

The Effects of Unifying-Experiential Personal Development Program on Mindfulness

Laurențiu Mitrofan*ⁱ, Emil-Răzvan Gâtej*

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

Abstract

Introduction: *In this study we intend to reveal the influences of the unifying-experiential personal development on the capacity to become aware of the reality, to adapt to it, and to live the psychological present in a sanogenic way (mindfulness).*

Objectives: *This study aims to reveal the effects of attending the experiential type of development group in an academic framework, adapted to the academic specifics, upon the increase of the mindfulness state, as an indicator of personal development.*

Method: *The present research takes into account the investigation of the characteristics of two samples: an experimental one, consisting of 40 students from the Faculty of Psychology and Education Sciences who participated, in an academic framework, in a personal development program as a form of complementary education and a control sample consisting of 40 students from another university who did not benefit from such personal development programs. The hypothesis from which we started in conducting this study was the following: the more the actors of the academic environment will participate in personal development programs as a way of complementary education, the more they will manifest modifications in their mindfulness capacity, namely its increase. Within the present study, the following instruments were included: an interview grid, based on which the selection of the sample was accomplished and a series of aspects with descriptive character was revealed and the FFMQ questionnaire for the measurement of the five factors that describe the mindfulness state.*

Results: *In case of the observing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience scales, the results revealed by the t test showed significant differences between the two samples, leading to the confirmation of the research hypothesis. Regarding the “describing” scale, results did not highlight significant differences, as this factor did not seem to be so strongly influenced by the participation in a unifying-experiential personal development group.*

Conclusions: *This research aims to reveal the importance of the personal development programs as a form of complementary education for the optimum functioning of the human individual, the personal growth, the extended self-awareness (mindfulness), the enhancement of personal evolutionary capacities for the responsible and efficient re-dimensioning, integration and re-direction of one’s own life scenario and of the group’s relational evolutionary dynamics.*

Keywords: *unifying personal development, complementary education, mindfulness*

ⁱ Corresponding author: Laurențiu Mitrofan, Faculty of Psychology and Educational Sciences, University of Bucharest, Panduri 90, Sector 5, Bucharest, 050663, Romania. E-mail: laurentiu_mitrofan@yahoo.com

*

* *

The Efficacy of an Experiential Group Psychotherapy Program in Approaching Anxiety

Cătălin Nedelceaⁱⁱ

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

Abstract

The article presents results obtained using a group psychotherapy program, cumulating a total number of 40 hours, in working with anxiety. The group psychotherapy intervention is both a humanistic-experiential and an integrative one, using components from different experiential psychotherapies. The 33 participants involved were mostly students, asking for psychotherapy support for anxiety symptoms. They participated voluntarily in the research, being assessed at the beginning and at the end of psychotherapy program. The measures used were: NEO PI-R, C anxiety questionnaire of Cattell, Hamilton Anxiety Scale & Beck Depression Inventory. The results obtained showed significant decreasing of scores at anxiety and depression scales and also significant changes of scores at some of NEO PI-R factors and facets, after the psychotherapeutic intervention.

Keywords: experiential psychotherapy, assessment, integrative psychotherapy, group psychotherapy, psychotherapy efficiency

*

* *

ⁱⁱ Corresponding author: Cătălin Nedelcea, Faculty of Psychology and Educational Sciences, University of Bucharest, Panduri 90, Sector 5, Bucharest, 050663, Romania. E-mail: catanede@gmail.com.

Experiential Learning through Dramatherapy - Application to Biology Teaching in Post-Secondary Education

Vasile Constantin*ⁱⁱⁱ, Iolanda Mitrofan*

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

Abstract

Introduction: *This study is based on the development of an improved learning process, by using dramatherapy as a tool for experiential learning. Experiential learning through dramatherapy facilitates the students' contact with knowledge therefore such a program would be very useful in teaching biology in the post-secondary education.*

Objectives: *to improve the teaching process by implementing the experiential learning model through dramatherapy; to use dramatherapeutic methods in learning, as a form of alternative and playful learning, which facilitate the students' access to information; to participate in the development of the students' ability to learn "here and now", to acquire knowledge in a holistic manner, to achieve an improvement of their results by using this method.*

Methods: *The research group included 18 students from a Nursing School, aged 19 to 40. The most important technique used in the experiment in order to help students experience, explore, discover their own self-knowledge and resources was dramatherapy. During the six sessions of dramatherapy, the experimental group assumed certain roles. They were all parts of the excretory system, neurons, cranial nerves, bacteria or viruses and my role was to put them in contact with the experience.*

Results: *We compared the results from two assessment tests of the experimental group (after the experiential program) with the results of a control group. According to the results, the research hypotheses have been confirmed: The experiential learning through dramatherapy program is more effective compared to the traditional program of teaching and learning.*

Discussions: *After analyzing the results of the research, it may be concluded that such a program - experiential learning through dramatherapy - is successful in teaching biology. The tested subjects have achieved a greater learning capacity by participating in the program, by being present "here and now" in the learning process.*

Keywords: *learning, teaching, roles, unification*

ⁱⁱⁱ Corresponding author: Vasile Constantin, Faculty of Psychology and Educational Sciences, University of Bucharest, Panduri 90, Sector 5, Bucharest, 050663, Romania. E-mail: valush_constantin@yahoo.com

*

* *

Aspects of Affective Interferences and ADHD Symptomatology in Children

Cristina Ciuluvică^{iv}, Nicolae Mitrofan^{}, Alfredo Grilli***

^{*}Faculty of Psychology, Department of Psychological, Human and Territorial
Sciences, University “G. d’Annunzio”, Chieti, Italy

^{**}Faculty of Psychology and Education Sciences, Psychology Department, University
of Bucharest, Romania

Abstract

In this paper, based on specific statistical methods, we analyzed the relations between affective interferences and the probability of ADHD symptoms, as well as the presence of the predominant ADHD type in a sample of 142 children aged 8-12. The results showed a significant relation between the affective interferences and both the ADHD probability and the predominant ADHD types. Three groups of ADHD symptomatology were identified: highly probable ADHD, probable but not certain ADHD and improbable ADHD. The study reveals the possibility of using the affective interferences (AI,) as an important indicator to be optimized through a method of personal development and psychotherapy, with preclinical and clinical groups of ADHD or learning and school problems.

Keywords: *affective interferences, ADHD symptoms, action, hyperactivity, inattention*

*

* *

^{iv} Corresponding author: Cristina Ciuluvică, Department of Psychological, Human and territorial Sciences, University “G. d’Annunzio” Via dei Vestini 31, Chieti, Italy 66100, E-mail: cristina.ciuvulica@gmail.com

Preventing Youth Suicide: The Importance of Detecting Risk Factors and Warning Signs

Keith A. King*^v, Rebecca A. Vidourek*, Donald I. Wagner,
Ashley L. Merianos***

***University of Cincinnati, Ohio, U.S.A.**

**** College of education, University of Memphis, Tennessee, U.S.A.**

Abstract

Suicide affects a sizeable percentage of youth each year. The overall suicide rate for teens has more than tripled since the 1950s, while the rate for the general population has remained fairly stable. In the US, suicide is the third leading cause of death among 15 to 24 year olds. The overwhelming majority of suicidal youth shows warning signs and possesses specific risk factors. In order to effectively prevent youth suicide, health professionals, adults, parents, and teens need to be aware of suicidal warning signs and risk factors. In addition, awareness of appropriate intervention steps is critical.

Keywords: youth suicide, risk factors, warning signs, intervention

*

* *

^v Corresponding author: Keith A. King, University of Cincinnati, Cincinnati, OH 45221-0068, Email: keith.king@uc.edu