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# INPACT

International Psychological Applications Conference and Trends

2022

## BOOK OF ABSTRACTS

Edited by  
Clara Pracana  
Michael Wang



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Full and Training Member of the Portuguese Association of Psychoanalysis and Psychoanalytic  
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## BRIEF CONTENTS

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Foreword	v
Organizing and Scientific Committee	vii
Sponsor	x
Keynote Lecture	xi
Special Talks	xii
Index of Contents	xv



## FOREWORD

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Dear Participants,

We are delighted to welcome you to the International Psychological Applications Conference and Trends (InPACT) 2022, held in Funchal, Madeira Island, Portugal, from 23 to 25 of April 2022.

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 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 contributions to 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 several nationalities and cultures represented, inspiring multi-disciplinary collaborative links, fomenting intellectual encounters and development.

InPACT 2022 received 364 submissions, from more than 35 different countries all over the world, reviewed by a double-blind process. Submissions were prepared to take the form of Oral Presentations, Posters and Virtual Presentations. 121 submissions (overall, 33% acceptance rate) were accepted for presentation at the conference.

The conference also includes:

- One keynote presentation by Prof. Dr. Ross White (Professor of Clinical Psychology, School of Psychology, Queen's University Belfast, Northern Ireland, United Kingdom).
  - Two Special Talks, one by Dr. Ana Gaspar and Prof. Dr. Clara Pracana (both from the Portuguese Association of Psychoanalysis and Psychoanalytical Psychotherapy, Portugal), and one by Prof. Dr. Michael Wang (Emeritus Professor of Clinical Psychology, University of Leicester, United Kingdom).
- We would like to express our gratitude to our invitees.

This year we also counted on the support of "Madeira Promotion Bureau", contributing to the success of the event and providing a pleasant experience to all InPACT 2022 participants. We would like to thank the "Madeira Promotion Bureau" for welcoming InPACT 2022 to its beautiful island.

This volume is composed of the abstracts of the International Psychological Applications Conference and Trends (InPACT 2022), organized by the World Institute for Advanced Research and Science (W.I.A.R.S.). The Conference addresses different categories inside the 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 book contains the abstracts and results of the different researches conducted by authors who focused on what they are passionate about: to study and develop research in areas related to Psychology and its applications. It includes an extensive variety of contributors and presenters that are hereby sharing with us their different personal, academic, and cultural experiences.

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

Looking forward to continuing our collaboration in the future,

Prof. Clara Pracana

*Full and Training Member of the Portuguese Association of Psychoanalysis and Psychoanalytic Psychotherapy, Portugal  
Conference and Program Co-Chair*

Prof. Michael Wang

*Emeritus Professor of Clinical Psychology, University of Leicester, United Kingdom  
Conference and Program Co-Chair*

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## KEYNOTE LECTURE

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### SUPPORTING THE MENTAL HEALTH NEEDS OF FORCIBLY DISPLACED PEOPLE

**Prof. Dr. Ross White**

*PhD, D.ClinPsy*

*Professor of Clinical Psychology, School of Psychology, Queen's University Belfast, Northern Ireland  
(United Kingdom)*

#### Abstract

The United Nations High Commissioner for Refugees (UNHCR) estimated that as of 2021 there were currently 84 million who have been forcibly displaced from their homes across the globe. The conflict in Ukraine has led to a further marked increase in these numbers. Mental health difficulties have been shown to be elevated in forcibly displaced people (including asylum seeking and refugee populations). Risk factors can be associated with events that occurred prior to, during, and after the migratory journey. Whilst there is recognition of the important impact that a history of traumatic events (e.g., torture, abuse and neglect) can have, social adversity in the form of 'daily stressors' (e.g., a lack of access to basic resources, isolation, lack of safety and security, family violence) is being increasingly recognised as an important determinant of the mental health of forcibly displaced people. Concerns have been raised about the potential medicalization of social adversity faced by displaced populations. There has also been a comparative lack of research investigating approaches that may be helpful for enhancing the quality of life and subjective wellbeing of forcibly displaced people. Psychosocial interventions and low-intensity psychological interventions can provide scalable opportunities for treating common mental disorders and promoting wellbeing. This presentation will focus on research studies that I have been involved in which have been undertaken in the EU and in sub-Saharan Africa to evaluate the efficacy of psychosocial interventions for forcibly displaced people. These projects have involved the linguistic and cultural adaptation of interventions and assessment measures. The implications that this research has for the integration of forcibly displaced people in the EU and beyond will be discussed. This will include a focus on conceptual frameworks that provide opportunities for situating determinants of mental health in the socio-political context in which forcibly displaced people live their lives, and not just risk- and protective-factors specific to the individual.

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#### Biography

Prof. Ross White (PhD, DClinPsy) is a Professor of Clinical Psychology at Queen's University Belfast. He is an expert in Global Mental Health. He was lead editor of 'The Palgrave Handbook of Socio-cultural Perspectives on Global Mental Health'. Ross has research collaborations with the World Health Organization and United Nations High Commissioner for Refugees investigating the efficacy of psychosocial interventions for reducing distress experienced by refugees particularly in the context and/or aftermath of humanitarian crises. He also has an interest in the processes involved in the linguistic/cultural adaptation of psychological therapies. Ross is the Principal Investigator on the ESRC/AHRC funded Community-based Sociotherapy Adapted for Refugees (COSTAR) project that is evaluating a psychosocial intervention for Congolese refugees living in Uganda and Rwanda. Ross was a co-investigator on the EU Horizon2020 funded Refugee Emergency: DEFining and Implementing Novel Evidence-based psychosocial interventions (RE-DEFINE) project that is evaluating a group-based guided self-help intervention for refugees and asylum seekers across the EU and in Turkey.

## SPECIAL TALKS

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### PSYCHOANALYSIS AND BUDDHISM: THE TRUE NATURE OF THE MIND

**Dr. Ana Gaspar<sup>1</sup>, & Prof. Dr. Clara Pracana<sup>2</sup>**

<sup>1</sup>MSc

<sup>2</sup>BSc(Hons), MBA, MSc(Clin.Psy), PhD

*Portuguese Association of Psychoanalysis and Psychoanalytical Psychotherapy, Lisbon (Portugal)*

#### Abstract

This paper analyzes the nature of mind and the relationship between Psycho-analysis and Buddhism. On the side of Psycho-analysis, we will consider the three theories of W. R. Bion: The theory of thinking, the theory of knowledge and the theory of transformations.

On the side of Buddhism: The Buddha's four noble truths.

We hope to convey how the intercrossing of these two models of understanding the world and the mind can be fruitful and enlightening. We will see how Bion's concept of "O" is quite similar to what Buddhists refer to when they speak of the "true nature of the mind".

We'll also see the psychological benefits of meditation and its impact on the brain, analyzed by neuroscientists.

**Keywords:** *Freud, Bion, Dalai Lama, meditation, Buddhism, Psycho-analysis, truth, true nature of the mind, awaking, self-knowledge.*

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#### Biographies

**Ana Gaspar** studied Psychomotricity, Clinical Psychology and Philosophy of Science. She is a Psychoanalyst, with also a training in Psychodrama, Family Therapy, EMDR Therapy and Clinical Hypnosis. She has been interested in the relationship between Psychoanalysis and Poetic Imagination, which led her to publish a book about this topic and Gaston Bachelard Philosophy. Recently, she started focusing her research on the relationship between Psychoanalysis and Buddhism. At the moment, she works as a Clinical Psychologist at Nova University of Lisbon.

**Clara Pracana** is a psychoanalyst, a psychotherapist, a coach and a lecturer. She was born in the Azores, Portugal. She has a PhD in Applied Psychology (UNL, 2008), a Masters in Clinical Psychology and Psychopathology (ISPA, 2000), an MBA (UNL/Wharton School, 1982) and honors in Economics (ISEG, 1976). She teaches organizational behavior as an Invited Professor at ISMAT, Portugal, and is part of its scientific committee. She is a regular lecturer of psychoanalytical topics at APPPP, Portugal. She is also a tutor with the Lisbon MBA (UNL/UCL) and ISEG. She is a founding and training member of the Portuguese Association of Psychoanalysis and Psychoanalytical Psychotherapy as well as a member of the Portuguese Psychoanalytical Society, of the International Coaching Community (ICC) and of the American Psychological Association (APA). As a psychoanalyst, a counselor and an international certified coach, she has a private practice in Lisbon. Her research addresses guilt and shame, depression, emotional intelligence, leadership, change, motivation and group dynamics. She has published several papers and four books, mainly on psycho-analysis

# **30 YEARS AS A PSYCHOLOGIST WORKING ON THE PROBLEM OF ACCIDENTAL AWARENESS DURING GENERAL ANAESTHESIA AND SURGERY: A REFLECTION**

**Prof. Dr. Michael Wang**

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

## **Abstract**

In 1989, having recently arrived in the Department of Psychology, University of Hull, England, I was approached by a local consultant anaesthetist, Dr Ian Russell: he had noticed that his American colleagues were collaborating with psychologists and wondered whether I might be interested. Thus began a thirty-year voyage of adventure and discovery into the nature of consciousness through the lens of general anaesthesia. It turned out that Dr Russell was one of only a handful of anaesthetists in the world conducting research with the Isolated Forearm Technique, which provides a window into consciousness and cognitive function during anaesthesia. I will summarise some of the highlights of the work, whilst also describing my experiences as a psychologist in the operating theatre, culminating in the award of the Humphry Davy Medal by the Royal College of Anaesthetists in 2015.

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## **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 is Chair of the Association of Clinical Psychologists UK.

He has worked as a clinical psychologist for 40 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.

## INDEX OF CONTENTS

---

### ORAL PRESENTATIONS

---

#### *Clinical Psychology*

- Maladaptive cognitions and emotional regulation in PTSD** 3  
*Nawal Ouhmad, Wissam El-Hage, & Nicolas Combalbert*
- Microaggressions toward minority university students and their mental health symptoms one year later** 3  
*Arthur W. Blume*
- Experiences of women seeking protection from intimate partner violence in the Kurdish region of Iraq** 4  
*Parzheen Mohammad, & Sandra G. Zakowski*
- Pain anxiety, affect, coping and resilience among rheumatoid arthritis patients** 4  
*Rajendra Mhaske*
- Creative mindsets** 5  
**Is it possible to have both fixed and growth mindsets?**  
*Sema Karakelle, & Seda Saraç*
- Assessment of differences in aggressive potential and antisocial traits in hospitalized forensic patients using personality assessment inventory (PAI)** 5  
*Anica Prosnik Domjan*
- An exploratory investigation of using sandtray in couples therapy** 6  
*Martha Mason*
- Covid-19 impact on meaningfulness of life, quality of life and psychological immunity** 6  
*Shulamith Kreitler, & Muhammad Badarnee*
- Online-therapy: Is necessity the mother of invention?** 7  
*Osnat Rubin*
- The perceived impact of societal codes of shame on Maltese psychotherapists** 7  
*Greta Darmanin Kissaun, & Marilyn Clark*
- Dance movement therapy processes and interventions in the treatment of children with anxiety disorders derived from treatment therapy logs** 8  
*Ayala Bresler Nardi, Michal Bat Or, & Einat Shuper Engelhard*
- The importance of a synchrony between emotion and memory – cases with dissociative amnesia** 9  
*Hans J. Markowitsch, & Angelica Staniloiu*
- Self-destructive behaviors, self-esteem, anxiety, and social desirability in people with personality and mood disorders** 9  
*Angelika Kleszczewska-Albińska*

<b>Organisational readiness for implementing internet-based cognitive behavioural interventions for depression across community mental health services in Albania and Kosovo</b>	<b>10</b>
<i>Arlinda Cerga Pashoja, Asmae Doukani, Naim Fanaj, Gentiana Qirjako, Andia Meksi, Sevim Mustafa, Christiaan Vis, &amp; Juliane Hug</i>	

### **Educational Psychology**

<b>Social emotional learning: developing the adolescent</b>	<b>11</b>
<i>Alli Cipra, &amp; Shannon Dermer</i>	
<b>Educational advances across all language domains: Results and extensions from the dynamic tricky mix model</b>	<b>11</b>
<i>Keith E. Nelson</i>	
<b>Correlational analysis between approximate numerical estimate and math abilities: A study with first-grade school students</b>	<b>12</b>
<i>Eduardo Guimarães Mielo, &amp; Paulo Sérgio Teixeira do Prado</i>	
<b>Socio-emotional competences and their relationships with school engagement and future orientation in primary school children</b>	<b>13</b>
<i>Teresa Maria Sgaramella, Lea Ferrari, Margherita Bortoluzzi, &amp; Grazia Barbara Conti</i>	
<b>Building a common strength culture integrating child, parents, and teacher title</b>	<b>13</b>
<i>Martine Regourd Laizeau, Marion Laizeau, &amp; Virginie Genestier</i>	
<b>Promoting mental health at school: Implications for teachers' personal development</b>	<b>14</b>
<i>Aurora Adina Colomeischi</i>	
<b>Students perceived academic stress, sense of belonging, adaptability, sports and depression in the second year of the pandemic</b>	<b>15</b>
<i>Martina Feldhammer-Kahr, Martin Arendasy, &amp; Manuela Paechter</i>	
<b>Children's creativity to co-create healthy corridors</b>	<b>15</b>
<i>Gonçalo Canto Moniz, Vitorio Leite, &amp; Beatriz Caitana da Silva</i>	
<b>Does physical immersion help adult visitors processing works of art exhibited in a museum?</b>	<b>16</b>
<i>Colette Dufresne-Tassé, Eliette Reisacher, Camille Venuat, &amp; Louise Giroux</i>	

### **Social Psychology**

<b>The satisfaction of being a rebel</b>	<b>17</b>
<i>Bernard Gangloff, Luisa Mayoral, &amp; Amine Rezzazi</i>	
<b>Positive youth development in Slovenia: Test of a model</b>	<b>17</b>
<i>Ana Kozina, &amp; Tina Pivec</i>	
<b>Migratory grief, coping, and psychological distress of vulnerable groups in mobility in Spain</b>	<b>18</b>
<i>Alexander Lopez de Leon, &amp; Susana Puertas</i>	



<b>The EU project CONNECT!: From the reports to the higher education course</b>	<b>18</b>
<i>Lea Ferrari, &amp; Teresa Maria Sgaramella</i>	
<b>Does vaccine scarcity influence the effect of conspiracy beliefs on intention to vaccinate against Covid-19?</b>	<b>19</b>
<i>Jimmy Bordarie, H�el�ene Coillot, &amp; V�eronique Plichon</i>	
<b>Family supportive supervisor behavior perceptions and work-family boundary control on lockdown teleworkers: Portugal and Pakistan comparison</b>	<b>20</b>
<i>V�ania Carvalho, Hassan Imam, Maria Jos�e Chambel, &amp; Mariana Santos</i>	
<b>Sources of transition-to-work self-efficacy: Career exploration and social support</b>	<b>20</b>
<i>Diana Aguiar Vieira, &amp; Viviana Meirinhos</i>	
<b>Understanding the complex relationship between organizational psychological ownership and organisational citizenship behaviours during Covid19 crisis</b>	<b>21</b>
<i>Jimmy Bordarie, &amp; Romuald Grouille</i>	
<b><u>Cognitive and Experimental Psychology</u></b>	
<b>Effect of mock juror gender on the judgment of child sexual abuse</b>	<b>22</b>
<i>Manon Maillard, Nicolas Combalbert, &amp; Anne Taillandier-Schmitt</i>	
<b>The fragility of remembering – data from clinical cases</b>	<b>22</b>
<i>Angelica Staniloiu, &amp; Hans J. Markowitsch</i>	
<b><u>Psychoanalysis and Psychoanalytical Psychotherapy</u></b>	
<b>Manipulating experimentally with sexual desire – the impact of inner sexual fantasies</b>	<b>24</b>
<i>Toivo Aavik</i>	
<b>Unraveling the role of socio-emotional competencies between future time perspective and subjective wellbeing across adulthood</b>	<b>24</b>
<i>Teresa Maria Sgaramella, &amp; Laura Foresta</i>	

## POSTERS

---

### Clinical Psychology

- Self-care process in cardiovascular disease: Observational study on outpatients' pathway** 27  
*Jessica Ranieri, Federica Guerra, Eleonora Cilli, Dina Di Giacomo, & Claudio Ferri*
- What components should be strengthened by working with a couple to increase their relationship satisfaction and their well-being?** 27  
*Daria Kamińska, Jarosław Orzechowski, & Anna Siwy-Hudowska*
- Health management in patients with chronic diseases: Factors improving self-care mastering** 28  
*Federica Guerra, Jessica Ranieri, Eleonora Cilli, Dina Di Giacomo, & Claudio Ferri*
- Impulsivity and emotion regulation in gifted adults with addictive behaviors** 29  
*Clothilde Moreau, Mathilde Auclain, Aurélie Rucart, & Servane Barrault*
- Successful aging: The contribution of personality variables** 29  
*Elina Van Dendaele, Kristell Pothier, & Nathalie Bailly*
- Food addiction and adult ADHD symptoms among bariatric surgery candidates: Are they associated with poorer quality of life?** 30  
*Sarah El Archi, Paul Brunault, Arnaud De Luca, Régis Hankard, Céline Bourbao-Tournois, Nicolas Ballon, & Servane Barrault*
- Verification of psychometric properties of the insomnia type questionnaire (ITQ) in the Czech population** 31  
*Veronika Ondrackova Dacerova, Katerina Bartosova, & Veronika Vesela*

### Educational Psychology

- Learning words while listening to syllables: Insights from neuroscience** 32  
*Ana Paula Soares, Helena Oliveira, & Francisco-Javier Gutiérrez-Domínguez*
- Moral distress of schoolteachers (research review)** 32  
*Veronika Ondrackova Dacerova, & Katerina Bartosova*
- Can artificial intelligence support creative problem-solving?** 33  
*Jarosław Orzechowski, Daria Kamińska, & Paweł Jemiolo*
- Adolescents' sense of belonging at school: The role of empathy and individual characteristics** 33  
*Manja Veldin, & Ana Kozina*
- Using virtual reality to assess reading fluency in children** 34  
*Jonathan Mirault, Jean-Patrice Albrand, Julie Lassault, Jonathan Grainger, & Johannes C. Ziegler*
- Learning habits: Does the digital generation have digital stress and how does it affect the learning of mathematics?** 34  
*Aija Cunska*

<b>Development of reading literacy in foreign language and attention deficit and hyperactivity disorder children</b>	<b>35</b>
<i>Silvia Hvozdková, &amp; Eva Stranovská</i>	

### **Social Psychology**

<b>Cultural diversity at work: Concepts, perceived consequences and personal resources for French agricultural employees</b>	<b>36</b>
<i>Alexandrine Ceschiutti, &amp; René Mokoukolo</i>	

### **Cognitive and Experimental Psychology**

<b>Universality and cultural diversity in moral systems among weird and non-weird societies: A case study of France and Morocco</b>	<b>37</b>
<i>Lina Bentahila, Roger Fontaine, &amp; Valérie Pennequin</i>	

<b>Investigating the relationship between attentional filtering and memory performance in virtual reality environment</b>	<b>37</b>
<i>Marlen Schmicker, Sophia Mattke, &amp; Inga Menze</i>	

### **Psychoanalysis and Psychoanalytical Psychotherapy**

<b>Towards understanding risk and protection perspectives of young Bedouin children</b>	<b>38</b>
<i>Ibtisam Marey-Sarwan</i>	

## VIRTUAL PRESENTATIONS

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### Clinical Psychology

- Depressive symptoms in early-married women: The effect of social support and marital power** 41  
*Büşra Aslan Cevheroğlu*
- Clinical assessment in a professional setting: are there implications for self-reports of psychopathology?** 41  
*Bárbara Gonzalez, Rosa Novo, & Maria João Afonso*
- Some symptoms of mental disorders among SARS-COV 2 patients in a field hospital: A pilot study** 42  
*Chung Nguyen Viet, Huong Tran Thu, Chien Nguyen Huu, & Giang Nong Thi Ngan*
- The empirical research of college students' background of arts education and relationship with mental health** 42  
*Li Hongju, Fan Xiaomin, Ji Shuwen, & Yu Qian*
- Dietary intake and emotional eating in healthy women: Results from the 14-day food diaries in a real-life context** 43  
*Anna Brytek-Matera, Daniel O'Leary, Paweł Jagielski, Magdalena Mróz, Joanna Szubert, & James J. Gross*
- The Polish adaptation of the brief measure of relationship importance** 44  
*Katarzyna Adamczyk, Agata Dębek, Dominika Kaczmarek, Nicola Łazarów, & Sebastian Pietrzak*
- Addressing emotional and resilience inequality among college students via an online academic resilience course** 44  
*Moria Golan, & Dor Cohen-Asiag*
- Impact of music therapy in personality development** 45  
*Shveata Mishra, & Ina Shastri*
- Integrative research review of the impacts of unilateral hand clenching on behavior: Clinical implications** 45  
*Shannon Schierenbeck, & Ruth E. Propper*
- Differences in children emotional valence ratings of words and pictures** 46  
*Johanne Belmon, Magali Noyer-Martin, & Sandra Jhean-Larose*
- Examining attitudes towards ageing** 46  
*Madison Herrington, & Lilly E. Both*
- Art therapy with refugee and asylum-seeking children and their parents: Preliminary findings of a thorough literature review** 47  
*Nehama Grenimann Bauch*
- Emotional language-pedagogy of the oppressed 50 years on** 47  
*Stephanie A. Sadownik*
- What characterizes those who are willing to provide online counseling?** 48  
*Dorit Alt, & Meyran Boniel-Nissim*

<b>Consequences of impression management - when looking good online is more about sadism than truth</b>	<b>48</b>
<i>Stephanie A. Sadownik</i>	
<b>Altered states of consciousness in gambling and internet gaming disorders as a risk factor for addiction</b>	<b>49</b>
<i>Tetiana Zinchenko, &amp; Edward Shatochin</i>	
<b>Factors of distress in endometriosis: The interplay between trait emotional intelligence and pain</b>	<b>50</b>
<i>Nadia Barberis, Marco Cannavò, &amp; Francesca Cuzzocrea</i>	
<b>Quality of life and coping with disease-related stress in patients after amputation of a lower limb</b>	<b>50</b>
<i>Ekaterina Usmanova, Maria Iakovleva, Olga Shchelkova, &amp; Maria Berezantseva</i>	
<b>Relevance of education and environment on religiosity, quality of life and happiness</b>	<b>51</b>
<i>Manju Kumar</i>	
<b>Love and intimate relationships in adolescents and adults with autism spectrum disorders</b>	<b>51</b>
<i>Ana Beato, &amp; Mariana Correia</i>	
<b>Gender, age, and children at home influence risky behavior in adults</b>	<b>52</b>
<i>Janine M. Ray, Polina Kats-Kariyanakatte, Latrease R. Moore, &amp; Kristine M. Jacquin</i>	
<b>The reconsolidation of traumatic memories (RTM) protocol for PTSD: A treatment that works</b>	<b>52</b>
<i>Richard Gray</i>	
<b>The good and the bad of borderline personality presented symptoms: Overlaps with the transgender journey of self-actualization</b>	<b>53</b>
<i>Janine M. Ray, Christina Cook, Olivia Mounet, &amp; Wallace Wong</i>	
<b><u>Educational Psychology</u></b>	
<b>A preliminary study on the educational effects of online moral dilemma discussions of college students</b>	<b>54</b>
<i>Aya Fujisawa</i>	
<b>Digital distractions: Learning in multitasking environment</b>	<b>54</b>
<i>Jelena Opsenica Kostić, &amp; Kristina R. Randelović</i>	
<b>The development of infant language in the first 12 to 42 months of life: A thematic review of protective and risk factors</b>	<b>55</b>
<i>Ahmed Alduais, &amp; Alexander Nicolai Wendt</i>	
<b>Boredom and online learning motivated attention and regulation strategies during Covid-19</b>	<b>55</b>
<i>Kristina Randelović, &amp; Jelena Opsenica Kostić</i>	
<b>Understanding metaphors: Getting started with TCM junior</b>	<b>56</b>
<i>Ana Paula Couceiro Figueira, &amp; Cátia Santos</i>	
<b>Dark triad characteristics among students of management and teaching disciplines</b>	<b>56</b>
<i>Marianna Berinšterová, Miroslava Bozogánová, &amp; Tatiana Pethö</i>	

<b>Atypical social cognition in bullying: How pre-adolescents mentalize emotions</b>	<b>57</b>
<i>Maria Luisa Pedditzi, Roberta Fadda, &amp; Tricia Striano Skoler</i>	
<b>Psychological well-being and self-care amidst Covid-19 pandemic among bachelor of science in psychology students of World Citi Colleges</b>	<b>57</b>
<i>Hazel Martinez, &amp; Elenita M.Tiamzon</i>	
<b>Teacher training students' stereotypic imagines of career counsellor through drawings</b>	<b>58</b>
<i>Kristi Kõiv, Ari Jussila, &amp; Inita Soika</i>	
<b>Will the choice of parenting style be affected by parents' self-efficacy and self perception of control</b>	<b>58</b>
<i>Yao Song, &amp; Raymond W.M. Chan</i>	
<b>The effect of a school prevention program on alcohol consumption - A Solomon four group design.</b>	<b>59</b>
<i>Olga Orosová, Beáta Gajdošová, &amp; Jozef Benka</i>	
<b><u>Social Psychology</u></b>	
<b>Do the demographic variables contribute to emotion regulation and empathy among navy personnel?</b>	<b>60</b>
<i>Getrude C. Ah Gang</i>	
<b>Stereotypes toward voluntarily childless people</b>	<b>60</b>
<i>Sönmez Burçak</i>	
<b>Development of a cross-cultural competency scale based on the experiential model of cross-cultural learning skills</b>	<b>61</b>
<i>Yoshitaka Yamazaki, &amp; Michiko Toyama</i>	
<b>Dynamics of ideas about future marriage among young women with different moral orientation of personality</b>	<b>61</b>
<i>Svetlana Merzlyakova, &amp; Marina Golubeva</i>	
<b>Why donate and for what? The pseudoinefficacy bias in donating behavior</b>	<b>62</b>
<i>Francesco Tommasi, Sofia Morandini, Anna Maria Meneghini, Andrea Ceschi, Riccardo Sartori, &amp; Marija Gostimir</i>	
<b>The effect of happiness and religious faith on Christian youth's resiliency during the Covid-19 pandemic</b>	<b>62</b>
<i>Getrude C. Ah Gang, &amp; Eric Manuel Torres</i>	
<b>Fostering employability at work through job crafting</b>	<b>63</b>
<i>Riccardo Sartori, Francesco Tommasi, Andrea Ceschi, Giorgia Giusto, Sofia Morandini, Beniamino Caputo, &amp; Marija Gostimir</i>	
<b>An explorative study on users' motivation and adoption of wearables technologies using the technology acceptance model (TAM)</b>	<b>63</b>
<i>Dan Florin Stănescu, &amp; Marius Constantin Romaşcanu</i>	
<b>Arab youths' expectations of parents and perceptions of child neglect</b>	<b>64</b>
<i>Ibtisam Marey-Sarwan</i>	
<b>Psychosocial impact of virtual networks on university students</b>	<b>64</b>
<i>Ericka Matus, &amp; Lorena Matus</i>	

<b>Acculturation, parenting practices and the transmission of cultural and religious values in Muslim immigrant families</b>	<b>65</b>
<i>Dalia El Brashy, &amp; Anna Miglietta</i>	
<b>Can perceived social support protect against emotional exhaustion in smart workers? A longitudinal study</b>	<b>66</b>
<i>Damiano Girardi, Laura Dal Corso, Elvira Arcucci, Annamaria Di Sipio, &amp; Alessandra Falco</i>	
<b>Intergroup anxiety and national identity among Slovaks (preliminary findings)</b>	<b>66</b>
<i>Miroslava Bozogánová, &amp; Tatiana Pethö</i>	
<b>Professionals, streamers and amateur players: An ethnography for exploring organizational behaviours in different work-play conditions</b>	<b>67</b>
<i>Arianna Boldi, Amon Rapp, &amp; Maurizio Tirassa</i>	
<b>How innovation drives inclusion: Opportunities and challenges of online psychological intervention</b>	<b>68</b>
<i>Diletta Mora, Damiano Girardi, Natalia Grinko, &amp; Alessandro De Carlo</i>	
<b>Socio-psychological factors and emigration plans among university students in Slovakia during the Covid-19 pandemic</b>	<b>68</b>
<i>Frederika Lučanská, &amp; Oľga Orosová</i>	
<b>Moms immersed in their work: Virtual reality and mental health promotion after maternity leave</b>	<b>69</b>
<i>Sebastiano Rapisarda, Alessandra Falco, Alessandro De Carlo, Barbara Barbieri, &amp; Laura Dal Corso</i>	
<b>Sources of changes in leadership styles in healthcare in Bulgaria during Covid 19 crisis</b>	<b>70</b>
<i>Mayiana Mitevska, Paulina Tsvetkova, &amp; Elitsa Banko Ntountoulaki</i>	
<b>Testing the theory of planned behavior in determining intention to sexting</b>	<b>70</b>
<i>Arta Dodaj, Kristina Sesar, &amp; Bruno Barać</i>	
<b>Ethical climate in organization and employees acceptance of corruptive rationalizations</b>	<b>71</b>
<i>Nebojša Majstorović, &amp; Ivana B. Petrović</i>	
<b>The relationship between hazard perception, risk assessment and different driving styles: Lithuanian sample</b>	<b>72</b>
<i>Justina Slavinskienė, &amp; Auksė Endriulaitienė</i>	
<b>Behavioural self-regulation and employees' health</b>	<b>72</b>
<i>Nebojša Majstorović, Ana Komlenić, &amp; Radojka Šolak</i>	
<b>“No post-trauma after trauma?” A qualitative study with refugee helpers being confronted with sequential traumatization</b>	<b>73</b>
<i>Beate Rohrer</i>	
<b>Social distancing in response to Covid-19: An empirical investigation</b>	<b>74</b>
<i>Calogero Lo Destro</i>	
<b><u>Legal Psychology</u></b>	
<b>Genes as a defense to homicide: Trends in neurocriminology</b>	<b>75</b>
<i>Janet Brewer</i>	

<b>Polyamorous trios in family law and Canadian schools What is normal for students in today's classroom?</b>	<b>75</b>
<i>Stephanie A. Sadownik</i>	

**Cognitive and Experimental Psychology**

<b>LexiaD, the first dyslexia-specific Cyrillic font compared to the popular Times New Roman and Roboto fonts when read by adults</b>	<b>77</b>
<i>Svetlana Alexeeva, Vladislav Zubov, &amp; Yana Nikonova</i>	

<b>Linking modal and amodal representations through language computational models</b>	<b>77</b>
<i>Diego Iglesias, Miguel A. Sorrel &amp; Ricardo Olmos</i>	

<b>Changes in the state of medical students during participation in a perceptual experiment</b>	<b>78</b>
<i>Aleksey Grigorev, &amp; Elena Lyakso</i>	

<b>Spatio-temporal cube for visualizing cultural collections: Exploring a user-friendly rotational representation with different spatial ability</b>	<b>78</b>
<i>Hironori Oto, Kazuo Isoda, &amp; Ichiro Hisanaga</i>	

<b>Enactment and imagination encoding create false memories of scripted actions</b>	<b>79</b>
<i>Frédérique Robin, &amp; Canelle Garnier</i>	

**Psychoanalysis and Psychoanalytical Psychotherapy**

<b>From structuralist to poststructuralist psychoanalysis</b>	<b>80</b>
<i>Daniela Cârstea</i>	

<b>The dynamics of secondary traumatisation in therapy with victims of torture</b>	<b>80</b>
<i>Anna Krimmer</i>	

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<b><u>AUTHOR INDEX</u></b>	<b>81</b>
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# ORAL PRESENTATIONS



## CLINICAL PSYCHOLOGY

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### MALADAPTIVE COGNITIONS AND EMOTIONAL REGULATION IN PTSD

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#### Abstract

Background: PTSD causes alterations in cognitive functioning like in emotional regulation and the production of cognitive distortions.

Objective: To determine how PTSD impacts emotional regulation and the production of cognitive distortions.

Method: An intergroup comparison was performed on the 180 participants divided into 3 groups. First group (n=60) was recruited from a psychotrauma center, second group (n=60) was recruited from victim support associations, and third group (n=60) was recruited from the general population. All participants completed a questionnaire validated by the ethics committee, including the PCL-5, LEC 5, CERQ, DES, and EDC-A.

Results: Outcomes indicate that individuals with PTSD produce more negative cognitive distortions and use more maladaptive emotion regulation strategies. Furthermore, the production of negative cognitive distortions and maladaptive emotion regulation strategies are positively correlated. This relationship maintains the severity of PTSD symptoms.

Conclusion: The results confirm that the PTSD group has the most unfavorable clinical picture, which gives indications on the management to be put in place. Moreover, the presence of the intermediate group remains relevant since it allows us to identify changes in the observed alterations. It would be relevant to extend the experimental design used here to the study of traumatic events that may cause a specific type of disorder.

**Keywords:** *Post-Traumatic stress disorder, emotion regulation, cognitive distortions.*

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### MICROAGGRESSIONS TOWARD MINORITY UNIVERSITY STUDENTS AND THEIR MENTAL HEALTH SYMPTOMS ONE YEAR LATER

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#### Abstract

Minority university students in the US often regularly face the toxic effects of racial-ethnic microaggressions that may negatively impact their mental health. Although the impact of racial-ethnic microaggressions has been frequently studied in cross-sectional studies, little is known about their potential long-term consequences to mental health among minority students in universities. To investigate these hypothesized relationships, 45 minority university students were recruited to participate in a study examining microaggressions longitudinally. It was hypothesized that racial-ethnic microaggressions would be significantly associated with anxiety and depression symptoms as reported by the students longitudinally. Participants completed the College Student Microaggressions Measure (CSMM) at baseline, and then completed the Beck Anxiety Inventory (BAI) and Beck Depression Inventory (BDI) at the one-year follow-up assessment. Thirty-five (77.8%) participants completed the follow-up. Multiple linear regression found support for study hypotheses. Total CSMM scores were significantly and positively associated with total BAI scores (Full Model  $R^2 = .247, p < .01$ ) and with total BDI scores (Full Model  $R^2 = .244, p < .01$ ), when controlling for gender effects. Racial-ethnic microaggressions appear to be a potential threat to the long-term health of minority students in universities. Next steps are suggested for research and campus interventions.

**Keywords:** *Anxiety, depression, microaggressions, minorities, students.*

---

## EXPERIENCES OF WOMEN SEEKING PROTECTION FROM INTIMATE PARTNER VIOLENCE IN THE KURDISH REGION OF IRAQ

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### Abstract

**Introduction:** Violence against women continues to be a significant global problem, and women in the Kurdish Region of Iraq (KRI) have historically and culturally had little protection provided to them by their community or the legal system. Little is known about women's experiences in KRI who decide to report intimate partner violence (IPV) and seek assistance. The aims of this study were to better understand the mental health of women who seek protection from IPV and factors that contribute to their decision to report the abuse.

**Methods:** 50 women who presented to the Directorate for Combatting Violence Against Women and Families (DCVAWF) in Sulaymaniyah and Chamchamal to report IPV participated in this study. They completed a demographics form, the WHO IPV Questionnaire, the Depression Anxiety and Stress Scale (DASS) and were interviewed by counselors about their decisions to seek assistance. Study procedures followed WHO recommendations and were approved by university IRBs.

**Results:** Women reported all types of psychological, physical, and sexual violence on the WHO questionnaire with the majority reporting multiple types of abuse within each category. The majority of the women had experienced physical injuries as a result of the violence and recalled instances of violence that were witnessed by their children. Over half of the women reported depression, anxiety, and stress that were in the moderate to extremely severe range. Interview data revealed that women decided to seek assistance because of the physical violence, to seek safety or because they were forced to leave their home. For many, it was a supportive family member or relative who helped them to make the decision to come forward while others decided to come forward on their own.

**Discussion:** Women who are victims of IPV in the KRI often suffer abuse for many years without seeking help. Reporting the abuse carries a risk of retaliation and stigma, and there are few options for women who leave an abusive relationship. The present study sheds light on experiences of the women who take the risk to come forward and report abuse. Implications of findings for future research and for service provision in KRI will be discussed.

**Keywords:** *Intimate partner violence, domestic abuse, mental health, decision making.*

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## PAIN ANXIETY, AFFECT, COPING AND RESILIENCE AMONG RHEUMATOID ARTHRITIS PATIENTS

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### Abstract

The Rheumatoid-arthritis considered as a chronic disease, which affects approximately 21 million individuals worldwide (UN World Population Database, 2004 revision). The rheumatoid-arthritis affects 15% of Indian population, such as over 180 million people suffers by rheumatoid-arthritis in India. In the present study, total sample of 122 male and female rheumatoid arthritis patients (Mean age = 55) were taken from one RA specialized hospital in Pune city (India). Incidental and snow-ball sampling methods were used for data collection. *The Brief Resilience Scale (Smith et al., 2008)*, *Brief Coping Inventory (Carver et al., 1987)*, *PANAS-SF (Watson & Tellegen, 1988)*, and *Pain Anxiety Symptoms Scale (PASS-20) (McCracken & Dingra, 2002)* were used. Age found positively correlated with duration of suffering ( $r = .383, P < .01$ ), active coping found positively correlated ( $r = .224, P < .01$ ) with resilience and positive affect was found positively correlated with resilience ( $r = .94, P < .01$ ), and pain anxiety found positively correlated with negative affect ( $r = .234, P < .01$ ). In regression, results indicated that religious coping and negative affect were found jointly 19% predictor of approach coping, and physiological anxiety emerged as only predictor of negative affect which was explaining 4.8% of variance. The results are discussed in detail manner with supporting researcher in complete paper of present study.

**Keywords:** *Psychology and rheumatoid-arthritis, affect and rheumatoid-arthritis, coping and rheumatoid-arthritis, psychological well-being and rheumatoid-arthritis.*

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## **CREATIVE MINDSETS IS IT POSSIBLE TO HAVE BOTH FIXED AND GROWTH MINDSETS?**

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### **Abstract**

A creative mindset reflects people's views on whether creativity is a malleable (i.e., growth mindset) or an innate, unmalleable (i.e., fixed mindset). Recently, there have been discussions about the nature of these two creative mindset structures. While some researchers argue that the two mindsets are different and alternative to each other, some researchers argue that the two creative mindsets are independent of each other but not opposite each other. This research aims to contribute to this discussion with two studies from Turkey. We adapted the Creative Mindsets Scale (Karwowski, 2014) to Turkish and explored its psychometric properties in the Turkish context. A total of 741 (n=198 for Study 1; n=543 for Study 2) adults (Mage= 25,889; SD= 5,992) participated in the study. Among all participants, 529 were female (71.39%). The results of Confirmatory Factor Analysis from both studies verified the two-factor structure (Growth Mindset and Fixed Mindset) of the Creative Mindsets construct. In both studies, the correlation between Growth Mindset and Fixed Mindset Scales was negative and moderate. These results indicated that fixed and growth creative mindsets were related but independent constructs. These results showed that Growth and Fixed mindsets are not two ends of the same continuum and it's possible that individuals can endorse both fixed and growth creative mindsets at the same time, as well as have neither mindset nor a combination of fixed and growth. The Creative Mindset Scale has been adapted to a wide variety of languages. Studies conducted in different cultures have revealed similar factor structures and item properties as in our study. The findings will be discussed comparatively with studies conducted in different cultures.

**Keywords:** *Creative mindsets, growth mindset, fixed mindset, creativity, scale adaptation.*

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## **ASSESSMENT OF DIFFERENCES IN AGGRESSIVE POTENTIAL AND ANTISOCIAL TRAITS IN HOSPITALIZED FORENSIC PATIENTS USING PERSONALITY ASSESSMENT INVENTORY (PAI)**

**Anica Prosnik Domjan**

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### **Abstract**

The clinical retrospective study of 120 subjects involved in the process of assessment during psychological evaluation and hospital treatment of severe mental disorder will be presented. Violent criminal act is a direct manifestation of release of aggressive potential, but it can be triggered also by psychotic symptoms like delusions and hallucinations. A sample of 60 subjects hospitalized at the forensic unit of psychiatric department were assessed using Personality Assessment Inventory (PAI) and compared to 60 subjects from general psychiatric wards. Beside descriptive statistical methods univariate and multivariate analysis of variance was performed to test hypothesis of significant differences in PAI aggression scale (AGG) and antisocial clinical scale (ANT) and subscales (aggressive attitude AGG-A, verbal aggression AGG-V, physical aggression AGG-P, Egocentricity ANT-E, Antisocial Behaviors ANT-A and Stimulus Seeking ANT-S) as well as VPI index between groups. Higher scores on the ANT scale were found in the group of forensic in-patients compared to patients from general psychiatric wards and a negative correlation between age and ANT score.

**Keywords:** *Personality assessment inventory (PAI), aggression, antisocial behavior, criminal offenders, forensic patients.*

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## **AN EXPLORATORY INVESTIGATION OF USING SANDTRAY IN COUPLES THERAPY**

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### **Abstract**

Sandtray therapy is a form of expressive therapy that allows a person to construct their own microcosm using miniature toys and sand. The scene created acts as a reflection of the person's own life and allows them the opportunity to resolve conflicts, remove obstacles, and gain acceptance of self. This non-verbal method of therapy is often used with children, but can be applied to adults, teens, couples, families, and groups as well. Couples may find the sandtray a good way to let out feelings, share inner thoughts and fears, and work through conflict. When couples enter therapy together, it is often precisely because they are having difficulty communicating with one another. They may have feelings that they feel are not appropriate to share with their partner, or they may feel like they don't have the support from their partner to be safe when expressing their feelings. Primarily, sandtray therapy aids in communication. Because communication is a cornerstone of relationships, any therapy that can help people understand each other more clearly is beneficial to couples and other family relationships. This paper shares qualitative results from an exploratory investigation of the use of sandtray as an intervention within regular couples talk-therapy, and the experiences of three couples participating in the intervention. How sandtray was utilized within sessions is discussed as well as qualitative feedback from couples participating in the therapy over a 3-month period. Further research opportunities using sandtray with couples are also identified.

**Keywords:** *Sandtray, couples, relationships, communication, expressive therapy.*

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## **COVID-19 IMPACT ON MEANINGFULNESS OF LIFE, QUALITY OF LIFE AND PSYCHOLOGICAL IMMUNITY**

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### **Abstract**

The pandemic period of covid-19 has been a time marked by serious declines in quality of life, affecting pervasively not only physical health but also psychological well-being. The purpose of the study was to examine the state and interrelations of the three following variables – quality of life, meaningfulness of life and the psychologically-based physical immunity. It was hypothesized that all three variables will be positively interrelated and that quality of life will fulfill a focal role in this triad of variables. The sample included 230 individuals who responded to an unanimously administered which included the following three questionnaires (all with confirmed satisfactory reliability and validity): the multidimensional quality of life inventory, the meaning-based meaningfulness of life questionnaire, and the cognitive orientation of health questionnaire. The result showed that all three variables were intercorrelated positively. The highest correlations were obtained for quality of life and meaningfulness of life. The cognitive orientation of health appears to be affected more directly by quality of life, and by meaningfulness of life more indirectly through the relation of the latter with quality of life. The impact of covid-19 on the findings was relatively limited. A major conclusion is that that the basic structure of the three variables was maintained preserving their supportive role in the psychological system.

**Keywords:** *Covid-19, meaningfulness of life, quality of life, cognitive orientation of health, emotion.*

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## ONLINE-THERAPY: IS NECESSITY THE MOTHER OF INVENTION?

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### **Abstract**

During the COVID-19 pandemic, many therapists moved their practice to online-therapy. This study aimed to investigate the perceived experience of therapists in the transition from in-person to online-therapy, a year after the beginning of the pandemic. In-depth interviews with 47 therapists (psychologists, social-workers and educational counselors), aged 32-55 years, suggested that this was experienced as a forced challenge, which "will not stay here forever". The motivation for using the technologies was to find a solution to maintain a therapeutic continuum, under the circumstances of social-distance restrictions. This transition was described as demanding new skills and involving some unfamiliar dilemmas, while lacking any previous training.

The main theme regarding the transition experience was a decrease in intimacy, involving the screen and "others" inside the professional space.

The first experience noted by all interviewees involved the technical and practical barriers, on both sides, therapists and clients, such as: the computer was not available at the designated time for the zoom session, as all computers were used by the house-members for their studies or work; The quality of the internet lines was poor, the video or audio suddenly froze; Distractions by patients while "on screen" were frequent.

While the online-therapy was characterized by convenience and flexibility, a need for a paradigmatic change aroused. Meetings could be held anywhere, they were rarely cancelled, and therapists became available for shorter sessions. An exceptional familiarity of the therapists with their client's personal life (home, family, pets) became common, as well as a higher involvement (/intervention) of persons from the client's environment in the therapy process. Ethical issues arose, for example due to the presence of others in the room, especially during the lock-down periods. The therapeutic setting has been transformed. Boundaries, exposure and presence have changed definitions and meanings.

All participants mentioned a critical challenge of getting the whole picture: "You do not meet the human beings, it loses some of the therapeutic interest, in the end it is also not real. Do it once or twice, since there is no choice. But it is impossible to get the whole picture. Tiny particles are missed. And they are very significant in therapy". Therapists reported difficulty in assessing conditions, for example, whether to attribute psychological or technological interpretation to silence.

Under the circumstances of a forced transition, lock-down and a lack of pre-training, may we (temporarily) redefine settings for the forthcoming clients in the online age?

**Keywords:** *Online-therapy, Covid-19, transition, therapists' perspective.*

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## THE PERCEIVED IMPACT OF SOCIETAL CODES OF SHAME ON MALTESE PSYCHOTHERAPISTS

**Greta Darmanin Kissaun, & Marilyn Clark**

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### **Abstract**

Anthropological literature indicates that Malta, by virtue of its central position in the Mediterranean, is somewhat structured by codes of honour and shame (Bradford & Clark, 2012; Schneider, 1971; O'Reilly Mizzi, 1994). Honour refers to claimed status by an individual and necessitates that the social group affirms that claim. It holds a positive social value. Shame may be understood in either positive or negative terms. When construed in a positive sense it indicates consideration of one's reputation and standing in the community's eyes. On the other hand, negatively, shame refers to loss of position and consequent mortification. Shame is also construed as an emotion involving an evaluation of the self as one that is inherently imperfect. Despite the awareness of the potential negative effects of shame on the psychotherapeutic relationship (Gilbert & Procter, 2006; Rustomjee, 2009), shame in psychotherapy has been largely under-researched. The current study is based on the results of a doctoral thesis which explored how Maltese psychotherapists understand and manage feelings of shame in a particular social context. A qualitative approach was taken to explore the individual perspectives of ten Maltese psychotherapists whose years of professional experience ranged between 6 and 28. Semi-structured

interviews were conducted and the data gathered from the interviews was analysed by means of Interpretative Phenomenological Analysis (IPA). Four super-ordinate themes emerged: *The Therapist's World of Shame*, *Beholding Patients' Shame*, *A Shared Experience* and *The Island of Shame*. Participants described themselves as having a high propensity for feelings of shame and inadequacy, and referred to their cultural context as “a breeding ground for shame”. Multiple roles in the Maltese professional arena were perceived to augment these difficulties. The findings indicate that feelings of shame and inadequacy were frequently experienced by Maltese psychotherapists in various professional contexts, including clinical supervision. They also emphasise the importance of helping psychotherapists deconstruct and normalise feelings of shame and inadequacy by linking them to social and cultural dynamics. The lived experiences of shame emanating from these contexts are examined and the perceived impact of these dominant societal codes on the therapist's self and professional practice are considered. Implications for training and supervisory needs of trainee psychotherapists are discussed.

**Keywords:** *Shame, lived experience, psychotherapists, cultural context.*

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## **DANCE MOVEMENT THERAPY PROCESSES AND INTERVENTIONS IN THE TREATMENT OF CHILDREN WITH ANXIETY DISORDERS DERIVED FROM TREATMENT THERAPY LOGS**

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### **Abstract**

Dance movement therapy (DMT) offers children a space to encounter strengths and experience a sense of vitality in order to increase their sense of confidence and self-awareness, thereby easing their anxiety and/or helping them achieve more adaptive emotion regulation. While previous studies indicate that DMT effectively reduces anxiety symptoms, such as stress, scant research focuses on the nature of the therapeutic interventions and how they assist in treating anxiety.

This study examined DMT techniques and interventions through their documentation in therapy logs tracking eight long-term treatments of children aged 8–11 coping with anxiety symptoms. Four intervention axes were identified: (1) action-promoting interventions (2) separation-promoting interventions; (3) interventions for strengthening the sense of self; and (4) integration-promoting interventions.

Based on the findings, a therapeutic model is proposed drawing on various “mirroring” interventions as the basis for forming the therapeutic relationship and additional therapeutic interventions involving movement. The model enables the child to explore their experience of the relationship, understand themselves in a new way, and create meaning.

This manuscript is part of manuscripts submitted for publication.

**Keywords:** *Processes and therapeutic interventions in dance and movement therapy, dance and movement therapy for children, anxiety disorders in children, treatment therapy logs, movement mirroring, the paper chase intervention model.*

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## **THE IMPORTANCE OF A SYNCHRONY BETWEEN EMOTION AND MEMORY – CASES WITH DISSOCIATIVE AMNESIA**

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### **Abstract**

Episodic or episodic-autobiographical memory is considered to be a significant attribute of human cognition, depending on auto-noetic consciousness and allowing mental time travel into past and future. Furthermore, episodic memory is embedded in an appraisal system, in which individual episodes are evaluated. We used patients with a condition of ‘dissociative amnesia’ in order to study interdependencies between emotion and memory. Dissociative amnesia leads to a blockade of retrieving episodic memories, while the retrieval of general knowledge (“semantic memory”) is still possible usually. Forty-one patients with a diagnosis of dissociative amnesia were investigated neuropsychologically. Sixteen of them were subjected to fluor-positron-emission-tomography to study possible changes in their brain. Main questions were (a) in what ways their old – “forgotten” – memories differ from newly acquired ones, and (b) what are possible brain mechanisms leading to the dichotomy between emotional and non-emotional memory retrieval, respectively failure of retrieval. Results indicate that the forgotten or blocked personal memories are much more complex and self-centered than the semantic ones and require more effort for retrieval. Furthermore, blocked memories seem to remain in a subconscious, disconnected state, hindering the proper association between cognition and emotion. It was found that the failure of episodic retrieval is accompanied by a dysfunction or desynchronization between emotion- and fact-processing regions of the brain.

**Keywords:** *Consciousness, brain, affect, self.*

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## **SELF-DESTRUCTIVE BEHAVIORS, SELF-ESTEEM, ANXIETY, AND SOCIAL DESIRABILITY IN PEOPLE WITH PERSONALITY AND MOOD DISORDERS**

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### **Abstract**

Personality and mood disorders impede everyday functioning, cause serious problems with relationships and work. They interfere with everyday situations generating problems with adaptive ways of coping with stress. The rigid and unhealthy way of thinking and behaving characteristic for personality or mood disorders creates many problems relating to situations and people. It also provokes many difficult reactions in response to stress, such as self-destructive behaviors. As it is stated in the literature, self-destructive behaviors are related to self-esteem, social approval, and anxiety level. In the presented study the analysis of relations between data on self-destruction, self-esteem, social desirability, and anxiety level was conducted. A group of 100 respondents, including 79 women, and 21 men age 18-60 (M=31.91; SD=8.22) were asked to fill in set of questionnaires. Among all subjects there were 43 persons without any diagnosis, 22 people with mood disorder diagnosis, and 35 respondents with personality disorders. All diagnosis were conducted by psychiatrists based on ICD-10 diagnostic criteria. The test battery filled in by each subject consisted of Self-Destruction Questionnaire, Self-Esteem Scale, State Trait Anxiety Inventory, and Social Desirability Questionnaire. It was discovered that there is a positive correlation between self-destructive behaviors and anxiety. Negative relationship was found between self-destructive behaviors, self-esteem, and social desirability. Additional analysis concerning the link between personality disorder, repression and/ or sensitization of emotional stimuli uncovered that people diagnosed with personality disorders are more prone to high anxiety level and sensitization of emotional stimuli than are the people without such diagnosis. On the other hand, many people without any clinical diagnosis recruit themselves from repressors group.

**Keywords:** *Self-destructive behaviors, self-esteem, anxiety, social desirability, personality disorders.*

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## ORGANISATIONAL READINESS FOR IMPLEMENTING INTERNET-BASED COGNITIVE BEHAVIOURAL INTERVENTIONS FOR DEPRESSION ACROSS COMMUNITY MENTAL HEALTH SERVICES IN ALBANIA AND KOSOVO

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### Abstract

**Background:** The use of digital mental health (MH) programs such as internet-based cognitive behavioural therapy (iCBT) hold promise in increasing the quality and access of MH services. However very little research has been conducted in understanding the feasibility of implementing iCBT in Eastern Europe.

**Methods:** We used qualitative semi-structured focus group discussions (FGDs) that were guided by Bryan Weiner's model of organisational readiness for implementing change. The questions broadly explored shared determination to implement change, (change commitment), and shared belief in their collective capability to do so (change efficacy). Data were collected between November and December 2017. A range of healthcare professionals working in and in association with the CMHCs were recruited from three CMHCs in Albania, and four CMHCs in Kosovo, which are participating in a large multinational trial on the implementation of iCBT across nine countries (Horizon 2020 ImpleMentAll project). Data were analysed using a directed approach to qualitative content analysis, which used a combination of both inductive and deductive approaches.

**Results:** Six FGDs involving 69 MH care professionals were conducted. Participants from Kosovo (n=36, 52%) and Albania (n=33, 48%) were mostly female (n=48, 69.9%) and nurses (n=26, 37.7%), with an average age of 41.3 years. A qualitative directed content analysis revealed several barriers and facilitators potentially affecting the implementation of digital CBT interventions for depression in community MH settings. While commitment for change was high, change efficacy was limited due to a range of situational factors. Barriers impacting 'change efficacy' included lack of clinical fit for iCBT, high stigma affecting help-seeking behaviours, lack of human resources, poor technological infrastructure, and high caseload. Facilitators included having a high interest and capability in receiving training for iCBT. For 'change commitment', participants largely expressed welcoming innovation and that iCBT could increase access to treatments for geographically isolated people, and reduce the stigma associated with MH care.

**Conclusions:** In all, participants perceived iCBT positively in relation to promoting innovation in MH care, increasing access to services and reducing stigma. On the other hand, a range of barriers were also highlighted in relation to accessing the target treatment population, a culture of MH stigma, underdeveloped ICT infrastructure and limited appropriately trained healthcare workforce, that reduce organisational readiness for implementing iCBT for depression. Such barriers may be addressed through, (a) a public facing campaign that addresses MH stigma, (b) service-level adjustments that permit staff with the time, resources and clinical supervision to deliver iCBT, and (c) establishment of suitable clinical training curriculum for healthcare professionals.

**Keywords:** Digital mental health, internet-based cognitive behavioural therapy, implementation science, MENTUPP, organisational readiness for implementing change.

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## EDUCATIONAL PSYCHOLOGY

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### SOCIAL EMOTIONAL LEARNING: DEVELOPING THE ADOLESCENT

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#### **Abstract**

During the latter part of the 21st century, social emotional learning (SEL) started being incorporated into the classroom in a meaningful way. While SEL has garnered enough attention to be included in school curricula throughout the United States as well as several other countries worldwide, research about the import and effect of SEL is relatively new (America Succeeds, 2019). The worldwide COVID pandemic has brought about challenges beyond the obvious serious health concerns. Byproducts of the pandemic include the increased need for coping mechanisms and problem solving, interpersonal interaction skills, as well as an understanding of identity development to help children handle emotional distress resulting from the numerous significant changes in their daily lives. However, many current SEL programs do not address these key areas of concern. It is the authors' contention that an SEL curriculum which focuses on resilience as well as key indicators of identity development, coping mechanisms, and personal de-escalation techniques are necessary to effectively aid adolescents with navigating their current lives and building a positive future.

This research proposes a new SEL program that fits the needs of adolescents and preteens as administered in the school system. Building on a previous program shown to significantly improve self-esteem and school cohesion and trust (Cipra & Hall, 2019), Gr<sup>2</sup>IT focuses on several key principles to help children develop social and emotional skills and resiliency in the classroom and beyond. A unique component of the program is the principle of identity. Because identity formation is a significant developmental task, understanding the reinforcing and bidirectional relation between behavior and identity is beneficial to adolescents. Gr<sup>2</sup>IT incorporates principles of identity development throughout the curriculum. In conjunction with emotional regulatory practices, problem-solving strategies, and a social equity perspective, Gr<sup>2</sup>IT introduces a holistic approach to social and emotional learning to support the positive development of youth. While Gr<sup>2</sup>IT is currently being developed for American schools, many of the principles are universal to child development and may be adapted cross culturally.

**Keywords:** *Adolescent development, resilience, identity, curriculum.*

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### EDUCATIONAL ADVANCES ACROSS ALL LANGUAGE DOMAINS: RESULTS AND EXTENSIONS FROM THE DYNAMIC TRICKY MIX MODEL

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#### **Abstract**

This paper demonstrates how Dynamic Systems Theory (DST) can generate powerful educational interventions. Our multiple well-controlled studies include typically-developing children between 2 and 8 years of age as well as children with variations of language disorders and with ages between 4 and 12 years. Despite the wide variation in participant characteristics, we argue that our results demonstrate again and again a core conclusion: Rapid progress in language, literacy, and narrative skills only occurs when there is a favorable dynamic convergence of cognitive readiness, scaffolding partner strategies, positive emotional engagement by child and by partner, high attention, and freedom from distraction or anxiety. We term such favorable dynamic convergences Dynamic Tricky Mixes. Under such Dynamic Tricky Mix conditions children displayed significant advances in literacy, oral language, narrative, and sign language. Other labs have shown similar advances for second language learning. Moreover, and quite surprising, under rigorous equation of Learning Condition Mixes during intervention, children with prior histories of very poor learning learned at rates matching that of children with *no* prior learning

disabilities. This result held for deaf, autistic, dyslexic, and language-delayed children. These excellent learning rates by the children with severe learning disabilities will aid in planning more ambitious reforms in the language-and literacy-facilitating procedures of educators, special educators, and speech language pathologists. In addition, across all educational domains Dynamic Tricky Mix strategies are powerful catalysts for moving any child from a "stuck" position toward truly rapid learning. We draw further implications from our rapid vocabulary acquisition intervention work with ordinary 4-year-olds. In this case we demonstrated that with twice-weekly sessions vocabulary growth across 5 months leaped forward compared with matched control children. Many children learned at the astonishing rate of 20 new lexical items per hour. By the use of pretest/posttest comparison data on cognitive processes we further demonstrate that the experimentally-caused leap in vocabulary had cascading effects on improved memory and related cognitive skills. Thus, rapid gains by the intervention children dynamically fed into their becoming better prepared for further rapid gains in language acquisition. In turn, this set of findings enriches accounts at the theoretical level of how so much language learning usually can be achieved in the preschool years. Likewise, in evolutionary terms these kinds of mutual enhancements between language progress and cognitive processing power may help elucidate periods when there are explosive rates of changes in *Hominin* cultures and in brain size and capacity.

**Keywords:** *Children's language advances, dynamic systems, educational interventions, language.*

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## **CORRELATIONAL ANALYSIS BETWEEN APPROXIMATE NUMERICAL ESTIMATE AND MATH ABILITIES: A STUDY WITH FIRST-GRADE SCHOOL STUDENTS**

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### **Abstract**

The number sense has two characteristics: subitizing – the immediate and error-free recognition of numbers from one to three, without counting – and the ability to discriminate between numbers with values greater than the subitizable ones. Without counting, this type of discrimination is done by approximate estimate, from which a numerical approximation system is inferred. Although the approximate numerical estimate is considered innate, it is influenced by factors such as the ratio between the sets to be compared, external factors, in addition to its increasing accuracy with age. This cognitive ability has been identified as a “predictor” for academic achievement in mathematics. The presented research aimed to investigate the existence of a correlation between the approximate number estimate and math skills in first-grade school children. The study was carried out with 34 children aged between six and seven years old. Their math skills were measured using the Test of Early Mathematical Abilities (TEMA-3), which was administered following the protocol, designed to measure general formal and non-formal math skills of children from 3 to 8 years-old. The approximate number estimate was measured using *Panamath* – a software that managed the discrimination task –, consisting of comparisons of several pairs of sets, indicating the largest. The exposure time of the stimuli was set at 1200 ms and the ratio of the difference between the sets was systematically varied. The results showed an ease of distinction based on the proportions of the sets in the numerical approximation system test. This study investigated the possibility of a correlation between performance in the number sense activity with those of mathematical skills, as it is assumed that the greater the child's sensitivity to differentiating the proportions between sets, the better his performance in solving the mathematical problems addressed, accordingly to previous studies. Even though the Pearson's correlation coefficient was 0.31 ( $p = 0.07$ , a little higher than accepted), the value indicates a moderate to weak correlation and a possible prediction in mathematical abilities based on performance in the numerical discrimination task, although there are other variables to consider in the mathematical development. The approximate number system test can be used as a tool to do and initial track of children who might experience problems in developing math skills.

**Keywords:** *Numerical estimation, number sense, math abilities, counting.*

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## **SOCIO-EMOTIONAL COMPETENCES AND THEIR RELATIONSHIPS WITH SCHOOL ENGAGEMENT AND FUTURE ORIENTATION IN PRIMARY SCHOOL CHILDREN**

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### **Abstract**

Research studies suggest the importance of some developmental assets in promoting positive youth development: studies on Social and Emotional Learning have shown the benefits of acquiring these competencies on academic performance and well-being. In addition, future orientation emerged as a dimension that impacts on nonadaptive behaviors and educational performance but also on the agency they recognize themselves over their life trajectory and goals, reach greater academic achievement. Limited evidence is available on the role of and relationships between the developmental assets mentioned in primary school children.

The study aims to deepen our understanding on how do these developmental assets vary in primary school children and what are the relationships between Social Emotional Competences that primary school children recognize themselves and both school engagement and future orientation.

Data collected in a psychoeducational action promoted by the PSSmile project (Social-Emotional Capacity Building in Primary Education, <http://smile.emundus.it/>) were used to address these questions. A hundred and fifty four, 8 to 11 years old, primary school students participated in the study.

Direct and indirect, qualitative and quantitative tools have been used to address the study issues.

The analyses confirm the specific patterns that characterize the two age groups. Specific relationships and patterns of association emerge between main dimensions of Social Emotional Competences, Positive Experiences and belonging at school, and Future Orientation.

The need to address these issues early in primary school and understand the variability that may lead to vulnerability in the development emerge, and, stemming also from current societal challenges and consequences of the global pandemic, to promote educational and prevention actions.

*Keywords: Socioemotional competences, school engagement and future orientation, primary school.*

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## **BUILDING A COMMON STRENGTH CULTURE INTEGRATING CHILD, PARENTS, AND TEACHER TITLE**

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### **Abstract**

Waters (2020) found that families who were engaged in positive interventions were significantly happier than families in a control group, emphasizing the importance of strengths-spotting practices in the family system. They also showed that adolescents who view their parents as strengths-based report higher well-being and greater strengths use. It is known that strengths have a significant positive effect on academic achievement and predict engagement and perseverance of teen (Waters, Loton, & Jach, 2018).

Even on children, strengths-based parenting was found to relate significantly to strengths-based coping and negatively to stress. It is suggested that strengths-based parenting encourages children to use more strengths-based coping when they face stress and adversity, which partially explains these beneficial outcomes (Waters, 2015). Strengths use has also a lot of benefit (Shubert, Wray-Lake, Syvertsen, Metzger, 2018).

Regourd-Laizeau, Gay, Verger, Bressoud, & Shankland, (2018) showed positive consequences on children from 7 to 10 using a booklet improving strengths identification and use. It seems very useful to help parents, children and teacher to go the same way toward strengths use with a common perspective. This presentation will deepen theoretical researches on developing strengths, from childhood, to adulthood with the topics presented in Waters, & Loton, (2021). The impact on academic achievement and positive outcome of using strengths creating a common strengths culture can also be developed using a tool called "In the universe of character strengths". This book can be used by children, by parents at home and teacher at school. 24 chapters develop the 24 character strengths of VIA-IS. The different points of each

chapter aim 1) to introduce the topic, 2) to deepen the consciousness of the children about its character strengths, 3) give 3 tips to develop the strength 4) give examples of job using this strength 5) give precise advices to parents and teacher to take this strength in account in the classroom or in family life. The children are invited to choose 5 strengths on 24, and become “strengths ambassador”, they are given a little diploma, telling he knows his strengths, and can help his friends to find out theirs. The first results of using this tool are encouraging from the point of view of children, teacher and parents with higher rate of self esteem for all, better integration of strengths topic as founded by Niemiec, & McGrath, (2019).

**Keywords:** *Strength-based parenting, positive psychology, strengths-spotting practices, strength culture, educational context.*

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## PROMOTING MENTAL HEALTH AT SCHOOL: IMPLICATIONS FOR TEACHERS' PERSONAL DEVELOPMENT

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#### Abstract

The paper presents the results of an experimental study developed in order to test the efficiency of a mental health curriculum, especially the impact on the teachers' personal development. The curriculum is developed under an Erasmus project and it was validated in trials in six countries. The present study intends to measure the effects of program implementation on teachers' personal development. The experimental design involved 104 teachers, 61 in experimental group and 43 in control group. The

experimental group received a training in mental health promotion at school and they implemented approximately 12 activities at class, during the second semester of the academic year 2020 – 2021. The variables measured are teacher self-efficacy (efficacy for student engagement, efficacy for instruction strategies and efficacy for classroom management), resilience and teachers' social-emotional competence. The results indicate a raising of competencies of teachers in experimental group comparing with control group, considering two moments of measurement, pre and posttest.

**Keywords:** *Social-emotional competence, resilience, teachers' self-efficacy, mental health.*

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## **STUDENTS PERCEIVED ACADEMIC STRESS, SENSE OF BELONGING, ADAPTABILITY, SPORTS AND DEPRESSION IN THE SECOND YEAR OF THE PANDEMIC**

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### **Abstract**

The COVID-19 pandemic has been challenging for academia. Educators and students hopes for a short duration of the pandemic were disappointed soon and in 2021, one year after the onset of the pandemic, most universities were still restricted to online teaching. At the same time, ensuing restrictions due to COVID-19 coupled with uncertainty about the duration of these adverse circumstances, brought high pressure for many students.

Within this background, the present study focuses on the question, to which degree students could develop and use coping mechanisms in these adverse circumstances and draw on personal resources such as sense of belonging, adaptability, and stress-outbalancing behaviors like sports. The aim of this study was to evaluate Austrian students perceived academic stress and was conducted from May to July 2021. Altogether, 202 students, 71 males (35.1%) and 131 females (64.9%) between 18 to 52 years old ( $M=23.74$ ,  $SD=5.26$ ) participated. Statistical analyses found significant correlations between perceived academic stress and sense of belonging (socially and organizationally), adaptability, depression, but no significant correlation with sports. In the regression, three variables significantly contributed to the assessment of academic stress. Adaptability and sense of belonging to a peer-group as well as adaptability decreased perceived academic stress. In contrast, depressive symptoms were positively related to academic stress. Altogether, 34.0% of the variance could be explained by the regression equation. Higher levels of perceived academic stress could mostly be explained by a lack of adaptability to the actual situation and sense of belonging to a peer group but a higher amount of perceived depression.

These results point at measures that can be taken to alleviate students' stress. Perceived academic stress and mental-health problems like depressive symptoms should not be taken too lightly, as they do not only concern only individual students, but have consequences for the university as a whole.

**Keywords:** *University students, sense of belonging, perceived academic stress, adaptability, sports.*

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## **CHILDREN'S CREATIVITY TO CO-CREATE HEALTHY CORRIDORS**

**Gonçalo Canto Moniz, Vitório Leite, & Beatriz Caitana da Silva**

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### **Abstract**

The inclusive urban regeneration aims to engage all citizens in the co-creation of solutions for their territory, namely their public space, as a more just, resilient and sustainable space. The European project URBiNAT, funded by H2020, is involving schools and children to participate in the co-creation of healthy corridors to face territorial, social and environmental challenges through their experience, knowledge and creativity. Although URBiNAT is developing activities in seven European cities, our aim is to analyse a group of activities that took place in four elementary schools in Campanhã, Porto.

The aim of this paper is to analyse the creative process developed by children in different stages of the co-creation process, firstly, in the diagnostic of needs, uses and dreams and, secondly, in the co-design of common goals and ideas to integrate the healthy corridors.

During the diagnostics stage, we organised activities to activate participation in three primary schools (Corujeira, Falcão, Cerco) for all students (around 150 students in each school) with the aim of integrating them in the URBiNAT project co-creation process and of analysing the territory. This relates specifically to the public space, and is carried out by means of group walks (walkthroughs), workshops using photographs (PhotoVoice) and mapping activities (mapping). Qualitative data was collected through five questions: what do you like, what do you don't like, what could be better, how do you use the space, what should be kept as it is?

During the co-design stage, we challenged one class of 25 children from year 3 (aged eight), from each of the four primary schools, to co-design solutions that would meet the real needs of the children in relation to the school space as well as the surrounding territory, by means of a set of activities that they could participate. Activities in each school were carried out with four objectives in mind: to involve the children in the URBiNAT project; to motivate the children towards collaborative design; to construct scenarios and ideas (visualization); and to develop proposals collectively (design).

These proposals reveal that eight-year-old students do in fact consider the specifics and circumstances of what is real, and seek to carry out a critical transformation of reality. Perhaps it cannot be said that his proposals are “outside the box”, in that they are not extravagant, however, they reflect a strong progressive purpose founded on environmental education and healthy eating. These are proposals that strengthen the relationship with the community by means of public spaces, such as spaces for playing as well as those for learning, or for learning through play, as espoused by modern educational thought.

This paper comes under European Union funding no. 776783, as part of the H2020 programme, and is written in both continental and Brazilian Portuguese.

**Keywords:** *Inclusive urban regeneration, co-creation process, healthy corridors, children's creativity.*

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## **DOES PHYSICAL IMMERSION HELP ADULT VISITORS PROCESSING WORKS OF ART EXHIBITED IN A MUSEUM?**

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### **Abstract**

Given the popularity of spectacular events that produce physical immersion, museums are tempted to exhibit their collections in rooms where visitors are plunged in such immersion. A comparison of three rooms displaying works of art in the traditional manner, but one of which having an installation that induces physical immersion, showed that such immersion does not lead to an increase in the rate of treatment of the works, nor does it increase the fascination for them, i.e. psychological immersion.

**Keywords:** *Museums, works of art, adults, physical immersion, psychological immersion.*

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## SOCIAL PSYCHOLOGY

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### THE SATISFACTION OF BEING A REBEL

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#### **Abstract**

Several researches in organizational environment have shown that there is a norm of allegiance; it consists in valuing positively employees who not only obey the orders of their hierarchical superiors but who also avoid any criticism of them. Here is questioned the degree of satisfaction and dissatisfaction with adopting or refusing to adopt such behavior.

120 employees of the Argentinian private sector (60 men and 60 women) were contacted using the snowball technique and, on a voluntary basis, answered anonymously to two questionnaires.

The first one was an allegiance questionnaire of 24 items from the questionnaires of Gangloff & Caboux (2003) and Gangloff & Duchon (2008): 12 items of general allegiance and 12 items differentiating the reasons for allegiance (ideological vs. opportunist). Examples: "With my boss, I rarely try to defend my ideas" (general allegiance item); "When my boss takes a decision, I rarely challenge it. Whatever the decision: you should not challenge your boss" (ideological allegiance); "Even if my boss's orders sometimes seem absurd to me, as I want to have quick promotions, I generally obey" (opportunistic allegiance). The subjects answered each item by indicating whether, usually, they adopted rather allegiant or rather rebellious conduct, and they specified, in each of the two cases, if this adoption satisfied or dissatisfied them.

Considering that satisfaction is a constituent element of well-being, a second questionnaire was used the Scale for Measuring Manifestations of Psychological Well-Being (EMMDEP) by Massé et al. (1998), made up of 25 items in which subjects ticked off as "somewhat agree" (rated 1) vs. "somewhat disagree" (rated 0).

The results show that 1) allegiant conducts are more frequent than rebellious ones, but only among women (among men, the difference is not significant); 2) dissatisfaction is more frequent with adopting allegiant conducts than with adopting rebellious ones, whatever the gender; 3) satisfaction is more frequent than dissatisfaction, both for the allegiant conducts and for the rebels; 4) Satisfied participants express more well-being than unsatisfied participants.

The limits and practical consequences of these results will be discussed.

**Keywords:** *Allegiance, rebellion, hierarchical superior, satisfaction.*

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### POSITIVE YOUTH DEVELOPMENT IN SLOVENIA: TEST OF A MODEL

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#### **Abstract**

The PYD framework is based on Relational Developmental System Theory, which focuses on the importance of the interplay between individual characteristics and contexts (e.g., school, family, community, society) (Lerner, 2007). In the study, we will put this model through an empirical test using structural equation modelling. We will test a path leading from developmental assets (internal and external assets) to the 5Cs and further on to the positive (contribution) and negative (bullying, anxiety) outcomes. The basic assumptions are that the amount of developmental assets present is related to the PYD outcomes, the 5Cs, and these to the lower level of risky and problem behavior and to greater contribution. We will test three alternative models with variations in the 5Cs part: 5Cs model, one-factor model, two-factor model. The rationale for testing 5Cs as one factor originates in the studies (e.g., Holsen et al., 2017) showing that the associations between the 5Cs and negative outcomes appear to depend on how the 5Cs are treated in data analysis, i.e., as separate Cs or as one PYD factor. Similarly, proofs of a

two-factor model can be found in the literature (Årdal et al., 2018). We will use Slovenian youth sample ( $N = 1982$ ; 57.4% female;  $M_{age} = 15.35$ ,  $SD = 1.21$ ) participating in PYD-SI-MODEL study and a selection of self-report measures: Developmental Assets Profile (Scales, 2011), PYD questionnaire (Geldof et al., 2013), LAOM Anxiety Scale (Kozina, 2012); Adolescent Peer Relationship Index Bully-Target (Parada, 2000), and Thriving and Contribution Indicators (Benson, 2003). The findings show better fit of the 5C model. The study is the first of this kind to test the model on Slovenian data therefore together with scientific added value, the study has direct implications also for practice and for the promotion of positive youth development in Slovenia.

**Keywords:** *Positive youth development, Slovenia, school, structural equation modelling.*

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## **MIGRATORY GRIEF, COPING, AND PSYCHOLOGICAL DISTRESS OF VULNERABLE GROUPS IN MOBILITY IN SPAIN**

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### **Abstract**

The present study aims to analyse migratory grief, coping (focusing on the problem, negative self-focus, positive reappraisal, open emotional expression, avoidance, search for social support, and religion), and psychological distress of people according to their main reasons for migrating. The sample consisted of 454 participants (48.7% men and 51.3% women) aged between 18 and 74 years ( $M = 35.48$ ;  $SD = 11.06$ ). The methodology used was quantitative and non-experimental design. The Migratory Grief Assessment Questionnaire, the Coping with Stress Questionnaire, and the Kessler Psychological Distress Scale K10 were used. The results indicate a significant and positive relationship between migratory grief, the passive coping styles, and psychological distress, as well as a negative relationship between migratory grief and the strategy focused on the problem. In addition, students are the group with the least migratory grief compared to groups who migrated for economic reasons, insecurity (wars, violence, threats), and sexual orientation. In addition, people fleeing because of security reasons are the ones who use less the strategy of seeking social support compared to the group of people studying. People migrating for economic reasons use religion more as a coping strategy compared to the groups motivated by sexual orientation and educational background. Regarding psychological distress, people who flee because of their sexual orientation have higher levels of psychological distress compared to those who have migrated for economic and academic reasons. The relevant and significant findings related to the variables investigated are discussed.

**Keywords:** *Migratory grief, coping, psychological distress, LGTBIQ+ community, migrants.*

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## **THE EU PROJECT CONNECT!: FROM THE REPORTS TO THE HIGHER EDUCATION COURSE**

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### **Abstract**

Megatrends as globalization, digitization, demographic change, skills shortage, and the pandemic challenge the working lives of millions of people across the world. Organizations experience increasing pressure to become more and more sustainable and to remain competitive taking care of their employees at all levels of skills. At the same time, employees get mobile, search for attractive, stable, and future-oriented job opportunities, and need support to access labor offers all around Europe. The European Erasmus+ project CONNECT! ([connect-erasmus.eu](http://connect-erasmus.eu)) aims to connect career guidance and counselling (CGC) with human resources (HR) in enterprises, for developing and advancing higher education and training in practice. To develop the higher education course two main phases were followed. In the first phase, the involved partners (Italy, Germany, Netherlands, Greece, Austria, and Serbia) conducted an analysis of the national situation. In the second phase, 79 HR and 77 CGC counselors were involved to answer a qualitative survey about the perceptions and best career and life

designing practices. The comparative analysis of the national results allowed to identify similarities and differences and identify the main issue to be targeted. The training consists of 5 units that last 4.5 hours each and cover the following topics: *The changing world of work, Innovative concepts, and development for company-based career work/HRM, Current theoretical and methodological approaches for counsellors and coaches in the company context, Connecting Guidance, Counselling and coaching for employees and the context of company-based career work, Changing in practice the organizations*. After the evaluation of 10 experts from diverse countries, it has been piloted with higher education students. This presentation will focus on the Italian adaptation and the results of the piloting that initially involved 38 university master students in psychology. Two ad-hoc questionnaires about expectations and self-efficacy beliefs and one questionnaire about learning were used to verify its efficacy. Strengths and weaknesses will be discussed.

**Keywords:** *Career counseling and guidance, HR, training program, higher education.*

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## **DOES VACCINE SCARCITY INFLUENCE THE EFFECT OF CONSPIRACY BELIEFS ON INTENTION TO VACCINATE AGAINST COVID-19?**

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### **Abstract**

Vaccination against Covid-19, a major public health issue, comes up against many fears that fuel strong vaccine hesitancy, when it is not rejected. The main explanation that is used to explain it is the adherence to conspiracy theories (ACT) (Keeley, 1999). However, the literature provides contradictory results about the ACT effects on compliance with health recommendations (e.g., Allington et al., 2020; D iaz and Cova, 2020; Imhoff & Lamberty, 2020). Furthermore, psychological reactance (PR) (Brehm, 1966) moderates the relationship between ACT and vaccine intentions (Bordarie & Plichon, 2021). In other words, the more individuals adhere to conspiracy theories, the less they have the intention to get vaccinated; and this effect is even stronger when they also are reactant, i.e., they feel their freedom of choice threatened. This study tries to supply a more global model by integrating the perceived scarcity of vaccines as a moderator of the relationship between PR and/or ACT and vaccine intentions.

The sample consisted of 715 participants (59.6% female and 40.4% male) with a mean age of 45.17 years (SD = 18.7). The questionnaire included 3 standardised scales, measuring respectively PR (14 items), ACT (5 items), perceived scarcity (4 items) and 2 items measuring vaccine intention.

The results confirmed the tools internal consistency. Linear regression analyses confirmed the role of both PR and ACT on vaccine intention. The scarcity does not influence the relationship between PR and intentions, neither the one between ACT and intentions. However, scarcity moderates the link between PR and ACT ( $p=.02$ ) confirming the highly complex relationship that individuals can have with conspiracy beliefs.

The intention to get vaccinated against Covid-19 is under influence of both PR and ACT and we also know that PR moderates the relationship between ACT and intention. The moderating effect of scarcity between PR and ACT testify that the ACT depends on other external variables and could be the consequence of the context, more than a disposition to ACT. Thus, in general we can say that the more reactant people are, the more they adhere to conspiracy theories; but this positive effect is less important when people perceived a higher vaccine scarcity. These results open perspectives for vaccinal strategies and information or awareness campaigns in order to convince the most hesitant participants.

**Keywords:** *Covid-19, psychological reactance, conspiracy theories adherence, vaccine hesitancy, vaccine scarcity.*

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## **FAMILY SUPPORTIVE SUPERVISOR BEHAVIOR PERCEPTIONS AND WORK-FAMILY BOUNDARY CONTROL ON LOCKDOWN TELEWORKERS: PORTUGAL AND PAKISTAN COMPARISON**

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### **Abstract**

The imposition of teleworking due to the COVID-19 pandemic has brought the need for individuals to readjust work-non-work boundaries. In this crisis scenario, the needs that individuals felt to manage these borders may have been influenced by contextual factors such as the presence of specific behaviors of leadership support for the work-family relationship (FSSB) and macro-structural factors such as the country in which teleworkers are inserted. This study tests the mediating effect of border control on the relationship between FSSB and life satisfaction and analyzes the moderating effect of the country (Pakistan vs. Portugal) on the relationship between FSSB and border control.

With a sample of 108 Portuguese and 118 Pakistanis, the results were analyzed using the Process tool. We found that the FSSB is important for teleworkers to control borders and for life satisfaction and that this control also contributes to greater life satisfaction. We found differences in the two countries: border control mediates the relationship between the FSSB and life satisfaction for Pakistani teleworkers and these workers are more dependent on the FSSB to exercise border control than Portuguese teleworkers. This study underlines the importance of considering contextual factors for the implementation of telework. Practical implications are discussed.

**Keywords:** *COVID-19, telework, work-family, family-supportive-supervisor behavior, culture.*

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## **SOURCES OF TRANSITION-TO-WORK SELF-EFFICACY: CAREER EXPLORATION AND SOCIAL SUPPORT**

**Diana Aguiar Vieira, & Viviana Meirinhos**

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### **Abstract**

Success in the transition from higher education to work is influenced by an array of factors associated with the individual, his/her context, as well as their interaction. The Social Cognitive Transition-to-Work (SCTW) Model conceptually organizes the complexity of this transition and provides directions for research in this area. Previous longitudinal studies based on SCTW Model have shown that transition-to-work self-efficacy predicts several career success indicators. Among these, career satisfaction, salary and job satisfaction may be identified. Bandura's Social Cognitive Theory identifies self-efficacy sources. When the transition-to-work process is considered, career exploration and social support are identified as potential self-efficacy sources. The present study aims to assess if career exploration and social support are associated with transition-to-work self-efficacy. Three-hundred and thirty-seven final year undergraduate students from a Public Higher Education in Northern Portugal participated in the study (67% female; median age = 23; standard deviation =  $\pm 7$ ). Career Exploration was measured with a 7-items Likert-type scale. Social Support was measured with a 22-items Likert-type scale distributed in three dimensions: family, teachers and peers. Transition-to-Work Self-efficacy was measured with a 28-items Likert-type scale that includes three dimensions: job-search behaviours, job-search emotional regulation and adaptation-to-work. All measures presented adequate reliability values. As expected, results showed moderate to large positive associations among career exploration, social support and transition-to-work self-efficacy. The regression analysis model explained 32% of the variance. The strongest transition-to-work self-efficacy predictors were family social support and career exploration. These results highlight key transition-to-work contextual factors that have implications for both intervention and research in the career domain. Higher education institutions may plan and implement psycho-educational interventions to develop transition-to-work self-efficacy among higher education students. Namely, considering that career exploration may act as a self-efficacy source, creating ways to improve career exploration probably will enhance students' transition-to-work self-efficacy. In terms of research, results gave support to the Social Cognitive Transition-to-Work (SCTW) Model as a useful conceptual tool to further guide future research.

**Keywords:** *Self-efficacy, transition-to-work, job search, career exploration, social support.*

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## UNDERSTANDING THE COMPLEX RELATIONSHIP BETWEEN ORGANIZATIONAL PSYCHOLOGICAL OWNERSHIP AND ORGANISATIONAL CITIZENSHIP BEHAVIOURS DURING COVID19 CRISIS

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### Abstract

The Covid-19 crisis has forced many employees to telework (TLW). TLW can eventually generate a feeling of professional isolation (PI) for some workers and the higher the TLW, the higher the feeling of PI (Golden, 2008). PI is known to have negative impacts on organisational and teleworker outcomes such as job satisfaction (e.g., Bentley et al., 2016) or the adoption of organisational citizenship behaviours (OCBs) (Mulki and Jaramillo, 2011). OCBs are largely influenced by the organisational psychological ownership (OPO) (Zhang et al., 2021) which also influences organisational identification (ORI) (Van Dyne & Pierce, 2004). Yet, the relationship between ORI and OPO seems to be quite complex, considering for instance that OPO predicts the intention to leave the organisation while ORI does not (Knapp et al., 2014). Thus, this relationship deserves special attention for its implication in the OPO/OCBs relationship. Furthermore, the binding dimension of TLW is likely to have had complex consequences and may imply a feeling of PI, the moderating role of which in the OPO/OCBs relationship could be interesting to study.

The study population consisted of 185 participants, divided into 77.3% women and 22.7% men. The questionnaire included a measure of OPO (4 items), ORI (5), OCBs (6) and PI (7).

Results showed that ORI is a mediator of the OPO and OCBs relationship ( $\beta=.1136$ ;  $p=.0199$ ;  $LLCI*=.0182$  and  $ULCI**=.2089$ ) and ORI explains 11.3% of the variance. The analysis reveals a full mediation since OPO does not predict OCBs anymore when ORI is integrated ( $p < .084$ ). They also showed that PI moderates the relationship between OPO and OCBs ( $\beta=.0911$ ;  $p=.0314$ ;  $LLCI*=.0082$  and  $ULCI**=.1739$ ) and that explains 2.1% of the variance.

First of all, this study reveals the relationship between OPO and OCBs is quite complex since it is both mediated by ORI and also moderated by PI. The results may seem contradictory as they show that a high level of OPO combined with a high level of PI leads to a high level of OCBs; while we could have imagined the opposite with high levels of PI. The discussion will focus on two eventual explanations: seeking more relational closeness through OCBs and compensating the fear of being perceived as not working enough (Taskin & Edwards, 2007).

**Keywords:** *Organisational psychological ownership, organisational citizenship behaviours, organisational identification, professional isolation, telework.*

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## COGNITIVE AND EXPERIMENTAL PSYCHOLOGY

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### EFFECT OF MOCK JUROR GENDER ON THE JUDGMENT OF CHILD SEXUAL ABUSE

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#### **Abstract**

Sexual violence is a major public health issue today, especially when it involves children, for whom the consequences on development are major. This study is inspired by Pettalia et al.'s (2017) work, as it examines the influence of the juror's gender on the assessment of the defendant's guilt and the testimony of a minor who has been the victim of sexual violence. It extends that study by analyzing the effect of the victim's age, and the type of sexual assault (Sexual Assault involving Touching – CSAT or Sexual Assault involving Penetration) on the judgment. Participants were 388 students (121 men, 267 women;  $M = 20.54$ ,  $SD = 1.87$ ) at a French University. They read a fictional account of a child abuse case, involving a young girl who is questioned by the police about the abuse she has been victim of. She describes what her aggressor (her 44-year-old stepfather) did to her while her mother was out working. The accusation involved either CSAT or CSAP, not punished the same way under the French Penal Code. Participants then completed a self-report questionnaire about the seriousness of the act, the guilt of the defendant, and the plausibility of the victim's testimony. In line with previous studies, results showed that sexual assault involving penetration was considered more severe than touching and to have more repercussions on the victim's development. The victim's age also influenced the participants' assessment, particularly regarding her honesty and the gravity of the act; adolescents were considered more reliable than children. However, this study revealed differences arising from the juror's gender; women were more likely than men to assess the defendant negatively and were generally more pro-victim. The major finding is the difference between men and women in relation to the type of abuse; women tended to differentiate less between the two types of abuse than men in terms of seriousness of the act and the honesty of the victim. In terms of application, these findings may be interesting for prosecutors, raising their awareness of the potential biases and attitudes of jurors, and enabling them to limit the effect of judgment bias in these cases that have major consequences on young victims.

**Keywords:** *Child abuse case, mock juror's assessment, judgment, sexual abuse, type of abuse.*

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### THE FRAGILITY OF REMEMBERING – DATA FROM CLINICAL CASES

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#### **Abstract**

False memories, memory distortions, confabulations, and other forms of memory aberrations and deficits occur in everyday life and – more frequently – in neurological and psychiatric patients. We studied such changes of memories in 42 patients with alcoholic Korsakoff's syndrome, 18 with clipped or ruptured aneurysms of the anterior communicating artery [ACoA], 41 with a diagnosis of dissociative amnesia, and 52 healthy control individuals. All three patient groups had severe memory deficits. The neurological patients had deficits both with respect to acquiring new semantic and episodic memories, while the psychiatric patients were unable to retrieve episodic memories only. Both the neurological and the

psychiatric patients had major problems in retrieving old episodic memories. However, the groups differed in that way, that the neurological patients tried to compensate their deficits by showing numerous confabulations (especially patients from the Korsakoff's group), while the group with ruptures and repairs of their ACoAs showed a considerably tendency towards producing false memories. The psychiatric patients, on the hand, demonstrated a total lack of retrieving episodic memories from their past and showed no efforts to invent or generate alternative memories. It is concluded that especially the prefrontal cortex (frontal lobes) and its associated structures (mediodorsal thalamus, which is regularly degenerated in patients with Korsakoff's syndrome) are relevant in controlling proper and accurate retrieval of information. This statement also seems to be confirmed from functional imaging results in patients with dissociative amnesia who show a reduced prefrontal metabolism. For normal individuals, states which reduce alertness (e.g., fatigue, sleep deprivation) and consequently dampen prefrontal control functions, similarly can lead to a heightened degree of fragile memory retrieval.

**Keywords:** *Anterior communicating artery rupture, Korsakoff's syndrome, dissociative amnesia, prefrontal cortex, false memory.*

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## **PSYCHOANALYSIS AND PSYCHOANALYTICAL PSYCHOTHERAPY**

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### **MANIPULATING EXPERIMENTALLY WITH SEXUAL DESIRE – THE IMPACT OF INNER SEXUAL FANTASIES**

**Toivo Aavik**

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#### **Abstract**

Objective: Recent models of sexual response have challenged the traditional view of spontaneity of sexual desire and argue that desire is context specific and not so obviously spontaneous. However, the Inner responsive desire has been theorized mainly with regard to women's sexuality.

Design and method: For measurement of sexual desire, I distinguished state and trait levels of desire and applied Imagined Social Situation Exercise (ISSE) measures.

Results: The trait level of sex desire was significantly different for men and women and state sex desire before the experiment was equal. The sex manipulation changed sex desire level compared with the controls and it worked equally for both men and women.

Conclusions: Based on my results I can conclude that state and trait desire levels are similar for men and women and applying ISSE really increases state level of sexual desire. No sex differences were found and it seems that trait and state levels of sexual desire work relatively independently from each other.

**Keywords:** *Trait and state sexual desire, inner manipulation, fantasies.*

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### **UNRAVELING THE ROLE OF SOCIO-EMOTIONAL COMPETENCIES BETWEEN FUTURE TIME PERSPECTIVE AND SUBJECTIVE WELLBEING ACROSS ADULTHOOD**

**Teresa Maria Sgaramella, & Laura Foresta**

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#### **Abstract**

Social and emotional learning is an integral part of human education and development and is the process through which everyone, children, and adults develop the skills, attitudes, and values necessary to acquire social and emotional competence (CASEL, 2020). Good emotional management, greater motivation, and awareness of oneself and the people around us, impact the quality of life, contribute to satisfaction and participation in the work context. But the challenges and the transition that adults face through their adult life are diverse: ranging from transition to adult identity to playing a constellation of roles from which derive many responsibilities as to the end of the working career.

The main objective of the study is to observe how the different stages of adult life are characterized by social and emotional skills. A second goal is to understand the relationships holding between SE skills, wellbeing experienced, and future time perspective.

A total of 212 participants living in North East of Italy were surveyed for their Socioemotional skills, future time perspective, and wellbeing. According to their age, three groups were identified: emerging, young and middle-aged adults.

The study confirms the specificity of Social and Emotional Competences (SECs) across adult development. Regression-based mediation models were estimated to test the direct and indirect effects between dimensions addressed. The analyses evidenced the mediation role of social and emotional skills in the relationship between future temporal perspective and psychological wellbeing. The model highlights the predictive effect of time perspective on CSEs, which have a predictive effect on psychological wellbeing.

The results highlight the critical role of socioemotional skills for understanding the complex relationship between FTP and subjective wellbeing. Additionally, Social and Emotional Learning must be considered an integral part of adult education and lifelong learning and guide prevention and support actions.

**Keywords:** *Socio-emotional skills, time perspective, wellbeing, adult development, education.*

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# POSTERS



## CLINICAL PSYCHOLOGY

### SELF-CARE PROCESS IN CARDIOVASCULAR DISEASE: OBSERVATIONAL STUDY ON OUTPATIENTS' PATHWAY

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#### Abstract

Background. Cardiovascular disease (CVD) is a chronic non-communicable illness that causes more than half of all deaths across Europe. 80% of premature heart disease and stroke is preventable by effective measures availability for people at high risk. However, many such interventions are not being implemented and managed by patients. Managing such illness requires mastering self-care. Objective.

Aim of our study was to identify predictive factors of illness management by evaluating emotional characteristics, emotion regulation, and self-care process in young CVD outpatients. Methods. An observational study was conducted. 61 patients, age 18–75 years (M 56.4 ± sd 12.0), diagnosed with CVD participated in the study. The psychological battery was administered during clinical follow-up: Self Care of Chronic Illness Inventory, Depression Anxiety Stress Scale-21, World Health Organization Quality of Life – Bref, Difficulties in Emotion Regulation Scale. Results. The sample showed mild Anxiety and Stress degree, low Self-care, Social relationship, and emotional Clarity. First, participants were distributed into two groups by median age: Young (Y) and Old (O). Statistical analysis showed significant lower Psychological health ( $p = 0.03$ ) and higher Non acceptance of emotional responses ( $p = 0.02$ ) in O group. Then, participants were distributed in two groups by timing from CVD diagnosis: Early Disease (ED) and Long Disease (LD). One Way ANOVA showed lower emotional Awareness ( $p=0.03$ ) in LD group. Controlling for diagnosis timing, negative Pearson's correlations emerged between difficulties in emotion regulation domains and self-care monitoring, self-efficacy and QoL. Conclusions. Poor adherence to CVD pharmacological therapy could be addressed by identifying the emotional characteristics, subjective emotion ability, and self-care process of patients who are or may be at risk of non-persistence. The psychological screening and tailored psychological support on these predictive factors may result in clinical benefits.

**Keywords:** Cardiovascular disease, self-care behaviours, quality of life, psychological dimensions.

### WHAT COMPONENTS SHOULD BE STRENGTHENED BY WORKING WITH A COUPLE TO INCREASE THEIR RELATIONSHIP SATISFACTION AND THEIR WELL-BEING?

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#### Abstract

There are many schools of couple therapy, but none has emerged yet that would clearly dominate the rest. Therefore, it is extremely important to constantly search for new therapeutic practices and verify them in empirical research. The purpose of this study was to check the link between women's self-esteem and their satisfaction in a relationship and well-being. Attempts have also been made to verify if there is a correlation between relationship satisfaction and well-being, and with the components of love: intimacy, passion and commitment (IPC). There were 116 women, aged 19 to 45, in a heterosexual, romantic relationship who participated in the study. A self-developed questionnaire was used to identify the phases of the relationship, as well as Polish adaptations of tools measuring self-esteem, life and relationship satisfaction. The results indicate a positive correlation between the level of women's self-esteem and their well-being (strong) and relationship satisfaction (moderate). Results confirming a positive correlation between women's relationship and life satisfaction and strong positive correlations between love

components and relationship satisfaction were also obtained. Moderate correlations between self-esteem and its subscales were also established: self-liking and a self-competence with intimacy. There was also a positive correlation of self-acceptance with the sum of the components of love as well as of passion and intimacy with well-being. Additionally, a positive relationship was found between self-esteem and self-acceptance subscale and life satisfaction. The data from regression analysis showed that the predictors of life satisfaction are self-esteem, relationship satisfaction and the sum of the love components. The results of this study contribute to research on close relationships, as well as to the therapeutic practice of couples. They can also have a practical dimension for individual psychological or therapeutic help. There is a chance that by developing self-esteem, as well as intimacy and passion in a client's relationship, the therapist will not only enable her to increase satisfaction with the relationship, but also with life.

**Keywords:** *Self-esteem, relationship, intimacy, well-being, couple therapy.*

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## **HEALTH MANAGEMENT IN PATIENTS WITH CHRONIC DISEASES: FACTORS IMPROVING SELF-CARE MASTERING**

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### **Abstract**

**Background:** Chronic Diseases (CD) such as diabetes, musculoskeletal disorders, cardiovascular diseases, neurological disorders, and cancers increase with age and place a burden on individuals and healthcare systems, and more they are associated with a lower Quality of Life (QoL) in the elderly. CD conditions suggested improvements of self-care investigations switching research perspectives from medication or dietary adherence, biological exams, or symptoms management to maintaining health through treatment adherence and health-promoting practices.

**Objective:** Aim of the present study was to evaluate the health management of chronic disease, analyzing the effectiveness of self-care and the emotional dimensions (anxiety, stress, depression).

**Materials and Methods.** We conducted an observational study on 132 outpatient patients aged 18 to 75 years (mean age 52.6 years, SD ± 12.4) diagnosed with CD; 57,5% of the sample were females. The participants were enrolled at the Clinical Medicine Division of S. Salvatore Hospital in L'Aquila, ASL1 Abruzzo (IT). The psychological battery was composed of three standardized self-assessment measured emotional traits (DASS-21), QoL (WHOQOL-26), and Self-Care (SC-CII). Participants were divided into 2 groups based on CD as follows: a) cardiovascular disease (ex. cardiological disease) (CVD) group was composed of 68 patients (51.5%), b) other disease group (ex. disorders of the locomotor, gastrointestinal, and urogenital systems) (OD) was composed of 64 patients (48.5%).

**Results:** Descriptive analyses based on sociodemographic and clinical characteristics showed no difference among all the variables (gender, education, marital status, occupation, and timing diagnosis). One-way ANOVA was performed comparing the emotional dimensions for both CVD/OD groups. Statistical analysis showed significant difference in the OD group which showed greater signs of anxiety ( $p=0.029$ ), depression ( $p=0.007$ ), and stress ( $p=0.013$ ), than the CVD group. Then, we performed Pearson's correlation to compare the QoL with the ability to self-care index. The results highlighted a significant correlation between self-care maintenance, self-efficacy, and QoL.

**Discussion and Conclusion:** Our results show that, among CDs, patients with gastrointestinal, locomotor, and urogenital diseases appear to suffer more than patients with cardiovascular disease. The QoL is compromised in the maintenance of physical and mental health, in social relationships and, in self-efficacy index; the study highlights those actions could be planned for a person-centered approach with the aim of planning a better health outcome in CDs to progressively involve patients in overall self-care.

**Keywords:** *Clinical psychology, chronic diseases, self-care, emotional impact, patient engagement.*

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## IMPULSIVITY AND EMOTION REGULATION IN GIFTED ADULTS WITH ADDICTIVE BEHAVIORS

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### **Abstract**

Empirical evidence pointed out giftedness, as defined by high intellectual abilities (IQ  $\geq$  130 according to the WHO), to be a protective or a neutral factor in the development of psychopathologies in children and adolescents (e.g., Martin et al., 2010, Alexopoulou, 2020). Nevertheless, very few studies demonstrated interest regarding addictions and giftedness. The few ones that have attempted to explore this subject focused only on academic giftedness and their relation to substance use. For instance, Williams and Hagger-Johnson (2017) found an increased risk of drinking alcohol regularly and cannabis use during adolescence and early adulthood in academic gifted students at age 11, whereas Peairs et al. (2010) studied the probability to try alcohol in students and found no difference between academic gifted students and their non-gifted peers. Overall, there is a huge lack of data regarding addictions and factors strongly associated with addictive behaviors, like impulsivity (Berg et al., 2015) or emotion regulation (Estevez et al., 2017), in gifted people, and more especially in gifted adults.

The purpose of this research is to better understand gifted adults with addictive behaviors by studying impulsivity and emotion regulation in this specific population.

The sample consists of adults ( $\geq$  18 years) divided into 4 groups according to their condition: giftedness or not, with or without addiction. The 4 groups will be compared based on scientifically validated tools in impulsivity (UPPS) and emotion regulation (DERS). The IQ scores is evaluated with a full Wechsler Intelligence Scale. An interview is made systematically to check the addiction criteria of the DSM-V. We voluntarily chose to consider every kind of addictions to stay in line with an exploratory goal.

The preliminary results ( $n = 150$ ) will be exposed in this poster. We expect that the gifted adults with addictive behaviors would show better scores in emotion regulation abilities overall than the non-gifted ones, but lower scores regarding the sphere of emotional identification and awareness. This would be consistent with the results of Brasseur (2013) that suggested less emotional intelligence in gifted adolescents regarding identification and understanding of their own emotions. We also believe that they would show lower scores in impulsivity compared to the non-gifted ones because of a positive correlation between emotion regulation overall and low impulsivity.

**Keywords:** *Impulsivity, emotion regulation, addiction, gifted, adults.*

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## SUCCESSFUL AGING: THE CONTRIBUTION OF PERSONALITY VARIABLES

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### **Abstract**

Understanding social, economic, and psychological factors are important for promoting elderly health. Rowe and Kahn (1997) described three main components for "successful aging" (SA): avoiding disability and disease, high cognitive and physical capacities, and active engagement in one's life. Psychological dimensions (i.e., personality) have not been sufficiently studied yet. However, they could be considered to define SA. This study aimed to determine whether physical, cognitive, social, and personality factors were associated with SA.

A total of 2109 participants living at home (53.39% men;  $m_{age} = 75,38 \pm 8.11$ ) – from the Survey of Health, Aging, and Retirement in Europe (SHARE dataset release 7.0.0 of 2017) – completed questionnaires measuring physical (mobility, number of diseases, IADL, BMI) and cognitive (memory, executive function) health, social engagement, and personality (Big Five Inventory). These variables were gathered into three distinct blocks: sociodemographic characteristics (age, sex), model's Rowe and Kahn variables (physical, cognitive, social engagement), and personality. SA was assessed by the Euro depression scale. A correlation matrix was computed to examine the interrelationships between all variables. We then performed linear regression analysis when it was appropriate.

A higher level of motor and cognitive abilities correlated with a lower level of depressive symptoms ( $r=0.34$ ;  $p<.001$ ;  $r=-.20$ ;  $p<.001$ ;  $r=-.17$ ;  $p<.001$ ). The number of diseases was positively correlated with depressive symptoms ( $r=0.26$ ;  $p<.001$ ). The more engaged people were, the fewer depressive symptoms they had ( $r=0.09$ ;  $p=.019$ ). An effect of the level of education on depressive symptoms ( $F(5,847)= 7.06$ ;  $p<.001$ ) was found: people with a higher educational level had a lower depression score than those with a lower educational level. A lower level of neuroticism, higher level of agreeableness, and conscientiousness were significantly correlated with a lower level of depressive symptoms ( $r=0.41$ ;  $p<.001$ ;  $r=-.09$ ;  $p<.028$ ;  $r=-.08$ ;  $p=.028$ ). Linear regression analyses showed that personality variables explained 11% of the variance of depression scores, beyond sociodemographic characteristics (age, sex) (9%) and variables in the Rowe and Kahn model (10%). The three blocks, all together, explained 29% of the variance of the depression scores.

In line with Rowe and Kahn's model (1997), results showed that physical, cognitive, and social factors from the SHARE study partially explained SA (i.e., absence of depressive symptoms here). Interestingly, personality variables also explained a significant proportion of depressive symptoms. Personality may have an important role in addressing SA: adapting the care as well as the prevention to encourage the elderly to engage in physical, social, or cognitive activities.

**Keywords:** *Successful aging, personality, depressive symptoms.*

## **FOOD ADDICTION AND ADULT ADHD SYMPTOMS AMONG BARIATRIC SURGERY CANDIDATES: ARE THEY ASSOCIATED WITH POORER QUALITY OF LIFE?**

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### **Abstract**

**Background and objective:** Both food addiction (FA) and adult ADHD symptomatology have a significant impact on quality of life (QOL), which in turn may affect bariatric surgery outcomes in the context of severe obesity. The main objective of this study was to investigate the association between FA, ADHD symptomatology and QOL in the specific population of bariatric surgery candidates.

**Method:** Three hundred and twenty-two adult bariatric surgery candidates were recruited during the systematic preoperative psychiatric assessment. The participants completed questionnaires assessing body mass index (BMI), QOL (QOL-Obesity, and Dietetics rating scale, QOLOD), FA (YFAS 2.0), and adult ADHD symptoms (ASRS).

Results: Prevalence for FA and significant adult ADHD symptoms were 26.7% and 9% respectively. All QOL dimensions were negatively correlated with FA and adult ADHD symptoms. The age, the ASRS, and YFAS 2.0 scores independently predicted the QOL score. The participants with FA had significantly lower QOL scores on the five dimensions of the QOLOD. The participants with adult ADHD symptoms had significantly lower scores on the physical and psycho-social QOL dimensions only.

Discussion: This study supports the hypothesis of FA and ADHD symptoms are associated with poorer QOL, in bariatric surgery candidates. Because they affect QOL and poorer surgery outcomes, investigation, and management of FA and ADHD symptoms may be interesting clinical interventions.

**Keywords:** *Bariatric surgery, quality of life, food addiction, addictive behaviors, adult ADHD.*

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## **VERIFICATION OF PSYCHOMETRIC PROPERTIES OF THE INSOMNIA TYPE QUESTIONNAIRE (ITQ) IN THE CZECH POPULATION**

**Veronika Ondrackova Dacerova, Katerina Bartosova, & Veronika Vesela**

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### **Abstract**

Insomnia is one of the second most common mental disorders and is one of the primary risk factors for developing depression. The global prevalence of insomnia symptoms ranges from 30-35% and the course of the disease is often chronic. Clinically significant insomnia is reported by 10–23% of college students. Sleep deprivation among college students has been associated with increased alcohol consumption, a higher incidence of somatic illness, risky sexual behavior, and traffic accidents. Researchers have identified significant heterogeneity in the clinical and biomarker characteristics of insomnia leading to subtypes without sufficient validity. The Dutch Insomnia Type Questionnaire (Blanken et al., 2019) aims to identify robust subtypes and thus reduce heterogeneity among insomnia. The aim of our research is to adapt the Insomnia Type Questionnaire into the Czech sociocultural environment and verification of its psychometric characteristics and mapping of subtypes of insomnia. The identification of insomnia subtypes is a potential benefit for clinical practice, as it could allow the selection of high-risk individuals for early preventive intervention. Reducing previously unrecognized insomnia heterogeneity through subtyping can then help elucidate the mechanisms of insomnia and the development of personalized insomnia treatment.

**Keywords:** *Insomnia, sleep, insomnia type questionnaire, subtyping.*

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## EDUCATIONAL PSYCHOLOGY

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### LEARNING WORDS WHILE LISTENING TO SYLLABLES: INSIGHTS FROM NEUROSCIENCE

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#### **Abstract**

Understanding the processes by which children acquire language so quickly and effortlessly is one of the most important issues that science is still trying to answer today. Several approaches have been adopted. From early observational studies involving the collection of data from a small number of children through parental diaries to large scale cross-sectional and longitudinal studies involving the collection of different measures of receptive and productive language skills from children at different developmental stages, recent studies, adopting an experimental approach, have taken advantage of noninvasive brain activity measures to get new insights into one of the most amazing human skills. In this work, we present event-related potentials (ERP) data collected from 24 children while they were exposed to a continuous auditory stream made of the repetition of three-syllable nonsense words with different levels of predictability (high vs. low) under implicit and explicit conditions, to illustrate how the use of brain monitoring techniques can provide exciting data into the processes and mechanisms underlying language acquisition.

**Keywords:** *Speech segmentation, statistical learning, language acquisition, artificial language, neuroscience.*

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### MORAL DISTRESS OF SCHOOLTEACHERS (RESEARCH REVIEW)

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#### **Abstract**

Our research review aims to identify areas in which schoolteachers experience moral distress. The research of moral distress in health professions, especially nurses, has been steadily growing in recent years. Teachers and nurses describe moral dilemmas that are similar in nature, and the environment may be considered highly similar in various aspects (Shapira-Lischinsky, 2010, Brüggemann et al., 2019). Social pressures put teachers in front of moral dilemmas, and they must repeatedly choose either to succumb to social pressure and decide with which they disagree internally, or to take a risk, oppose the pressure and do what they consider morally right (Mares, 2017). However, teachers also experience situations of ethical dilemmas involving their colleagues or superiors behaving in an unethical way (Brüggemann et al., 2019; Campbell, 1996; Tirri, 1999). Teachers then experience a moral outrage and face the dilemma of whether and how to intervene. This study is a systematic review of studies selected via keywords, narrowed down to 2010-2021 period. A summary of these studies might contribute to future research as well as to the future development of better measurement of moral distress in schools.

**Keywords:** *Moral distress, teachers, moral stress, teacher's job.*

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## CAN ARTIFICIAL INTELLIGENCE SUPPORT CREATIVE PROBLEM-SOLVING?

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### Abstract

The process of creative problem-solving and stimulating innovation in organizations is long, costly, and high-risked. While risk is by definition included in the creative process, ideation can cut down time and costs of fostering innovative solutions. Inventive systems such as TRIZ (*Теория решения изобретательских задач*), CPS (Creative Problem-Solving) or DT (Design Thinking), have paved the way in supporting creators, designers, inventors and scientists in innovative solutions seeking. However, only a few of these systems are scientifically proven to be effective. It seems that CPS, initiated by Osborn, is the best evidence-based inventive system, as well as it is still developed both in empirical research, and in real-life practice (Buijs, Smulders & van der Meer, 2009; Isaksen & Treffinger, 2004; Puccio, Murdock & Mance, 2005). The main assumption of CPS is that creating innovative ideas is a phase process, i.e. following a certain universal pattern. Baer and Kaufman (2005) argue that CPS involves various skills, especially domain-specific creativity (i.e. related to expert knowledge), which is embedded in general abilities such as intelligence and motivation. However, the use of CPS requires high-class experts who are not only specialists in a specific field but also trained in creative problem-solving. Regardless of the costs, it is a bottleneck for the application of such inventive techniques on a larger scale. Therefore, new approaches in development of AI-powered creative tools to assist creators and designers seem to be emerging. One of them is @CREATE – an expert inventive system based on CPS and supported by artificial intelligence. The idea of @CREATE will be presented by the authors.

**Keywords:** *Creativity, creative problem solving, innovations, artificial intelligence.*

## ADOLESCENTS' SENSE OF BELONGING AT SCHOOL: THE ROLE OF EMPATHY AND INDIVIDUAL CHARACTERISTICS

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### Abstract

There are many benefits of a high sense of school belonging (i.e., lower psychological distress), yet a lot of students do not feel like they belong to their schools. Many researchers have therefore tried to increase the sense of belonging in adolescents via different interventions. One of the recent review articles (Allen et al., 2021) discovered that successful interventions targeted students' strengths and promoted positive interactions. One way these strengths and positive interactions could be targeted is to build empathy capacities. Although personal characteristics have been widely recognized as predictors of school belonging (i.e., age, gender, academic achievement, etc.) this does not seem to be the case for empathy. Only a few studies explored empathy components when addressing school belonging (i.e., Batanova & Loukas, 2014) and none, to our knowledge, have looked into empathy as a possible mediator of the relationship between personal characteristics and school belonging. The present study investigated the relationship between personal characteristics and the sense of belonging at school while investigating the mediating role of empathy on the relationship. A randomized sample of 1990 students from Slovenia ( $M = 15.35$  years,  $SD = 1.23$ ; 58.3% female) was used in a structural equation modelling to determine the relationships between the individual characteristics (gender, age, grades) and the Sense of belonging at school (OECD, 2018), while looking into the mediating role of both empathy components, namely, Empathic concern and Perspective taking (IRI; Davis, 1980). Results showed that all personal characteristics (gender, age, grades) are positively connected to both empathy components. Also, both empathy components (Perspective taking, Empathic concern) have a positive connection with the Sense of belonging at school. Furthermore, grades have a direct positive and gender a direct negative connection with the Sense of belonging at school. Lastly, both empathy components mediate all the indirect paths from the personal characteristics to the Sense of belonging at school, thus providing 6 positive indirect paths in-between. The model provides an insight into the important role that empathy has when

addressing the sense of school belonging. Not only is it connected to it, but it also mediates the paths from the personal characteristics, which is especially important for the direct negative path from gender. Addressing empathy (especially empathic concern, which has the highest connection to school belonging) is advisable when trying to influence the sense of belonging at school.

**Keywords:** *School belonging, empathy, adolescents, individual characteristics, positive youth development.*

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## USING VIRTUAL REALITY TO ASSESS READING FLUENCY IN CHILDREN

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### **Abstract**

Here we provide a proof-of-concept for the use of virtual reality (VR) goggles to assess reading behavior in beginning readers. Children performed a VR version of a lexical decision task that allowed us to record eye-movements. External validity was assessed by comparing the VR measures (lexical decision RT and accuracy, gaze durations and refixation probabilities) to a gold standard reading fluency test – the One-Minute Reading test. We found that the VR measures correlated strongly with the classic fluency measure. We argue that VR-based techniques provide a valid and child friendly way to study reading behavior in a school environment. Importantly, they enable not only the collection of a richer dataset than standard behavioral assessments but also the possibility to tightly control the environment.

**Keywords:** *Reading fluency, virtual reality, lexical decision task, eye-tracking, beginning readers.*

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## LEARNING HABITS: DOES THE DIGITAL GENERATION HAVE DIGITAL STRESS AND HOW DOES IT AFFECT THE LEARNING OF MATHEMATICS?

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### **Abstract**

Mathematics is one of the most important subjects that students learn at all levels of education. Understanding and competence in mathematics allows to integrate better into the labour market, perform complex calculations and model significant processes. It is mathematics that has been proven to be the most sensitive to compulsory distance learning as a result of the Covid-19 pandemic. Due to the state of emergency in Latvia, all schools were periodically closed for a total of 9 months, when the learning process could only take place in the e-environment. In this context, the study was motivated by the question "Does digital stress exist for the digital generation and how does it affect the learning of mathematics?" The aim of the study is to determine the initiators of digital stress by using the Stressor-strain-outcome framework and the consequences that students face when learning math remotely. Using the Partial Least Squares Structural Equation Modelling with SmartPLS, a survey data of 185 students were analyzed. Anxiety, lack of instantaneous feedback, risks of self-directed learning and social isolation were found to contribute to digital stress, which in turn has a negative impact on interest and performance in learning mathematics. The study helped to delve into students' feelings and needs, as well as to develop recommendations to reduce the effects of the pandemic, to manage learning processes more effectively, to gain students' respect and to promote better learning in mathematics.

**Keywords:** *Digital generation, digital stress, math learning, learning habits, AI4Math.*

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## DEVELOPMENT OF READING LITERACY IN FOREIGN LANGUAGE AND ATTENTION DEFICIT AND HYPERACTIVITY DISORDER CHILDREN

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### Abstract

The main purpose of the article is to discuss how children with Attention Deficit and Hyperactivity Disorder (ADHD) develop reading literacy in a foreign language. Usually, foreign language methodologies and instruction in foreign language education are specifically designed for the majority of learners who have the capacities and abilities to comprehend a foreign language and learn it. The majority also masters competencies necessary for reading comprehension enhancement. However, there are learners with neurodiversity who need special attention when acquiring a foreign language. In the real school settings, very little attention is devoted to such learners. This study stands on the presumption that individual differences are a natural part of foreign language education and every single individual has specific desires and needs when foreign language learning is concerned. ADHD foreign language learners are defined as having low levels of attention, low communication skills, low literacy, and difficulties to concentrate (Hawkins, Gathercole, Astle, 2016). The research was designed as a case study of an 11 years-old English language learner diagnosed with ADHD. The article presents selected data gained from a research project that took two years of examination. Specifically, it emphasises the ability of the selected ADHD learner to devote his attention to reading in a foreign language at the English language lessons after the intervention was introduced. The first part of the article defines characteristics of ADHD learners from a neurological and psychological points of view. Then the approach we selected for the intervention was a specifically designed set of strategies grounded in the strategies of drama games, multisensory approach to teaching foreign language and Total Physical Response (TPR), all characterised as non-traditional approaches to foreign language instruction. The second part of the article presents selected research data. The case study research was conducted in an average size public school in the south of Slovakia. Based on the results we tend to have strong conviction that non-traditional classroom management together with the selected intervention approach introduced in the research study stimulated higher interest of the selected learner to read and respond to the text interactively. The tools of Grammar Test, Observation and Semi-structured interview also served to investigate the selected variables. The object of research was carefully selected and all the research data were kept fully confidential.

**Keywords:** *Foreign language education, reading comprehension, reading literacy, attention deficit and hyperactivity disorder, multisensory approach, creative drama strategies.*

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## SOCIAL PSYCHOLOGY

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### **CULTURAL DIVERSITY AT WORK: CONCEPTS, PERCEIVED CONSEQUENCES AND PERSONAL RESOURCES FOR FRENCH AGRICULTURAL EMPLOYEES**

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#### **Abstract**

Background: As a result of globalization, work environments are now characterized by cultural diversity, resulting in diversified norms and approaches to quality of life at work (QWL), for which employees and organizations are unprepared (Ellemers & Rink, 2016). Consideration of this diversity is imperative because it can lead to intercultural misunderstandings and conflicts that are likely to affect employees' performance and level of QWL (Stahl et al., 2010). Thus, to adapt, employees and organizations need to develop intercultural skills (Nguyen et al., 2018). Objectives: This study aims at three exploratory objectives. First, we observed employees' perceptions of cultural differences, the indicators that they see as most salient, and how they evaluate them. Second, the perceived consequences of cultural diversity at work. Finally, the personal resources that can enable employees to interact effectively in culturally diverse situations. Method: Semi-structured interviews were conducted with 12 French agricultural employees (10 women and 2 men, aged between 18 and 65). An interview guide was used, and the data were analysed to identify the frequency of occurrence of each theme in text segments (Braun & Clarke, 2006). Results: The results show that the participants were aware of cross-cultural differences, which they perceived through 10 principal indicators. They observed that cultural diversity at work could have both positive (e.g. cohesion) and negative (e.g. racism) personal and organizational consequences and that cultural differences affect QWL and performance. Finally, with regard to the resources required to manage cultural diversity at work. The participants observed the importance of acquiring personal resources, in line with the literature on intercultural skills like cultural intelligence (Early & Ang, 2003).

**Keywords:** *Cultural diversity, intercultural interactions, quality of life at work (QWL), cultural intelligence (CQ), qualitative approach.*

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## COGNITIVE AND EXPERIMENTAL PSYCHOLOGY

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### UNIVERSALITY AND CULTURAL DIVERSITY IN MORAL SYSTEMS AMONG WEIRD AND NON-WEIRD SOCIETIES: A CASE STUDY OF FRANCE AND MOROCCO

**Lina Bentahila, Roger Fontaine, & Valérie Pennequin**

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#### Abstract

Background: Morality plays a fundamental role in the functioning of any human society by regulating social interactions and behaviors. Moral Foundations Theory (MFT) (Haidt & Joseph, 2004) led to a major change by proposing pluralist “moralities” with a common ground in all cultures composed of five main moral principles (Care, Fairness, Loyalty, Authority, Purity). These principles thought to be universal and rooted in the evolutionary past establish the moral system. Nevertheless, the prioritization of moral values stemming from these principles is different across cultures. We thus tested the moral endorsement of these principles in a cross-cultural dataset among a WEIRD society (France), and a non-WEIRD society (Morocco). Method: 150 French (mean age; 28.81±12.70 years) and 152 Moroccans (mean age; 29.94±13.90 years) were recruited online. They first completed the 14 ethnic identity questions of the Quebec version of the Ethnic Identity Measure (MIE). They also completed the Moral Foundations Questionnaire (MFQ). Results: The effect of culture on subjects' level of endorsement to moral principles is significant. Moroccans score higher on the moral principles of Loyalty, Authority, and Purity, while French score higher on the moral principles of Care and Fairness. The importance accorded to these principles influences the structure of the moral system of both societies. Discussion: The principles of Care and Fairness correspond to the individualizing foundation because these are all linked to individual rights and that the individual is at the center of moral values. France's moral system draws on more liberal social rules, founded upon individual rights, justice, and the principle of avoiding harm. The principles of Loyalty, Authority, and Purity correspond to the binding foundation. It restricts the liberty of individuals in favor of promoting the interests of the group. Morocco's moral system supports the regulation of individuals' egoism by encouraging them to adopt behaviors that facilitate cooperation.

**Keywords:** *Universal moral, moral foundations, moral principles, cross-cultural research, WEIRD and non-WEIRD societies.*

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### INVESTIGATING THE RELATIONSHIP BETWEEN ATTENTIONAL FILTERING AND MEMORY PERFORMANCE IN VIRTUAL REALITY ENVIRONMENT

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#### Abstract

Experimental research on cognition needs more realistic paradigms to achieve ecological validity as well as to transfer and eventually generalize the results to clinical practice. Selective attention was found to be highly related to memory and training of attentional filtering enhanced memory performance. Moreover, a real memory room might provide a more interesting environment for cognitive training, even though it is very demanding for the examiner to arrange the set-up. Therefore, we developed a change detection task using a virtual reality (VR) environment and compared it with one in a real environment (RE) room. Data of healthy younger and older adults were analyzed regarding their memory and distractor inhibition performance. The results indicate that both test set-ups reveal age effects but only RE in younger adults produces a distractor effect. For younger adults, VR was found to be more challenging as compared to the real room whereas OA performed similar in VR and RE. Technical development like VR becomes more and more attractive to create interesting experimental test settings but their additional value needs to be further investigated.

**Keywords:** *Distractor inhibition, memory, virtual reality, aging, selective attention.*

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## PSYCHOANALYSIS AND PSYCHOANALYTICAL PSYCHOTHERAPY

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### TOWARDS UNDERSTANDING RISK AND PROTECTION PERSPECTIVES OF YOUNG BEDOUIN CHILDREN

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#### **Abstract**

The study is based on a participatory, context-informed study that examined the perception of ‘risk’ and ‘protection’ among 30 Bedouin children aged four to five. It was conducted in the Bedouin unrecognized Villages of the Naqab — Southern Israel and utilized photography, drawings, and verbal explanations. The analysis yielded seven themes representing children’s perceptions of risk and protection. It indicated that children facing extreme adversity were aware of numerous risk conditions, including a lack of infrastructure and the fear of losing their homes, thus adversely affecting their well-being. Children’s insights, and suggested modes of protection, as the study findings reveal, are crucial for promoting children’s welfare.

**Keywords:** *Bedouin children in Israel, context-informed perspective, protection, risk, visual methods.*

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# VIRTUAL PRESENTATIONS





## CLINICAL PSYCHOLOGY

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### DEPRESSIVE SYMPTOMS IN EARLY-MARRIED WOMEN: THE EFFECT OF SOCIAL SUPPORT AND MARITAL POWER

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#### Abstract

Child marriage or early marriage is defined as the type of marriage performed before the girl is physically, physiologically, and psychologically ready to shoulder the responsibilities of marriage and childbearing. Turkish Population and Health Survey in 2018 demonstrated that 21% of women married before the age of 18, while 4% of them married before the age of 15. As can be observed from the statistics, early marriage is considered to be a serious problem, especially for girls in Turkey. Therefore, understanding the effects of early marriage on women seems to be an essential step to prevent young girls from getting married at an early age. Children are forced to take the adult roles before they are ready and have no control over their future; this situation paves the way for psychological problems such as depression. The variables that may predict depressive symptoms in early-married women were examined based on the relevant literature.

The aim of the present study is to examine the mediator role of perceived power in the relationship between social support and depressive symptoms in early-married women. The study sample consists of 97 women (between the ages of 19-30) who got married before the age of 18. The participants were given Demographic Information Form and The Multidimensional Scale of Social support, Couple Power Scale, and Depression subscale of Brief Symptom Inventory.

In model test results of the analysis, perceived power mediates the relationship between social support and depression in early-married women. According to the results, women who have more social support feel more power in the marital relationship, which in turn results with less depressive symptoms.

These findings of the current study suggest that social support and perceived power in a marital relationship play a significant role in depressive symptoms of early-married women. Along with the further studies, this study may help improve treatment strategies, which focus on social support and marital power for early-married women who present depressive symptoms.

**Keywords:** *Early marriage, social support, marital power, depressive symptoms.*

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### CLINICAL ASSESSMENT IN A PROFESSIONAL SETTING: ARE THERE IMPLICATIONS FOR SELF-REPORTS OF PSYCHOPATHOLOGY?

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#### Abstract

In the field of psychological assessment, response biases pose a great problem, and can lead to misleading decisions, with negative impact regardless of the context. Both the underreport of personality characteristics and psychopathological symptoms and the overreport of problems and symptoms are current threats to this field. The clinical context is one on which both response attitudes occur. The clinical-organizational context (where clinical psychology services are provided in the individuals' professional setting) is very specific, with particularities that have hardly been studied, so little is known about underreporting and overreporting in this type of clinical assessment. This study intends to explore and compare two contexts, clinical and clinical-organizational, in response attitudes and their potential implications on the report of psychopathology. Specifically, this study has three aims: to identify if there are differences between individuals of the two contexts in higher order psychopathology indicators and specific clinical problems; if these differences would be due to response attitudes (i.e., tendency to

overreporting and to underreporting), and which are the best scales to differentiate individuals doing overreporting and underreporting in both samples. A total of 516 participants, grouped in two samples, Clinical ( $n = 277$ ;  $M_{age} 41.50$ ,  $SD 11.54$ ), and Clinical-Organizational ( $n = 239$ ;  $M_{age} 42.92$ ,  $SD 9.16$ ) were assessed with the Minnesota Multiphasic Personality Inventory-2 - Restructured Form (MMPI-2-RF) Validity, Higher-Order and Restructured Clinical scales. The MANOVAS showed significant differences between the two samples in the composite of underreport scales, overreport scales, Higher-Order scales, and Clinical scales, with the clinical-organizational sample having higher underreport levels than the clinical sample, and lower overreport levels, as well as lower symptomology and clinical problems. The correlations pattern between the different sets of scales supports the conclusion that the response attitudes significantly impact the report of psychopathology. The F-r and Fp-r overreport scales, and the K-r underreport scale are the best ones in differentiating the two samples. The results suggest that the professional setting may influence the disclosure of psychological difficulties and problems, thus having impact on psychological assessment.

**Keywords:** *Underreporting, overreporting, clinical assessment, organizational context, MMPI-2-RF.*

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## **SOME SYMPTOMS OF MENTAL DISORDERS AMONG SARS-COV 2 PATIENTS IN A FIELD HOSPITAL: A PILOT STUDY**

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### **Abstract**

The risk of mental disorders has been recognized in SARS-CoV 2 infected patients. This article presents some results of a cross-sectional research conducted on 54 SARS-CoV 2 infected patients in a field hospital at Dong Thap province, with the aim to understand the prevalence of some mental disorders and their associated factors in SARS-CoV 2 infected patients. A self-report scale was used: Hospital Anxiety Depression Scale (HADS). The results of research showed that clinically meaningful psychological symptoms were found in 14.8% of patients for anxiety symptoms; 11.4% for depression symptoms; 5.6% for both anxiety and depression symptoms. The associated factors for anxiety symptoms included the duration of SARS-CoV 2 infectivity and anger while infected. There was a significant difference in the association between the duration of SARS-CoV 2 infectivity and the prevalence of depressive symptoms. So, the prevalence of the mental disorder in SARS-CoV 2 infected patients was higher than community; These mental symptoms could be recovered gradually over time. Further studies are needed to clarify this issue.

**Keywords:** *Mental disorder, SARS-CoV 2, associated factors.*

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## **THE EMPIRICAL RESEARCH OF COLLEGE STUDENTS' BACKGROUND OF ARTS EDUCATION AND RELATIONSHIP WITH MENTAL HEALTH**

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### **Abstract**

Research background: Today, with the normalization of COVID-19 prevention and control, college students are easy to show a psychological state of sub-healthy because of excessive mental stress, and even get a series of psychological problems, such as test anxiety, social anxiety, employment anxiety, and so on. In this context, according to the investigation and research, it is found that the mental health of students with arts education background is better than those who have not studied arts, and arts education plays an increasingly important role in the development of physical and mental health of college students.

**Research purpose:** The research purpose is to explore the relationship between college students' years of arts education and their life meaning experience, to find the relationship between college students' arts education background and their mental health.

**Research methods:** The data were collected by questionnaire and analyzed by SPSS and Mplus software. Through the mediation model and regression analysis of the questionnaire data, this paper demonstrates the relationship between college students' arts education background and their mental health.

**Subjects:** The data of 277 students were selected for latent variable analysis, and the years of learning arts and the frequency of participating in arts were taken as independent variables to study their effects on mental health-related factors such as life meaning experience and life meaning pursuit.

**The results of data analysis:** Through the analysis of the mediation model, it is found that the longer the years of learning arts, the higher the value of life meaning experience and the pursuit of life meaning. The number of years of learning arts also plays a mediating role in the experience and pursuit of life meaning through life satisfaction. When positive emotion is used as a mediating variable, the higher the frequency of participation in arts, the higher the experience of life meaning and the pursuit of life meaning.

**Keywords:** *Arts education, life meaning experience and pursuit, positive emotions, life satisfaction.*

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## DIETARY INTAKE AND EMOTIONAL EATING IN HEALTHY WOMEN: RESULTS FROM THE 14-DAY FOOD DIARIES IN A REAL-LIFE CONTEXT

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### Abstract

Emotional eating (overeating in response to negative emotions) is an important psychological determinant of food intake and weight gain. However, little is known about the nutritional correlates related to emotional eating.

The objective of this study was therefore to investigate the association between emotional eating and food intake among women with normal body weight according to body mass index ( $M_{BMI} = 23.43 \pm 4.34$ ). A total of 105 women ( $M_{age} = 30.30 \pm 9.04$ ) completed the Automated Self-Administered 24-Hour Dietary Assessment Tool over a two week period in their natural settings. For assessing emotional eating, they completed the Three-Factor Eating Questionnaire.

Our findings showed that women with high levels of emotional eating reported a higher intake of cheeses and fats naturally present in meat, poultry and eggs than those with low levels of emotional eating. In addition, women with high levels of emotional eating reported a lower intake of eggs and seafood high in Omega-3 fatty acids than those with low levels of emotional eating. Higher levels of emotional eating were associated with a higher consumption of fats naturally present in meat and poultry as well as with a higher consumption of cheeses; and a lower consumption of eggs (chicken, duck, goose, quail) with a lower number of workouts per week. In addition, a higher emotional eating mean score was found in those women who do not consider themselves to be healthy eaters. The regression analysis found that a lower number of workouts per week ( $B = -0.32$ ;  $p = 0.029$ ) and not considering oneself as a healthy eater ( $B = -1.74$ ;  $p = 0.002$ ) were significantly associated with emotional eating.

Foods that are most reinforcing and likely to be associated with eating in response to negative emotions should be considered in psychodietetics and health interventions for individuals aiming to change their eating behaviours.

**Keywords:** *Dietary intake, emotional eating, normal body weight, natural setting.*

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## THE POLISH ADAPTATION OF THE BRIEF MEASURE OF RELATIONSHIP IMPORTANCE

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### Abstract

This paper presents the procedure of the Polish adaptation of the Brief Measure of Relationship Importance (BMRI; Watkins & Beckmeyer, 2020) designed to assess young adults' beliefs about the values and costs of being in romantic relationships. The adaptation of the BMRI involved the following steps: 1) the translation of the original BMRI into the Polish language by three independent translators and the back-translation by three other independent translators; 2) the assessment of the equivalence of the Polish translation of BMRI in a study involving a sample of 38 bilingual university students and 3) the pilot study performed in a sample of 192 participants (144 women and 48 men aged 18-53 with a mean age of 26.35). The performed analyses provided evidence for the two-factor structure of the Polish BMRI with two factors – relationship desire and relationship dismissal (CFI = .94; TLI = .91, SRMR = .04; RMSEA = .10 [90% CI; .07, .14]), and satisfactory internal consistency of both subscales assessed using McDonald's omega (.71 for relationship desire and .82 for relationship dismissal). No gender differences were observed in regard to relationship desire,  $F(1,190) = 0.51, p = .476$  and relationship dismissal,  $F(1,190) = 3.13, p = .079$ . Furthermore, differences emerged between single and coupled individuals in the domain of relationship desire,  $F(1,190) = 64.73, p < .001$  with single individuals reporting lower relationship desire than coupled individuals; and in the domain of relationship dismissal,  $F(1,190) = 57.43, p < .001$  with single individuals reported higher relationship dismissal. In conclusion, the Polish version of the BMRI is a reliable measure of adult people's romantic relationship attitudes, which requires further assessment.

**Keywords:** *Polish adaptation, romantic relationships, relationship desire, relationship dismissal.*

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## ADDRESSING EMOTIONAL AND RESILIENCE INEQUALITY AMONG COLLEGE STUDENTS VIA AN ONLINE ACADEMIC RESILIENCE COURSE

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### Abstract

Transitioning from high-school to university challenges young adults to develop greater self-reliance in order to fulfill their needs, engage in relationships, plus adhere to general self-care, and other healthy behaviors. High-intensity emotions due to difficulties or failure to achieve these goals may result in poor decision-making and impaired self-care (disordered eating, substance abuse, other unfavorable behaviors).

This presentation will describe the effects of taking a 13-modules of computerized resilience academic course with a mandatory 1-2 personal assignments for each module. The course effectiveness was assessed via a controlled trial comparing the 124 students that chose to take this elective course and 150 socio-demographic matched controls that did not choose to take this course.

At baseline, participants in the research group demonstrated statistical significance lower values compared to the comparison group in the following measures: self-resilience (measured by the Connor-Davidson Resilience Scale-CD\_RISK), self-esteem (measured by Rosenberg Scale), global scores of emotional statuses (measured by depression, anxiety, and pressure scores -Dass-21) and body esteem (measured by the Body Esteem Scale -BES). Thus, all the baseline values were entered as covariates to the ANCOVA Repeated Measures analysis to assess the differences between the intervention and the comparison group along the 4 assessments time: baseline, course termination (after 3.5 months), 3 & 6 months, post-termination.

Results revealed a statistically significant superiority to the intervention group in the improvement of all these variables with small effect sizes. At the 6 month's post course termination, the mean scores of participants in the intervention group reached equality in most variables compared to the mean scores of

the comparison group. In some variables they even demonstrated higher scores. The mediating effect of the year that the course was taken and the ethnicity (minorities vs. others) were not statistically significant. Nevertheless, the improvement in minorities' resilience and self-esteem was double compared to the improvement among all others. The improvement in self resilience and self-esteem among first year students was 1.5 times higher than that of the 2<sup>nd</sup> and 3<sup>rd</sup> years students. The promising results indicates that emotional and resilience inequality may be addressed via an academic self-learning online-course.

**Keywords:** Resilience, academic course, emotional inequality, intervention online course.

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## IMPACT OF MUSIC THERAPY IN PERSONALITY DEVELOPMENT

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### **Abstract**

Music is a divine power and universal language that can be understood by non professionals also. Music is one of the most mystical powers that can affect the individual without getting noticed and can hypnotise to act accordingly or can have an amazing impact on mood, mind, personality and behaviour. This proposed research paper would reveal how listening of music can impact individual's personality according to the inclination of music depending on gender (male/female). The result was, an eye opener to the fact that listening of music as therapy has main relation to the one's personality and each individual's choice of music is the reflection of their personality unlike its dependency on gender aspect.

**Keywords:** Anxiety, depression, music therapy, personality development, stress management.

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## INTEGRATIVE RESEARCH REVIEW OF THE IMPACTS OF UNILATERAL HAND CLENCHING ON BEHAVIOR: CLINICAL IMPLICATIONS

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### **Abstract**

Manipulations differentially activating the left or right cerebral hemisphere influence behavior in ways congruent with known theories of hemispheric lateralization of function. For example, rightward eye gaze increases positive mood via left hemisphere activity, and left unilateral nostril breathing increases right hemisphere spatial task performance. Determining under what conditions, and to what extent, simple techniques can be used to alter mental and emotional state holds considerable appeal because methods might be used as adjuncts to other tactics to mitigate negative affect in clinical situations, or to improve cognition in neurocognitive impairment. One method demonstrating promise for altering cognition and emotion, and that could be used in home-settings, is sustained unilateral hand clenching. The goal of the present paper was to analyze the literature to examine i. typical methods used for this manipulation; ii. in what manner such movements alter cognition and/or emotion; iii. whether one versus the other hemisphere, is particularly affected by manipulation. A literature search was conducted using relevant search terms, resulting in 24 articles. Across the literature, a wide range of domains was examined, including memory, decision making, creativity, language, emotion, and social perception, with many examining more than one domain. Nine included neurophysiological measures. Overall, 4 studies reported an impact of only unilateral right-hand clenching and 5 of only unilateral left-hand clenching, on behavior. Twelve reported an impact of both hand clenching conditions. Three reported no impact of hand clenching on performance. Future work should examine unilateral hand clenching in clinical populations.

**Keywords:** Hemispheric lateralization, unilateral hand clench, emotion, cognition.

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## **DIFFERENCES IN CHILDREN EMOTIONAL VALENCE RATINGS OF WORDS AND PICTURES**

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### **Abstract**

Words and pictures stimuli are often used in study of perception, language, and memory. More and more studies are being done on how emotional words or pictures influence different cognitive processing. However, the emotional rating process of these stimuli has rarely been studied in young children. Especially, no study has investigated emotional rating process on pre-schoolers. This research examines how young children process emotional words and pictures stimuli. More precisely, we measured age (4, 5, and 6-years-old) and sex differences (girls and boys) in emotional valence rating of pictures and words. A corpus of 90 words and 90 pictures was selected from among the emotional databases compiled by Alario & Ferrand (1999), Bonin et al. (2003), Cannard et al. (2006) Syssau & Monnier (2009). This corpus was rated by 92 French children (28 four-years-old children, 16 girls and 12 boys; 34 five-years-old children, 14 girls and 20 boys; and 30 six-years-old children, 13 girls and 17 boys). These ratings were made using a three points emotional valence rating scale (negative, neutral, and positive) based on AEJE scale (Largy, 2018). To keep the rating task simple for the children, the scale labels were using drawings of faces. The 90 Words and 90 pictures were divided in sets of 15 stimuli. Each child rated all sets of stimuli in separate sessions. These sessions were in a random order between words and pictures stimuli sets. Good response reliability was observed in the three age groups. We assessed age differences in the valence ratings: Four-year-old children shown lower mean scores in valence rating (positive, neutral, and negative) than did five-year-old ones who shown lower mean scores in valence rating than did six-year-old ones. Despite a lack of consensus in the literature, we found sex differences in the valence ratings. Girls in each age groups shown higher mean scores in valence rating than did boys. Moreover, results shown a significant difference between pictures and words ratings. Children better rated words than pictures in each age group and sex. Besides, analyses revealed significant differences in emotional valence rating between negative, neutral, and positive words and pictures stimuli. Positive words and pictures stimuli were better rated by children than negative ones which were better rated than neutral ones. Future research will compile this corpus in a database, and it could become a worthwhile tool to control emotional verbal and visual stimuli in experimental design for children.

**Keywords:** *Emotional rating, emotional valence, emotional pictures stimuli, emotional words stimuli.*

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## **EXAMINING ATTITUDES TOWARDS AGEING**

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### **Abstract**

The purpose of this study was to identify predictors of ageism. Ageism occurs when demeaning attitudes are directed toward individuals in a certain age group. Several theories have been postulated as to why ageism towards older adults occurs, such as contact theory (i.e., the quantity and quality of contact with older adults), terror management theory (i.e., anxiety and fear of mortality), and modernization theory (i.e., a belief that the skills of older adults are obsolete). Research in this area has selectively tested different theories of ageism; however, these studies have failed to examine multiple theories within one model. The current study examined contact theory, terror management theory, and modernization theory with respect to ageism. We examined survey data from 291 undergraduate students at a small university in Atlantic Canada. The survey was conducted online. Demographic characteristics, contact with grandparents and non-related older adults, and quality of interactions were measured using self-generated questionnaires. In addition, measures of personality, gratitude, ageing anxiety, and fear of death were administered. Also, older adults' knowledge, burden/contributions to family/society, and attitudes toward the elderly were measured. A hierarchical multiple linear regression analysis was conducted predicting ageist attitudes. The overall model was statistically significant and accounted for 63% of the variance. Both age and gender were found to be significant predictors; younger adults and men had higher scores on ageism. As well, participants who reported lower quality of contact with grandparents during childhood, and lower scores on their current quality of contact with older adults were more likely to

endorse ageist attitudes. Of the five personality factors, lower scores on Agreeableness were a significant predictor. Finally, anxiety towards ageing (measuring terror management theory) and perceiving older adults as a burden (measuring modernization theory) predicted ageism. According to these findings, all ageism theories had an impact on ageist attitudes, but modernization theory contributed the most unique variance to the model. Overall, further research should continue to investigate the multidimensional construct of ageism.

**Keywords:** *Ageism, terror management, modernization theory, contact theory, personality.*

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## **ART THERAPY WITH REFUGEE AND ASYLUM-SEEKING CHILDREN AND THEIR PARENTS: PRELIMINARY FINDINGS OF A THOROUGH LITERATURE REVIEW**

**Nehama Grenimann Bauch**

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### **Abstract**

This paper seeks to explore the topic of art therapy interventions with refugee and asylum-seeking children and their parents, with a specific focus on how art therapists engage displaced parents in their child's therapy process. Preliminary literature review findings, in preparation for a comprehensive scoping review, suggest that there is a research-practice gap on the topic of engaging refugee and asylum-seeking parents in their children's art therapy processes. Flexible methods practiced in the field in the past 10 years, primarily funded and run by nongovernmental organizations (NGOs), are not necessarily reflected in the few research papers published about creative arts therapies interventions for refugee and asylum-seeking children. Out of 106 publications (including grey literature such as NGO manuals and reports, book chapters, case studies, and conference papers), a significant amount refers to creative arts therapies as part of multi-level and interdisciplinary interventions developed for refugees and asylum-seekers. Among these, most publications found are manuals and reports describing case vignettes or multi-level practice guidelines, rather than peer-reviewed publications about research. These literature review findings form the first stage of a larger research project which seeks to develop evidence-based guidelines regarding parent-child art therapy among refugees and asylum-seekers, using the first two phases of the Medical Research Council's (MRC) recommendations for complex intervention development. In doing so, the research seeks to address the global need for evidence-based, culturally humble, and resilience-focused psychosocial support interventions for displaced populations.

**Keywords:** *Displacement, art therapy, refugees, parents, multi-model approaches.*

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## **EMOTIONAL LANGUAGE-PEDAGOGY OF THE OPPRESSED 50 YEARS ON**

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### **Abstract**

Paulo Freire popularized the Portuguese term *conscientização*, in his work *Pedagogy of the Oppressed* (1970). The term represents a growth mindset that is continually developing criticality through consciousness. Freire believed education would benefit from students questioning teachers to develop meaning-making and clarity of rationale. Paulo Freire coined the phrase, *Pedagogy of the Oppressed*, with his ground-breaking and inspirational view of the education system in 1970. His book noted students as oppressed by an education system by singling out the teacher-student relationship and offered insight into policy changes and approaches to teaching that considered student-centered education and the development of student discourse.

Fifty years later, this paper presents a critical investigation of the impact of technology devices used in education among vulnerable and marginalized populations as a highly significant and needed focus, given the rapidly increasing reliance on internet-based technologies across the increasingly diverse communities comprising our public educational system. Current school technology agreements and poorly worded surveillance policies may silence vulnerable and marginalized populations voice or agency for students challenged by past trauma, lived experiences, emotion dysregulation or specifically

a Disruptive Mood Dysregulation Disorder (DMDD). Teachers, administrators, technology staff and school board members were asked questions related to their understanding of policies related to technology and surveillance of devices such as laptops, cell phones, iPads and school sponsored BYOD programs. The information collected served as an indicator for which to measure the content knowledge and experience of the participants as well as the individual perceived goals or intentions of the participants school in relation to surveillance of staff and students.

Data collected during the study indicated surveillance is attributed to five themes: well-being, assessment, policy, security, punitive. Key findings included: an assumption that school technology agreements included the use of personal devices and schools may not uniquely identify inappropriate behaviour. Additionally, assumptions informed the personal use of technology during school hours with administrators and IT staff referencing general larger district acceptable use policies assumed to be accepted as applicable to all technology equipment and general use. Assumptions regarding the enforcement of the technology agreement applications to personally owned cell phones at school, were enforced during tests; and considered generally accepted privacy concerns by students and staff related to the inappropriate recording of others through taking pictures; video; but extending to accessing social media. Finally, IT staff and administration shared parental concerns of the surveillance of students on Google and phones.

**Keywords:** *At-risk students, tracking, vocabulary, privacy, data collection.*

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## **WHAT CHARACTERIZES THOSE WHO ARE WILLING TO PROVIDE ONLINE COUNSELING?**

**Dorit Alt, & Meyran Boniel-Nissim**

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### **Abstract**

The outbreak of the COVID-19 pandemic has accelerated the need for online counseling to preserve therapeutic processes that have begun face to face and to provide service to others in need during lockdowns. Previous studies have already indicated the benefits and effectiveness of online counseling. However, there is a lack of research concerning the therapist's characteristics who is the best fit to conduct online counseling. Therefore, this study is focused on several precursors of openness to provide online counseling: preference to communicate emotions online, identification of emotional expressiveness advantages in providing online counseling, innovative behavior, creativity, and future problem-solving thinking skills. The question at focus is which constructs would be found contributive to students' openness to provide online counseling. The sample was 277 undergraduate students (future counselors) who filled out questionnaires. Data were analyzed using Partial Least Squares Structural Equation Modeling. Our findings pointed to the centrality of students' preference to communicate their emotions online in explaining their openness to conducting online counseling. This study might help encourage students' openness towards providing online counseling. In addition, the current investigation may help pinpoint the adjustments curriculum designers should address to better reflect the intensive changes within the counseling field that necessitate transferring face-to-face skills to online settings.

**Keywords:** *Creativity, future thinking, innovation, online counseling, higher education.*

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## **CONSEQUENCES OF IMPRESSION MANAGEMENT - WHEN LOOKING GOOD ONLINE IS MORE ABOUT SADISM THAN TRUTH**

**Stephanie A Sadownik**

*Curriculum, Teaching and Learning, University of Toronto (Canada)*

### **Abstract**

This research paper addresses ethical considerations for surveillance in education and the educational policy frameworks that regulate human computer interactions of vulnerable and marginalized groups with emerging and disruptive technologies for both punitive and well-being measures. Over the span of two years, qualitative data was collected in the form of semi-structured interviews and participant background surveys and reflections on practice, provided staff perspectives and knowledge about vulnerable and



marginalized populations, and technology policies related to known surveillance of staff during work hours in schools. In 1959, Goffman proposed that human beings attempt to control other's impressions of them and that these impressions are often confined to spatially defined social establishments. As such, the concept of impression management and selective expression are the focus of this paper in an attempt to consider the how educational policy has evolved and areas of growth still needed or considered unattainable.

School policies have grown to encompass the creation of safe spaces (and brave spaces) for LGBTQ2 individuals to be welcomed into the profession and community. Changes reflect gender neutral bathrooms, and the identification of pronouns on name tags, and social media where individuals are asked to identify which gender they relate to (she/hers, he/his, they/them, undeclared). However, the message of concealment is still apparent in other ways. The need to separate personal emails from work/school life correspondence is one way school districts have communicated the need to conceal identity, associations, personal interests, thoughts and emotions. Of a similar theme is the concept of responsabilization. This paper considers Karaian's (2014) examination of responsabilization "through the lens of critical whiteness, queer, girlhood/young feminists and porn studies' theorizations of the politics of sexual respectability and sexual subjectification" in an effort to revisit colonization present in schools, the Canadian Centre for Child Protection (2011) "Respect Yourself" campaign and the role of surveillance for keeping students safe.

Results from the study indicate that seven of the eight participants in the study did not consider a person in the role of a teacher or administrator to be part of the vulnerable or marginalized population. Of the administrators polled, surveillance of colleagues (i.e. teachers) was often reported to them through students and parent reports of behaviour and included requests to IT staff for monitoring of teachers on site during work hours. IT staff also understood that policing 'sexting' was both difficult to do and the responsibility of teachers in the classroom.

**Keywords:** *Stress, coping, identity, citizenship, tracking.*

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## **ALTERED STATES OF CONSCIOUSNESS IN GAMBLING AND INTERNET GAMING DISORDERS AS A RISK FACTOR FOR ADDICTION**

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<sup>2</sup>*International association for the study of game addictions (IASGA), London (United Kingdom)*

### **Abstract**

In GD and IGD, both at the preclinical level of problem game and at the clinical level of pathological game, altered states of consciousness are observed during the game and shortly before. In the scientific literature, they are called flow-state, dark flow, game trance, game intoxication, and so on. During these states, the person loses touch with reality, the real life situation completely detached from life's problems and concerns, and associated emotional experiences and is transformed into the space of the game. Self-identification is disrupted, as a result of which the player identifies with the game character, the avatar-hero of the game, or with the network character. In addition, the perception of time and memory of events during the game is disrupted. These states themselves become very desirable and attractive to players and contribute to the emergence of a pathological desire to constantly participate in the game in order to repeat an unusual experience. In this review of research, based on the materials of numerous researches and own clinical practice, it is demonstrated that such altered states of consciousness can contribute to the formation of addiction, lead to negative psychosocial consequences and comorbid psychopathology. It also shows how the game industry induces such states with certain psychotechnical methods. Materials from clinical and neurobiological studies were used for the analysis.

Electronic literature search was conducted using PubMed, PsychINFO, ScienceDirect, Web of Science and Google Scholar.

**Keywords:** *Behavioural addictions, altered states of consciousness, gambling disorder, internet gaming disorder.*

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## **FACTORS OF DISTRESS IN ENDOMETRIOSIS: THE INTERPLAY BETWEEN TRAIT EMOTIONAL INTELLIGENCE AND PAIN**

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### **Abstract**

*Introduction:* Endometriosis is a gynecological condition characterized by the presence of endometrial-like tissue outside of the uterus. Several studies shown the importance of pain-related symptomatology in endometriosis, which has been linked to high levels of depression, anxiety, and stress. Furthermore, consistent findings revealed that pain symptoms do not always correlate with the severity of endometriosis, showing that other factors such as psychological and emotional factors may influence pain perception. In this regard, Trait Emotional Intelligence (Trait EI) was found to be a relevant antecedent for adjustment to one's medical condition.

The current study sought to verify whether the association between Trait Emotional Intelligence and General distress (depression symptoms, anxiety symptoms, and stress) in people with endometriosis would be mediated by Pain (intensity and interference with enjoyment of life, and general activity).

*Methods:* In a sample of 276 women with endometriosis aged between 18 and 40 years old ( $M=30.28$ ;  $SD=6.07$ ) instruments were administered to measure Trait EI, Pain and General Distress.

*Results:* Results of this study showed that Trait EI was negatively related to Pain and General distress, whereas General distress was positively associated to Pain. Furthermore, Pain has shown a mediation role in the relation between Trait EI and General distress.

*Discussion:* Individuals with a low trait EI may have difficulty requesting support from significant others or physicians, as well as engaging in healthy activities while dealing with pain-related symptomatology, which may foster the onset of internalizing symptomatology. Intervention programs for individuals with endometriosis may implement modules aimed at fostering Trait EI to successfully cope with pain and should carefully screen for internalizing symptomatology to improve their clinical efficacy.

**Keywords:** *Endometriosis, emotional intelligence, pain, distress.*

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## **QUALITY OF LIFE AND COPING WITH DISEASE-RELATED STRESS IN PATIENTS AFTER AMPUTATION OF A LOWER LIMB**

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*<sup>2</sup>Department of Medical Psychology and Psychophysiology, St Petersburg University (Russia)*

### **Abstract**

In theoretical terms, the concept of health-related quality of life (HRQoL, QoL) and the concept of adaptation are based on the biopsychosocial paradigm. In this regard, there is a need for a combined study of the patients' QoL indicators in the situation of illness and the psychological mechanisms of adaptation to it. A specific cohort is represented by patients who underwent amputation due to tumor lesions of the bones and soft tissues of the lower extremity. They have not been sufficiently studied in terms of psychology. The foregoing determined the purpose of this research: to study the clinical and psychological status, strategies and personal resources for coping with stress, and QoL of patients who underwent lower limb amputation due to cancer in comparison with patients who underwent amputation due to non-cancer diseases. An empirical study is carried out using clinical and psychodiagnostic methods, including the QLQ-C30, WCQ, Big V questionnaires. Two groups of patients were studied: those who underwent amputation due to an oncological disease (group 1,  $n=24$ ), and those who underwent amputation due to other –non-oncological– diseases (group 2,  $n=15$ ).

The results obtained indicate patients' rather high adherence to postoperative treatment and rehabilitation in a hospital setting, and a pronounced decrease in the QoL of patients. Patients of both groups rated their physical and role activity as low, as well as their financial situation. Among the symptoms limiting vital functioning, all emphasize fatigue; the differences between the groups were determined according to three symptomatic scales: fatigue ( $p=0,071$ ) and pain ( $p=0,093$ ) are more troubling for patients with oncological pathology, shortness of breath ( $p=0,047$ ) for patients with other chronic somatic diseases. When studying the mechanisms of psychological adaptation to the disease, it was found that among

patients of group 1, the coping strategies “Distancing” ( $p=0,056$ ) and “Escape–avoidance” ( $p=0,098$ ) prevail, as well as the strategy “Positive reappraisal” ( $p=0,025$ ), the indicators of which, however, are lower than the average normative values.

The studied cohort of patients are in a situation of chronic stress associated with the loss of a limb and with cancer; they require psychological support at all stages of treatments taking into account the specifics of their reactions to the disease stress and the potential coping resources that are available to them.

**Keywords:** *Lower limb amputation, cancer of bones and soft tissues, health-related quality of life, adherence to treatment, coping.*

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## **RELEVANCE OF EDUCATION AND ENVIRONMENT ON RELIGIOSITY, QUALITY OF LIFE AND HAPPINESS**

**Manju Kumar**

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### **Abstract**

Religiosity is an inclination to find meaning and purpose of life in order to live an integrated life. Religiosity provides goals and value system, which shapes different aspects of life and enhances mental health and happiness. The objective of this paper is to review the relevance of education for mental health, happiness and religiosity in different Indian environmental context.

Four hundred subjects from rural and urban population residing in various location of India were administered Oxford Happiness inventory test, WHO-QOL questionnaires and Religious orientation questionnaire. Multivariate ANOVA performed on differentiation scores revealed significant effects. Findings reveal that significant differences emerged in QOL, Happiness and Religiosity as a function of education, where less educated have higher degree of happiness and religiosity than highly educated participants.

Education effect was statistically significant on Religiosity, Quality of Life and Happiness. The data suggests a strong trend in the expected direction. The findings have been discussed in terms of the characteristic education patterns of Indian subcontinent.

**Keywords:** *Education, environment, religiosity, quality of life, happiness.*

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## **LOVE AND INTIMATE RELATIONSHIPS IN ADOLESCENTS AND ADULTS WITH AUTISM SPECTRUM DISORDERS**

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### **Abstract**

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterized, among other criteria, by the presence of repetitive/stereotypical behavior, interests, or activities, and by difficulties in interpersonal relationships and verbal and non-verbal communication with interference in various areas of functioning, such as intimate relationships and sexuality. Preliminary studies reveal that although most wish to relate to other people on an intimate level, several people with ASD tend to isolate themselves and engage in lonely sexual behaviors. Despite the importance of the subject, few studies have looked at it in depth, nor included the meanings of people with ASD about love relationship and sexuality. The main objective of this study is to explore the experience of love relations and intimacy in teenagers and adults with ASD. The design is qualitative, cross-sectional and exploratory. The study included 22 teenagers and adults diagnosed with ASD (63,6% female), to which a semi-structured interview was applied individually, specifically constructed for this study. The interviews were analyzed using thematic analysis. The results highlight the presence of three main themes: Love relationships, Sexuality and Sexual education. Understanding the difficulties and needs of people with ASD will enrich assessment and interventions with teenagers and adults in this area, as well as identifying sex education themes and

tools adapted to these populations. The main results show that ASD symptoms negatively affect experiences in love/intimate relationships and in their sexuality. In this way, it becomes imperative to develop a more adequate Sex education program directed to the difficulties presented.

**Keywords:** *Autism, relationships, sexuality, sexual education.*

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## **GENDER, AGE, AND CHILDREN AT HOME INFLUENCE RISKY BEHAVIOR IN ADULTS**

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### **Abstract**

Extant research in risk-taking and self-harm behaviors has indicated that gender, age, and certain socioeconomic factors are associated with risk-taking behaviors. Our study tested the connection between gender, age, having children at home, and risk-taking behavior among adults. We predicted that having children at home would be associated with reduced risky behavior for both women and men, but more so in women than men. More than 450 ( $N = 454$ ) American adults ( $M$  age = 33.3 years,  $SD = 11.9$ ) were recruited from Prolific. Participants identified as male (54.4%), female (45.4%) or transgender (0.2%). Ethnicity was self-identified as Caucasian/White (80.4%), African American/Black (7.7%), multiracial (4.4%), Latinx (4%), Asian/Asian American (3.1%), Native American or Alaskan Native (0.2%), and other (0.2%). Participants completed the Risky, Impulsive, and Self-Destructive Behavior Questionnaire (Sadeh & Baskin-Sommers, 2016) to measure engagement in various forms of risky behavior throughout their lifetime including illegal risky behavior and risky sexual behavior. Differences in illegal behavior, risky sexual behavior, and other types of risky behavior were found between men and women,  $F(3, 441) = 9.09, p < .0001$ , partial  $\eta^2 = .06$ , with men reporting more risky behavior of all types. ANCOVAs were used to further assess the relationships between gender identity and having children (IVs) and total risky behavior and illegal behavior (DVs); age was covaried. Significant interactions between IVs revealed that male participants with children at home engaged in significantly more risky sexual behavior,  $F(1, 441) = 4.24, p = .04$ , overall risky behavior,  $F(1, 441) = 3.89, p = .049$ , and illegal behavior,  $F(1, 441) = 3.59, p = .059$ , than those without children at home. For women, there was no relationship between having children at home and risky behavior, illegal behavior, or risky sexual behavior. The results may inform parenting education and law enforcement.

**Keywords:** *Gender effects, risky behavior, illegal behavior, risky sex, children.*

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## **THE RECONSOLIDATION OF TRAUMATIC MEMORIES (RTM) PROTOCOL FOR PTSD: A TREATMENT THAT WORKS**

**Richard Gray**

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*Department of Behavioral Medicine, Touro School of Osteopathic Medicine;*

*School of Criminal Justice and Legal Studies, Fairleigh Dickinson, University/Retired (USA)*

### **Abstract**

PTSD treatments occupy five systemic levels—chemical, biological, neurophysiological, phenomenal, and cognitive. Pharmacological treatments bridge the chemical and biological levels. They are often imprecise in effect, and drugs imply brokenness. Direct neurophysiological manipulations include Stellate ganglion block, deep brain stimulation, transcranial magnetic stimulation, etc. These are new, often invasive, and sparsely attested. EMDR and RTM employ imaginal manipulation of internal images. Cognitive manipulations work with conscious responses. Cognitive interventions may expose patients to cultural issues, especially when performed in a group context. These include hyper-masculinized expectations, military culture, shame as self-blame, etc. EMDR, cognitive, and pharmacological

approaches have shown equivalent efficacy. RTM modifies the imaginal structure of trauma memories, reimagining them as nonthreatening, past events. RTM may be employed without disclosure of trauma content. We hypothesize that changes to imaginal images directly and lastingly impact neurology via the reconsolidation updating mechanism. Four published RCTs of RTM will be presented with information about a fifth unpublished study of trainee results. All studies found effect sizes exceeding 0.08 SMDs with high patient satisfaction.

**Keywords:** PTSD, RTM, reconsolidation of traumatic memories, reconsolidation, trainees.

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## **THE GOOD AND THE BAD OF BORDERLINE PERSONALITY PRESENTED SYMPTOMS: OVERLAPS WITH THE TRANSGENDER JOURNEY OF SELF-ACTUALIZATION**

**Janine M. Ray<sup>1</sup>, Christina Cook<sup>1</sup>, Olivia Mounet<sup>2</sup>, & Wallace Wong<sup>3</sup>**

<sup>1</sup>*Clinical Psychology Practicum student*

<sup>2</sup>*Counselling Psychology Practicum student*

<sup>3</sup>*Registered Psychologist and Clinical Director*

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### **Abstract**

Transgender youth experience societal stigma, rejection, and other psychosocial stressors associated with the crisis of their gender identity. Due to these struggles, the youth can present with suicidality, mood swings, fear of abandonment, identity disturbances – features that are similar to borderline personality disorder (BPD) traits. We interviewed four transgender youths who were labelled as potentially borderline or were diagnosed with the disorder. The data was analyzed using thematic analysis of qualitative interview data where several important themes emerged. One theme across participants was anger at the mislabeling that slowed the investigation into their transgender concerns and affirmation journey. Another theme was that the BPD label can be helpful at times to externalize symptoms for these youth. All participants acknowledged that the symptoms that match with BPD subsided with gender-affirming treatment and social transition. Findings can inform clinicians about the potential symptom overlap and raise awareness about the both the extreme harm and some good that the label of BPD carries for transgender youth.

**Keywords:** Borderline personality disorder, transgender experiences, misdiagnoses, mislabeling.

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## EDUCATIONAL PSYCHOLOGY

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### A PRELIMINARY STUDY ON THE EDUCATIONAL EFFECTS OF ONLINE MORAL DILEMMA DISCUSSIONS OF COLLEGE STUDENTS

**Aya Fujisawa**

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#### **Abstract**

Discussions, which are a face-to-face educational activity, have various educational effects. For example, in moral education, it is known that conducting a face-to-face moral dilemma discussion (FMDD) enhances some moral and general skills. Although non-face-to-face educational activities are expected in some social conditions, it may be difficult to conduct FMDD. Conversely, online tools allow for nonface-to-face discussions. However, studies on the educational effects of discussions that employ online tools are scarce. Thus, this study examined the educational effects of discussions that employ online tools. The participants included 48 university students who were categorized based on three conditions: paired discussion, five-member discussion, and five-member discussion with a teacher as facilitator. A moral dilemma discussion was conducted online (OMDD) under each condition. The Heinz dilemma was employed as an OMDD task. Communication skills scale and the Scale for Public Standards (SPS) were measured before and after the discussion using Microsoft Forms. The communication scale comprises four scores: listening/speaking, non-verbal, assertion, and discussion. SPS encompasses five factors: egocentric, peer standards, regional standards, care about others, and public values. Furthermore, it correlates with Kohlberg's stages of moral developmental. In each case, the higher the score, the stronger is the element of the score. Cronbach's alpha coefficients of five subscales of the SPS factors were .76, .81, .75, .54, and .70, respectively from the first factor. Analysis of covariance was performed for nine factors, with the pre-test score as the covariate, post-test score as the dependent variable, and condition as one factor. The results revealed that the scores of Egocentric, peer-standard, regional standard, public values and listening/speaking were high in the pre-test, and the scores of care about others, no-verbal, assertion and discussion were high in the post-test. Main effect of condition was significantly different in care about others. As a result of Bonferroni method, the score of five-member discussion were higher than that of five-member discussion with a teacher as facilitator. The study results reveal that OMDD partially reproduces the results of FMDD in communication skills, but regarding the SPS, the results were generally opposite to those of previous studies. These results were discussed.

**Keywords:** *Face-to-face moral dilemma discussion (FMDD), online moral dilemma discussion (OMDD), online tool, education.*

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### DIGITAL DISTRACTIONS: LEARNING IN MULTITASKING ENVIRONMENT

**Jelena Opsenica Kostić<sup>1</sup>, & Kristina R. Randelović<sup>2</sup>**

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#### **Abstract**

Modern learning environment is filled with digital distractions. Distractions lead students to engage in multitasking, i.e., task-switching, during the teaching and learning process - to shift attention from learning content to non-course-related activities. Psychological research is mostly focused on examining the negative effects of multitasking in three areas: cognition and academic performance; health; and interpersonal relationships. This paper deals with the field of academic achievement - specifically the effects that digital distractions have on students and the learning process. An analysis of articles published in scientific journals in the last five years has been done. Articles were searched through the EBSCO Discovery Service, and the searched terms were 'multitasking', 'digital distraction' and 'learning', in the title, abstract and/or keywords. In order for the article to be included in the analysis, it was necessary for it to deal with the learning process at least in part. Thus, 11 articles that were the results of empirical studies and 4 review/theoretically oriented articles were selected. The results of empirical studies show that multitasking may reduce learners' capacity for cognitive processing causing poor academic performance. Multitasking is more common in those media that provide instant emotional gratification,

such as social media applications and sites. College instructors notice that digital distractions in the classroom negatively affect the teacher-student relationship, impair their job satisfaction, as well as the integrity of the classroom learning environment. Review studies, among other things, show that digital self-control interventions, which have been developed to alleviate the negative impact of digital distractions, are not effective enough. Banning the use of mobile devices in the classroom is not a good solution either, because banning the use of phones can encourage nomophobia, which will also negatively affect concentration and learning. For older students, banning the use of laptops leads to absenteeism from classes. What teachers can do is encourage students to write lecture notes by hand - in addition to making students more active, it has been confirmed that handwritten notes are more detailed than digital ones and lead to a more permanent recall. Technology breaks can also be effective in reducing multitasking: after a period of learning without multitasking, there is a break in which students can check text messages or social media.

**Keywords:** *Multitasking, digital distractions, learning, students.*

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## **THE DEVELOPMENT OF INFANT LANGUAGE IN THE FIRST 12 TO 42 MONTHS OF LIFE: A THEMATIC REVIEW OF PROTECTIVE AND RISK FACTORS**

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### **Abstract**

The development of an infant is both invulnerable and vulnerable. Infant development can be either typical or atypical. Growth is accompanied by a variety of challenges throughout pregnancy, childbirth, infancy, childhood, and the adult years. The factors which may contribute to typical development are termed protective factors, while those which may contribute to atypical development are termed risk factors. This may lead to the assumption that different forms of infant development could be parallel due to their influence on protective or risk factors. This study synthesized research on the development of typical and atypical language in infants between 12 and 42 months using a thematic review method. Early diagnosis and intervention are crucial in infants when atypical development is noticed or documented. The study incorporates recent and past evidence and is structured by topics, such as infant development, risk factors, protective factors, and infant language development. The evidence is summarized, accompanied by data collection that describes key characteristics of risk and protective factors related to infant (language) development. The study is directed towards researchers, practitioners, clinicians, speech-language pathologists, psychologists in the field of early childhood education, as well as parents and educators.

**Keywords:** *Infant language, infant development, protective factors, risk factors, early diagnosis.*

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## **BOREDOM AND ONLINE LEARNING MOTIVATED ATTENTION AND REGULATION STRATEGIES DURING COVID-19**

**Kristina Randelović<sup>1</sup>, & Jelena Opsenica Kostić<sup>2</sup>**

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<sup>2</sup>*Department of Psychology, University of Niš, Faculty of Philosophy (Serbia)*

### **Abstract**

During online classes, teachers face the challenges of keeping the students focused and motivated in the online environment. The results of the research showed that students who get bored during online classes are less motivated and achieve poorer academic results. The initial assumption that this paper makes is that in relation to the level of boredom that students experience during online lessons, it is possible to predict which strategies of attention regulation and direction students will use. The research sample consists of 198 students, between 18 and 39 years of age ( $AM = 21.03$ ;  $SD = 2.43$ ), 84.9% of which are female. The sample included survey participants who stated that class attendance was mandatory during online classes due to the Coronavirus pandemic. The instruments used were the Online Learning Motivated Attention and Regulation Strategies (OLMARS) questionnaire, dimension of Boredom from the Achievement Emotions Questionnaire - Short version (AEQ-S). The results of simple regression

analysis showed that boredom during online lessons is a predictor for four statistically significant strategies of attention regulation and direction: Perceived attention discontinuity ( $R^2=.21$ ;  $F(1,196)=53,442$ ;  $p=.000$   $\beta=.463$ ;  $p=.000$ ), Lingering thought ( $R^2=.16$ ;  $F(1,196)=39,350$ ;  $p=.000$   $\beta=.409$ ;  $p=.000$ ) and Social media notification ( $R^2=.17$ ;  $F(1,196)=40,975$ ;  $p=.000$   $\beta=.416$ ;  $p=.000$ ) Behavioral strategies ( $R^2=.05$ ;  $F(1,196)=12,574$ ;  $p=.000$   $\beta=-.246$ ;  $p=.000$ ). The results indicate that when boredom happens, students reach for various digital distractors to which they direct their attention to. We can see that the highest percentage of variance is explained by strategies aimed at drawing attention to stimuli from the environment. Moreover, it should be kept in mind that the research was conducted under specific circumstances, at the beginning of the Coronavirus pandemic, although the results obtained were in line with the findings of other researchers according to whom attention deficit is caused by the presence of negative emotions during lessons. Given the tendency to continue with online education, these results can be useful for understanding the needs of students who attend classes on online platforms.

**Keywords:** *Boredom, learning motivated attention and regulation, covid-19.*

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## UNDERSTANDING METAPHORS: GETTING STARTED WITH TCM JUNIOR

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### Abstract

Our purpose is to present the first results of the application of a resource to analyze the ability to understand metaphors, with a group of 36 Portuguese children, from 4 to 6 years old.

The instrument is the adaptation to European Portuguese of the TCM Junior, a metaphor comprehension test for children, from 4 to 6 years old, of Italian origin, which exists in circulation and with standardized data.

At the moment, the material used is properly adapted for the Portuguese population, having followed all the rules of linguistic and cultural adaptation, and it is in the application phase, with a view to its measurement and loyalty, by meeting normative data.

However, according to the tests carried out, the resource seems to us to have great potential: it is well accepted by children, it is discriminatory, within and between ages, the averages obtained are close to those of Italian counterparts, thus, the promising results are predictors a valid and necessary resource for the national context.

The inexistence of adapted and available resources for European Portuguese on this subject is a fact. Moving forward with this task, a necessary and urgent task was looming, with guarantees of construct, theoretical and even content validity, based on the evidence of the original authors.

We will also try, although briefly and not completely, for obvious reasons, to account for the instrument's architecture.

We also consider, given its characteristics and evidence, and even as an initial project, that the resource in question can and should work as intervention material in terms of promoting the awareness of figurative and metaphorical language, it can be used by psychologists and other educators.

**Keywords:** *Figurative language, metalinguistic awareness, understanding.*

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## DARK TRIAD CHARACTERISTICS AMONG STUDENTS OF MANAGEMENT AND TEACHING DISCIPLINES

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### Abstract

Professions with increased demands on personal qualities include teachers and managers. The aim of the contribution was to explore professional and gender differences in personality among managers and students of teaching disciplines.

The sample consisted of 585 participants (34.9% of men;  $M_{age}=20,07$ ,  $SD=1.848$ ). Students of the University of Presov participated in the research in spring 2020; 27.5% students of teaching disciplines



and 72.5% students of management. Personal qualities were explored by Dark Triad Questionnaire (Jones, Paulhus, 2014), which consists of three factors - Machiavellianism, narcissism, and psychopathy. Multivariate analysis of variance (gender, field of study, gender x field of study) was conducted to compare the factors of personality qualities. Using Pillai's trace, there was significant effect of gender,  $V = .060$ ,  $(F(3, 579) = 12.344, p < .001)$ ; field of study,  $V = .045$ ,  $(F(3, 579) = 9.048, p < .001)$ . There was no significant effect of interaction of gender x field of study  $V = .007$ ,  $(F(3, 579) = 1.360, p = .254)$ . The higher level of Machiavellianism, narcissism and psychopathy were found among men and among managers.

The results point to the need to develop students' personality in professions where there are demands in terms of interpersonal relationships, as well as the need to include psychological tests in the entrance exams.

**Keywords:** *Personality, dark triad, university students, teachers, managers.*

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## **ATYPICAL SOCIAL COGNITION IN BULLYING: HOW PRE-ADOLESCENTS MENTALIZE EMOTIONS**

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### **Abstract**

Mentalizing is a mental activity that allows perceiving human behavior in terms of mental states like emotions, beliefs, needs, feelings, and goals. A reduced mentalizing ability is a risk factor for a variety of psychological issues in the domain of interpersonal social relationships. Numerous studies indicated deficits in social cognition in bullies and victims and highlighted that, aggressive children are less accurate in identifying emotions compared to control groups. However, only a few studies investigated mentalizing abilities related to anger and happiness in pre-adolescence. Our study tries to fill this gap in the literature, by investigating possible differences in the ability to mentalize anger and happiness in bullies and victims, compared to a control group of peers. To achieve this aim, we interviewed 100 students, aged between 13 to 14 years ( $M = 13.48$ ;  $SD = .86$ ), attending Italian lower secondary school, and balanced by gender. We administered the Olweus questionnaires to identify bullies and victims. We also applied a narrative approach to investigate the mental state language referred to anger and happiness. The results indicated a reduced ability to mentalize anger in bullies and victims compared to the control group. The 34.6% of bullies' responses considered anger as a mere behavioral or physical state, compared to controls (26.3%;  $\chi^2 = 15.97, \alpha \leq 0.05$ ) who in turn considered anger as a mental state (38.6%). Also, victims were less likely to refer to anger as a mental state (12.5%) compared to the control group (38.6%;  $\chi^2 = 30.72, \alpha \leq 0.05$ ). These results highlight that both bullies and victims seem to have difficulty in defining anger and happiness as a mental state. The results of our study point to the need to define effective intervention programs to prevent bullying by promoting appropriate mentalization of emotions in pre-adolescents. We also highlight the need to train teachers and parents about the importance of awareness of emotions to be understood as a valuable "ally" of the cognitive and social processes involved in school and family education.

**Keywords:** *Theory of mind, mentalization, bullying, emotional competence, social cognition.*

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## **PSYCHOLOGICAL WELL-BEING AND SELF-CARE AMIDST COVID-19 PANDEMIC AMONG BACHELOR OF SCIENCE IN PSYCHOLOGY STUDENTS OF WORLD CITI COLLEGES**

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### **Abstract**

This study aims to provide an understanding of the psychological well-being and self-care of the Psychology students from World Citi Colleges, primarily during the ongoing COVID 19 Pandemic. The main source of data came primarily from the students of Psychology of the World Citi Colleges from first

year to fourth year whose age ranges from 17- 30 years old of the Academic Year 2020-2021. Two sets of instruments were utilized in this study; the validated questionnaire of the Six Factor Model of Psychological Well- Being by Carol Ryff which consist of 18 items with 7 point scale that will measure the level of psychological well- being of respondents in terms of self-acceptance, environmental mastery, personal growth, purpose in life, positive relations and autonomy and the self -made questionnaire derived from Seligman's theory which was validated by experts to determine how the respondents' maintain self-care amidst pandemic. This points five factors in leading to self- care are positive emotions, engagement, relationships, meaning, and accomplishments. Findings of the study revealed that students are considered to be high on psychological well-being in terms of personal growth. On the other five psychological well-being, Self-Acceptance, environmental mastery, purpose in life, positive relations and autonomy, the respondents are considered to be moderate on well-being. In an over-all view, students are moderately practicing self -care on all areas of consideration. However, highest among the self-care considered is on accomplishments, followed by relationships, meaning, positive emotions and engagement. Based on the results, The null hypothesis was rejected, there exists significant negative low correlation between psychological well- being and self-care ( $r$  value = -0.440;  $p$ -value = 0.01). The overall findings of this study indicated that the self-care has a significant relationship to their psychological well-being. This means that as psychological well- being increases, the self-care of the students decreases.

**Keywords:** *Psychological well-being, self-acceptance, personal growth, positive emotions, engagement.*

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## **TEACHER TRAINING STUDENTS' STEREOTYPIC IMAGINES OF CAREER COUNSELLOR THROUGH DRAWINGS**

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### **Abstract**

The purpose of the present study was to describe the stereotypical images of a career counsellor through drawings. The research was based on a sample of Estonian (N=22), Finnish (N=18) and Latvian (N=22) initial teacher training students who participated in international career guidance e-learning course lasting one academic semester. At the end of the course students were asked to draw their images of a career counsellor, and their drawings were analyzed systematically based on the modified version of the checklist developed by Barrow (2000). Respondents' drawings were scored independently by two raters with the overt features in drawings by a frequency count basis. Findings from present study using the Draw a Career Counsellor Test (DACCT) showed that preservice teachers drawings reflected several stereotypical imagines: the stereotypes of the career counsellor, the client stereotypes, and stereotypical elements of configuration of the working environment of the career counsellor.

**Keywords:** *Draw a career counsellor, stereotypical images, initial teacher training students.*

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## **WILL THE CHOICE OF PARENTING STYLE BE AFFECTED BY PARENTS' SELF-EFFICACY AND SELF PERCEPTION OF CONTROL**

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### **Abstract**

Previous studies have widely explored the impacts of different parenting styles on children's developmental outcomes. Authoritative parenting is generally regarded as supportive and nurturing to children's psychological well-being. The concept of "control" is one of the important topics in the study of parenting. Previous studies mainly focused on the impacts of parental control over child discipline. However, the amount of research exploring the association between parental perceived controllability in

their parenting practice and the choice of parenting styles is rare. The purpose of this study was to fill up this gap. A total of 157 parents participated in this survey, including 38 fathers and 119 mothers. The mean age of their children was 4.67. Three constructs were designed as independent variables to measure parental attributes on control, including parental efficacy, parental self-control, and parental perceived controllability over their children. This study was conducted within the context of the pandemic situation in which parents allowed their children and themselves to use mobile phones during the pandemic. Parental efficacy was measured by a one-item scale, as proposed by Bandura (2016), which was "How much can you do to control the time your child spends". The lack of parents' self-control was measured by studying how frequently they used their mobile phones with absent-mindedness. Parental perceived controllability was measured by parents' expected time consumption on a mobile phone by their child minus the exact time consumed in their mobile phone usage. The bigger the positive difference represented, the stronger parent's perceived controllability over child discipline. The result showed that the practice of the authoritative parenting style was significantly predicted by parental self-efficacy ( $\beta=0.239$ ,  $p=0.003$ ) and perceived controllability ( $\beta=0.154$ ,  $p=0.050$ ). However, the practice of authoritarian parenting style was predicted by a lack of self-control ( $\beta=0.423$ ,  $p<0.001$ ) and lack of perceived controllability ( $\beta=-0.159$ ,  $p=0.030$ ) but not parental self-efficacy ( $\beta=0.031$ ,  $p=0.670$ ). Similarly, for the practice of the permissive parenting style, it was predicted by a lack of self-control ( $\beta=0.477$ ,  $p<0.001$ ), and a lack of perceived controllability ( $\beta=-0.178$ ,  $p=0.011$ ). It implies that parents with authoritative parenting styles seem to have more internal resources for exercising appropriate parental control in child discipline than parents with authoritarian and permissive parenting styles. Perhaps, these parents may express their difficulty in exercising control in parenting in different ways. Recommendations for future parent education on learning "parental control" will be discussed.

**Keywords:** *Parenting style, parental self-efficacy, self-control, perceived controllability.*

## THE EFFECT OF A SCHOOL PREVENTION PROGRAM ON ALCOHOL CONSUMPTION – A SOLOMON FOUR GROUP DESIGN

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### Abstract

The aim of this study was to investigate the direct and indirect effect of the Unplugged program on alcohol consumption (AC) as reported by schoolchildren a year after program implementation within a Solomon four group design. A randomized control trial using the Unplugged program was carried out among schoolchildren at 24 primary schools. Twelve schools were assigned to the experimental group (EG,  $n = 798$ ,  $n = 401$ <sup>EG no pre-test</sup>,  $n = 397$ <sup>EG pre-test</sup>) while 12 schools were assigned to the control group (CG,  $n = 622$ ,  $n = 298$ <sup>CG no pre-test</sup>,  $n = 333$ <sup>CG pre-test</sup>). The mean age of the schoolchildren was 13.5 years,  $SD = 0.59$ ; 47.5% girls. The sample consisted of 1420 schoolchildren in total. The data collection was carried out immediately before implementing the program (T1, experimental and control group with a pre-test), immediately after implementing the program (T2) and a year after program implementation (T3). The consumption of alcohol during the last 30 days (Hibbel, Guttormsson, Ahlström, & Kraus, 2012) was dichotomized for the purposes of the statistical analysis. A serial mediation analysis was performed through the Hayes' PROCESS tool in SPSS 25 (Model 6). The controlled variables in the serial mediation analysis were  $AC^{T2}$ , pretest, and gender. The mediation effect was tested on 5000 samples by means of Bootstrapping. The direct effect of Unplugged on  $AC^{T3}$  was confirmed. The effect of Unplugged on  $AC^{T3}$  was serially mediated by meaningful participation in the community<sup>T3</sup> and satisfaction with oneself<sup>T3</sup>. The results of this study have contributed to the effectiveness of the European school-based drug use prevention program Unplugged among Slovak schoolchildren.

**Keywords:** *Unplugged, alcohol consumption, meaningful participation in the community, satisfaction with oneself, schoolchildren.*

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## SOCIAL PSYCHOLOGY

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### **DO THE DEMOGRAPHIC VARIABLES CONTRIBUTE TO EMOTION REGULATION AND EMPATHY AMONG NAVY PERSONNEL?**

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#### **Abstract**

Education level and work duration are some of the factors that may enhance one's understanding of the phenomena in their work environment. Specific improvements include comprehending other people's perspectives, capably managing emotions, and espousing a receptive attitude. To examine these occurrences, a study was conducted involving 66 navy personnel from different academic backgrounds. Results showed that the education level of the participants contributed to 8.4% of the variance in cognitive empathy and 8.5% of the variance in emotion regulation. Navy personnel who scored high in terms of educational attainment also had high scores in cognitive empathy and emotion regulation. However, such effects were not found with respect to affective empathy. Work duration had no effect on the three dependent variables (cognitive empathy, affective empathy, and emotion regulation). This study's outcomes may help us reflect on the reality that education level may help enhance our capacity and ability to regulate emotions. The findings were thoroughly discussed in comparison with past studies and relevant theories, with a focus on the personnel of a naval base located in Sepanggar, Kota Kinabalu in Sabah, Malaysia.

**Keywords:** *Emotion regulation, cognitive empathy, affective empathy, navy personnel.*

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### **STEREOTYPES TOWARD VOLUNTARILY CHILDLESS PEOPLE**

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#### **Abstract**

Research shows that people are perceived differently according to their parenting status. In particular, people who are voluntarily childless people are perceived more negatively than parents or people who are involuntarily childless people. Based on this information, the present research aims to examine how women and men who are voluntarily childless people are perceived in Turkey, a culture that cares about children. In this study, the participants (N = 35; mean age = 28.34) were asked to write down "the adjectives that come to mind when they think of women and men who do not want to have children". Participants were reached through an online data website <http://www.surveey.com>. Next, participants' responses were categorized using thematic analysis: personality traits (positive and negative), independence, and anxiety. According to the themes, men who were voluntarily childless were stereotyped more negatively than women who were voluntarily childless. Positive personality traits included realistic and hardworking (e.g., career-wise, workaholic, and hardworking) for both women and men, but women were also perceived as sociable and confident (e.g., successful, strong). Negative personal traits indicated that both groups were perceived as irresponsible and egoistic. However, men were also perceived as immature and womanizers (e.g., casanova, playboy). In addition, anxiety was a prominent theme for both groups. However, in this theme, while the emphasis was on the material things of men, the pregnancy period and body deterioration were emphasized in women.

**Keywords:** *Stereotypes, parental status, voluntarily childless.*

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## DEVELOPMENT OF A CROSS-CULTURAL COMPETENCY SCALE BASED ON THE EXPERIENTIAL MODEL OF CROSS-CULTURAL LEARNING SKILLS

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### Abstract

The aim of this study was to develop a cross-cultural competency scale based on perspectives from the experiential model of cross-cultural learning skills for successful adaptation of international assignees. The study involved 134 participants from 41 countries who studied at a graduate school in Japan, specializing in international relations and international management. Maximum likelihood exploratory factor analysis was conducted with varimax rotation, extracting three latent components of cross-cultural competency: building relationships, translation of complex information, and conflict management. To validate those components, confirmatory factor analysis was conducted with the same group of participants. Results showed acceptable levels of model fit, and the reliability of the three components ranged from 0.83 to 0.87. Accordingly, the cross-cultural competency scale developed in this study seems to be an effective measurement model to analyze cross-cultural competencies.

**Keywords:** *Cross-cultural competencies, scale development, experiential model, international graduate students.*

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## DYNAMICS OF IDEAS ABOUT FUTURE MARRIAGE AMONG YOUNG WOMEN WITH DIFFERENT MORAL ORIENTATION OF PERSONALITY

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### Abstract

The problem of implementing reasoned education of students in the field of self-determination in marriage and family relationship raises the question of what psychological determinants contribute to the formation of complete and harmonious ideas about marriage which perform a guiding function when mastering a new social role.

The purpose of the study is to identify the features of ideas about future marriage depending on the moral orientation of young women at different stages of age development: adolescence (from 17 to 19 years), early adulthood (from 20 to 22 years).

In the study there was used review and generalization contents psychological and pedagogical literature; psych diagnostic method; comparative analysis of statistical data. 322 female students took part in the cross-sectional study.

There are no general substantive characteristics in the ideas about future marriage in adolescence. In the group of young women with egocentric orientation when forming ideas about their own marital behavior, such an element of the cognitive component as the fulfillment of duties is actualized, in the emotional component a positive attitude towards family as a social institution, their own family, future marriage partner, themselves, romantic love is revealed. Among young women with a group-centric orientation in the image "I am a future wife" there is empathy, a positive attitude towards romantic love, an attitude towards personal autonomy. Among young women with a humanistic orientation in thinking about the future marital roles there are the basic elements of cognitive, partially emotional and behavioral components. In the group of young women with a world-creating orientation the content of the image "I am a future wife" is characterized by the completeness of the representation of the cognitive component, saturation with such elements of the emotional component as a positive attitude towards family as a social institution, their own family, future marriage partner, themselves, future children, romantic love, leadership and responsibility in the family.

In early adulthood compared with adolescence there is a tendency to reduce the number of meaningful characteristics in the image "I am a future wife" among young women with egocentric, humanistic and world-creating orientations. The invariant characteristic is a personal independence in the studied image. Young women with egocentric, humanistic and world-creating orientations have such elements as caring, patience, respect for other people, balance.

**Keywords:** *Ideas about marriage, moral orientations.*

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## **WHY DONATE AND FOR WHAT? THE PSEUDOINEFFICACY BIAS IN DONATING BEHAVIOR**

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### **Abstract**

Charitable donations represent a possible indirect way to face the social challenge of poverty with people donating a certain amount of money independently of their social status and social roles. As such, scholarly authors devoted to the study of charity and donating behavior have proposed several models following different perspectives to explain the motivational factors and the individual conditions affecting donating behavior. In the present study, we aim at contributing to the selfish altruism model by suggesting the effect of pseudoinefficacy as possible cognitive bias which may be detrimental for deciding to donate. On the one hand, the selfish altruism model has gained notable attention as a possible explanation of the decision-making process underlying donating behavior. This model suggests that people offer aid to receive something in return or to gain a personal advantage. Such a personal benefit can be seen as the individual sense of being morally satisfied, namely, warm-glow. That is, those who donate may feel higher levels of social esteem, gratitude and respect from others which are aspects feeding their warm-glow. Individual would decide to donate by the possibility to gain moral satisfaction rather than acting for the common good. On the other hand, according to cognitive psychology, pseudoinefficacy may affect donating behaviors as an illusion of inefficacy that arises when individuals can only help some people but not others who yet are equally in need. In this sense, the phenomenon of pseudoinefficacy contributes to the selfish altruism model as an explanation of the individuals' emotions that may reduce donors' warm-glow. Ultimately, we propose a critical and interdisciplinary review of donating behaviors model and propose a research agenda for further investigations. Given the widespread of poverty as linked to the worldwide changes (i.e., novel pandemic of Sars-Cov-2), theoretical indications and reflections on donating behavior represent a pragmatic and moral concern whose relevance rests in the potential applied implications.

**Keywords:** *Donating behavior, selfish altruism, decision-making process, pseudoinefficacy, research agenda.*

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## **THE EFFECT OF HAPPINESS AND RELIGIOUS FAITH ON CHRISTIAN YOUTH'S RESILIENCY DURING THE COVID-19 PANDEMIC**

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### **Abstract**

Youths with happy emotions and strong religious faith, it can be assumed, experience increased resiliency when dealing with unexpected and challenging events, such as the COVID-19 pandemic. To examine this assumption, a study involving 229 Christian youths, all students at public and private universities in Sabah, Malaysia, was conducted. Participants had a mean age of 22.09 years (SD = 4.34) and were predominantly female (179; male = 49; undisclosed = 1). The study found that happiness contributed 4.7% of the variance of the participant's resiliency, while their religious faith contributed 4.1%. Furthermore, the Christian faith showed a moderation effect on the effect of happiness on resiliency. To wit, youths with high levels of happiness and strong Christian faith demonstrated high resiliency, and this finding supports the abovementioned research assumption. Therefore, it is suggested that when facing life challenges, including the COVID-19 pandemic, young adults ought to create a positive ambience, e.g., promoting happiness, enhancing religious faith via daily prayer, perceiving faith as a source of comfort and life's purpose, and engaging in faith-based/church activities as a way to strengthen resiliency.

**Keywords:** *Happiness, religious faith, resiliency, youths, COVID-19 pandemic.*

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## FOSTERING EMPLOYABILITY AT WORK THROUGH JOB CRAFTING

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### Abstract

In the current times of labor market transformations characterized by increasing globalization and digitalization processes, institutions and organizations are aiming at fostering employees' levels of employability via training interventions at work. Higher levels of employability sustain employees' competitiveness and job security as well as organizational productivity. Some scholarly authors define employability as a form of proactive adaptability specific to work that allows employees to identify and implement their career plans. It is also defined as the ability to transition effortlessly among the different occupations, allowing the individual to obtain employment. Given this, interventions aimed at fostering proactivity are deemed to be a possible way to foster employability. In recent years, researchers and practitioners have extensively examined employability, identifying different and separate antecedents, i.e., volition, support for career, skill development, job-related skills, willingness to change jobs, self-efficacy, and applicability of training on the job. In this study, we aim to give a contribution to such literature on training interventions to promote employability by proposing critical scrutiny around training interventions by which we will introduce job crafting intervention as a candidate to foster employability by supporting employees' proactive behaviors. Indeed, job crafting intervention is a specific training aimed at promoting proactive behavior. In particular, it focuses on four main employees' behavioral strategies, namely, (a) reducing job demands, (b) seeking challenges at work, (c) optimizing and (d) enhancing job resources. By promoting such behavioral strategies, employees can foster the applicability of learning by doing at work which directly affect the overall sense of employees' employability. For instance, seeking challenges strategies can indirectly lead to learn novel practices at work affecting their sense of competence and organizational belonging. Likewise, reducing job demands and enhancing job resources can be seen as behavioral strategies which can directly foster practical knowledge (i.e., know-how) and its applicability which in turn may lead to higher levels of perceived employability among employees. Hence, in this study, we will firstly outline the benefit of training interventions at the workplace within which job crafting can be seen as a possible training pathway to foster employability. Secondly, we will present the specific training strategies setting a research agenda for further developments. Ultimately, we aim at lecturing about the pragmatic and moral concern of the notion of employability by proposing a theoretical discussion for practical implications.

**Keywords:** *Employability, training interventions, applicability, job crafting, research agenda.*

## AN EXPLORATIVE STUDY ON USERS' MOTIVATION AND ADOPTION OF WEARABLES TECHNOLOGIES USING THE TECHNOLOGY ACCEPTANCE MODEL (TAM)

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### Abstract

During the last decade, the growth of wearable products such as smartwatches, display glasses, smart tattoos, wrist-bands, and headbands has been increasing and propagated rapidly to mainstream usage, due to their capability for both leisure or fitness and medical data tracking (Celik, Salama, & Eltawil, 2020; Nam & Lee, 2020). Following Wright and Keith's (2014) conceptualization, wearable technology and wearable devices are phrases that describe electronics that are integrated into clothing and other accessories that can be worn comfortably on the body. The study is based on a cross-sectional design, data being collected from a convenience sample of 261 participants (48 males, 213 females), aged between 18 and 29 years old ( $M=21.73$ ,  $SD=3.70$ ) through the following structured questionnaires: Technology Acceptance Model (Davis, 1989) and Gratifications of Wearables Technology (Travers, 2015). The study applied the Technology Acceptance Model (TAM) to explore the motivation (gratifications) of students in the adoption of wearables technologies and actual usage of wearables technologies. The results of the study suggest that both Perceived Ease of Use ( $r=.279$ ,  $p<.01$ ) and

Perceived Usefulness ( $r=.386$ ,  $p<.01$ ) correlate with Actual System Use. Moreover, Perceived Ease of Use positively correlates with Accessibility scale of Gratifications of Wearables Technology ( $r=.380$ ,  $p<.01$ ), and Perceived Usefulness positively correlate with all scales of Gratifications of Wearables Technology – Health ( $r=.427$ ,  $p<.01$ ), Accessibility ( $r=.522$ ,  $p<.01$ ) and Status ( $r=.262$ ,  $p<.01$ ). The reality is that the interest in wearables is growing fast, during the last few years, a large variety of wearables has been offered to the market (Seneviratne et al., 2017). A forecast of the wearable industry shows that it will most likely experience important changes within the next few years, wearables being more and more present in mainstream usage. Practical implications of the recent study are discussed as well as some directions for future research in the area.

**Keywords:** TAM, wearables, technology, internet of bodies, motivation.

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## ARAB YOUTHS' EXPECTATIONS OF PARENTS AND PERCEPTIONS OF CHILD NEGLECT

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### Abstract

Neglect of children and youth by their parents severely affects children's development. Unfortunately, literature on child neglect focuses on professional discourse while rarely examining the views of children and youth themselves. This lacuna is interwoven with the broader issue of children's expectations of their parents, which are also scarcely studied. This study aims to gain a more nuanced understanding of youth life experiences, focusing on two related and complementary issues: their expectations of parents and their perceptions of child neglect. The study employed a qualitative paradigm focusing on the meanings and interpretation of social phenomena and social processes in context. Data were gathered via focus group discussions from a total of 31 youth, through purposive sampling according to age (13 and 14) and ethnic affiliation (Muslim Arabs in northern Israel), and thematically analyzed.

The data analysis showed that youth expectations of their parents reflect their perceptions of neglect. Four themes arose: emotional wellbeing, responsibility and supervision, guidance and companionship, and providing material needs. The findings highlight the need to include voices representing diverse groups in the population, as part of context-informed perception in discourses of parenting and child neglect. These voices provide a platform for examining the complexity inherent in negotiating neglect in the unique context of youth, and the importance of recognizing their unique perceptions. The voices raised the importance of emotional and psychological needs for the youths' wellbeing and development to a greater extent than material and physical needs.

**Keywords:** Parenting, child neglect, context-informed perception, Arab youths' expectations, emotional and material needs.

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## PSYCHOSOCIAL IMPACT OF VIRTUAL NETWORKS ON UNIVERSITY STUDENTS

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### Abstract

Technology has modified all aspects of the lives of individuals, making it more comfortable, this is a great achievement of humanity, but it has also made us dependent beings. The use of electronic platforms, social networks, applications (App), artificial intelligence, virtual assistants, among others, represent unimaginable achievements just 50 years ago. Daily life requires a smartphone, since we are not able to orient ourselves geographically, remember a phone number, or any information that is needed since it is easy to take a photo, carry the schedule of activities, financial services through banking online, have the Covid-19 vaccination record, or check food options at a food service, because a QR reader is required. In addition to the daily technological dependence, we find the attitudes and emotional dependence in which



preferences, tastes, photographs, music, virtual approach to family and friends, and much more, become an essential support, especially in the young generations. With this framework, the aim is to evaluate the psychosocial impact of virtual networks on university students in the Republic of Panama. For this, a measurement instrument was designed that was applied remotely through Google form ©. The Likert-type format allowed inferential statistical analyzes to guarantee the discrimination index of the items, the reliability of the instrument through Cronbach's Alpha, as well as the construct validity with the factorial analysis using the SPSS 24 © software.

The results reveal that university students have a positive attitude towards virtual networks, which represent psychological and social support, which allows users an emotional protection that they use as a defense against the uncertainty of the day to day and about the near future. Thus, the psychosocial impact of virtual networks encourages emotional containment, in addition, they become social support when links are established with small close groups, regardless of their membership in extended groups. Another finding shows that not all the impact of virtual networks is positive, for example, it was discovered that sleep patterns are not healthy, in addition, the information they receive at night can generate anxiety, anguish and stress.

**Keywords:** *Virtual networks, psychosocial impact, university students.*

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## ACCULTURATION, PARENTING PRACTICES AND THE TRANSMISSION OF CULTURAL AND RELIGIOUS VALUES IN MUSLIM IMMIGRANT FAMILIES

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### **Abstract**

Acculturation is a complex and dynamic process associated with various difficulties and challenges that play a major role in raising children. This is especially true for Muslim immigrant families where instilling traditional values and a strong sense of ethnic and religious identity is a primary aspect of the parenting process.

This study addresses the process of cultural negotiation undertaken by immigrant Muslim parents and analyses how it affects their children's education and parenting practices. Eleven Muslim immigrant adults with children, settled in Italy from an average of 25 years ( $F=9$ ; mean age= 48) participated to a semi-structured interview about their experiences of raising their children in relation to their origins and Italian culture. Atlas-ti was used for thematic analysis. The results showed that the educational role of parents in these families is challenged by the difficulty of finding a match between the traditional model of education and the mainstream model. This difficulty intertwines with the one related to the need to reconcile different needs, namely, the need to preserve and transmit religious and cultural values, and the need to adapt to the values that they and their children learn through interaction with the plural society. In response to this challenge, parents seem to prefer separation as an acculturation strategy, in terms of the content of traditional and religious values, while maintaining a negotiating space for these values. Instead, in teaching these values, they have moved increasingly closer to the Italian model of parenting, which is based on flexibility and dialogue, thus adopting integration in the field of parenting strategies.

This research was the preliminary phase of an intervention project aimed at empowering the Islamic community of Turin, Italy, to support families in practicing intentional parenting in order to address the challenges related to the migratory context. In other words, to promote the acquisition of parenting skills that can meet both children's identity needs and parents' needs for appreciation and cultural transmission, and also prevent problems and psychological distress caused by cultural conflicts. It emerged from both the research and the intervention project that the need to develop a model of "parenting in migration" is shared by the entire Muslim community and requires a collective and collaborative effort to promote this process by creating spaces for discussion and by activating the resources available in the community that can guide and accompany parents in difficulty in their educational role, creating synergies with the services offered by the territory.

**Keywords:** *Acculturation, parenting, cultural values, Muslim families, empowerment.*

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## **CAN PERCEIVED SOCIAL SUPPORT PROTECT AGAINST EMOTIONAL EXHAUSTION IN SMART WORKERS? A LONGITUDINAL STUDY**

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### **Abstract**

The ongoing outbreak of COVID-19 is deeply affecting the way people work, with changes concerning the labor market (e.g., increasing unemployment), work practices (e.g., smart working), the emergence of new risk factors (e.g., the perceived risk of infection at work) and the accentuation of traditional ones (e.g., workload). In this study, we investigated whether smart working (SW) could affect the well-known association between the perceived characteristics of the work environment and workers' health and well-being. More specifically, building on the Job Demands-Resources (JD-R) model we hypothesized that workload and perceived social support (PSS), as relevant job demands and resources (i.e., risk and protective factors), may be associated with emotional exhaustion (EE) over time. We also hypothesized that working condition, that is, smart vs in-person working, may affect these longitudinal relationships. We expected the positive association between workload and EE to be stronger, while the negative association between PSS and EE to be weaker, for smart workers. A longitudinal study was carried out in a sample of workers from different organizations in Italy ( $N = 292$ ). Participants completed an online questionnaire between the end of October 2020 and the first half of November 2020 (i.e., T1) and four months later (i.e., T2). Workload and PSS were measured at T1 using scales taken from the Qu-Bo Test and the SAPH@W Questionnaire, respectively, two instruments standardized for the Italian context. Emotional exhaustion was assessed at T2 using the scale taken from the Italian adaptation of the Maslach Burnout Inventory. The hypothesized relationships were tested using moderated multiple regression. Workload at T1 was positively associated with EE at T2, whereas the association between PSS at T1 and EE at T2 was negative. Furthermore, SW moderated the association between PSS and EE, which was negative and significant for in-person workers, but non-significant for smart workers. Our study confirmed that, in line with the JD-R, workload and PSS can be conceived as risk and protective factors for EE, respectively. Interestingly, when considering the moderating role of SW, results showed that, to date, PSS may not be a valuable job resource for smart workers. Hence, although SW has proved useful and sometimes necessary during the COVID-19 pandemic, possible negative aspects of SW as implemented in the pandemic-related emergency (e.g., social separation and work-to-family conflict) need to be carefully considered. In terms of prevention, supervisors should be encouraged to foster a sense of belonging, trust and results-based management.

**Keywords:** *Workload, perceived social support, smart working, COVID-19, job demands-resources.*

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## **INTERGROUP ANXIETY AND NATIONAL IDENTITY AMONG SLOVAKS (PRELIMINARY FINDINGS)**

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### **Abstract**

Slovaks belong to nations that have long-term negative attitudes towards migrants (e.g. Bozogáňová, Piterová, 2020). We are interested in whether national identity is related to intergroup anxiety (contact with a person of another ethnicity). Intergroup anxiety can be broadly defined as the arousal that occurs as a result of individuals' negative expectations of rejection or discrimination during cross-group interactions or fears that the interaction partner or they themselves may behave in an incompetent or offensive manner (Stephan & Stephan, 1985, Turner, Hewstone, Voci & Vonofakou, 2008). The aim of the paper is to determine the relationship between national (Slovak) identity and intergroup anxiety and further determine whether there are differences in these constructs in the context of sex and age. The research sample consisted of 1001 respondents (49% men) aged 17 to 75 ( $M = 44.81$ ;  $SD = 14.92$ ). The data were collected online in the form of a panel collection in Slovakia with the ambition to obtain a representative sample of respondents (based on sex, age, region, and education). Intergroup anxiety was measured by the Stephan and Stephan (1985) scale (Cronbach  $\alpha = .866$ ). Slovak national identity was

measured by 8 items from ISP 2013 - National Identity III (Cronbach  $\alpha = .801$ ). It was found that there is a weak positive relationship between national identities and intergroup anxiety. Multivariate analysis of variance was conducted to compare national identity and intergroup anxiety. Using Pillai's trace, there was a significant effect of sex, age, and there was a significant effect of interaction sex x age. Results showed that older respondents (53 and above) scored higher than younger age groups in terms of national identity. Intergroup anxiety was higher in men. It appears that national identity is higher for women with increasing age, while for men its value decreases. The limit of the study is its exploratory and cross-sectional character. However, we consider it a steppingstone, when examining the mentioned constructs in the given context.

**Keywords:** *National identity, intergroup anxiety, Slovakia, MANOVA.*

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## **PROFESSIONALS, STREAMERS AND AMATEUR PLAYERS: AN ETHNOGRAPHY FOR EXPLORING ORGANIZATIONAL BEHAVIOURS IN DIFFERENT WORK-PLAY CONDITIONS**

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### **Abstract**

In recent decades, work has been going through a series of transformations leading to the rise of virtual organizations and to the spread of gamification practices. On the other side, also play activities have been going through a process of “workification”, with the rise of phenomena such as “grinding” in video games. Nowadays, the boundaries between work and play are blurred, so that the old dichotomies between game and labour do not hold anymore. This entanglement between work and play might shape the organizations and the dynamics of their members, radically. To understand how, we investigate organizational dynamics occurring in a multiplayer video game, as virtual gaming worlds are often designed to replicate complex social structures and serious work ecosystems. We involve Esports professionals, streamers, and amateur players as they differently intertwine “playing” and “working” practices during the gaming activity. Professionals have problems that are typical of workers, like pursuing a remunerated career in the area; streamers invest an emotional labour during live performances in order to attract spectators who economically sustain them; amateur players could perceive their activity as a “second work”. An ethnographic study within an Italian gaming community is in progress. We focus on “Call of Duty: Warzone”, a First-Person Shooter Battle Royale game which requires players to enact organizational efforts in order to reach the in-game objectives (e.g., defeat the enemy team). The study uses i) semi-structured interviews and participant observation conducted in the game environment played by the amateurs, ii-iii) observation of gaming sessions, analysis of online content and semi-structured interviews with reference to streamers and professional, iv) analysis of communication exchanges of all three types of players during the gaming sessions. We expect that players belonging to different categories will enact distinct organizational behaviours and give rise to various organizational structures. A cross-comparison between them, which is missing in current literature, would clarify how different modalities of combining work and play impact on organizational behaviours and dynamics; it could also help both academic and practitioners address the issues faced by current working virtual organizations, by providing insights on how to effectively organize people collaborating from a distance through “best practices” that can be found in games. Preliminary results will be presented at the conference. Since the study is targeted to the Italian context, generalization of the results might be difficult; however, we expect to provide rich insights through the adoption of a qualitative ethnographic approach.

**Keywords:** *Virtual organizations, organizational behaviour, video games, digital ethnography.*

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## HOW INNOVATION DRIVES INCLUSION: OPPORTUNITIES AND CHALLENGES OF ONLINE PSYCHOLOGICAL INTERVENTION

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### **Abstract**

The current pandemic has had a huge impact on people's psychophysical health with repercussions on the job dimension, leading to high levels of dissatisfaction and fear for the future.

Online interventions have become very popular especially during the COVID-19 pandemic, in fact many psychologists and patients switched from face-to-face to online sessions to continue their psychological therapies. The scientific literature has shown strong evidence for online psychotherapy, with this application being used both as an alternative to traditional healthcare and as an enhancement of face-to-face treatment. Many studies highlight that online therapy, and the quality of therapeutic alliance seem to be equivalent in both modalities.

There are additional barriers such as public stigma, cultural and language barriers, geographic isolation in rural areas and social isolation, particularly in the context of the COVID-19 pandemic and online psychology interventions allow inclusion as they enable to involve many people who need psychological support, as well as to continue the psychological paths interrupted by the pandemic.

A study was conducted to specifically analyze the implications that online psychology has on today's society. Through a structured interview, 23 psychologists were questioned with the aim to investigate different thematic areas relating to online psychological interventions. A qualitative analysis was conducted using the Atlas.ti software.

All participants were part of a platform specifically designed for the provision of psychological services, managed by a structure registered with the NHS. One purpose of the study was to investigate psychologists' perceptions of online psychology rather than traditional therapy.

Some limitations comprise the small sample of psychologists which may not be generalizable to the population at large. Further, another limitation is related to the digital divide – the cultural bias inherent in accessing the Internet and all information and services that exist online as well as the lack of awareness of how the Internet can be used in a functional way.

An interesting future discussion for counseling psychologists may be explored: blending online therapy into regular face-to-face sessions. In fact, the scientific literature shows that the combination between these two modalities has potential in secondary mental health care.

The existing literature and the study we have conducted methodically highlight the social responsibility of the intervention, which has an impact on the society and is consistent with the key objectives of the 2030 agenda.

**Keywords:** *Online psychology, Covid-19, psychological intervention, innovation, traditional therapy.*

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## SOCIO-PSYCHOLOGICAL FACTORS AND EMIGRATION PLANS AMONG UNIVERSITY STUDENTS IN SLOVAKIA DURING THE COVID-19 PANDEMIC

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### **Abstract**

Objective: The objective of this study was to examine the relationship between socio-psychological factors such as the perceived economic situation, perceived political situation, well-being, rootedness and emigration plans of university students in Slovakia during the Covid-19 pandemic.

**Methods:** The data for this study were collected through an online survey of university students during the Covid-19 pandemic between November and December 2021. The research sample consisted of 151 (76.2% female) Slovak university students ( $M=21.8$  years,  $SD=2.5$ ). In order to identify emigration plans, there was one question with 8 answer options. Based on this, the respondents were divided into two groups; those who do not plan to leave Slovakia (76.8%) and those who plan to leave in the long term (23.2%). There was also one item used to measure the perceived economic situation and political situation. The satisfaction with life scale was used to measure well-being while the Rootedness scale consisting of the Desire for Change and Home/Family subscales was used to measure rootedness. As emigration plans was a categorical variable, binary logistic regression was used. The analysis was controlled for gender.

**Results:** A model containing five independent variables (perceived economic situation, perceived political situation, well-being, rootedness - desire for change and home/family dimensions) explained 41.9% of variance in emigration plans during the Covid-19 pandemic, and correctly classified 84.8% of the cases. Only three of these variables made a unique statistically significant contribution to the model. The strongest predictor of emigration plans during the Covid-19 pandemic was perceived economic situation, recording an OR of 2.27. This indicated that students who perceived the economic situation in Slovakia more pessimistically were over 2 times more likely to report an emigration plan. The OR of 1.32 for rootedness – desire for change, indicated that students with a greater desire for change were over 1.32 times more likely to report emigration plans. On the contrary, the OR of 0.81 for rootedness – home/family was less than 1, indicating that students who were more satisfied with their home and family were 0.81 times less likely to report emigration plans.

**Conclusion:** The strongest predictor of emigration plans during a pandemic is perceived economic situation. The dimensions of rootedness, as confirmed by previous studies, are predictors of emigration plans in the pre-pandemic and pandemic period.

**Keywords:** *Emigration plans, Covid-19 pandemic, university students, socio-psychological factors.*

## **MOMS IMMERSSED IN THEIR WORK: VIRTUAL REALITY AND MENTAL HEALTH PROMOTION AFTER MATERNITY LEAVE**

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### **Abstract**

Mental health, well-being, performance, and numerous other variables in the workplace are frequently managed through a multidisciplinary approach aimed to make the organization more productive. New technology, such as virtual reality (VR), can be adapted to very different needs. It can enhance psychological intervention on workers, making them more effective and efficient. Several studies have analyzed the effectiveness of training with VR in the workplace. VR can be used mainly for: learning relaxation techniques, promoting stress reduction; enhancing personal resources, managing difficult situations; reducing anxiety and depression, both on its own or combined with exposure therapy, which allows to use scenarios and situations that are impossible to implement in vivo.

Return to work (RTW) after maternity leave is a common transition in women's lives that may be a challenge. Several mothers leave their job to devote themselves to their children's care and development. However, that choice is not always a free and personal decision: it may be based on issues related to work-life balance and employment after childbirth or on supervisors' and colleagues' messages about motherhood being inappropriate in the work context. Expectations and responsibilities related to the role of mother are intertwined with those related to the world of work.

With the aim of exploring and enhancing the personal and professional resources of working mothers and deconstructing irrational beliefs on the role of mother and worker, a psychological protocol based on VR was proposed to a small number of working mothers currently engaged in the caregiving of preschool children. The four-step VR-based training comprises two sessions focusing on body consciousness, and

two focusing on psychological techniques. The efficacy of the protocol is evaluated through the comparison of questionnaires administered pre and post intervention.

We assumed that: the reinforcement of personal resources may trigger a spiral of “gain” capable of leading the person to positive outcomes both in the work and in the private sphere; the increase of work resources may activate a motivational process with positive outcomes for health.

The limitations of the study are related to the number of participants and to the lack of a control group. Future research could include longitudinal studies involving participants from different organizations. The VR protocol can be a useful contribution to support mothers’ RTW after maternity leave while, at the same time, helping organizations to be healthier and more efficient.

**Keywords:** *Virtual reality, return to work after maternity leave, personal resources, irrational belief, mental health.*

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## **SOURCES OF CHANGES IN LEADERSHIP STYLES IN HEALTHCARE IN BULGARIA DURING COVID 19 CRISIS**

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### **Abstract**

The aim of the study is to identify the content components of the leadership styles in healthcare during COVID 19 crisis. Another goal of the study is to examine the relationship between value preferences and various demographic indicators, such as gender, age, education, position in the hierarchy, length of service and place of residence. The study was conducted among 376 people between February and March 2021 during the COVID 19 crisis. The methodology of B. Bass and B. Avolio - "Multifactor Leadership Questionnaire" was applied. The instrument was standardized for Bulgarian conditions by S. Karabelyova (Karabelyova S., 2011) and it described the transforming (charismatic) leadership style, the transactional leadership style, and the avoiding (liberal) leadership style. The data was processed via the software programme SPSS - 21 and for the purpose of the analysis descriptive statistics and dispersion analysis have been made. The study assumes that if the sources of changes in leadership styles are known, activities of an organization could be optimized, and the results of their joint activities could be maximized. The data show that demographic indicators differentiate leadership styles to varying degrees.

**Keywords:** *Leadership styles, healthcare organizations, COVID 19, Bulgaria.*

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## **TESTING THE THEORY OF PLANNED BEHAVIOR IN DETERMINING INTENTION TO SEXTING**

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### **Abstract**

The theory of planned behavior, which emphasizes the cognitive aspect of human behavior is the most commonly used theory for predicting various aspects of behavior. It assumes that human behavior is guided by behavioral beliefs, normative beliefs, and control beliefs. Behavioral beliefs produce a (un)favorable attitude toward the behavior, normative beliefs lead to a subjective norm, and control beliefs lead to perceived behavioral control. The combination of these factors leads to the formation of behavioral intention, which has been shown to be the strongest predictor of actual behavior. However, this theory has not often been used to predict sexting behavior. To our knowledge, few studies regarding the theory of planned behavior and sexting among adolescents were conducted, but there are no studies that examine the significance of this theory for predicting sexting behavior among emerging adults. Therefore, the purpose of this study is to examine whether intention to sext can be predicted by the

constructs proposed by the theory of planned behavior. The sample consisted of 314 young adults between the ages of 18 and 29 (87.579% women) who participated in the study online. The Theory of Planned Behavior Questionnaire was used, which was developed according to Ajzen's guidelines by Walrave et al. (2014). The questionnaire directly and indirectly measures attitude toward sexting behavior, subjective norms, and perceived behavioral control, as well as the direct aspect of sexting intention. The results mainly confirm the model proposed by the theory of planned behavior. The proposed model explained 45% of the total variance in sexting intention. Of the three factors, subjective norm had the weakest effect on sexting intention. The results of our study contribute to the understanding of the type of cognitive processes that increase the likelihood of sexting during emerging adulthood.

**Keywords:** *Theory of planned behavior, behavioral control, sexting intention, emerging adults.*

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## **ETHICAL CLIMATE IN ORGANIZATION AND EMPLOYEES ACCEPTANCE OF CORRUPTIVE RATIONALIZATIONS**

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### **Abstract**

The aim of this research was to examine the relationship between the organizational ethical climate and the level of employees' acceptance of certain types of corruptive rationalizations. The ethical climate refers to the perception of ethical criteria and practices an organization applies to determine what constitutes acceptable work behavior (Victor & Cullen 1988). Previous studies indicate the link between certain types of organizational ethical climate and employees' engagement in corruption (Gorsira et al., 2018; Stachowicz-Stanusch and Simha, 2013). Corruptive rationalizations are defined as self-serving attempts to legitimate ethically questionable behavior (Ashforth & Anand, 2003). On an ad hoc sample of 306 employees from different organizations in the Republic of Serbia, an online questionnaire was applied for data collecting on the perception of the organizational ethical climate. ECQ (Victor & Cullen, 1988) with 36 items was administered to estimate the presence of seven types of ethical climate with Cronbach's  $\alpha$  ranging between 0.69 to 0.85. Kopter-2 (Majstorovic, 2011;  $\alpha = 0.72$ ) with 18 items was applied to measure preference of six corruptive rationalizations measured here – denial illegality, denial responsibility, denial victim, denial injury, social weighting and appeal to higher loyalties. MRA reveals results indicating the perception of an egoistic ethical climate ('Self-interest') as a significant predictor of increased preference of four of six types of corruptive rationalizations (denial illegality, denial responsibility, social weighting and appeal to higher loyalties). In addition, increased perception of the 'Company profit' climate predicts increased acceptance of the 'Denial victim' rationalization. All other types of ethical climate predict either diminished preference for any form of corruptive rationalization or they are unrelated to them. It should be emphasized that ethical climates from the 'Benevolence' cluster such as 'Social responsibility', 'Friendship', and 'Team interest' predict rejecting 'Denial responsibility', 'Denial injury', and 'Social weighting' as rationalizations of a corruptive act. It was concluded that some types of ethical climate support corruption. If the typical decision-making criterion in an organization is perceived to be individual and local, and if the dominant ethical criterion is perceived to be egoism, then this organizational context probably generates employees' acceptance of justification of their corruptive intentions or acts. Results also indicate that 'Personal morality' and 'Organizational rules and regulations' types of ethical climate are unrelated to the preference of any kind of corruptive rationalization. The importance of organizational interventions, such as promotion of social responsibility, friendship and team interests in the anti-corruption campaign, is discussed.

**Keywords:** *Ethical climate, organizations, corruptive rationalizations, employees.*

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## THE RELATIONSHIP BETWEEN HAZARD PERCEPTION, RISK ASSESSMENT AND DIFFERENT DRIVING STYLES: LITHUANIAN SAMPLE

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### **Abstract**

Scientists agree that not only personality traits and emotions, but also cognitive characteristics have a great influence on developing individual driving style. Usually, the analysis of driving style includes cognitive skills related to memory and attention, unreasonably not taking into account perceptual skills. Cognitive factors as hazard anticipation and risk assessment are crucially important for risky actions while driving and traffic accidents. However, there is a lack of studies on how road hazard perception skills and risk assessment could influence individual driving style, especially for professional and non-professional drivers. So, this study aims to evaluate the relation between different driving styles, road-related hazard perception and risk assessment among professional and non-professional drivers in Lithuania.

One hundred twenty-three drivers (mean age 37.04 years) participated in online study. Eighty-nine participants were non-professional, 34 – professional drivers (the main job function is directly related to driving). The mean of driving experience was 16.2 years. Seventy-four percent of all participants drive on daily basis. Different driving styles were measured with Multidimensional Driving Style Inventory (Taubman-Ben-Ari et al., 2004). Forty-four self-reported items evaluated patient - careful, angry - hostile, anxious and reckless-careless driving styles. Hazard perception skills was tested by 12 short video clips in Lithuanian hazard prediction test (Endriulaitiene et al., in press). Risk assessment was measured by self-reported 34 – item scale (Rosenbloom et.al., 2008).

Professional drivers reported more risky, specifically angry-hostile and reckless-careless, driving style than non-professional drivers. There was no difference in anxious and careful-patient driving styles. Also, professional and non-professional drivers reported having similar road-related hazard perception skills and quite similar risk assessment. Correlational analysis showed that low risk assessment significantly related to more angry/hostile driving style in non-professional driver group. High risk assessment significantly correlated to more reckless/careless driving style driving style, while better hazard perception skills significantly related to aggressive/hostile driving style in professional drivers' group.

**Keywords:** *Driving styles, road hazard perception skills, risk assessment, professional drivers, non-professional drivers.*

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## BEHAVIOURAL SELF-REGULATION AND EMPLOYEES' HEALTH

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### **Abstract**

The main goal of this study was to examine the relationship between the type of behavioural self-regulation and psychophysical health of employees in the Republic of Serbia. Following the Self-Determination Theory (SDT; Deci & Ryan, 1985, 2002), Hodgins and Knee (2002) proposed that human beings possess an inherited organismic core self, which develops in a social context that fosters or precludes the fulfilment of any or all three basic psychological needs: relatedness, competence, and autonomy. The quality of social support during child's development are theorized to yield three broad types of ego-systems depending on how many needs are fulfilled. These three ego-systems include the integrated self (int-s), the ego-invested self (e-i-s), and the impersonal self (imp-s), differing in the level of autonomy and integration in behavioural self-regulation. Previous studies indicate that level of needs satisfaction and integration of self is related to a better health and health protective behaviour (e.g., Ntoumanis et al., 2021; Ng et al., 2012; Hodgins et al., 1996). The psychophysical health was considered here as the absence of health disorder symptoms within five domains: physical health, depression reactions, fatigue, fear and anxiety, and social functioning. The data were gathered from an at-hand sample of 331 employees, with different work tenure (13 years in average), gender (65% were women), and with the average age of 39. Two questionnaires were applied to gather data on self-regulation of everyday behaviour and data on five dimensions of health. The ego-functioning questionnaire (EFQ; Majstorović, 2007,  $\alpha_{(int,e-i,imp)} = .75; .75; .88$ ) is a 30-items tool administered to



estimate the dominant type of self-regulation, while psychophysical health scale (SPFZ-1; Majstorović, 2011;  $\alpha = .91$ ) with 23 items asks employees to self-evaluate the frequency of health disorder symptoms. Based on scores greater than mean value on one EFQ subscale and below mean value on the remaining two, the sample size was reduced to 128 participants and three groups with one dominant type of self-regulation were formed. Univariate ANOVA revealed that employees with a dominant impersonal self-regulation, compared to integrated and ego-invested regulation, report significantly more frequent symptoms on all health domains. Work tenure, gender, and age of employees do not moderate this relationship. It was concluded that these results corroborate an organismic hypothesis of self with better health expected within more authentic and more integrated ego-system. Implications of SDT based health interventions in work setting are discussed.

**Keywords:** *Self-determination, behavioural regulation, psycho-physical health, employees.*

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## **“NO POST-TRAUMA AFTER TRAUMA?” A QUALITATIVE STUDY WITH REFUGEE HELPERS BEING CONFRONTED WITH SEQUENTIAL TRAUMATIZATION**

**Beate Rohrer**

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### **Abstract**

This presentation focuses on the stressors of helpers and aid workers who are confronted with trauma of refugees. Based on empirical data, I want to provide a closer look at these specific stressors. About the background: According to the UN High Commissioner for Refugees (UNHCR), there are currently nearly 26.4 million refugees, about half of them are under the age of 18. A majority of them have been exposed to multiple traumatic experiences, such as internal displacement, extreme violence, and torture. Meeting the needs of this vulnerable group is a major challenge for host countries and is often covered by professional helpers or volunteers. Since helpers are repeatedly confronted with severe trauma of the primary victims, they often are affected themselves. The effect of secondary trauma stress is already established in scientific literature and documented in the DSM-5.

What is still lacking in terms of conceptualization are two main aspects: Firstly, traumatized refugees do not only suffer from post-traumatic stress disorder (PTSD) but their traumatization is much more complex. Clinical trauma research often runs the risk to cut the consequences of war and flight too short. According to this, I would like to introduce the concept of sequential traumatization as an alternative approach for understanding traumatization in this context. Originally coming from a study of holocaust survivors, it describes trauma as an ongoing and long-lasting process and thus contrasts with the concept of post-traumatic stress disorder. Among other aspects the formulation of sequential traumatization integrates decreased resilience, cultural as well as socio-economical aspects of trauma. And secondly, refugee helpers are therefore not only confronted with primary victim PTSD, but also the more complex form of sequential trauma. That means, their stressors cannot be separated from a range of socio-political and societal conditions. The Helpers may face secondary sequential traumatic stress (SSTS).

Our research question focuses on these specific stressors caused by confrontation with sequential trauma. Eighteen interviews were conducted with supporters in the context of flight and asylum. According to our results helpers have to deal with fears, excessive demands as well as with feelings of guilt, ambiguities of hope and despair and the endurance of uncertainty and injustice. In addition to empathy and direct confrontation with trauma, it is above all social approaches and political decisions that make supporters feel angry, powerless and helpless in the context of war, flight and, asylum.

**Keywords:** *War and conflict, refugees, PTSD, secondary traumatization, sequential traumatization.*

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## **SOCIAL DISTANCING IN RESPONSE TO COVID-19: AN EMPIRICAL INVESTIGATION**

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### **Abstract**

COVID-19 has rapidly spread all over the world reaching pandemic proportions, with 487 million people infected nowadays. As rates of infection increased, governments required people to strictly adopt a specific set of preventive behaviors. In such a situation, it seemed extremely important to investigate the relationship between psychosocial factors and the adherence to these preventive behaviors.

In this vein, the present study aimed at analyzing the relative contribution of psychological individual factors associated with a specific behavior, social distancing, during the COVID-19 pandemic.

260 participants (57 men) completed a web-mediated survey on a voluntary basis. Firstly, they responded to socio-demographic questions. These were followed by a section concerning COVID-19 emergency measures (such as perceived chance of having a large-scale COVID-19 outbreak, feeling of insecurity and fear of infection). Successively, state and trait anxiety were assessed. The dependent variable was adapted from a seating distance measure previously used (Halim & colleagues, 2005). More in details, it required participants to choose a seat next to a Caucasian vs. Asian, woman vs. man, coughing vs. smiling person. As supposed, a significant difference emerged between smiling vs. coughing people. On the other hand, no differences have been found in response to the ethnicity of the targets (Caucasian vs. Asian).

Furthermore, it was found that participants' social distance, in response to coughing targets, was significantly and positively predicted by age, (older people reported greater distance), state anxiety, fear of infection and by the perception COVID-19 could become a pandemic. Lastly, social distance was significantly and positively predicted only by fear of infection and perception COVID-19 could become a pandemic, when smiling targets were considered.

In conclusion, despite the large set of countermeasures adopted to prevent the spread of the COVID-19, social distancing still seems an effective behavior for containing the pandemic. In this regard, the present study has identified a set of individual psychological variables implicated in such behavior.

**Keywords:** *COVID-19 pandemic, social distancing, health, preventive behaviors, individual differences.*

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## LEGAL PSYCHOLOGY

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### GENES AS A DEFENSE TO HOMICIDE: TRENDS IN NEUROCRIMINOLOGY

**Janet Brewer**

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#### **Abstract**

One of the emerging areas in the field of neurocriminology is the unearthing of a possible relationship between genes and violent criminal behaviors. Several recent studies revealed strong links between genetic variation in a monoamine oxidase gene (MAOA) and aggressiveness. The gene is responsible for translating enzymes key for catabolizing amine neurotransmitters such as dopamine, serotonin, and noradrenaline that are related to mood and behaviors. Critical changes of these genes result in Brunner syndrome characterized by lower intelligence quotient, problematic impulsive behavior, and unpredictable mood swings. Moreover, the gene has been associated with a variety of psychiatric disorders such as antisocial personality, as well as gang involvement, and a rise in weapons use. In the last two decades, a significant increase in the use of neuroscientist experts to testify in criminal proceedings has been relied upon across the United States. Based on a qualitative analysis of relevant case law, the study finds that the gene can be linked with the violent behaviors of offenders, and defense attorneys can readily get the evidence admitted at trial. However, this study shows that the behavioral genetic defense fails in two-thirds of murder cases. The extent to which genes can be blamed for antisocial behavior remains illusory. This body of court rulings suggests that the so-called “warrior gene” defense fails to exonerate an individual for homicide.

**Keywords:** *Warrior gene, neurocriminology, MAOA gene, MAOA-L, criminal defense.*

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### POLYAMOROUS TRIOS IN FAMILY LAW AND CANADIAN SCHOOLS WHAT IS NORMAL FOR STUDENTS IN TODAY’S CLASSROOM?

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#### **Abstract**

Culturally significant norms and acceptance play a role in what is considered ‘normal’ activities compared to pathology. Recent reports of domestic slavery have occurred in West Vancouver elite homes in British Columbia paralleling earlier accounts in Hong Kong where documented cases of international domestic servants have been mistreated. Confusing messages are portrayed to children with conflicting movies and stereotypes regarding sexual health and healthy work relationships. Agiliga (2013) contemplated if Black women could use BDSM as a way to regain sexual agency; while literature records poly relationships as evident in First People’s culture (TallBear, 2020) and Maori Indigenous story telling (Hutchings & Aspin, 2007). Religion is also a consideration for the acceptance of polygamy (Foster, 2010) and marital discipline (Deshotel et al. 2019); despite a 2014 court ruling in Britain, that “singled out spanking as an unacceptable BDSM activity” (Khan, 2020, p. 367) for unwedded couples. Khan (2020) notes that Family Law is a “sticky area”. In one comparison, Khan (2020) notes “The judge justified the branding of his (the husband’s) initials into his wife’s buttocks ‘because the participants were a wedded couple and the incident took place in the sanctified space of the ‘marital home’ (p. 366).

This qualitative study asked stakeholders in the field of education to respond to questions regarding surveillance in schools on personal devices while at school and while using school electronic resources. Participants were asked questions related to their understanding of bring your own device (BYOD) policies at school and away from school as well as their understanding of inappropriate behaviour as it is defined by their school and school board. Various stakeholders responded to the questions from an accountability and personal responsibility perspective, noting a typology of “reporter” for each stakeholder group, noting students seldom reported on each other. Participants were further asked to reflect on their personal knowledge of privacy and personal devices through a background survey that asked stakeholders to select one or more options from a provided list (brand new, don’t know anything,

still learning, feel comfortable using it in education settings, have questions, know a little, have more to learn, am an expert, help other people, other). Data collected during the study indicated surveillance is attributed to five themes: well-being, assessment, policy, security, punitive, with the majority of responses attributed to policy, security and punitive and one participant relating the use of surveillance for monitoring well-being and useful for student assessment.

**Keywords:** *Polyamorous families, religion, family law, sexual health in schools.*

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## COGNITIVE AND EXPERIMENTAL PSYCHOLOGY

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### LEXIAD, THE FIRST DYSLEXIA-SPECIFIC CYRILLIC FONT COMPARED TO THE POPULAR TIMES NEW ROMAN AND ROBOTO FONTS WHEN READ BY ADULTS

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#### Abstract

The LexiaD font was developed for Russian-speaking people with reading disorders (dyslexia) (Alexeeva et al., 2020). LexiaD demonstrated an advantage in letter feature extraction and information integration over other modern Cyrillic fonts (PT Sans and PT Serif) while reading by primary school dyslexic and non-dyslexic children. However, for dyslexic and non-dyslexic adolescents, the familiar Arial font was more effective (Alexeeva, Zubov, 2020).

In this study, we tested two possible reasons for the advantages of Arial: familiarity or its structure. LexiaD was compared to Times New Roman (TNR; another familiar font) and Roboto (a font similar to Arial, but less familiar than TNR) when reading texts printed on a paper page. The study involved 42 adults without reading disorders. The previous studies did not show that the font effect interacts with the participant group (with/without dyslexia).

The participants read silently three parts of the text about Easter Island and answered comprehension questions. The texts and tasks were borrowed from The Program for International Student Assessment (PISA). During the reading, eye movements were recorded using a mobile tracker (PupilCore) with a sampling frequency of 200 Hz. The mean word reading rate (reading speed) and the mean number of fixations per word were analyzed.

Mixed-design ANOVA showed a significant difference between the fonts in reading speed ( $p=0.05$ ) and the number of fixations ( $p=0.03$ ). LexiaD was inferior to Roboto in both measures. There was no evidence that the control fonts differed from each other or LexiaD differed from TNR.

Thus, it could be assumed that the design made Arial a facilitating font in the previous study. A longitudinal study of LexiaD is required to test how it will perform when it becomes more familiar to readers.

**Keywords:** *Dyslexia, font, mobile eye-tracker, printed text, Russian.*

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### LINKING MODAL AND AMODAL REPRESENTATIONS THROUGH LANGUAGE COMPUTATIONAL MODELS

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#### Abstract

Language computational models such as Latent Semantic Analysis (LSA) has been criticized for not having direct contact with the real world. However, recent findings have shown the ability of the LSA to capture embodied features such as words' emotional content. In the present study we tested whether LSA can predict the emotions contained in short written texts such as tweets. It was found that a multiple logistic regression model receiving as input LSA information classified correctly 73,9% of the tweets analyzed according to the emotional content. These results provide additional evidence underlying the representative power of abstract symbols and showing the link between modal representations (emotional) and amodal representations (abstract symbols) through the LSA.

**Keywords:** *Latent semantic analysis (LSA), computational language, embodiment, representation, tweets.*

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## CHANGES IN THE STATE OF MEDICAL STUDENTS DURING PARTICIPATION IN A PERCEPTUAL EXPERIMENT

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### **Abstract**

The goal of this work was to study the changes in the psychological, psychophysiological, and physiological state of the subjects - medical students of junior and senior courses before and after participating in a perceptual experiment. We have developed a comprehensive methodological approach that allows us to evaluate the interaction of medical students with children with atypical development (AD). The approach includes an assessment of the psychophysiological and psychological state of the study participants, conducting a perceptual study, recording and analyzing the mimic expression and speech of the subjects. During the perceptual experiment, students are presented with test sequences containing speech signals of children with typical development (TD) and AD (Down syndrome; autism spectrum disorders) and a video test containing behavioral patterns of AD children. During the perceptual experiment, a parallel video recording of the behavior of the auditors is carried out, which makes it possible to verify their answers using the specialized software FaceReader, which determines the true emotional state of a person by his facial expression. After the perceptual experiment, the auditors answer questions regarding their relationship to the listened speech signals. The psychoemotional status of students is determined before and after the experiment using a battery of psychological tests. The change in the state of the subjects was determined by instrumental spectrographic analysis of their speech recorded before and after participating in the experiment. The speech material was analyzed using the Cool Edit Pro audio editor. The study participants were 40 students of the St. Petersburg State Pediatric Medical University - adult native speakers of the Russian language. The subjects were divided into 2 groups. The first group consisted of students of the first and second courses; the second group - students of the fifth and sixth courses. In the course of the work, original data were obtained on the acoustic characteristics of speech, reflecting the state of medical students before and after participating in a perceptual experiment aimed at recognizing the type of child development. According to the results of psychological testing, it was found that the students of the second group experienced less emotional tension before the start of the study, compared with the subjects of the first group. Relationships between the psychological parameters of the subjects and the success of the tasks of the perceptual experiment were determined.

The work is financially supported by the Russian Science Foundation (project 19-78-00057).

**Keywords:** *Speech, atypical development, typical development, perceptual experiment.*

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## SPATIO-TEMPORAL CUBE FOR VISUALIZING CULTURAL COLLECTIONS: EXPLORING A USER-FRIENDLY ROTATIONAL REPRESENTATION WITH DIFFERENT SPATIAL ABILITY

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### **Abstract**

In this study, we compared two rotational representations of a spatio-temporal cube displaying a cultural collection data to determine which was more useful for information search. While the horizontal data plane of the cube represented a geographical map, the vertical axis showed time as an upward spatial dimension. Users manipulated the cube to find the country and time period in which artworks with the characteristics specified in the questions were most used. In the viewpoint rotation condition, the background flowed in conjunction with a horizontal rotation as if the users moving around the stationary cube. In the cube rotation condition, the cube was rotated in front of the user's eyes, and the background did not change. The users were able to search information more accurately when using the viewpoint rotation than the cube rotation. This was true for both users with high and low spatial abilities. This finding is discussed in terms of how the environmental reference frame supports users' spatial cognition.

**Keywords:** *Data visualization, cultural collection, spatio-temporal cube, rotational representation, spatial ability.*

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## **ENACTMENT AND IMAGINATION ENCODING CREATE FALSE MEMORIES OF SCRIPTED ACTIONS**

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### **Abstract**

The present study aims to extend our knowledge about the false memories from an adaptation of the DRM paradigm (Roediger & McDermott, 1995) in order to generate memory errors for everyday life action lists. In this perspective, the standard DRM task has been adapted, replacing the associated word lists with thematically related action lists. Each action list refers to a temporally connected action routine, i.e. a script. The sentences describing actions automatically involve visual and motor simulation of the scene. Therefore, the issue is to know whether the encoding conditions of enactment and motor imagery compared to verbal encoding (as control) impact false memories. Compared to the numerous studies on imagination effects on false memories, the enactment effect on the production of false memories of thematically related actions has not yet been tested. Therefore, we compared three experimental conditions: (1) a control condition, in which participants were asked to hear all lists attentively; (2) an imagery condition, where participants were instructed to visualize themselves performing each action, presented orally; (3) an enactment condition, participants had to mime each action heard as if they really were performing it. Then, without having been warned beforehand, all participants carried out a recognition test. The results confirmed the creation of false memories for associated action lists (scripted actions) and therefore valid this new version of the DRM task. However, false memories were of the same magnitude under all encoding conditions. These findings ask into question the classical models of memory, which assume that enactment and visual imagery should favour distinctive conceptual processing with the consequence of reducing false recognition. However, the field of embodied cognition might provide an alternative hypothesis that merit to be discussed and explored.

**Keywords:** *Actions, enactment, false memories, visual imagery, script.*

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## **PSYCHOANALYSIS AND PSYCHOANALYTICAL PSYCHOTHERAPY**

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### **FROM STRUCTURALIST TO POSTSTRUCTURALIST PSYCHOANALYSIS**

**Daniela Cârstea**

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#### **Abstract**

In structuralist times, Levi-Strauss forwarded the notion of a structural (obviously) unconscious, functioning according to simple, formal laws of organisation and being akin to what Paul Ricoeur called a “Kantian unconscious”, to a “compartmentalised system without any reference to a thinking subject”. In the wake of structuralism, psychoanalysis seems to fall back, yet again, on the biological input which constituted, for that matter, its primordial inspiration (Freudism has often been indicted for biologizing excesses (Laplanche) or even dismissed as a (crypto)biologism (Sulloway). If the structuralist psychoanalyst Jacques Lacan shoved the unconscious into the abstract tiers of language, enouncing the principle according to which the unconscious is “structured as a language,” poststructuralist representatives of psychoanalysis, such as Didier Anzieu, for example, make a decisive swerve back to corporeality and, implicitly, to Freud. I argue that the instruments provided by the poststructuralist psychoanalysis allow for a more permissive analysis, which no longer remains steeped in the rigid confines of a “system” and does no longer have to pay its dues to structure, considered by structuralists to have been inherent in things.

**Keywords:** *Poststructuralist psychoanalysis, moi-peau, psychotic enclave, mechanism of defence, inner coherence.*

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### **THE DYNAMICS OF SECONDARY TRAUMATISATION IN THERAPY WITH VICTIMS OF TORTURE**

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#### **Abstract**

The paper focuses on challenges and burdens of psychotherapists working with torture victims. Torture is used worldwide and even on the rise. It can be found in almost all countries, even in democratic ones. Torture is an international problem and leaves no one untouched. Psychotherapists who work with torture victims run the risk of being secondarily traumatized. Currently, there is a lack of research on secondary traumatization in the field of torture. Based on an individual case analysis the dynamics of secondary traumatization in therapy with victims of torture are highlighted. For this purpose, a narrative interview was conducted with a psychotherapist who worked with torture victims. The interview was analysed with the content analysis according to Mayring.

The paper begins by reviewing the theoretical background and addresses the understanding of torture and secondary traumatization. It continues with a presentation of the current state of research and the method used for the study. Next, selected points of the dynamics of secondary traumatization in therapeutic work with victims of torture are presented. Finally, aspects of support resulting from the interview are highlighted.

**Keywords:** *Secondary traumatization, traumatization, torture, psychotherapy, war.*

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## AUTHOR INDEX

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Aavik, T.	24	Cevheroğlu, B.	41
Adamczyk, K.	44	Chambel, M.	20
Afonso, M.	41	Chan, R.	58
Ah Gang, G.	60, 62	Cilli, E.	27, 28
Albrand, J.-P.	34	Cipra, A.	11
Alduais, A.	55	Clark, M.	7
Alexeeva, S.	77	Cohen-Asiag, D.	44
Alt, D.	48	Coillot, H.	19
Arcucci, E.	66	Colomeischi, A.	14
Arendasy, M.	15	Combalbert, N.	3, 22
Auclain, M.	29	Conti, G.	13
Badarnee, M.	6	Cook, C.	53
Bailly, N.	29	Correia, M.	51
Ballon, N.	30	Cunška, A.	34
Barać, B.	70	Cuzzocrea, F.	50
Barberis, N.	50	da Silva, B.	15
Barbieri, B.	69	Dacerova, V.	31, 32
Barrault, S.	29, 30	Dal Corso, L.	66, 69
Bartosova, K.	31, 32	De Carlo, A.	68, 69
Bauch, N.	47	de Leon, A.	18
Beato, A.	51	De Luca, A.	30
Belmon, J.	46	Dębek, A.	44
Benka, J.	59	Dermer, S.	11
Bentahila, L.	37	Di Giacomo, D.	27, 28
Berezantseva, M.	50	Di Sipio, A.	66
Berinšterová, M.	56	do Prado, P.	12
Blume, A.	3	Dodaj, A.	70
Boldi, A.	67	Domjan, A.	5
Boniell-Nissim, M.	48	Doukani, A.	10
Bordarie, J.	19, 21	Dufresne-Tassé, C.	16
Bortoluzzi, M.	13	El Archi, S.	30
Both, L.	46	El Brashy, D.	65
Bourbao-Tournois, C.	30	El-Hage, W.	3
Bozogáňová, M.	56, 66	Endriulaitienė, A.	72
Brewer, J.	75	Engelhard, E.	8
Brunault, P.	30	Fadda, R.	57
Brytek-Matera, A.	43	Falco, A.	66, 69
Burçak, S.	60	Fanaj, N.	10
Cannavò, M.	50	Feldhammer-Kahr, M.	15
Caputo, B.	63	Ferrari, L.	13, 18
Cârstea, D.	80	Ferri, C.	27, 28
Carvalho, C.	20	Figueira, A.	56
Ceschi, A.	62, 63	Fontaine, R.	37
Ceschiutti, A.	36	Foresta, L.	24

Fujisawa, A.	54	Kreitler, S.	6
Gajdošová, B.	59	Krimmer, A.	80
Gangloff, B.	17	Kumar, M.	51
Garnier, C.	79	Laizeau, M.	13
Genestier, V.	13	Laizeau, M. R.	13
Girardi, D.	66, 68	Lassault, J.	34
Giroux, L.	16	Łazarów, N.	44
Giusto, G.	63	Leite, V.	15
Golan, M.	44	Lo Destro, C.	74
Golubeva, M.	61	Lučanská, F.	68
Gonzalez, B.	41	Lyakso, E.	78
Gostimir, M.	62, 63	Maillard, M.	22
Grainger, J.	34	Majstorović, N.	71, 72
Gray, R.	52	Marey-Sarwan, I.	38, 64
Grigorev, A.	78	Markowitsch, H.	9, 22
Grinko, N.	68	Martinez, H.	57
Gross, J.	43	Mason, M.	6
Grouille, R.	21	Mattke, S.	37
Guerra, F.	27, 28	Matus, E.	64
Gutiérrez-Domínguez, F.-J.	32	Matus, L.	64
Hankard, R.	30	Mayoral, L.	17
Herrington, M.	46	Meirinhos, V.	20
Hisanaga, I.	78	Meksi, A.	10
Hongju, L.	42	Meneghini, A.	62
Hug, J.	10	Menze, I.	37
Huu, C.	42	Merzlyakova, S.	61
Hvozdíková, S.	35	Mhaske, R.	4
Iakovleva, M.	50	Mielo, E.	12
Iglesias, D.	77	Miglietta, A.	65
Imam, H.	20	Mirault, J.	34
Isoda, K.	78	Mishra, S.	45
Jacquin, K.	52	Mitevská, M.	70
Jagielski, P.	43	Mohammad, P.	4
Jemioło, P.	33	Mokoukolo, R.	36
Jhean-Larose, S.	46	Moniz, C.	15
Jussila, A.	58	Moore, L.	52
Kaczmarek, D.	44	Mora, D.	68
Kamińska, D.	27, 33	Morandini, S.	62, 63
Karakelle, S.	5	Moreau, C.	29
Kats-Kariyanakatte, P.	52	Mounet, O.	53
Kissaun, G.	7	Mróz, M.	43
Kleszczewska-Albińska, A.	9	Mustafa, S.	10
Kōiv, K.	58	Nardi, A.	8
Komlenić, A.	72	Nelson, K.	11
Kostić, J.	54, 55	Ngan, G.	42
Kozina, A.	17, 33	Nikonova, Y.	77

Novo, R.	41	Shastri, I.	45
Noyer-Martin, M.	46	Shatochin, E.	49
Ntountoulaki, E.	70	Shchelkova, O.	50
O'Leary, D.	43	Shuwen, J.	42
Oliveira, H.	32	Siwy-Hudowska, A.	27
Olmos, R.	77	Skoler, T.	57
Or, M.	8	Slavinskienė, J.	72
Orosova, O.	59, 68	Soares, A.	32
Orzechowski, J.	27, 33	Soika, I.	58
Oto, H.	78	Šolak, R.	72
Ouhmad, N.	3	Song, Y.	58
Paechter, M.	15	Sorrel, M.	77
Pashoja, A.	10	Stănescu, D.	63
Pedditz, M.	57	Staniloiu, A.	9, 22
Pennequin, V.	37	Stranovská, E.	35
Pethö, T.	56, 66	Szubert, J.	43
Petrović, I.	71	Taillandier-Schmitt, A.	22
Pietrzak, S.	44	Thu, H.	42
Pivec, T.	17	Tiamzon, E.	57
Plichon, V.	19	Tirassa, M.	67
Pothier, K.	29	Tommasi, F.	62, 63
Propper, R.	45	Torres, E.	62
Puertas, S.	18	Toyama, M.	61
Qian, Y.	42	Tsvetkova, P.	70
Qirjako, G.	10	Usmanova, E.	50
Randelović, K.	54, 55	Van Dendaele, E.	29
Ranieri, J.	27, 28	Veldin, M.	33
Rapisarda, S.	69	Venuat, C.	16
Rapp, A.	67	Vesela, V.	31
Ray, J.	52, 53	Vieira, D.	20
Reisacher, E.	16	Viet, C.	42
Rezrazi, A.	17	Vis, C.	10
Robin, F.	79	Wendt, A.	55
Rohrer, B.	73	Wong, W.	53
Romaşcanu, M.	63	Xiaomin, F.	42
Rubin, O.	7	Yamazaki, Y.	61
Rucart, A.	29	Zakowski, S.	4
Sadownik, S.	47, 48, 75	Ziegler, J.	34
Santos, C.	56	Zinchenko, T.	49
Santos, M.	20	Zubov, V.	77
Saraç, S.	5	Aavik, T.	24
Sartori, R.	62, 63	Adamczyk, K.	44
Schierenbeck, S.	45	Afonso, M.	41
Schmicker, M.	37	Ah Gang, G.	60, 62
Sesar, K.	70	Albrand, J.-P.	34
Sgaramella, T.	13, 18, 24		

