

Resumos da 4ª Mostra de Doutorado em Psicologia – PsihDay

Universidade de Coimbra, Faculdade de Psicologia e de Ciências da
Educação
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Realizou-se a 7 de junho de 2021 a **4ª Mostra de Doutorado em Psicologia** da Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra (FPCE-UC). Devido à pandemia de COVID-19, esta edição da Mostra de Doutorado em Psicologia teve características diferentes das edições anteriores. Foi realizada exclusivamente *online* e não se inseriu num PsihDay com uma conferência e uma tertúlia. Todas/os as/os doutorandas/os em Psicologia na FPCE-UC foram convidadas/os a participar, independentemente da fase em que se encontrava o desenvolvimento das suas teses. Procurando alinhar a Mostra de Doutorado em Psicologia com o formato dos 3MT (“3 Minute-Thesis” da Universidade de Coimbra), foi usado esse modelo: as/os participantes tiveram três minutos para fazerem uma apresentação oral do seu trabalho em tempo real, sem nenhum material de apoio ou suporte audiovisual. Uma outra diferença foi a criação de duas categorias nas apresentações dos trabalhos: *projeto de investigação e estudos empíricos*. Esta divisão resultou da avaliação que tem vindo a ser feita ao longo das edições anteriores e que, consistentemente, tem apontando as dificuldades e desvantagens de avaliar (e atribuir um só prémio) a todos os trabalhos, independentemente de ainda se encontrarem apenas na fase de desenvolvimento do projeto (geralmente estudantes no 1º ano) ou em fases já adiantadas (e, por vezes, já perto da conclusão da tese). Houve, assim, dois prémios atribuídos pela Direção da FPCE-UC: um na categoria *projetos de investigação* e outro na categoria *estudos empíricos*. Para além disso, as/os três primeiras/os classificadas/os em cada uma das categorias foram convidadas/os a fazerem uma apresentação mais longa inserida num Simpósio (com discussão), a ter lugar na semana de comemorações da FPCE-UC. Esses simpósios (um com três comunicações da categoria *projetos de investigação* e outro com três comunicações da categoria *estudos empíricos*) tiveram lugar no dia 3 de novembro de 2021.

Tal como nas edições anteriores, a Comissão Organizadora da Mostra de Doutoramento em Psicologia foi composta exclusivamente por estudantes de doutoramento em Psicologia e as/os doutorandas/os que fizeram apresentações na 4ª Mostra de Doutoramento em Psicologia foram convidadas/os a submeter os respetivos resumos para publicação na *Psychologica*. A todas/os as/os que participaram na 4ª Mostra de Doutoramento em Psicologia, deixamos aqui expressos os nossos sinceros agradecimentos.

Comissão Científica

Coordenador do Doutoramento em Psicologia, (Joaquim Pires Valentim) e Doutoradas/es, membros da Comissão de Coordenação do Doutoramento em Psicologia (Maria Cristina Canavarro, Maria Paula Paixão, Teresa Rebelo e Bruno Cecílio de Sousa).

Comissão Organizadora

Ana Laura Mendes, Ana Rita Martins, Andreia Jesus, Bárbara Monteiro, Diogo Carreiras, Francisca Duarte, Joana Simões, Julieta Azevedo e Maria Inês Clara.

The impact of polyvictimization in the psychological functioning of adolescents in residential care

Alexandra M. Lino¹, Isabel Alberto² and Luiza Nobre-Lima³

Abstract

Polyvictimization refers to the experience of multiple forms of violence and is recognized as a severe threat to the child's health and development. While its prevalence and consequences for the developing child have been widely studied in several countries, research in this area is scarce in Portugal, particularly in residential care contexts. This study aims to fill this gap in knowledge by: i) adapting the Juvenile Victimization Questionnaire – 2nd revision (JVQ-R2; Hamby et al., 2005), an internationally used screening measure of polyvictimization, to be administered in the residential care context; ii) analyzing the prevalence and impact of polyvictimization in the psychological functioning (cognitive development, behavior, self-concept, interpersonal relationships, and trauma) of 200 adolescents between 12 and 17 years old living in residential care. Data analysis will be performed in comparison with an equivalent sample from the general population. This research is expected to contribute to a greater understanding of polyvictimization, both nationally and internationally. In line with goal 16 of *2030 Agenda for Sustainable Development* (United Nations, 2015), the adaptation of a tool like JVQ-R2 will allow for an early and accurate identification of severe patterns of child victimization, as well as the assessment of youth's vulnerability to other forms of victimization, thus enhancing the ability to respond preventively. Additionally, identifying polyvictimization's consequences on critical aspects of youth's adaptability to life circumstances will favor the development of increasingly effective practices in the elimination or mitigation of the developmental compromises caused by exposure to violence in childhood and adolescence, both in the residential care and child protective services contexts as in the broader environments of human development.

Keywords: adolescents, polyvictimization, psychological functioning, residential care.

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HEPPI: Protocol of a cognitive-emotional intervention program for homebound older adults with mild cognitive impairment

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Abstract

The number of people aged 65 years or older is rapidly growing worldwide. This growth can lead to an increase in homebound older adults, who are unable or require a considerable effort to leave their homes due to multiple medical and mental health problems. Homebound elderly people are more likely to have amnesic Mild Cognitive Impairment (aMCI) and psychological distress (e.g., depressive and anxious symptomatology) than community-dwelling older adults who are not confined to their homes. aMCI older adults are at a stage of high risk of developing dementia, especially Alzheimer's disease. Thereby, the provision of evidence-based home-delivered interventions, addressing both cognitive and psychological features of homebound elderly people, is crucial in this prodromal phase of dementia. Homebound Elderly People Psychotherapeutic Intervention (HEPPI) is a home-delivered structured and individualized cognitive-emotional intervention program for homebound older adults with aMCI and depressive and/or anxiety symptoms. This intervention takes place at the homebound older adults' homes, in 10 weekly sessions, and combines cognitive training, psychotherapeutic techniques, and compensatory strategy training. The HEPPI aims to maintain or improve memory function, reduce depressive and/or anxious symptomatology, and help homebound older adults to compensate the impaired general cognitive functioning, improving their quality of life, and subjective perception of memory and health. A randomized controlled trial is being conducted to assess its feasibility and efficacy, comparing an experimental group, which receives the

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HEPPI program, to a wait-list control group. Participants in both conditions complete baseline, one-week post-intervention, and three-month follow-up assessments. This study will provide an empirically validated home-delivered non-pharmacological person-centered intervention for homebound older adults in the Portuguese context while contributing to increase the accessibility to mental health care resources for this particular elderly population.

Keywords: cognitive-emotional intervention program, depressive and anxious symptomatology, homebound older adults, mild cognitive impairment, randomized controlled trial.

The influence of time-of-day and morningness-eveningness in cognitive performance of children and adolescents: Clarifying synchrony and asynchrony effects

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Abstract

Chronotype - a continuum ranging from extreme morning-types to extreme evening-types - is a genetically influenced preference for earlier or later schedules to engage in cognitively/physically demanding tasks. Although scarce, research shows that chronotype inter-individual differences are present in pre-pubertal children since kindergarten and that their performances can be influenced by both chronotype and time-of-day interactions. Synchrony effects are commonly found for cognitive performance, referring to enhanced performances at on-peak (i.e., preferred) times comparing to off-peak times. Asynchrony effects (superior off-peak performance) have also been reported in the literature. Synchrony/asynchrony effects are expected to be found depending on the cognitive underpinnings of different tasks. Some authors defend that synchrony effects occur in tasks involving controlled efforts to process and retrieve information, whereas for perceptually driven tasks, accurate automatic responses are more likely to be produced without being hampered by cognitive control processes at off-peak hours, resulting in asynchrony effects. This hypothesis has not been duly tested, nor has it been explored to any extent in children. Considering that executive control is known to develop from childhood to adolescence and that post-pubertal children exhibit a significant shift in

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their time-of-day preferences, we intend to systematically probe the associations between cognitive processes, time-of-day, and chronotype in non-pubertal (3rd grade) and pubertal (8th grade) children. We will conduct individual neuropsychological assessment sessions targeting memory, language, and attention/executive functions using selected tests from a battery validated from 5 to 15 years old following a 2x2 between-subjects design. We aim for a fine-grained probing of the controlled/automatic processes dichotomy and its cognitive underpinnings, while examining the changes in cognitive performance linked to puberty-related shifts in time-of-day preferences. The first author has been awarded a PhD scholarship (reference 2020.05326.BD), supported by the FCT – Fundação para a Ciência e a Tecnologia (Portuguese Foundation for Science and Technology).

Keywords: (a)synchrony effects, chronotype, cognitive performance, morningness-eveningness, time-of-day.

Mindful Moment: A web-based mindful and compassionate parenting training for mothers during the postpartum period

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Abstract

Mindful Moment (a web-based mindful and compassionate parenting training) is a self-guided program for postpartum mothers, based on the Mindful Parenting Training developed by Bögels and Restifo (2014) and the Mindful with Your Baby Training developed by Potharst et al. (2017, 2019). This program focuses on the decreasing of parenting stress, and the development and enhancement of psychological resources, such as mindful parenting and self-compassion. Mindful Moment is constituted by six modules: each module addressing one specific thematic content (1. Mindful parenting and parenting stress; 2. Beginner's mind; 3. Self-compassion and self-care; 4. Reactive vs. responsive parenting; 5. Relationship with others [social support and communication]; 6. Mindful parenting for life). In each module, participants will be provided with both psychoeducational content, therapeutic strategies, and exercises for daily home practice, in text format, combined with audio and video. The main goal of this research project is to assess the feasibility (e.g., user's adherence, dropout) and acceptability of Mindful Moment and to gather preliminary evidence of its efficacy. The pilot Randomized Controlled Trial will be a two-arm trial. Mothers with a child aged up to 18 months old will be enrolled in the study. The feasibility of Mindful Moment will be evaluated in terms of user's adherence and dropout. Participants in both conditions will be invited via email to complete baseline, post-intervention, and follow-up assessment (eight-weeks after post-intervention). Assessments will include self-report questionnaires to assess user's acceptability and satisfaction, several indicators (e.g., parenting stress, depressive and anxiety symptoms, infant's temperament), and mechanisms that may be involved in the treatment response (e.g., mindful parenting, self-compassion).

Keywords: mindful parenting, parenting stress, pilot randomized controlled trial, postpartum period, web-based interventions.

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Memory distortions in young individuals with an inpatient measure in educational centers: An investigation with the Social Contagion Paradigm

Daniela Ferreira¹⁵ and Maria Salomé Pinho¹⁶

Abstract

The social contagion effect refers to false memory formation, after exposure to misinformation, through social interaction between individuals. Based on Asch's (1956) Conformity Paradigm and Loftus and Palmer's (1974) Classical Disinformation Paradigm, the Social Contagion Paradigm (SCP) dates back to 2001, having been proposed by Roediger Meade and Bergman (2001). This paradigm involves the presentation of photographs of typical room scenes in a house, and it is intended that the subjects incorporate, in the memory of these scenes, information implanted by social influence (a confederate), thus succumbing to social contagion. To our knowledge, this paradigm has not been studied in a forensic population yet. Our project comprehends an update/adaptation and standardization of the SCP's stimulus scenes (normative data for central and peripheral objects expected to belong to each stimulus scene, including familiarity, arousal, emotional valence, typicality and imaginability), exploration of the impact of a pre-test on the social contagion effect, and analysis of the influence of the presentation form of misinformation, through a real confederate or an hypothetical participant's protocols of contagion, on individuals with an inpatient measure in educational centres. The results of this PhD project will contribute to deepen the knowledge about the susceptibility conditions of the forensic population, between 12 and 21 years old, to false memories. The eventual decrease in the social contagion effect when a pre-test is administered would allow to outline a change in the approach to witnesses in legal contexts. Therefore, we aim to participate in the discussion concerning the elucidation of issues related to the veracity of testimonies in legal settings and to encourage Portuguese investigation on false memories, through the SCP.

Keywords: false memories, misinformation, protective effect of testing, social contagion effect, social contagion paradigm.

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Effects of type of education and gender in subjective temporality of students in secondary education

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Abstract

The increasing complexity of the labour market conveys new challengers for the students, specifically in the normative moments of transition such as from the secondary school to the higher school and/or the labour market. In this context, beliefs of subjective temporality appear as a construct that might facilitate or hinder the transition process of secondary education to other life contexts. In fact, the research carried out in recent decades has allowed us to confirm the importance that temporality has for psychology in terms of understanding human behaviors and cognitions. The study, which presents a short longitudinal design, had as its objective the evaluation of the differences in the subjective temporality of 490 students, taking simultaneously into account the type of education attended and their gender. Using the Multidimensional Model of Subjective Temporality for Secondary Education, previously developed by the authors of this study, the averages in the dimensions are compared using a mixed MANOVA $2 \times 2 \times 2$. The results obtained suggest the existence of some interesting (and statistically significant) effects. In the case in between-subject effects, the type of education variable, and the sex \times type of education interaction were both statistically significant. However, no evidence statistical significance was found for the gender main effect. With regard to the within-subject effects, only the time \times type of education interaction showed statistical significance. No evidence of statistical significance was found for the time variable, for the time \times sex interaction, or for the time \times sex \times type of education interaction. The limitations of the study were presented and their implications for career development interventions were discussed in the context of supporting normative transition processes at the end of secondary education.

Keywords: subjective temporality, secondary education, vocational education, longitudinal study.

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Staying mindful and compassionate during COVID-19 pandemic

Jéssica Duarte²⁰ and Ana Paula Matos²¹

Abstract

The COVID-19 pandemic and its rapid progression caused a persistent and negative impact on our society and one of the biggest mental health crises of the last decades. We intend to study which variables can, over time, increase or decrease the psychological suffering associated with the COVID-19 pandemic. The variables identified as potentially contributing to the development of psychopathology were gender, being a university student, previous severe mental illness, social resources (e.g., emotional ties), and variables related to COVID-19 (e.g., belonging to a risk group, the occurrence of infection). As a result of social distancing, internet traffic increased more than 50% in Portugal during COVID-19 pandemic. Internet usage can be an adaptive strategy that helps reduce stress, anxiety, and depressive symptoms. However, it can become a maladaptive coping strategy if used excessively and compulsively. Therefore, another aim is to study the (mis)use of the Internet and its characteristics (e.g., intensity, type of activities developed, functions). We also intend to study the predictive and moderating effect of compassion and mindfulness, as literature shows that these 3rd third generation variables seem to mitigate depressive symptoms and disorders related to stress and trauma, as well as the (mis)use of the Internet. Participants will be assessed five times: during the first quarantine, post-quarantine, 12, 18, and 24 months of follow-up. At 18 months of follow-up, we will test the relationship between symptoms related to stress and trauma and post-traumatic growth. The present study can contribute to the development of interventions that promote mental health in different phases of the pandemic. This research is unique and innovative, both at national and international level, namely in the study of the relationship between 3rd third generation variables and Internet use in this current context. The first-author received a PhD scholarship (reference: 2020.10145.BD) from the FCT – Fundação para a Ciência e a Tecnologia (Portuguese Foundation for Science and Technology).

Keywords: COVID-19 pandemic, mental health, longitudinal, (mis)use of the internet, 3rd generation variables.

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Lack of emotional clarity and impact of COVID-19 in people with bipolar disorder

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Abstract

Research reported that a group of people diagnosed with Bipolar Disorder (BD) had suffered a higher effect of the pandemic COVID-19 than a healthy control group, showing higher levels of stress and impact in their income (Yocum et al. 2021). Our study aimed to explore the influence of COVID-19 in people with and without BD and explore the role of the difficulties in regulating emotions. People were recruited online and in person and informed consent was granted. The study included 45 people diagnosed with BD ($M_{age} = 41.38 \pm 9.3$, 62.2% ♀; 37.8% ♂) and 48 people of the general population ($M_{age} = 42.11 \pm 9.81$, 47.9% ♀; 52.1% ♂). Between groups comparisons regarding gender, age and years of study showed no significant differences, neither when comparing for impact of COVID-19, QoL-total, or depression. However, there were significant differences regarding anxiety levels, with BD presenting lower levels than the general population, and lower physical well-being and impact of COVID-19 in work/studies dimension. When exploring difficulties regulating emotions, only *Lack of emotional clarity* (subscale – DERS) had a significant predictor effect and accounted for 22.2% of the variance of impact of COVID-19 in BD. When using anxiety and depression as predictors, only anxiety worked as a significant predictor in BD, accounting for 21% of the variance of the impact of COVID-19. The same analysis in the general population was not significant. Significantly higher levels of anxiety in the non-clinical population might be due to BD having a different way to deal with adversity, and even a protective role of being less in contact with other people. As expected, there was a higher impact

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in job/studies in BD though. Lack of emotion clarity contributes to a considerable part of the variance of the impact of COVID-19 in BD, suggesting a relevant therapeutic focus for future research.

Keywords: bipolar disorder, distress, COVID-19, emotion dysregulation, lack of emotional clarity.

Compassionate Mind Training for caregivers of adolescents living in residential youth care: Preliminary findings of a cluster randomized trial

Laura Santos²⁶, Maria do Rosário Pinheiro²⁷ and Daniel Rijo²⁸

Abstract

Compassion plays a significant role in caregiving and its benefits have been largely reported in different settings. Nonetheless, compassion-based interventions have not yet been delivered to staff working in residential youth care (RYC). Thus, a Compassionate Mind Training program for caregivers (CMT-Care Homes) was developed, aiming to cultivate compassion and to promote an affiliative mentality in RYC. This study presents the preliminary findings of the CMT-Care Homes program. Following a cluster randomized trial design, six residential care homes (RCH) for at-risk adolescents were randomly allocated to the intervention ($n = 3$) or the control group ($n = 3$). Participants were 64 caregivers from both genders, aged between 25 to 62 years old, working on a regular basis with adolescents in RCH. Caregivers were evaluated at pre- and post-intervention ($n = 32$ intervention, $n = 32$ control) through self-reported questionnaires on compassion and emotional climate outcomes. To investigate CMT-Care Homes outcomes, a two-factor mixed MANOVA was performed. Multivariate tests showed a significant and strong Time \times Group interaction effect (Pillais' trace = .414, $F = 3.338$, $p = .002$, $\eta^2 = .414$). Univariate tests indicated that, at the post-intervention, participants who attended the CMT-Care Homes experienced significant improvements on compassion, self-compassion and fears of compassion, when compared with the control group, that has deteriorated in most outcomes. After the intervention, while the emotional climate remained almost unchanged in the control group, caregivers who attended the CMT-Care Homes felt significantly fewer threatening emotions in their workplace and significantly more soothing-related

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emotions. Additionally, participants who attended the program experienced a significant improvement on social safeness, while controls decreased this kind of feelings in relation to others. These findings offer preliminary evidence of the effectiveness of the CMT-Care Homes program, suggesting that this training allows to cultivate an affiliative mentality in caregivers working within RYC settings.

Keywords: caregivers, compassion, compassionate mind training, cluster randomized trial, residential youth care.

Web-based cognitive-behavioral intervention to treat insomnia in Portuguese cancer survivors

Maria Inês Clara²⁹, Maria Cristina Canavarro³⁰ and Ana Allen Gomes³¹

Abstract

Persistent insomnia is highly prevalent among cancer survivors long after the completion of active cancer treatment. Untreated insomnia has been associated with increased cancer-related fatigue, depression and anxiety, impaired quality of life and immune functioning, and poorer cancer outcomes. Despite its prevalence and adverse consequences, insomnia is poorly managed in the oncologic context. Cognitive-behavioral therapy is recommended as the first-line treatment for chronic insomnia in patients with and without medical comorbidities, with strong evidence of its short- and long-term efficacy. However, the high costs of face-to-face delivered cognitive-behavioral therapy paired with the limited number and poor geographical distribution of providers remain obstacles to its access. This project proposes to develop, implement, and evaluate the absolute efficacy of a six-week self-guided web-based cognitive-behavioral intervention for Portuguese cancer survivors with insomnia. A waitlist-randomized controlled trial will be performed to assess the impact of this e-mental health intervention on insomnia severity (primary outcome) immediately post-treatment (primary endpoint). Secondary outcomes include cancer-related fatigue, quality of life, sleep efficiency, anxiety, depression, and cognitive functioning post-intervention. Follow-up assessments to determine whether the treatment effects are sustained will be held at three-, six-, and 12-months. Main inclusion criteria include a subclinical or significant insomnia complaint and the completion of acute treatment at least one month prior to enrolment. Consent and screening processes will be undertaken entirely at distance. This intervention may prove to be an effective and accessible solution to disseminate cognitive behavioral therapy, the treatment of choice for

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insomnia management, among Portuguese cancer survivors. This work was supported by the FCT – Fundação para a Ciência e a Tecnologia (Portuguese Foundation for Science and Technology) (PhD grant reference: 2020.05728.BD).

Keywords: cancer survivors, cognitive behavioral therapy, e-mental health, insomnia, Internet intervention.

Be a Mom Coping with Depression: A randomized controlled trial to test the effectiveness of a cognitive-behavioral blended intervention for postpartum depression

Mariana Branquinho³², Ana Fonseca³³ and Maria Cristina Canavarro³⁴

Abstract

Postpartum depression affects about one in seven women and can have negative consequences for the mother and the baby's development. Despite that, few women with postpartum depression seek professional help, indicating the need of new and more accessible treatment formats. Blended psychological interventions combine face-to-face session with e-health interventions, benefiting from the advantages of both treatment modalities. The inclusion of e-health tools promotes flexibility, autonomy and allows to have access to contents between sessions. On the other hand, professional guidance increases treatment adherence and motivation, and allows the adjustment to patient's specific needs. This blended format can also reduce the treatment gap between face-to-face sessions, by replacing some with online session, contributing to time and costs savings for women and healthcare systems. Despite its advantages, there is no blended intervention for the treatment of postpartum depression. This project aims to develop and test the effectiveness of a blended cognitive-behavioral intervention for the treatment of postpartum depression in Portuguese women. This intervention (Be a Mom Coping with Depression) combines seven face-to-face sessions with a psychologist and six sessions through an online program, that are weekly alternated over a period of 13 weeks. A randomized controlled trial will be conducted, comparing the blended intervention to the routine care that women receive to treat postpartum depression in primary care units. Adult Portuguese women during the postpartum period (up to 12 months postpartum) with a clinical diagnosis of postpartum depression will be eligible to participate in the study. It is expected that the blended intervention will be as effective as the treatment

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as usual in decreasing depressive symptoms. With this project, we want to provide the Portuguese mothers access to a new and empirically-validated format of psychological intervention for postpartum depression, while contributing to a more effective management of resources in healthcare services.

Keywords: blended intervention, cognitive-behavioral therapy, postpartum depression, randomized controlled trial.

Switching between empathizing and systemizing modes through the use of mind-wandering and Task Focused Attention in individuals with Williams syndrome and with autism spectrum disorders

Patrícia S. Coelho³⁵, Paulo Boggio³⁶ and Óscar F. Gonçalves³⁷

Abstract

Mind-wandering has been defined as the process of perceptual decoupling and mental improvisation in which the mind flows across spaces, time, and multiple perspectives. This wandering process has been hypothesized to facilitate the individual to switch from a systemizing (orientation to the physical domain) to an empathizing mode (orientation to the psychological domain). Research suggests that the brain's default mode network, activated during mind-wandering, prioritizes the processing of psychosocial domains (empathizing). Contrastingly, the frontal-parietal network, activated during focused attention, is responsible for the processing of physical reality (systemizing). However, the relationship between mind-wandering/empathizing and focused attention/systemizing modes remains to be completely understood. The present project aims to provide a better understanding of this relationship by looking at the impact of inducing mind-wandering and attention focus on empathizing and systemizing thinking, both in healthy and clinical samples, using behaviour and brain measures.

Keywords: default mode network, empathizing and systemizing modes, focused attention, frontal-parietal network, mind-wandering.

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Rural and urban arsonists: Investigating specific criminal profiles and the efficacy of the firesetting intervention program for prisoners

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Abstract

Every year, arson has significant impacts to the community, environment and economy, resulting in hundreds of criminal processes. Typologies characterizing offenders' behavior have been developed throughout years, even though statistical validation remains an issue. Few studies have attempted to validate these typologies resorting to statistically robust procedures. Concerning rural arsonists, so far there is one typology with three different profiles that has tested its convergent validity: Psychiatric/Alcohol Problems (difficulties in integrating the community and alcohol problems), Socially Adjusted (younger than 40 years old; mostly students and firefighters), and Socially Maladjusted (instrumental motivation, frequently without psychiatric history or alcohol abuse). Regarding rehabilitation, the Firesetting Intervention Program for Prisoners (FIPP) showed to be methodologically suitable for arson offenders. FIPP is a cognitive behavioral group treatment program developed specifically to arson behavior. This program consists of 28 weekly group and individual sessions aimed to increase the awareness of arsonists about arson behavior factors and provide support on the development of coping skills. FIPP has four components empirically related to arson behavior: 1) Fire-Related Factors: to prevent recidivism; 2) Offense-Supportive Cognition: cognitive restructuring of attitudes that support violence, entitlement and antisocial behaviors; 3) Emotional Regulation: effective strategies for anger regulation and perceived self-regulatory control; 4) Social Competence: psychoeducation and experiential exercises focused on assertiveness, relationships and self-esteem. FIPP is the main rehabilitation strategy for arsonists delivered in various countries that will be applied in Portuguese prisons. The current project aims to develop and validate rural

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and urban arsonist typologies, resorting to a robust methodology in a sample of arsonists arrested cases. Secondly, FIPP's preliminary efficacy will be investigated in different rural arsonist profiles, within prison settings. This project aims to offer accurate methods to better identify rural and urban arsonists, while investigating the efficacy of a structured intervention program.

Keywords: arson, criminal typologies, intervention program, machine learning, validity.

Self-care for adolescents in residential care: A cluster randomized trial assessing the impact of a compassionate mind training intervention

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Abstract

Residential care youth show extensive mental health intervention needs due to history of maltreatment and embedded characteristics of residential placement. It leads to harmful and cumulative effects throughout development, linked to internalizing and externalizing difficulties. However, existing interventions show limited suitability and poor randomized effectiveness evaluation. To overcome these shortcomings, a new compassion-based program for adolescents in residential care will be developed within this research project. Two main studies will assess its effectiveness: 1) a feasibility study testing the intervention acceptability, and 2) a cluster randomized trial (CRT). The cluster randomized trial will test the program effects over adolescents' psychological functioning, also investigating whether changes in compassion are associated with changes over time in mental health difficulties. The moderator effect of age, gender and maltreatment history will be also investigated. Findings intend to improve mental-health of youth in residential care, to provide an evidence-based intervention to be delivered in residential care settings, and to increase empirical support of compassion-based interventions, amplifying its scope of delivery.

Keywords: residential care, compassionate mind training, adolescence, cluster randomized trial.

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What makes practitioners “good cooks”? A research project about therapist factors in an evidence-based parenting program for children behavior problems

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Abstract

Evidence-based parenting programs have demonstrated to be highly effective for reducing behavior problems in children. Considering their consistent results, they can be compared to cooking recipes that have already demonstrated to originate successful and tasteful meals. Such as in cooking, in evidence-based interventions the way you do it matters as much or even more than what you do. Therefore, the American Psychological Association has recommended research on the characteristics and actions of the therapist contributing to the positive outcomes of evidence-based programs. In the field of parenting training programs, we still don't know much regarding the specific practitioner's characteristics and actions that promote better outcomes. Our study aims to fill this literature gap and explore the specific role of the practitioners in the effectiveness of parenting programs directed at children's behavior problems. We conducted a systematic review of 24 relevant studies; we developed and applied two surveys and run eight focus groups with 24 parents and 19 practitioners enrolled in the Portuguese implementation of one of the most thoroughly studied parenting programs: the Incredible Years Basic parenting program (IY). Our main findings are: a) the parent-practitioner alliance, the practitioner's fidelity to the intervention, and specific practitioner's actions and personal variables are consistently related to the outcomes of several parenting interventions for behavior problems, around the world; b) in Portugal, parents attribute their IY practitioners a prominent role in promoting positive change; c) there are specific personal characteristics, which are reflected in the practitioner's actions, that parents and professionals perceive to be determinant to

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assure the effectiveness of the IY, such as the practitioner's humbleness, self-reflexiveness or psychological flexibility; d) the program's impact is more positive when practitioners are more authentic in the way they engage with the program, respond to the parents and relate with themselves.

Keywords: therapist factors, person of the therapist, behaviour problems, parent training.

Teoria compreensiva dos projetos de vida: Evidências empíricas

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Marco Antônio Pereira Teixeira⁵⁰

Abstract

O objetivo desta investigação é descrever as evidências empíricas da Teoria Compreensiva dos Projetos de Vida (PVs). Esta teoria intitula-se compreensiva pois abrange múltiplas dimensões dos PVs enquanto constructo psicológico. A teoria partiu de uma revisão de escopo que analisou as contribuições teóricas de 93 artigos. A partir de uma análise temática desses artigos, foram propostas seis grandes dimensões teóricas: (1) volitivo-estratégica, (2) dialético-contextual, (3) biográfico-identitária, (4) teleológico-existencial, (5) histórica e (6) desenvolvimental. As dimensões descrevem diferentes propriedades e correlatos dos PVs. Evidências empíricas da Teoria Compreensiva dos PVs foram extraídas de um estudo qualitativo com 26 brasileiros, entre 15 e 59 anos. A partir de uma análise temática, foi possível criar um modelo teórico que associa de maneira complexa as seis dimensões geradas na revisão de escopo. Ao identificar semelhanças entre o discurso dos participantes e as dimensões teóricas, o estudo trouxe evidências de que as dimensões teóricas são representativas da realidade. Outras evidências empíricas foram identificadas no estudo de construção da Escala de Projetos de Vida (EPV), uma escala embasada na Teoria Compreensiva dos PVs. A EPV parte da definição de PV enquanto processo em contínua evolução constituído da formação, execução e manutenção de estruturas e ações intencionais que, em conjunto, formam uma narrativa prospetiva, de longo prazo, capaz de incitar decisões e esforços na vida cotidiana. Assim, o instrumento avalia dois fatores: identificação (i.e., clareza a respeito do futuro intencionado); e envolvimento (i.e., mobilização de planos e ações no cotidiano). A EPV possui excelentes evidências de

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validade e fidedignidade, extraídas de estudos com mais de quatro mil participantes de cinco países. Um instrumento psicométrico é a operacionalização de uma teoria. Neste sentido, as boas evidências de validade e fidedignidade da EPV são também evidências empíricas da Teoria Compreensiva dos PVs.

Palavras-chave: motivação, personalidade, perspectiva temporal futura, projetos de vida.

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