

Resumos da 5ª Mostra de Doutorado em Psicologia - PsihDay

Universidade de Coimbra, Faculdade de Psicologia e de Ciências da
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A afirmação da Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra (FPCE-UC) passa por uma aposta na investigação de excelência e pela consolidação de uma cultura científica que, desde cedo, promova a interação dos/as estudantes com as suas estruturas de investigação. A valorização do desenvolvimento de competências transversais no percurso formativo é também a aposta de uma formação universitária em estreita ligação com a investigação. Neste enquadramento, a Mostra de Doutorado em Psicologia assume uma especial importância enquanto iniciativa de promoção e valorização da investigação realizada na área da Psicologia na FPCE-UC. Esta Mostra é também um espaço privilegiado para a apresentação, pelos/as estudantes, dos seus projetos de doutoramento e para a apresentação pública dos resultados das suas investigações, oferecendo-lhes uma experiência em tudo idêntica ao de um congresso científico. E porque a Mostra de Doutorado se insere no âmbito da unidade curricular do curso de Doutorado em Psicologia de “Competências Científicas Transversais”, esta iniciativa permite o treino de apresentação de comunicações científicas, mas também o debate e a partilha de conhecimento numa lógica “multidisciplinar”, no denominador comum que é a disciplina da Psicologia.

Assim, no dia 19 de maio de 2022, no Palácio de Sacadura Botte da FPCE-UC, realizou-se a 5ª Mostra de Doutorado em Psicologia. Esta Mostra marcou o desejado regresso ao contexto presencial. A configuração adotada, por sua vez, alinou-se com o formato “3 Minute-Thesis” (3MT), um formato nascido em 2008 na Universidade de Queensland (Austrália), mas que rapidamente se tornou num fenómeno global, que desafia os/as estudantes de doutoramento a apresentarem a sua investigação em três minutos. Todas/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. Tal como na edição anterior, esta Mostra de

Doutoramento permitiu a apresentação dos trabalhos em duas categorias: *projeto de investigação*, que corresponde à modalidade mais oportuna aos/às estudantes no 1º ano de Doutoramento, e *estudos empíricos*. Contudo, e face às candidaturas recebidas para cada categoria, esta edição contou com um grupo único. O prémio atribuído pela Direção da FPCE-UC foi também único. Na presente edição, as primeiras classificadas foram convidadas a fazerem uma apresentação oral mais longa inserida num Simpósio, que teve lugar na semana de comemorações da FPCE-UC, no dia 3 de novembro de 2022.

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 5ª Mostra de Doutoramento em Psicologia foram convidadas/os a submeter os respetivos resumos para publicação na *Psychologica*. Os agradecimentos necessários são vários. Agradecemos o trabalho crucial dos/as orientadores/as na supervisão científica dos/as estudantes e das apresentações realizadas. Agradecemos o trabalho exemplar dos membros do júri, composto por investigadores e docentes externos à FPCE-UC (Doutores Ana Carvalho, Diogo Lamela, João Tiago Oliveira, Samuel Lins, e Sara Hagá). Agradecemos à Doutora Diana Ribeiro da Silva a disponibilidade para a moderação e discussão do simpósio das três apresentações vencedoras. Uma palavra de agradecimento, também muito especial, para os/as estudantes da Comissão Organizadora desta Mostra de Doutoramento, sem os/as quais não teria sido possível organizar este evento.

Comissão Científica

Coordenador do Doutoramento em Psicologia (Marco Pereira) e membros da Comissão de Coordenação do Doutoramento em Psicologia (Doutores/as Ana Rita Sousa e Silva, Maria Cristina Canavarro e Teresa Rebelo).

Comissão Organizadora

Andreia Jesus, Cláudia Pires, Daniel Seabra, Maria Inês Clara, Mariana Linharelhos e Raquel Guiomar.

Homebound Elderly People Psychotherapeutic Intervention Program: Results from a pilot randomized controlled trial

Andreia G. Jesus¹, Margarida Pedroso de Lima², Manuela Vilar³,
and Nancy Ann Pachana⁴

Abstract

Homebound older adults who rarely or never leave home due to multiple physical, psychological, and social vulnerabilities benefit from home healthcare services to support home-based living. This study explored the feasibility, acceptability, and preliminary efficacy of the Homebound Elderly People Psychotherapeutic Intervention (HEPPI), a 10-week cognitive-emotional intervention program for homebound older adults with mild cognitive impairment and depressive or anxiety symptoms. A pilot randomized two-arm controlled trial was conducted. Participants were randomly assigned to one of the two conditions: HEPPI ($n = 27$) and wait-list control ($n = 24$). Outcome measurements were conducted at baseline and post-intervention. Primary outcomes included the feasibility and acceptability of the HEPPI. Secondary outcomes were changes in cognitive function, depressive and anxiety symptoms, subjective memory complaints, functional status, and quality of life. Intervention effects were assessed both at a group level (two-way mixed ANOVA) and an individual level (Reliable Change Index). HEPPI was feasible as demonstrated by recruitment and retention rates of 82% and 100%, respectively. Acceptability of the HEPPI was high, with all participants expressing willingness to use it again. No differences were found between groups at baseline. The intervention group reported significant increases in cognitive, emotional, and functional domains from baseline to post-intervention, compared to the control group. Clinical change data showed differences between groups in the distributions by clinical change categories. These results point out the feasibility, acceptability, and preliminary efficacy of the HEPPI in improving the

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cognitive and functional performance of homebound older adults and reducing their psychological symptomatology. Our findings call attention to the mental health needs of the homebound population and highlight the importance of providing these older adults with a home-delivered evidence-based multi-component non-pharmacological intervention.

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

Contributos da literacia em saúde mental para o bem-estar e qualidade de vida das pessoas com dor crónica

Bárbara Lyrio Ursine⁵ e Maria da Luz Vale-Dias⁶

Resumo

A dor crónica é um problema de saúde pública que interfere negativamente no bem-estar e na qualidade de vida. Diante da pouca eficácia das intervenções para a gestão da dor crónica, têm sido propostas como alternativas, como intervenções psicológicas positivas e intervenções educativas, reforçando a importância da literacia em saúde mental (LSM) na promoção de saúde mental. No entanto, é necessária mais evidência sobre os contributos da LSM na gestão da dor crónica. Assim, é proposto um projeto que visa suprir essa lacuna, ao investigar a associação entre LSM e experiência de dor crónica para instigar o bem-estar e a qualidade de vida. Esse objetivo será alcançado através da realização de duas *scoping review*, um estudo observacional descritivo e um estudo piloto quase experimental, recorrendo a instrumentos de autorrelato e entrevistas junto de adultos e idosos com dor crónica. Os resultados desta investigação permitirão retirar implicações para prática clínica.

Palavras-chave: bem-estar; dor crónica; qualidade de vida; literacia em saúde mental.

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Mental health in PhD trajectory: A gender-based study on the prevalence of psychopathological symptomatology and associated factors

Catarina Cardoso⁷, Maria Cristina Canavarro⁸,
and Marco Pereira⁹

Abstract

Currently, the knowledge about mental health of doctoral students is still scarce. However, in this context, some international studies have been showing worrying data: high risk of developing a mental health disorder compared to general population, and a significant prevalence of psychopathological symptoms (e.g., anxiety, depression), between approximately 20% and 50%. In Portugal, to our knowledge, there are no available data about the prevalence of psychopathological symptoms in this population. This is important as the evidence shows that satisfaction of doctoral students tends to decrease during the PhD and increase the likelihood of dropout, particularly when concomitant with mental health problems. Factors related to the characteristics of the organization and work relationships (e.g., relationship with the supervisor), the PhD itself (e.g., funding), work-family conflict, as well as demographic (e.g., gender) and psychological (e.g., transdiagnostic mechanisms) characteristics may have an important role. The study of these factors, as well as their cumulative (and interrelated) effect, is limited. However, this knowledge is fundamental for developing interventions adapted to the specificities and needs of doctoral students. These may be important in preventing impairments in mental health, academic productivity/quality and functioning of research teams. In the scientific context, there is also evidence showing that women are more likely to experience psychopathological symptoms, higher dropout rates and shorter publication careers, compared to men. These data suggest relevant inequalities, but require more focused studies on gender differences

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to better understand and reduce them. Overall, this research project aims to study the mental health and satisfaction with PhD trajectory and progression of doctoral students, considering the multiplicity of factors associated and adopting a gender perspective. This project also intends to contribute to increase the awareness of the issue of mental health in academia/research contexts and to stimulate the development of specialised psychological interventions for these young researchers.

Keywords: gender; mental health; PhD programme; transdiagnostic mechanisms; young researchers.

Contextual Therapies and Psychosis: From Molecule to Intervention and Back

Diana Carvalho¹⁰, Paula Castilho¹¹, António Macedo¹²,
and Bruno Manadas¹³

Abstract

Psychotic disorders are serious mental health conditions that emerge from cumulative interactions between multiple risk factors. They are associated with several pathophysiological alterations, including dysregulations in neurotransmitter systems and immune system dysfunction. Moreover, psychosocial factors such as stress, trauma, and social adversity also play a role in psychosis. In addition to their repercussions at the cognitive level, studies have found that stress and trauma are correlated with alterations in immune function. Presently, it is unclear how these interactions contribute to psychosis or whether other predictors and protectors of psychopathology are associated with similar alterations. Thus, the first aim of this project is to investigate associations between a selection of cognitive-emotional processes relevant for psychosis and alterations in immune markers. This could have important applications in the development of therapeutics for psychotic disorders. When it comes to treatment, psychosocial interventions have been recommended for psychosis due to their potential to alleviate distress and improve functionality. Contextual Cognitive Behavioral Therapies (CCBT) are approaches that focus on broadening the repertoire of functional responses to internal experiences. Studies show they help decrease psychopathology, improve well-being, and even promote positive changes in immune function. CCBT's have been adapted to psychosis with promising results. However, these efficacy studies are scarce, and none have tested the effects of CCBT's at the immune level in this population. Thus, this project aims to test the efficacy of a CCBT intervention for psychosis – the COMPASSIO-

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nate Approach for people with Schizophrenia and Schizoaffective disorder (COMPASS). A two-arm randomized controlled trial will be implemented, comparing the experimental group with a treatment-as-usual control group. Results from baseline assessments will be compared with post-intervention and follow-up (three- and six-month post-intervention) results for both groups, to ascertain the effects of COMPASS on psychological and immune function parameters, and analyze its contribution to recovery.

Keywords: cognitive-emotional processes; contextual cognitive-behavioral therapies; immune system markers; psychosis; randomized controlled trial.

A time to learn: The effect of the daily rhythms of working memory components on academic achievement

Fábio Monteiro¹⁴, Eduardo Santos¹⁵, Paulo Rodrigues¹⁶,
and Isabel M. Santos¹⁷

Abstract

Baddeley's model suggests that working memory (WM) can be decomposed into four components: the phonological loop, the visual sketchpad, the central executive, and the episodic buffer. Laboratorial studies suggest that some WM components present independent circadian rhythmicity. However, this phenomenon has not been evaluated in ecological environments. Additionally, each WM component predicts academic achievement (AA) in distinct types of academic disciplines to different extents. The existence of independent circadian fluctuations in the performance of WM components should further modulate these relationships. This study will assess if WM components present independent daily rhythms in ecological settings; and evaluate if these rhythms predict AA in mathematics/statistics and history subjects to different extents. To pursue these objectives, we will conduct a latent variable study and an ecological study. The first study will allow us to validate the tasks that we will use in the ecological study — 200 participants will perform digital versions of WM, short-term memory, and fluid intelligence tasks. Structural- equation models will be conducted to analyse the data collected. In the ecological study, 68 college students will perform four WM tasks and measure their body temperature, during their normal routine, for fourteen days, in four sampling intervals (7h00-9h00; 12h00-14h00; 17h00-19h00; 23h00-01h00). Cosinor analyses will be performed to estimate the rhythmic parameters of the circadian rhythms of WM components. Multiple regressions will be conducted to determine if the daily rhythm of each WM component predicts AA in mathematics/statistics and history disciplines to different extents. This investigation will allow us to comprehend if daily fluctuations in WM performance are better characterized

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by a single/general rhythm or by several independent cycles that reflect the performance of each WM component. Furthermore, our findings may help to determine the optimal hours for learning, which may contribute to the development of academic schedules that can increase AA.

Keywords: academic achievement; cognitive performance; daily rhythms; learning; working memory.

Unified Protocol for the transdiagnostic treatment of emotional disorders: Study of efficacy and change processes

Liliana Pedro¹⁸, Maria Cristina Canavarro¹⁹, Marco Pereira²⁰,
and Ana Fonseca²¹

Abstract

Emotional disorders, which include anxiety and mood disorders, are the most prevalent mental health problems worldwide and particularly in Portugal. These disorders share transdiagnostic mechanisms (e.g., neuroticism) linked to their etiology, maintenance, and comorbidity, which can be changeable through psychological intervention. Considering that emotional disorders are highly prevalent, often comorbid, and entail high treatment costs, their treatment with feasible and cost-effective psychological interventions is of major importance. The Unified Protocol (UP) is a manualized, transdiagnostic and cognitive-behavioral intervention developed to treat emotional disorders, with an emphasis on the adaptive role of emotions. This is a promising psychological treatment that seeks to intervene in the transdiagnostic mechanisms common to several emotional disorders, promoting psychological processes (e.g., mindful emotion awareness; cognitive flexibility) involved in the response to treatment. The effectiveness of UP has been proven in different formats (e.g., individual, group), but when applied in a group format it offers other advantages, namely reduced waiting lists and treatment costs as well as an easier implementation in mental health services. This research project has two major aims: to evaluate the acceptability of transdiagnostic psychological interventions (specifically the UP), as well as of interventions in a group format in the general Portuguese population; and to implement and assess the acceptability, feasibility, and efficacy of the UP, in a group

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format, in the reduction of depressive and anxious symptomatology, in the post-treatment and at 3- and 6-months follow-up, comparing UP condition with treatment as usual through a randomized controlled trial. Complementary to what has been done in other UP clinical trials, an additional and innovative contribution of this project is that it seeks to explore the psychological processes of therapeutic change and to examine the potential mediating role of these processes in treatment response.

Keywords: emotional disorders; therapeutic change processes; transdiagnostic mechanisms; transdiagnostic treatment; unified protocol.

Fight-or-Flight: Psychophysiology of Emotion Regulation in Conduct Disorder and Social Anxiety Disorder

Mariana Linharelhos²², Daniel Rijo²³, Paula Vagos²⁴,
and Nicola Petrocchi²⁵

Abstract

Emotion regulation (ER) is a key competence developed mainly throughout adolescence. According to an evolutionary perspective, threat, drive, and soothing systems interact to achieve ER. The threat system works towards protection/safety when facing danger; the drive system motivates individuals to seek resources/achieve goals; the soothing system allows for social affiliation/safeness and is stimulated through compassion. Difficulties in ER have been hypothesized as resulting from an unbalance between threat, drive, and soothing system activity; the systems' disproportional use is stimulated throughout childhood care experiences, creating a diathesis to emotion dysregulation. These difficulties are transdiagnostic features in different psychopathologies and have been linked to the development of psychopathology in adolescents, including Social Anxiety Disorder (SAD), and Conduct Disorder (CD). Research findings support Heart Rate Variability (HRV) as a biomarker of ER in adolescents. Higher HRV associates with adaptive ER; lower HRV associates with difficulties in ER and with both SAD and CD. Stress responses and motivations to approach reward, related to threat/drive activity, are associated with decreased HRV, while soothing activity/social safeness are associated with increased HRV. ER has been widely studied recently; nevertheless, research has captured neither the full range of positive and negative emotional experiences, nor the complexity of ER in real life scenarios. This project aims to overcome these limitations by investigating HRV via an experimental procedure, triggering of the three ER systems in healthy adolescents and adolescents with SAD and CD. Compassion training, linked to higher HRV, has been used to downregulate stress responses and achieve better ER. Compassion Focused Therapy (CFT) is considered an effective treatment for SAD in adults; however, it was not tested in paediatric samples.

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Here, we will test if CFT is suitable to reduce SAD symptoms and increase ER in adolescents, and if the therapeutic change is reflected at a psychophysiological level.

Keywords: emotion regulation; social anxiety disorder; heart rate variability; compassion-focused therapy; adolescence.

Testing of an interdomain (trait-complexes) model and development of a free-access career psychological assessment battery

Mariana Morais²⁶, José Tomás da Silva²⁷, and Maria Paula Paixão²⁸

Abstract

Career intervention aims to assist the subject in making school/career decisions, namely in transition phases. For a rigorous analysis, the psychologist needs to perform an integrated/holistic assessment of the different domains (cognitive; conative; emotional) of the subject, but it is not enough to assess each of them individually because the several abilities, personality traits and vocational interests are related to each other, tending to converge in an adaptive model. However, it is noted that they have often been considered separately with no focus on how they relate and interact to determine educational-career choices. Moreover, almost no clear and tangible framework has been provided to the professional to make this task efficient or even valid. These weaknesses are transversal to the Portuguese context, in which there is a great difficulty to access career psychological assessment instruments (frequently, protected by copyright or not validated for the Portuguese population) and there isn't a holistic career intervention model, often leading to fragmented and not very rigorous practice. Our goal is to solve these weaknesses and contribute to improving the quality of the career intervention in Portugal. In this sense, this project aims to examine the contribution of the construct trait-complexes (composition of traits from different domains: abilities, interests, personality) in predicting educational-career choices; and to develop a free-access career psychological assessment battery based on a holistic and integrated model. For this purpose, three preliminary psychometric objectives were stipulated, consisting in the adaptation and validation for the Portuguese population of three career psychological assessment instruments, namely: Personal Globe Inventory (PGI); International Personality Item Pool (IPIP); and a measure of self-assessment of abilities based on the Inventory of Work Relevant-Abilities (IWRA).

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Keywords: career psychological assessment; construct validity; educational-career choices; predictive validity; trait-complexes.

Mindfulness and Self-Compassion with caregivers working with delinquent youth: The design of a clinical trial

Marlene Paulo²⁹, Paula Castilho³⁰, Paula Vagos³¹,
and Daniel Rijo³²

Abstract

The work carried out in Youth Detention Centers (YDC) represents a set of challenges for caregivers, who are in the frontline of the relevant social problem that is juvenile delinquency. These professionals are fundamental in the rehabilitation of young offenders, having to cope with daily work and relational challenges, while experiencing high levels of stress and physical and emotional fatigue. As such, taking care of the well-being of these professionals is of paramount importance. Still, the usual training offered to these professionals does not target specific interventions to fit to their psychological, emotional or psychical difficulties. Recent studies have explored the impact of contextual cognitive-behavioural interventions with caregivers (e.g., parents/caregivers of individuals with developmental disabilities, nurses and healthcare providers), namely those based on Mindfulness and Self-Compassion. The Mindfulness Self-Compassion Program (MSC) has been found to be effective in reducing caregivers' overwhelmed feelings about their own suffering and/or the suffering of others. This research project aims to explore the adequacy of the adapted form of MSC to caregivers working in YDC, and to establish its initial effectiveness in relational and work variables. Three main studies will be carried out: 1) a feasibility study to assess the adequacy of the intervention program; 2) a non-randomized clinical trial, in which the effectiveness of the program will be explored (considering the results of study 1), as well as the mechanisms of change and the moderators of the participants' responsiveness to the intervention; and 3) a focus groups to assess qualitatively the participants' perception about the usefulness and impact of the intervention program. to the program is expected to reveal a good fit to

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the target population and it is expected to have significant positive impact, specifically on caregiver's feelings of well-being and on the youth' interpersonal functioning.

Keywords: caregivers; clinical trial; delinquent youth; juvenile justice; mindfulness and self-compassion.

Justiça Restaurativa no Sistema de Justiça Brasileiro: Análise da percepção dos psicólogos e das atitudes da população para uma política pública em expansão

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Resumo

A justiça restaurativa é uma prática de autocomposição de conflitos, utilizada principalmente em situações de violência ou crime, que objetiva a promoção do desenvolvimento positivo dos envolvidos, pois pretende restaurar as relações interpessoais, reintegrar o ofensor à sociedade, cuidar da vítima e promover a prevenção de novos conflitos. No Brasil, configura-se como uma política pública do Sistema de Justiça e os(as) psicólogos(as) têm contribuído para o avanço desse novo paradigma. O presente projeto tem como objetivo realizar uma caracterização da justiça restaurativa no Sistema de Justiça brasileiro, avaliar as atitudes das pessoas residentes no Brasil em relação à justiça restaurativa e analisar o trabalho dos(as) psicólogos(as) que atuam na referida Política pública. São apresentados alguns aspetos relevantes acerca da justiça restaurativa e das atribuições dos(as) psicólogos(as). A investigação proposta será empreendida por meio de três estudos : estudo I- mapeamento das práticas restaurativas no Sistema de Justiça brasileiro, realizado com uso de questionário enviado para todas as instituições do Sistema de Justiça; estudo II- adaptação do *Restorative Justice Attitudes Scale* – RJAS (Taylor & Bailey, 2021), numa amostra por conveniência, composta por cerca de mil sujeitos residentes no Brasil; Estudo III- atuação dos(as) psicólogos(as) na justiça restaurativa no Sistema de Justiça, empreendido por meio de entrevista semiestruturada, elaborada pela autora, para o efeito, numa amostra por conveniência, composta por cerca de cinquenta sujeitos, psicólogos(as) do Sistema de Justiça Brasileiro. Em tal pesquisa, serão avaliadas as atitudes dos participantes acerca da justiça restaurativa, assim como as conceções sobre a atuação e qualificação dos(as) psicólogos(as), podendo retirar-se implicações práticas para o trabalho dos(as) psicólogos(as) nesta área de atuação.

Palavras-chave: justiça restaurativa; prática psicológica; sistema de justiça.

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