

## **Awareness Techniques and Emotional Change**

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### **Abstract**

**Introduction.** *In a previous article we have presented the effects of re-enacting and reprocessing past problematic experiences in the present on the emotional stability. Further on, our focus on psychotherapeutic mechanisms of change carries on with a psychotherapist's possibilities to help clients make the best use of their resources in the therapeutic session. Although it has been proved that mindfulness techniques are efficient, some specialists present creative meditation as having superior effects, without enough statistical data to support their position.*

**Objectives.** *Our objective is to determine the effect of creative meditation on a person's emotional state, especially in comparison with other psychotherapeutic techniques. Our hypothesis is that creative meditation has superior effects in increasing positive emotions and reducing negative emotions.*

**Methods.** *An experiment involving psychology students divided in several groups (a group participating in a creative meditation, another one in a movement exercise plus an exercise consisting in relaxation, body scan, focusing and imagery; and a control group), was conducted in order to test the hypothesis. For the evaluation of the emotional state, a simple method was used: a scale containing both positive and negative emotions on which the participants rated (from 1 to 10) how they were feeling at that particular moment.*

**Results.** *The statistic analysis indicates that creative meditation has made persons feel less restless, furious, nervous or stressed, more glad and joyful, in comparison with the combination of relaxation, body scan and imagery. When compared with the control group, the persons in the creative meditation group also felt less restless, preoccupied, thoughtful, sad, tired or anxious and more relaxed.*

**Conclusions.** *The use of creative meditation at the beginning of the psychotherapeutic session has the effect of helping the person get in the proper emotional state to start exploring (past) problematic experiences.*

**Keywords:** *creative meditation, emotions, mechanisms of psychotherapeutic change, unification*

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# **The Efficiency of Cognitive-Behavioral Therapy in Depressive Old People**

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## **Abstract**

**Introduction.** *Depression is one of the most common and severe mental disorders, with a remarkable share in overall morbidity and mortality. Depression and cognitive impairment are the heaviest burden of an old person (Arehart-Treichel, J. 2001).*

**Objectives.** *The purpose of this research is to demonstrate the changes in the affective state as a result of an intervention, by pointing out the differences between the two experimental groups and the differentiated compliance of the two groups to the cognitive-behavioral psychotherapy.*

**Methods.** *This research followed the implementation of a screening interview by administering the SCID I to 10 patients admitted to the acute psychiatric ward of “Dr. Gavril Curteanu” Clinical Hospital Oradea, with a diagnosis of recurrent depressive episode and to 10 patients institutionalized in “Ciutelec” nursing home in Bihor County.*

**Results.** *There are significant differences in the cognitive style about the future. In the hospitalized elderly diagnosed with depression, we had a Z value of 2.301 at  $P = .028 \leq .05$  at the time of testing and retesting; according to Beck's cognitive triad, the negative vision of the future is seen in terms of failure or bankruptcy. A depressed person maintains a weak alignment to the expectations of the future that could be associated with a positive feedback (Abramson et its 1978 cited Dindelegan C., 2008).*

**Conclusions.** *It can be concluded that cognitive therapy is based on the premise that depression results from the illogical way in which patients think about themselves, about the outside world and the future, which makes them adopt self-locking and self-destructive behaviors (Cottraux, J.2003).*

**Keywords:** *depression, self-locking, self-destructive*

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# **An Experiential Psychotherapeutic Approach to Children in Mourning**

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## **Abstract**

*The trauma of losing a family member is experienced differently by children depending on their age and level of development. Although every mourning process is unique, all children go through 4 stages: denial, protest, hopelessness and solving the situation. Some children may remain trapped on any one of these levels. Many children prove to be resilient when an important family member dies. The protection factors can be either individual or coming from the family, and therapists must take them into account when assisting children who have suffered losses. The experiential therapeutic approach, in which we use creative expressive techniques as provocation, helps children blocked in the mourning process get closer to their blocked emotions in a non-threatening manner, express them and follow the natural path of integrating loss.*

*I will present three cases of children who suffered the loss of an important family member and who were assisted in their mourning process.*

**Keywords: children, mourning, experiential psychotherapeutic approach**

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## **Ways of Developing Spiritual Intelligence**

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### **Abstract**

**Introduction:** *Seven years ago, I developed a work program to activate the human potentialities. The program started with a process of formation and growth of spiritual intelligence in adults during a period of six months-one year, by stimulating the development of self-awareness, creativity, will (perseverance) and by increasing self-esteem and the strength of our self. Thus, we have defined spiritual intelligence as the superior cognitive and emotional capacity to find solutions and to solve a task in the shortest time possible, with maximum efficiency of the stability and emotional balance.*

**Objectives:** *We had objectives such as to identify the level of spiritual intelligence based on self-esteem, conscientiousness, desire of self-overcoming, will (perseverance), self strength, creativity and maturity; to analyze the relationship between will (perseverance), self strength and the increase of spiritual intelligence or to analyze the relationship between the increase of spiritual intelligence and the decrease of anxiety.*

**Methods:** *200 people, men and women equally, aged between 35 and 65 years old, participated in this study. In order to measure the variables, we used NEO PI-R (self-esteem, self-knowledge and conscientiousness), ABCD-M test (Big Five-Minulescu, volitional component, self-discipline, self strength and creativity, as well as concerns for self-overcoming, maturity and honesty), Cattell anxiety scale (anxiety level) and Raven test (cognitive intelligence).*

**Results:** *We found statistically significant differences regarding the development of the spiritual intelligence level in favor of the experimental group. Therefore, the participants became more determined, with an active self-awareness. Furthermore, the conscious involvement in everyday life increased; it was activated and it maintained a positive and constructive attitude in the development of life. The neuroticism factor significantly decreased and the subjects reached a state of balance between "inner and outer world."*

**Conclusions:** *The intervention program based on methods and techniques for increasing spiritual intelligence recorded positive results, which means that there was an important change and self-esteem, conscientiousness, will and responsibility significantly increased.*

**Keywords:** *self, volition, conscientiousness, self-discipline, maturity*

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# **Gender Differences in the Relationship between Body Image and Self-Esteem**

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## **Abstract**

**Introduction:** *Although body image is a crucial part of the human development structure, there are few psychological publications regarding this subject. For a better perception of the body image, there must be a very clear notion about the way the individual feels about himself. Body image dissatisfaction is present in boys and girls, leading to self-esteem decrease. Self-perception and body image become critical for a proper development in youth, making the period very important.*

**Objectives:** *This study is investigating the way in which dissatisfaction is linked to body weight and shape differentiates preadolescents' self-esteem. The aim is to investigate the way in which social self-esteem in preadolescents has certain differences between genders in preadolescents and certain characteristics such as body mass perception, real body mass image and desired body mass image.*

**Methods:** *60 girls and 60 boys with ages between 11 and 14 years old, all of them with the same educational level, participated in this study.*

*During a single session, participants filled in the next scales: The Self-Esteem Questionnaire written by Heatherton and Polivy (social self-esteem subscale) and The Stunkard Figure Rating Scale by J. Kevin Thompson for the measurement of the perceived body image and desired body image.*

**Results:** *Preadolescents, who have a distorted perception of their own body, also have a low self-esteem. So, the less they weigh, the higher their social self-esteem is. Females' self-esteem seems more affected by weight gain than males' self-esteem.*

**Conclusions:** *The results of this study can be applied in many fields (clinical, health, medicine, psychology, nutrition, school counseling and marketing) because it facilitates the understanding of the consequences of body dissatisfaction that appear during preadolescence and which may lead to self-esteem disorders that attract doubt, weakness or eating disorders in youth.*

**Keywords:** *preadolescence, social self-esteem, body mass perception, body dissatisfaction*

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## **Teacher's Personality and the Burnout Syndrome**

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### **Abstract**

**Introduction.** Ever since the 1980s, stress and burnout have become serious issues affecting millions of workers (Farber, 1983). Due to its stressful nature, teaching profession is a target of burnout (Cherniss, 1980, Jarvis 2002, Maslach 1982, Weisberg & Sagie 1999).

**Objectives.** The objective of this study was to determine the level of the three dimensions of burnout within the sample.

**Method.** The experimental design aims to use the following methods of psychological investigations: Maslach Burnout Inventory - General Scale (MBI-GS, Schaufeli, Leiter, Maslach & Jackson, 1996) and Berkeley test - Harare Institute of Advanced Psychology, San Francisco (Eileen Donahue).

**Results.** After analyzing the behavior of depersonalization in teachers, we realized the following aspects: less experienced teachers may suffer from burnout as a result of a feeling of powerlessness; a teacher who experiences low self-esteem and is isolated from students will not be able to perform well.

**Conclusions.** Burnout results from the chronic perception that one is unable to cope with daily life demands. The reviewed research indicates that each type of prevention can be useful in helping teachers contend with an occupation that puts them at risk for burnout.

**Keywords:** teaching profession, burnout, cope, demands

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