

20<sup>th</sup> Euro Congress on

# PSYCHIATRISTS AND PSYCHOLOGISTS

August 07-08, 2017 | Rome, Italy

## Emotional awareness as a vehicle of prevention of bullying at school session: positive psychology and integral formation as very effective way to deal with stress disorder

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Bullying is an increasing problem in many countries and concerns students of every age, from kindergarten to high school. New technologies allow a fast and easy distribution of videos, photos or text messages among students, raising the action range of the bullies. Victims tend to be alone, avoiding telling the injustice suffered to parents or teachers. Students who get bullied run the risk of not coming to school or not liking school, with a serious problem in their psychological and emotional growth. In a primary school context an emotions workshop was created to contrast bullying and the inception of a tension climate. The experience of the workshop dedicated to the discovery and to the capability to manage emotions and sentiments was fundamental for the growth of a positive climate in which students can peacefully talk to each other, with teacher and with their families. Teachers can play the role of mediator to avoid those normal conflicts among students which cause bullying. Furthermore, the potential victims feel free to express their thoughts, reducing anxiety and avoiding stress disorder. Some experimental case studies are presented as a proof that positive psychology can be a successful approach also in a scholastic or young context. Reducing bullying and enhancing the ability of managing own emotion allows the children of today to prevent stress disorder tomorrow.

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## Pilot randomized controlled trial of a home-based writing intervention for individuals with a seizure disorder

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Writing therapies have been found to be associated with a range of qualitative and quantitative benefits in clinical and non-clinical samples. We investigated the feasibility, acceptability and preliminary effectiveness of a home-based writing intervention for individuals with epilepsy or psychogenic nonepileptic seizures. Individuals recruited from outpatient neurology clinics or membership-led organizations were either randomized to a control (n=25) or therapeutic writing condition (n=43). Participants in the control group were asked to write about emotionally devoid topics (their daily events), whereas those allocated to the therapeutic condition were instructed to write about: their very deepest thoughts and feelings about their condition; a letter to their condition, a letter to their younger self and about a personal value. Participants were asked to write for at least 20 minutes per question, at home and in private. Repeated-measures analysis of variance was used to investigate changes in measures of health-related quality of life (NEWQoL-6D), depression (NDDI-E), anxiety (GAD-7) and illness perception (B-IPQ) from baseline to one and three-months follow-ups. Qualitative and quantitative data taken from a writing task questionnaire was analyzed between the two writing conditions. Significant improvement in health-related quality of life one-month following the writing intervention-effect size=0.65. Based on rates of attrition, a writing intervention in individuals with seizures was found to be acceptable. Whilst many benefits of writing were reported, future research should aim to investigate the use of writing as a supplement to other psychological therapies in those with a seizure disorder.

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