

FOREWORD

inScience Press is pleased to publish the book entitled *Psychology Applications & Developments XI* as part of the Advances in Psychology and Psychological Trends series. These series of books comprise authors' and editors' work to address generalized research, focused on specific sections in the Psychology area.

In this eleventh volume, a committed set of authors explore the Psychology field, therefore contributing to reach the frontiers of knowledge. Success depends on the participation of those who wish to find creative solutions and believe in their potential to change the world, altogether, to increase public engagement and cooperation from communities. Part of our mission is to serve society with these initiatives and promote knowledge. Therefore, it is necessary the strengthening of research efforts in all fields and cooperation between the most assorted studies and backgrounds.

In particular, this book explores 7 major areas (divided into 7 sections) within the broad context of Psychology: Clinical Psychology, Educational Psychology, Social Psychology, Health Psychology, Psychoanalysis and Psychoanalytical Psychotherapy, Cognitive and Experimental Psychology and Legal Psychology. Each section comprises chapters that have emerged from extended and peer reviewed selected papers originally published in the proceedings of the International Psychological Applications Conference and Trends (InPACT 2025) conference series (<http://www.inpact-psychologyconference.org/>). This conference occurs annually with successful outcomes, for that reason original papers have been selected and its authors were invited to extend them significantly to once again undergo an evaluation process. Subsequently, the authors of the accepted chapters were requested to make corrections and improve the final submitted chapters. This process has resulted in the final publication of 21 high quality chapters.

The following present a small description of each section and the chapters' abstracts to provide an overall information on the contents of this book.

Section 1, entitled "Clinical Psychology", provides reviews and studies within various fields concerning relationship processes in clinical practice. Each chapter is diversified, mainly addressing topics related to individuals' well-being and improvement of quality of life.

Chapter 1: *A Qualitative Exploration of Stress and Support among In-Service Teachers and Prospective Teachers*; by Janka Liptáková & Oľga Orosová. This qualitative study aims to explore the main sources of stress and support among teachers in practice and prospective teachers, as well as the quality of their

interpersonal relationships using ecomaps. Focus group interviews were conducted with 25 in-service teachers (mean age = 44.9 years, 84 % of women) and 38 prospective teachers (mean age = 23.1 years, 79 % of women) from the Pavol Jozef Šafárik university in Košice and local schools. Results indicate that teachers in practice primarily experienced stress related to workload, student behavior, administrative demands, and the Covid-19 pandemic. Prospective teachers reported stress linked to academic pressure, identity formation, and concerns about the future. Sources of support included interpersonal relationships and inner coping resources. Ecomap analysis revealed that most relationships were supportive, with a notable proportion being ambivalent, reflecting the complex nature of social interactions in education. The findings offer insight into developing targeted support strategies for current and future educators, emphasizing the importance of relational and systemic support structures in educational settings.

Chapter 2: *The Savior-Rescuer Paradox: Navigating Recovery and Relapses among Peer Supporters in Drug Addiction Treatment*; by Ety Elisha & Esthi Shachaf-Friedman. This study explored the experiences of relapse and recovery among peer supporters recovering from drug addiction. While relapse has been extensively studied in general, limited attention has been paid to individuals in recovery who simultaneously support others while facing their setbacks. Participants were 13 trained men and women with histories of addiction and criminality who held formal peer support roles in therapeutic settings for drug recovery in Israel. Data were collected through semi-structured, in-depth interviews and analyzed using thematic content analysis. Key findings indicate that disengagement from 12-step programs and recovering peer networks often precedes relapse, illustrating the “savior-rescuer” paradox. While empowering, the dual identity of peer supporters with troubled pasts exposes unresolved personal issues that undermine recovery. Nevertheless, when effectively processed, the relapse experiences can foster greater resilience and strengthen one’s commitment to recovery. These findings frame relapse not as a failure but as a potential learning opportunity, underscoring the importance of social and recovery capital in sustaining long-term recovery. Grounded in the convict therapy perspective, the study contributes to a deeper understanding of relapse dynamics and offers practical insights for relapse prevention in addiction recovery.

Chapter 3: *How to be a Psychotherapist and Remain Happy? - Shaping resilience of psychologists, psychotherapists in training and certified psychotherapists working in counseling business: A theoretical analysis*; by Angelika Kleszczewska-Albińska. Providing counseling services means being exposed to suffering and all sorts of difficulties on a regular basis. Being a professional, empathetic listener who stays attentive and responsive to other people’s needs can result in emotional exhaustion of a professional. Taken together with no regular self-care and self-help it can lead to compassion fatigue or work burnout. Therefore, in order to maintain good quality of life and mental

health it is needed to remain resilient. The main aim of the article is to offer a theoretical analysis of steps needed to maintain resilience in psychologists and psychotherapists working in counseling business. It includes an analysis of the current data considering the mental health of psychologists and psychotherapists working in counseling business and a discussion considering possible ways to enhance the quality of life and mental well-being of mental health professionals. It also includes some ideas concerning preventive programs and components of educational curricula that should be offered to psychologists and psychotherapists working in counseling business. The text serves as a theoretical introduction and a basis for development of future preventive programs for psychologists and psychotherapists as well as a foundation for a research in the field of well-being and a quality of mental health of psychologists and psychotherapists working in the counselling business.

Chapter 4: *From Surgical to Comprehensive Care: The reconfiguration of transgender healthcare in a university hospital of the Brazilian Unified Health System (SUS)*; by Luciana Ribeiro Marques, Priscila Mählmann, Sonia Alberti, Márcia Cristina Brasil dos Santos, Aldine Marinho, Pedro Henrique de Souza Boente, & Victor Luigi Maiolino Lopez. Brazil has a universal public health system – the Unified Health System (SUS) – created in 1990 and founded on the principles of universality, comprehensiveness, and equity. As a unique public policy in the global context, ensures free access to healthcare for the entire population. Within this framework, healthcare for trans and travesti people was initially structured through the Transsexualization Process, established in 2008 and centered on gender-affirming surgeries. The experience since then has revealed the need to broaden the concept of care, incorporating psychological, social, and institutional dimensions: guidelines of Ordinance No. 2.803/2013 of the Brazilian Ministry of Health. The creation, in 2022, of the Identidade – Transdiversidade Outpatient Clinic, linked to the Health Complex of the State University of Rio de Janeiro (UERJ), responds to this demand by proposing a model of comprehensive and interdisciplinary care. Based on institutional records and ongoing research (2022–2025), this chapter analyzes the reconfiguration of transgender healthcare, with an emphasis on depathologizing practices and the interface between public policy and clinical work. Preliminary data indicate a high prevalence of psychological distress, suicidal ideation, and hormonal self-medication among users, underscoring the urgency of intersectoral policies focused on mental health and the strengthening of care networks.

Chapter 5: *Group Therapy: The Path to Promoting Children's Mental Health*; by Zipora Shechtman. The contemporary world presents increasingly complex challenges for children. In addition to normative developmental tasks, children must now navigate epidemic health crises, armed conflicts, family dissolution, economic instability, and academic pressures. Consequently, children experience diminished security and elevated levels of anxiety, loneliness, and depression. While the need for emotional support has intensified across all demographics,

children's psychological needs remain particularly underserved. The American Psychological Association has recently advocated for a paradigm shift from individual to group therapy, given the demonstrated cost-effectiveness and therapeutic efficacy of group treatment modalities. The group format aligns particularly well with children's socioemotional needs and provides a natural setting for them. This chapter discusses the unique aspects of group work with children, with a focus on emotions, presents specific intervention methods relying on the arts in psychotherapy, and demonstrates the empirical evidence for this type of group. These groups were predominantly conducted in school settings, with normative students as well as students experiencing diverse psychosocial difficulties. The findings support the conclusion that emotion-focused group therapy significantly contributes to children's well-being.

Chapter 6: Examining Mental Health Literacy and its Factors among Slovak and Foreign University Students; by Ján Kulan & Oľga Orosová. University years can be stressful, making students vulnerable and reluctant to seek mental health support. Aim: This cross-sectional study investigated the relationships between gender, prior help-seeking experience (HSE) with a mental health professional (MHP), self-stigma, social stigma, and mental health literacy (MHL) among 438 Slovak (73.3 %) and foreign (26.7 %) university students (60.5 % women; M age = 22.76, SD = 4.96). Data were collected from October 2024 to March 2025 at Slovak and foreign universities through online and paper-based surveys in Slovak, English, and Italian. Measures included The General Help-Seeking Questionnaire, The Self-Stigma of Seeking Help Scale, The Perceptions of Stigmatization by Others for Seeking Help Scale, The Mental Health Literacy Scale, and descriptive, non-parametric, correlational, and multiple regression analyses were conducted. Women reported higher MHL and were more likely to seek psychological support than men. Both self- and social stigma were significantly negatively associated with MHL, confirming stigma as a key barrier to mental health knowledge and help-seeking. Foreign students showed lower MHL, suggesting cultural and systemic challenges. Prior HSE with MHP was positively associated with MHL. These findings highlight the complex social, cultural, and psychological factors associated with MHL and emphasize the need for stigma-reducing and culturally sensitive interventions in university settings.

Section 2, entitled “Educational Psychology”, offers a range of research about teachers and students and the learning process, as well as the behavior from a psycho-educational standpoint.

Chapter 7: Attachment Profiles and Institutional Trust: A person-centered analysis of teachers' relational dispositions; by Athena Daniilidou. Trust is critical in effective school functioning, yet its dispositional antecedents remain underexplored. This study examines how teachers' attachment orientations influence institutional trust within school communities. Drawing on attachment theory, the research employed Latent Profile Analysis (LPA) to identify distinct

teacher profiles based on closeness, dependence, and anxiety. Four profiles emerged: Secure, Anxious, Fearful-Avoidant, and Dismissing-Avoidant. Analysis revealed significant differences across these profiles in levels of trust toward principals, colleagues, students, and their parents. Teachers with secure attachment style reported the highest trust across all relational domains, while avoidant profiles exhibited the lowest. Anxious teachers reported moderate trust, reflecting ambivalent relational patterns. These findings suggest that teachers' relational dispositions, rooted in early attachment experiences, shape how they interpret institutional dynamics and respond to trust-building efforts. The study contributes to the literature by bridging intrapersonal and organizational perspectives on trust and offers practical implications for leadership and professional development. Recognizing attachment-based tendencies may help create more responsive strategies to foster trust in educational settings.

Chapter 8: *Learning Style and Generation Z in Higher Education: A Scoping Review*; by Yoshitaka Yamazaki, Yusuke Yamazaki, & Ayako Matsui. The aim of this study was to understand the characteristics of Generation Z's learning styles by mapping emerging empirical results through a scoping review applying the PRISMA framework. After retrieving 945 potential studies, we identified 21 empirical studies of Generation Z that used four scales related to learning style theories: the Gregorc Style Delineator; the Kolb Learning Style Inventory; the Felder-Silverman/Felder-Soloman Index of Learning Style; and the VAK/VARK Learning Model. A single dominant learning style of Generation Z students could not be specified because of the theories' different approaches. Studies showed a Concrete Sequential learning style from the Gregorc theory as a unimodal type; a Diverging learning style from the Kolb model; an Active, Sensing, Visual, and Sequential learning style from the Felder-Silverman/Felder-Soloman paradigm; and a Visual style of the VAK and a Kinesthetic style of the VARK. Based on the results, this study offers pedagogical and research implications.

Chapter 9: *Strengthening Collaborations among School, Family, and Community to Prevent Cyberbullying*; by Michelle Dusko Biferie & Johanna Sam. The most promising anti-cyberbullying interventions are rooted in high quality interactions across individual, school and family spheres. This literature review uses Epstein's school-family-community spheres of influence theory to identify areas for improvement and future research in school and community relations to address cyberbullying. Articles were selected from Google Scholar, EBSCO, and PsychInfo and published between 2010 and 2025. The most effective approaches to engaging with youth rely on building trust in adults and for youth to share their knowledge and lived experiences. School authorities and teachers advocated increasing their knowledge and understanding of cyberbullying interventions, clearer policies, and prioritizing student safety and increased communication between all stakeholders. School counsellors, nurses and psychologists expressed

the need for inter-and-intra professional collaboration. Studies showed that parental involvement in the design, planning and implementation of initiatives reduced cyberbullying incidents. There was a dearth of studies that explained how collaborations should occur and the responsibilities of all stakeholders. The most salient recommendations were: 1) schools need to create a welcoming environment for parents; 2) parents should adopt the educational and monitoring habits recommended by the school; 3) communities and community agencies need to allocate resources to supporting families in navigating digital spaces safely.

Chapter 10: *Democratic School Culture and Student-Teacher Relationships: Insights for Immigrant-Background Students*; by Igor Peras. Relationships between students and teachers are central to academic success and psychological well-being, yet perceptions of these relationships can differ across student groups. Immigrant-background students are often at risk of less positive relationships than their native peers due to language and acculturation challenges. Positive student-teacher relationships can, however, function as a protective factor by supporting inclusion, social engagement, and a sense of school belonging. Drawing on data from the International Civic and Citizenship Education Study (ICCS), the present study examines how aspects of democratic school and classroom culture—openness in classroom discussions, perceived influence on school decision-making, participation in civic activities, peer interactions, and civic learning—are associated with perceptions of student-teacher relationships among immigrant-background students in Slovenia and Croatia, two neighboring countries that differ in the proportion of students with an immigrant background. In both countries, results show that peer interactions and perceived influence on decision-making are robust positive predictors of student-teacher relationships, whereas openness in classroom discussions and participation in civic activities differ between countries. Findings are discussed through the lens of fostering positive perceptions of student-teacher relationships for immigrant-background students.

Chapter 11: *Printmaking Art Applications for Children with Special Needs*; by Eda Yazgin & Yucel Yazgin. In applications where art is used as a psychoeducational intervention method in schools with various techniques. This study aimed to determine the application levels of simple printmaking techniques applied by children with special needs during art activities and to guide special education teachers and families while performing these applications with children through the results of this study. The research was conducted with 40 children who were receiving education in a special education center in Nicosia, selected by the purposeful sampling method. The research method is qualitative research and has a case study design. The data were analyzed in 5 categories: simple printmaking, techniques that children can do without needing support, they need support for, what kind of support they need, their reactions to the drawing activity, and whether the application tells its story. As a result, it was determined that children can

perform techniques that they apply with direct contacts, such as hand printing, without needing support, that they need support in techniques such as citrus printing, that they need more support such as modeling, that they participate in activities with pleasure, and that they use mostly emotional nonverbal expressions in telling their stories due to their language developmental disabilities.

Section 3, entitled “Social Psychology”, gives a glance at projects from a psycho-social perspective.

Chapter 12: *Cross-National Comparison of Behavioral Immune Sensitivity in Japan, Malaysia, and the Philippines*; by Yasuyuki Fukukawa. This study aimed to investigate the characteristics of the human behavioral immune sensitivity by comparing its attributes across three Asian countries: Japan, Malaysia, and the Philippines. A total of 1,055 university students completed paper-based questionnaires, including the Perceived Vulnerability to Disease Questionnaire (PVD-Q), the Death Anxiety Scale, and a self-assessment of current health status. Across all national groups, females scored significantly higher than males on the germ aversion subscale of the PVD-Q, which measures affective discomfort in contexts with heightened pathogen transmission risk. Furthermore, participants in tropical regions (Malaysia and the Philippines) exhibited significantly higher germ aversion scores compared to those in Japan, a country predominantly situated in a temperate climate zone. In contrast, no significant sex or regional differences were observed on the perceived infectability subscale of the PVD-Q, which assesses individuals’ beliefs about their susceptibility to infectious diseases. Perceived infectability was strongly associated with current health status but only partially related to fear of death, whereas germ aversion was positively associated with fear of death but unrelated to health status. These patterns of association were generally consistent across the countries.

Chapter 13: *The Role of Maternal and Paternal Autonomy Support in Young Adolescent Alcohol Consumption*; by Oľga Orosová, Mária Bačíková-Šlěšková, & Beata Gajdošová. Self-esteem (SE), descriptive normative beliefs (DNB), and alcohol availability (AA) have been identified as salient gender-specific risk factors for alcohol use (AU) among young adolescents. However, empirical research examining dyadic associations between maternal and paternal autonomy support and adolescent AU, both directly and indirectly via these risk factors, remains limited. The present study therefore investigated the relationships among perceived parental autonomy support, SE, AA, DNB, and lifetime AU using parallel mediation analyses in a sample of 1,125 adolescents (M age = 12.99, SD = 0.77; 50.1% girls). Among boys, maternal autonomy support was associated with higher SE but not with AU, whereas paternal autonomy support was indirectly associated with a lower likelihood of AU through higher SE and less favorable DNB regarding peer drinking. Among girls, both maternal and paternal autonomy support were indirectly associated with a lower likelihood of AU. Specifically,

maternal autonomy support was linked to higher SE and lower AA, which were in turn related to reduced odds of AU. Similarly, paternal autonomy support was associated with lower AA and less favorable DNB, both of which were linked to a decreased likelihood of AU. These findings underscore the importance of parenting and perceived social context in adolescent alcohol-related behavior.

Chapter 14: *Hate, Equality, or Neutrality? Psychological and Moral Determinants of Political Speech Preferences*; by Medea Despotashvili. This study examines voters' perception of hate language in political communication by investigating its psychological, moral, and demographic correlates. Using a sample of 706 participants from Georgia, the study explores how variables such as cognitive style, moral foundations, emotional reactivity, intellectual humility, and social comparison influence attitudes toward political speeches containing hate language, equality-oriented language, or neutral discourse. Results reveal that individuals with higher cognitive openness, intellectual humility, and individualizing moral foundations are less accepting of hate speech. Conversely, those with closed-mindedness, and binding moral foundations demonstrate greater tolerance for hate-based rhetoric. Evaluation patterns varied by gender, generation, and education, reflecting broader socio-cultural dynamics. The findings underscore the importance of cognitive, emotional, and moral dimensions in public receptivity to divisive political narratives and offer theoretical implications for mitigating hate language through education, critical thinking, and moral engagement.

Chapter 15: *Identity, Religion, and the Politics of Khawa-Khawa: Algerian Children's Perceptions of Coexistence with Refugees*; by Sarra Boukhari & Justine Howard. This chapter explores how Algerian children sharing spaces with refugee children imagine and negotiate questions of coexistence, belonging, and diversity in a national context marked by colonial memory, religious heritage, and contemporary migration. Drawing on an arts-based participatory study in three public schools in eastern Algeria, it examines how children frame coexistence through everyday practices and moral geographies. Guided by Sociocultural theory and Social-Cognitive Developmental Theory, the chapter considers how children develop understandings in response to their environments and shared narratives. Play emerged as a rich terrain for ethical negotiation, where inclusion was expressed through invitations to games and acts of sharing, and exclusion was marked by denying access to communal spaces. Younger children tended to frame inclusion through immediate, relational gestures, while older children engaged more critically with inherited discourses and structural inequalities. These varied responses invite a closer look at how children's reasoning is shaped not only by developmental factors but also by religious, historical, and national influences. Rather than provide a definitive account, the chapter introduces children's perspectives as complex and evolving, offering insights into how coexistence is imagined, contested, and sometimes resisted within the everyday moral worlds of childhood.

Section 4, entitled “Health Psychology”, focuses on how biological, social and psychological factors can influence health.

Chapter 16: *The Japanese Version of the Brief Resilience Scale - Translation, reliability and construct validity*; by Katsunori Sumi. Resilience as a positive psychological construct has recently attracted considerable attention. However, a consensus on the definition of resilience has not yet been reached; as a result, numerous measures have been developed to address this concept. This study examined the reliability and construct validity of a new Japanese translation of the Brief Resilience Scale (BRS-J) to assess the ability to bounce back or recover from stress, an important conceptualization shared by many definitions of resilience. Data were collected from 276 college students in Japan (40.1% women; mean age 20.81 years, SD = 0.67). Although exploratory factor analysis revealed a one-factor structure with all items, confirmatory factor analysis supported a bifactor structure with a general resilience factor and a method factor for negatively worded items. The internal consistency reliability and test-retest reliability over a 1-month period were good. Construct validity was supported by the hypothesized correlations with scores for three types of dispositional coping, grit, hedonic and eudaimonic well-being, perceived stress, depression, and anxiety. These preliminary findings support the idea that the BRS-J is a valid measure of resilience among Japanese-speaking people.

Chapter 17: *Preventive Psychology in Refugee Mental Health - Trust-building between traumatized individuals, experts, and responsible authorities*; by Solvig Ekblad, Oksana Gramatik, & Yuliia Suprun. The full-scale invasion of Ukraine on February 24, 2022, led to an unprecedented refugee crisis in Europe, necessitating the development of effective preventive psychological support strategies. In response, a trauma-focused group intervention program called "Hälsoskola" (in Swedish) was developed and implemented for 100 Ukrainian refugees in Sweden, predominantly women. The program, grounded in trauma-informed principles, aimed to create a framework for building trust in dialogue and for cultural sensitivity. Over five weeks, participants met with local experts to discuss topics of stress management, somatic and mental health literacy, human rights, employment, and social support. The results showed that the face-to-face dialogue between the participants' needs and the experts' responses was promising, leading to increased trust and somatic and mental health literacy. We provide a key concept in the field of trauma and explain how a participatory approach can be used to develop tailored “Train-the-trainers” programs for refugees of various origins. The book chapter also considers the key challenges associated with assisting refugees, including methodological and ethical difficulties such as language barriers, cultural differences, ensuring informed consent, and community involvement.

Section 5, entitled “Psychoanalysis and Psychoanalytical Psychotherapy”, presents chapters that report on different approaches and methods to treat mental health concerns.

Chapter 18: *Contemporary Vicissitudes of the Oedipus Complex in Adolescence*; by Sonia Alberti, Luciana Ribeiro Marques, Heloene Ferreira da Silva, & Priscila Möhlmann. This study explores contemporary expressions of sexuality through the theoretical articulation of the Oedipus and Castration complexes. Drawing on data from the Ambulatory for Transgender Care at a public university hospital and clinical observations with five adolescents, it examines how unconscious determinations operate in current experiences of adolescence. The research is organized around three axes. The first is theoretical, based on a psychoanalytic reading of adolescence as a crucial moment in the structuring of sexual difference and subjective identity, revisiting Freud and Lacan to question binary identifications. The second is clinical, presenting five vignettes that illuminate how adolescent sexuality – intersected by issues of identity and self-construction – challenges and reaffirms psychoanalytic conceptions of sexuality. The third axis emphasizes the enduring relevance of classical psychoanalytic concepts in addressing new forms of subjectivity emerging today. By linking the Oedipus Complex to the theory of castration, the study highlights how psychoanalysis remains capable of interpreting experiences that were not visible in Freud’s time, reaffirming its theoretical and clinical vitality in contemporary contexts.

Chapter 19: *Drive for Research in Psychoanalysis*; by Boris Kordić & Violeta Tadić. Freud distinguished between the drive for self-preservation and the drive for the preservation of the species, and later between the life and the death drive. Between 1908 and 1915, he wrote about *Wissbegierde* (the greed to know), but left the question of the instinctive longing for knowledge unresolved for two reasons: (a) what kind of satisfaction is connected with *Wissbegierde*; (b) how to reconcile passion and impartiality in the search for truth. Our aim is to determine whether there are arguments for accepting the hypothesis of a drive for research. If we have a theory of the development of libido (oral, anal, urethral, phallic), then what could constitute the development of the drive for research? We propose Winnicott’s theories of development from the subjective object, through the transitional object, to the objective object. We could say that the prototype of the K (Bion’s term) relationship is the mother–child relationship, while the exemplar is the analyst–analysand relationship in the psychoanalytic situation. Thus, the drive for research can be understood as a key personal motive in psychoanalysis, which strives to achieve a mature object relationship through object permanence, just as love is an expression of the development of the libido.

Section 6, entitled “Cognitive Experimental Psychology”, delivers chapters concerning, as the title indicates, studies and research in the area of behavior regarding cognitive aspects

Chapter 20: *Priced and Pressed: Employed Females’ Coping Strategies for Thriving Amidst Challenges in a Demanding World*; by Heleen Dreyer, Minnet Du Preez, Neoline Le Roux, Annemie Niemann, Nastasha Sousa, & Valentia Mouton. Financially empowered women play vital roles in supporting their families and communities, contributing to broader societal benefits, including improved education, better health outcomes, and reduced child mortality. Employed females (EFs) face the challenge of balancing work, household responsibilities, and other commitments, which can impact their overall well-being. This study explores the challenges EFs encounter and the coping strategies they adopt, particularly during purchasing decision tasks. The results presented were part of a larger research project that included similar independent qualitative and quantitative studies. An exploratory qualitative study involved four EF focus groups that identified and described challenges and coping strategies until data saturation was achieved. Furthermore, an exploratory quantitative study (N = 255) was conducted among EFs using online questionnaires, providing descriptive insights. Across both phases, time and financial constraints emerged as the primary challenges. While many EFs utilised adaptive coping strategies—such as seeking support, planning purchases, and shopping online—some resorted to less sustainable behaviours, including overpaying for convenience, relying on fast food, and exhibiting fight-or-flight responses. These findings underscore the need for strategies that foster psychological well-being, potentially enhancing EFs’ ability to manage stress, maintain productivity, and strengthen self-efficacy, ultimately supporting psychological and social well-being.

Section 7, entitled “Legal Psychology”, focuses on issues that arise within the legal system and the law.

Chapter 21: *Resistance to those Harmful Comments: How Métis youth resist and cope with online hate*; by Johanna Sam, Michelle Dusko Biferie, Daniel Gallardo, Sabrina Forcier, Rachel Hussey, Claire Hein-Salvi, Haoyu Zhao, Jennifer Shapka, & Jan Hare. Understanding how Indigenous youth cope with negative online experiences remains largely unexplored. In this study, the concept of the warrior, as articulated by Alfred (2005), serves as a metaphor for resilience, strength, and courage. The objective of this study was to honour the voices of Indigenous youth and to understand how they navigate the challenges of online hate as “warriors” in a digital world. All four participants self-identified as Métis or First Nations and resided in British Columbia, Canada and were between the ages of 18 to 21 years of age. In sharing circles, youth created an online empathy map to collaboratively develop a persona or narrative representative of their experiences. The ‘Online Warrior’ identity involved standing up for oneself, practicing self-care, and using

Foreword

social media to promote positive messages about Indigenous culture and people. Indigenous youth actively engaging in cultural revitalization by defending and honoring their Indigenous ways of knowing. Study findings highlight the need for support from emotional connections with family and peers. A need for educational support to help navigate online life in a balanced way and the importance of social and emotional learning programs that emphasize community, cultural identity, and resilience were also emphasized.

December 2025

Prof. Dr. Clara Pracana
Portuguese Association of Psychoanalysis and Psychoanalytic Psychotherapy
Portugal

Prof. Dr. Michael Wang
Emeritus Professor of Clinical Psychology, University of Leicester
United Kingdom