

Adaptive Strategies in Obtaining a New Transitional Identity Space

Cristina Denisa Godeanu*ⁱ

* Faculty of Psychology and Educational Sciences, Psychology Department,
University of Bucharest, Bucharest, Romania

Abstract

Introduction: *This article presents the dynamics between the identity space and the interactional methods it establishes. Therefore I have centred my research on identifying the adaptive means employed within establishing an identity-transitional space in student campuses, by means of exploring and consciously acknowledging the specific interactional methods with the space comprised of the campus dorm room.*

Objectives: *The main objective was centred on exploring the way in which campus students organise their transitional-identity space and we also investigated the adaptive strategies employed when establishing transitional-identity spaces as well as internalising said spaces as means of gaining maturity and interacting with a creative-adaptive purpose.*

Methods: *In order to study the means of establishing a transitional-identity space we have employed the method of qualitative research, which allows us to pin-point the sense and significance of the researched phenomenon. The qualitative research method is incorporated in the Interpretative Phenomenological Analysis (IPA) in order to offer insights on how students, in a given context (students living in a campus) make sense of a particular phenomenon. Therefore we came up with a semi-structured interview guide following the life-story pattern which allowed us to identify different aspects of the transitional-identity space pertaining to student life.*

Results: *The statistic and qualitative analysis allowed the identification of specific means by which the dorm room space was being customised, the means of making such a transitional-identity space one's own with a consequential role of becoming more mature and entering adulthood. Through the identification of their own subjective means of relating to a collective transitional space, the students had the possibility to negotiate their own space, thus coming up with means of constructive co-habitation.*

Conclusions: *By researching the way in which the transitional-identity space is being configured during such an important and defining stage, namely student life, we are able to identify some means of experiential diagnosis, diagnosis which grants the possibility of a therapeutic intervention through which students might gain creative means of implementing future spaces which they will establish during adulthood.*

Keywords: *identity space, identity-transitional space, identity passages, adaptive strategies*

ⁱ Corresponding author: Cristina Denisa Godeanu, Faculty of Psychology and Educational Sciences, University of Bucharest, Panduri 90, Sector 5, 050663, Bucharest, Romania. Email: denisagodeanu22@gmail.com.

Increasing Resilience in Children from Families with Divorced Parents by Using the Basic PH Model

Elena Otilia Vladislav^{*ii}, Gabriela Marc*

* Faculty of Psychology and Educational Sciences, Psychology Department,
University of Bucharest, Bucharest, Romania

Abstract

Introduction: Resilience is the key factor in the child's ability to adjust to parental divorce and stimulating individual positive characteristics is essential in the field of resilience factors.

Objectives: In this article we want to show how we can use the Six Part Story Method of Mooli Lahad to activate internal resources (corresponding to the BASIC PH model) and help the children to differentiate from their conflicting parents. We started from the central idea that by composing personal stories as a method of assessment and therapeutic intervention, we can understand the types of resources and coping styles of the child.

Methods: In the first part we present the results of a comparative study between the type of resources identified in the stories of 34 children who come from families with recent divorce and type of resources identified in the stories of 34 children from intact families. In the second part of this article we present a model of therapeutic intervention that has as a main objective the activation of personal resources and growth of the adaptive capacity of children.

Results: Children with no history of divorce experiment less difficulties in their relationships with others and live positive feelings of confidence in themselves and their families. Children from families with recent divorce often use imagination as a way of coping. Also they obtained statistically significant higher minus scores compared to the control group for Social coping styles.

Conclusions: Identifying the ways of coping pattern, of the relevant themes and of the conflicts that cause difficulties, support therapists in the establishment of intervention programs for children who have experienced divorce.

Keywords: *divorce, children, resilience, basic ph coping model, 6 PSM method*

ⁱⁱ Corresponding author: Elena Otilia Vladislav, Faculty of Psychology and Educational Sciences, University of Bucharest, Panduri 90, Sector 5, 050663, Bucharest, Romania. Tel.: 0724413505. Email: vladislav.elena.otilia@gmail.com.

In the Spotlight: The Frustration of Basic Psychological Needs and Restrictive or Uncontrolled Eating Behaviors

Andreea-Iuliana Astani*ⁱⁱⁱ

* Faculty of Psychology and Educational Sciences, Psychology Department,
Alexandru Ioan Cuza University, Iași, Romania

Abstract

Introduction: *Eating pathology has become an important issue in the present time as individuals (especially women) are confronted with increased socio-cultural pressures to embody a thin ideal of physical attractiveness. However, eating disorders etiology still raises many challenges as it requires numerous clarifications.*

Objectives: *The proposed objective of this study was to contribute to the understanding of the etiology of restrictive and uncontrolled eating behaviors from the perspective of the self-determination theory (SDT), testing two models of moderation: the moderation effect of dispositional self-control in the relationship between basic psychological needs frustration and uncontrolled eating behaviors, respectively restrictive eating behaviors exhibited.*

Methods: *The sample of participants consisting of 232 subjects (160 females and 62 males, aged between 20 - 50+ years old) completed three self-report scales: Basic Need Satisfaction in Life Scale, Brief Self-Control Scale and Three Factors Eating Questionnaire - Revised 18.*

Results: *The results obtained confirmed only the second moderation model. Thus, dispositional self-control did not prove to enhance the relationship between the frustration of needs and uncontrolled eating behavior, meanwhile it did prove to enhance the relationship between the frustration of basic needs and a restrictive eating behavior.*

Conclusions: *The study contributes to the understanding of the etiology of eating behaviors from the SDT perspective. The results indicated the importance of developing a theoretical model that combines both the quantitative and qualitative dimensions of eating regulation.*

Keywords: *self-determination theory, basic psychological needs satisfaction, dispositional self-control, uncontrolled eating behaviors, restrictive eating behaviors*

ⁱⁱⁱ Corresponding author: Andreea-Iuliana Astani, Carol I Bvd. 11, 700506, Iași, Romania. Phone: 0742791801. E-mail: astani.andreea@gmail.com.

Psychological Effects of Dance and Movement at Adulthood – Preliminary Research –

Flavia D. Cardaş^{*iv}

*** Faculty of Psychology and Educational Sciences, Psychology Department,
University of Bucharest, Bucharest, Romania**

Abstract

Introduction: *It is widely accepted that dance and movement have positive effects over one's wellbeing. Body movement is strongly connected to internal feelings; therefore altering the movement behavior would lead to psychological changes. In addition, physical exercise will improve health and facilitate personal development. The research over the therapeutic effects of dance and movement will be based on this preliminary research.*

Objectives: *The main objective is to highlight the effects of dance and movement on several psychological dimensions: body image, verbalization of emotions, self-esteem, anxiety, stress and body awareness. For achieving this goal, the study involved 100 subjects aged 25 to 57 who were divided into two groups (54 subjects who practiced dance and movement, and 46 who did not). The second objective was to validate an instrument which can measure the psychological effects of dance and movement.*

Methods: *The questionnaire entitled „Psychological effects of dance and movement” was constructed specifically for this research and it was validated by calculating the Cronbach-Alfa index. The methodology is based only on a quantitative research. As a consequence, the subsequent aim is to illustrate the qualitative and also the therapeutic perspective of dance and movement.*

Results: *The results show that several psychological dimensions have been improved due to practicing dance/movement. Most of the psychological dimensions tested in the questionnaire resulted in $p=0.000 < p=0.005$, which means that the entire hypothesis is accepted.*

Conclusions: *The result of SPSS descriptive analysis and the psychological interpretations of the data revealed that body image, the ability to communicate emotions, self-esteem, anxiety and stress levels and body consciousness were positively influenced by practicing dance and movement.*

Keywords: *dance, movement, body-mind connection, emotions*

^{iv} Corresponding author: Flavia Cardaş, Faculty of Psychology and Educational Sciences, University of Bucharest, Panduri 90, Sector 5, 050663, Bucharest, Romania. E-mail: flaviacardas@gmail.com.

Art Therapy Workshops for Preschoolers, Centered on Creativity Development

Alina M. Moldovan*, Laura E. Năstasă^v**

* Ceobanu, Benga, Moldovan and Bota-Rafiroiu Professional Civil Society of Psychology, Braşov, Romania

** Faculty of Psychology and Educational Sciences, Psychology and Education Training Department, Transilvania University of Braşov, Braşov, Romania

Abstract

Introduction: *Art therapy unlocks the access gate to one's self, being based on the spontaneity of expression and on overcoming the communication barriers, involving the human creativity and the non-verbal expression of emotions and cognitions. The creative-expressive techniques help children to understand themselves, set themselves free from the accumulated anxieties, and loosen the process of elaborating strategies in solving conflicts and developing personal skills.*

Objectives: *The present research aims to analyze the manner in which the introduction of art therapy workshops in kindergarten leads to creativity development in preschoolers. 12 children aged between 3 years and 6 months – 5 years and 6 months, selected from 3 groups, were involved in the study, with the written consent of the parents.*

Methods: *The art therapy program for preschoolers centred on creativity development was structured in nine weekly workshops of two hours each, for a period of three months. In order to reach the objectives set and to emphasize the questions of the research, the following methods have been used: the observation method, the interview and the analysis of activity products.*

Results: *The effects materialized in positive changes of preschoolers both at the level of behaviour and action, confirmed by the parents and teachers, are: (1) the development of the capacities of verbal and non-verbal expression of emotions, needs and wishes, (2) the increase of self-confidence and improvement of relationships with other persons, (3) the development of spontaneity, imagination and creativity, (4) the release from accumulated tensions, frustrations and emotions.*

Conclusions: *The obtained results show that the use of creative-expressive techniques gives children the impression that they are playing and the motivation to play increases their authentic participation degree, the benefit being often maximal and a topic such as creativity development can be extremely attractive for them. It is very important that the adults encourage and support the cognition and creative manifestation of their children by adopting a democratic style, constantly encouraging and supporting their achievements, through well-intended and constructive criticism.*

Keywords: *creative-expressive therapies, spontaneity, imagination, preschool, creative potential*

^v Corresponding author: Laura E. Năstasă, Mercur nr. 17, 5004339, Braşov, Romania. Tel.: 0740.090.936. E-mail: lauranastase@unitbv.ro.