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Prognostic competence as a criterion for the mental health of primary schoolchildren with psychological development disorders

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Introduction: Younger schoolchildren with psychological development disorders have low cognitive activity, insufficient development of basic school skills, and a low level of educational motivation. In accordance with the requirements of the educational program for students it is important to develop the ability to predict the results of their actions and deeds.

Objectives: The study of predictive competence in primary schoolchildren with psychological development disorders.

Methods: The study involved 60 children aged 8-10 years with a psychological development disorder. To study predictive competence, the methodology "The ability to predict in situations of potential or real violation of social norms" was used.

Results: The study revealed a low level of the cognitive and speech-communicative spheres of prognostic competence development in primary schoolchildren with psychological development disorders, as well as a deficit in prediction in the field of learning, which includes educational cooperation and educational communication of the child. Generalized statements, a passive position in future situations and pessimistic attitudes prevailed in the predictions of schoolchildren when constructing an image of the future. For schoolchildren the prognosis is presented by monosyllabic answers, with the observable poverty of speech utterances.

Conclusions: The features of prognostic competence revealed in the study make it possible to develop individual programs for the development of the prognostic abilities of schoolchildren with psychological development disorders, to teach how to predict the development of events in educational activities, to recognize the emotions of the participants in the events. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

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Keywords: predictive competence; development disorder; primary school student

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Inventory of Sources of Stress During Medical Education - Further Validation

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Introduction: The Inventory of Academic Sources of Stress in Medical Education (IASSME) evaluates the presence and intensity of the main sources of academic stress for Portuguese Medicine students in five dimensions: Course demands/CD, Human demands/HD, Lifestyle/LS, Academic competition/AC, and Academic adjustment/AA.

Objectives: To further validate the ISSME using Confirmatory Factor Analysis and to analyze the psychometric properties of a new version including additional sources of stress.

Methods: Participants were 666 Portuguese medicine (82.6%) and dentistry (17.4%) students (81.8% girls); they answered an online survey including the ISSME and other validated questionnaires: Maslach Burnout Inventory – Students Survey (MBI-SS) and Depression Anxiety and Stress Scales (DASS).

Results: Confirmatory Factor Analysis showed that the second order model composed of five factors (the original structure by Loureiro et al. 2008), but excluding item 11 (loading=.371), presented good fit indexes ($\chi^2/df=3.274$; RMSEA=.0581, $p<.001$; CFI=.917; TLI=.904, GFI=.919). The Cronbach's alphas were $\alpha=.897$ for the total and from $\alpha=.669$ (F2-HD) to $\alpha=.859$ (F1-CD) for the dimensions. The expanded version, including two additional items related to lack of interest in medicine/dentistry (F6, $\alpha=.543$) and two additional COVID-19 stress-related-items (F7, $\alpha=.744$) also showed acceptable fit indexes ($\chi^2/df=3.513$; RMSEA=.061, $p<.001$; CFI=.88; TLI=.866, GFI=.892). This new version's α was of .896. Pearson correlations between ISSME and the other measures were significant ($p<.01$) and high: >.55 with DASS and >.50 with MBI-SS. Girls presented significantly higher ISSME scores. F6 score was significantly higher in dentistry students.

Conclusions: This further validation study underlines that IASSME presents good validity (construct and convergent) and reliability.

Disclosure: No significant relationships.

Keywords: burnout; medical students; Inventory of Academic Sources of Stress in Medical Education; confirmatory factor analysis

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„I ride with you“ – active promotion of mental health in Bulgaria.

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Introduction: One of the main concepts of mental health promotion is proactivity, rather than reactivity. As psychiatrists we must be the first line of mental health advocacy and to do so we must share clear messages and take definitive actions.

Objectives: Inventing a cause that raises mental health awareness in the society. Afterwards creating a page in the social media that uses common language and which represents the main concepts of mental health and also targets prevention and treatment of mental disorders.