



book of abstracts

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When bullying occurs in school, most students are not only aware of it, but are also present and witness bullying. Many of them, however, are often reluctant to intervene or to inform adults. From a social-ecological perspective, bullying is not just the result of individual characteristics, but is influenced by multiple relationships, that is, bidirectional interaction between individuals and the multiple systems in which they operate. Bullying exists within the larger context of school climate, but there is a lack of empirical studies examining interactions between school climate and the personal correlates of bystanders. The purpose of this study was to investigate how personal correlates and school climate were related to bystander behaviors (remaining passively aside and not intervening) in bullying. Therefore, this study examined pathways that linked moral disengagement, low empathy and classroom climate to passive bystanding behavior in bullying. In addition to examining the pathways to passive bystanding behavior, we also tested the hypothesis that middle school students have different pathways from those of primary school students. Classroom climate was assessed using the measure of perceived satisfaction with the class. Two hundred and eighty-seven Japanese primary school (16

classes, mean age=10.6 years, 54.7% girls) and five hundred and thirteen middle school (20 classes, mean age=13.6 years, 50.1% girls) students participated in our questionnaire survey. T-test showed that compared with primary school students, middle school students significantly expressed higher moral disengagement, lower empathy and more negative school climate. The estimated class variance of classroom climate was statistically significant. Multilevel analyses were performed to examine the cross-level interactions between individual-level and classroom-level factors. Results showed that passive bystanding behavior was positively predicted by moral disengagement and only for middle school students by low empathy, and that classroom climate might buffer the influence of those negative individual characteristics on passive bystanding behavior only among middle school students. The results also showed that the effect of moral disengagement and low empathy on passive bystanding behavior varied between classrooms only in middle school, indicating the effects of risk factors depend on the characteristics of the classroom. Implications of these findings are discussed.

INTENSE STRESS AS MOTHER'S COMPLEX RESPONSE TO HER CHILD'S SERIOUS ILLNESS

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Serious illness of a child requiring surgical intervention is a stressor of high intensity for the child himself and his mother. It has been repeatedly shown that a life-threatening diagnosis is accompanied by changes in family roles and responsibilities (Long & Marsland, 2011; Mu et al., 2015 etc.). Mother's intense stress associated with musculoskeletal system surgery in her teenage child is studied. Child's experience of pain correlates with mother's emotional and psychological state (Evans et al.,

2016). However, the complex medical and psychological study of the mother-child dyad in the situation of the forthcoming surgical intervention and its consequences has not been conducted yet. The present study examines the psychological peculiarities and relationship of mother's and child's response to the threat of surgery, perioperative analgesia and surgical anesthesia type, the traumatism of the operation and the localization of surgical manipulations. The purpose of the study: to differentiate

mother's understanding of the child's disease, about the consequences of anesthesia and the type of operation in relation to the level of her intense stress. Hypothesis: the level of mother's stress intensity depends on the degree of generalization of her representations of the child's disease, on kind of information about preoperative anesthesia and surgical analgesia, as well as on an adequate assessment of the operation traumatism degree. Methods: Perceived Stress Scale – 10 (PSS-10) validated by Ababkov et al., 2016; Author's questionnaire for evaluation of mother's representations about the disease and forthcoming medical interventions (Dan M., Kharlamenkova N., Kazymova N.), semi-structured interview

(Tarabrina N. et al.). Sample: mothers (n=40, 30-55 years) of 12-16-year-olds diagnosed with benign tumors of the musculoskeletal system. Results: stress ratings are different ($p<0.05$) between mothers with sufficient and insufficient information about the used anesthesia, regardless of the type of anesthesia (general, epidural or nerve block). It is shown that the level of stress is higher in mothers with more detailed and less generalized understanding of the child's disease. The correlation between the degree of traumatism of the surgery and perceived stress was also revealed. The reported study was funded by RFBR according to the research project 18-00-00393 (project № 18-00-00049).

MAKE – ME -UP

Agata Romeo

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The scientific literature shows that improving the physical appearance helps to improve the quality of life. Our project has been started by the "Voglia di Vivere" Association of Catania and it's aimed only for women with spinal cord injuries. The observational study examined the association between body image and life satisfaction of women with physical disabilities. Through the offer of a make-up course, we want to promote the regaining of one's own femininity and increase the integration with able-bodied people. A group of 12 women aged 19 to 55, suffering from tetra and paraplegia, attended a make-up course in a professional school. The meetings were introduced by the peer counselor. There is always a psychologist, a teacher and three school students as tutors. Makeup artists have taught strategies to improve facial features. The lessons included theoretical insights on basic makeup, brush and color analysis. Women who attended the course have proceeded with the make-up on themselves first and later, with the supervision of the tutors, on other people (a caregiver or a tutor). Keeping the brush in the

hands is often difficult, in fact, Enza, did not put on makeup anymore, had abandoned makeup because it made her nervous and other girls did not look anymore in the mirror. Every young woman experimented using the materials that were available to them. Every day they have improved their technique and the use of the materials, finding each one, after various trials, the modality commensurate with their own abilities. Enrolled women have visibly improved self-esteem, well-being and self-confidence even if the body still bears the marks of an experience of rupture and loss. The make-up classes allowed the teachers to understand that, even if a person has experienced a loss, she is able to integrate completely with able-bodied people without feeling different. The construction of a new experience outside the health environment, has allowed the construction of new relationships. The makeup lessons have become places of "taking care" but also of comparison where, the re-discovering has also become a re-discovery of the other in all directions.