

FOREWORD

InScience Press is pleased to publish the book entitled *Psychology Applications & Developments III* as part of the Advances in Psychology and Psychological Trends series. These series of books comprise authors' and editors' work to address generalized research, focused in specific sections in the Psychology area.

In this third volume, a committed set of authors explore the Psychology field, therefore contributing to reach the frontiers of knowledge. Success depends on the participation of those who wish to find creative solutions and believe in their potential to change the world, altogether, to increase public engagement and cooperation from communities. Part of our mission is to serve society with these initiatives and promote knowledge. Therefore it is necessary the reinforcement of research efforts in all fields and cooperation between the most assorted studies and backgrounds.

In particular, this book explores six major areas within general Psychology, divided into six sections: Social Psychology, Clinical Psychology, Educational Psychology, Cognitive and Experimental Psychology, Psychoanalytical Psychotherapy and Legal Psychology. Each section comprises chapters that have emerged from extended and peer reviewed selected papers originally published in the proceedings of the International Psychological Applications Conference and Trends (InPACT) conference series (<http://www.inpact-psychologyconference.org/>). This conference occurs annually with successful outcomes. Original papers have been selected and its authors were invited to extend them significantly to once again undergo an evaluation process, afterwards the authors of the accepted chapters were requested to make corrections and improve the final submitted chapters. This process has resulted in the final publication of 25 high quality chapters organized into 6 sections. The following sections' small description and chapters' abstracts provide information on this book contents.

Section 1, entitled "Social Psychology", gives a glance on projects from a psycho-social perspective. Themes vary from traumas, well-being, motivational potential as well as health promoting habits.

Chapter 1: *Post-Traumatic Stress Responses among Refugees Following Xenophobic Attacks in Durban, South Africa*; by Gail Womersley, Amir Shroufi, Nathalie Severy & Gilles Van Cutsem. Following a spate of xenophobic attacks against foreign nationals in Durban, South Africa, displacement camps were set up to shelter predominantly Congolese and Burundian refugees. Embedded within the emergency program a prevalence study of symptoms of posttraumatic stress disorder (PTSD) was conducted among a convenience sample of this population. Twenty-seven participants included men and women who were screened for

symptoms using the Harvard Trauma Questionnaire (HTQ). Results indicate a prevalence rate of 85% among this population. Limitations include the small sample size and potential self-reporting. The high prevalence rate of people who meet diagnostic criteria for PTSD has profound implications for psychosocial interventions and access to mental health services for this community – as well as significant broader legal and social justice implications.

Chapter 2: *The Relationship between Emotional and Personal Well-Being and Psychological Well-Being, Extroversion-Introversion, Burnout and Adaptation*; by Galina Glotova & Larisa Karapetyan. The theoretical construct “emotional and personal well-being” and the interrelations between parameters of the research tool “Self-assessment of Emotional and Personal Well-Being” (Glotova & Karapetyan, 2009) and various personal qualities are considered. The participants had to assess themselves on a seven-point scale, using the following parameters: “happy”, “lucky”, “optimist” (positive emotional component A); “successful”, “competent”, “reliable” (positive personal component B); “pessimistic”, “unhappy”, “envious” (negative component C). The results for each of the nine parameters were analyzed and the general index of self-assessment of emotional and personal well-being (A+B-C) was calculated. The following research instruments were used too: Myers-Briggs Type Indicator; Maslach Burnout Inventory; Rogers-Diamond Test of Social-Psychological Adaptation; Ryff Scales of Psychological Well-Being. The five studies were conducted among adults aged 18-65 years. It was revealed that people that scored highly in the general index of emotional and personal well-being are characterized by extroversion, high scores of adaptation, self-acceptance and acceptance of others, emotional comfort, internality, need to dominate and, on the contrary, low scores of burnout. In the correlation study many statistically significant correlations were obtained between the parameters of the “Self-assessment of Emotional and Personal Well-Being” research method and the six factors of “The Ryff Scales of Psychological Well-Being”.

Chapter 3: *Motivational Potential of the Personnel in the Period of Preparing an Industrial Enterprise to the Decommissioning*; by Liubov Kotlyarova & Ekaterina Sysoeva. Knowing characteristics of the motivational potential of the personnel allows an optimal approach to the human resources when dealing with such personnel problems as designing system of stimulation and involving the staff into the labour activity; evaluation of the occupational and personal competencies of the specialists enrolled in the activities going through harsh conditions or lack of information, when state of cognitive dissonance frequently emerges (Sheridan, 1987; Anokhin, 2000; Bodrov, 2006). The existing content, personality and process theories of motivation in psychology and management offer a thorough explanation of the personnel labour behaviour (Madsen, 1959; Locke, 1968; Weiner, 1972; McClelland, 1971, 1987; Milne, 2007; Herzberg, 2003; Ilyin, 2008). At the same time such sphere as the characteristics of the motivational potential of the staff of an industrial enterprise in the period of preparing it to the

decommissioning due to depletion of the technological resource remains little-studied. The article contains the results of the studying motivational potential of the personnel in the period of preparing a nuclear power station to the decommissioning. 87% of the employees have taken part in the survey. All the structural departments of the enterprise are represented in the research sample.

Chapter 4: *Factors Related to the Parental Burden of Childrearing in Japan*; by Mizuka Ohtaka. The parental burden of childrearing is considered to be a cause of the declining birth rate in Japan and has an adverse effect on children's development (Matsuda, 2010; Ministry of Health, Labour and Welfare, 2006). How, then, can this burden be reduced? This study aimed to answer this question by examining factors related to the burden of childrearing. Data from the 'Survey on Children and Child Rearing' (Survey Research Centre, 2012) was analyzed. The survey targeted 3,000 Japanese parents over the age of 18, who had children under the age of 6 years. A total of 2,481 valid responses were analysed. The results indicated that parents who felt a greater burden of childrearing tended to be women, have more children, have less income, and be mothers without regular work. On the other hand, those who felt a lesser burden were parents who had relatives, friends and acquaintances who took care of the children in emergencies, and who had neither anxieties nor worries about childrearing. In addition, for parents with anxieties and worries about childrearing, their burden was eased by asking acquaintances. The result suggests that support from others is important in order to tackle the anxiety of childrearing and to ease the burden felt by parents.

Chapter 5: *Goal Attainment in Self-Care: The Mediating Role of Commitment in the Relationship Between Motivation and Goal Progress*; by Ladislav Lovaš & Marcela Bobková. The purpose of the study was to examine the relationship between goal commitment, self-concordance and goal progress as goal dimensions in the area of self-care. The study tested if goal commitment would mediate or moderate the relationship between self-concordance and progress towards self-care goals. With respect to this aim, 156 participants (aged 18-26 y; 77 M, 79 F) reported their motivation for pursuing selected self-care goals (4 items), assessed their commitment to them (3 items) and examined the perceived progress they had already made (2 items). Correlational analysis confirmed close relationships between self-concordance, goal commitment and goal progress in both cases (goals in the areas of physical as well as psychological self-care). Further analysis confirmed that in both areas, the relationship between self-concordance and goal progress is mediated and not moderated by goal commitment. The findings are discussed in the context of goal dimension structure and in the context of self-care stimulation and effectiveness.

Chapter 6: *On Health and Appearance-Oriented Eating Regulation Goals: A Look at Personal and Vicarious Goals*; by Noémie Carbonneau, Marina Milyavskaya & Geneviève Lavigne. The regulation of eating behaviours is among the most common health goals among the general population (e.g., Milyavskaya & Nadolny, 2016). According to Self-Determination Theory (SDT), goals are often pursued in the service of broader life-goals, or aspirations (Kasser & Ryan, 1996), which can be categorized as extrinsic (such as aspirations for wealth, fame, and physical attractiveness) or intrinsic (such as aspirations for personal growth and community contribution). In accordance with SDT, it has been proposed that eating regulation goals can be pursued in order to reach a slender and physically attractive body or in order to have a more healthy and fit lifestyle (e.g., Verstuyf, Vansteenkiste, & Soenens, 2012). The main purpose of this chapter is to present a brief summary of the literature on health vs. appearance-oriented eating regulation goals. More specifically, we present studies that have examined how these two types of eating regulation goals are differently related to eating behaviours, well-being, and interpersonal styles with others. We also review our recent research (Carbonneau & Milyavskaya, 2017) showing that the health vs. appearance orientation not only applies to personal goals, but also to the goals that individuals have for their romantic partners.

Chapter 7: *Predicting Socio-Political Attitudes: Insights from the 2015 Federal Election in Canada*; by Derek J. Gaudet, Kathryn Flood & Lisa A. Best. The purpose of this study was to examine the role of personality and left-right wing affiliation in predicting attitudes on several socio-political topics (e.g. abortion, euthanasia). Participants completed a demographics questionnaire, a set of personality measures, and a contentious issues questionnaire (CIQ). Our final sample consisted of 267 participants. A total score on the CIQ was created and hierarchical linear regression found that left-right wing affiliation, openness, and private self-consciousness predicted higher total CIQ scores. Right wing affiliation predicted lower CIQ score. The results of this study suggest that that total CIQ score was measuring right-left wing attitudes on socio-political issues and could be a useful tool in predicting voting behaviour.

Chapter 8: *Social/Emotional Development in Adolescents Previously Diagnosed with Selective Mutism: A Narrative Approach to Understanding*; by Paschale McCarthy. Selective Mutism is a childhood anxiety disorder characterized by a total absence of speech in social contexts, despite the child being capable of speech and speaking typically in the home. Research on this intriguing disorder remains limited and a notable gap is the absence of research into the retrospective accounts of experiencing this disorder as a child; the child's perspective, and the child's voice is largely absent from the literature. This research seeks to fill this gap in the literature by affording previously mute children an opportunity to voice their subjective experience of the disorder. A narrative approach was employed to explore the experience of selective mutism in 12 previously diagnosed adolescents,

and its effects on social/emotional development and identity during the critical period of adolescence. The research also explored how the selectively mute child made sense of their symptom and the years of self-imposed silence. A qualitative approach using thematic analysis of the narratives revealed commonalities across individual experiences in terms of identity construction, fear of change/difference, isolation from peers, and a move from self-protection to coping. Narrative accounts afford a unique perspective on selective mutism, and how it might affect early development and self-identification.

Chapter 9: *Gender, Socioeconomic and Psychological Factors of Emigration Intentions among Slovak University Students*; by Olga Orosova, Beata Gajdosova & Marta Kulanova. The objectives of this study were to explore the associations between gender, socioeconomic factors, psychological factors and emigration intentions among Slovak university students as well as testing for the moderating effects of gender on the relationships between psychological factors and emigration intentions. The data were collected online from 375 students (75.5% females; $M=22.9$; $SD=3.0$). Students were asked to report their gender, their perception of Slovakia's economic future, perception of their financial situation, home/family satisfaction, desire to change their living environment and the importance of religion in their life. Multiple binary logistic regression models were used for data analyses. A lower level of home/family satisfaction and a higher level of desire to change their living environment were more likely to be reported by undecided students and students with emigration intentions (leavers) compared to students without emigration intentions (stayers). A lower level of the importance of religion was more likely to be reported only by students with emigration intentions (leavers) compared to students without emigration intentions (stayers). A moderating effect of gender on the relationships between the importance of religion and emigration intentions among Slovak university students was found. The results contribute to a better understanding of the psychological and socioeconomic predictors of emigration intentions.

Section 2, entitled "Clinical Psychology", provides reviews and studies within various fields concerning relationship processes in clinical practice. Each chapter is diversified, mainly addressing thematics related to individuals well-being and improvement of quality of life.

Chapter 10: *The Influence of Personality and Coping Styles on Forgiveness*; by Samantha A. Fowler & Lilly E. Both. Three types of forgiveness have been identified: forgiveness of self; forgiveness of others; and forgiveness of situations (such as illness or natural disaster). Forgiveness is related to personality factors; however, there is scant research to date examining the relation between coping styles and forgiveness. We recruited 160 undergraduate students to complete questionnaires. There were significant correlations among personality, coping styles, and forgiveness. When personality factor scores were used hierarchical

multiple regression analyses, forgiveness of self was predicted by lower scores on Neuroticism and emotion focused coping, and higher scores on problem focused coping. Forgiveness of situations was predicted by lower scores on Neuroticism and emotion focused coping, and higher scores on Openness, Agreeableness, and problem focused coping. Finally, forgiveness of others was predicted by higher Agreeableness scores; coping styles did not contribute additional variance in this model. Regressions were also conducted using the facet (subscale) scores. Forgiveness of self was predicted by lower scores on hostility, depression, and self-consciousness. Forgiveness of situations was predicted by lower vulnerability. Higher altruism drove the relation between Agreeableness and forgiveness of others. Finally, lower emotion focused coping scores and higher problem focused coping scores contributed unique variance in each of the facet models.

Chapter 11: *Negative Consequences of Helping and the Length of Work Experience*; by Miroslava Köverová & Beáta Ráczová. The research study presents the partial results of a broader study investigating the negative consequences of helping, their sources and prevention possibilities. The main aim of the research was to explore the differences in the level of burnout, perceived stress and compassion fatigue among helping professionals with different lengths of practice. It was hypothesized that less experienced helpers would report lower levels of burnout, perceived stress and compassion fatigue than more experienced helpers. Helping professionals who work in institutions providing social care in Slovakia participated (n = 748), and completed the Maslach burnout inventory (Maslach, Jackson, & Leiter, 1996), Perceived stress scale (Cohen, Kamarck, & Mermelstein, 1983) and Professional quality of life scale - Compassion fatigue subscale (Stamm, 2010). A one-way MANOVA showed that helping professionals with 10 or more years of experience reported higher levels of burnout (exhaustion) and compassion fatigue compared with their colleagues who were at the beginning of their careers (0-3 years of practice). These research findings suggest that the length of experience at work is an important factor in experiencing the negative consequences of helping. The results form a basis for the preparation of prevention and intervention programs for specific groups of helping professionals in Slovakia.

Chapter 12: *'Safe-Touches' Sexual Abuse Prevention: A Pilot Study on Children, Teachers and Parents*; by Tinia Apergi, Eva-Manolia Syngelaki & Chrysanthi Nega. In recent years, many school-based prevention programs have been developed in response to the worrying prevalence rates and serious consequences of child sexual abuse. In Greece one out of six children are victims of sexual abuse before the age of 18 years and schools do not offer abuse prevention programs. This study presents a three-folded prevention program addressing all stakeholders: children, teachers and parents. A sample of 467 primary school students in grades 1-3, participated in the Safe Touches program, a classroom based curriculum, and outcomes were assessed by the Children Knowledge of Abuse Questionnaire-RIII. Children in 2nd and 3rd grade attained significantly greater increases on the

inappropriate touch knowledge from pre- to post-test than children in 1st grade. For teachers ($n=75$) and parents ($n=110$) a 2-hours training seminar was delivered. Concepts covered in the seminars were recognition of signs, psychological consequences, legislation and reporting procedures. Teachers and parents reported an increase in the knowledge, attitudes and practices of Child Sexual Abuse (CSA) concepts. Overall, the program proved effective in enhancing children's knowledge and prevention skills, as well as building awareness in parents and teachers. Future research should focus on behavior changes as an outcome measure, and examination of longer-term retention of knowledge gains.

Chapter 13: *Construct and Incremental Validity of the Slovak Version of Trait Emotional Intelligence Questionnaire – Adolescent's Short Form*; by Lada Kaliská & Eva Sollarová. The study analyzes construct (convergent and discriminant) and incremental validity of trait emotional intelligence (EI) of the Slovak version of Trait Emotional Intelligence Questionnaire – Adolescent's Short Form (TEIQUE-ASF) created by K.V. Petrides (2009) adapted to the Slovak conditions by Kaliská, Nábělková and Salbot (2015). The research sample consisted of 307 high school students (average age: 17.7 /SD=.46/). The validation tools: Ten-Item Personality Inventory – TIPI (Gosling, Rentfrow, & Swann, 2003), Type D-personality – DS14 (Denollet, 2005), State-Trait Anxiety Inventory – STAI (adapted by Muller, Ruisel, & Farkaš, 1980), Rosenberg's Self-esteem Scale – RSS (Rosenberg, 1965), Scale of Emotional Habitual Subjective Well-being – SEHP (Džuka & Dalbert, 2002) were used to examine trait EI construct and incremental validity by correlation and regression analyses. The results proved that high trait EI is positively correlated to personality and affect-related variables of self-confidence, emotional stability and extraversion and positive emotional state of mind (convergent validity) and negatively correlated to trait anxiety, type D-personality, self-depreciation and negative emotional state of mind (discriminant validity). Trait EI significantly predicts 2.8% of unique variance in trait anxiety after controlling for three variables supporting convergent validity and 1.2% of unique variance in trait anxiety after controlling for the variables supporting discriminant validity of trait EI in a sample of the Slovak high school adolescents.

Chapter 14: *Exploring Binge Eating Symptomatology in a General Population Sample*; by Lynne M. Harris & Jennifer McKenzie. Binge Eating Disorder (BED) is characterised by the consumption of large amounts of food in a relatively short period of time without compensatory behaviour, such as purging or compulsive exercise. Much of what is known about BED comes from studies of overweight or obese treatment seeking individuals, although around one third of those with BED are in the non-obese weight range. This study examined the predictors of BE symptomatology among those in the normal body mass index (BMI) range ($n=223$; 88.3% female; mean age 28.7 years) and the overweight / obese BMI range ($n=179$; 85.5% female; mean age 32.9 years). Participants completed an online questionnaire comprising self-report measures of physical and psychological

health, demographics and height and weight. Hierarchical regression analysis indicated that the significant predictors of binge eating symptomatology for those in the normal weight range were age, sex, self esteem, shape concerns, and dietary restraint, accounting for about 71% of variance in the severity of BE symptomatology. For those in the overweight or obese BMI range, sex, emotional regulation, and shape concerns were the only significant predictors, accounting for around 68% of variance in the severity of BE symptomatology. The findings have implications for treatment of individuals with BE symptomatology.

Chapter 15: *Personality, Gender and Ethnic Differences in Assessment of Chronic Pain Syndrome (CPS)*; by Abraham A. Argun. Chronic pain syndrome (CPS), a multifaceted biopsychosocial phenomenon, is a great medical, quality of life and socioeconomic concern, leading up to many permanent total disabilities, drug overdose and deaths in USA. Multiple variables may be associated with this problem. Psychologically, certain patterns on MMPI-2 have been associated with CPS. This archival study examined a sample (N=275) of industrially injured patients with CPS for the effects of gender, ethnicity, marital status and personality disorders, psychometrically. First, P-3 & MBMD for the initial screening and if necessary, MMPI-2 and MCMI-III were administered. The sample was cleaned up by excluding the invalid protocols. Descriptive statistics and one- way analysis of variance were used to examine personality scales of the MCMI-III and clinical scales of the MMPI-2. Only a few scales measured significant effects for marital status, but significant gender and ethnicity effects were shown on several scales of MMPI-2, MCMI-III and MBMD at $**p<.01$ and $*p<.05$. MCMI-III severe personality disorders highly correlated with MMPI-2 pathologically disabling patterns. Certain personality types may be more susceptible to CPS. Limitations, lack of randomized sampling and control group, with implications to assessment, treatment and med/legal evaluations, will be discussed along with suggestions for future research.

Chapter 16: *Construct Validity of the TCT- DP in Different School Levels*; by Sara Ibérico Nogueira, Maria Leonor Almeida & Tiago Souza Lima. The Test for Creative Thinking-Drawing Production (TCT-DP, Urban & Jellen, 1986) is one of the most used instruments for the assessment of creative potential. A previous study with undergraduate and postgraduate Portuguese students presented a two-factor model with good and acceptable indices of fit, suggesting the importance of both conventional and non-conventional thinking for the creative process. This study aims to test the factor structure of the TCT-DP in a sample of younger Portuguese students. The sample has 2263 students, mostly female (51.5%) and upper middle class (25,7%), from different school levels. A one-factor and two-factor models were tested for each school level. The results of the CFA analysis indicate a marginal fit for the two-factor solution. Indices of RMSEA and GFI are above the cut-off recommended in literature, although CFI is below the recommended values. However, the two-factor model has better fit-indices

compared with the one-factor solution. The comparison of the models with one and two factors through $\Delta\chi^2$ index indicates significant differences between the two models. Although these results are contrasting, it suggests that the TCT-DP, for the first 12 school years, can be best represented by a two-factor structure.

Section 3, entitled “Educational Psychology”, offers a range of research about teachers and students, the learning process, as well as the behavior from a psycho-educational standpoint.

Chapter 17: *School Transition Stress: Gender and Age Differences*; by Cynthia Cassoni, Marta Regina Gonçalves Correia-Zanini, Edna Maria Marturano & Anne Marie Fontaine. Introduction: Transitional periods within compulsory education are capable of causing stress, which can compromise children's physical and psychosocial development. Method: A longitudinal study with data collection at three moments – first, fifth and sixth years. Objective: To monitor symptoms of stress during two transition periods (first and sixth year), focusing on changes in age and gender differences. The sample consisted of 25 boys and 27 girls, with a mean age of 6.8 years at the time of the first data collection. They responded to the Child Stress Scale (CSS). Results: They suggest that the year of school transition had a significant effect on stress symptoms. Higher values were found in the first series, and no significant differences were found between Grades 5 and 6. The girls had higher stress symptoms in the first and sixth years, while the boys presented higher stress symptoms only in the first grade. Conclusion: The results pointed to the presence of stress in periods of school transition, with girls and boys reacting differently according to age. More research is needed on gender and school transitions, as well as studies on the effectiveness of interventions aimed at reducing stress in childhood.

Chapter 18: *Parenting Programmes: A Transplant Model in Practice*; by Katy Smart. This mixed-methods research explored parents’ and trainers’ perceptions of the impact of parenting programmes by following 136 families through a total of 20 courses (*Triple-P*, *Incredible Years* and *PEEP*). The research questions investigated their views on the parenting programme process, parental behaviour changes taking place post-intervention and subsequent behavioural, developmental and/or educational impact on their children. A major theme that developed from the analysis of parents’ data was the importance of the right learning environment, specifically one which promotes a Transplant as opposed to an Expert Model of parent-professional practice. Another notable finding was the significance of the family working together in order to avoid creating an imbalance in the parenting structure within the family.

Chapter 19: *Parenting Stress and its Influencing Factors Among Kosovar Mothers*; by Zamira Hyseni Duraku. Parenting behaviors are considered to be influenced by certain stressors, deriving from situational, contextual, or parental or child

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

Chapter 20: *Implementation of Social-Emotional Learning Programs in Japanese Schools: School Teachers' Perception of Anchor Points in Educational Practice*; by Reizo Koizumi. The present study examined which factors school teachers perceive as anchor points (bases or elements for constructing and developing a system) to implement and sustain social and emotional learning (SEL) programs. The most suitable subject area and aims of SEL were also surveyed. The participants were 111 school teachers in Japan where schools are strongly controlled under national curriculum standards. A factor analysis of the responses to a questionnaire of anchor points revealed the following four factors: (1) Procedures for Conducting a Program (e.g., trials at one class or one grade level), (2) Necessary Contents and Items for Implementation (e.g., teaching plans, teaching material), (3) Partnership with Families and Local Community (e.g., having partnership with local community), and (4) Leadership in Conducting a Program (e.g., leadership by the chief teacher in practical research). Among these four, factors 2 and 4 were more highly perceived as anchor points for incorporating SEL programs. As a proper curriculum area for SEL programs, Special Activities (e.g., class meetings, class activities, student council, and school events) were given the highest evaluation scores among the major curriculum areas. The programs' main aim was to improve the communication competency and interpersonal relationship ability of Japanese children.

Chapter 21: *Putting the Past in its Place - Assessing Students' Perceptions of their Early Experiences and Self-Awareness as Explored in a Counselling Programme*; by Suzie Savvidou & Petros Kefalas. Assessment in higher education is constantly driving new research, centered on forms of testing based on real-life situations and self-reflection. Within the field of counselling, self-reflection needs to start with the trainees' self-identity — essential part of which is influenced by their past

experiences. Past experiences have a major impact on thinking and feeling patterns, which in turn affect the trainees' personal and professional development. We present a reflective learning and assessment procedure through a project completed in our postgraduate programme in Counselling Psychology. The project is part of a Personal & Professional Development module, with a theoretical part on personality development and a practical part with reflective activities. We aim to "put the past in place" by exploring past experiences that have shaped aspects of the trainees' personalities. Analysis of assessment indicates a number of main themes rooted in early experiences. Such patterns may affect the feeling and thinking patterns adopted by trainees; e.g. feeling guilty when not behaving upon others' expectations or developing "faulty" ideas about an "ideal parent", as well as the possibility of transforming these patterns into more functional ones, within this learning experience.

Section 4, entitled "Cognitive Experimental Psychology", delivers chapters concerning, as the title indicates, studies and research in the area of behavior from the point of cognitive aspects. Concepts as attention and personality are presented here.

Chapter 22: *Missing Targets in Multiple-Target Search*; by Margit Höfler & Birgit Hübel. When searching for more than one target object in the visual environment, a subsequent target is often overlooked once a first target has been found. Here we were interested in whether subsequent search misses (SSMs) are caused by a semantic set bias. According to this bias, a target that is different from the semantic category of the first target should be missed more often than a target of the same category. We asked 26 participants to search for drawings of none, one, or two targets (dangerous objects) within a set of 18 – 20 everyday objects presented on a computer display. If there were two targets in the display, they could have been from either the same category (two guns or two thrust weapons), or from different categories (one gun, one thrust weapon). The findings showed that the search lasted longer when only one target was present, as compared to when two or no targets were present. However, search accuracy did not differ in regards to the target category (same or different). We also did not observe an effect of SSMs. This suggests that there is, at least with the current set of stimuli, no semantic set bias in multiple-target search.

Chapter 23: *Using Personality Tests in Research: Are Longer Tests Necessarily Better?*; by David Freeze, Tracy A. Freeze, Lisa A. Best & Kathryn E. Flood. According to the Five Factor Model, the five dimensions of personality are Neuroticism, Extraversion, Agreeableness, Openness to Experience, and Conscientiousness. Although the Neuroticism, Extraversion, Openness Personality Inventory (NEO-PI-R) is the gold standard of personality testing, it is time-consuming, sometimes cumbersome, and provides detailed analysis that is not always necessary. Our purpose was to compare longer (NEO-PI-R; 240 items),

medium (Big Five Inventory; 44 items) and shorter (Ten Item Personality Inventory; 10 items) tests. Further, because we were interested if a single item could be used to measure each of the five factors, we asked participants to rate five sets of trait descriptors. Participants were recruited from university samples and completed a series of personality inventories. Results indicated moderate/strong correlations between the tests, including between the single item and established tests. For each test, the dominant trait was defined as the trait associated with the highest absolute factor z -score. There was significant test concordance, particularly for Extraversion and Conscientiousness. Thus, participants had a general sense of their personality suggesting that a single item may some indication of specific traits. Although facet level measurement is sometimes preferable, shorter tests can be used when time is a factor or to provide a quick measure of personality.

Section 5, entitled “Psychoanalytical Psychotherapy”, presents a chapter concerning, as the title indicates, aspects of psychoanalytic psychotherapy at the beginning of clinical practice.

Chapter 24: *A Therapist’s Struggle to Establish the Psychoanalytic Frame*; by Sevilay Sitrava. This paper concerns two aspects of my psychoanalytic psychotherapy work with D, who was 20 years old. I saw him once a week for two years. During the first year, we tried to establish a framework for the therapy. In the second year of the psychotherapy, we were able to establish the psychoanalytic frame, and D had progressed to associate freely during the sessions. This had led the psychotherapy process to a more efficient point. I will focus on two of the material settings of this frame; fixed session day and time; and the psychic element of free association. My main focus on this paper is on D’s acting-out towards the time elements of the frame, and free association. I will explain how they were, or were not worked through, and what I encountered as an inexperienced therapist.

Section 6, entitled “Legal Psychology”, explored in this chapter, provide information on prevolitional processes and video games playing.

Chapter 25: *The Role of Prevolitional Processes in Video Game Playing - A Test of the Theory of Planned Behavior and the Extended Model of Goal-Directed Behavior Applied to Video Game Playing*; by Bibiána Kováčová Holevová. The aim of the current study is to investigate the relationship between prevolitional processes and video game playing. In the study, models of attitude, the Theory of Planned Behavior (TPB) and the Extended Model of Goal-directed Behavior (EMGB) are tested with structural equation models to analyze the process that leads to video game playing. In addition, the role of the goal underlying video game playing within the EMGB is examined. The participants were 210 video game players who completed measures of Goal Desire, Attitude, Subjective Norms, Perceived Behavioral Control, Behavioral Desire, Anticipated Emotions, Intention to play and Playing Behavior (intensity of video game playing). The

results showed that the TPB achieved a perfect fit although the predictive power of this model was weak. The EMGB demonstrated an unsatisfactory fit and the model had to be revised. Goal Desire was found to contribute to Behavioral Desire, but also to Playing Behavior. The consequence of this direct effect can be habitual or automatic processes which should not be omitted when considering prevolitional processes that lead to video game playing. The potential explanations for this are explored.

Special thanks to all the above authors, editorial advisory board members, and reviewers, who contributed with their efforts to make this book possible.

December 2017

Prof. Dr. Clara Pracana
Portuguese Association of Psychoanalysis and Psychoanalytic Psychotherapy
Portugal

Prof. Michael Wang
Emeritus Professor of Clinical Psychology, University of Leicester
United Kingdom