighted mean, ANOVA, t- test and linear regression in the treatment of data to arrive at the results and findings of the study.

The study revealed that on the academics, the success of the students was attributed on study habits and the teachers. The teachers play a big role in the success of the students. However, the results considered the study habits of the students as the primary consideration of their success in terms of their academics.

On the other hand, the failure of the students can be attributed to the teachers' difficulty in the delivery of the subject matter.

On the Career aspect, the success and failure of the students were attributed with their interest on the chosen program and abilities to perform different activities in the chosen field of specialization.

On the Personal aspect, the success and failure of the students were attributed to their family and environment. The support and cooperation of the family together with the accessibility of the place to school were the major consideration of the students.

Based on the findings, there exists an association between the attributes of success and failure of the students in their academics and this serves as a basis for a guidance program.

**Keywords:** *Attribution, academic, career, personal, and success-failure.*

---

## INVESTIGATING THE ROLE OF INDIVIDUAL DIFFERENCES IN THE PREDICTION OF ACADEMIC PERFORMANCE

Omar Al Ali

*Leadership Development Center, Abu Dhabi (UAE)*

### Abstract

Academic success is influenced by individual differences in motivation and achievement. Prior research has focused mostly on academic achievement among young students, and provides inconsistent evidence regarding the extent to which personality traits relate to academic performance. The current study addresses these gaps by examining the "Big Five" personality factors, general cognitive ability, locus of control, and emotional intelligence as predictors of academic performance. 385 student were surveyed during their first month at college in UAE. Personality was measured using the Arabic version of the NEO-FFI, and the Arabic version of Rotter's locus of control scale was also used. Cognitive ability was measured by an Arabic cognitive ability test, and emotional intelligence was measured by the Arabic version of Self-Report Emotional Intelligence. At the end of first year data were collected about their academic performance (GPA).

Correlation analyses showed a complex and intriguing pattern of significant relationships (ranging from .05 to .47) between the Big Five personality traits and academic performance. Conscientiousness, extraversion, and emotional stability were all significantly correlated ( $p < .01$ ) with GPA performance

( $r = .47$ ,  $r = .37$ , and  $r = .31$ ) respectively. Cognitive ability demonstrated the highest significant correlation with academic performance ( $r = .64$ ,  $p < .01$ ). A significant moderate relationship between emotional intelligence and GPA was also found ( $r = .48$ ,  $p < .01$ ). The results also demonstrated that there was a significant negative relationship between academic performance and external locus of control ( $r = -.39$ ,  $p < .01$ ). Results from the stepwise regression show that five independent variables uniquely predicted overall training performance and together explained 60% of its variance. Cognitive ability was found to be the strongest of the significant variables ( $\beta = .54$ ,  $p < .01$ ), followed by conscientiousness, emotional stability, emotional intelligence, and locus of control ( $\beta = .21$ ,  $\beta = .15$ ,  $\beta = .14$ ,  $\beta = -.12$ ) respectively.

These findings provide evidence of how tests of individual differences predict academic performance and justify their use as educational tools. Implications for future research, student assessment, and intervention design will be discussed.

**Keywords:** *Individual differences, academic performance, UAE.*

---

## **PARENTING PROGRAMMES: A TRANSPLANT MODEL IN PRACTICE**

**Katy Smart**

*Graduate School of Education, University of Bristol (UK)*

### **Abstract**

This mixed-methods research explored parents' and trainers' perceptions of the impact of parenting programmes by following 136 families through a total of 20 courses (*Triple-P*, *Incredible Years* and *PEEP*). The research questions investigated their views on the parenting programme process, parental behaviour changes taking place post-intervention and subsequent behavioural, developmental and/or educational impact on their children. A major theme that developed from the analysis of parents' data was the importance of the right learning environment. This comprised three phases: the recognition of the importance of parents' pre-existing knowledge; the facilitation of the sharing of this knowledge with other parents; the building on this knowledge-base by application of a Transplant as opposed to an Expert Model of parent-professional practice. Another notable finding was the significance of the family working together. This was highlighted by the unforeseen consequence of one parent attending the programme, creating an imbalance in the parenting structure within the family; inconsistent parenting and the perception of one parent being the expert can potentially lead to conflict. Having attended a programme, parents of pre-school children recognised and supported developmental improvements leading to an associated increase in their child's school readiness. Another noted positive impact, which applied to parents across the programmes, was that they felt more confident in their parenting resulting in a calmer atmosphere at home and a better relationship with their child.

**Keywords:** *Parenting, transplant model, parenting programme.*

---

## **PUTTING THE PAST IN ITS PLACE: AN ALTERNATIVE TYPE OF ASSESSMENT FOR MEASURING SELF-AWARENESS IN COUNSELLING STUDENTS**

**Suzie Savvidou & Petros Kefalas**

*The University of Sheffield International Faculty, City College (Greece)*

### **Abstract**

Assessment in higher education is constantly motivating new research. Testing is supplemented and often being replaced by assessment in alternative forms, which are based on real-life situations as well as self-reflection. Within the field of counselling, self-reflection needs to start with the trainees' self-identity, an essential part of which is influenced by their past experiences. Past experiences have a major impact on thinking (e.g. optimistic explanatory style, personalizing failures) and feeling (e.g. hopeless, resilient, etc) patterns, which in turn affect the trainees' personal and professional development. In this paper, we present a reflective learning and assessment procedure through a project completed in our postgraduate programme in counselling. The project is completed within a Personal & Professional Development module. The module consists of a theoretical part where the main principles



of personality development are presented and a practical part where trainees form triads in which they perform reflective activities aiming to 'putting the past in place' by exploring past experiences that have shaped their real selves. Analysis of assessment indicated several main themes that are rooted in early experiences and potentially affect the feeling and thinking patterns adopted by trainees; such as, the tendency to feel guilty when not behaving upon others' expectations, liking or disliking female figures at work depending on family settings, developing "faulty" ideas about an "ideal parent", stress regulating exchanges of perceptions among fellow trainees and changing negative and stressful views of past experiences into more positive and functional ones through this learning process.

**Keywords:** *Higher education, assessment, reflective practice.*

---

## THE PREDICTIVE VALUE OF PERSONAL CONTROL EXPECTANCIES ON THE SCIENTIFIC INTERESTS OF SECONDARY SCHOOL STUDENTS

**José Tomás da Silva, Maria Paula Paixão, Teresa Sousa Machado, & Maria Isabel Festas**

*Faculty of Psychology and Educational Sciences, University of Coimbra (Portugal)*

### Abstract

In this study we analyze the incremental predictive ability of core variables of the socio-cognitive career theory (SCCT), namely, self-efficacy and outcome expectancies, in the level of scientific interest of secondary school students. More specifically, we aim to gauge the predictive role of specific categories of personal control beliefs (e.g., self-efficacy and outcome beliefs concerning Realistic and Investigative Types), after controlling for the effect of gender and prior school performance (e.g., math grades) on the interest in studying subjects of different scientific domains (e.g., biology, chemistry, mathematics). By means of a quantitative-descriptive research design, we proceeded to a study by questionnaire on a sample of secondary school students of both sexes ( $n = 201$ , or 46%, boys and  $n = 239$ , or 54% girls). Multiple hierarchical linear regressions revealed that sex is a statistically significant predictor of interest in two scientific clusters (Life and Earth Sciences and Hard Sciences). Both personal control cognitive variables emerged as salient predictors in the life and earth sciences cluster ( $R^2 = .28$ ,  $p < .001$ ). In the prediction of interest in the hard sciences only Investigative self-efficacy showed to be a significant predictor, after controlling for the background variables ( $R^2 = .15$ ,  $p < .001$ ). The results have relevant implications for the understanding of career choices of students in the scientific domains and also for the development of career interventions to foster student's interest for scientific courses and occupations.

**Keywords:** *Career self-efficacy, outcome expectations, scientific interests, high school students.*

---

## PARENTS, PEERS, TEACHERS & SCHOOL: ATTACHMENT'S FIGURES ALONG DEVELOPMENT: THE PIML QUESTIONNAIRE

**Teresa Sousa Machado, Carolina Neves, José Tomás da Silva, & José Pacheco Miguel**

*Faculty of Psychology and Educational Sciences, University of Coimbra (Portugal)*

### Abstract

Since Bowlby's first studies, attachment theory has been updated in order to integrate new dynamics between significant caretakers that, throughout life span, become significant. The possibility to construct, and maintain, a secure attachment along development is a fundamental basis to develop a self-representation as worthy, to build adaptive ways to deal with problems and relationships, and to develop an idea of the world as a safe place to live. Over development, conceptions of *others* become more comprehensive, and secure children become increasingly able to regulate their own behaviors, and the attachment system is activated less frequently. Insecure children, on the other hand, came to view the world as unpredictability and/or not trusty, and they tend to respond either by shrinking from it, or doing battle with it. This study provides first data from *People in My Life* (Ridenour, Greenberg, & Cook, 2006), translation and adaptation to Portuguese sample of pre-adolescents and adolescents; and analyses the relations between attachment to parents, peers, teachers, and school environment and quality of life. Attachment was assessed by Portuguese version of *People in My Life* (PiML) assessing attachment dimensions' as: a) communication, trust, alienation to parents/peers; b) affiliation and alienation to

teachers; c) school affiliation/danger (Ridenour, Greenberg, & Cook, 2006). Quality of life was evaluated with two dimensions, “feelings” and “self-perception”, from *Kidscreen* Portuguese version (total 11 items) (Gaspar, & Gaspar de Matos, 2011). A sample of 704 Portuguese students (35.4% from public, and 64.6% from private school), selected by probabilistic method of convenience was used: 375 (53.3%, girls), and 329 boys (46.7%), mean age = 12.6,  $DP = 1.52$  (minimum age = 10; maximum = 17). Data was analyzed separated for *pre-adolescents* (N=335; mean age = 12.6,  $DP = 1.52$ ; minimum age = 10; maximum = 12); and *adolescents* (N=369; mean age = 13.83; minimum age = 13; maximum = 17). Dimension “feelings” (6 items – explained 61.9% of variance, in the *pre-adolescents* sample), and “self-perception” dimension (5 items, 10.3% of variance explained *pre-adolescents sample*). Correlational studies analyzed relations between quality of attachment to parents/peers/teachers and school environment, reported by pre-adolescents/adolescents, and quality of life analyzed by two of the dimensions of *Kidscreen*.

**Keywords:** Attachment, quality of life, PiML, *Kidscreen*, adolescents.

## THE CHILDHOOD CAREER DEVELOPMENT SCALE (CCDS) – PSYCHOMETRIC PROPERTIES IN A SAMPLE OF PORTUGUESE PRE-ADOLESCENTS

José Tomás da Silva<sup>1</sup>, Sofia Vieira<sup>1</sup>, Teresa Sousa Machado<sup>1</sup>, & Ludovina Almeida Ramos<sup>2</sup>

<sup>1</sup>Faculdade de Psicologia e de Ciências da Educação, Universidade de Coimbra (Portugal)

<sup>2</sup>Departamento de Psicologia e Educação, Universidade da Beira Interior (Portugal)

### Abstract

Most studies in Vocational Psychology have mainly focused on adolescence although several authors highlighted that some career constructs emerge during childhood. However, effective knowledge of how children learn about the world of work and how they prepare for it is still scarce. This may be due, in part, to the lack of reliable and valid measuring instruments for this population. Thus, in order to assess child career development, Schultheiss and Stead developed the *Childhood Career Development Scale* (CCDS) [Schultheiss, D. & Stead, G. (2004). Childhood Career Development Scale: scale construction and psychometric properties. *Journal of Career Assessment*, 12, 113-134. doi: 10.1177/1069072703257751]. The CCDS is based on Super's life-span theory according to which the career development progresses through 5 stages, each of them characterized by different vocational tasks: growth (0-14), exploration (15-24), establishment (25-44), maintenance (45-64), decline (after 65). The CCDS is a self-response scale with 52 items that assess eight of the nine original dimensions of Super's interactive model. Respondents use a 5-point Likert scale, ranging from “Strongly agree” to “Strongly disagree”. In this work, we aimed to evaluate the psychometric properties of CCDS in a sample of 312 pre-adolescents from the central region of Portugal, aged from 10 to 13 years old ( $M = 11.41$ ;  $SD = 1.107$ ), of which 149 are male (48%) and 163 female (52%). In this study, item and scale analyses (central tendency, dispersion, and reliability) and the validity of the results (e.g., internal structure) via principal components analysis were carried out. The main objective of this work is to contribute to the vocational development literature, analyzed from a life-span perspective, and to enable the elaboration of intervention programs directed to younger children.

**Keywords:** Career, development, CCDS, psychometric, properties.

## DIFFERENT PERCEPTIONS OF THE TEACHING PROFESSION BY MALE AND FEMALE TEACHERS

Danijela S. Petrović

Department of Psychology, Faculty of Philosophy, University of Belgrade (Serbia)

### Abstract

The aim of this study is to examine gender differences in the results obtained within the 2013 Teaching and Learning International Survey (TALIS 2013) on a sample of teachers from Serbia related to self-efficacy, job satisfaction, co-operative practices and professional development. In Serbia, the sample consisted of 3 857 teachers (ISCED 2) from 191 schools (65.8% female and 34.2% male teachers). A standardized TALIS questionnaire for teachers was used for data collection. The results show that

female teachers perceive themselves as more efficient than male teachers in regard to efficacy in classroom management ( $F(1)= 6.92$ ;  $p < .01$ ), efficacy in instruction ( $F(1)= 22.05$ ;  $p < .001$ ), efficacy in student engagement ( $F(1)= 4.01$ ;  $p < .05$ ) and teacher self-efficacy ( $F(1)= 10.91$ ;  $p < .001$ ). In addition, women are more satisfied with the profession ( $F(1)= 14.21$ ;  $p < .001$ ) and job ( $F(1)= 6.16$ ;  $p < .01$ ), while satisfaction with the current work is at the same level as that of their male colleagues. Female teachers are more involved in teacher co-operation ( $F(1)= 14.38$ ;  $p < .001$ ) and exchange for teaching ( $F(1)= 31.60$ ;  $p < .001$ ), but there are no differences between male and female teachers regarding professional collaboration. Additionally, female teachers largely considered their professional development (PD) to be effective ( $F(1)= 9.97$ ;  $p < .01$ ) and also largely recognized the need for PD for teaching for diversity ( $F(1)= 37.31$ ;  $p < .001$ ), as well as for pedagogy of teaching a particular subject ( $F(1)= 8.40$ ;  $p < .01$ ). The obtained findings that female teachers are more satisfied with their job and profession, perceive themselves as more efficient and more co-operative, but at the same time are more willing to further develop professionally speak in favour of the view that the feminization of the teaching profession does not necessarily have negative consequences.

**Keywords:** Teachers, effectiveness, job satisfaction, professional development, TALIS 2013.

---

## METACOGNITIVE SKILLS AND MATHEMATICAL PROBLEM-SOLVING AMONG 6<sup>TH</sup> GRADE STUDENTS

**Amal A. Al-Shabibi**

*Learning disability teacher, Ministry of education (Oman)*

### Abstract

The Study aimed to investigate the differences in Metacognitive skills and mathematical problem-solving among 6<sup>th</sup> grade students of varying levels of achievement (learning disabled, average achievers and high achievers). In addition, the study aimed to find whether there is a difference according to gender. The study sample included 90 students in grade six (30 students enrolled in a learning disability program, 30 average-achieving students and 30 high-achieving students). Three instruments were used including; mathematical problem solving test, verbal metacognitive scale and non-verbal metacognitive scale. Attempts were made to ensure the validity and reliability of these measures. In the metacognitive skills the results show that there is a significant difference among the three groups indicating that students in the learning disability program showed the lowest score. while in the mathematical problem-solving the high-achieving showed the highest performance but there is no difference between the average achieving and the students enrolled in a learning disability program. However, there is no gender differences in both mathematical problem-solving and metacognitive skills. Furthermore, there was positive correlations between the two scales of metacognition skills (verbal and non-verbal), suggesting that they can be used alternatively in any future purpose. The results are discussed in terms of possible interventions to improve the metacognitive skills of the students enrolled in the learning disability program and hence improve their academic performance in the mathematical problem solving skills.

**Keywords:** Mathematical problem solving, metacognition, learning disability students, average - achieving, high-achieving.

---

## TECHNOLOGY USE: THE INFLUENCE OF PSYCHOLOGICAL VARIABLES

**Kathryn Flood<sup>1</sup>, Rory McPhee<sup>1</sup>, Diane Buhay<sup>2</sup>, & Lisa Best<sup>1</sup>**

<sup>1</sup>*Department of Psychology,*

<sup>2</sup>*Department of Information Services and Systems,*

*University of New Brunswick, 100 Tucker Park Road, Saint John, NB, E2L 4L5(Canada)*

### Abstract

Although the rise in technology and social media use is well-documented, fewer researchers have examined links between technology use and individual differences. Thus, our purpose was to examine associations between personality, subjective well-being, and personal and educational technology use. In this online study, 266 male and female university-aged students completed a demographics questionnaire,

psychosocial questionnaires (i.e., life satisfaction, personality, affect), and a technology use questionnaire. Based on reported usage, participants were assigned a total score for Personal Technology Use and Educational Technology Use; subscales within each domain allowed for the effects of Social Media Use, Content Creation, Gaming, and Communication to be assessed. There were few gender differences in overall technology use and most participants reported using several different types of technology. Two hierarchical regressions were conducted to determine if technology use (either personal or educational) added significantly to models predicting Satisfaction with Life. In both models, lower Neuroticism and Openness coupled with Extraversion, Conscientiousness, Flourishing, and Positive Affect predicted higher Satisfaction. Interestingly, although the Educational Technology Use Scales added significantly to the prediction of Life Satisfaction, increased personal use of Social Media and decreased Content Creation and Online Communication Tools were associated with higher satisfaction. Taken together, these findings provide information about the effects of technology on university campuses and have the potential to provide a framework to maximize student success. Finally, it may be that high levels of technology use are not as negatively related to psychological well-being as previously thought.

**Keywords:** *Technology use; personality; life satisfaction; technological preferences; affect; flourishing.*

---

## **EXAMINATION OF INCLUSIVE DISTANCE TOWARDS STUDENTS WITH SPECIAL EDUCATION NEEDS**

**Danijela S. Petrović**

*Department of Psychology, Faculty of Philosophy, University of Belgrade (Serbia)*

### **Abstract**

In many countries around the world, one of the major challenges for the education systems is the implementation of inclusive education (IE). It is believed that teachers are of crucial importance for successful implementation of IE and so their positions towards IE have been frequently researched. In order for IE to be efficient, it is important that students with special educational needs (SEN) are accepted by their peers. Therefore, the aim of this study is to determine the level of presence of inclusive distance with primary school students. The study used the Inclusive distance scale, containing 7 items and testing the willingness of primary school students to enter into social relationships with SEN peers with different level of closeness, ranging from accepting SEN peers to attend their school and class, through the readiness to socialize with SEN peers in school, do group assignments, socialize outside school, sit at the same desk, to accepting SEN peers as best friends. Inclusive distance towards the following categories of SEN students was examined: students with speech, hearing or visual problems, students with physical disabilities, students with reduced intellectual abilities, students from Roma families and students from poor families. The study included 434 students (52.7% girls and 47.3% boys) from three primary schools in three towns in Serbia. Two age groups were examined - fourth grade (49.8%) and eight grade students (50.2%). The study included only students for whom parent's consent was obtained. For the majority of SEN students, the average obtained score of inclusive distance was less than 2 (maximum=7, minimum=0). Slightly higher inclusive distance was determined towards students from Roma families ( $M = 1.67$ ), students with physical disabilities ( $M = 1.62$ ) and students with reduced intellectual abilities ( $M = 1.52$ ). The lowest inclusive distance was determined towards the students from poor families ( $M = 0.62$ ) and students with hearing problems ( $M = 0.92$ ). Gender differences did not determine the level of inclusive distance towards particular categories of SEN students. However, girls are more willing to do group assignments with SEN peers than boys. Older students expressed lower levels of inclusive distance compared to younger students only towards Roma peers. The obtained results show a generally low level of inclusive distance of students, indicating that students are very open and willing to interact and have various forms of social relations with SEN peers.

**Keywords:** *Inclusive education, inclusive distance, students, special education need.*

---

## ELEMENTARY AND MIDDLE SCHOOL STUDENTS' PERCEPTIONS OF TESTS

**Gökçe Bulgan**

*Department of Psychological Counseling and Guidance, MEF University (Turkey)*

### Abstract

Tests continue to have a large place in the educational system. Particularly in the Turkish educational system, students have to take national exams that identify their subsequent schooling and future job opportunities. Test anxiety, which is often experienced by students during test taking, is strongly related to students' academic achievement (Crişan & Copaci, 2015; McDonald, 2001; Owens, Stevenson, Hadwin, & Norgate, 2012). Even though there has been a large body of international research on test anxiety (Bodas & Ollendick, 2005; Lowe & Ang, 2012) studies on this area in the Turkish literature has been limited mostly to high school and university student samples. Considering Turkish students' low achievement in mathematics and science fields in international tests (Eğitim Reformu Girişimi, 2014), it is important to focus on understanding how students perceive tests and how they feel during test taking in order to take effective preventive measures. Therefore, the current study is focused on assessing children's perceptions of tests through content analysis. The sample is consisted of 1143 participants (566 girls and 570 boys) attending 3<sup>rd</sup> ( $n = 320$ ), 4<sup>th</sup> ( $n = 420$ ), 5<sup>th</sup> ( $n = 197$ ), and 6<sup>th</sup> ( $n = 206$ ) grade classes in three public schools in Istanbul, Turkey. A brief demographic information form and two open-ended questions were administered to participants at the beginning of a class period. It took approximately 15-minutes for the students to complete the questions. Findings indicated that three main domains emerged from the data. The domains and the categories under each domain were as follows: evaluation (grades, success, learning and development, and intelligence), emotions (excitement, fear and anxiety, happiness, curiosity, mixed feelings, and disappointment), and experiential process (answering questions, studying, difficulty, thinking, having fun, cheating, and silence). Understanding students' perceptions of and experiences in tests and testing early on in their studies will give researchers and practitioners the chance to plan effective applications for treatment and prevention, which would influence students' future achievement and experiences in testing. The study findings could also help teachers and mental health professionals working with elementary and middle school students plan for more effective teaching and counseling programs that take into account students' anxiety levels during tests.

**Keywords:** *Testing, test anxiety, students, application strategies, psychology in schools.*

## IMPLEMENTATION OF SOCIAL-EMOTIONAL LEARNING PROGRAMS IN JAPANESE SCHOOLS: SCHOOL TEACHERS' PERCEIVED ANCHOR POINTS

**Reizo Koizumi**

*Graduate School of Education, University of Teacher Education Fukuoka (Japan)*

### Abstract

Although a lot of evidence-based social and emotional learning (SEL) programs have been reported, it is not easy to incorporate them into standard educational practice. This study examined what kind of factors school teachers perceive as anchor points (bases for constructing and developing a system) to implement and sustain SEL programs in schools. Japan is one of the countries in which a national curriculum has been firmly established, and schools have difficulties to take in new contents such as SEL programs into the present curriculum. A questionnaire was administered to 111 Japanese school teachers (elementary schools, junior high schools, and special schools) to investigate their perception about the anchor points for implementing and sustaining SEL programs in schools. Four factors were extracted by exploratory and confirmatory factor analyses of the responses to elements for incorporation: (1) Procedures of Conducting a Program (e.g., trials at one class or one grade level), (2) Necessary Contents and Items for Implementation (e.g., teaching plans, teaching material), (3) Partnership with Families and Local Community (e.g., having partnership with local community), (4) Leadership in Conducting a Program (e.g., leadership of the chief teacher in practical research section). Out of the four factors (2) Necessary Contents and Items for Implementation and (4) Leadership in Conducting a Program were more highly perceived by teachers as influential factors for incorporating SEL programs. Concerning proper curriculum areas for SEL programs, Special Activities area showed the highest evaluation scores among other possible areas such as Moral Education or Integrated Study Class (a kind of project method).

This result was clearer for elementary school teachers than for junior high school teachers. Main aims of SEL programs were improving communication competence and interpersonal relationship abilities rather than improving academic achievement, human rights education, or career education. These results indicate that we need to consider more effective anchor points (elements), more proper curriculum areas, and more suitable aims in implementation of SEL programs into standard educational practice.

**Keywords:** *Social-emotional learning program, schools, anchor point, teacher, implementation.*

---

## **PARENTING STRESS AND ITS INFLUENTIAL FACTORS: AMONG KOSOVAR MOTHERS**

**Prof. Ass. Zamira Hyseni Duraku, PhD**

*Department of Psychology, University of Prishtina, Hasan Prishtina, Kosovo*

### **Abstract**

Parenting behaviors are considered to be influenced by certain stressors, deriving from parental or child domain, situational or contextual domains. The main goal of this study is to examine the interplay of children's age and gender with the parenting stress level among Kosovar mothers. The Parenting Stress Scale (PSS; Berry & Jones, 1995) was used to assess parenting related stress among Kosovar mothers. The measuring instrument consists of an online survey distributed to a sample of (N=226) Kosovar mothers. Evaluation of the individual predictors indicated that number of children, child age, and child gender were all significantly associated with high levels of parenting stress, all  $ps < .05$ . Parents of more than one child were over 8 times more likely to have high levels of parent stress ( $OR = 8.120$ ). Conversely, parents of children younger than school age had decreased odds of high parenting stress ( $OR = .083$ ). Similarly, those who had female children, were less likely to experience high parenting stress ( $OR = .346$ ) compared to those with children of mixed genders. The Kosovar mothers' parenting stress indicators, are in line with the existing parenting stress triggers found within other population groups, since number of children, child age, and child gender were all significantly associated with high levels of parenting stress.

**Keywords:** *Parenting stress, mothers, children's age, child gender.*

---

## **PARENT-ADOLESCENT CONFLICT RESOLUTION MODEL TO ENHANCE TIME MANAGEMENT, STUDY HABITS AND ACHIEVEMENT**

**Fatma Ebru Ikiz<sup>1</sup> (Assoc. Prof.), Feridun Balci<sup>2</sup>, Kemal Balkan<sup>1</sup> (Master Student), & Yunus Havan<sup>2</sup>**

<sup>1</sup>*Counselling and Guidance, Dokuz Eylul University(Turkey)*

<sup>2</sup>*Negotiator and Mediator Association (Turkey)*

### **Abstract**

Conflicts are natural and inevitable parts of life and people can resolve these conflicts by negotiating face-to-face in a constructive way. Conflict can be amplified or inhibited based on the extent to which family members differ and agree about values and goals. In cooperation with Negotiator and Mediator Association and Dogru Statu Educational Institution, conflict resolution, negotiation and mediation service was provided as a model by counselling service towards the solution of conflicts between parents and adolescents in order to enhance the academic success levels of adolescents. The purpose of this study is to (a) develop a counselling program in order to resolve conflicts between parents and adolescents, and investigate (b) the main concern areas (conflict topics), (c) the conflict topics according to gender, (d) solution processes, (e) the effectiveness of solution processes according to gender, (f) distribution of participants according to reaching to their aim. The study group of the research which utilized qualitative research methods, consisted of 189 adolescents and their conflicted parents, received Parent-Adolescent Conflict Resolution Model (PACREM). PACREM was developed for seven sessions, 45 minutes per session and consisted of structuring the group process, understanding the concept of conflict, negotiation and mediation, its resources, basic 13 needs, training of transforming knowledge and skills to daily life, termination and follow-up study. Results showed that the main concerns of parent and adolescent conflicts were time management problems, studying habits, communication concerns, internet usage, less

management of anger, value disagreements, spending less time to study, sibling concerns, freedom needs, differentiations between school choices and vocational goals, respectively. The solution processes mostly emphasized are time management studies and compromise. Consequently, PACREM was successful that among 189 parent-adolescent conflict, 145 of them indicated that they reach their aims by compromise (76.7%), 44 of them indicated that they don't reach their aims and need more negotiation (23.3%).

**Keywords:** *Conflict resolution, negotiation, mediation, adolescent, counselling.*

---

## **ARGUMENTATIVE DESIGN AND CLASSROOM DISCUSSION MEDIATION: CREATING A REFLECTIVE ENVIRONMENT**

**Gabriel Macedo, Nancy Ramírez, & Selma Leitão**

*Cognitive Psychology, University Federal of Pernambuco (Brazil)*

### **Abstract**

In this paper we present an argumentative pedagogical design that has been continuously applied in the university context aiming to enrich learning strategies through the use of debates as a way of teaching canonical content and as a tool for cognitive development. In this work we focus on the role of classroom assistants, university students trained to assist in the classroom activities, as mediational agents to the learning process of students, through: maintaining the argumentative setting active, mediating an argumentative discussion and creating a reflective thinking environment in class. Therefore, we investigate the role of mediating peer discussion in the development of reflective thinking within first year psychology students in a Brazilian university. The mentioned design is based on pragma-dialectical understanding of critical discussion, the reasoned dispute between two parties (protagonists and antagonists) on the merits of a subject, and also on sociocultural approaches to human development (especially those dialogically oriented) stating that human psychological processes are semiotic mediated and must be understood under its context and historicity. We recorded six months of the argumentative classroom natural context and we follow the change of discursive production of eight students small group mediated discussion we reflect on the role of the monitor in promoting these changes. This is a qualitative longitudinal research following the tradition analyzing discourse practices as a tool for investigating psychological processes in context. We found in this specific setting that the role of the assistants is central, once, through mediational practices they help to create a particular classroom scenario oriented to reflective practices: (1) collaborative work, helping to create an environment in which joint work may happen, be it by challenging, questioning or supporting one another, (2) reflective, through a discursive approach students are asked to engage in discursive practices of reviewing, justifying and opposing each other positions, and (3) challenging, through orienting discussions in which the students are challenged to improve the quality their opinions, self-evaluation and motivating to argue (assuming both protagonist and antagonist discursive roles) during classroom activities. With this research we reflect on the central role of assistants as mediational agents in helping to promote a reflective classroom environment and the importance of the classroom design to the investigation of educational settings.

**Keywords:** *Cognitive Development, Classroom Discussion, Mediation, Argumentative Design, Reflective Thinking.*

---

## **PSYCHOEDUCATION ON REPRODUCTIVE HEALTH FOR ADOLESCENT WITH INTELLECTUAL DISABILITY**

**Frieda Maryam Mangunsong**

*Faculty of Psychology-Universitas Indonesia (Indonesia)*

### **Abstract**

Adolescents with intellectual disability tend to show inappropriate sexual behaviour, such as lack of sexual knowledge and social skills as well as low interpersonal skill (Craig & Lindsay, 2010). Isler, Beytut, Tas, and Conk (2009) state that adolescents with intellectual disability experience sexual desire and sexual needs, even when no one would talk to them about their feelings. On the other side, these

adolescents also have a risk to be sexually abused (Browne & McManus, 2010). Isler et al (2009) suggests that parents are the primary sex educators for their children, but many parents are afraid to talk with their children (regardless whether their children are disabled or not) about sex.

Based on this phenomenon, needs assessment were conducted to parents and teachers who accompany their Intellectual Disability adolescents dealing with their reproductive health issues. To achieve this, we employed the Reproductive Health Module that includes characteristics of adolescents with intellectual disability and practical ways to assist adolescents understand how the reproductive health system impact their cognitive, affection and psychomotor functions.

The module was validated using a Focus Group Discussion with a group of parents, teachers, caregivers of adolescents with intellectual disability, and representatives of Non Government Organizations and relevant stakeholders. The module was specifically arranged according to the needs of the participants. The training was conducted using lectures, Questions and Answers, games, and role-plays.

A group of parents, teachers, and caregivers of the Intellectual Disability teens ( $N = 18$ ), who in everyday life involved and interacted with them were invited to participate in the training. The training was conducted in six sessions, each session lasted for two hours. Two main facilitators and four co-facilitators were involved in each session.

We found this module significantly effective to increase the knowledge and skills of participants. This was reflected in the results of the training that showed a significant difference between the t-test result of pre-training ( $t(17) = 17.131, p = 0.000$ ) and t-test post-training ( $t(17) = 27.577, p = 0.000$ ).

As participant outcomes, more special educators, parents, intellectual disability caregivers will need to know the training module of Reproductive Health, with psychoeducation approach for adolescent with Intellectual Disability.

**Keywords:** *Reproductive Health, Psychoeducation, Intellectual Disability.*

---



## SOCIAL PSYCHOLOGY

---

### INTELLECTUAL HUMILITY AND MORALITY CONCERNING POLITICAL AND SOCIAL ISSUES IN THE UNITED STATES

**Megan C. Haggard<sup>1</sup>, Wade C. Rowatt<sup>2</sup>, & Joseph Leman<sup>2</sup>**

<sup>1</sup>*Institute for the Study of Human Flourishing, University of Oklahoma (USA)*

<sup>2</sup>*Department of Psychology & Neuroscience, Baylor University (USA)*

#### **Abstract**

Intellectual humility, as owning one's intellectual limitations, can impact how an individual understands and interacts with important political and social issues. Using both general and specific Intellectual Humility measures, a community sample of United States citizens were asked to give their opinion and rate their confidence on the following issues: European debt crisis, payment of collegiate athletes, screening and resettlement of Syrian refugees in the U.S., reduced sentences for non-violent criminals, and laws enforcing public bathroom use by biological sex. In addition, participants also completed the Moral Foundations Questionnaire (Graham et al., 2008), which conceptualizes morality as differing levels of attention to concerns of harm/care, fairness/reciprocity, in-group/loyalty, respect/authority, and purity/sanctity. The results indicate a strong, negative correlation between individuals' confidence in their political or social belief and their intellectual humility concerning it. Participants also drew on distinct moral foundations to make their determinations about the issues, including purity/sanctity and respect/authority for screening and resettlement of Syrian refugees in the U.S., in-group/loyalty and purity/sanctity for payment of collegiate athletes and for reduced sentences for non-violent criminals, and respect/authority for laws enforcing bathroom use by biological sex. Future research concerning how to engage other moral foundations and intellectual humility in political and social issues will be discussed.

**Keywords:** *Intellectual Humility, Morality, Social Issues, Politics.*

---

### RELIGIOUS PRACTICES IN RESILIENCE OF INDONESIAN DISASTER SURVIVORS

**Julia Suleeman**

*Faculty of Psychology, Universitas Indonesia (Indonesia)*

#### **Abstract**

Indonesia experiences lots of disaster such as earthquake, tsunami, eruption as well as other disaster caused by human such as fighting. The ability to live with disasters that can happen anytime characterizes the Indonesian people in areas where disasters often occur. This particular study aims to identify the religious aspects associated with the resilience of the disaster survivors from Aceh (Acehnese ethnic), Bogor (Sundanese ethnic), Mount Lokon (Minahasa's ethnic), Bitung (Malukunese ethnic) and Mount Merapi (Javanese ethnic), with some areas experience natural disaster repetitively. The theoretical framework of resilience is taken from Wagnild's (2009) characteristics (i.e., meaningfulness, perseverance, equanimity, self-reliance, and existential aloneness). Altogether 30 participants from Aceh, 31 from Bogor, 18 from Mt. Lokon, 24 from Bitung and 65 from Mt. Merapi took part in this study, using interviews as the main data collection technique. Results show that there are similarities and also differences in the religious practices across these ethnics. Surrender to God and accept the disaster as part of God's will is common in all participants. For Acehnese and Sundanese, religious rituals should be observed dutifully. For Minahasanese, belief in God and always do good as paying respect to Mount Lokon are often practiced. For Malukunese, disaster brings one closer to God while praying and worshipping God are often practiced. For Javanese, safety rituals, and beliefs in God or supranatural power are important. This study has important implications for the understanding of each culture as well as preparing interventions to help disaster survivors healed from traumatic experience and ready to cope into normal life.

**Keywords:** *Religious practices, resilience, Indonesia disaster survivors.*

---

## **WHAT BECOMES OF THE SELECTIVELY MUTE? EXPLORING NARRATIVES OF ADOLESCENTS PREVIOUSLY DIAGNOSED WITH SELECTIVE MUTISM**

**Paschale McCarthy, Ph.D.**

*Asst. Professor, Psychology Department, The American University of Paris, 5 Ave de la Tour Maubourg, 75007 Paris (France)*

### **Abstract**

Selective Mutism is a rare, childhood psychological disorder that is characterized by a total absence of speech in social contexts, despite the child being capable of speech and speaking typically with the family in the home. Research on this disorder remains limited and one of the most striking gaps in the current body of knowledge is the absence of research into the retrospective accounts of experiencing this disorder as a child. In fact, the selectively mute child's own perspective is largely absent from the literature. This research seeks to fill this gap in the literature on selective mutism by affording previously mute children an opportunity to voice their unique, subjective experience of the disorder. A narrative approach was employed to explore the *experience* of mutism in 12 adolescents previously diagnosed and treated for selective mutism as well as its effects on social/ emotional development at another critical period in a child's development- that of adolescence. The research also attempted to give voice to the symptomatology and how it was perceived by the child -how they made sense of their own symptom and how they perceived the months or years of silence. Analysis of the narratives revealed some commonalities across individual experiences in terms of issues of identity construction, fear of change/difference, isolation from peers and a gradual move from self-protection to coping. The use of narrative accounts allows for a unique perspective of what selective mute feels like from the inside and how it might affect early development and self-identification.

**Keywords:** *Selective mutism, anxiety disorder, social anxiety, narrative approach, social/emotional development.*

---

## **SUICIDES OF YOUNG GUARANI / KAIOWÁ OF MATO GROSSO DO SUL, BRAZIL**

**Sonia Grubits**

*Psychology Department, Universidade Católica Dom Bosco (Brazil)*

### **Abstract**

According to the latest data from the National Health Foundation - FUNASA (2008), the state of Mato Grosso do Sul in Brazil, has 40,245 Guarani / Kaiowá. According to FUNASA, there were 410 suicides in that nation from 2000 to August 2008. In the first half of 2011, 15 cases were reported. Most suicides were men and 65% were 15 to 29 years old. Their most common method is hanging. This work presents the conclusions of studies related to the problem causes, emphasizes the conception of bewitchment, with implications on the concepts of life and death instincts, collective unconscious and suggestion. The compulsory confinement process to which this group has been submitted, which includes the overpopulation of their villages and the imposition of new beliefs, values and leaderships unfamiliar to their culture are mentioned as causal factors. Beyond the urgent revision of the government's policy regarding indigenous land, we suggest the ransom of their ethnic identity as a way to affirm and reorganize the Guarani/Kaiowá group.

**Keywords:** *Indigenous youth, Suicides, Culture.*

---

## IS SHAME EMOTION STRONGER THAN GUILT EMOTION IN JAVANESE AND BUGINESE CULTURES?

**Guritnaningsih Santoso, Lucia R. M. Royanto, & Julia Suleeman**

*Faculty of Psychology, Universitas Indonesia (Indonesia)*

### Abstract

Shame and guilt emotion are two emotions that evolved through the process of moral values socialization in a culture. Collective societies like Asia, including Indonesia, are well known with shame-based culture. On the contrary, individualistic societies like Western countries are well known with guilt-based culture. In shame-based culture, people will experience shame emotion more than guilt emotion when they are in a public place. There are two ethnic groups in Indonesia among others that are well known in instilling shame emotion to control one's behavior. Shame culture in Javanese ethnic group is known as *isin*, and in Buginese ethnic group it's known as *siri*. However, there is a tendency to shift towards individualistic characteristic or orientation in many communities in Indonesia. Some phenomenon showed that the role of shame emotion to regulate and encourage moral behavior has weaken. This study aims to investigate the tendency of young generations from both cultures to have higher shame emotion than guilt emotion. This study also intend to explore the process of moral values socialization in instilling shame and guilt emotions among young generations in Javanese and Buginese ethnic groups. This research used *mixed methods*. For quantitative approach, 45 youths from Javanese culture ( $M_{age} = 19.70$ ) and 45 youths from Buginese culture ( $M_{age} = 19.31$ ) were involved. Shame and guilt emotions were evaluated by TOSCA 3 and followed by interviews on their cultural values socialization. For qualitative study, data were collected through in-depth interview with four people from Javanese culture, and four people from Buginese culture as well. Result shows that shame emotion of young generation in both cultures is weaker than guilt emotions. For both ethnic groups, all actions that raise shame emotion will also considered as actions which may bring guilt emotion. In Javanese ethnic group, shame emotions is socialized through language and manners, whereas for Buginese ethnic group, shame emotion is socialized through advices.

**Keywords:** *Buginese ethnic group, Javanese ethnic group, guilt emotion, shame emotion, young generation.*

---

## SUBJECTIVE WELL-BEING AMONG TEACHERS WITH AND WITHOUT VICTIMIZATION EXPERIENCES

**Kristi Kõiv**

*Institute of Education, University of Tartu (Estonia)*

### Abstract

The focus of this study was on the subjective well-being among teachers with and without workplace victimizations experiences, taking into consideration the measurement of self-reported frequency of victimization in school context. Two-stage cluster sampling was used to select representative sample of teachers ( $N=578$ ;  $M=46.8$ ;  $SD=11.3$ ) into four studygroups: teachers as victims of adult bullying ( $N=64$ ), teachers as victims students bullying ( $N=76$ ), teachers as victims of adults and students bullying ( $N=75$ ), and non-victims of bullying ( $N=363$ ). Teachers' well-being in terms of satisfaction with different domains of life (achievement, close relationships, him/herself) was measured across victim categories. It was revealed that teachers as targets of students and adults bullying reported less satisfaction with him/herself than teachers with no bullying experiences in school settings. Regarding satisfaction with present achievement, teachers without victimization experiences and teachers with adult bullying victimization experiences were significantly more positive than teachers reported being bullied by students and by students and adults. Also, it was revealed that the lowest scores were found among teachers as victims of students and adults bullying compared with other study groups in the area of satisfaction with close relationships. Findings reflect the role of wellbeing domains in the vulnerability to victimization of teachers by students and adults.

**Keywords:** *Subjective wellbeing, bullying, teachers' victimization, school settings.*

---

## **TREATMENT OF OCCUPATIONAL MENTAL HEALTH IN FRANCE AND SWEDEN – BETWEEN THE STRESS MODELS AND PSYCHODYNAMICS OF WORK**

**Jonathan Benelbaz**

*PhD student; Psychologist; Laboratoire de Psychologie Clinique, Psychopathologie, Psychanalyse (PCPP - EA4056), Université Paris Descartes - Sorbonne Paris Cité (France)*

### **Abstract**

In terms of theory and practice related to occupational mental health, Sweden and France are two countries with different theoretical traditions. While Sweden is highly influenced by physiological stress-models, the scientific tradition in France is influenced by "psychodynamics of work". This research aims to compare theory and practice related to occupational mental health in France and Sweden. As a first step, the study explores the different theoretical frameworks in both countries. In the next step, the research bridges theory and practice. It includes semi-structured interviews of 42 staff-members, working in institutions specialized in prevention and treatment of disorders related to occupational settings. The interviews aim to elucidate methods recognized as most efficient among the staff members. The study also enables comparison on methods between countries and explores gaps and similarities between theory and practice in treatment of occupational mental health

**Keywords:** *Comparative study, occupational health, psychodynamics of work, rehabilitation, stress.*

---

## **ROMANTIC ATTACHMENT AND PARENTS' ATTACHMENT: A STUDY WITH PORTUGUESE VS BRAZILIANS YOUNG ADULTS**

**Flávia Ferro Costa Veppo, Teresa Sousa Machado, & José Pacheco Miguel**

*Faculty of Psychology and Educational Sciences, University of Coimbra (Portugal)*

### **Abstract**

Since Bowlby's studies about attachment theory, the eventual influence about the quality of early relationships (with parents), on future close relationships, is probably in the mind of all of those that are involved in adult-adult close relationships. Indeed, various contemporary studies analyze how self-reported adult attachment styles are related to romantic styles of attachment, and/or influence the "choice" of love partner relationships' characteristics. The previous question is to reconcile two research traditions of attachment study: the one more clinical and/or developmental, and the one more embodied on social psychology, with more long tradition of using questionnaires about attachment representations based on past memories. Bowlby himself predicted that the representations constructed in infancy – through internal *working models of self and attachment* – will influence the "more immediate" quality of new significant relationship. The goal of this investigation is to explore the relations between attachment to parents, assessed by Portuguese's *Father and Mother Attachment Questionnaire* (QVPM), (Matos, Barbosa & Costa, 2001), and romantic attachment, assessed by Portuguese's *Love Attachment Questionnaire* (QVA) (Matos, Cabral, & Costa, 2008). Two samples were used: Brazilian young adults (N=197), and Portuguese young adults (N=175).

**Keywords:** *Parents' attachment, romantic attachment, Portuguese sample, Brazilian' sample.*

---

## **THE YEZIDI MINORITY REFUGEE POPULATION AND EUROPEAN HUMANITARIAN ORGANIZATIONS**

**Kyle A. Msall, Ph.D.**

*College of Arts and Sciences, American University of Kuwait (Kuwait)*

### **Abstract**

With the recent influx of refugees and internally displaced persons (IDPs) into Iraqi Kurdistan due to the Islamic State of Syria and al-Sham (ISIS), local and international nongovernmental organizations (NGOs) have implemented many humanitarian programs throughout the region to help the people taking refuge in

the region. Unlike before August 2014 where the region's refugee population of 200,000 was mainly Syrian Muslims fleeing from the Syrian war, the current situation of about 2 million refugees and IDPs consists of many minority populations such as the Yezidi population that have fled from their homes near Sinjar and other cities in western Iraq. The study aimed to understand the Yezidi culture through their perspective which brought out the troubles the population has faced since the rise of ISIS. The study was conducted by interviewing Yezidi IDPs taking refuge in the Kurdistan Region of Iraq in June, 2015 in IDP camps as well as with Yezidis living outside of the camps in abandoned buildings. Although the Kurdistan Region of Iraq is relatively safe, the findings of the study suggested that the Yezidi population have had tremendous challenges and effects directly from the rise of ISIS, including difficulties in Europe as refugees. This has led to a cultural-shift taking place in the Yezidi culture. The study sheds light on several under-represented fields including minority populations in Iraq and how they were affected by ISIS as well as how international humanitarian guidelines seem to leave out minority populations. The aim of the study was to highlight the different culture of the Yezidi minority population and to bring the misdirection of current humanitarian organizations/guidelines to the spotlight. Doing so is essential for the success of European nations who are dealing with the current refugee crisis.

**Keywords:** *Minority populations, refugees, cultural relevance, humanitarian organizations.*

---

## UNCONSCIOUS-CONSCIOUSNESS: A COMPREHENSION DIALECTICAL SINCE VIGOTSKY'S PSYCHOLOGY

Jeferson Montreozol<sup>1</sup>, Edna Kahhale<sup>2</sup>, & Inara Leão<sup>3</sup>

<sup>1</sup>*Coordenação de Pesquisa e Pós-Graduação, Faculdade Unigran Capital (Brazil)*

<sup>2</sup>*Programa de Pós-Graduação em Psicologia Clínica, Pontifícia Universidade Católica de São Paulo (Brazil)*

<sup>3</sup>*Programa de Pós-Graduação em Psicologia, Universidade Federal de Mato Grosso do Sul (Brazil)*

### Abstract

This work is highly theoretical nature, and aims to restore, in all the Vigotsky studies, the relationship between consciousness and the unconscious, because the unconscious is treated in an unsystematic way in his work. Therefore, we take the epistemological and methodological assumptions of historical and dialectical materialism, which have allowed us to understand how Vygotsky conceives both instances of the psyche, safeguarding the cultural derivation of its features. Thus, while socio-cultural construction, the unconscious can only be grasped in its dialectical relation to consciousness, not being an absolute and dominant instance of this, but rather, ensuring and enabling the existence of this other pole. We also believe that due to common epistemic orientation between the analyzes contained in Marxist theory and historical cultural theory, the understanding of the unconscious as dialectical pole of consciousness is different from the explanations now produced in certain theories of psychology, for example, psychoanalysis and cognitive theories. We have reached some understandings about the unconscious in the relations with labor activity, with language and, in particular, with the role of emotions and interpersonal relations in the constitution and development of psychic instance, which is historically promoted by the model need to society.

**Keywords:** *Unconscious, Dialectical, Consciousness, Vigotsky, Psychology.*

---

## GOAL PROGRESS IN SELF-CARE: MEDIATING ROLE OF COMMITMENT TO SELF-CONCORDANT GOALS

Ladislav Lovaš & Marcela Bobková

*Department of Psychology, University of Pavol Jozef Šafárik (Slovakia)*

### Abstract

Aim of presented research was identification of relationship among goal commitment, self-concordance and goal progress as goal dimensions in the sphere of self-care. Hypothesized was that relationship of self-concordance and goal progress in the sphere of self-care is mediated by goal commitment. With respect to this aim was prepared research questionnaire with indicators of following psychological

characteristics of goals from the sphere of physical and psychological sphere of self-care: goal commitment (3 items), self-concordance (4 items), and goal progress (2 items). Answers were obtained from 156 students (aged 18 – 26 y; 77 M, 79 F). Correlational analysis confirmed close relationship among goal commitment, self-concordance and goal progress in both cases (goals in the sphere of physical as well psychological self-care). Further analysis confirmed that in both spheres was relationship between self-concordance and goal progress mediated by goal commitment. These findings are discussed in the context of goal dimensions structure and in the context of self-care stimulation and effectiveness.

**Keywords:** *Self-concordance, goal commitment, goal progress, self-care.*

---

## **SEXUALITY AS DIALECTICS SYNTHESIS: AN ANALYSIS FROM SOCIAL-HISTORICAL PSYCHOLOGY**

**Jeferson Montreozol<sup>1</sup>, Edna Kahhale<sup>2</sup>, & Inara Leão<sup>3</sup>**

<sup>1</sup>*Coordenação de Pesquisa e Pós-Graduação, Faculdade Unigran Capital (Brazil)*

<sup>2</sup>*Programa de Pós-Graduação em Psicologia Clínica, Pontifícia Universidade Católica de São Paulo (Brazil)*

<sup>3</sup>*Programa de Pós-Graduação em Psicologia, Universidade Federal de Mato Grosso do Sul (Brazil)*

### **Abstract**

While recent science, psychology brings with it theories that cast efforts to understand and explain phenomena and processes arising from the human and social sciences, and biological sciences and health. Meanwhile, the constitution of the human aspect shown urgencial for this science that has split the subject in body and mind, objectivity and subjectivity. Then bring the need to protect the materiality the reference for structuring a sexuality ruled on biological sex, and consider historicity and dialectics in an eminently social and historical understanding of the sexual basis. In view of the Psychology Historical-Cultural understand that sexuality is the synthesis of a dialectical process that brings in organic base (body), from which the subject develops a psychological structure initiated by socialization in their social group. Therefore, we consider the continued development of sexual identity, and not the fixity of that structure; the non-exclusive ownership of attitudes and behaviors male or female; developing a sexual identity that embraces both the social and historical aspects as well as the elements of consciousness and the unconscious subject (Higher Psychological Functions and mediators); the revalidation of the sphere of pleasure, as a possibility for directing the emotional aspects or even the emotional tone; and landmarks imposed by capitalist society to the development of sexual identity. This framework allows to understand the dialectical assumptions of contradiction and dynamism possible to work with the existence of a contradictory, multiple and pluridetermined reality, evidenced in the relationship between subject and object in the psychic and sexual development.

**Keywords:** *Sexuality, Synthesis, Dialectical, Social-Historical Psychology.*

---

## **PARENT CAREER BEHAVIOUR AND EMOTIONAL AUTONOMY IN ADOLESCENCE**

**Tatiana Konshina & Tatiana Sadovnikova**

*Faculty of Psychology, Lomonosov Moscow State University (Russia)*

### **Abstract**

The preliminary vocational self-determination is one of the most important developmental tasks in adolescence (Havighurst). Formation of emotional autonomy, as a characteristic of child-parental relationship, also tends to be an important age task (Steinberg, Silverberg). The parent career behaviour is an important factor as nowadays adolescents in Russia need to make first choices in vocational area whereas they have a low level of autonomy in their families. The study was aimed to explore the specificity of emotional autonomy development and perceived parental career behaviour in adolescence. 220 pupils from 14 to 17 years from Moscow schools (9th – 11th grades) participated in the research.

The relationship between perceived parent career behaviour and emotional autonomy level in adolescence was assessed. Correlation analyses revealed that autonomy formation relates to perceived parental career behaviours. The development of emotional autonomy in adolescence is negatively correlated with perceived parent career behaviour: more autonomous adolescents perceive their parents as less supporting and acting at their vocational self-determination area.

**Keywords:** *Parent career behaviour, emotional autonomy, child-parental relationship, adolescence.*

## THE FACTOR OF ECONOMIC SECURITY OF PERSON IN THE REGULATING OF INSURANCE AND INVESTMENT POLICY

**Olga Medyanik**

*Department of Political Psychology, St. Petersburg state University (Russia)*

### Abstract

Up to the present moment, the question of anticipation of threats of economic security of person (ESP) remains an open problem, as far as these threats cause economic and psychological damage to an individual. It is important to determine the possibilities of economic damage to person in advance and provide ongoing psychological monitoring to identify internal and external economic risks while forming of state fiscal policy. Insurance as a financial institution is not widespread, but objectively increases the number of citizens included in this process, generally with average or high-income level.

In Russia, the process of saving and insurance has specific psychological character. Taking this fact into account, we have developed 2 uniquely designed checklists: «The attitude of citizens to national insurance policy» and «Personal financial anxiety».

We have interviewed 53 clients of different insurance companies in Saint Petersburg. There are 31 women and 22 men among them, at the age of 25–45 years generally, with subjectively average or high-income level. The subject of our research is the characteristics of national insurance and investment policy in the citizens' consciousness, consistent with their personal financial anxiety. The substantive hypothesis is: the citizens with average and high level of financial anxiety are more intensively included in the insurance and investment policy process.

The findings of the survey «The attitude of citizens to national insurance policy» showed that for Russian citizens the state is a guarantor of financial protection. The government should bear the main financial risks in emergency situations (73.33%). Generally, one should blame the national policy for all financial problems (23%), but not blame oneself (56.6%). It is also obvious that there is a low level of financial literacy in Russia, 90.57% of respondents consider it to be true. The fatality index of citizens is quite high, as far as the citizens are more inclined to believe in fatality (84.78%), than to buy a certificate of insurance. The potential reason is the inadequacy and incompleteness of the information resources on products of insurance and investment services (63.05%). The development of insurance market is proceed due to the activity of insurance intermediaries (insurance agents), and the trust to these agents is very indicative in our research (82,6%). At the same time, Internet resources have no influence on making the decision to buy a certificate of insurance (6.52%).

According to the results of the survey «Personal financial anxiety», 43.18% of respondents feel relatively secure in current political and financial conditions in Russia, although the investment interest is quite low – the citizens are not ready to buy personal transport and real estate on credit (25.58%). Perhaps it is because of high tariff rates, or it can be caused by the long-standing unwillingness to live with encumbrance for a long time.

Financial anxiety becomes a key factor that influences on the life of Russians. There are quite high rates of destructive psychosomatic reactions, connected with the experiences of financial problems (30.23%) – they are insomnia (27.90%), muscle spasms (26.19%), rapid heartbeat (20.93), and panic moods (14.28%). The given research raises a question of searching the causes of manifestation of the various forms of ESP and possible methods of control and negotiation of financial anxiety by means of regulation of national economic policy.

In conclusion, it is necessary to underline the fact that in Russia the citizens' attitude to insurance and investment policy is still in the process of development. The financial assets, accumulated by citizens, are relatively small and short-dated, as far as there are no developed practice to save up money in advanced forms, based on market type of economy (insurance, security purchase), to make a correct calculation economic risks, and the average income level is relatively low. The citizens with high level and average level of anxiety are more intensively included in the process of insurance and investment, because the

saving of personal estate and financial assets is a quite significant factor of psychological comfort and personal wellness of an individual. The state should provide a lot of work with the population during the implementation of investment and insurance policy, because a constant financial condition of citizens can become a motive of savings and their further transformation into investments that is quite necessary for the state.

**Keywords:** *Economic security of person, financial anxiety, insurance and investment policy, financial risks.*

---

## **THE BIOGRAPHY GAME – INTERCONNECTION AND EXCHANGE PROCESSES IN THE CONTEXT OF ADOLESCENT COMPUTER GAME USAGE**

**Florian Lippuner & Daniel Süss**

*ZHAW School of Health Professions, Zurich University of Applied Sciences (Switzerland)*

### **Abstract**

The presented study examines the interconnection and exchange processes between the realms of virtual game environments and the actual lifeworlds of adolescent players within their respective, individual biographies. The connection between the two is conceptualized by the term Biography Game.

The processes of structural interconnection are highly dynamic, varying in regards to the players' living situations and mental states. Furthermore, the data reveals interdependency, and therefore transfer processes, between players and computer games. There is no one-way relationship in regards to these effects. In terms of course and characteristic, every Biography Game is unique. Nevertheless, five general types of Biography Games can be identified: Early Biography Game, Late Biography Game, Situational Biography Game, Variable Biography Game, and Intense Biography Game.

**Keywords:** *Biography, Virtual Worlds, Media Literacy, Adolescence, Computer Game.*

---

## **MEN'S GENDER IDENTITY AS THE FACTOR OF FATHERING IN RUSSIA**

**Tatiana Sadovnikova, PhD**

*Faculty of Psychology, Lomonosov Moscow State University (Russia)*

### **Abstract**

Gender identity is one of the central parameters of personality. The formation of gender identity is connected with the features of society. A few characteristics of modern Russian society were revealed (A. G. Asmolov, E. P. Belinskaya, O.A. Karabanova, T. D. Martsinkovskaya, N. N. Tolstykh): wide variety of life in different social groups; a high level of social uncertainty; influence of information technology. The features of contemporary adults' gender identifications are shown as a condition for creating their image and a condition for image of their sexual partners. The father mastering is also connected with the men's gender identity in the period of «emerging adulthood» (J. Arnett).

We approbated the method of multidimensional scaling (MMDS) for the gender identity investigation. The theoretical framework of the MMDS are the works of G. Kelly, expanded by others (Artem'eva, 1999; Mitina, Petrenko, 2000, 2010). The components of gender identity and gender stereotypes were revealed: the semantic space of gender representations was studied, analyzed and assessed. Men's gender identity as a factor of parenthood mastering was considered.

Firstly, we studied the specificity of gender stereotypes of contemporary young adults with a different gender identity (N =36). Projective technique «Draw the person» by Gudinaff-Harris in the author's adaptation, the modification of Bem Sex-Role Inventory (Dvoryanchikov, 2011), Nartova-Bochaver Inventory of Sovereignty of Psychological Space (2008) and the MMDS were used.

Secondly, we explored the features of the men's mastering the parent role depending on different types of masculine attitudes. 61 men aged from 30 to 42 years participated in the research. Bem Sex-Role Inventory (Rean, 1999), The Male Attitude Norms Inventory by R. Luyt (2005) (Kletsina, Ioffe, 2013), Caregiving and Breadwinning Reflected Appraisal Inventory by J. Pleck (Borisenko, 2015) were used.

The results confirm the study hypotheses: the semantic space of male and female gender identity representation during their entry into maturity has qualitative distinctions. There are significant



differences in the estimation of feminine and masculine qualities for parent and sexual partner role images for men with a different gender identity.

The hypothesis of links between commitment of fathers to standard masculine attitudes and acceptance of the father's role by them was confirmed.

Similarities and differences in the parental identity of men with different types of men's standard attitudes were found. The study concludes that the person's system of *gender images* – Ideal Men (Women) – Standard Men (Women) – Real Men (Women) -- is an important factor for developing the person's parenting in adulthood.

**Keywords:** *Development, parenting, gender identity, men's standard attitudes.*

---

## **IMPLEMENTATING THE EVIDENCE-BASED TRIPLE P – POSITIVE PARENTING PROGRAM: DIVERSITY IN PRACTITIONERS' EXPERIENCES**

**Marie-Kim Côté & Marie-Hélène Gagné**

*School of Psychology, Laval University (Canada)*

### **Abstract**

Triple P is an evidence-based program (EBP) aimed at promoting positive parenting practices among parents of 0-12 year-old children. Numerous studies have shown empirical evidence of its efficacy for preventing child maltreatment, improving the parent-child relationship, and reducing emotional and behavioral problems among children. While much of the research on EBPs focuses on evaluating the quality and effects of programs, less attention has been paid to the quality of their implementation in real-world settings. However, implementation factors – especially those involving practitioners, such as self-efficacy and attitudes regarding the program – have an impact on program outcomes. Under a community-university partnership, Triple P is currently being implemented in two communities in the province of Quebec, Canada. One year after their initial training in the Triple P program, 38 practitioners representing a variety of disciplines and organizations participated in six focus groups. A thematic content analysis performed on their discourse showed diversity in their experiences with the program. Three distinct trajectories emerged from the practitioners' comments, namely the "conviction," "adaptation," and "divergence" trajectories. The first trajectory included discourses characterized by a conviction that the long-term and preventive benefits of Triple P would balance out the difficulties encountered in implementing it. The second trajectory included discourses characterized by an initial resistance or neutral stance toward the program, which then evolved into a positive, even enthusiastic, perspective once the latter had been tested and adapted within a supportive organization. Discourses in the last trajectory emphasized barriers to integrating Triple P into current practices, such as perceived incompatibility with intervention values or client needs, leading to low program use, low program self-efficacy and few perceived outcomes. These findings could help implementation teams better understand practitioners' needs so as to maximize implementation quality, program sustainability and ultimately, program outcomes for children and their parents.

**Keywords:** *Implementation, evidence-based program, parenting program, practitioners' perspectives, organizational factors.*

---

## **VALUES AS A FACTOR IN STUDENTS' ATTITUDES TOWARD EXTREMISM**

**Olga Deyneka**

*Saint Petersburg State University, Saint Petersburg (Russia)*

### **Abstract**

The purpose of this study was empirical testing of correlation between the "weak signals" of propensity to extremism and characteristics of the system of value orientations of students. The exploratory research involved 126 students of mathematical specialties of universities in St. Petersburg and Minsk. It has been established that an uncritical attitude toward extremism is more characteristic of young people with a low significance of family values and high entertainment value (hedonistic orientation). In addition, we have solved the problem of construct validity of the base questionnaire using confirmatory factor analysis and

structural equation modeling. The factorial matrix of the questionnaire "Psychological preconditions of extremism" includes "the factor of normative and value prerequisites for extremism", "radicalism in relation to the country's leadership and its information policy" and "factor of uncertainty / confidence in themselves and their future." The model has shown that male students are more prone to extremism statements and manifestation of extremist attitude than female students.

**Keywords:** *Value orientation, attitudes toward extremism, college students, confirmatory factor analysis, structural equation modeling.*

---

## **IMPLICIT NEGOTIATION BELIEFS, ACHIEVEMENT GOALS AND INTEGRATIVE NEGOTIATION BEHAVIORAL INTENTIONS**

**Gal Mozes<sup>1</sup>, Noa Nelson<sup>2</sup>, & Rachel Ben-ari<sup>3</sup>**

<sup>1</sup>*Organizational Development, Amdocs (Israel)*

<sup>2</sup>*School of Economics and Management, Tel-aviv Jaffa College (Israel)*

<sup>3</sup>*Negotiation and Conflict Engagement Program, Bar-ilan University (Israel)*

### **Abstract**

The skill of negotiation is essential in today's working environments. Integrative negotiation style, that includes such behaviors as information sharing, creating a positive atmosphere and exerting effort, leads to superior negotiation outcomes. Our study focused on the impact of negotiators' implicit beliefs on their inclination for integrative behavior.

Implicit beliefs are basic assumptions on human ability: according to the incremental belief, ability develops through effort and experience, while according to the entity belief ability is innate and fixed. "Incremental theorists" set mastery goals – challenging goals that allow learning, while "entity theorists" embrace performance goals – safer goals, to display ability and avoid failure. Incremental, compared with entity negotiation beliefs predict higher, more integrative outcomes and inclination for difficult negotiations. The current study is the first, to our knowledge, to test their effects on negotiation behavior. In a cross-sectional study of 204 participants, we tested a model in which incremental beliefs, mediated by mastery goals, positively predicted integrative behavioral intentions, while entity beliefs, mediated by performance goals, negatively predicted integrative intentions. We manipulated advocacy (negotiating on behalf of a group vs. for oneself), to prime interdependent vs. independent mindsets. We expected the predictive value of the mediation paths to vary accordingly, because under an interdependent mindset, incremental beliefs tend to be more influential than entity beliefs, which are more influential under an independent mindset.

Indeed, among advocates, we found that incremental beliefs, mediated by mastery goals, positively associated with integrative behavioral intentions, while entity beliefs did not. Among negotiators for themselves, entity beliefs negatively associated with integrative intentions (though unmediated by goals), and incremental beliefs did not.

The study contributes to the scarce knowledge on implicit beliefs in negotiation, to the study of integrative behavior, and to understanding individually vs. socially motivated negotiators.

**Keywords:** *Implicit negotiation beliefs, achievement goals, integrative negotiation behavior.*

---

## **LIFE VALUES, ENVIRONMENTAL ATTITUDES AND ENVIRONMENTAL BEHAVIORS OF EMPLOYEES: TURKISH SAMPLE**

**Nevin Kılıç<sup>1</sup>, Çiğdem Vatansever<sup>2</sup>, & Melek Astar<sup>1</sup>**

<sup>1</sup>*Department of Psychology, Fatih Sultan Mehmet Vakıf University, Istanbul (Turkey)*

<sup>2</sup>*Department of Labour Economics and Industrial Relations, Namık Kemal University, Tekirdag (Turkey)*

### **Abstract**

The main aim of this study is to investigate the relationships between general life values and 'green attitudes and behaviors' of employees and to control for sectoral differences in Turkey. The sample of study consisted of 835 employee, 212 of them working for public institutions and 623 of them working for private companies. Mean age was 31.9 (SD=9.2). The sample were grouped as first level employees

(56 %), experts (20.4 %), middle line managers (13.4 %) and top managers (10.2 %). Employees were grouped according to the sectors as industry (22.3 %), service (35.3 %), technology (10.4 %) and the other (32 %) as well. In order to investigate environmental attitudes and behaviors two questionnaires have been used. One of them consists of 17 items, with two factors reflecting environmental attitudes called "protective attitudes" and "status quo attitudes". The other questionnaire consists of 23 items, with three factors reflecting environmental behaviors called "striving", "conservationist", and "activist". General life values were investigated with the short and adapted form of Schwartz's Portrait Values Questionnaire (PVQ; Schwartz et al., 2001). According to the results, there are significant differences between public and private sector employees in terms of environmental attitudes, behaviors, and some values. It has been found that protective attitudes toward environment and striving behaviors are positively correlated with universal values. Moreover, environmental striving behaviors were negatively predicted from power values. All results have been discussed in terms of contributions of companies and their employees to the environmental issues as stakeholders.

**Keywords:** *General life values, environmental attitudes, environmental behaviors, employees, sectors.*

---

## **EXAMINATION OF THE RELATIONSHIP BETWEEN EMOTIONAL STABILITY, PERSONALITY AND PROCRASTINATION TENDENCY ON WORKING WOMEN**

**Gaye Saltukoğlu<sup>1</sup>, Melek Astar<sup>1</sup>, & Arkun Tatar<sup>2</sup>**

<sup>1</sup>*Department of Psychology, FSM Waqf University (Turkey)*

<sup>2</sup>*Department of Psychology, The University of Texas at Austin/Research Scholar, TX (USA)*

### **Abstract**

Most of the studies have reported that the relationship between personality traits and procrastination are carried out on students and on academic procrastination, and the distribution of emotional stability scores on procrastination scores are parabolic. Accordingly, in this study the relationship between personality traits and procrastination, and the distribution of emotional stability factor scores on procrastination scores were examined on working women. In this study the Procrastination Scale and the Five Factor Personality Inventory Short Form were administered to 512 working women between the ages of 18 to 60 years. The correlation coefficients calculated between total scores of the Procrastination Scale and Factor scores were as follows: -0.17 for Extraversion, -0.37 for Agreeableness, -0.61 for Conscientiousness, 0.50 for Emotional Instability, and -0.28 for Openness to Experience. Factor scores of the Personality Inventory explained 0.57% of the variance of the procrastination scores. The factors of Conscientiousness and Emotional Instability made the largest contribution in predicting procrastination scores respectively. Except Extraversion factor scores, there were differences in four of the total factor scores between the groups, created according to procrastination scores. While the group scoring low in procrastination score received the highest score on Agreeableness, Conscientiousness and Openness to Experience Factors, the group scoring high in procrastination score, received the lowest factor total score. For the Emotional Instability Factor, the group scoring low in procrastination received the lowest; the group scoring high in procrastination received the highest factor score. No evidence was obtained about the parabolic distribution of Emotional Stability Factor on procrastination score. Results showed that there was a strong relationship between personality traits and procrastination level in working women. Although there is a strong relationship between emotional stability and procrastination, it is not clear in what way it is revealed.

**Keywords:** *Personality Trait, Procrastination, Neuroticism, Conscientiousness.*

---

## LEGAL PSYCHOLOGY

---

### **“EVERYTHING CHANGES”: LISTENING TO INDIVIDUALS BEREAVED THROUGH HOMICIDE**

**Filipa Alves-Costa, Catherine Hamilton-Giachritsis, & Sarah Halligan**

*Department of Psychology, University of Bath (United Kingdom)*

#### **Abstract**

Grief can be defined as an almost universal response to the loss of a loved one, albeit a response that manifests in diverse ways. Approximately 45%-50% of individuals tend to respond resiliently to a non-violent death. When the death occurs in ‘normal’ circumstances (e.g., terminal illness; Bonanno & Kaltman, 2001), the grief responses symptoms typically decrease in one to two years, which represents a ‘normal grieving process’ (Bonanno & Mancini, 2008). However, bereavement distress when violent, sudden and traumatic circumstances are involved (e.g., homicide) seems to be a unique form of grief that can be particularly severe and persist for many years (e.g., Holland & Neimeyer, 2010). Limited attention has been given to this specific form of bereavement and relatively little is known about how people survive it. How do individuals describe their experience? Do individuals become resilient to the sudden and traumatic loss of a loved one? What does ‘surviving’ mean?

The purpose of this paper is to explore how individuals bereaved through homicide survive and describe their post loss experience and journey. Qualitative interviews were conducted with 21 participants and Thematic analysis selected to analyse the narratives collected. Four central themes emerged, namely: 1) unique experience, 2) sources of support, 3) coping mechanisms and 4) changed self and world. These narratives offer a deep understanding of the individual’s experience and are likely to address some uncertainties or misperceptions related with outcomes, coping strategies and resilience after traumatic bereavement.

**Keywords:** *Homicide, bereavement, support, coping, changes.*

---

### **ROLE OF PREVOLUTIONAL PROCESSES IN ONLINE VIDEO GAMES PLAYING: TEST THE VALIDITY OF EXTENDED MODEL OF GOAL-DIRECTED MODEL**

**Bibiána Kováčová Holevová**

*Department of Psychology, Pavol Jozef Šafárik University in Košice (Slovakia)*

#### **Abstract**

The aim of our study is to investigate the relationship between prevolitional processes and video games playing. A model of attitude, the Extended Model of Goal-directed Behavior, is tested with structural equation models to analyze the process that leads to video games playing. More specifically, the role of the goal underlying online video games playing is examined. Participants were 210 online video games players, who completed measures of Goal Desire, Attitude, Subjective Norms, Perceived Behavioral Control, Behavioral Desire, Anticipated Emotions, Intention to play and Intensity of online video games playing. The results showed that the model did not achieve a satisfactory fit. Although it was confirmed the contribution of Goal Desire on Behavioral Desire, the significant correlation between Goal Desire and online video games playing (behavior) suggests that the desire toward the goal one wants to achieve by playing online video games has not only an indirect association through the desire toward playing. It discussion potentially explanations are discussed.

**Keywords:** *Video games, Prevolutional processes, Extended Model of Goal-directed Behavior.*

---

## SEXUAL AROUSAL AS A FUNCTION OF STIMULUS MODE: STRENGTHENING PHALLOMETRIC ASSESSMENT

**Richard J. Howes<sup>1</sup> & Sarah E. Howes<sup>2</sup>**

<sup>1</sup>*Stony Mountain Institution, Winnipeg, MB (Canada)*

<sup>2</sup>*University of Manitoba, Winnipeg, MB (Canada)*

### **Abstract**

Phallometric testing to measure sexual arousal in men has proven its value in terms of identifying deviant sexual preferences, though ethical concerns have resulted in a number of facilities opting to forego the use of visual stimuli in favour of audio stimuli. Anecdotal reports suggest that this has resulted in a substantially weakened ability to elicit sexual arousal, and in many cases participants in what might be described as 'phallometric lite' achieve arousal too low to be interpretable. This has compromised the ability of these facilities to provide objective evidence of deviant sexual arousal and thus contribute to identifying those at higher risk of sexual aggression. Providing empirical evidence of the relative strength of three different forms of sexual stimuli (i.e., audio, picture, video) to elicit sexual arousal was the purpose of this study, the goal being to determine whether or not audio stimuli have adequate power to induce interpretable levels of sexual arousal. Results suggest that the use of audio stimuli alone severely weakens the ability of phallometric assessment to generate meaningful levels of sexual arousal and participants with deviant sexual arousal profiles may thus escape identification.

**Keywords:** *Phallometric assessment, sexual offenders, rape, pedophilia, sexual arousal.*

## TRANSNATIONAL ASPECT OF MIGRATION AS A FACTOR OF TERRORISM

**Igor Medyanik**

*Department of Social Philosophy, St. Petersburg Herzen University (Russia)*

### **Abstract**

These days the most urgent problems all over the world are migration and terrorism. The threats of terrorism and migration were added as subjects. Universality of human rights has become the main theme of the mankind. On the one hand, universality is the top part of the law and a capitalist market institute, which was spread across the whole world. On the other hand it is a rising tide of interest in unique character of distinction, which is shown in a new nationalism or emphasizes ethnic and religious identities. Can the science help to understand the migration processes better? In scientific literature this question has become so urgent, and grows every day more and more, that develops into a problem. It is necessary to notice that these days the problems of migration increasingly assume economic aspects. That is why some researchers speaking about migration, mean its economic part only. In fact, it is one-sided view of a difficult issue. With all that, the analysis of the development process of global migratory communications allows to determine some peculiarities of this phenomenon. With the development of new opportunities of mass media this sphere has already been more or less realized. The area of new mass media is bigger than the whole world. Some people consider the area of new mass media to be false area, as far as it is spread in parallel with the reality and with the development of industry. Flows of capital, information and culture are the flow and the generation of real global territories. On the basis of this concept we can determine a special condition of being «here» and «there» simultaneously, for instance, when a person from Central Asia goes to Russia (or other country), to work and, actually, to live there for a long time. Such a person maintains close ties with his homeland, keeps communicating with his relatives and congeners by phone and over the Internet, remits money to his family and regularly comes back home for confirmation of his status of community member. Surveying this space entirely we can see that people appear in a two-way condition, when they become at the same time «us» and «them», «legal» and «illegal», «married» and «single», «poor» and «rich» etc, changing the statuses whenever necessary. In these conditions practice and identity take transnational nature, in other words, adjust to long distances and means of communication, to rhythms of shuttling movement, to changes of statuses and appearances. Transnational focus of attention means the interest in what happens with a moving person at the moments of his life when he has not left his home yet or when he stopped travelling. Also not without interest are the surrounding people – they do not have their own experience of migration, but they take part in making decision on the trip, communicate with those who have left home earlier and adapt their lives to a new situation together. However, the sociology of law can analyze the peculiarities of their development within the global legal phenomena and transnational activity. During the search you will face the evolutionary process which is conducted not just in the legal framework, but relies on a much wider basis.

Law is still only a part of the general development of society, it can be considered as a global process of education that prevails in a concrete form and within the certain meanings of legal concepts.

Nowadays there are more than 1000 terrorist organizations in the world, these organizations use terrorism to achieve their goals. At the same time 22 countries are covered by terrorism. Modern terrorism, let us call it «new», is a new wave, in comparison with the terrorism of the past. A new terrorism is global, it has independent sources of financing, it is well organized and conducts its activities through the use of mass media. There are different forms of terrorist activity, such as political, ideological and religious. The main reason of referring to terrorism is the interest of a terrorist in strengthening of his personal identity, which can be achieved by the terrorist's affiliation to a certain group of likeminded people. All over the world there is an increasing tendency of different types and forms of terror growing. It can also be self-affirmation, giving special heroic importance. In most cases terrorism is a consequence of an ideological absolutism, a belief to achieve the highest truth, salvation of the nation or even the whole mankind. Terrorist activities assume violent armed acts, however it would be wrong to explain its social influence with physical effect only (the death toll). The terrorists use psychological, emotional effects with the aim to terrify people and keep them in fear. This is the very mechanism using which terrorists try to make influence on the population. Terrorism is fear and horror, and it is the very weapon, with that horrifaction of a personality is conducted. In other words, terrorist attacks are always conducted with the aim to awake fear, shock in the government and the population. The social philosophy of terrorism has a mythological character. Terrorists have a high level of aggression, and they refuse the common human values. It is also clear that a group of terrorists consists of psychologically vulnerable people, whose feel themselves strong and self-confident only in a crowd of similar people. All these reasons can't but make us take the considered problem seriously and once again emphasize its importance. All these reasons can't but force to give careful consideration to the investigated problem and once again emphasize its importance.

**Keywords:** *Migration and terrorism, personal identity, new nationalism.*

## **A STUDY ON THE COPING STYLES AND WELL BEING OF FEMALE PRISON INMATES IN ODISHA**

**Dr. Arjyalopa Mishra<sup>1</sup>, Swagata Banerjee<sup>2</sup>, & Anamika<sup>2</sup>**

<sup>1</sup>*Assistant Professor of Management*

<sup>2</sup>*1<sup>st</sup> year BBA.LLB*

*National Law University, Odisha (India)*

### **Abstract**

Over the last few decades' prison sociology has sought answers to questions pertaining to the social organization of the prison community but still studies on women offenders have been quite rare. The issues of women when it comes to crime and penalty has been excluded from the list of priorities in India leading to limitation in the development of crucial information and debate on the subject.

This study is an exploratory endeavour which has examined the various stressors in the prison environment faced by the under trial and convicted female inmates of Choudwar Central Jail, Odisha, India. It further explores the coping styles and adaptation in relation to various stressors. This study also attempts to observe the changes in prisoners' behaviour, cognitions and emotional adjustments as different variables in understanding the adaptation process. Overall it also attempts to measure the state of well-being experienced by the female inmates.

A variety of measures were taken in this study, in order to index a wide range of behaviour, cognitions and emotional states. Structured interviews based on observing current behaviour patterns were the principal instrument. It included questions dealing with time use, patterns of activities and chronic problems experienced. There were questions in context to other areas like contact with the outside and expectation of the release. Several instruments like Carver's COPE and Ryff's Psychological Well-Being Scales (PWB) in the form of questionnaires were also used to assess the emotional state. In addition to the data obtained directly from the subjects, institutional files providing information on disciplinary and medical events for each of the subject was also recorded.

Overall, the results suggest that inmate coping is a complex process as it includes a lot of variables. Moreover, history in prison sociology accounts narrow focus on socialization and there have also been serious methodological faults in prisonization studies and the results have been inconsistent and contradictory. The findings of this study would also help in identifying and strengthening of positive coping strategies, thereby increasing their chances of being accepted upon the release into the society.

**Keywords:** *Incarceration, Prison adjustment, Coping, Well-being, Women prisoners.*

## COGNITIVE AND EXPERIMENTAL PSYCHOLOGY

### MOOD STATES PREDICTION BY STOCHASTIC PETRI NETS

**Mani Mehraei**

*Department of Applied Mathematics and Computer Science, Eastern Mediterranean University,  
North Cyprus (Turkey)*

#### **Abstract**

Mood states prediction is in the center of attention of various topics in several fields such as bipolar manic depression as a mood related disorder in psychology, impact of emotion on behavior in decision making, and virtual character development in artificial intelligence and artificial psychology. In this study, a Stochastic Petri nets model is created to predict mood states based on emotion interaction of an individual and his/her personality. The emotion interaction data are collected by a questionnaire containing several questions regarding random events and possible emotion states before and after the events for 108 individuals with various personality backgrounds. Simulation results in the Stochastic Petri nets model are recorded for all the individuals and compared with their expected mood states by running Chi-Square goodness of fit test with 95% confidence level. It has been observed that simulation results were suitable fit for more than 97% of total individuals. It demonstrates that Stochastic Petri nets can be applied as an appropriate graphical mathematical tool to model and predict mood states in individuals and virtual characters based on the field of study.

**Keywords:** *Mood prediction, emotion interaction, stochastic petri nets, decision making.*

### A NOVEL PROCEDURE TO DEVELOP ITEMS OF THE COGNITIVE REFLECTION TEST APPLYING PROCESS DISSOCIATION APPROACH

**Tomas Maceina**

*Department of General Psychology, Vilnius university Faculty of Philosophy (Lithuania)*

#### **Abstract**

Cognitive reflection test (CRT) is an instrument designed to measure person's ability to override intuitive decision-making. Although the CRT is a widely used measure, some of its psychometric characteristics have not been extensively investigated. A major limitation of the CRT is the absence of rigorous procedure to develop separate items. To the best of our knowledge, there is only one prerequisite CRT item must satisfy i.e. intuitive responses must be incorrect, whereas correct responses can only be reached after a more careful analysis. To support item's suitability for the CRT additional information can also be obtained by investigating relationships between performance on the CRT and analytic thinking tasks or measures of cognitive ability. However, to date there is no universal procedure to develop CRT items. Following dual-process theories of higher cognition that are default-interventionist in their structure (Kahneman & Frederick, 2002; Evans & Stanovich, 2013 b) we demonstrate that the automaticity-dominating process dissociation procedure can be successfully applied to develop separate CRT items. We argue that in order to develop one CRT item it must be pitted against "dummy" counterpart under three conditions:

**Condition 1.** "Dummy" item elicits obvious and correct answer regardless of the type of instruction given to a subject (i.e. one group is asked to make decision intuitively under time constraints, another – analytically without time constraints);

**Condition 2.** Target CRT item elicits two or more alternative answers. The correct counter-intuitive answer is more likely to be reached by the analytic group; the incorrect intuitive answer – by the intuitive group.

**Condition 3.** Target CRT item and "dummy" item must elicit *the same answer* to intuitive group.

To validate the suitability of the target item for the CRT all four hypotheses presented below must be satisfied.

**Hypothesis 1.** Intuitive group's performance on target CRT item is worse, compared to the performance on "dummy" counterpart.

**Hypothesis 2.** There is no difference between analytic group's performance on target CRT item and "dummy" counterpart.

**Hypothesis 3.** Intuitive group's performance on target CRT item is worse, compared to the performance of the analytic group.

**Hypothesis 4.** There is no difference between intuitive group's and analytic group's performance on "dummy" item.

This procedure is universal therefore it is not limited to the development of CRT items which are based only on formal logic. It can also be used to develop domain-specific CRT items.

**Keywords:** *Cognitive reflection, process dissociation, intuitive information processing.*

---

## EFFECTS OF HYPNOTIC SUGGESTION ON DRM ILLUSION

**Frédérique Robin<sup>1</sup> & Justine Bonamy<sup>2</sup>**

<sup>1</sup>*Laboratoire de Psychologie des Pays de la Loire (LPPL) EA 4638, Nantes University (France)*

<sup>2</sup>*Master's student in Clinical Psychology, Nantes University (France)*

### **Abstract**

The effects of hypnotic suggestion on DRM illusion (Roediger & McDermott, 1995) were investigated by comparing participants (with positive or negative attitudes toward hypnosis) in three conditions: (1) standard DRM, i.e. the control condition; (2) hypnotic suggestion before the learning phase; (3) hypnotic suggestion before the recognition test. In both hypnotic conditions, it was suggested to participants that they concentrate on the studied words during the encoding or retrieval phase in order to test whether a focused attention makes participants more resistant to false memory in a hypnosis context. The findings indicate that suggestion can at least partially overcome the automaticity associated with the DRM effect at encoding. The suggestion prompts the subject to focus cognitive processing on the studied words thus reducing the probability of activating the semantic associates during encoding. Introducing hypnosis into research on memory illusions might encourage its use as a tool to explore attentional mechanisms. Looking further ahead, research in this domain can enlighten our understanding of cognition and consciousness.

**Keywords:** *Suggestion, hypnosis, false memory, attention, source monitoring.*

---

## DETECTING LIES FROM BEHAVIOURAL CLUES OF EMOTION, COGNITIVE LOAD, AND ATTEMPTS TO CONTROL BEHAVIOUR

**Derek J. Gaudet & Lisa A. Best**

*Department of Psychology, University of New Brunswick  
100 Tucker Park Road, Saint John, NB E2L 4L5 (Canada)*

### **Abstract**

Although the experiences accompanying deception are rarely measured, it is accepted that specific behaviours discriminate liars and truth-tellers. Different theories address how non-verbal behaviors betray lies: (1) the emotion-based approach relies on nonverbal indicators of negative emotions associated with lying; (2) the cognitive load-based approach states that lying is demanding and results in nonverbal indicators of mental effort; and, (3) the attempted control-based approach proposes that people try harder to control their behaviour when they lie, resulting in a rigid demeanor. To date, researchers have not determined if the conscious experiences of discomfort, mental effort, and attempted control are experienced more strongly during lying or are associated with nonverbal displays. Our purpose was to evaluate these theories to determine the relation between experiences while lying and potential behavioural indicators. Sixty-one participants were video-recorded during two interviews (deception vs. truth telling) as they expressed opinions about a controversial social issue (e.g., abortion). After each



interview, participants completed a questionnaire measuring discomfort, cognitive load, and attempted control associated with the interview. After data collection, 11 behavioural indicators were coded. Overall, higher discomfort, cognitive load, and attempted control were associated with deception and were correlated with certain behaviours proposed to be indicative of those states (i.e., blink-rate and gaze-aversion were positively correlated with discomfort while lying and response latency was positively correlated with cognitive load). This study provided direct evidence that people experience lie-telling differently than truth-telling and provided a link between behavioural indicators and experiences of discomfort, cognitive load, and behavioural control.

**Keywords:** *Lie-detection, deception-clues, experiences while lying, evaluation of approaches.*

---

## THE ROLE OF SEX HORMONES IN INDIVIDUAL DIFFERENCES IN COGNITIVE ABILITIES

Efrat Barel<sup>1</sup> & Orna Tzischinsky<sup>2</sup>

<sup>1</sup>*Department of Psychology*

<sup>2</sup>*Department of Behavioral Sciences*

*The Max Stern Academic College of Emek Yezreel (Israel)*

### Abstract

The main objective of the present study was to investigate the role of sex hormones in individual differences in various cognitive abilities. Thirty-nine men and 41 women (not using oral contraceptives) were tested for sex hormones (testosterone, estrogen, and progesterone) and completed a battery of six cognitive tasks (including visuospatial, memory, and verbal tasks). Results showed significant sex differences on the mental rotation task, with men outperforming women. A positive correlation was found between testosterone and performance on the mental rotation task for the combined sample (men and women). Furthermore, a significant interaction between sex and estrogen on mental rotation task was found: in men, higher estrogen levels were associated with better performance on mental rotation task. Findings regarding between- and within-sex differences in cognition are discussed in light of activational effects of sex hormones.

**Keywords:** *Sex hormones, cognitive abilities, sex differences.*

---

## THE IMPACT OF SPATIOTEMPORAL ATTENTION ON THE NEGATIVE COMPATIBILITY EFFECT

Yongchun Wang, Yonghui Wang, Saisai Hu, & An Cao

*School of Psychology, Shaanxi Normal University, Xi'an 710062, and*

*Shaanxi Provincial Key Laboratory of Behavior & Cognitive Neuroscience, Xi'an 710062 (China)*

### Abstract

The current study investigated the necessity of spatiotemporal attention in the negative compatibility effect (NCE) using altered masked prime paradigms in two experiments. Experiment 1 was designed to ascertain whether temporal attention modulates NCE by manipulating a temporal window of attention. The time of the target occurrence (fixed or variable) was manipulated in this experiment. When the target occurrence was fixed, a temporal window of attention will be opened because the subjects can predict the target occurrence as long as they focus their temporal attention on the prime (i.e., the start of the narrow time window). However, when the target occurrence was variable, a temporal window of attention will not be opened because the subjects cannot easily predict the target occurrence despite attention was paid to the prime. The results showed significant NCE in the fixed-target condition, whereas no significant CE (compatibility effect) in the variable-target condition. Experiment 2 was designed to ascertain whether spatial attention modulates NCE by manipulating a spatial attentional cue of the prime. Cued condition (i.e., the cue and the prime were presented in the same location) and uncued condition (i.e., the cue and the prime were presented in different locations) were performed in this experiment. The results showed significant NCE in the cued condition, whereas the NCE in the uncued condition was not significant.

Moreover, the NCE in the cued condition was significantly larger than that in the uncued condition. These results indicated that spatiotemporal attention plays a necessary role in triggering NCE. The findings suggested that the influence of unconsciousness to our behavior is modulated by attention.

**Keywords:** *Negative compatibility effect, temporal attention, temporal window, spatial attention, spatial cue.*

---

## **THE ROLE OF ATTENTIONAL RESOURCES IN EXPLAINING SEX DIFFERENCES IN OBJECT LOCATION MEMORY**

**Efrat Barel**

*Department of Psychology, The Max Stern Academic College of Emek Yezreel (Israel)*

### **Abstract**

Sex differences in object location memory have been widely studied, with mixed results. The role of attention in mediating the female advantage in object location memory has not been clearly understood yet. Two experiments, involving 181 participants and using an actual object array, were conducted in the present study to examine two learning conditions: incidental and intentional. In each experiment participants were randomly assigned to divided vs. full attention conditions. The study also examined memorizing location-maintained and location-exchanged objects. In both experiments, in both incidental and intentional learning conditions, women outperformed men in memorizing location-exchanged objects in the full but not in the divided attention condition. These findings confirm and extend previous ones concerning the conditions under which the female advantage in the detection of change in an array of objects occurs. The findings are discussed within an evolutionary conceptual framework.

**Keywords:** *Sex differences, object location memory, attention.*

---

## **IDENTIFYING VISITORS' FOCUS OF INTEREST DURING THE APPRECIATION OF CONTEMPORARY ART**

**Anne-Marie Émond, Dominic Marin, & Joao Pedro Pais Mendonca**

*Département de didactique, Université de Montréal (Canada)*

### **Abstract**

Unlike traditional art, contemporary art is no longer primarily based on canonical principles of beauty, but more on principles of communication. This has the effect of prompting viewers to question, partially, their contemplative attitude and become actors in a creative process. The aim of our research program is to access and understand the actual experience of an individual exploring contemporary art in a museum context. Specifically, this research aims to identify visitors' different focus of interest in their art appreciation process. Our study is based on the analysis of adult visitors' verbalizations while exploring contemporary art in a museum context. The data was collected using the Thinking Aloud method. This approach is one where visitors are asked to articulate ideas, thoughts they may have as they tour the galleries. The verbal comments of 84 participants, age 18 to 70 years old that possess different levels of education and museum frequentation, were recorded by an accompanying person. Their voice recorded comments were transcribed and analyzed with the aid of computer-assisted qualitative data analysis software tools.

Our findings place visitors' self-awareness as the most prominent focus of interest while exploring an artwork. The attainment of knowledge concerning self-awareness has proven to be necessary in the development of life skills such as empathy, mood management and motivation. Thus, a museum visit, specifically the exploration of contemporary art, has the potential to contribute to the quality of life and the well-being of visitors but more research is needed in order to better understand the impact of the self in art appreciation.

**Keywords:** *Adult visitors; art museum; focus of interest; art appreciation; contemporary art.*

---

## **EAT PROPERLY; DON'T BE A PIG: MAKING INFERENCES THROUGH TWO DISPLAY MODES, TEXT VS IMAGE**

**Geoffrey Ventalon<sup>1</sup>, Charles Tijus<sup>1</sup>, Maria José Escalona Cuaresma<sup>2</sup>,  
& Francisco José Domínguez Mayo<sup>2</sup>**

<sup>1</sup>*Department of Psychology, University Paris 8 (France)*

<sup>2</sup>*Department of Web Engineering, University of Sevilla (Spain)*

### **Abstract**

This study evaluates the effect of display mode, text versus image, to produce metaphorical inferences. People from two European countries, France and Spain were invited to participate. About texts, participants should read a short story of five sentences. The latter referred to a conceptual property of an animal (e.g. “smart” is a conceptual property of the fox). After that, they should compare the main protagonist to an animal among twelve suggested. About images, participants should look at a picture referred to a conceptual property of an animal. After that, they should compare the main protagonist to an animal among twelve suggested. Participants should choose either name of animals either portrait of animals depending on the experimental phase. There were four phases: Text-Name (TN), Text-Portrait (TP), Image-Name (IN) and Image-Portrait (IP). Results show that correct response rate was higher for texts in both countries but higher for native French. Fixation times were higher for texts for both countries but higher for native French. There was no difference in response time even if native Spanish were faster. These results may be because French scholars have created experimental material. Therefore, French people could find conceptual properties easier.

**Keywords:** *Inference, text, image, property, animal.*

---

## **A CONCEPTION OF CREATIVITY TYPOLOGY: METHODOLOGICAL APPROACH**

**Diana Bogoyavlenskaya<sup>1</sup> & Liubov Kotlyarova<sup>2</sup>**

<sup>1</sup>*Laboratory of giftedness, Psychological Institute of Russian Academy of Education (Russia)*

<sup>2</sup>*Institute of Innovative Management, National Research Nuclear University (NRNU “MEPhI”) (Russia)*

### **Abstract**

The original approach to building up a creativity typology is described. The Creative Field method allows defining stimulus-productive, creative and heuristic types of creativity. The conditions of carrying out the experiment using this method are described.

Further the results of the research aimed at defining creativity types of young specialists working in the sphere of high tech industrial production are presented. The correlations between the creativity type and motivational profiles are shown.

**Keywords:** *Creativity, Typology, Analysis Unit, The Creative Field Method, Motivational Profile.*

---

## PSYCHOANALYSIS AND PSYCHOANALYTICAL PSYCHOTHERAPY

---

### A THERAPIST'S STRUGGLE TO ESTABLISH THE PSYCHOANALYTIC FRAME

**Sevilay Sitrava**

*Department of Psychology, Postgraduate Researcher, University of Exeter (United Kingdom)*

#### **Abstract**

This paper concerns an aspect of my psychoanalytic psychotherapy work with D, who was 20 years old when I started working with him at the very beginning of my clinical practice. I continued seeing him once a week with for two years until the psychotherapy ended prematurely. During the first year, we tried to establish a framework for the therapy. The psychoanalytic frame is the basis, which allows for, and facilitates the functions of psychoanalytic work (Quinodoz, 2006). Winnicott (1955) describes the setting as the totality of all the details regarding the management of the therapeutic process. This frame provides the environment for the patient in which they can freely verbalize their inner conflicts and emotional disturbances, which can then be understood and worked through with the therapist within the boundaries (Bleger, 1967; Viderman, 1979; Quinodoz, 1992). By the establishment and maintenance of the frame, boundaries are set within which the transference occurs. Freud (1911) discussed the boundary between thought and action from the point of view of the differences between the pleasure principle and the principle of reality. The frame distinguishes the verbal and nonverbal materials and within the established frame, the boundaries between thoughts and actions are important. The therapist interprets the emotions and thoughts of the patient through verbalization, and the patient is expected to work through these therapeutic materials within the frame. If patients cannot manage to verbalize their disturbances, they may show their feelings by acting out towards the frame. At that point, the psychotherapist should be aware of this, and work on this acting out within the frame.

I will focus on two of the material settings of this frame; fixed session day and time; and the psychic element of free association. My main focus in this paper is on D's acting-out towards the time elements of the frame, and the free association. I will explain how they were, or were not worked through, and what I encountered as an inexperienced therapist.

**Keywords:** *Psychoanalytic Frame, Acting-Out, Psychoanalytic Psychotherapy, Free Association.*

---



# POSTERS



## CLINICAL PSYCHOLOGY

---

### SCIENCE OF PSYCHOLOGY: SCIENCE OF THE BREATH

**Marianna Masiorski, B Psych Hons MAPS**

*Psychology in Stillness (Australia)*

#### **Abstract**

Psychology is originally known to be the study of the breath or Soul. Breathing techniques are common in evidence based psychological and medical practice, however, most techniques seem to be adapted from yoga/spiritual teachings. Studies however appear to focus on the biological/physiological changes that breathing techniques effect rather than the spiritual/Soulful components. One perspective suggests that connection with Soul may also influence physiological markers of health and well-being and suggests that developing connection with Soul may be the primary focus of utilising a specific gentle breath meditation. The gentle breath meditation may deliver different health outcomes to conventional breathing techniques, based on the primary purpose being connection with Soul. Further investigation of the gentle breath meditation is required in order to understand its efficacy as an evidence based psychological and medication treatment protocol.

**Keywords:** *Breathing techniques, breathing and yoga, spirituality.*

---

### QUALITY OF LIFE, ANXIETY AND DEPRESSION IN PATIENTS WITH CHRONIC PAIN WHO ARE RECEIVING AMBULATORY CARE

**Aline Cristina Antonechen<sup>1</sup>, Maribel Pelaez Dóro<sup>2</sup>, & Iris Miyake Okumura<sup>2</sup>**

*Hospital das Clínicas de Ribeirão Preto (Brazil)*

<sup>2</sup>*Complexo Hospital de Clínicas da Universidade Federal do Paraná (Brazil)*

#### **Abstract**

Pain is presented as one of the main symptoms in cancer patients and when it extends for a long and continuous period, it may bring up negative consequences on quality of life and be related with anxiety and depression disorders. In this context, the present work had the objective to verify quality of life, anxiety and depression in patients who suffer from chronic pain and are clinically assisted at the Ambulatory of Haemato-Oncology and Chemotherapy of the Clinical Hospital from Federal University of Paraná (HC-UFPR). Therefore, the following instruments were used: social demographic questionnaire; Hospital Anxiety and Depression Scale; and the World Health Organization Quality of Life short form questionnaire (WHOQOL-bref). The criteria for recruiting patients were: chronic pain defined as pain complain for 30 days or more, independently of its etiology and with intensity higher than 4 pointed on the Visual Analogue Scale (VAS). 52 patients were interviewed and it was observed that, regarding quality of life, 40% (n=21) obtained less than 50% on physical domain, 13% (n=7) on psychological and social relations, and 8% (n=4) on environment. The prevalence of anxiety and depression were, respectively, 46% and 28%. These findings are compatible with previous studies, which measured these variables with oncological patients and with those who suffered from chronic pain. Thus, pain interferes in quality of life and in the incidence of anxious and depressive symptoms. It cannot be considered only a biological aspect, so integrate and multidimensional care is needed.

**Keywords:** *Chronic pain, quality of life, anxiety, depression, cancer.*

---

## **EFFECTIVENESS OF EMOTIONALLY FOCUSED COUPLE THERAPY FOR ADOPTIVE COUPLES IN TAIWAN**

**Sung-Hsien Sun & Wan-Chieh Huang**

*Department of Psychology and Counseling, National Taipei University of Education (Taiwan)*

### **Abstract**

The idea of carrying on one's ancestral line in Chinese culture has motivated some infertile Taiwanese couples to adopt. In Taiwan, security of the adoptive couples is an important focus of evaluation as the adopted child will have a safe family environment. Emotionally focused couples therapy (EFT) is based on the adult attachment theory to re-establish the security. This study investigated the effectiveness of EFT and the cultural characteristics of Taiwanese adoptive couples. A 40-year-old couple currently undergoing institutional evaluation participated in this study. EFT was provided to the couple six times throughout this study. Interpersonal process recall was also used after the therapy sessions where they recalled the effects of the therapy. Content analysis was used to analyze the transcripts of the therapy sessions and interviews. The results were as follows. Therapeutic effects: 1. Therapist's empathic reflection helped the couple rediscover their partner's kindness. 2. The couple was willing to correct their negative cycles and make an effort to change. 3. Helped the couple face the pain caused by infertility. 4. After the husband was willing to express his attachment need, the wife was willing to make more effort and sacrifices. Characteristics of Taiwanese adoptive couples: 1. infertility causes pain and only an adopted child would make the family "whole." 2. The quality of marital relationships is heavily influenced by the husband's family. 3. Gratitude and sacrifice are often important sources of emotional connections in ethnic Chinese marriages. The cultural compatibility of EFT was also investigated.

**Keywords:** *Adoptive couples, adult attachment, cultural compatibility, emotionally focused couple therapy, therapeutic effectiveness.*

---

## **THE EVIDENCE BASE FOR COGNITIVE BEHAVIOURAL THERAPY IN IRRITABLE BOWEL SYNDROME: WHERE NEXT?**

**Daan De Coster**

*King's College NHS Trust (United Kingdom)*

### **Abstract**

**Background:** Irritable bowel syndrome (IBS) is a common functional bowel syndrome defined by pain with an abnormal bowel habit. Psychological interventions endorsed in guidelines for IBS frequently focus on cognitive behavioural therapy (CBT). **AIM:** to examine the evidence base underlying the recommendations for CBT in IBS. **Methods:** A systematic search of MEDLINE and EMBASE was performed for randomised controlled trials (RCTs) and systematic reviews in English. **Results:** 25 trials were suitable for inclusion out of 168 search results. Most trials had a high risk of bias, with lack of blinding, unspecified statistical power calculations, a low number of participants, compounded by likely publication bias. 1) The trials that compared CBT versus placebo showed significant improvements in symptoms scores and quality of life. 2) For trials comparing CBT versus standard therapy: an RCT of 105 patients found no difference in symptom frequency, whereas two smaller trials found significant improvements in pain, symptoms or quality of life, with mixed long-term persistence. Regarding specific therapies, a trial of 144 patients randomised to either mebeverine or additional CBT found that although effective at first, the impact of CBT on symptoms waned after 6 months and was not cost-effective. 3) In RCTs comparing CBT with other psychological therapies, CBT seemed favourable over stress management, individual education and discussion forums but there were mixed results compared to group psychoeducation, mindfulness and relaxation training. **Conclusion:** Although CBT seems better than placebo, more high quality research is needed to show cost-effectiveness over other treatments.

**Keywords:** *Irritable bowel syndrome, cognitive behavioural therapy, CBT, IBS, review.*

---



## PSYCHOMETRIC CHARACTERISTICS OF THE BULGARIAN VERSION OF THE TORONTO ALEXITHYMIA SCALE (TAS-20)

Kiril Bozgunov<sup>1</sup>, Vencislav Popov<sup>1,2</sup>, Elena Psederska<sup>1</sup>, Georgi Vasilev<sup>1</sup>, Dimitar Nedelchev<sup>1</sup>, & Jasmin Vassileva<sup>3</sup>

<sup>1</sup>Bulgarian Addictions Institute, Sofia 1336 (Bulgaria)

<sup>2</sup>Department of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213 (USA)

<sup>3</sup>Department of Psychiatry, Virginia Commonwealth University, Richmond, VA 23284 (USA)

### Abstract

This study evaluates the psychometric properties of the Bulgarian version of the most widely used scale for assessing alexithymia, a central construct related to deficits in emotional processing and self-regulation. There are no research studies of alexithymia in Bulgaria, nor adaptations of standardized assessment instruments. The Toronto Alexithymia scale (TAS-20) is a 20-item self-report measure commonly used for indexing alexithymia. The Bulgarian translation of TAS-20 was completed by 176 participants, 82 of whom met lifetime criteria for heroin or amphetamine dependence, who were in protracted abstinence. Exploratory factor analyses revealed that the current sample is best described by two-factor structure of the instruments where the first factor reflects *difficulties identifying and describing feelings* and the second factor describes *externally oriented thinking*. The internal consistency of the total scale score ( $\alpha = .86$ ) and the first factor ( $\alpha = .89$ ) were satisfactory. The Cronbach's alpha of the second factor – *externally oriented thinking* was acceptable ( $\alpha = 0.69$ ). The correlation between the two factors was low ( $r = .16$ ). Future studies on TAS-20 in the Bulgarian population are needed.

**Keywords:** Alexithymia; Toronto Alexithymia Scale; Factor analysis.

---

## AN EXAMINATION OF PARENTING STYLES AND EARLY MALADAPTIVE SCHEMAS ON PSYCHOLOGICAL SYMPTOMS

Burcu Kömürçü & Serel Akdur

Faculty of Languages History and Geography, Ankara University (Turkey)

### Abstract

This study was designed to examine the relationship between early maladaptive schemas (EMSs), perceived parenting styles, psychological symptoms in Turkish university students. The sample of the study consisted of 348 undergraduate students (268 female and 80 male), ages ranging 18-26. EMSs were assessed by "Young Schema Questionnaire- Short Form 3", perceived parenting styles were evaluated by "The Turkish versions of the Young Parenting Inventory", and psychological symptoms were determined by "The Symptom Assessment-45 Questionnaire". The hierarchical multiple regression analyses revealed that perceived parenting styles and schema domains have predictive power on psychological symptoms. These variables were inserted into the equation in three blocks; perceived maternal parenting styles, perceived paternal parenting styles and schema domains, respectively. Perceived maternal pessimistic/worried, overprotective/anxious, overpermissive/boundless parenting styles and perceived paternal belittling/criticizing and normative parenting styles predicted psychological symptoms. Furthermore, disconnection & rejection, impaired autonomy & performance, and overvigilance & inhibition domains predicted psychological symptoms. All these variables explained %55 of the total variance. The results, limitations and directions for future studies were discussed in consideration of literature.

**Keywords:** Early maladaptive schemas, parenting styles, psychological symptoms.

---

## **ANALYSIS OF MORAL DISENGAGEMENT OF ADOLESCENTS WHO ARE ABUSED BY THEIR COUPLES**

**Isabel Cuadrado-Gordillo & Inmaculada Fernández-Antelo**

*Department of Psychology and Anthropology, University of Extremadura (Spain)*

### **Abstract**

Recent studies on dating violence between adolescents have revealed that it has a high prevalence. Dating violence has been found to be influenced by many variables such as country, culture, sex and type of violence. Studies show that individuals' ability to label or recognize experiences of violence as abuse are influenced by several factors such as general attitudes toward violence, childhood abuse experiences, feelings of guilt, victims' perceived fear, and defenses that minimize and justify abusive or violent behaviors to protect the positive aspects of the relationship. This study examines the relationships between the mechanisms of moral disengagement and adolescent dating violence. The relationship between moral reasoning and action is mediated by moral disengagement: a self-regulatory process that enables moral agency, and helps individuals reduce the tension created when enacted behaviours do not match personal standards and moral norms. The sample consisted of 638 adolescents aged between 15 and 18. The instruments used for the collection of data were two questionnaires: Dating Violence Questionnaire (CUVINO) and Bandura's questionnaire "The Mechanisms of Moral Disengagement". The results attest that adolescents who feel trapped in their relationships maintained higher levels of moral disengagement. Also, the results show a relationship between moral disengagement mechanisms and dating violence depending on sex (males).

**Keywords:** *Dating, moral disengagement, adolescence, violence, victimization.*

---

## **THE ROLE OF PERSONALITY ON SELF-REPORTED DIFFICULTIES IN EXECUTIVE FUNCTION**

**Daniel Adrover-Roig, Raúl López-Penadés, Victor Sanchez-Azanza, Lucía Buil-Legaz, & Eva Aguilar-Mediavilla**

*Department of Applied Pedagogy and Educational Psychology, Universitat de les Illes Balears, (Spain)*

### **Abstract**

The self-assessment of executive functions (EF) is a commonly established practice in neuropsychological settings. However, little is known regarding which aspects of EF are targeted through these subjective measures and to what extent these are influenced by other variables. Recently, Buchanan (2016) showed that self-reported problems in EF by means of the Webexec and DEX were correlated directly with neuroticism and inversely with conscientiousness. The aim of the present study was to replicate Buchanan's findings by using a self-report test of EF, the Behavioral Rating Inventory of Executive Function (BRIEF) and four objective measures of EF. Two hundred participants between 19 and 44 years of age were administered the NEO-FFI five factor personality questionnaire (Costa & McRae, 1992) and four computerized tasks of EF based on the Psychology Experiment Building Language (PEBL; Mueller & Piper, 2014) that tapped the core components of EF (inhibition, updating, and set shifting). Overall, self-reported problems in EF did not show high correlations with objective measures of EF (all  $r$ s < .15). Only high scores in conscientiousness were correlated with a larger post-error slowing in the flanker task ( $r = .23^{**}$ ). However, BRIEF scores strongly correlated with high scores in neuroticism ( $r = .45^{***}$ ) and with low scores in conscientiousness ( $r = -.71^{***}$ ) of the NEO-FFI. Furthermore, regression analyses showed that conscientiousness accounted for a 51% of BRIEF scores while neuroticism only captured a 3.8% of its variance. Therefore, it does not seem adequate to evaluate EF through verbal reports, since these capture mainly personality traits.

**Keywords:** *Cognitive control, personality, subjective measures, dysexecutive, assessment.*

---

## RELATIONSHIP EXPERIENCE: AN EVALUATION IN TERMS OF EARLY MALADAPTIVE SCHEMAS

Büşra Aslan & Gülşen Kaynar

*Faculty of Languages History and Geography, Ankara University (Turkey)*

### Abstract

**Objective:** A maladaptive schema is defined as a negative perception of oneself, others, and the environment, which is pervasive and gives meaning to each experience. When we consider that schemas contain negative beliefs about oneself and others, we can make predictions about how different schemas may relate to experiences in romantic relationship. With respect to these, the aim of the present study is to examine the relationships between early maladaptive schemas, experiences in close relationships and loneliness. **Method:** The sample of the study consisted of 104 undergraduate students, 63 females and 43 males. The variables were assessed by Young Schema Questionnaire- Short Form 3 (YSQ), Experiences in Close Relationships Inventory- Revised (ECRI-R) and UCLA Loneliness Scale. **Results:** In statistical analysis, multiple regression analysis was made. The avoidance style, subscale of ECRI-R was predicted by disconnection/rejection and other-directedness, the subscales of YSQ. The anxiety style, subscale of ECRI-R was predicted by disconnection/rejection, the subscale of YSQ, age and relationship status. **Conclusion:** The results of this study discussed in the light of the relevant literature.

**Keywords:** Early maladaptive schemas, experiences in close relationships.

---

## SIBLINGS' GRAPHIC REPRESENTATIONS THE OF A FAMILY MEMBER WITH AUTISM SPECTRUM DISORDER: AN EXPLORATORY STUDY

Georgette Goupil, Nathalie Poirier, & Julien Morand

*Department of Psychology, Université du Québec à Montréal (Canada)*

### Abstract

Considering the consequences of the autism spectrum disorder (ASD) on family life, the perceptions of young siblings of children with ASD merits deeper understanding. The aim of this research was to evaluate young sibling's representations of children with ASD using drawings and interviews. Results revealed that these children perceive their brother or sister with ASD as a full participant in the family's daily activities. However, they perceive several characteristics and consequences of ASD in the social interactions of their siblings who have ASD.

**Keywords:** Autism Spectrum disorder, Siblings, Graphic Representations.

---

## VALIDITY AND ACCURACY FOR THE TCT- DP IN DIFFERENT SCHOOL LEVELS

Sara Ibérico Nogueira<sup>1</sup>, Maria Leonor Almeida<sup>2</sup>, & Tiago Souza Lima<sup>3</sup>

<sup>1</sup>*Universidade Lusófona de Humanidades e Tecnologias (Portugal)*

<sup>2</sup>*ISG- Business School (Portugal)*

<sup>3</sup>*University of Fortaleza / Federal University of Ceará (Brazil)*

### Abstract

The Test for Creative Thinking-Drawing Production (TCT-DP, Urban & Jellen, 1986) is one of the most used instruments for the assessment of creative potential. Based on a previous study with an undergraduate sample, a two-factor model exhibited good and acceptable indices of fit, which suggests the importance of both non-conventional and conventional thinking for the creative process. This study aims to test the factor structure of the TCT-DP in a sample of Portuguese students. Take part in this study a sample of 2.263 students, most part of them are female (51,5%), from different school cycles: 1. 1st and 2nd grade (N=331; M=6.82; SD=0.57), 2. 3rd and 4th grade (N=472; M=8.85; SD=0.71), 3. 5th and 6th grade (N=454; M=11.02 SD =1.04), 4. 7th, 8th and 9th grade (N=550; M=13.4; SD =1.18), and 5. 10th, 11th and 12th grade (N=456; M = 16,7; DP = 1,27). A one-factor and two-factor models are tested for

each sample. The results of the CFA analysis indicate a marginal fit for the two-factor solution. Indices of RMSEA and GFI are above the cut-off recommended in literature, although CFI is below the recommended values. However, the two-factor model had better fit-indices compared with the one-factor solution in all samples. The comparison of the models with one and two factors thru  $\Delta\chi^2$  index indicated significant differences between the two models. Cronbach's alfa ranged from .57 to .70 for factor 1, and from .48 to .57 for factor 2. Although these results are contrasting, it can indicate that the TCT-DP is best represented by a two-factor structure.

**Keywords:** TCT-DP, Factorial structure, School levels.

---

## FACTORS ASSOCIATED WITH SELF-DESTRUCTIVE BEHAVIOUR AMONG SCHOOL PUPILS

**Anna Janovska, Olga Orosová, & Beata Gajdošová**

*Department of Educational Psychology and Psychology of Health, P. J. Safarik University in Kosice (Slovakia)*

### **Abstract**

**Background:** Adolescence is the period in which self-harming behaviours such as running away from home, intention of harming oneself and suicide attempts are initiated and may escalate. Many of the difficulties during adolescence are associated with significant changes in the psychological and social development of adolescents.

**Aim:** Explore the relationship between self-destructive behaviour (represented by running away from home, intention of harming oneself, suicide attempts) and parental monitoring, self-control, satisfaction with oneself, support from parents, teachers and friends.

**Methods:** A representative sample of 854 (56.8 % female) primary school pupils (age M=12.72 years, SD=0.67 years) was collected within the project aimed at school-based universal prevention. The respondents completed the Self-Control Scale, Resilience and Youth Development scale and were also asked questions related to parental monitoring, satisfaction with oneself as well if they had ever run away from home, thought of harming themselves or attempted suicide. Binary logistic regression was used to analyze the pupils' data.

**Findings:** The self-destructive behaviour of primary school pupils was positively significantly associated with self-control ( $p<0.001$ ), satisfaction with oneself ( $p<0.001$ ) and parental monitoring ( $p=0.014$ ). The data did not confirm the significance of supportive relationships with parents, teachers and friends in predicting self-harming forms of adolescent behaviour.

**Conclusions:** The study contributes to the understanding of the reasons behind self-destructive behaviour among adolescents and confirmed the importance of parental monitoring, self-control and satisfaction with oneself in predicting such forms of self-harming. The results may help in understanding the mechanisms that lead to self-destructive behaviour and may be useful in prevention programmes.

**Keywords:** Self-destructive behaviour, parental monitoring, satisfaction with oneself, self-control, adolescents.

---

## PSYCHOTHERAPEUTIC SUPPORT FOR BREAST CANCER PATIENTS: STRUCTURED PALLIATIVE CARE THERAPY VERSUS ACCEPTANCE AND COMMITMENT THERAPY

**Arunima Datta<sup>1</sup>, Prathama Guha Chaudhuri<sup>2</sup>, & Ashis Mukhopadhyay<sup>3</sup>**

<sup>1</sup>*Department of Psychooncology, Netaji Subhas Chandra Bose Cancer Research Institute (India)*

<sup>2</sup>*Department of Psychiatry Institute of Psychiatry (India)*

<sup>3</sup>*Department of Oncology, Netaji Subhas Chandra Bose Cancer Research Institute (India)*

### **Abstract**

Palliative care therapy (PT) is known to improve quality of life in breast cancer patients. However not much research is available on the effects of Acceptance & Commitment therapy (ACT), a newer form of psychotherapy based on humanistic principles, in these patients. In this study conducted at a tertiary

centre in Eastern India we compared the effects of PT and ACT on 129 patients of breast cancer in the follow up phase of the disease. The psychological variables assessed were quality of life, meaning of life and acceptance level. At the end of 4 sessions spread over 2 months, PT showed significantly more improvement in terms of quality of life and meaning of life than ACT.

**Keywords:** *Breast cancer, Acceptance and Commitment Therapy, Palliative Care, Meaning of life.*

---

## **SOCIAL RELATIONSHIPS OF TEENAGERS WITH HIGH-FUNCTIONING AUTISM SPECTRUM DISORDER**

**Ariane Leroux-Boudreault & Nathalie Poirier**

*Department of psychology, University of Quebec in Montreal (Canada)*

### **Abstract**

Teenagers with an ASD have difficulties creating and maintaining friendly relationships with students of the same age (Laugeson, Frankel, Mogil, & Dilon, 2009). They may be the victims of bullying due to a lack of social skills and small or non-existent social circles (Martlew & Hodson, 1991). Fourteen high-functioning 6th graders (2 girls and 12 boys) with an ASD who were integrated in a regular classroom were selected to be part of the sample. Semi-structured interviews were administered (60 questions). Several themes were explored, including relationships. For this part of the study, frequencies were used to measure the number of friends they have in and outside of school. Open questions were also included to identify the activities they have with their friends and to establish their perception of bullying. The aim of this study is to explore teenagers with an ASD's social relations, more specifically about friendships, social activities and bullying. Results show that teenagers with high-functioning autism have on average 7.1 friends in school ( $\Sigma$ : 4.99) but that they only see on average 1.8 friends outside the school ( $\Sigma$ : 2.68). They are also more likely to be victims of bullying. Despite the fact that they function at high levels, certain concepts such as friendship and intimidation remain unclear to some participants. Even though they can clearly identify the definition of these concepts, they lack the ability to recognize them in their everyday life.

**Keywords:** *Autism spectrum disorder, adolescence, friendship, bullying, social activities.*

---

## **TRAIT EMOTIONAL INTELLIGENCE CONSTRUCT AND INCREMENTAL VALIDITY IN THE SLOVAK CONDITIONS**

**Lada Kaliská & Eva Sollárová**

*Department of Psychology, Faculty of Education, Matej Bel University in Banská Bystrica (Slovakia)*

### **Abstract**

The study analyzed construct (convergent and discriminant) and incremental validity of trait emotional intelligence (EI) by the Slovak version of Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) created by K.V. Petrides (2001). The research sample consisted of 307 high school students (average age: 17.7 /SD=.46/). The validation tools: Ten-Item Personality Inventory – TIPI (Gosling, 2003), Type D-personality – DS14 (Denollet, 2005), and State-Trait Anxiety Inventory – STAI (adapted by Ruisel et al., 1980) were used to examine trait EI construct and incremental validity by correlation and regression analysis. Results proved that high trait EI is positively correlated to emotional stability and extraversion ( $.385^{***} \leq r \leq .415^{***}$ ; convergent validity) and negatively correlated to trait anxiety and type D-personality ( $-.665^{***} \leq r \leq -.638^{***}$ ; discriminant validity). Trait EI significantly predicts trait anxiety over and above personality factors of Big Five and negative affect-related variable of trait D-personality ( $F_{\text{change}}(1,217)=28.557^{***}$ ,  $R^2_{\text{adj.}}=.636$ ,  $R^2_{\text{change}}=.047$ ) supporting clear evidence of incremental validity of trait EI also in the Slovak conditions.

**Keywords:** *Trait emotional intelligence; construct validity; incremental validity; TEIQue-SF.*

---

## INTERRELATION BETWEEN ACHIEVEMENT MOTIVATION, MENTAL HEALTH AND MENTAL DISORDERS

**Olga Tapalova<sup>1</sup>, Nadezhda Zhiyenbayeva<sup>2</sup>, & Zarema Zhiyenbayeva<sup>3</sup>**

<sup>1</sup>*Doctor of Psychology, Prof. of Department of Psychology, Kazakh National Pedagogical University named after Abay, Almaty (Kazakhstan)*

<sup>2</sup>*Doctor of Psychology, Director of the Department of postgraduate education, Kazakh Academy of Labor and Social Relations, Almaty (Kazakhstan)*

<sup>3</sup>*Second year MA student of Psychology specialty, Kazakh Academy of Labor and Social Relations, Almaty (Kazakhstan)*

### **Abstract**

The difference in the balance between adaptation and transcendent components of achievement motivation was revealed during the study of the phenomenon of achievement motivation at norm and mental disorders.

Based on conducted empirical study authors obtained results, which became basis for assumption that achievement motivation among people who conventionally called healthy is fundamentally different from the achievement motivation among people with mental pathology. There is a nonlinear relation between mental health, mental disorders and adaptation, transcendent. Mental health requires a balance of two components of the motivational sphere.

Sustainable predominance of one of the motivational tendencies with the corresponding stable violation of dynamic equilibrium is a sign of pathology.

The author's model of achievement motivation explaining key aspect of the studied phenomenon under normal and under pathological mental conditions. The name of the model is based on the idea of the necessity of dynamical equilibrium of two achievement motivation components: adaptive and transcendent.

**Keywords:** *Achievement Motivation, Model, Adaptation, Transcendence, Stress, Human Behavior and Activity, Mental Norm, Mental Disorders.*

---

## EDUCATIONAL PSYCHOLOGY

---

### ONLINE BURNOUT PREVENTION AMONG HUNGARIAN TEACHERS

**Szilvia Horváth**

*Institute of Psychology, Doctoral School of Psychology, University of ELTE (Hungary)*

#### **Abstract**

In Hungary 89% of the Hungarian teachers report about overwork and work-related stress, 60% of them feel that don't have control over their own responsibilities.

Online burnout prevention among Hungarian teachers is a training adaptation, which was developed and effectively tested in the frame of a randomized controlled trial in Netherland and Germany (Get.On Institute) as well. First results of the Hungarian study will be presented at the InPACT, 2017 Conference.

The primary purpose of this ongoing randomized controlled trial (RCT) is to evaluate the efficacy of internet based regeneration training (6 lessons, 1 week/lesson) and internet based problem-solving training (iPST, 5 lessons, 1 week/lesson) for employees in the educational sector (teachers from kindergarten to high school) with risk of burnout. The results of trainings will be compared to those of a waitlist control group (WLC).

The expected primary outcome includes burnout symptoms with significant improvement on at least one dimension of MBI-Educator Survey. The expected secondary outcomes includes high values on general Self-Efficacy Scale and WHO Well-Being Index, and low values on Perceived Stress Scale.

**Keywords:** *Teacher burnout, e-health, online prevention, stress management.*

---

### DEVELOPMENT OF PSYCHOLOGICAL PROTOCOL OF EVALUATION AND FOLLOW-UP OF PRE-LINGUAL ADULT DEAF WITH INDICATION FOR THE COCHLEAR IMPLANT

**Lesle Freitas Maciel & Dra. Edna Maria Severino Peters Kahhale**

*Núcleo De Psicologia Hospitalar e Psicossomática, PUC- SP Pontifícia Universidade Católica São Paulo- SP (Brasil)*

#### **Abstract**

The objective of this research is to develop a protocol of psychological assistance for the profound adult deaf subject who wishes to perform the cochlear implant procedure, hearing aid indicated for deep neurosensorial deafness. The method used was the qualitative analysis of medical records of subjects attended at a Hospital in Curitiba, PR, Brazil, to collect information on care with and without the assistance of psychology. A hearing memory is required for this device to have a suitable hearing response. The pre-lingual deaf, a subject who was born deaf and did not develop this memory needs a specific care to enable the creation of this relationship with the sound world. The Social-Historical Psychology and, in specific Vygotsky's view on the potential of the subject within the social context, thus allowing the construction of a language of its own allowed an understanding of this person who constituted his subjective world in the absence of sound and in adult life decides to use a device which will put him into the sound world. The hearing health program in Brazil includes formalized protocols in the medical and speech-language area for a group of subjects younger than 3 years and postlingual adults, and there are no guidelines for the psychological area to act with the subject who wishes to make use of the cochlear implant. The creation of this protocol fills a gap in the area, aiming for an integral assistance so that the subject has a broad understanding of his current condition with regard to his little or no experience with sound.

**Keywords:** *Auditory Health, Cochlear Implant, Psychological Evaluation, Deafness.*

---

## TESTING “VISUAL IMPEDANCE” IN REASONING BY REDUCING READING AND WRITING REQUIREMENTS

**Elpida Panagiotidou, Francisca Serrano, & Sergio Moreno-Ríos**

*Department of Developmental and Educational Psychology, University of Granada (Spain)*

### **Abstract**

Research about dyslexia and about reasoning has developed in parallel. However, it seems reasonable that reading and reasoning abilities are associated, especially considering that reading comprehension, which implies inferences, is carried out using other reasoning abilities.

Following Knauff & Johnson-Laird (2002), at the time of reasoning, the problem’s context provokes visual images that include details irrelevant to an inference, and this could impede reasoning (Hypothesis of Visual Impedance).

A “visual” version of a reasoning task, equal to the traditional propositional task of relational syllogisms, has been created. With this new version, it could be possible to investigate the deductive ability in tests of relational inferences without the involvement of writing and reading skills. A study with adult participants has shown that, generally, the two versions of the reasoning task are equivalent. Related results were found with the two tasks: participants were more precise in the condition of valid problems and in those with one adjective. The results corroborate the effect of visual impedance: the participants gave fewer correct responses in Imaginable problems than in Neutral ones.

In this task, the reading and writing processes are less complex than in the tasks usually applied. Further goals could include using this new task to evaluate the hypothesis of “visual impedance” in children.

**Keywords:** *Dyslexia, Transitive Reasoning, Visual Impedance.*

---

## PREDICTORS OF ACADEMIC SUCCESS AND EDUCATIONAL EXPECTATIONS: ROLE OF TEACHER INVOLVEMENT, ACADEMIC SELF-EFFICACY, AGE AND GENDER

**Demet Kara**

*Department of Psychology, Istanbul Kemerburgaz University, M.A. (Turkey)*

### **Abstract**

Current study investigates the relations between students’ age, gender, perceived teacher involvement (PTI) and educational expectations as well as the effect of PTI on academic success through academic self-efficacy. 23 teachers and 393 students from 3<sup>rd</sup> to 8<sup>th</sup> grades participated into the study. Teacher involvement, academic self-efficacy in Literature and Math courses, educational expectations and academic success were measured using self-reports. Two moderation and two mediation models were executed using hierarchical linear modelling (HLM7) program. Results showed that gender moderated the relation between age, PTI and education expectations. Besides, PTI predicted increased academic success directly and through increasing academic self-efficacy. Students, who perceived their teachers as related and involved in their academic lives, felt more confident and competent about their academic skills and showed better academic performance. This study extends the literature by focusing on students’ characteristics, teacher behaviours and their implications on students’ performance and persistence.

**Keywords:** *Perceived teacher involvement, academic success, academic self-efficacy, educational expectations, hierarchical linear modelling.*

---



## **AGREEABLENESS AND EXTRAVERSION IN BRAZILIAN STUDENTS: A COMPARATIVE STUDY IN THE FUNCTION OF SEX**

**Mara Leal, Tatiana Ferreira & Lucy Melo-Silva**

*Faculty of Philosophy, Sciences and Letters of Ribeirão Preto, University of São Paulo (Brazil)*

### **Abstract**

In the school context, the evaluation and development of socioemotional competences have been investigated for being relevant in personal and academic life. This study aims to describe the socioemotional competences of agreeableness and extroversion in adolescents, according to sex. Participated in these study 165 students from the first year of the high school, ages from 14 to 17 years, from two public schools, in a city in the countryside of São Paulo State, Brazil. Competences were measured through the Social and Emotional or Non-cognitive Nationwide Assessment (SENNA, version 1), a Brazilian instrument, based on the Big Five model. The data were obtained in the classrooms and were analyzed through the student T test for independent samples. The results shows that there is sex equity regarding agreeableness and extraversion, for this group, in this age. These results do not corroborate some findings of the literature that use the same instrument which point out differences in these dimensions regarding sex, however, is in agreement with the results of other studies that have used personality measures.

**Keywords:** *Evaluation, Socioemotional Competence, High School, Sex.*

---

## **THE EDUCATION IN GREECE: THE CASE OF HOSPITAL EDUCATION**

**Aikaterini Palasidou<sup>1</sup> & Maria Palasidou<sup>2</sup>**

<sup>1</sup>*University of Florence, Msc, (Greece)*

<sup>2</sup>*University of Plovdiv (Greece)*

### **Abstract**

The education of children with serious health problems and who are hospitalized, differs from that of healthy children in school. The same diversification exists also in teachers. Therefore, teachers being part of an inclusive circle, made up of health professionals, psychologists and from parents of child-patients, they all work in groups, in order to improve children's health and fostering socio-psychological skills.

The purpose of this paper is to present the hospital school and education in Greece, recording the institutional framework, the process of learning, the characteristics of those involved and the available difficulties-facilities.

Conducted literature review, based on studies of articles and journals in Greek and foreign-language literature, conference proceedings, and valid educational, psychological and medical websites: PubMed, PubPsych.

The hospital institutionalized education provides children-patients to continue their learning and their psychosocial development, helping them to revive their psychology, so that they can cope with their illness. Of course some difficulties exist, such as the refusal of parents to be educated their child in hospital. In foreign countries, people who are responsible for the hospital training, help this effort and support it with many transnational programs and technology, which in Greece is still at an early stage.

Through this paper is expected to raise awareness and awakening of stakeholders, which could act as a springboard for an in-depth approach to hospital education in Greece.

**Keywords:** *Hospital, Child, Education, Training.*

---

## **RESPONSIBILITY IN BRAZILIAN HIGH SCHOOL STUDENTS: IS THERE DIFFERENCE BETWEEN GIRLS AND BOYS?**

**Mara Leal<sup>1</sup>, Lucy Melo-Silva<sup>1</sup>, & Maria do Céu Taveira<sup>2</sup>**

<sup>1</sup>*Faculty of Philosophy, Sciences and Letter at Ribeirão Preto, University of São Paulo (Brazil)*

<sup>2</sup>*School of Psychology, University of Minho (Portugal)*

### **Abstract**

In the school context, it is generally found that girls perform better than boys. Researches show that socioemotional competences such as responsibility, commitment and perseverance are related to school performance and professional success. Therefore, this study evaluates the socioemotional competence "responsibility" in Brazilian students according to sex. It is hoped to find greater levels of responsibility in favor of girls. Participated in the study 165 students aged between 14 and 17 years old, of both sexes from the first year of high school in two public schools. Was used the Social and Emotional or Non-cognitive Nationwide Assessment (SENNA), a Brazilian self-report instrument, that evaluate socioemotional competences in the school context in primary and secondary school students. Organized on the basis on the Big Five model, one of its dimensions, conscientiousness / responsibility, refers to the effort expended on school activities and includes behaviors such as finishing schoolwork at the right time, the organization of school material and the performance of activities in an efficient manner. Data collection was performed in the classroom, and data analysis was done by means, standard deviation and student's t test for independent samples. The results show that girls and boys are similar concerning conscientiousness, responsibility, perseverance and organization in the school context. This result is contrary to the initial expectation and can be seen positively in a society that seeks gender / sex equality.

**Keywords:** *Responsibility, Evaluation, Socioemotional Competences, High School.*

---

## SOCIAL PSYCHOLOGY

---

### MATERNAL SOCIAL SUPPORT AND THE QUALITY OF DELIVERY EXPERIENCE

**Franca Tani<sup>1</sup>, Valeria Castagna<sup>2</sup>, & Lucia Ponti<sup>1</sup>**

<sup>1</sup>*Department of Health Sciences, University of Florence (Italy)*

<sup>2</sup>*Local Health Unit 4 (USL 4) Prato (Italy)*

#### **Abstract**

*Introduction.* Social support plays a significant role on physical and psychological wellbeing of pregnant women. The aim of this study was to test a complex theoretical model hypothesizing that social support mothers perceive during pregnancy, could influence clinical delivery indices, both directly and indirectly, through the mediate effects of the mothers' anxiety states and their prenatal attachment to their child.

*Method.* A longitudinal design at two different times was carried out on 167 pregnant women (age  $M = 31.84$ ,  $SD = 4.92$ ). Inclusion criteria were to be nulliparous native Italian women, no risk pregnancy, and single fetus. All participants completed the *Maternal Social Support Scale* (MSS; Webster et al., 2000; Dabrassi et al., 2009) that allow to measure a global score about the maternal perceived social support; the *State Anxiety Inventory* (STAI-Y2; Spielberger et al., 1983; Predabissi et al., 1989), which assesses the state of anxiety; and the *Prenatal Attachment Inventory* (PAI; Muller, 1993; Della Vedova et al., 2008) that measures the mother's attachment bond to child during pregnancy. Moreover, at the first day after childbirth, clinical data of delivery were collected. Structural Equation Modeling (SEM) was employed to investigate the theoretical hypothesized model.

*Results.* The results confirmed that the social support mothers perceived during pregnancy promote a more positive experience of delivery, both directly, protecting women from clinical difficulties of the delivery, and indirectly, reducing the occurrence of maternal anxiety states and promoting a more secure prenatal attachment to child.

**Keywords:** *Maternal Social Support, Delivery Experience, Prenatal Attachment, Anxiety, Birth.*

---

### COMMUNICATION SKILLS AND SOCIAL SUPPORT AT WORKPLACE

**Koshi Makino**

*Department of Business Administration, Setsunan University (Japan)*

#### **Abstract**

This study examined the relationship between communication skills and social supports from the co-workers or from the boss at workplace. Subjects were 44 university students (who have experienced part-time jobs before, 24 males and 20 females). Their communication skills with their co-workers and with the boss and social support at workplace were measured. As a result of factor analysis to the communication skill items, 4 factors were extracted: Conversation skill, Problem solving skill, Adjustment of relationship skill, and Help skill.

First, I examined the relationship between communication skills with the co-workers and their social support from the co-workers. According to the correlation analysis between them, all four factors were positively related to their social support. In other words, the higher each communication skill is, the higher their social support is. Especially, problem solving skill and help skill are strongly correlated to the social support from the co-workers. According to the multiple regression analysis, there was no significant relationship between them.

Second, I examined the relationship between communication skills with the boss and their social support from the boss. According to the correlation analysis between them, all four factors were positively related to their social support. In short, the higher each communication skill is, the higher their social support is. Especially, conversation skill has a strong positive relationship with the social support. According to the multiple regression analysis, conversation skill and adjustment of relationship skill had a significant inhibition effect on social support from the boss.

**Keywords:** *Communication skills, social support, workplace, co-workers, boss, university students.*

---

## FACTORS OF LIFETIME PREVALENCE OF ALCOHOL USE AMONG EARLY ADOLESCENT BOYS AND GIRLS

**Beata Gajdošová, Olga Orosová, Anna Janovska, & Marianna Berinšterová**

*Department of Educational Psychology and Health Psychology, Faculty of Arts, P.J. Šafárik University in Košice (Slovak Republic)*

### Abstract

**Objectives:** This study aimed to explore the relationships between lifetime prevalence of alcohol use and psychological factors among adolescents. **Methods:** In the study (APVV-0253-11, APVV-15-0662), a representative sample of 1298 adolescents (53.3% girls, age  $M=11.72$  years,  $SD=0.67$  years) was used. Respondents indicated their lifetime prevalence of alcohol use (dichotomized: 0-not used, 1-used) as an outcome variable and accessibility of alcohol, expectations of the effect of alcohol use (positive, negative), emotional regulation were used as independent variables. Regression analyses were used and mediation effect was tested via Sobel test which was carried out separately for boys and girls. **Findings:** Models containing all predictors were statistically significant for boys ( $\chi^2=43.22$ ,  $p>0.001$ , 16.3%) as well as for girls ( $\chi^2=57.04$ ,  $p<0.001$ , 17.8%). The models showed that for boys there were significant associations between higher level of positive expectations ( $p<0.05$ ), higher level of alcohol accessibility ( $p<0.001$ ) lower level of negative expectations ( $p<0.01$ ), lower level of emotional regulation ( $p<0.05$ ) and alcohol use. For girls, significant associations were found between higher level of positive expectations ( $p<0.01$ ), higher level of alcohol accessibility ( $p<0.001$ ), lower level of negative expectations ( $p<0.01$ ) and alcohol use. Mediation analyses showed that positive association between prevalence of alcohol use and accessibility were weakened at increasing level of emotional regulation for boys ( $z=2.09$ ;  $p<0.001$ ) and at decreasing level of positive expectations for girls ( $z=2.31$ ;  $p<0.001$ ). **Conclusions:** This study has shown that alcohol accessibility and alcohol use are associated among both genders but this association is mediated by emotional regulation among boys and by positive expectations in girls.

**Keywords:** Alcohol, accessibility, emotional regulation, expectation.

---

## ECONOMIC AND PSYCHOLOGICAL FACTORS OF EMIGRATION INTENTIONS AMONG SLOVAK UNIVERSITY STUDENTS

**Olga Orosová<sup>1</sup>, Beata Gajdošová<sup>1</sup>, Marta Kulanova<sup>2</sup>, & Marianna Berinšterová<sup>1</sup>**

*<sup>1</sup>Department of Educational Psychology and Health Psychology, Faculty of Arts, P.J. Šafárik University in Košice (Slovak Republic)*

*<sup>2</sup>Department of Psychology, Faculty of Arts, P.J. Šafárik University in Košice (Slovak Republic)*

### Abstract

The objectives of this study were to explore the associations of several socioeconomic, as well as psychological factors, to emigration intentions (EI) among Slovak university students, and to test for the moderating effects of gender on the relationships between psychological factors and EI. The data were collected online from 375 students (75.5% females;  $M=22.9$ ;  $SD=3.0$ ). Students were asked to report their gender, their perception of Slovakia's economic future (EF), perception of their financial situation (FS), home/family satisfaction (HFS), desire to change one's living environment (D), and the importance of religion in their life (IR). Multiple binary logistic regression models were used for data analyses. The final regression model, adjusted for interaction of gender and psychological independent variables, explained 64% of the variance in EI; IR, HFS, D, and the interaction of gender and IR made a statistically significant contribution to the model. A lower level of IR, as well as HFS, and a higher level of D were associated with emigration intentions. Females with emigration intentions reported lower levels of IR although females without EI reported higher level of IR when compared to males. The results contribute to a better understanding of psychological and socioeconomic predictors of EI.

**Keywords:** Emigration intentions, desire to change, home/family satisfaction, religion, university students.

---

## MOTIVATIONAL READINESS OF PERSONNEL OF A HIGH TECH INDUSTRIAL ENTERPRISE TO THE CONTINUATION OF WORK AT THE STAGE OF ITS DECOMMISSIONING

**Liubov Kotlyarova & Ekaterina Sysoeva**

*Department of Human Resource Management of the Faculty of High Tech Management and Economics, National Research Nuclear University (NRNU "MEPhI") (Russia)*

### **Abstract**

Application of information concerning motivational potential of the personnel is very important for management processes optimization at every stage of a life cycle of an enterprise. The research was aimed at studying motivational potential of employees of a high tech industrial enterprise in the period of decision-making of its decommissioning. The motivational potential is represented by two characteristics: (1) motivational readiness (MR) of the staff to continue working at the enterprise until finishing the cycle of decommissioning, to transferring to other enterprises of the same industry or to ceasing cooperation with the industry; (2) motivational profile (MP) type. Two methods are applied: a specially designed questionnaire and Milman's technique defining nine types of the MP. The research sample consists of 87% of the personnel of the enterprise. The research shows that 82% of the participants are ready to continue working at the enterprises of the same industry (Group 1), 10% (Group 2) are in decision-making process and 8% (Group 3) are going to search a new employment in other spheres.

In the Group 1 three subgroups with different orientation of motivational readiness are marked out: (1) employees who are ready to continue working at the enterprise (Subgroup A) – 43%; (2) those who are ready to continue performance at other enterprises of the industry, situated in the regions with favourable climate and developed social infrastructure (Subgroup C) – 35%; (3) employees who consider all variants of the employment in the same industry acceptable (Subgroup B) – 22%.

It is shown that each of these subgroups has its own characteristics of the MP. Thus, in the Group 2 regressive and regressive-impulsive profiles dominate, whereas in the Group progressive-impulsive and regressive-impulsive profiles have leading positions.

The employees of the Subgroup A have progressive, expressive or progressive-expressive motivational profile type. In the Subgroup B a single type of the MP dominates - the progressive one. In the Subgroup C there is a tendency to regressive and regressive-expressive profile. The patterns defined in course of research are used in designing the system of stimulation of labor activity and in staff recruitment for working in power-down mode when decommissioning power generating units.

**Keywords:** *Motivational potential, motivational profile type, personnel.*

---

## SOCIOCULTURAL PRESSURES ABOUT BODY IMAGE AND THE MODERATING ROLE OF GENDER AMONG SLOVAK UNIVERSITY STUDENTS

**Lucia Hricová & Olga Orosová**

*Department of Educational Psychology & Health Psychology, Faculty of Arts, PJ Safarik University in Kosice, Moyzesova 9, 04001 Kosice (Slovakia)*

### **Abstract**

Sociocultural pressures about body image (SP) are considered risk factors of body dissatisfaction. Few studies have addressed this issue in Europe and among males. This work aims to explore how SP from family and friends (FFP), partner (PP) and media (MP) are associated with (1) Body shape dissatisfaction (BSD), (2) Body size dissatisfaction (BSZD), (3) Internalization of societal ideals of appearance (ISIA) while examining gender as a moderator. 302 Slovak university students (52.3% female, average age=21, SD=2.15) reported on the explored variables. Three separate standard multiple linear regression models were created and explained 19.3%, 18.2% and 12.9% of the variance in BSD, BSZD and ISIA, respectively. FFP ( $\beta=.30$ ,  $p<.001$ ) and MP ( $\beta=.16$ ,  $p<.05$ ) were significantly positively associated with BSD. FFP ( $\beta=.68$ ,  $p<.001$ ) and the interaction between FFP and gender ( $\beta=-.44$ ,  $p<.05$ ) were significant in the model of BSZD. MP ( $\beta=.22$ ,  $p<.001$ ) and PP ( $\beta=.15$ ,  $p<.05$ ) were significantly positively associated with ISIA. The interaction between MP and gender ( $\beta=-.34$ ,  $p=.05$ ) was at the threshold of significance in the model of ISIA. FFP seemed to be the most important source of pressure for body

dissatisfaction based on the results. PP appeared to be significantly associated only with the ISIA. Females with higher FFP reported higher BSZD compared to males. Females with higher MP reported higher ISIA compared to males. The current results contribute to previous findings mainly with respect to the moderating role of gender and might be beneficial in preventing body dissatisfaction among male and female university students.

**Keywords:** *Body dissatisfaction, sociocultural pressures about body image, internalization of societal ideals of appearance, university students.*

---

## **NORMATIVE BELIEFS AS A MEDIATOR OF THE RELATIONSHIP BETWEEN TIME SPENT ONLINE AND ACTIVATION FOR LEAVING THE COUNTRY**

**Marta Kulanová<sup>1</sup>, Olga Orosová<sup>2</sup>, & Jozef Benka<sup>2</sup>**

<sup>1</sup>*Department of Psychology, Faculty of Arts, PJ Safarik University in Košice (Slovakia)*

<sup>2</sup>*Department of Educational Psychology and Psychology of Health, Faculty of Arts, PJ Safarik University in Košice (Slovakia)*

### **Abstract**

**Background:** The relationship between time spent online and active efforts to leave the country has not been sufficiently explored.

**Objectives:** The objective of this study was to examine the mediational effect of normative beliefs regarding active efforts of other university students (peers) to leave their country (NeAL) in the relationship between time spent online (TO) and their own active efforts to leave the country (AL).

**Methods:** Data were collected in 2015-2016 in Slovakia, via online applications directed at the comparison of students' normative beliefs and their behavior ( $n=180$ , 68.9% women,  $M=21.27$ ,  $SD=4.9$ ). The variables were identified by single item measures assessing how many hours students spend online daily (TO), how much they believe a typical student of their university actively searches for possibilities for leaving (NeAL) and how much they themselves actively search for these possibilities (AL). Linear regressions and a Sobel test were used for the data analysis.

**Findings:** NeAL was found to be positively associated with AL and TO positively associated with NeAL. The direct relationship between TO and AL was not confirmed. The Sobel test showed that NeAL has a significant mediational effect in the relationship between TO and AL ( $z=2.25$ ,  $p\alpha<0.05$ ). The findings show that TO has no influence on AL other than the influence through NeAL.

**Conclusion:** Time spent online can modify one's efforts to leave the country indirectly through the modification of one's beliefs about trying to leave.

**Keywords:** *Plan to leave, normative beliefs, university students.*

---

## **ARE WE TEACHING WHAT WE'RE PREACHING? THE RELATIONSHIP BETWEEN THE VALUES OF LIFE AND CREATIVITY LEVELS IN COLLEGE LEVEL AND NON-COLLEGE LEVEL TEACHERS**

**Leonor Almeida, Joana Gentil Martins, Maria Malheiro Garcia, Beatriz Francisco Marques, Mariana Sofia Serras, & Beatriz Perry da Câmara**

*Catholic University of Lisbon (Portugal)*

### **Abstract**

This quantitative correlational study aims to 1) describe the levels of the variables creativity and life values of college level and non-college level teachers, 2) To compare the differences between groups based on gender, scientific field and teaching non-college or college level education and, finally, 3) performing correlation studies between the variable values of life and creativity.

For this purpose, the holistic model of base values (Brown, 1996, 2002) is being utilized to support the variable values of life, while the componential model of creativity is used for the creativity variable.

(Urban, 1994). Two instruments have been used in the operationalization of these variables: the LVI-R, Inventory of life values and the TCT-DP, test for creative thinking drawing production. In order to achieve this, data has been collected from a sample of 196 non-college level teachers and 60 college level teachers. Noteworthy results include correlations between levels of creativity and values such as creativity, spirituality and physical health. In addition to this, the study also verified differences when considering the variables 'scientific field' and 'age' in relation to creativity and sex, being a college level teacher or a non-college teacher, scientific field and age in relation to the life values.

**Keywords:** *Creativity, Life Values, College Level Teachers, Non-College Level Teachers.*

---

---

## LEGAL PSYCHOLOGY

---

### ADOLESCENTS' EXPERIENCES OF VICTIMIZATION AS MODULATING VARIABLES IN THE EMERGENCE OF DIVERGENT CONCEPTUALIZATIONS OF CYBERBULLYING

**Inmaculada Fernández-Antelo & Isabel Cuadrado-Gordillo**

*<sup>1</sup>Department of Psychology and Anthropology, University of Extremadura (Spain)*

#### **Abstract**

Faced with the emergence of new and increasingly complex situations of abuse produced in and through cyberspace, recent research has focused on determining the structure of the conceptualization of cyberbullying of the adolescents involved in the abuse. The present study has aimed at making a foray into the attempt to understand how the types of previous experiences of victimization determine the victims' conceptualization of the cyberbullying phenomenon. The sample consisted of 1386 adolescents aged between 12 and 16. The instrument used for the collection of data was a questionnaire. The results have shown that previous cyber victimization experiences influence the interpretation of cyber abusive behaviour either as cyberbullying episodes, as social relationship mechanisms, or as a revenge reaction to an aggression suffered previously. The victims' conceptualization is based on three criteria: imbalance of power, intentionality, and publicity. The key factor in this conceptualization is the intention to harm. This factor, in addition to having a strong causal relationship with cyberbullying, can explain the existence and relevance of the other criteria (the imbalance of power and publicity) in these adolescents' perception of cyber abuse. Finally, its status as a key element is further conformed by its mediating the indirect relationship between repetition and cyberbullying. Regarding the influence of type of experience of victimization, adolescents give greater importance to criteria of intentionality, publicity and imbalance of power to those types of attacks that have previously experienced.

**Keywords:** *Cyberbullying, victimization, intentionality, publicity, imbalance of power.*

---

### THE ROLE OF THE INTERGENERATIONAL TRANSMISSION OF ATTACHMENT ON THE INTIMATE PARTNER VIOLENCE

**Franca Tani & Lucia Ponti**

*Department of Health Sciences – University of Florence (Italy)*

#### **Abstract**

**Introduction.** Insecure attachment constitutes a significant risk factor for Intimate Partner Violence (IPV) (Pearson, 2006). The main focus of this study was to deep the attachment style, both to mother and romantic partner, by women victims of IPV. Moreover, our second aim was to test the intergenerational transmission of attachment with mother, in predicting IPV condition, both directly and indirectly through the quality of attachment with partner.

**Method.** A total of 60 women ( $M = 39.68$ ,  $SD = 7.92$ ) were recruited for the present study, divided in two groups: I) a clinical group of women victims of couple violence; II) a control group of women. All participant completed the *Inventory of Parent and Peer Attachment* that allows to measure a global score about Insecurity of Attachment; and the *Experiences in Close Relationships-Revised*, which assesses 2 dimensions of romantic attachment: Anxiety and Avoidance. A MANOVA analysis was performed to assess differences between clinical and control group in maternal and romantic attachment bond. Finally, a mediation analysis was conducted to explore the influence of intergenerational transmission of maternal attachment on IPV, directly and through romance attachment.

**Results.** In line with previous research, our results confirmed the presence of insecure attachment bonds, both with mother and partner, in women victims of IPV. Moreover, the intergenerational transmission of attachment results to be a risk factor in outset of violence inside couple relationships.

**Keywords:** *Intimate Partner Violence, Romantic Attachment, Maternal Attachment, Intergenerational transmission of attachment.*

---



## **PATTERNS OF ABUSE: PROFILING CHILD SEX ABUSE CASES USING MACHINE LEARNING**

**Nicholas Wisniewski & David Jimenez**

*Custody Care, Inc. (USA)*

### **Abstract**

In forensic psychology, there is practical interest in identifying major patterns of child sexual abuse, and associating a risk with each pattern. To this aim, we applied machine learning to a novel dataset of ( $n=254$ ) pre-trial case studies conducted by a single court-appointed forensic psychologist in Los Angeles and surrounding counties, over the years 1997-2013. The case studies consist of full police reports, including victim interviews and medical reports, accompanied by corresponding suspect interviews conducted by the forensic psychologist. Our results suggest a large number of conditional dependencies between risk factors that can be used to identify patterns of abuse, and stratify motifs according to risk. These motifs provide an intuitive framework in which risk can be largely understood by combinations of 5 primary features: length of abuse, threat of force, age of victim, relationship to victim, and courtship behavior.

**Keywords:** *Forensics, Child Sex Abuse, Machine Learning.*

---

## COGNITIVE AND EXPERIMENTAL PSYCHOLOGY

---

### MEDIA MULTITASKING: ARE YOU A SUPER TASKER?

**Lobna Cherif & Sophie Kenny**

*Department of Military Psychology and Leadership, Royal Military College of Canada (Canada)*

#### **Abstract**

Today, new technologies are omnipresent and evolve at a rapid pace. In order to keep up with changes in technologies, one must learn to adapt and potentially change old habits. Technological change is having an impact on many aspects of life affecting, amongst other things, the number of tasks we can perform simultaneously. While the need to multitask is now present in many fields of work, the negative impacts of multitasking on performance, in a variety of different contexts, have been widely discussed in the literature. The purpose of this study is to gain a better understanding of the negative impacts that media-multitasking, or engaging in multiple media activities simultaneously, exerts on performance. Participants were given a timed comprehension test following three test conditions: viewing a documentary video, playing a video game, or doing both simultaneously (media-multitasking condition). The results of this study are discussed within a framework which emphasizes specific processes and resources involved in the relationships of multitasking to attention and cognitive load.

**Keywords:** *Multitasking, workload, task switching, attention, cognitive load theory.*

---

### THE STUDY FOR RELATION BETWEEN COLOR PREFERENCE AND ITS REACTION TIME

**Shengai Jin & Yasuhiro Kawabata**

*Graduate School of Letter, University of Hokkaido/ Sapporo (Japan)*

#### **Abstract**

This study investigated the relation between two-color combination preferences and measured the reaction time for its examination among students aged between 20 and 30 years. In this study, we found that: 1. In the antagonistic color scheme, light tone was more preferred than vivid, dark tones; moreover, the ratings for blue-yellow pairs were higher than red-green in the same color scheme. 2. With regard to the reaction time, the examination for color preference had a negative correlation with its reaction time, the reaction time for single-colors lasted longer than for the color-pairs.

**Keywords:** *Preference, Color combinations, Reaction time.*

---

### EVALUATING AND PREVENTING COGNITIVE FAILURES IN A COMPANY OF THE BRAZILIAN ELECTRICAL SECTOR

**Ederaldo Lopes<sup>1</sup>, Adriano Pereira<sup>2</sup>, Adriano Andrade<sup>2</sup>, Selma Milagre<sup>2</sup>, Jenaina Magela<sup>3</sup>, & Paulo Roberto Prado<sup>3</sup>**

<sup>1</sup>*Institute of Psychology, Federal University of Uberlandia (Brazil)*

<sup>2</sup>*Faculty of Electrical Engineering, Federal University of Uberlandia (Brazil)*

<sup>3</sup>*CEMIG, Belo Horizonte (Brazil)*

#### **Abstract**

Studies addressing cognitive and emotional aspects are essential to assess and prevent cognitive failures in the workplace. The aviation, electrical and health sectors have benefited from these studies in terms of planning, decision-making, quality of life and, moreover, reducing occupational accidents. This study's aim was to assess various cognitive and emotional factors that possibly underlie human failures in the workplace and propose mechanisms to reduce errors and their consequences. A correlational study was conducted with 18 employees from CEMIG, an electric power company in the state of Minas Gerais,

Brazil, using measures of attention, memory, personality, individual and work stress, and a questionnaire addressing cognitive failures. A positive correlation was found between attention and memory. As for cognitive failures and stress at work, participants judged on favorable terms, disagreeing that both affect their lives at work. Half of the sample presented a moderate level of stress. The NEO-PI-R inventory showed an average level of neuroticism and conscientiousness, with a predominance of the latter. Although possible cognitive failures in the work situation cannot be explained solely by all the variables in question, preventive measures such as biofeedback techniques for stress reduction, personality assessment and training can be implemented to reduce future failures and their consequences.

**Keywords:** *Cognition, emotion, cognitive failures, workplace, stress.*

---

## **JUDGMENT OF THE CONSISTENCY BETWEEN A TEXTUAL PRIME AND A HYBRID PICTORIAL METAPHOR OF ANIMAL**

**Geoffrey Ventalon<sup>1</sup>, Charles Tijus<sup>1</sup>, Maria José Escalona Cuaresma<sup>2</sup>,  
& Francisco José Domínguez Mayo<sup>2</sup>**

<sup>1</sup>*Department of Psychology, University Paris 8 (France)*

<sup>2</sup>*Department of Web Engineering, University of Sevilla (Spain)*

### **Abstract**

In a metaphor, there are two main concepts. The topic refers to what people are talking about, and the vehicle describes the topic and gives the metaphorical sense. A metaphor depicted in a picture is called a pictorial metaphor. This study focused on hybrid metaphor which is a pictorial metaphor in which the topic and the vehicle are stuck, illustrating an entire shape. The aim of this study was to put forward the effect of the context asking native French participants to judge the consistency between a contextual sentence and a pictorial metaphor. Sentences referred to a conceptual property of an animal (e.g. a camel is unpleasant, a parrot talks a lot). Images depicted a human with a body of an animal. The experiment started with a sentence such as: "This man doesn't like to be bored." Then, a pictorial metaphor appeared. Either the image was consistent with the sentence (e.g. a man with a body of a camel because the sentence refers to the property "unpleasant" of the animal) either not (e.g. a man with a body of a gazelle). The experiment considered a version with a woman's head too. At first, participants saw sentences and images related to the man, or sentences and images related to the woman. The order was counterbalanced. Analyses focused on correct response rate and response time. We assumed that correct response rate should be higher when there is a consistency between the sentence and the metaphor. Response time should be faster when there is a consistency too. Because animals had mostly a masculine connotation (e.g. camel, rooster, wolf, bear versus gazelle), correct response rate should be higher for pictorial metaphors depicted a man rather than a woman. Response time should be faster for pictorial metaphors of a man too. Results showed that participants found the consistency of a sentence with the metaphor.  $X^2(N = 30) = 8.12, p < 0.05$  but performances were not significantly different if the pictorial metaphor depicted a man or a woman.  $X^2(N = 30) = 1.52, p > 0.05$ . Participants took no more time to answer if there was a consistency or not  $r = 0.10, p > 0.05$  but response time was faster when the pictorial metaphor introduced a man  $r = 0.03, p < 0.05$

**Keywords:** *Inference, text, image, property, animal.*

---

## **BRAZILIAN INDIGENOUS WOMEN: EDUCATION AND PUBLIC POLICY**

**Sonia Grubits**

*Universidade Católica Dom Bosco Campo Grande, Mato Grosso do Sul (Brazil)*

### **Abstract**

This study contemplates reports and reflections about gender in its interfaces with work/job, power and political participation of women in the Guarani/Kaiowá, Kadiwéu and Terena indigenous communities in Mato Grosso do Sul, Brasil. In the specific case of Guarani/Kaiowá, women from Dourados have a more active participation in and out of the community, in the share of family incomes, and they also stimulate

far more their sons to study and achieve a university degree. Among the Kadiwéu community, the most important fact is the women political power and division of roles between men and women, without valuing one role over the other. In the study on the Terena community, we observed that their close relationship with the national society has been promoting many transformations and the increase of women's activeness inside and outside their community.

**Keywords:** *Indigenous Women; Gender; Education; Health; Culture.*

---

## COMPARING PERSONALITY TESTS: IS BIGGER BETTER?

David Freeze<sup>1</sup>, Tracy A. Freeze<sup>2</sup>, & Lisa A. Best<sup>1</sup>

<sup>1</sup>*Department of Psychology, University of New Brunswick*

<sup>2</sup>*Department of Psychology, Crandall University*

### Abstract

According to the Five Factor Model (FFM), personality includes five basic factors: Neuroticism, Extraversion, Agreeableness, Openness to experience, and Conscientiousness. Although the Neuroticism, Extraversion, Openness Personality Inventory (NEO-PI-R) is the gold standard of personality testing, it is time-consuming, cumbersome for some participants, and provides a level of detail that is not always necessary. Our purpose was to compare longer (NEO-PI-R; 240 items), medium (Big Five Inventory; 44 items) and shorter (Ten Item Personality Inventory; 10 items) tests. Further, we were interested if a single item could be used to measure the five dimensions; we used descriptors for each of the factors and

asked participants to rate how well these applied to them. Participants (N=192) were recruited from university samples and completed a series of personality inventories. Results indicated moderate to strong correlations between the tests, including between the single item descriptors and established tests. To examine the test concordance, we defined the dominant trait as the trait associated with the highest absolute factor *z*-score. There was significant concordance, particularly for Extraversion and Conscientiousness. Thus, participants had a general sense of their own personality and, thus, even a single item may provide a general indication of personality traits. Our results suggest that although facet level measurement may be preferable in some situations, shorter tests may be appropriate when time is a factor or when a quick measure of personality is necessary.

**Keywords:** *Big Five personality traits; Neuroticism, Extraversion, Openness, Personality Inventory Revised (NEO-PI-R); Big Five Inventory (BFI); Ten Item Personality Inventory (TIPI).*

---

## PSYCHOANALYSIS AND PSYCHOANALYTICAL PSYCHOTHERAPY

---

### NARCISSISTIC INJURY IN PATIENTS WITH HAEMATOLOGICAL DISEASES: FROM DIAGNOSIS TO CLINICAL FOLLOW-UP

Iris Miyake Okumura<sup>1</sup>, Maribel Pelaez Dóro<sup>1</sup>, & Aline Cristina Antonechen<sup>2</sup>

<sup>1</sup> *Complexo Hospital de Clínicas da Universidade Federal do Paraná (Brazil)*

<sup>2</sup> *Hospital das Clínicas de Ribeirão Preto (Brazil)*

#### Abstract

The following observations derive from theoretical articulation and clinical experience of psychologists from a Haematopoietic Stem-Cell Transplantation Service. With some symptoms that can be easily neglected, such as tiredness and weakness, the diagnosis of a haematological disease is received as negative abrupt news by the patients. After confirming through laboratory exams and clinical assessment, this diagnosis carries the stigma of being a closer step towards death. At this moment, the patient experiences a grief, which is the loss of the healthy body. The sudden aspect of this diagnosis opens a narcissistic injury as a sign of the individual's finitude. Even with a good prognostic and all the investment in treatments, it is not possible to claim in advance the certainty of complete cure. Thus, the feeling of impotence is emphasized. Firstly, because of the new condition of illness and, secondly, due to not knowing what is going to succeed considering health, professional career, personal plans. The patients face lack of responses and emptiness, which obligate them to reorganize themselves in terms of life's meaning and aims. Other psychological aspect in narcissistic injury includes emotional liability. It is common to see mood disorders (anxiety, distress, depression) which must be accompanied by a psychologist, who will be able to provide appropriate embracement and attendance in order to develop coping strategies for this life-threatening moment. Understanding psychological risk factors improves the ability of dealing with emotions. Strengthening protective factors help the patient reconstruct beliefs that have fallen apart in an adverse situation.

**Keywords:** *Narcissistic injury, haematological diagnosis, hospitalar psychology, psychological follow-up.*

---





# VIRTUAL PRESENTATIONS





## CLINICAL PSYCHOLOGY

---

### WHO AM I? A MEANING-BASED APPROACH TO ASSESSING THE SELF-IMAGE

**Shulamith Kreitler**

*School of Psychological Sciences, Tel-Aviv University (Israel)*

#### **Abstract**

The purpose of the paper is to present a new approach to the assessment of the self image, based on the assumption that the self-image is a concept defined in terms of a set of meanings. In accordance with the Kreitler meaning system, meaning is defined as a pattern of cognitive contents assigned to a referent. A questionnaire of the self-image has been constructed in which the self functions as the referent and 30 different kinds of contents, corresponding the categories constituting the system of meaning, are presented in the form of items. The subject is requested to respond to the items by checking the degree to which each is important for expressing one's self. A study is described in which the meaning-based assessment of self (MBAS) was administered to 75 undergraduates, together with questionnaires assessing self identity, self esteem, extent of social relations, and the big five personality traits. The results showed that scores on MBAS were correlated positively with self esteem, social relations, extroversion, agreeableness and openness, and negatively with diffuse self identity and conscientiousness. The conclusions are that the MBAS is a valid and reliable measure of the self image which unravels the contents constituting the self image.

**Keywords:** *Self-Image, Meaning, Self Identity, Social Relations, Personality Traits.*

---

### RELATIONSHIP BETWEEN FAMILY COHESION, RESILIENCE AND SELF ESTEEM AMONG INDIAN ADOLESCENTS

**Jennifer Chandani<sup>1</sup> & Geetha Raman<sup>2</sup>**

<sup>1</sup>*Department of Psychology, Smt. MMP Shah Women's College of Arts & Commerce, SNDT Women's University (India)*

<sup>2</sup>*Save The Children India (India)*

#### **Abstract**

A very crucial part of an individual's life is the adolescence period. This is the period where personalities start getting molded. Hence, focusing on variables related to the development of personalities becomes important. This is also the period when adolescents encounter challenging novel situations or otherwise that may play a major role in determining their adult life success. Attempts have been made earlier to relate and explore cohesion of family i.e. the emotional connection with family members particularly with adolescence age group, especially in the Indian Culture, where there is still higher emphasis given to family. Resilience can be understood as a personality characteristic that moderates the effects of stress and promotes adaptation. Self- esteem, (particularly high self-esteem), is yet another factor that helps and contributes positivity in a person during difficult times, by aiding in the process of recovery. The present study attempted to find out the relationship between Family Cohesion, Resilience and Self-Esteem among Indian adolescents. These variables were measured using The Family Environment Scale (FES), The 14-Item Resilience Scale (RS-14), and Rosenberg's Self-Esteem Scale respectively. 100 adolescent participants in the age group 12-19 yrs were considered for this study. Convenient Sampling Method was used and all the 3 tests were given to each participant. A Low Positive correlation was found between Family Cohesion and Self-esteem. A Moderate Positive Correlation was found between Family Cohesion and Resilience as well as between Resilience and Self-Esteem. Overall, the obtained results were found to be significant at  $p < 0.01$  level.

**Keywords:** *Family Cohesion, Resilience, Self-Esteem, Adolescents.*

---

## EDUCATIONAL PSYCHOLOGY

---

### IMPROVING COGNITIVE DEFICITS RELATED TO COMMON PSYCHIATRIC DISORDERS WITH AN INNOVATIVE ASSESSMENT AND TRAINING PROGRAM

**Paul B. Cliveden, Martina Ratto, & Keiron T. Sparrowhawk**

*MyCognition Ltd. (United Kingdom)*

#### **Abstract**

Cognitive deficits are common in patients with neurodegenerative and psychiatric disorders. The costs associated with administering, analyzing, and reporting for traditional assessments are high and interventional training programs are seldom linked to an assessment's results. A new program has been developed that integrates an online, self-administered assessment with cognitive training embedded in an engaging video game. The training game dynamically adapts itself to the assessment's results, providing the user a personalized program focused on improving the weakest domains of cognition. The key domains assessed and trained are attention, working memory, episodic memory, executive function, and processing speed. The assessment uses electronic versions of the most researched, previously validated, psychometric tests to provide a broad evaluation of cognitive function. The assessment has been validated in two cohorts of 19 and 58 patients with psychiatric disorders – obsessive-compulsive disorder, schizophrenia/schizoaffective disorder, or major depressive disorder – who used the new tool alongside the more extensively adopted Cambridge Neuropsychological Automated Test Battery assessments, showing significant correlations between the equivalent subtests. A randomized, controlled trial is in progress to evaluate the effectiveness of the cognitive training program in these patients. The protocol requires playing the videogame for at least 30 minutes per day, three times a week for twelve weeks. Clinical symptoms and cognitive and psychosocial functioning are assessed following the training period. The results of an initial pilot study showed significant improvements in cognitive function, particularly in verbal memory and visual memory. A larger study with an analogous set of patients is in progress. The positive results achieved justified further studies employing the cognitive program in other psychiatric sets. A preliminary study is in progress as one part of a multimodal intervention program at a clinic for children diagnosed with post-traumatic stress disorder (PTSD) resulting from child sexual abuse. Although it isn't possible to evaluate the effectiveness of this program's individual intervention modules, the cognitive assessment's results have shown large improvements in cognitive function for many in the patient population with commensurate improvements in PTSD symptoms and scores. A study is in progress with a group of hospitalized children affected by a range of psychiatric disorders, investigating both the relationship between the patients' cognitive function and the psychiatric disorder itself and the potential improvements related to the cognitive training.

**Keywords:** *Cognitive impairments, psychiatric disorders, cognitive assessment and training.*

---

### THE QUALITY OF PARENTING AND SELF-EFFICACY OF ADOLESCENTS

**Snežana Stojiljković & Jelisaveta Todorović**

*Faculty of Philosophy, University of Niš (Serbia)*

#### **Abstract**

The family context of growing up is an important factor that can contribute to building a positive self-concept and child's perception of self-efficacy. According to Bandura's theory, self-efficacy refers to person's belief that he can successfully carry out the actions needed to achieve certain goals.

This study was aimed to investigate the relationship between the quality of parenting and self-efficacy of adolescents. The research sample consisted of 148 primary school students from Nis, Serbia, aged 13-14 years. KOBI scale (Vulić-Prtorić, 2002) was used to measure four styles of parenting (acceptance and rejection by mother and father, perceived by their children) and also to estimate the overall satisfaction with family interaction. The questionnaire SEQ-C (Muris, 2001) was used to measure three forms of self-efficacy: a) social - the belief that person is able to relate with peers in an assertive manner, b) academic - the person's belief about competence to learn and meet the expectations of the school, c) emotional - the belief that the person is able to cope adequately with negative emotions.

The results showed that adolescents perceived their parents as moderately accepting while parental rejection was estimated quite low. Rather high score was obtained on general satisfaction with family ( $M = 41.25$ , range 11-55). All this suggests that adolescents perceive their parents primarily as accepting and warm. They also reported high quality of child-parent interaction and satisfaction with the family ( $M=41.25$ , range 11-55), which was correlated to emotional self-efficacy ( $r=.224$ ,  $p<.01$ ) and academic self-efficacy ( $r=.209$ ,  $p<.01$ ). Perceived upbringing style of father was the most important correlate of social self-efficacy of adolescents, which is shown by a positive correlation with father's acceptance ( $r=.267$ ,  $p<.01$ ) and negative correlation with father's rejection ( $r=-.207$ ,  $p<.05$ ); in addition, a negative correlation was found with rejection by the mother ( $r=-.178$ ,  $p<.05$ ). Perceived acceptance by parents is the most important correlate of academic self-efficacy of adolescents, which is evidenced by a positive correlation with the acceptance by mother ( $r=.223$ ,  $p<.01$ ) and father ( $r=.192$ ,  $p<.05$ ); it was also found a negative correlation with father's rejection ( $r=-.171$ ,  $p<.05$ ). A similar picture of the correlates of emotional self-efficacy of adolescents was found: the perceived acceptance of both parents can contribute to their emotional self-efficacy while rejection by the mother may slow it down. These findings are discussed in the light of formative role of parents and the importance of family factors in the development of personality.

**Keywords:** Parental styles, family satisfaction, self-efficacy, adolescents.

## **NORMATIVE BELIEFS, PERCEIVED HIGH EXPECTATIONS FROM ADULTS IN SCHOOL AND PREVENTION PROGRAM UNPLUGGED – GENDER DIFFERENCES**

**Marianna Berinšterová & Olga Orosová**

*Department of Educational Psychology and Health Psychology, Faculty of Arts, Pavol Jozef Šafarik University in Košice, Slovakia*

### **Abstract**

The aim of this contribution was to explore the effectiveness of the universal prevention program Unplugged with respect to behavioral indicator – lifetime prevalence of alcohol use and psychological indicators – descriptive normative beliefs about drunkenness of friends and perceived expectations from adults in school, separately among boys and girls. Moreover, the mediational role of the changes in the perceived high expectations from adults in school in the relationship between changes in descriptive normative beliefs about drunkenness of friends and lifetime prevalence alcohol use among adolescents was examined separately for boys and girls, controlling for school attachment.

**Method:** Sample consisted of 1298 early adolescents (53.3% girls, Mean age=11.72 years,  $SD=0.67$  years), who took part in the evaluation study of the universal prevention program Unplugged. The sample was divided into groups with respect to gender and program participation. Data were collected before the program implementation (T1), 12 months after the program implementation (T2) and 15 months after the program implementation (T3). Single item measure of normative beliefs was used from the questionnaire of international study ESPAD. Perceived high expectations from adults in school and school attachment were measured by the Resilience and youth development module questionnaire.

Paired sample T test and Wilcoxon test were used for exploring differences between gender and program (non)participation. Linear and binary logistic regression and Sobel test was used for mediational analysis. **Results:** Lifetime prevalence of alcohol use increased in all groups between T1 and T3. Descriptive normative beliefs significantly increased, and perceived high expectations from adults in school decreased between T1 and T2, except for girls in the experimental group. Moreover, among girls, mediational role of changes in perceived high expectations from adults was found in the relationship between descriptive normative beliefs about drunkenness of friends and lifetime alcohol use (T3) ( $Z=2.01$ ;  $t<0.05$ ).

**Conclusion:** The effect of the program Unplugged was not confirmed with respect to the behavioral indicator. Gender differences were found in effectiveness of the program Unplugged with respect to psychological variables – descriptive normative beliefs about drunkenness of friends and perceived high expectations from adults in school. Despite the increase in descriptive normative beliefs, perceived positive expectations for adults in school has a protective role regarding lifetime prevalence of alcohol use among girls. These findings contribute to the knowledge about gender differences in effectiveness of Unplugged and suggest the importance of support from significant adults in school.

**Keywords:** Descriptive normative beliefs, high expectations from adults, alcohol use, Unplugged.

## SOCIAL PSYCHOLOGY

### EMOTIONAL AND PERSONAL WELL-BEING'S RELATIONS WITH THE EXTRAVERSION-INTROVERSION, BURNOUT AND ADAPTATION

**Galina Glotova<sup>1</sup> & Larisa Karapetyan<sup>2</sup>**

<sup>1</sup>*Psychological Department, Lomonosov Moscow State University (Russia)*

<sup>2</sup>*Psychological Department, Ural Federal University (Russia)*

#### **Abstract**

Objectives: the first objective of the research was to explore how adults assess their emotional and personal well-being. The second objective was to explore psychological correlates of self-assessment of emotional and personal well-being. Design: a quasi-experimental study was conducted. The correlation analysis (by Spearman) was applied to the data obtained. Methods: the "Self-Assessment of Emotional and Personal Well-being" research technique (Glotova & Karapetyan, 2009) were offered to adults aged 18-65. The participants had to assess themselves on a seven-point scale, using the following parameters: "happy", "lucky", "optimist" (positive emotional component A); "successful", "competent", "reliable" (positive personal component B); "pessimistic", "unhappy", "envious" (negative component C) (Study 1). The results for each of the nine parameters were analysed and the general index of self-assessment of emotional and personal well-being was calculated using this formula: A+B-C. The following research techniques were also used: the Myers Briggs Type Indicator (MBTI, F; EI scale) (Study 2); the Maslach Burnout Inventory (MBI) (Study 3); the Rogers-Diamond Test of Social-Psychological Adaptation (SPA) (Study 4). The results: in Study 1 (n=2229) descriptive statistics were obtained for each of the nine parameters and for the general index of self-assessment of emotional and personal well-being. The results of Study 2 (n=857) showed correlations between extraversion (EI scale MBTI, F) and the positive parameters and the general index of self-assessment of emotional and personal well-being, and correlations between introversion and the negative parameters. The results of Study 3 (n=381) showed the positive parameters and the general index of self-assessment of emotional and personal well-being correlate negatively with the indicators of burnout (MBI), while the negative parameters correlated positively. The results of Study 4 (n=1201) showed the positive parameters and the general index of self-assessment of emotional and personal well-being as positively correlated with the six integral indicators of the SPA research technique, while the negative parameters of emotional and personal well-being correlated negatively with the six integral indicators of the SPA. Conclusion: the results of the obtained data indicate a possibility of using the construct "emotional and personal well-being" along with the constructs "subjective well-being" and "psychological well-being".

**Keywords:** *Well-being, extraversion-introversion, burnout, adaptation.*

### ON BURNOUT PERCEPTION AMONG SECONDARY SCHOOL TEACHERS: A PILOT STUDY

**Isabella Corradini<sup>1</sup>, Assunta Marano<sup>1</sup>, & Federico Paolinelli<sup>2</sup>**

<sup>1</sup>*Themis Research Centre (Italy)*

<sup>2</sup>*Secondary School Teacher (Italy)*

#### **Abstract**

Burnout is a stress phenomenon widely described in literature (e.g. Freudenberg, 1974; Maslach 1976; Maslach, Schaufeli and Leiter, 2001, 2009; Cherniss, 1980). It concerns particularly helping professions, as medical and social work professions, but it is increasingly found in any workplace, due to the higher and higher rate of organizational and procedural changes.

The focus of our pilot study is the evaluation of teacher's burnout perception based on the analysis of the following categories defining the professional realization: personal expectations, satisfaction elements, discrepancy elements, perception and management of work difficulties.

The study has involved 74 Italian secondary school teachers aged between 25 and 64 (F:24,3%; M:75,7%) from central regions of Italy. The sample completed a subjective multiple response questionnaire on burnout perception (Corradini, Paolinelli, 2016). The sample was stratified with respect

to the following variables: age (Percentage/Range 25-34: 6.8%; 35-44: 28.4%; 45-54: 29.7%; 55-64: 35.1%); teaching seniority (Percentage/Range 1-10: 35.1%; 11-21: 25.7%; 21-30: 17.6%; more than 30: 21.6%), gender, and balanced in term of employment status and level of education.

Analyses were conducted using quantitative statistical method to identify satisfaction factors among teachers and their possible correlations and dissimilarities. The correlation analysis with a Spearman method revealed two significant coefficients (salary satisfaction and role recognizing satisfaction) sharing important prediction within each of the two relevant independent variables (salary satisfaction by teaching seniority,  $R^2=.08$ ; role recognizing satisfaction by gender,  $R^2=.10$ ) identified by a stepwise regression.

Even if coming out from a pilot study, these results point to the necessity of adapting prevention measures to the specific characteristics of the considered teachers' groups. We plan also to extend the study to a larger sample.

**Keywords:** *Burnout, teacher, perception, prevention, workplace.*

---

## CONFLICT STRATEGIES AS PREDICTORS OF SOCIAL ANXIETY IN ADULTS

**Galina Kozhukhar**

*Moscow State University of Psychology and Education, Moscow (Russia)*

### Abstract

The issue of social anxiety is becoming increasingly important in modern society, which is caused by a variety of socio-psychological and personal factors. The experience of social anxiety is directly related to the nature of human interaction, that's why the purpose of work was the study of conflict strategies and manifestation of various types of social anxiety in adults. The main question of study is to identify what kind of conflict strategies are predictors of types of social anxiety and overall level of its intensity in adult respondents. Two methods were used: Social anxiety and social phobia questionnaire (authors Sagalakova, Truevtsev) and Thomas-Kilmann test to determine conflict strategies. The survey involved 106 respondents, all of them with higher education, age from 22 to 46 ( $M=33.29$ ,  $SD=5.74$ ), among them 30 men and 76 women. Descriptive statistics, percentage and regression analysis were used for data processing. The main findings allowed to describe the models containing conflict strategies, for each type of social anxiety and general level of its intensity. The average indicator of the level of social phobia was 29.55 points, located on the border between the intermediate zone (social courage - episodic manifestations of social anxiety) and moderately increased social anxiety. At the same time, 46.23% of respondents had an increased social anxiety to a greater or lesser degree. It was found that model that allows to predict the overall level of social anxiety includes 4 conflict strategies out of possible 5, and with a negative sign. This means that if the adults, in a conflict situation, are able to apply competition, compromise, collaboration, and accommodation, their social anxiety reduces. Different strategy models were as predictors for different types of social anxiety. Moreover, avoiding had a direct correlation with an increase of such types of anxiety, as "being in spotlight", desire to overcome anxiety in expert situations, restraint in expression of emotions, as well as taking the initiative in formal situations because of fear of criticism and possible loss of subjective control. Limitations of study are unbalanced sample by gender and use of only two methods of research. We believe that results of this study will help to carry out the prediction of manifestation of various types of social phobia, based on preferred conflict strategies in adults and to use a change of behavior in conflict with the help of psychological training as a method for preventing and overcoming the various types of social anxiety.

**Keywords:** *Social anxiety, social phobia, conflict strategies, adults.*

---

## COGNITIVE AND EXPERIMENTAL PSYCHOLOGY

---

### IMPROVING LEARNING AND SCHOOL ACHIEVEMENT WITH AN ASSESSMENT AND TRAINING PROGRAM OF BASIC COGNITIVE FUNCTION

**Martina Ratto, Paul B Cliveden, & Keiron T Sparrowhawk**

*MyCognition Ltd (United Kingdom)*

#### **Abstract**

School achievement has commonly been associated with intelligence and performance scores obtained in skill-assessing tests. However, the identification of the neuropsychological bases of the children's academic outcomes is often missed by the common intelligence tests, which rely mainly on measures of the skills performed in the test itself, more than on the underlying cognitive functioning. This reflects on the main programs targeting pupils with special educational needs (SEN) and/or learning difficulties or disabilities, since they are focused on improving the academic weaknesses by training these weaknesses. The program presented here, in contrast, is aimed at assessing children's basic neurocognitive function which underlies a broad range of academic skills and training those domains showing weaknesses. The program comprises an online, 15-minute, self-administered assessment that includes five extensively validated tests targeted on key cognitive domains – attention, working memory, episodic memory, executive function, and processing speed. The assessment's results are then used to customise a personalised training program embedded in an engaging and challenging video game, which targets pupils' weakest domains more intensively. The video game tasks have been designed to be different from the assessment's tests, ensuring that the scores are immune to a practice effect and that potential improvements are due to an actual improvement in cognitive functioning and not to a single performance skill. A number of case studies have evaluated the potential transfer of cognitive improvements to academic achievement. Initial studies involving more than 600 mainstream school students showed that, for those who completed the recommended training program – video game playing for 90 minutes per week for 12 weeks – significant improvement in cognitive function resulted, especially in working memory and executive function. The relationship of these two cognitive domains with basic academic skills such as reading or mathematics is widely reported in the literature. Further studies involving pupils with SENs or learning difficulties/disabilities showed large improvements across all the cognitive domains with measurable progress in all the main subjects, including mathematics, English, and science for the students who followed the training program, while minor achievements were obtained in a control group participating in a homework class. Current studies are expected to provide additional evidence on the role played by the core cognitive functions in developing mathematics skills.

**Keywords:** *Cognitive assessment and training, learning difficulties, learning disabilities, academic achievement, special educational needs.*

---

### MENDING MAYA: AN ANALYSIS OF AGING AND INTERGENERATIONAL CONNECTION IN DELHI, INDIA

**Aleksandr Chandra**

*Psychology Department, Connecticut College (USA)*

#### **Abstract**

Past research suggests that intergenerational programming can have positive effects in bridging generational gaps. In an effort to explore intergenerational programming in one specific, cosmopolitan community in India, this research examined intergenerational connection and understanding and tested the effectiveness of implementing an art-based intergenerational intervention called Mending Maya. The intervention engaged seven young adults from a young adult's empowerment and learning center and eight seniors at an old age home. This eight-week intergenerational intervention connected both young adults and seniors through three specific art forms: music, arts and crafts, and theatre/meditation. Before and after the conclusion of this intergenerational intervention, intergenerational connection and understanding were explored in semi-structured interviews with senior program participants and young adults from the surrounding community (pre-program interviews), and with young adult intervention

participants (pre and post-program interviews and structured assessments). Interviews were thematically coded. Results revealed that intergenerational arts programming in New Delhi, India can be an effective way to repair and restore webs of attachments between generations both inside and outside the actual parameters of the program. Aspects of the program that appeared essential to supporting these effects were utilization and maximization of existing community resources and a focus on cultural values that emphasize family and community. The final discussion synthesizes perceptions of aging in a changing world and program evaluations in order to paint a picture of aging as it is currently understood in Delhi, India. The discussion also examines the intergenerational intervention's relevance to and sustainability within the Delhi community, and suggests ways the Delhi community can utilize intergenerational programming to enhance personal and community development through civic engagement.

**Keywords:** *Aging, art, intergenerational contact, community development, India.*

---

## IS THERE A CONCEPTUAL SET BIAS IN MULTIPLE-TARGET SEARCH?

**Margit Höfler & Birgit Hübel**

*Department of Psychology, University of Graz (Austria)*

### **Abstract**

Visual search is the search for a target object (e.g. a particular book on the bookshelf) among distractor objects (e.g. all other books on the shelf). Previous research has indicated that, if we search for more than one target simultaneously in a display, the detection rate of subsequent targets in the display can be reduced once the first target is found. Such subsequent search miss errors (SSMEs) have been shown to be very robust but the underlying mechanisms are still unclear. In the current experiment we tested whether a conceptual set bias might cause SSMEs. Due to a conceptual set bias, a target from a category different to the first target's category should be missed more often because search is assumed to be guided to those items that share the same category as the first target. For instance, if we search in a display for a drawing of a dangerous weapon among everyday objects and the first weapon we find is a gun, we might miss another category of weapon (e.g. a knife) more often than a weapon of the same category (another gun). In order to test this prediction, we had 26 participants search for drawings of dangerous objects of the same or different categories (guns and/or thrust weapons) within a display of everyday objects. Each search display consisted of 20 items and contained either no, one or two targets. If two targets were in the display, they were either of the same category (e.g. both were guns or both were thrust weapons) or of a different category (one gun and one thrust weapon, respectively). We analysed response times and search accuracy as measures for search performance and possible SSMEs. The results showed that, as expected, the search was overall longer, if only one search target was present as compared to when two or no targets were present. However, search accuracy did not differ with regard to the target category (same or different) and we did not observe a SSME. Together, these results suggest that, at least with the current set of stimuli, there is no conceptual set bias in multiple-target search.

**Keywords:** *Visual search, multiple-target search, subsequent search miss error, attention.*

---







# WORKSHOPS



## CLINICAL PSYCHOLOGY

---

### EVIDENCE-BASED TREATMENT STRATEGIES FOR TRICHOTILLOMANIA AND COMPULSIVE SKIN PICKING

**Omar Rahman**

*University of South Florida (USA)*

#### **Abstract**

##### **Purpose:**

- To provide a review of current evidence-based treatment for trichotillomania (TTM; hair pulling disorder) and compulsive skin picking (CSP).
- Demonstrate the basics of conducting behavioral interventions for hair pulling and skin picking

##### **Background:**

Hair pulling and compulsive skin picking are typically chronic disorders that usually begin in childhood. Behavioral and biological understanding of these disorders is limited. In addition, they are often difficult to treat, with less than optimal response rates and a high relapse rate.

Behavioral interventions, such as habit reversal training (HRT), are considered the most effective treatment for these issues. Recently, other techniques (e.g., acceptance and commitment therapy and dialectic behavioral therapy) have also demonstrated some effectiveness in increasing treatment response, often in conjunction with HRT.

Pharmacological treatment has not been very effective for TTM and CSP. However, a recent review (McGuire et al. 2014) has suggested that in certain cases serotonin reuptake inhibitors (SRI) may be somewhat effective in reducing hair pulling.

##### **Key points**

- This workshop will cover implementation of evidence-based behavioral treatment for hair pulling and compulsive skin picking.
- Strategies will include Habit Reversal Training, response prevention techniques, cognitive reappraisal, and stress management techniques.
- We will review evidence for pharmacological treatment.
- We will also discuss new advances in the treatment of these disorders, such as using adjunct methods, treatment for young children, and ways to enhance treatment outcomes.

##### **Description of the participants:**

Participants will be mental health professionals (psychologists, psychiatrists, therapists, counselors, etc.) who wish to develop skills in understanding and providing comprehensive behavioral treatment for hair pulling and skin picking. Maximum number will be 40.

**Keywords:** *Hair pulling, skin picking, habit reversal training, trichotillomania.*

---

## EDUCATIONAL PSYCHOLOGY

---

### CREATIVITY: ITS COGNITIVE, EMOTIONAL AND MOTIVATIONAL ASPECTS

**Shulamith Kreitler**

*School of Psychological Sciences, Tel-Aviv University (Israel)*

#### **Abstract**

The paper presents a comprehensive model of the major general and specific factors of creativity in the domains of cognition, motivation, emotions, personality, behavior, and health and its environmental context.

**Keywords:** *Creativity, cognition, motivation, cognitive orientation, meaning.*

---

## PSYCHOANALYSIS AND PSYCHOANALYTICAL PSYCHOTHERAPY

---

### ENGAGING AND MANAGING ANGRY YOUNG MEN WITH MENTAL HEALTH ISSUES: A SIX-SESSION INTERVENTION

**Associate Professor Warrick Brewer**

*Honorary Principal Research Fellow*

*Department of Psychiatry; Centre for Youth Mental Health,  
The University of Melbourne (Australia)*

#### **Abstract**

Engaging antisocial young men presents considerable difficulty, particularly when the impact of acquired brain injury (ABI) or mental illness exacerbates premorbid immature personality traits. Functions of anger are often misunderstood, where diagnosis of antisocial personality reflects a behavioral description rather than etiology. Hence, aggressive behavior is commonly a hurdle to engagement and treatment response. 'Management' techniques of anger are less effective than reframing and understanding its source and function. Treatment involves release of anger as a valuable motivational source for meeting functional goals.

Objectives of this workshop include (i) provision of clinical insights for increasing engagement; (ii) summarising neural processing and clinical signs of compromised development with a view to formulating the relative impact of genetic risk, brain injury, cognitive ability, environmental compromise, personality and substance use on presentation (iii) identifying and addressing unmet emotional need arising from common threats to healthy development; (iv) understanding anger's nature and function; (v) managing violence; (vi) advancing emotional intelligence including recognition and articulation of the emotional self and structured self-identity; and (vii) Introduction of a 6-session treatment manual (In Press) for engaging and managing violent young men.

The workshop draws upon published material from a pioneering clinical-research youth mental health neuropsychology program with a focus on clients with a forensic history. The presenter's research on emotion dysregulation in neurodevelopment includes findings in Autism-spectrum, ADHD, Psychosis, OCD and Antisocial Personality disorders. Recent outcomes from an Intensive Case Management Team intervention have recently been published (Brewer et al [2015] *Lancet Psychiatry*, 2:29). This team was pioneered at the Orygen Youth Health Early Psychosis Program in Melbourne and targeted difficult to engage aggressive young men with psychosis who were at risk for homicide or suicide.

**Keywords:** *Violence, Suicide, Psychosis, Treatment, Neuropsychotherapy.*

---



## AUTHOR INDEX

Adamczyk, K.	6, 7	Dóro, M.	45, 68
Adrover-Roig, D.	48	Dufresne-Tassé, C.	12
Aguilar-Mediavilla, E.	48	Duraku, Z.	20
Akdur, S.	47	Ebru Ay, Ç	8
Al Ali, O.	13	Émond, A.	40
Al Hajri, F.	12	Escalona Cuaresma, M.	41, 65
Alioğlu, S.	8	Fernández-Antelo, I.	48, 62
Almeida, L.	49, 60	Ferreira, T.	55
Al-Shabibi, A.	17	Festas, M.	15
Alves-Costa, F.	34	Flood, K.	17
Anamika	36	Fowler, S.	5, 6
Andrade, A.	64	Freeze, D.	66
Antonechen, A.	45, 68	Freeze, T.	66
Apergi, T.	4	Gagné, M-H.	31
Aslan, B.	49	Gajdošová, B.	50, 58
Astar, M.	32, 33	Garcia, M.	60
Bacı, F.	20	Gaudet, D.	38
Balkan, K.	20	Glотова, G.	74
Banerjee, S.	36	Goupil, G.	49
Barel, E.	39, 40	Grubits, S.	24, 65
Batalla, E.	13	Güven, H.	8
Ben-ari, R.	32	Haggard, M.	23
Benelbaz, J.	26	Halligan, S.	34
Benka, J.	60	Hamilton-Giachritsis, C.	34
Berinšterová, M.	58, 73	Harris, L.	5
Best, L.	5, 6, 8, 17, 38, 66	Havan, Y.	20
Bobková, M.	27	Höfler, M.	77
Bogoyavlenskaya, D.	41	Holevová, B.	34
Bonamy, J.	38	Horváth, S.	53
Both, L.	5, 6	Howes, R.	35
Bozgunov, K.	47	Howes, S.	35
Brewer, W.	83	Hricová, L.	59
Buhay, D.	17	Hricová, M.	9
Buil-Legaz, L.	48	Hu, S.	39
Bulgan, G.	19	Huang, W.	46
Cao, A.	39	Hübel, B.	77
Castagna, V.	57	Hunnicutt, J.	7
Chandani, J.	71	Hyde, J.	7
Chandra, A.	76	Ikiz, F.	20
Chaudhuri, P.	50	Janovska, A.	50, 58
Cherif, L.	64	Jimenez, D.	63
Chhibber, K.	11	Jin, S.	64
Çimen, S.	8	Kahhale, E.	27, 28, 53
Cliveden, P.	72, 76	Kaliská, L.	51
Corradini, I.	74	Kara, D.	54
Côté, M.	31	Karapetyan, L.	74
Cuadrado-Gordillo, I.	48, 62	Kawabata, Y.	64
da Câmara, B.	60	Kaynar, G.	49
da Silva, J.	15, 16	Kefalas, P.	14
Dai, Q.	12	Kenny, S.	64
Datta, A.	50	Kılıç, N.	32
Davis, L.	5, 6	Köiv, K.	25
De Coster, D.	46	Koizumi, R.	19
Deyneka, O.	31	Kömürcü, B.	47
Díaz, M.	13	Konshina, T.	28
Dickson, J.	9	Kotlyarova, L.	41, 59
Domínguez Mayo, F.	41, 65	Köverová, M.	10

Kozhukhar, K.	75	Pereira, A.	64
Kreitler, S.	71, 82	Petrović, D.	16, 18
Kulanová, M.	58, 60	Poirier, N.	49, 51
Leal, M.	55, 56	Ponti, L.	57, 62
Leão, I.	27, 28	Popov, V.	47
Leitão, S.	21	Prado, P.	64
Leman, J.	23	Proctor, C.	8
Leroux-Boudreault, A.	51	Psederska, E.	47
Lima, T.	49	Ráczová, B.	10
Lippuner, F.	30	Rahman, O.	3, 81
Lopes, E.	64	Raman, G.	71
López-Penadés, R.	48	Ramírez, N.	21
Lovaš, L.	27	Ramos, L.	16
Macedo, G.	21	Ratto, M.	72, 76
Maceina, T.	37	Robin, F.	38
Machado, T.	15, 16, 26	Rong-Xuan, C.	12
Maciel, L.	53	Rowatt, W.	23
Magela, J.	64	Royanto, L.	25
Makino, K.	57	Sadovnikova, T.	28, 30
Mangunsong, F.	21	Saltukoğlu, G.	8, 33
Marano, A.	74	Sanchez-Azanza, V.	48
Marin, D.	40	Santoso, G.	25
Marques, B.	60	Savvidou, S.	14
Martins, J.	60	Segrin, C.	6
Masiorski, M.	45	Serrano, F.	54
McCarthy, P.	24	Serras, M.	60
McKenzie, J.	5	Shchelkova, O.	4
McPhee, R.	17	Shetty, R.	11
Medyanik, O.	29	Sitrava, S.	42
Medyanik, I.	35	Smart, K.	14
Mehraei, M.	37	Sollarova, E.	51
Melo-Silva, L.	55, 56	Sparrowhawk, K.	72, 76
Mendonca, J.	40	Stojilković, S.	72
Meunier, E.	12	Storch, E.	3
Miguel, J.	15, 26	Suleeman, J.	23, 25
Milagre, S.	64	Sun, S.	46
Mishra, A.	36	Süss, D.	30
Moberly, N.	9	Syngelaki, E.	4
Montreozol, J.	27, 28	Sysoeva, E.	59
Morand, J.	49	Tani, F.	57, 62
Moreno-Ríos, S.	54	Tapalova, O.	52
Mozes, G.	32	Tatar, A.	8, 33
Msall, K.	26	Taveira, M.	56
Mukhopadhyay, A.	50	Tiamzon, E.	13
Nedelchev, D.	47	Tijus, C.	41, 65
Nega, C.	4	Todorović, J.	72
Nelson, N.	32	Tzischinsky, O.	39
Neves, C.	15	Usmanova, E.	4
Nogueira, S.	49	Vasilev, G.	47
Okumura, I.	45, 68	Vassileva, V.	47
Orosova, O.	50, 58, 59, 60, 73	Vatansever, Ç.	32
Osowiecka, M.	6, 7	Ventalon, G.	41, 65
Paixão, M.	15	Veppo, F.	26
Palasidou, A.	55	Vieira, S.	16
Palasidou, M.	55	Wang, Y.	39
Panagiotidou, E.	54	Wisniewski, N.	63
Paolinelli, F.	74	Zhiyenbayeva, N.	52
Parikh, S.	11	Zhiyenbayeva, Z.	52
Pavlich, C.	6		