

Symposiums

SYMPOSIUM
BEYOND BEHAVIOUR: USING TECHNOLOGY TO INFORM
APPLIED PSYCHOLOGY

Chair: Vanja Ković

University of Belgrade, Faculty of Philosophy, Laboratory for Neurocognition and Applied Cognition

In this symposium we will present a few relatively novel methodologies which shed light on applied psychology and offer insights that we would not have without these technological advancements. Namely, we will present how brain stimulation during certain sleep stages can enhance subsequent memory performance, how EEG/ERP can be used in attention research, in detecting guilty knowledge or in diagnosing schizophrenia. Further on, a computational simulation of human cognitive processes will be demonstrated followed by demonstration of using eye tracking methodology to study individual differences in reading. Finally, we will present a work where four different methodologies (EEG, eye-tracking, EDA and HRV) were combined in order to shed light on developmental differences in reading. Looking back to the beginnings of psychology, 140 years ago, when Wilhelm Wundt founded the first psychology laboratory, we can conclude that psychology has made tremendous progress from dealing with observable and measurable behaviors to the ability to peek into and uncover secrets of the so-called black box.

Key words: applied psychology, EEG/ERP, eye-tracking, cognitive modelling

SLEEP AS A TOOL TO ASSESS AND IMPROVE COGNITIVE FUNCTIONING

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Despite the fact that humans spend a significant proportion of their lives asleep, for several decades psychology and cognitive science have paid little attention to this phenomenon. Recent advances in experimental methods have provided a new way to investigate sleep and its relationship to cognitive functioning. A growing body of research demonstrates that sleep has an important role in learning and memory, emphasizing timely sleep as one of the key factors in successful memory consolidation. The sleep architecture reflects brain maturation and cognitive development in children, and alterations to sleep patterns are found to be present in certain developmental disorders, such as the ADHD. Changes in sleep patterns are also related to cognitive decline in aging population, and there is some evidence suggesting that specific sleep alterations are present in clinical conditions, such as schizophrenia. Recently, several studies have revealed that sleep can also represent a possible tool for intervention and improvement of cognitive functioning. For instance, it has been shown that brain stimulation during certain sleep stages can enhance subsequent memory performance. This is a new and promising line of research that is yet to determine to which extent intervening with sleep can drive improvements in cognitive functioning.

Key words: sleep, sleep patterns, cognitive development, cognitive functioning

THE ROLE OF ERP IN ATTENTION RESEARCH

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Due to the high temporal resolution, ERP recordings have played an important role in understanding attention mechanisms. For decades, researchers were puzzled by the question of whether attention modulates information processing at a sensory stage or a later stage. Many ERP findings suggested that this might be a false dichotomy (early vs. late), showing that attention operates at different processing stages, and within different cognitive domains and cortical areas. Additionally, ERP has also proven to be very valuable in testing covert attention. One of the most common components in this field N2pc is used to track the neurocognitive processes that lead to behavior but cannot be directly observed. For example, many attentional capture theories hypothesized that threatening stimuli would elicit attention capture in a bottom-up fashion, but most behavioural studies did not find any reaction time differences between threatening and neutral stimuli. However, recent ERP studies showed that a threat stimuli elicited a robust N2pc demonstrating an attentional bias on a threat. Moreover, by using ERP we found out that not all salient stimuli elicit N2pc but only those that are task-relevant (targets). Namely, salient but task-irrelevant stimuli (distractors) are actually being suppressed and elicited Pd. In conclusion, ERP deepened understanding of attentional processes, opening new avenues for future research.

Key words: attention, ERP, N2pc, task-relevant stimuli, task-irrelevant stimuli

USING P300 POTENTIAL TO DETECT GUILTY KNOWLEDGE

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Guilty Knowledge Test (GKT) is a questioning technique that can be used to determine whether individuals possess guilty knowledge stored in memory or not. The test consists of a multiple-choice question concerning the crime, including one crime-relevant detail known only to the perpetrator (relevant item) and several crime-irrelevant details (irrelevant items) chosen such that innocent individuals cannot distinguish among relevant and irrelevant items. The P300 component is a positive potential that typically occurs between 300–800 ms after stimulus onset, which represents an unpredictable, rare, new, or meaningful change in stimulation. P300 component can be used as an electrophysiological marker for involuntary recognition of crime-related details because only for the perpetrator relevant items will be meaningful. In laboratory conditions, the accuracy of GKT-P300 usually ranges between 70% and 90%. There was an attempt to develop commercialized automated P300/ERP technology designed for the detection of deception, which can be easily used by law enforcement in order to help them to solve crime cases. However, despite all user-friendly advantages that the newly developed P300/ERP technology brings, it does not necessarily lead to the higher detection rate of guilty knowledge, as will be demonstrated in this presentation.

Key words: guilty knowlegde, Guilty Knowledge Test, GKT, ERP, P300

CAN EEG/ERP HELP US TO DIAGNOSE SCHIZOPHRENIA?

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A lot has been said about schizophrenia so far: from psychoanalytical theories that emphasize early childhood development to strictly biological point that schizophrenia is a neurological disorder. Today there is no more doubt that many factors contribute to development of the disorder, with the genetics as a “key player”. Since its relatively late age of onset and variable symptomatic manifestations, schizophrenia can be undiagnosed or misdiagnosed, leading to lack of proper treatment that can significantly impact one’s life quality. There is still no objective diagnostic test or validated biological marker that could clearly distinguish schizophrenia from other similar diseases. Development of ERP technique that is based on EEG wave analysis takes us one step closer to achieving that goal. So far, ERP studies in schizophrenia pointed mostly to P300 component that has proven to be severely impaired both in auditory and visual domain. However, since P300 deficits are not specific to schizophrenia, there is still a lot of work to be done ranging from fine tuning of existing components and paradigms to possible construction of schizophrenia specific combination of various component features.

Key words: schizophrenia, diagnosis, EEG, ERP, P300

SAMPLING TRAINING METHOD FOR CONNECTIONIST NETWORKS

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Cognitive modelling represents a method of computational simulation of human cognitive processes. These models usually consist of a neural network which ‘learns’ association between input and output. After the training, the network is usually capable to produce desired output on presented input. In this process, training and testing should demonstrate similar pattern of participant’s conduct in behavioural experiments. The core of the network training process is adjustment of weights between the nodes of two network layers. These weights are mostly randomly selected at the beginning of the training process. Once a network needs to capture tiny differences between input and output, these randomly selected weights could lead to longer training process for simpler input/output association (and vice versa, shorter for more complex ones). This is due to the possibility that in one sample training, network sometimes needs to overcome unfavourable weights compared to another network, before it starts real competitive training. In order to avoid this problem, sampling training method is used. Sampling training includes several trainings iterations (N) of the same network and averaging the output. This method neutralises eventual unfavourable initial differences in a single training iteration. In this paper, sampling training is demonstrated in a different number of trainings (N=1, 5, 10, 20, 100) for the simple network, which demonstrates the effects of label difference on category learning. For the lower number of trainings (N=1 or 5), results do not show any notable relation between input and output. Nevertheless, once number of trainings is increased (N=20 or 100), results are getting more stable and functional dependence between input (label difference) and output (number of training epochs – learning) becomes almost clearly linear. Results signify importance of sampling training method in connectionist modelling, particularly once small and tiny effects need to be captured and identified.

Key words: cognitive modelling, connectionist models, network training methods, sampling training method.

USING EYE TRACKING TO STUDY INDIVIDUAL DIFFERENCES IN READING

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Eye tracking, the measurement of the eye gaze position and movement, has contributed immensely to reading research (Rayner, 1998, 2009). In this talk, we will present three examples of how this approach can make contribution to our understanding of individual differences in reading proficiency. In the first study, Ashby et al. (2005) studied sentence reading in high and low skilled adults to examine differences in eye movement patterns while reading target words. In the second selected study (Krstić et al., 2018), the participants read texts several paragraphs long and answered questions about their contents, allowing examining more global characteristics of reading, such as problem solving strategy and allocation of attention to different parts of the text. Our final example (Biscaldi et al., 1998) focuses on eye movements of dyslexic participants during a nonverbal visual task, demonstrating how experimental paradigms from other fields of eye tracking research can be used to study individual differences in reading.

Key words: reading, eye-tracking, individual differences.

DEVELOPING A SENSORY HUB FOR DETECTING DEVELOPMENTAL DIFFERENCES IN READING

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Sensory integration, attention and memory are cognitive processes that may be reflected in the psycho-physiological states of the individual engaged in the reading task. Those states are a result of underlying neural and physiological processes, which are measurable and quantifiable by different biosignal modalities. The goal of the present study was to employ multimodal sensor measurements to examine the influence of background colour on the reading task in children at different developmental stages. The goal of combining different modalities was to find a more objective approach to understanding the developmental differences in children's reading as well as to understand the contribution of different modalities and combinations of modalities in the process of reading text on a white vs colour overlay and background. Measurements of electroencephalography (EEG), eye-tracking, electrodermal activity (EDA) and heart rate variability (HRV) were employed to assess the influence of background and overlay colour on reading performance in second and third grade students of elementary school. The results showed a decreasing trend with age regarding EEG power bands (Alpha, Beta, Delta, Theta) and lower scores of reading duration and eye-tracking measures in younger compared to older children. HRV parameters showed higher scores in second graders, with higher stress level readable from EDA measures as well. In the following work, it will be necessary to move forward from group studies to individual studies in order to determine and establish individual optimal parameters, as well as colors corresponding to individual differences in the reading process.

Key words: reading, children, eye-tracking, EEG, EDA, HRV.

SYMPOSIUM SCHEMA THERAPY – ITS ROLE AND APPLICATION IN THE WORLD TODAY

Chair: *Tijana Mirović*
Centar for Shema Therapy Belgrade

Today's world is the world of uncertainties and numerous challenges. The Covid-19 pandemic has added to the already existing problems and mental health challenges putting psychologists in a position to offer counseling and psychological first aid in various context and circumstances. Having this in mind it is beneficial to investigate approaches that proved to be effective in treating isolation, stress, and trauma. One of these is Schema therapy a fairly new and integrative approach that combines elements from cognitive-behavioral therapy, object relations and attachment, body psychotherapy, Gestalt, and psychodrama. This symposium will introduce various aspects of Schema therapy, and how those could be utilized in dealing with challenges that the world today presents for us as people and us as psychologists and mental health workers. Using Schema therapy as a theoretical and scientific background we will primarily focus on issues such as: stress, trauma, dissociation and psychologists' mental health, but will also include topics such as ruptures in therapy relationship, integration with different approaches such as psychodrama and understanding and treatment of eating disorders. Within the symposium we will present six papers that introduce works of ten colleagues from Bosnia and Herzegovina, Montenegro, Greece, and Serbia. All these presentations will consist of Schema therapy based theoretical, practical, and scientific findings related to the above-mentioned topics.

Key words: Schema therapy, Stress, Trauma

DISSOCIATION AS A DEFENSE MECHANISM FROM THE PERSPECTIVE OF SCHEMA THERAPY – IMPLICATION FOR CLINICAL PRACTICE

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Experiences of early and intense trauma are frequently connected with the vulnerability of insecure attachments. Interactions of caregivers and children that includes inadequate care and protection, fear and intimidation can defensively inhibit capacity to think or feel about mental states of caregivers, that can generalize in other relations. Those interactions can influence incoherent behaviors that can be connected to dissociation later (disorganized attention, patterns of behavior that changes quickly, avoidance, frozen expression etc.). Hence, dissociation as defense mechanism is a common reaction to trauma or loss. Childhood experiences of dissociation can affect the neurobiology of the child and predispose to new experiences of dissociation in adulthood. Body of researches show that Schema therapy is an effective approach to difficulties that arises in treatments of trauma and dissociation. In this presentation we will present the role of dissociation as one of the coping mechanisms. From Schema therapy's perspective it is important to understand, the way dissociation develops, its protective role and its function in current life. We will talk about this and introduce different Schema therapy related strategies that are used in treatments of trauma, dissociation, and disorders connected to insecure attachments - all known to be one of the most challenging areas to treat in clinical practice.

Key words: dissociation, trauma, attachment, schema therapy, coping style

SCHEMA THERAPY AND EATING DISORDERS

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Eating disorders (ED) are one of the most difficult disorders to treat, as they show overlap of physical and psychological problems. For many years people with these disorders have been treated mostly for their physical symptoms, and there were many relapses. It was concluded that with these disorders medical treatment alone is not enough, so numerous institutions started to combine it with psychotherapy treatment (mostly Cognitive Behavioral Therapy - CBT). After achieving poorer outcome with some other first line treatments, it was suggested that working with Early Maladaptive Schemas could have better effects. This was confirmed by studies that proved Schema therapy approach to be more effective than standard CBT and had good treatment outcomes for both inpatients and outpatients with eating disorders. Further research proved Schema therapy could be a therapy of choice, even in those cases where the typical clinical presentation tended to be complicated with comorbid disorders and relapses. We will present eating disorders patients' schemas and modes as well as some of the Schema therapy techniques that proved to be effective with this population. We will discuss their main schemas (Mistrust/Abuse, Defectiveness/ Shame, Dependence, Subjugations), coping modes (Perfectionistic Overcontroller, Compliant Surrender, Detached Protector) and Schema therapy related techniques that proved effective (behavioral pattern breaking, chairwork dialogues, Imagery rescripting, Limited reparenting, Empathic Confrontation/Limit setting, schema therapy cards).

Key words: Schema therapy, eating disorders, schemas, modes

APPLICATION OF SCHEMA THERAPY IN WORKING WITH SEXUAL ABUSE TRAUMA

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Centar for Schema Therapy Belgrade

The aim of this presentation is to demonstrate the application of schema therapy in working with sexually abused adults. Working with these clients is delicate as we must avoid retraumatization. Powerlessness and helplessness experienced during sexual abuse seems to be such that they overwhelm survivors even when trauma is recalled. That kind of helplessness requires a very active role of the therapist in the early stages of trauma treatment. Therefore, our primer focus is on therapeutic relationship and joining, which are a prerequisite for using the schema therapy techniques. Almost half of the clients disclose the real reason for coming to therapy only after they had gained trust in therapist. When they start to talk about trauma, we initially focus on the nonverbal signs (what body tell us) and on helping clients calm their bodily responses by using techniques such as breathing exercises and grounding. In working with survivors of sexual abuse the schema therapy related techniques that proved to be the most important are “Limited reparenting” and “Imagery rescripting” (the therapist enters the scene and gives direct protection to the survivor). Later, the client becomes empowered and enters the trauma scenes on his/her own, as an empowered, adult mature person who can take care of himself/herself as well. This empowerment matters because it gives the person the strength to both report the abuser and to stop living in fear of him. Working directly with traumatic memories, help the healing process and additionally increases the possibility for the post-traumatic growth.

Key words: Sexual violence, trauma, empowerment, helplessness, reskripting, joining

INTEGRATION OF PSYCHODRAMA TECHNIQUES INTO GROUP SCHEMA THERAPY

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In this presentation, the authors combine the theory and techniques of psychodrama with schema therapy, in a group setting. The goal of the presentation is to point out the contribution of schema theory to understanding the problems of psychodrama group members, and to consider the implementation of psychodrama techniques, such as role reversal, doubles, self-presentation, role reversal interviews, mirroring, future projection, surplus reality, empty chair, and other action techniques, in group schema therapy. We will show that put together in a group context, psychodrama and schema therapy have multiple therapeutic effects. The basic psychodrama principles are creativity and release of spontaneity, free play, and freedom of expression. These are also basic human needs in Schema therapy, and integral components of Happy child mode and Healthy adult mode. The uniqueness of psychodrama is in potential to play out problems, through different interpersonal/intrapersonal roles and relationships. The action play of schemas in the situation from the present life of the protagonist may enable a return to the origin of the schema, and a corrective therapeutic experience. Basic needs are met in several ways: in the client-therapist relationship, through interpersonal learning between group members, in psychodrama action by observing/participating in someone else's psychodrama work in a corrective role, role reversal with good enough other (real or not, imaginary or not), etc. We found that looking into overlaps, similarities, and differences between these two approaches, allows us to integrate "the best of two worlds" into one very effective group therapy approach.

Key words: psychodrama, psychodrama techniques, schema therapy, group therapy, integration, implementation

RUPTURES IN THE PSYCHOTHERAPEUTIC RELATIONSHIP FROM SCHEMA THERAPY PERSPECTIVE

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The role and impact of a positive psychotherapeutic relationship on the outcome of psychotherapy is largely documented. Ruptures in a psychotherapeutic relationship are common and are defined as deterioration in the collaborative relationship between the psychotherapist and the client. When successfully resolved, ruptures in a psychotherapeutic relationship can contribute to a positive treatment outcome. Unresolved, they can negatively affect the psychotherapeutic process. Different therapeutic orientations interpret and treat psychotherapy ruptures differently. Schema therapy originally began as an extension of Beck's cognitive therapy model and has developed into a unique integrative treatment for the personality disorders. In treatment phase, the therapist flexibly uses cognitive, emotional/experiential, behavioral, and relational/ interpersonal strategies to change schemas and maladaptive coping styles. The therapeutic relationship is also an important part of the healing process. It is in fact impossible to change schemas and modes without the well-established therapeutic relationship. The therapeutic relationship is an area in which behaviors modes and schemas can be noticed, assessed, and modified. It is also used as mediator for a "corrective emotional experience". Using "limited reparenting" the therapist behaves in ways that meet the unmet early basic needs of the patient. Besides Limited reparenting, additional schema therapy related techniques that help mend the therapeutic ruptures are empathic confrontation, limit setting and self-disclosure. This presentation will introduce these techniques and their application in mending ruptures in psychotherapeutic relationship.

Key words: Psychotherapeutic relationship, Ruptures in a psychotherapeutic relationship, Schema Therapy

USING SCHEMA THERAPY TO UNDERSTAND COVID-19 RISK OF BURNOUT IN MENTAL HEALTH WORKERS

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Studies show that mental health workers' burnout has different contributors such as shared trauma, work overload, lack of control, insufficient reward, and problems in the organizational environment. All these factors tend to be very high in the current Covid-19 pandemic. Fewer studies have explored the role of personal factors (such as Early Maladaptive Schemas - EMS) in levels of stress and burnout. It makes sense that not caring adequately for ourselves, our unmet needs, or past traumas could add to our levels of emotional exhaustion and possibly trigger unhelpful coping mechanisms. Studies confirm this by indicating that lack of self-care combined with unhelpful coping patterns intensifies the possibility that mental health professionals might experience burnout, compassion fatigue, or vicarious trauma. Drawing mostly on our experiences as trainers and supervisors of mental health workers working with stress and trauma, this presentation will explore the role their EMS play in working with Covid-19 related issues and self-care. Jeffrey Young defines EMS as "a broad pervasive theme or pattern regarding oneself and one's relationship with others, developed during childhood and elaborated throughout one's lifetime, and dysfunctional to a significant degree". Existing studies indicate that three of the most common EMS amongst mental health professionals are self-sacrifice, emotional deprivation and unrelenting standards. Recognizing and addressing these and other maladaptive schemas can be very helpful since they may bias clinical reasoning, and influence provided care. In addition to this, schemas can seriously impede balancing other-care and self-care, which is proven essential for preventing burnout. Having this in mind we will discuss schemas and possible ways to recognize and address them. Additionally, we will offer specific recommendations that promote creative, compassionate self-care.

Key words: Schema therapy, Mental health professionals, Burnout, Covid-19

SYMPOSIUM INTERCULTURAL SENSITIVITY AND EDUCATION

*Chair: Danijela Petrović
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*Co-chair: Selena Vračar
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We live in a time of rapid development of technology, globalization of economy, widespread population migration, and the emergence of multiculturalism. These developments foster multiple, simultaneous identities of individuals in terms of culture, ethnicity, race, religion, nationality, and gender. Due to cultural diversity questions of equity in modern society, learning for greater cultural understanding and development of intercultural competence has become increasingly significant. At this symposium, 5 papers will be presented dealing with critical considerations of minority pupils' position in the educational context, teachers' perspectives regarding interculturality, as well as intercultural sensitivities of students (elementary and secondary schools) and parents.

Key words: intercultural education, intercultural sensitivity, minority pupils

MINORITY PUPILS' POSITION IN EDUCATIONAL CONTEXT: CRITICAL EXAMINATION OF THE MAIN CONCEPTUALIZATIONS

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In the field of intercultural/multicultural education position of the pupils with minority cultural background is commonly considered in relation to the issue of intergroup differences in educational outcomes (i.e., lower grades and results on standardized tests, disproportionate level of special and gifted education placements, higher frequency of officially noted incidents of disruptive behavior etc.). The aim of this paper is to present an overview and critical considerations of the main conceptualizations of minority pupils' position in relation to their educational outcomes. Banks referred to these conceptualizations as competing educational paradigms differing in aims, assumptions and values. We argue that theoretical considerations of minority pupils' underachievement incorporated in formal education and professional development may influence pre-service and in-service teachers' beliefs about marginalized groups. Our analysis suggests that four perspectives are framing numerous interpretations of minority pupils' position: *Cognitive or non-cognitive deficit perspective* (e.g., poverty culture, cultural deprivation or sociobiological interpretations in terms of innate intergroup ability differences); *Oppositional cultural identity and frame of reference* (i.e., specific approach focused upon the idea that minority pupils are distancing themselves from the educational aspirations perceived as incongruent with their cultural identity); *Cultural difference perspective* stressing that schools are designed for average cultural majority pupils and should therefore transform their curricula and differentiate instruction in order to adapt to different learning and communication styles as well as to include aspects of cultural capital of minority pupils (e.g. culturally responsive teaching and culturally relevant pedagogy); Approaches focusing on *systematic reproduction of inequality in the educational context* (i.e., reflecting the notion that contemporary schools and pedagogy are designed to reproduce inequality and disempower marginalized pupils). The implications for teacher education will be discussed.

Key words: cultural minority pupils, deficit perspective, oppositional cultural identity, cultural difference, critical pedagogy

HOW DO TEACHERS SEE INTERCULTURALITY? QUALITATIVE ANALYSIS OF BELIEFS AND PRACTICES

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Intercultural ethos could be analysed through formal or informal rules, beliefs and actions present in a school life. Due to structural inequalities, intercultural ethos is thought to be an ideal but an important one nevertheless, aimed at reducing the difference between practiced beliefs and values at home and at school. The aim of this study was to provide a qualitative analysis of teachers' perspectives regarding intercultural aspects of a school ethos. A chosen school is attended by many children from national and religious minorities. Through semi-structured interviews with potential agents of intercultural education, perceptions about the school programme, their role and everyday practices in regards to interculturality were investigated. Three qualitative themes emerged from obtained data. Minimisation: this school poses as a declaratively tolerant environment. However, in a subtle manner, dominant religious and cultural practices are positively valued, while families not engaged in these practices are somewhat seen as uncooperative. „Universal values“, are regularly mentioned which is seen as an opportunity for children from different cultures to find common grounds. Poverty instead of cultural identity: poverty is a strong and often used label for Roma people which often masks positive qualities or aspects of cultural identity. Individual responsibility: even though participants think of intercultural ethos as positive and valuable, they feel that responsibility for this lies somewhere else – within government structures, cultural communities or „especially skilled teachers“. It could be concluded that interculturality is not a universal value present throughout the school's structures. It is actually based on a few individuals, who are expected and/or who are willing to bear this burden, representing isolated examples of good practice. Research suggests that integration of intercultural practices in every level of school functioning as well as even distribution of responsibility among school agents is necessary for a truly intercultural ethos.

Key words: Interculturality, ethos, education, school

EXPLORING THE INTERCULTURAL SENSITIVITY OF SERBIAN CHILDREN IN THE CONTEXT OF INCLUSION OF MIGRANT CHILDREN IN THE NATIONAL SCHOOL SYSTEM

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The international migrant crisis among others contributed to understanding the importance of intercultural competences. The inclusion of migrant children in a country's formal educational system is arguably useful for both migrant and domicile children. One of many benefits of such an inclusive educational context is an arena for potentially meaningful intercultural interactions which could be beneficial for the enhancement of the students' intercultural competence. The purpose of the present study is to explore the scope of intercultural sensitivity of Serbian schoolchildren as well as the nature of reactions to cultural differences disclosed in the course of joint schooling in Serbia. We analyzed 183 narratives from 93 elementary school domicile children who had a migrant classmate. The narratives were in the form of a letter to a peer who will soon meet a migrant child and in the form of a story about an event that included a migrant peer (Daiute, Kovacs-Cerovic, Micic, Sullu, & Vracar, 2020). We utilized Bennett's Developmental Model of Intercultural Sensitivity (Bennett, 1986) and adjusted its stage-indicators and the quantitative operationalization (Hammer, Bennett, & Wiseman, 2003) to a qualitative inquiry guided by the principles of thematic analysis. Our findings revealed a mostly ethnocentric approach to intercultural encounters with most of the Serbian children being on the Minimization stage. Reflections on the growth of intercultural sensitivity as a result of contact with peers from a different culture resonated within children's letters. Both types of narratives echoed with sympathy the migrants' hardship which seemed to flavour the Serbian students' attitudes toward their new classmates. The practical and theoretical implications of the results are discussed.

Key words: Intercultural competence, The Developmental Model of Intercultural Sensitivity, Migrants, Qualitative study

ASSESSING INTERCULTURAL SENSITIVITY OF EARLY ADOLESCENTS – A QUALITATIVE APPROACH

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Globalization, along with leading to major demographic changes, is also illuminating the importance of intercultural communication. One of the crucial competencies, required for the effective cross-cultural communication, is intercultural sensitivity. As Bennett defined it, intercultural sensitivity refers to one's ability to recognize, distinguish, and understand relevant cultural differences. In his model, Bennett posited six stages of intercultural sensitivity, in sequential order – denial, defense, minimization (falling into ethnocentric worldview), acceptance, adaptation, integration (falling into ethno-relativistic worldview). Many studies assessed Bennett's model in different populations – teachers, college students, etc., with relatively few studies addressing the development of intercultural sensitivity in the period of early adolescence. This study assessed the intercultural sensitivity of 13-year-old students in a private elementary school in Serbia through a qualitative approach. Unofficially, the school in which the study took place is a school with the most culturally differentiated pupils. The logic behind this decision was that this would enable access to the most intercultural sensitive domain of population, according to earlier studies. Thematic analysis of in-depth interviews with five participants revealed several connected themes between participants: *culture as a mirror of nation uniqueness* (religious practice, customs, clothes, etc.); *religion as a primary aspect of culture*; *personal experiences – between family influences and school curriculum*; *loving yours, respecting other's*; *culture as a topic in conversation with peers*. The narrative behind these themes was then positioned towards Bennett's Developmental Model of Intercultural Sensitivity. Participants of this study would most likely fall in the stage of minimization – expectation that people do differ, but are mostly similar, regardless of the culture they come from.

Key words: adolescents, intercultural sensitivities, qualitative approach

INTERCULTURAL COMPETENCIES OF PARENTS OF CHILDREN WITH DEVELOPMENTAL DISORDERS

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Although intercultural competencies are one of the most important preconditions for cultural differences' successful management, research on the parent population is significantly lacking in the literature, especially those concerning vulnerable families. Therefore, the aim of this study was to examine the intercultural competencies of parents of children with developmental disorders. The study included 203 parents (89% female), who were divided into two groups. The first group included parents who reported that at least one of their children was diagnosed with a developmental disorder (N=65), and the other one included parents of children with typical development (N=138). Respondents completed a questionnaire containing a revised Serbian version of the Intercultural Sensitivity Scale (ISS), the Ethnocultural Empathy subscale (EE), and a set of questions related to sociodemographic data and previous intercultural experience. As the ISS did not reach significant levels of reliability, we used only the Interaction Confidence subscale (IC) for further analysis. The research results indicate that 96% of parents report high or very high IC and EE. Statistically significant differences in IC and EE between the two groups of parents are not recorded. IC increases with more experience in interaction with people from different cultures. Younger parents and those with more children have higher IC, but only in the group of parents of typically developing children. Observed at the whole sample level, EE increases with higher education, greater experience in interacting with people from different cultures and with having more friends of other ethnic/religious affiliations, but decreases with more frequent experiences of discrimination based on ethnicity or religion. Statistically significant differences in IC and EE between individuals who grew up or are currently living in predominantly monoethnic or polyethnic environments do not occur. Further research on the parental population's intercultural competencies are needed.

Key words: intercultural competencies, intercultural sensitivity, ethnocultural empathy, parents of children with developmental disorders

SYMPOSIUM
SEXUAL BEHAVIOR AND STRESSFUL EXPERIENCES IN STUDENTS:
THE ROLE OF PERSONALITY DIMENSIONS AND ATTACHMENT

Chair: Katarina Minčić, Milena Vujičić
Psychological counseling service for students within Students' Cultural Center Niš

The aim of this symposium is to present the results of an extensive study of the relationship between different personality dimensions and developmental patterns on the one hand, and aspects of sexual behavior and stressful experiences on the other. The research was conducted on a sample of 389 students at the University of Nis, and was based on experiences in the practice of the Psychological counseling service for students. The dominant attachment style consistently emerges in different types of relationships and determines our behavior in different contexts. Both sexual behavior and our experience of stress are to some extent determined by our attachment strategy. Sexual personality dimensions were also examined. The symposium will present the results that show the role of certain personality traits in expressing sexuality and coping with stress.

Key words: sexuality, personality, attitudes, stress, students

EXAMINING SEXUAL ASPECT OF AUTHORITHARIANISM: PREDICTING SEXUAL PERSONALITY DIMENSIONS

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Authoritarian personality type is defined by conservative and rigid thinking, especially with the concern in sex and preoccupation with sex deviance. We hypothesized that authoritarian personality type strongly believe in relationship exclusivity and sexual restraint, that emotional investment and sexual attractiveness are poor and that erotophilic disposition is prominent in these individuals. Aim of this research is to explore the relationship between five sexual dimensions of person description and authoritarianism; and also to examine if authoritarianism can be significant predictor of five sexual dimensions of person description. The sample is consisted of 389 respondents (male – 115; female – 274), mostly students from the University of Niš, aged 18-31 ($M=22.89$; $SD=2.63$). Measuring instruments used in this research were: The Sexual Dimensions Personality Test (SexySeven) and Authoritarianism scale (*UPA-S*). To test the research hypotheses, linear regression analysis was used. Results indicate that three sexual dimensions of person description can be predicted by a model which contains authoritarianism subscales. The first model is statistically significant and explains 7% ($R^2=.07$, $p<.001$) of the variance of Sexual Attractiveness ($F=9.783$, $p<.001$), with Stoicism ($\beta=.33$, $p<.01$) as statistically significant predictor. The second model is statistically significant and explains 9% ($R^2=.09$, $p<.001$) of the variance of Sexual Restraint subscale ($F=12.848$, $p<.001$), with Authoritarian aggressiveness ($\beta=.15$, $p<.05$) and Authoritarian submissiveness ($\beta=.20$, $p<.01$) as statistically significant predictors. The third model is statistically significant and explains 4% of the variance of Erotophilic Disposition ($F=6.349$, $p<.001$) also with Authoritarian aggressiveness ($\beta=.29$, $p<.01$) and Authoritarian submissiveness ($\beta=-.17$, $p<.01$) as statistically significant predictors. Such results are complementary with our hypothesis. The results confirmed our hypothesis that authoritarian personality is a statistically significant predictor of specific sexual dimensions, but additional research is needed for a better understanding of complex phenomena such as sexuality in authoritarian individuals.

Key words: sexual attractiveness, relationship exclusivity, sexual restraint, erotophilic disposition, emotional investment, authoritarianism

ATTACHMENT PATTERNS AND SEXUAL PERSONALITY DIMENSIONS

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The goal of this research is to explore a possible difference in the way individuals describe their own sexuality based on their attachment pattern. Research sample is consisted of 389 student participants from the University of Niš, 29.6% of whom were males, aged 18-31 years ($M=22.89$, $SD=2.63$). For investigating sexual personality dimensions we used Sexy Seven Questionnaire (Schmitt & Buss, 2000), and attachment patterns were determined based on Relationship Attachment Questionnaire (Brennan, Clark & Shaver, 1998). In order to test our hypotheses we used one-way analysis of variance (ANOVA). Results indicate that there are statistically significant intergroup differences on four sexual personality dimensions: sexual attractiveness ($F_{(3,385)}=3.58$, $p<0.05$), relationship exclusivity ($F_{(3,385)}=7.59$, $p<.001$), sexual restraint ($F_{(3,385)}=4.05$, $p<.05$) and emotional investment ($F_{(3,385)}=29.48$, $p<.001$). Erotophilic disposition was the only sexual personality dimension that didn't present significant differences among attachment patterns. Post hoc comparisons using LSD test indicated that avoidant attachment pattern presented statistically lower mean scores than any other attachment pattern considering emotional investment dimension and presented lower mean scores than secure and preoccupied attachment pattern regarding sexual attractiveness. Individuals with secure attachment had lower mean scores regarding sexual restraint than individuals classified as avoidant and disorganized. Results also indicated that secure and preoccupied attachment patterns had higher mean scores than avoidant and disorganized patterns regarding relationship exclusivity, which was expected given that these attachment styles value relationships and significant others, and are therefore more likely to be committed. It appears that attachment styles differ even in the case of our own personal view of our sexuality.

Key words: attachment, sexuality, sexual personality dimensions, students

PREDICTION OF SEXUAL SATISFACTION BASED ON SEXUAL PERSONALITY DIMENSIONS

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Aim of this research is to examine whether sexual satisfaction can be predicted based on the experience of one's own sexuality and the way in which individuals view their own sexuality. The sample is convenient and includes data given by 389 student respondents (m=115; f=274) from the University of Niš, age from 18 to 31 (AS=22.89; SD=2.63). New Sexual Satisfaction Scale Short Form (NSSS-S; Štulhofer, Buško & Brouillard, 2011) and Sexy Seven Questionnaire (Schmitt & Buss, 2000) were used in order to collect data. For the purpose of testing research hypotheses we used multiple regression analysis. Results indicate that both Ego-centered and Partner/activity-centered subscales of sexual satisfaction can be predicted based on a model containing sexual personality dimensions. The model is statistically significant and explains 19.7% ($R^2=.19$, $p<.001$) of the variance of Ego-centered subscale ($F_{(5,332)}=16.339$, $p<.001$). Sexual attractiveness ($\beta=.28$, $p<.001$), relationship exclusivity ($\beta=.16$, $p<.05$) and sexual restraint ($\beta=-.30$, $p<.001$) were statistically significant predictors. Statistically significant model explained 16.8% ($R^2=.16$, $p<.001$) of the variance of Partner/sexual activity centered subscale ($F_{(5,332)}=13.367$, $p<.001$). As in the previous model sexual attractiveness ($\beta=.34$, $p<.001$), relationship exclusivity ($\beta=.15$, $p<.05$) and sexual restraint ($\beta=-.256$, $p<.001$) were statistically significant predictors. Thus, we conclude that one's sexual satisfaction can be predicted based on individual's perception of their own sexuality. The way in which we view and describe personal sense of sexuality can affect the sexual satisfaction we perceive.

Key words: sexual satisfaction, sexual personality dimensions, students

PERSONALITY TRAITS AND ATTACHMENT DIMENSIONS ASSOCIATED WITH COLLEGE STRESS

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The main goal of this study is to examine whether college stress can be predicted based on the personality traits and dimensions of attachment. College stress was considered through three subscales: Academic Stress, Social Stress, and Financial Stress. The research sample involved mainly student participants from Niš (N=389), aged 18-31 years (M=22.89, SD=2.63), 70.4% of whom were females. The data were collected using Mini IPIP – 6 personality inventory (Sibley, et al., 2011), The Experiences in Close Relationship Scale (Brennan, Clark & Shaver, 1995) and Solberg College Stress Inventory – CSI (Solberg et al., 1991). Hierarchical regression analysis was used to test our research hypotheses. Results indicate that all three subscales can be predicted by a model containing personality traits and attachment dimensions - 10.1% of the variance of Academic Stress is explained with attachment dimensions as significant predictors; 17.8% of the variance of Social Stress is explained with an Agreeableness and attachment dimensions as significant predictors; 6.1% of the variance of Financial Stress is explained with an Honesty-Humility and attachment dimension - Anxiety as significant predictors; 16.5% of the variance of General Stress is explained with an Honesty-Humility and attachment dimensions as significant predictors. There are statistically significant differences in the expression of different components of stress between attachment patterns: Financial Stress (F=4.58, $p<0.01$), Academic Stress (F=7.32, $p<0.01$), Social Stress (F=14.61, $p<0.01$) and General Stress (F=12.5, $p<0.01$). The results of the post-hoc analysis (Tukey test) show that people with a preoccupied attachment pattern achieve higher scores on the variable Financial Stress compared to the secure pattern. People with secure attachment pattern achieve lower scores on the variable Social Stress compared to other patterns and preoccupied and disorganized patterns achieve higher scores on the variable Academic Stress than people with a secure pattern. It can be concluded that personality traits and also early emotional relationships with significant persons shape reactions to stressful experiences during the studies.

Key words: personality traits, attachment, college stress

SYMPOSIUM
RESILIENCE IN THE CONTEXT OF A CORONAVIRUS PANDEMIC:
A 5-WEEK PROSPECTIVE FOLLOW-UP STUDY

Chair: Milica Lazić

Department of Psychology, Faculty of Philosophy, University of Novi Sad

The current outbreak of coronavirus disease (COVID-19) pandemic poses significant challenges to human well-being, as it has been accompanied by a number of adverse consequences, such as a pervasive sense of uncertainty about the future, various fear experiences, and disruption of daily routines, as well as economic slowdown with consequent rising unemployment and financial uncertainty. The great attention of researchers is, therefore, focused on risk factors and protective factors that can contribute to better adaptation in a global pandemic situation. Besides, the current situation further emphasized the need for a longitudinal approach to the topic of well-being, as well as for a combination of both variable-centered and person-centered approaches. The abstracts that will be presented at this symposium are part of a larger longitudinal study. A web-based survey was conducted at five-time points during April 2020, every seven days. The initial measurement was completed by 5,821 participants, while a total of 1,105 participated in all five waves of the survey. The first two papers dealt with protective factors in the conditions of fear of infection. More precisely, they examined the role of emotional regulation strategies and interpersonal and institutional trust in the relationship between fear of infection and various adaptation measures. The third paper dealt with the role of cognitive and affective coping strategies in post-traumatic growth, measured after the abolition of lockdown. The fourth paper followed the different trajectories of emotional distress during the lockdown and the role that cognitive emotion regulation strategies, virus-related and trust-related measures play in predicting them. This symposium combines a variable-centered and person-centered approach in the study of resilience in the context of a pandemic. The different role of potentially protective factors is emphasized depending on the approach applied (cross-sectional vs. longitudinal data, variable-centered vs. person-centered approach).

Key words: COVID-19, resilience, protective factors, coping strategies, trust

THE FEAR OF INFECTION AND ITS ASSOCIATIONS WITH TRUST IN INSTITUTIONS, OTHER PEOPLE AND HEALTH BEHAVIOR DURING THE COVID-19 PANDEMIC

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Previous studies suggested that peoples' degree of trust in institutions and other people is important for implementing of social policies. The aim of this study was the investigation of the protective role of institutional and interpersonal trust to gain new insights into recommended health behaviors during pandemic COVID-19. The main goal of this research was to examine the relationship between fear of infection and recommended health behaviors and to explore the moderation effect of trust in public institutions and other people on that relationship. The research involved 1940 participants from the ages of 18 to 91 ($M = 37$, $SD = 12.62$), of which 1558 was female. On average, participants had low trust in government, medium in people in general, and in health-care system and high trust in close people. The fear of infection has been operationalized through single-item measure ("How scared are you getting a coronavirus?"). One question was used to assess compliance with recommended measures. The research moderators were operationalized through 4 questions (trust in government, trust in the health-care system, trust in close people, and trust in people in general). A hierarchical regression analysis was used. The research results showed that the fear of infection is significantly positively associated with recommended health behaviors. Trust in public health and trust in close people were also positively related and trust in people in general, was significantly negatively related to recommended measures. It was not found any significant effect of interaction. In conclusion, the results do not support the protective role of institutional and interpersonal trust.

Key words: institutional trust, interpersonal trust, the fear of infection, pandemic COVID-19

ROLE OF COGNITIVE EMOTION REGULATION STRATEGIES IN THE RELATIONSHIP BETWEEN FEAR OF INFECTION AND ANXIETY

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Covid-19 represents a great danger for the psychological health of people worldwide, but also it affects mental health. People fear that they or their loved ones will be infected. Still, measures surrounding pandemic, such as isolation and change of daily routine, may make their everyday lives more stressful and cause feelings of anxiety. In facing different kinds of stressors, research has shown that cognitive emotion regulation strategies can help people control their emotions during or after stressful events. The main goal of this research was to explore how fear of infection influences feelings of anxiety and what role do dimensions of emotion regulation such as acceptance, putting into perspective, positive refocusing and catastrophizing have on this relation. The sample of 1683 participants completed a web-based survey two times in April 2020. Fear of getting infected by Covid-19 was measured on a one-item scale in Time 1 (“How scared are you getting a coronavirus?”). Cognitive emotional regulation strategies were measured by CERQ, in the Time 1 also. One week after, four items out of DASS-21 were used to measure feelings of anxiety. Hierarchical regression analysis showed that people who have a fear of infection and who used positive refocusing were less anxious than the ones who didn’t use those strategies. Catastrophizing was also positively associated with anxiety, but it doesn’t serve as a moderator between fear of infection and anxiety. These results show us that strategies that may help in different kinds of stressors may not be efficient when it comes to global infection. It may be significant for mental health campaigns during the pandemic to focus on ways in which people can positively refocus on other things, which can help them cope with these stressful times.

Key words: cognitive emotional regulation strategies, anxiety, pandemic, fear of infection

RELATIONS OF COGNITIVE AND AFFECTIVE REGULATION STRATEGIES AND POSTTRAUMATIC GROWTH IN THE CONTEXT OF COVID-19 PANDEMIC

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Global COVID-19 crisis is recognized as a public health crisis with substantive human, social, and economic costs. Accordingly, many countries decided to implement preventive measures that, in the case of Serbia, included a curfew and a lockdown. These measures can impact the mental health of the general population, and the impact of general uncertainty and health risk due to the virus. On the other hand, struggling with trauma and crisis can produce psychological distress, but it can also provide the opportunity for posttraumatic growth (PTG). This raises the question of whether the current COVID-19 crisis can lead to PTG as well, and the factors contributing to PTG in the current crisis. This study aims to investigate the presence and nature of relations of cognitive and affective regulation strategies and posttraumatic growth in the context of the COVID-19 pandemic. The research involved 1940 participants from the ages of 18 to 91 ($AS = 37$, $SD = 12.62$), of which 1558 was female. The Posttraumatic Growth Inventory-Short Form measured post-traumatic growth. At the same time, cognitive emotion regulation strategies were operationalized via the Cognitive Emotion Regulation Questionnaire, whereas affective regulation strategies were measured via the Affective Style Questionnaire. The regression analysis has shown that CERQ subscales Perspective and Refocusing positively contribute ($b=.15$, $p=.00$, $b=.08$, $p=.00$), while subscale Catastrophizing negatively contributes ($b=-.12$, $p=.00$) to predicting PTG. Subscales of the ASQ didn't predict PTG significantly. Results have shown that using strategies like downgrading the importance of the current crisis, putting it into a border perspective, and thinking about positive experiences instead of thinking about the crisis contributes mildly to experiencing posttraumatic growth, while emphasizing the terror one experienced during the crisis has a negative impact on PTG. The theoretical and practical implications of the current results will be discussed.

Key words: COVID-19 pandemic; posttraumatic growth; emotion regulation strategies

TRAJECTORIES OF EMOTIONAL DISTRESS DURING COVID-19 PANDEMIC: A 4-WEEK PROSPECTIVE FOLLOW-UP STUDY

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The current outbreak of coronavirus disease is followed by a wide range of adversity, which contributes to fear for health, changes in daily routine, and uncertainty about the future. This has led to numerous studies that have addressed the threat to well-being caused by the pandemic's consequences. However, most research that has addressed human well-being during a pandemic has approached this topic using a variable-centered approach. Accordingly, very little is known about the well-being trajectories during the coronavirus, as this involves applying a person-centered approach to longitudinal data. The main objectives of this study are twofold: 1) to examine the trajectories of emotional distress during the COVID-19 pandemic, 2) to investigate the predictors of certain trajectories. The final sample consisted of 1387 participants aged 18 to 85 years ($M = 37.41$, $SD = 12.32$; 82.6% female), completed the questionnaire of emotional distress (DASS-21) four times, every week during April 2020. Besides, the participant at Time 1 filled in: 1) Cognitive Emotion Regulation Questionnaire; 2) trust-related measures (trust in government, trust in the health-care system, trust in close people and trust in people in general), 3) virus-related measures (fear of infection, probability of disease and assessment of the end of the pandemic). A latent profile analysis revealed five profiles: 1) stably low emotional distress (82%), 2) stably high emotional distress (3.3%), 3) growing distress (7.2%), 4) declining distress (7.5%). The trajectories did not differ in the severity of virus-related measures. The trajectory of growing distress was characterized by the lowest trust-related variables. On the other hand, the trajectory of declining distress was characterized by high positive refocusing and putting into perspective. Although trajectories of stable low and declining distress did not differ in the use of adaptive regulation strategies, the trajectory of declining distress was characterized by higher catastrophizing. Theoretical and practical implications will be discussed.

Key words: emotional distress, person-centered approach, trajectories of reactions, COVID-19

SYMPOSIUM APPLIED PSYCHOLOGY OF MORALITY

Chair: Snežana Stojiljković

Department of Psychology, Faculty of Philosophy, University of Niš, Serbia

Co-chair: Miljana Spasić Šnele

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Whenever we judge what is good and what is bad, whether something is right and fair or not, we are dealing with issues of morality. Morality refers to a system of social rules about interpersonal relationships and a sense of duty to respect them. These are unwritten rules and the way a person understands them depends on his/her notion of justice. What is the way to become moral person? Is there regularity in the course of moral development? How to foster moral development of a person? How to encourage the aspiration to contribute to the well-being of other people? What is the way to avoid actions which could produce bad consequences for other people and humanity? These are some of the issues psychology of morality deals with. Times of crisis, especially long lasting, can compromise the line between good and wrong, leading to uncertainty in people's lives. That is why people tend to seek social justice more strongly at difficult times. I believe that we have a responsibility to develop sensitivity to moral issues and competencies for solving problems in the field of applied ethics. At this symposium, 5 papers will be presented, aimed at covering some morally relevant issues, such as gender discrimination, attitudes towards migrants, motivation of volunteers and correlates of moral reasoning.

Key words: morality, personality traits, empathy, attitudes toward migrants, motivation for volunteers

PERSONALITY TRAITS, THE DARK TETRAD AND RELIGIOUSNESS AS PREDICTORS OF MORAL REASONING*

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The aim of this study is to examine whether moral reasoning can be predicted on the basis of personality traits, dimensions of the dark tetrad and religiosity. The sample consisted of 225 respondents, residents of Serbia (female N= 184, 82 %), aged 18 to 57 years (AS = 23.73, SD = 6.21). Personality traits were defined through the HEXACO model, and assessed by the BHI-24 inventory (De Vries, 2013, adapted by Dinić et al., 2018). The dark tetrad includes Machiavellianism, Psychopathy, Narcissism, and Sadism; these personality dispositions were measured using SDT-3 (Short Dark Triad) and CAST (adapted by Dinić et al., 2018). Religiosity, viewed as a multidimensional phenomenon, was assessed by the Questionnaire of Religiosity (UR-2006, Ljubotina, 2015). Moral reasoning, considered through the way the person judge moral issues, was measured by The Moral Foundations Questionnaire (MFQ-30, Graham, Haidt & Nosek, 2008). It is a questionnaire intended to assessing five moral grounds of persons' morality judgment process. Data were processed by the method of hierarchical regression analysis where the criterion variables were the basis of moral reasoning - Care, Fairness, Ingroup, Authority and Purity, predictors in the first step were personality traits, while dark tetrad dimensions were added as predictors in the second step, and religiosity in the third. All models were significant except for the moral basis of Fairness. These predictors explain 19% of the variance of Care ($p < .01$), 23.8% of the variance of Ingroup, 30.3% of the variance of Authority and 24.1% of the variance of Purity. The following variables stand out as statistically significant predictors of Care - Emotionality, Openness to Experience, Sadism and Religiosity; Ingroup - Religiosity; Authority - Extraversion, Openness to Experience and Religiosity; Purity - Honesty - Humility, Narcissism and Religiosity. Results are discussed in the light of previous findings.

Key words: moral reasoning, Moral Foundations Theory, HEXACO personality traits, dark tetrad, religiosity

BELIEF IN AN UNJUST WORLD AND PERSONALITY TRAITS AS PREDICTORS OF THE SEXIST ATTITUDES

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Belief in an unjust world is an alternative scheme of an innate, predictable and meaningful world, which, despite its negativity, can help assimilate injustice. The injustice of the world can be seen in various discriminatory attitudes and behaviors of people, as it gender discrimination. According to theories of ambivalent sexism, we can distinguish hostile sexism which refers to negative attitudes towards women, and benevolent sexism characterized by positive attitudes towards women (women are seen as recipients of male protection, idealization, and love, but also in limited gender roles). Our research focuses on the following question: is it possible to predict gender discrimination based on beliefs in an unjust world, as well as through the personality traits covered by the HEXACO taxonomy. The sample consisted of 408 participants, aged 18 to 58 ($AS=22,55$; $SD=4,302$). The Scale of Ambivalent Sexism (ASI; Glick & Fiske, 1996) is adapted to Serbian language for the purposes of this study. The Scale of Belief in an Unjust World (VUNS; Ćubela - Adorić, 1999) and the HEXACO-60 Personality Inventory (Ashton & Lee, 2009) were used too. The results showed that males use both form of sexism more frequently than females. The hierarchical regression analysis showed that belief in an unjust world is a statistically significant predictor of hostile sexism ($R^2=.192$; $F(1, 405)=48,203$; $p<,000$) and benevolent sexism ($R^2=.095$; $F(1, 405)=21,288$; $p=.000$), when gender influence is controlled. The existence of partial mediation between the belief in the unjust world and both dimensions of ambivalent sexism was also confirmed, if openness is taken into account as a mediator ($p <,01$). Also the partial mediation was confirmed between the belief in unjust world and benevolent sexism, if extraversion is taken as a mediator ($p<,01$). Interpretation of the results is based on previous findings.

Key words: belief in an unjust world, sexist attitudes, ambivalent sexism, HEXACO personality traits, gender differences

ATTITUDES TOWARDS IMMIGRANTS IN THE LIGHT OF EMPATHY AND AUTHORITARIAN WORLD VIEW

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In a time characterized by numerous migration from underdeveloped countries to Europe, the sense of threat from people whose motives are often unclear is increasing. There is also some ambivalence in Serbia regarding these events. The aim of our study was to examine attitudes towards immigrants among residents of Serbia and what is the role of empathy and authoritarianism in that context. We were also interested whether attitudes towards immigrants were related to some socio-demographic variables (age, education, previous experience with immigrants, distance of migrant shelters). A total of 322 people, aged from 18 to 54 (79% females), mainly gathered from the students population, were included in this research. In order to assess the attitudes towards immigrants The Scale of Attitudes towards Asylum Seekers (Župarić-Iljić and Gregurović, 2013) was adapted, and it shows good reliability in Serbian sample (Cronbach's Alpha = 0.89). It is intended to measure perception of social threat, perception of cultural threat and perception of health-economic threat. Empathy was measured by the IRI-Interpersonal Reactivity Index (adapted by Stojiljković, Stojanović, Dosković, 2012, Cronbach's Alpha = 0.84) while Authoritarian world view was measured by the scale AP2 (Bojanović, 2004, Cronbach's Alpha = 0.82). The results pointed out that health-economic threat is higher than social and cultural threat of migrants. Perception of migrants' threat correlated positively with authoritarian world view (Spearman rho = 0.401, $p = 0.000$) and negatively with empathic capacity of respondents (Spearman rho = - 0.205, $p = 0.000$). Regression analysis proved that all aspects of threat of migrants could be predicted by authoritarian world view. Predictive power of empathy is not high but still statistically significant. The practical and theoretical implications of the results are discussed.

Key words: attitude towards immigrants, perception of threat, empathy, authoritarian world view, socio-demographic characteristics

MOTIVATION FOR VOLUNTEERING, EMPATHY AND INTERPERSONAL ORIENTATION

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All over the world there are people willing to help others in many ways not expecting anything in return. They are showing readiness to invest their time, energy and money for people that are totally strangers for them. That attitude, seen as an important manifestation of human helpfulness, in literature is called volunteerism. This research set several goals. The main goal is to examine the motivation for volunteering and determine whether there is a gender difference or a difference arising from the profession. For this purpose, the *Volunteer Functions Inventory* (VFI, Clary et al., 1998) administered on a sample of volunteers (N = 100), aged 18 to 40 (AS = 23,68, SD=4.04), mainly consisted of females (76%). VFI questionnaire used to measure six functions of volunteerism: protective, values, career, social, understanding, and enhancement. Factor analysis showed that these factors solutions could explain 59.9% of variance, reliability is good enough (Alpha range from .67 to .87). Results showed that values, understanding and enhancement are the most prominent volunteer motives in our sample. No differences were found regarding gender and professional orientation of the volunteer. In order to better understand the characteristics of people who are volunteers compared to non-volunteers (N=100, average age 22.94, SD=4.25) their empathy as well as interpersonal orientation were examined. The Index of Interpersonal Reactivity (IRI, Davis, 1986, adapted by Stojilković et al., 2012) used to measure empathy. The results showed that cognitive aspects of empathy (putting oneself in the place of other people and ability to imagine the position of other person) are higher than affective aspects, and volunteers' empathy is higher than empathy of non-volunteers. According to the results gaining by IO questionnaire for assessing interpersonal orientation, philanthropy is more prominent than misanthropy in both subsamples. Further research is needed.

Key words: volunteerism, motivation for volunteering, Volunteer Functions Inventory, empathy, interpersonal orientation

MORAL REASONING, EMPATHY AND EMOTIONAL COMPETENCE OF UNIVERSITY STUDENTS

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People are often confronted with different social situations (private or professional) when they have to decide if something is right or wrong. The way a person copes with these situations is related not only to the achieved level of morality, but also to empathy and emotional competence. According to the cognitive-development approach to morality, moral reasoning of students was the subject of our interest in this study. The research questions we pose are as follows: a. what is the level of moral reasoning of university students; b. whether there are differences in moral reasoning regarding gender and students' professional choice; c. assessment of relation between moral reasoning, empathy and emotional competence in students. A short version of test DIT, with three moral dilemmas (Defining Issues Test, Rest, 1986; modified by Stojiljković), was used to assess morality. The empathy assessed by EQ-8 (Empathy Quotient, Wakabayashi et al., 2006), while emotional competence measured by the questionnaire UEK-15 (Takšić, 2002). The sample consisted of 121 university students (79 females, 65%), aged 18 to 25 years. The results showed that students judge moral issues by relying on standards characteristic of stages 2, 3, 4, 5 and 6. Precisely, their reasoning is based on different criteria about the correctness of certain actions, with almost similar frequency (except stage 6 which is still rarely present). Some correlations were found between moral reasoning and empathy but not with emotional competence of a person. No gender differences were found, nor regarding study choice. The fact that students use standards representing different developmental level of morality is inconsistent to Kohlberg's assumption about dominant moral stage. The theoretical and practical implications of the results are discussed. The limitation of the study is related to the lack of a good enough test for moral reasoning.

Key words: moral reasoning, Kohlberg's theory of moral stages, empathy, emotional competence, university students

SYMPOSIUM

HEALTH PERCEPTION AND PSYCHOLOGICAL CORRELATES OF HEALTH BEHAVIOR IN YOUNG PEOPLE

*Chair: Milena Belić
State University of Novi Pazar*

The modern definition of health acknowledges the complex and dynamic interaction of physical, mental and social welfare and defines health as physical, social and mental well-being, rather than only as the absence of disease or disability. This method of defining health supports a biopsychosocial model of health which emphasizes the importance of biological, psychological and social factors in sickness and in health. Health is a universal value that is highly ranked in the value system, quite often positioned in first place. The matter of health is multilayered and complex, it can be observed on several levels, from personal to communal, and through several aspects including health behaviors. Each human behavior can directly or indirectly affect health. According to the definition, a health behavior encompasses all activities undertaken with the aim of preventing or diagnosing a disease, and activities that seek to improve health and well-being of the organism. Youth is often synonymous to the perception of full health and strength; however, the issues regarding health and the health behavior are of vital importance within this population. Young people are an irreplaceable resource of one country; therefore, it is of high importance to consider various aspects of health and health behaviors of the young. The research which preceded this symposium aimed to examine physical and mental health of young people. The research sample was comprised of the 4th year high school students and 1st year college students of the State University of Novi Pazar. The sample consisted of 621 respondents of average age $AS = 18.3$. For the purposes of the research, a battery of tests was used, by which various data about the respondents were collected, inter alia, mental and physical health. The researchers whose papers will be presented at this symposium will attempt to shed light on several aspects of health and the health behavior of the youth, given the different variables. For young people face numerous challenges and daily stressful situations, the importance of the perception of a stressful situation on the assessment of one's own health will be discussed. The importance of self-assessment of one's own personality and different aspects of life will be presented in a paper which tackles the prediction of general health. There will be a discussion on the frequency of experiencing pain and the most common health problems that young people experience. The health behavior of the youth will be examined through a paper dealing with the way in which the youth spends their free time, practice hobbies, and increasingly worrying, the amount of time they spend on the Internet and its usage. Increasing the health resources, as well as decreasing the health risks of individuals, groups or a whole community, contributes to strengthening the health potential, thus preserving the health balance, i.e. health in general. We hope this symposium will shed light on at least some aspects, and will initiate further empirical testing.

Key words: young people, physical health, health perception, health behavior

PERCEIVED STRESS AS A PREDICTOR OF SUBJECTIVE ASSESSMENT OF HEALTH STATUS¹

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Numerous studies have shown that stress, directly or indirectly, affects various aspects of human life and functioning, among them the health of the person. In this study, we investigated the role of perceived stress in predicting the subjective assessment of health status. Perceived stress represents a subjective belief about possibility to control and predict one's life, how often a person has to cope with a variety of stressful events, as well as the belief in one's ability to cope with the problems. The total sample encompassed 621 young people (373 girls), students of final grade of secondary school and first and second year of university, average age 18,3. Translated and somewhat culturally adapted Perceived stress scale (Cohen, Kamarck & Mermelstein, 1983) was used, which measures the degree to which a person experiences their life unpredictable, out of control and overloading, which represents the three basic components of the experience of stress defined by Lazarus and Folkman. Subjective assessment of health status is expressed through a standardized score of a single-item scale. Results of research have shown that the average value of perceived stress is 18.88 (SD = 6.03, Min = 0, Max = 40), which indicates that our respondents assessed their life as pretty stressful, and the individual differences are quite large, as SD value shows. The average value of the subjective assessment of health is 3.92 (SD = 1.03, Min = 1, Max = 5), which indicates that most of the respondents assess their health as very good. Results of linear regression analysis have shown that the perceived stress is a good predictor of subjective assessment of health, in which the subjects with higher score on perceived stress scale assessed their health worse, and vice versa ($F(1,535)=61.344$, $p=0.000$, $\beta= -0.321$). Perceived stress explains 10,3% of the variance in the subjective assessment of health status. Long-term exposure to stress in youth, with the perception of stress as exhausting and which exceeds the personal capacity to overcome, can affect the perception of their own health status, which in addition to objective indicators is an important component of health as a whole.

Key words: perception of stress, health status, youth

¹ The Paper has been created within the project 179002, funded by the Ministry of Education, Science and Technological Development

SELF-ESTEEM AS A PREDICTOR OF GENERAL HEALTH IN YOUNG PEOPLE²

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The aim of this research is to examine the possibility of predicting general health in relation to the global assessment of oneself and aspects of one's own life. An abbreviated version of the General Health Questionnaire (GHQ) was used in the research. The instrument has four subscales which measure: a) somatization (tendency to experience physical symptoms which are not related to physical diseases), b) anxiety (state of anxiety, distress, fear without a clear cause), c) social dysfunction (difficulties in the social sphere), d) depression. The CHQ (Child Health Questionnaire) subscale was used to examine Self-esteem/self-assessment as a component of psychosocial well-being. The research sample consisted of 354 respondents, aged 16 to 18. The results of the linear regression analysis showed that the model involving self-esteem as a predictor of somatics was statistically significant ($F(1.281) = 8,866$, $p = 0.003$, $\beta = -0.175$). The respondents who scored higher on the Self-esteem subscale also scored lower on the Somatics subscale, and vice versa, the respondents who scored lower on the Self-esteem subscale, scored higher on the Somatics subscale. The model explains 3.1% of the criterion variance. According to this model, self-esteem is statistically significant predictor of anxiety, where the respondents who scored higher on the Self-esteem subscale also scored lower on the Anxiety scale ($F(1.280) = 12,704$, $p = 0.000$, $\beta = -0.208$). The model explains 4.3% of the criterion variance. The results of the linear regression analysis showed that self-esteem is statistically significant predictor of social dysfunction, where the respondents who scored higher on the Self-esteem subscale also scored lower on the Social dysfunction subscale, and vice versa, the respondents who scored lower on the Self-esteem subscale, scored higher on the Social dysfunction subscale ($F(1.273) = 27,033$, $p = 0.000$, $\beta = -0.300$). The model explains 9% of the criterion variance. According to this model, self-esteem is statistically predictor of depression, where the respondents who scored higher on the Self-esteem subscale also scored lower on the Depression subscale, and vice versa, the respondents who scored lower on the Self-esteem subscale, scored higher on the Depression subscale ($F(1.279) = 26,871$, $p = 0.000$, $\beta = -0.296$). The model explains 8% of the criterion variance. Self-esteem as a value component of self-perception has proven to be important for this domain of human functioning as well.

Key words: self-esteem, general health, young people

² The Paper has been created within the project 179002, funded by the Ministry of Education, Science and Technological Development

HEALTH ISSUES AND BODILY PAIN AMONG YOUTH IN RELATION TO GENDER

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Bad habits and poor hygiene, propensity for risky behavior, poor basic sanitation, and new and emerging diseases combine into a dangerous mix that is changing the classic picture of healthy youth. The goal of this research is to provide an overview of the health situation of youth in terms of experiencing physical pain and the most common health problems in general youth population and in relation to gender. According to the WHO definition, pain is an unpleasant sensory or emotional experience associated with actual or potential tissue damage, but it can also be defined as an individual and subjective experience modulated by physiological, psychological and other factors such as previous experience, culture, fear and anxiety. The most common health issues of young people are caused by injuries, mental health problems (anxiety, depression), violence, infectious diseases, use of alcohol, cigarettes and other narcotics, poor diet (malnutrition or obesity) and insufficient physical activity. The sample consists of youth aged 16 to 25, from which 249 (40.1%) are male and 372 (59.9%) are female. The results show that out of a total of 623 young respondents, 199 (32.9%) did not experience any kind of bodily pain or discomfort in the last month. 348 (57.6%) experienced very mild to moderate pain, while 57 (9.5%) experienced severe and very severe pain. Young people most often sought help for headaches (58.5%), abdominal pain (48%), sleep disorders (33%) and lack of energy (32.7%). A significant difference was found between young male and female respondents in experiencing physical pain ($\chi^2 = 41,671$, $p < 0.01$). In general, young males are those who haven't experienced physical pain more frequently in the past month, while young females are those who have more frequently experienced strong and very strong physical pain. A significant difference was also found in separate health issues, with male respondents more often calling for help due to injuries due to accidents ($\chi^2 = 9,773$, $p < 0.01$) and female respondents due to lack of energy ($\chi^2 = 8,870$, $p < 0.01$), headache ($\chi^2 = 26.997$, $p < 0.01$), loss of appetite ($\chi^2 = 8.944$, $p < 0.01$), sleep disturbances ($\chi^2 = 6.849$, $p < 0.01$) and abdominal pain ($\chi^2 = 22.319$, $p < 0.01$). The importance of the research is reflected in finding guidelines for designing prevention programs and programs for improving the health of youth, as well as in finding adequate health and psychological services that will respond to their needs.

Key words: physical pain, youth, adolescents, health psychology

LEISURE TIME AND PROBLEMATIC INTERNET USE IN YOUTH

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Free time becoming an increasingly important developmental factor, especially in the time of the expansion of modern technology. In addition to the benefits that modern technologies bring to the quality of life and education, they also bring numerous risks. Given that the activities of youth are significantly reflected in their overall development, there is a need to consider the types of leisure activities, which could prevent the development of problematic Internet use. Problematic Internet use (PIU) can be distinguished from increased Internet use by negative effects on the user's life. The aim of the paper is to examine the habits of young people related to the use of their free time, which includes the use of the Internet, playing sports or a hobby. Data were collected using the Leisure time Questionnaire and the Problematic Internet Use Scale (PIU). The sample consisted of 621 respondents, average age 19 years, of which 40% are male. The results of the research show that only 21.3% of young people actively train some sport, and 43.7% of respondents stated that they play sport recreationally. When it comes to hobbies, the majority (57.2%) of young people say that they have a certain hobby and name them. Special attention should be paid to hobby activities that require mental and physical engagement. In addition to the fact that even 42.8% of young people does not have any hobbies, concerns could be raised at the fact that 50.88% young people show signs of the PIU by having above the cut-off score of 38.5 (AS = 40.43, SD = 14.49; min = 18, max = 90). Using Man-Whitney's U test, we found that there are no statistically significant differences in the PIU between male and female respondents ($U = 29127.50, z = -0.773, p = 0.440$). Average values of PIU are somewhat higher in respondents who do not practice any sport (AS = 40.45, SD = 14.14), are not recreationally engaged in any sport (AS = 40.46, SD = 14.14) and do not have any hobbies (AS = 41.61, SD = 15.08), than youth which do. However, these differences are not statistically significant. There are large individual differences in all groups of respondents. The results indicate that playing sports and hobbies in our sample are not sufficient in themselves as a protective factor for PUI. In future research, it would be important to identify both individual protective factors and their relationship

Key words: leisure time, internet use disorder, hobbies, sports, youth

